Department Website: http://gendersexuality.uchicago.edu

PROGRAM OF STUDY

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. Students can thus create a cluster of courses linked by their attention to gender or sexuality as an object of study or by their use of gender/sexuality categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Class of 2021 should consult the Archived Catalogs (http://collegecatalog.uchicago.edu/thecollege/archives/) and may direct any questions to Bonnie Kanter via email at bonniek@uchicago.edu.

The major is designed with flexibility in mind and is meant to provide students with the opportunity to design a course of study tailored to their particular concentrations. The major requires a total of thirteen courses—eleven courses plus a BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900). The eleven courses consist of a combination of courses from within Gender and Sexuality Studies and supporting courses in a different discipline (or further GNSE courses if the student chooses).

Students are required to take one Foundations course (GNSE 12000–14999), one Problems course (GNSE 11000-11199 or 20100–20399), and one Concepts course (GNSE 23101–23399). The Foundations courses are designed to provide an introduction to theories in the field of Gender and Sexuality Studies and are recommended as an entry point for the major. Concepts and Problems courses delve further into a specific subject area and are a way to build upon prior knowledge in the field. Additionally, students must take GNSE 20001 Theories of Sexuality and Gender (or an approved substitute). This course is recommended for third- and fourth-year students following enrollment in other GNSE courses.

To complete the major requirements, students must take three or four additional GNSE courses and three or four supporting courses that can be further GNSE course work or courses in a different discipline that provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field. Within the GNSE course requirement, students must enroll in at least one course that is grounded in the social sciences and one course that is grounded in the humanities in order to explore how gender and sexuality work across different disciplines. All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. They may fulfill this general education requirement with another sequence and count GNSE 15002-15003 in the major.

Research Project or Essay

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Gender Studies Adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (https://gendersexuality.uchicago.edu/research/faculty.shtml/) in the student's primary field of interest. Majors will attend two workshops during the Spring Quarter of their third year at which point they will create a proposal for their thesis. (If students are studying abroad, they should meet with the BA preceptor individually in the quarter prior to departure.) Students are also required to attend a BA Seminar in Autumn and Winter Quarters of their fourth year. Enrollment in the corresponding course (GNSE 29800 B.A. Paper Seminar) can occur in either Autumn or Winter but attendance is required through both quarters. Registration for GNSE 29900 BA Essay is also required in any quarter during the student's fourth year. Students must submit the completed thesis by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS

MAJOR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>One Foundations course (GNSE 12000–14999)</td>
<td>100</td>
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<tr>
<td>One Problems course (GNSE 11000-11199 or 20100–20399)</td>
<td>100</td>
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</tbody>
</table>
One Concepts course (GNSE 23100–23399) 100
GNSE 20001  Theories of Sexuality and Gender * 100
Seven additional courses 700
Three to four additional GNSE courses (at least one course in humanities and one in social sciences)
Three to four supporting courses (can be further GNSE course work or other courses with approval)
GNSE 29800  B.A. Paper Seminar 100
GNSE 29900  BA Essay 100
Total Units 1300

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Class of 2021 should consult Archived Catalogs (http://collegecatalog.uchicago.edu/thecollege/archives/) and meet with the Student Affairs Administrator.

* GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

GRADING
Two of the supporting field courses may be taken for P/F grading. All other courses must be taken for a quality grade.

HONORS
Students with a 3.25 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of A on their BA project or essay with a recommendation for honors from their faculty adviser.

ADVISING
Students are encouraged to design their program of study with the assistance of Bonnie Kanter, the Student Affairs Administrator and/or the Director of Undergraduate Studies. Regular check-ins are recommended to be sure all requirements are being met.

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES
Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 20001  Theories of Sexuality and Gender * 100
Five additional courses in Gender and Sexuality Studies 500
Total Units 600

* GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

It is recommended, but not required, that students who minor in Gender and Sexuality Studies take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement. Students who elect the minor program in Gender and Sexuality Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The chair’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu (http://gendersexuality.uchicago.edu) or contact the Student Affairs Administrator at 773.702.2365.

