

GENDER AND SEXUALITY STUDIES

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. See Minor Program in Gender and Sexuality Studies.

PROGRAM REQUIREMENTS

The major requirements for the Class of 2028 and beyond are listed here. Students in the Class of 2026 and 2027 have the option to complete the old or the new requirements and should consult with the Assistant Director for Student Affairs and Curriculum.

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 area of interest.

The major consists of 11 courses. Courses can be from a variety of disciplines, but all must be cross-listed with GNSE. Courses may be double-counted with other majors. Students can petition courses that are not cross-listed if they have significant gender/sexuality content. An optional BA thesis carries with it two course enrollments that may replace two GNSE electives.

Required courses for all students include one Foundations course (GNSE 12000–14999), one Problems course (GNSE 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. In addition, students take five additional GNSE courses and either two additional GNSE courses OR the BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900) for those completing a thesis.

All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II-III to fulfill their general education requirement in civilization studies. If the civilization requirement is fulfilled with another sequence, GNSE 15002-15003 can count as courses in the major.

BA Thesis Option

For those who are planning to write a BA thesis, a substantial essay or project is to be completed in the student's fourth year under the supervision of a BA adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (<https://gendersexuality.uchicago.edu/research/faculty.shtml/>) or Affiliated Postdoctoral Fellows (<https://gendersexuality.uchicago.edu/research/postdocs.shtml/>). Those who plan to write a thesis will attend two workshops during the Spring Quarter of their third year, at which point they will create a proposal for their project. (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 Autumn or Winter, but attendance is required in both quarters. GNSE 29900 BA Essay, also a required enrollment, can be registered for in any quarter during the student's fourth year. The grade for this credit-bearing independent study course will be the grade given to the BA thesis. 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). The Petition to Use a Single Bachelor's Paper for Two Majors (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/BA_Double_Major_0.pdf), 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 FOR THE MAJOR

MAJOR

One Foundations course (GNSE 12000–14999)

100

One Problems course (GNSE 20100–20399)	100
One Concepts course (GNSE 23100–23399)	100
GNSE 20001 Theories of Sexuality and Gender	100
Five additional GNSE courses	500
Two additional GNSE courses OR GNSE 29800 B.A. Paper Seminar and GNSE 29900 BA Essay	200
Total Units	1100

GRADING

Students may take one GNSE elective 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 if they complete a BA thesis that receives an A and is recommended for honors by their faculty adviser.

ADVISING

Students are encouraged to design their program of study with the assistance of the Assistant Director for Student Affairs and Curriculum 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

Students who elect the minor program in Gender and Sexuality Studies must meet with the Assistant Director for Student Affairs and Curriculum before the end of Spring Quarter of their third year to declare their intention to complete the minor and to consult on which courses will fulfill the requirements. 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-III to fulfill their general education requirement. If the civilization requirement is fulfilled with another sequence, GNSE 15002-15003 can count as courses in the minor.

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.

Non-majors 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 Assistant Director for Student Affairs and Curriculum.

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): Kristen Schilt 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. Instructor Consent required.

Equivalent Course(s): SOCI 20290, CHDV 20001

GENDER AND SEXUALITY STUDIES COURSES - GENERAL

GNSE 10422. Body Problems: Theorizing Fat and Thin in Early Modern English Literature. 100 Units.

Whether in the doctor's office or in our TikTok algorithm, messages about body weight, size, and shape are ubiquitous in our current moment. This class tracks the history of this phenomenon through early modern English literary representations of fatness, thinness, and everything in between. Thinking with critical race, trans, and queer theory, we will read widely from Geoffrey Chaucer's Canterbury Tales through William Shakespeare's Merry Wives of Windsor to Margaret Cavendish's Blazing World to unpack how sixteenth- and seventeenth-

century England theorized fatness and thinness through and with theories of race, gender, sexuality, and class. (Pre-1650, Medieval/Early Modern)

Instructor(s): Sarah-Gray Lesley