GENDER AND SEXUALITY STUDIES COURSES - FOUNDATIONS
GNSE 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.
Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-
theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like ‘material bodies’ and ‘objective science’. Primary course questions include: 1.
Instructor(s): Paula Martin Terms Offered: Spring
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): HIPS 12103, HLTH 12103, ANTH 25212, CHDV 12103

GNSE 12104. Foundations in Masculinity Studies. 100 Units.
In recent years, the term ‘toxic masculinity’ has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show The Bachelor. Why is the conversation around ‘toxic masculinity’ taking place in the United States at this moment? In this course, we will go beyond banal statements like ‘toxic masculinity’ and ‘men are trash’ to critically ask, What role does masculinity play in social life? How is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and others, men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.
Instructor(s): Rebecca Ewert Terms Offered: Spring
Note(s): This class counts as a Foundations course for GNSE majors.
Equivalent Course(s): SOCI 28087

GNSE 12105. Sex and Gender in The City. 100 Units.
This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. This course is an interdisciplinary study of power dynamics and of how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.
Instructor(s): Sneha Annavarapu Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GLST 22105, SOCI 28088, ENST 12105, ARCH 22105

GNSE 12106. Women of the Avant-Garde. 100 Units.
This course provides an introduction to the written materials of women artists who belonged to various twentieth-century avant-garde movements and circles. The institutions of ‘woman art’ and ‘the avant-garde’ will come under scrutiny as we consider the literary and archival miscellany of pan- & non-sexual, cross-generational, inter-aesthetic, multilingual, and transnational works by such makers as Gertrude Stein, Gwendolyn Brooks, Clarice Lispector, Frida Kahlo, and Yoko Ono. How do these artists conceive of their work and process as interventions into social, political, and historical realities? How does their subjective view of those realities come under scrutiny as we consider the literary and archival miscellany of pan- & non-sexual, cross-generational, inter-aesthetic, multilingual, and transnational works by such makers as Gertrude Stein, Gwendolyn Brooks, Clarice Lispector, Frida Kahlo, and Yoko Ono. How do these artists conceive of their work and process as interventions into social, political, and historical realities? How does their subjective view of those realities provide an account of the identificatory powers of their gender and sexuality? We will examine the ways in which abstraction in writing becomes useful for commenting on issues raised by feminist and queer theory, periodization, canonization, and institution. Taking to the Regenstein’s Special Collections Research Center, we will also open up the criticism, diaries, and letters of these artists to gain a new perspective on their creative processes. In addition to learning how to constellate these materials with the course readings, students will acquire hands-on experience in archival research, annotation, and curation as they make an archival project of their own. Students’ final projects will serve as the basis for a prospective library exhibition in concert with Special Collections.
Instructor(s): Rivky Mondal Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): ENGL 12106

GENDER AND SEXUALITY STUDIES COURSES - PROBLEMS

GNSE 20106. Capitalism, Gender, and Intimate Life. 100 Units.
What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity, and in particular gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption and trace the economic dimensions of masculinity and femininity over time, focusing largely but not exclusively on US history. Assignments: Midterm paper (8-10 pages) applying a theoretical reading to a secondary text, and a final paper (15 pages) based on secondary research.
Instructor(s): G. Winant Terms Offered: Winter
Equivalent Course(s): HIST 27906, LLSO 27906, HIST 37906, GNSE 30106
GNSE 20107. Queer and Trans Cinema and Media. 100 Units.
In this course we explore the history of queer and transgender cinema and media in an effort to situate new developments in queer and trans cinema and media making. We will consider relevant theories about gender and sexuality and their implications for our categories of film and media analysis.
Instructor(s): Kara Keeling Terms Offered: Spring
Equivalent Course(s): CMST 30605, CMST 20605, MAAD 10605, GNSE 30107

GNSE 20108. Feminist Political Philosophy. 100 Units.
This course focuses on three interrelated themes in contemporary feminist political philosophy: objectification; the relation of gender oppression to the economic structure of society; and the problem of ‘intersectionality,’ that is, the problem of how to construct adequate theories of gender injustice given that gender ‘intersects’ with other axes of oppression, e.g. race and class. Authors we’ll read include (but are not limited to) the following: Martha Nussbaum, Sandra Bartky, Iris Marion Young, Nancy Fraser, Patricia Hill Collins, bell hooks, Serene Khader and Tithi Bhattacharya. (A)
Instructor(s): T. Zimmer Terms Offered: Winter
Equivalent Course(s): PHIL 25405

GNSE 20110. Trans* Forms: On Gender and Genre. 100 Units.
Gender and genre share the common root term, ‘genus,’ which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and refigure gender’s colonial legacies. Reading across genres—memoir, poetry, and speculative fiction, to name a few—Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.
Instructor(s): Jennifer Wild Terms Offered: Spring
Equivalent Course(s): CRES 19980, ENGL 19980

GNSE 20114. Media Wars. 100 Units.
Media practices and discourses evoking war or violence are common today, such as the ‘weaponization’ of social media; ‘cyber warfare’ and attacks; ‘online battlegrounds;’ ‘guerrilla’ media tactics; ‘The Great Meme War’ and ‘Infowars.com,’ to name a few. In relationship with terms suggesting that we live in an age of ‘post-truth’ dominated by ‘fake news’ or ‘fact-challenged’ journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical media that are taking part in a so-called ‘media war.’
Instructor(s): Riley Snorton Terms Offered: Winter
Equivalent Course(s): CRES 20904, GNSE 30114, SIGN 26061, MAAD 10904, CMST 30904

GENDER AND SEXUALITY STUDIES COURSES - CONCEPTS

GNSE 23127. Queer Letters and LGBTQ+ Lifeworlds. 100 Units.
This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBTQ+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coterie literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman, and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.
Instructor(s): Sarah McDaniel Terms Offered: Autumn
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): ENGL 23127

GNSE 23128. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.
What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during...
apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses’ themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.

Instructor(s): Greg Valdespino Terms Offered: Winter
Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): ARCH 29506, HIST 29506

GNSE 23129. Gender and Consumption. 100 Units.
The course looks at the intricate relationship between consumption and gender and sexuality. Drawing on the sociology and history of consumer capitalism, it examines how consumer culture has been predicated on patriarchal and hierarchical notions of gender and sexuality, and how it also provided opportunities to challenge them. The course will ask and answer questions such as: What are the social and political meanings of consumption and how it has been gendered? How did consumer society and consumer culture develop in light of gendered ideologies and practices? And what are the models to challenge these institutions and their gendered reality? How has consumerism been related to the development of feminism? And how has feminist thought contributed to the critique of consumer capitalism? The course will examine the relationship of gender and sexuality to consumption through major sociological terms and concepts: How consumption, and gender, are practiced and experienced through space; how does consumption perpetuate and facilitate notions of class and class-distinction; how do consumption practices construct identities and gender-identities in particular; how have citizens, and especially women, used their status as consumers to promote political and feminist goals; and what are the relationships between consumption and the body? The course is recommended to students who are interested in the study of gender and sexuality, sociology, history, and anthropology.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn
Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): ENGL 29506

GNSE 23130. Screwing Up: Shame, Apology, and Gender Theory. 100 Units.
What does it feel like to be wrong? How do we know when we have ‘erred’, and who decides what’s right? How does feeling shame change how we think of ourselves and how we might behave in the future? What does the ‘normative’ in heteronormative mean? In this class, we will use the question of normativity-senses of wrongness and rightness and how those judgments are articulated, navigated, and enforced-to explore foundational concepts in and across theories of gender and sexuality. We will also examine the social performances of apology, guilt, regret, and remorse that occur when individuals believe they have erred. We will examine ways in which gender and bodily regimes of normativity occur in and around scenes of discomfort, uncertainty, and insecurity as well as through infrastructures of legality and policing. This course pairs our central theoretical texts from feminist, queer, critical race and disability studies with literary texts, works of poetry, and contemporary cultural objects in order to examine how these questions are enacted in a variety of lived and literary perspectives.

Instructor(s): Yaniv Ron-El Terms Offered: Autumn
Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): SOCI 28090

GENDER AND SEXUALITY STUDIES COURSES - THEORIES

GNSE 20001. Theories of Sexuality and Gender. 100 Units.
This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): C. Riley Snorton Terms Offered: Autumn
Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.
Equivalent Course(s): CHDV 20001, ENGL 20001, LLSO 20001, SOCI 20290

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.
Beginning with the breakup of the New Left and the proliferation of ‘new social movements’ such as feminism, Black Power, and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as politically significant categories. How did feminist and queer politics come to be scripted increasingly in terms of identity and its negation? To what extent has a juridical and state-centered conception of politics come to displace quotidian practices of freedom and world-building? What are the limits to rights-oriented political movements? What are the political implications of the recent ontological turn to affect in feminist and queer theory?

Instructor(s): Linda Zerilli Terms Offered: Winter
GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.
The first quarter of the GNSE Civ sequence offers a historical examination of bodies, sex, and gender. Through a series of readings that include historical primary sources and examples of cultural production from antiquity to the present, we will investigate how bodies across a variety of cultures become sexed and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts of violence, oppression, and colonization. Thematically we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.
Three thematic clusters make up the second quarter. 'Politics' focuses on texts related to activism/movement politics and women’s rights as human rights and the question of universalism. ‘Religion’ contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. 'Economics' looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GNSE 15002
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15220. Unrequited Love in Fiction and Film. 100 Units.
Unrequited love stories are some of the most beloved romances in literature and film. Why do readers and audiences find unique pleasure in the agonizing tragedy of feelings not returned? And what does ‘unrequited’ really mean anyway? This class focuses on unrequited love from the perspective of mostly British women fiction writers and film writer/directors, toggling between eighteenth- and nineteenth-century literature and contemporary romances on screen. From Jane Austen to Céline Sciamma, Eliza Haywood to Sofia Coppola, we will consider how women tell stories of attractions plagued by lack of reciprocity, misunderstandings, persistent longing and social obstacles. Moving across centuries, genre and media, we will consider what changes and what remains consistent in how these women illustrate yearning and dissatisfaction. We will read theories of desire in literature and film by Lauren Berlant, Laura Mulvey, Renata Salecl and others in order to work towards a definition of ‘unrequited love.’ Our class will examine unrequitedness across registers, including as a source of dark humor in The Favourite and Austen, and as an occasion for psychological and real violence in Mary Wollstonecraft and The Riot Club. Throughout the course, we will ask ourselves as readers and viewers to interrogate our own investment in the resolution (or, more importantly, the lack thereof) of unrequitedness.
(Fiction, 1650-1830, 1830-1940)
Instructor(s): Madison Chapman Terms Offered: Spring
Equivalent Course(s): ENGL 15220

GNSE 17612. The Art of Michelangelo. 100 Units.
The focus of this course will be Michelangelo’s sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo’s fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his ‘official’ biographies during Michelangelo’s lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.
Instructor(s): C. Cohen Terms Offered: Autumn
GNSE 18804. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries’ attempts to seize upon or challenge the nation’s commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women’s rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?
Instructor(s): N. Maor Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CRES 18804, HIST 18804, AMER 18804, LLSO 22106

GNSE 18950. Nineties Feminisms. 100 Units.
This course will survey feminist literatures of the 1790s, 1890s, and 1990s. We will cover works by authors like Mary Wollstonecraft, Sarah Grand, and Greta Gaard as well as feminist movements from New Woman ideal in the 1890s to ecofeminism and material feminisms in the 1990s. (1650–1830, 1830-1940, Theory)
Instructor(s): Caroline Heller Terms Offered: Autumn
Equivalent Course(s): ENGL 18950

GNSE 19860. Ladies Nite: Women Beatniks in Literary Counterculture. 100 Units.
Three writers do not a generation make. Often relegated to status of wife or muse in the writings and history of the Beat Generation, women’s literary contributions to this experimental zeitgeist remain largely unknown and unread. This course explores the dynamic body of work produced by female Beatniks from the 1950s-1970s. We first trace the Beat Generation’s aesthetic roots within the experimental poetics of Romanticism and American Transcendentalism and then shift our focus to post-war Greenwich Village, Mexico, and the American West. We will delve into works from authors like Elise Cowen, Diane diPrima, Denise Levertov and Lucia Berlin, to investigate how women’s authorship across place and form--chapbooks, poetry, memoirs, travel journals and films--gave voice to a vibrant, complex feminism awash with psychedelic drugs, sexual liberation and the metaphysical exploration deeply inherent to Beat counterculture. (Fiction, Poetry, 1830-1940)
Instructor(s): Carrie Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 19860

GNSE 20109. Gender and Policy. 100 Units.
This course seeks to familiarize undergraduate students with historic and current policy in the US and in other developed countries concerning various aspects of women’s lives at work and in the home. We will begin by discussing the reasons for the rise in female labor force participation between the 50s and the 80s. We will discuss the role of male deployment in WWII, the role of technological change in both fertility planning and in the invention of household appliances, and the role of changes in the demand for skilled labor. With this backdrop in mind, we will discuss the historic development of maternity leave policies in many European countries and evaluate the impact of these developments on female labor force participation. We will then turn to understanding the relative stagnation in female advancement in the past twenty-five years. The focus of this portion of the course will be to summarize recent trends in female labor force participation.
Instructor(s): Yana Gallen Terms Offered: Spring
Equivalent Course(s): PBPL 24520

GNSE 21001. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of ‘normal’ psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of ‘culture’ and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): AMER 33000, CHDV 21000, PSYC 23000, CRES 21100, ANTH 35110, ANTH 24320, GNSE 31000, PSYC 33000, EDSO 21100, CHDV 31000

GNSE 21293. Global Family Change. 100 Units.
This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850–today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate...
specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.

Instructor(s): W. Axinn
Terms Offered: Autumn
Equivalent Course(s): SOCI 20293, GNSE 31293, SOCI 30293

GNSE 21303. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.

Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteenth- and nineteenth-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and miniseries - not to mention a thriving ‘Janeite’ fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. This course will offer an in-depth examination of Austen, her literary corpus, and her cultural reception as well as a graduate-level introduction to several important schools of critical and theoretical methodology. We will read all six of Austen’s completed novels in addition to criticism spanning feminism, historicism, Marxism, queer studies, postcolonialism, and psychoanalysis. Readings may include Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Sedgwick, and Raymond Williams.

Instructor(s): Tristan Schweiger
Terms Offered: Winter
Equivalent Course(s): ENGL 41360, GNSE 41303, ENGL 21360, MAPH 40130

GNSE 21330. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair-a central theme in the writings of many women and men, secular and religious-and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

Instructor(s): M. Vanderpoel
Terms Offered: Autumn
Equivalent Course(s): RLST 21330, MDVL 21330, HIST 22121

GNSE 21350. Early Modern Women Writing Trauma. 100 Units.

This course examines 16th and 17th century women’s writing alongside the scholarship of trauma studies, with attention to themes of childhood suffering, loss, and geographical displacement. How did early modern authors employ a vocabulary for individual and collective encounters with death, illness, violence, and emotional disturbance prior to the modern conceptualization of trauma in the 20th century? What displaced histories are we able to access by bringing sustained focus to women’s writing? We will explore how early modern women articulate questions around suffering, personhood, and macro categories of identity (such as race, gender, class, and disability) as well as how their writing might reframe and/or disrupt the category of trauma in contemporary theory. Early modern authors of focus will include, among others, Aphra Behn, Elizabeth Carey, Margaret Cavendish, and Katherine Philips; we will also read widely across genres and time periods, with a syllabus that incorporates materials ranging from early modern midwifery treatises to contemporary drama. (Pre-1650, 1650-1830, Theory)

Instructor(s): Beatrice Bradley
Terms Offered: Autumn
Equivalent Course(s): ENGL 21350

GNSE 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): K. Pagel
Terms Offered: Winter
Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.
Equivalent Course(s): CHDV Distribution: A

GNSE 22046. Introduction to Caribbean Studies. 100 Units.

Why have critics, writers, and artists described the Caribbean as ‘ground zero’ of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today’s digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)

Instructor(s): Kaneesha Parsard
Terms Offered: Spring
GNSE 22048. Girlhood. 100 Units.
This course focuses on narratives in which the category of ‘girl’ or ‘girlhood’ is under construction, or called into question. We’ll begin with a number of works from the eighteenth and nineteenth centuries (novels by Frances Burney, Jane Austen, Mary Wollstonecraft, Charlotte Bronte), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries that draw on or depart from some of those earlier texts. Throughout, the course will draw on work from fields like sociology, history, and feminist and queer theory to consider changing conceptions of childhood, adolescence, and development, as well as the way that intersections of race, class, gender, sexuality, and ability shape categories and narratives of ‘girlhood.’ (Fiction, 1650-1830)
Instructor(s): Heather Keenleyside Terms Offered: Spring
Equivalent Course(s): ENGL 22048

GNSE 22220. The Promise of Nightlife: Queer Desires & the Marketing of the Erotic. 100 Units.
In brief, this course will survey various forms of nightlife performance across the 20th and 21st century (drag, stripping, burlesque, variety shows & showgirl performance) alongside popular portrayals of nightlife industries. The course asks what it means (for performers and for pop culture more broadly) that nightlife is thought of as an escape from ordinary life and ordinary or conventional forms of work. The focus of this course will track nightlife performance and industries from the material perspective of the performers, organizers, and collectives that form to address economic, racial, and sexual constraints, in addition to thinking about the figure and function of nightlife in U.S. pop culture’s imagination (through, for example, films like Hustlers, Showgirls, etc.). From both questions, we will think through different conceptions and geographies of spectacle, performance, and the erotic that undergird the world of nightlife entertainment. We will also hear from local nightlife performers/artists in Chicago with the option to attend a local nightlife outing as well. We will examine how nightlife has been approached through various disciplines from ethnomusicology, anthropology, performance studies, literary and cultural studies and read works by selected scholars and performers including Esther Newton, Tim Lawrence, Luis-Manuel Garcia, Kia LaBeija, and madison moore.
Instructor(s): E. Pensis Terms Offered: Winter
Equivalent Course(s): TAPS 20220

GNSE 22048. Girlhood. 100 Units.
How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered ‘other’ (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply ‘mirror’ contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.
Instructor(s): A. Kulez
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 23020, SPAN 23020

GNSE 23106. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical
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sources. Topics will include late nineteenth-century female 'hysteria,' evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): HIST 29318, HIPS 29318, CRES 29318, CHDV 29318, HLTH 29318, HMRT 29318

GNSE 23127. Queer Letters and LGBT+ Lifeworlds. 100 Units.
This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBT+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coteries literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman, and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.

Instructor(s): Sarah McDaniel Terms Offered: Autumn
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): ENGL 23127

GNSE 23490. Sex in Twentieth-Century Europe. 100 Units.
This course will examine the 'syncopated' history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of 'who can have sex with whom,' students will recommit 'standard' political narratives of twentieth-century Europe. Working with Dagmar Herzog's 'Sexuality in Europe: A Twentieth-Century History,' the main text of the course, and drawing on a variety of primary sources-including law and medical treatises, popular culture, and autobiographies-students will also gain an insight into the ways in which sexuality can be studied beyond archival sources.

Instructor(s): M. Appeltová Terms Offered: Winter

GNSE 23505. Ethnographic Approaches to Gender and Sexuality. 100 Units.
This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positionality, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.

Instructor(s): Cate Fugazzola Terms Offered: Autumn Winter

GNSE 23506. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): GNSE 33506, ANTH 32925, ANTH 25216, MAPS 33502
GNSE 24514. Colonial Power in East Asia. 100 Units.
This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.
Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): GLST 25218, HIST 25218, EALC 25218, CRES 25218

GNSE 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of ‘social outcasts’ in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.
Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): HIST 24515, EALC 24515, CRES 24515

This course will consider a variety of historical debates and controversies surrounding the concept of freedom of speech and expression, from 19th century obscenity law through instances of 20th century political and economic repression and on to the concept’s cooptation by right-wing free market discourse and debates about hate speech in the present. Case studies from 19C-21C literature in English and English-translation. (Fiction, Poetry, 1830-1940, Theory)
Instructor(s): Zach Samalin Terms Offered: Spring
Equivalent Course(s): ENGL 24545

GNSE 24706. Japanese Art in the Sinosphere. 100 Units.
From the earliest centuries of the common era until the 1870s, Japanese writers, artists, and scholars considered themselves to be living in the Sinosphere: the realm of China’s cultural and political centrality. Starting with a consideration of Chinese material culture in the Tale of Genji, we will proceed to address topics such as the relation between Chinese and Japanese handscroll paintings, the spread of Chinese-style ink monochrome painting in Japan, the rise of the Kano school as official painters and Chinese-style painting experts, and the immense popularity of literati painting and calligraphy. Korean painting’s intersection with Chinese and Japanese art in the medieval and early modern periods will also factor into the discussion. We will evaluate the changing dynamics around political power and gender embodied in the Chinese/Japanese oppositional duality and reassess the prevailing narratives concerning how the Sinosphere faded from view in the Meiji era.
Instructor(s): C. Foxwell Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. Registration is permitted by instructor consent only.
Equivalent Course(s): ARTH 24706, GNSE 34706, ARTH 34706

GNSE 25210. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ébola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.
Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): GLST 25218, ENST 25218, CRES 25218, HLTH 25218, AMER 25218, HIST 25218, HIPS 25218
GNSE 25222. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science's symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelynn Hammonds, Emily Martin, Sharon Traweek, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.
Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): ANTH 22124, HIPS 25202, SOCI 20517

GNSE 25262. Gender and Sexuality in a Transnational World. 100 Units.
This course, through attention to critical theory and expressive cultures, surveys gender and sexuality across time and place. Students will learn about theories of sex, gender, and sexuality; colonialisms and nationalism; social movements; and war, migration, and technology. (Fiction, Theory)
Instructor(s): Kaneesha Parsard Terms Offered: Winter
Equivalent Course(s): ENGL 25262

GNSE 25404. Gender, Politics and Philosophy. 100 Units.
In this class we'll read classic and contemporary texts in the philosophy of gender that examine questions such as the following. What exactly is gender? And what is sex? What does it mean to be a man or a woman? Are these natural or social kinds—that is, do these words refer to phenomena that humans have discovered or to ones they’ve created? Should we continue to group all human beings into just two sex/gender categories—or should we instead expand the number of categories we use? Or should we stop classifying humans by sex and gender altogether? And who should have the authority to make these kinds of decisions? We will frequently ask how these conceptual matters bear on how we should live, how we should relate to others, and how we should organize social and political life. Readings will include works by authors such as Simone de Beauvoir, Iris Marion Young, Angela Davis, Nancy Fraser, Sally Haslanger, Sandra Bartky, Patricia Hill Collins, Serene Khader and Katharine Jenkins. (A)
Instructor(s): T. Zimmer Terms Offered: Winter
Equivalent Course(s): PHIL 25404

GNSE 25602. Feminism, Race, Culture, and Liberation. 100 Units.
Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the ‘oppressed’ are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?
Instructor(s): T. Mandviwala Terms Offered: Winter
Note(s): Request AV room
Equivalent Course(s): CHDV 25002, CRES 25002

GNSE 26003. Introduction à l’autobiographie. 100 Units.
This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Père, and Sarraute.
Instructor(s): A. James Terms Offered: Autumn
Prerequisite(s): FREN 20500 or 20503
Note(s): Taught in French. This is an introductory-level course.
Equivalent Course(s): FREN 26003

GNSE 26856. Queer Theory: Futures. 100 Units.
TBD
Instructor(s): Kris Trujillo Terms Offered: Winter
Equivalent Course(s): GNSE 36856, CRES 26856, RLST 26856, ENGL 26856, RLVC 36856, CMLT 36856, ENGL 36856, CMLT 26856
GNSE 27017. Passing. 100 Units.
In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, as Jean Stefancic and Richard Delgado observe, ‘society invents, manipulates, or retires when convenient.’ Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.
Instructor(s): Nicolette I. Bruner Terms Offered: Spring
Equivalent Course(s): ENGL 27017, KNOW 27017, CRES 27017

GNSE 27100. Sociology of Human Sexuality. 100 Units.
After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (including AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. Network analytic approaches will be introduced.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): SOCI 30107, SOCI 20107

GNSE 27205. Reproductive Rights as Human Rights. 100 Units.
This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South Americas, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.
Instructor(s): Amy Krauss, Postdoctoral Lecturer Terms Offered: Spring
Equivalent Course(s): HMRT 37205, HLTH 27205, HMRT 27205, GNSE 37205

GNSE 27356. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.
By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical ‘genealogy of the present’ by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.
Instructor(s): Erin McCullough Terms Offered: Spring
Equivalent Course(s): HMRT 27536, CRES 27536, HIST 29009, LACS 27536

GNSE 27539. The Politics of Black Queer Feminist Praxis. 100 Units.
This course critically interrogates contemporary ‘status quo’ power dynamics through a lens of Black Queer Feminism. This course understands Black Queer Feminism as a political praxis that operationalizes intersectionality by seeking to deconstruct normative and hegemonic systems of power. While many of the attendees of the Women’s March of 2017 were white, over 53% of white women had just voted for Donald Trump in the 2016 presidential election. This comes at a stark comparison with the 94% of Black women that voted for Hilary Clinton. As one journalist cleverly wrote, this highlights a ‘53 percent problem in American Feminism’. This seminar-style course, through critical engagement with Black Queer Feminist praxis (thought and action), attempts to reconcile this 53 percent problem. We will begin with a history of Black feminist thought and transition to its contemporary iterations, including trans politics and queer theory. Along with a diasporic and transnational analysis, we will investigate: how do contemporary iterations of radical Black feminism engage with and resist against the state? How does Black Queer Feminism shape politics and society? The syllabus will incorporate readings from various disciplines including political science, sociology, and Black studies and will focus on how the simultaneity of hegemony shapes access to and relationships with power.
Instructor(s): Laterricka Smith Terms Offered: Spring
Equivalent Course(s): PLSC 21539, CRES 27539
**GNSE 28202. United States Latinos: Origins and Histories. 100 Units.**

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000; LACS 28000, CRES 38000, GNSE 28202, AMER 38001

Instructor(s): R. Gutiérrez  Terms Offered: Autumn

Equivalent Course(s): LACS 28000, CRES 28000, GNSE 28202, LACS 38000, AMER 28001, AMER 38001, CRES 38000, HIST 28000, HIST 38000

**GNSE 28307. Trans/Formations: Changing Bodies and Gender in Premodern Christianity. 100 Units.**

The course surveys ancient and medieval Christian views on the body and gender with a particular interest in ideas of transformation, supplemented by contemporary readings in trans studies. The course focuses on a series of topics: the creation of human bodies, debates about matter, doctrines of the resurrection, eunuchs, possession, gender (non)conformity, and various modes of gender crossing. Thus, it provides both an introduction to major figures in the history of Christianity and a primer in religious-studies and historical methods in light of trans and queer studies. A central question for the course would be how to think about historical distance and anachronism in our use of theoretical lenses with the interpretation of sources. In addition to readings in contemporary feminist, queer, and trans thought, the course primarily treats Christian sources spanning a number of genres such as narrative, theological treatise, allegory, visionary literature, and forensic transcripts.

Instructor(s): M. Vanderpoel  Equivalent Course(s): MDVL 28307, RLST 28307

**GNSE 28498. Women, Development and Politics. 100 Units.**

This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequalities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming ‘them’ into ‘us’. The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.

Instructor(s): Bautista, M. and Chishti, M. Terms Offered: Autumn

Equivalent Course(s): LACS 28498, PBPL 28498

**GNSE 28603. United States Labor History. 100 Units.**

This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley  Terms Offered: Autumn

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HMRT 28600, HIST 18600, LLSO 28000

**GNSE 28775. Racial Melancholia. 100 Units.**

This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century: Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo  Terms Offered: Autumn

Note(s): PhD Students in Comparative Literature and Divinity are given priority registration and should email Ingrid Sagor, isagor@uchicago.edu with consent requests.

Equivalent Course(s): CMLT 38775, ENGL 38775, RLST 28775, GNSE 38775, RLVC 38775, CMLT 28775, ENGL 28775, CRES 22775
GNSE 29001. Painting and Description in the Roman World: Philostratus’ Imagines - Religion, Education, Sexuality. 100 Units.
This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus’ descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.
Instructor(s): Jaś Elsner Terms Offered: Spring
Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).
Equivalent Course(s): RLVC 39001, GNSE 39001, ARTH 29001, ARTH 39001, RLST 29001

GNSE 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.
How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children’s rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children’s own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.
Instructor(s): N. Maor Terms Offered: Spring
Equivalent Course(s): LLSO 20301, CRES 29313, HIST 29313, HMRT 29313, AMER 29313

GNSE 29700. Readings in Gender Studies. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research. Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.

GNSE 29800. B.A. Paper Seminar. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research. Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and program chairman Note(s): May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29900. BA Essay. 100 Units.
The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved GNSE course may be substituted. Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program chairman Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.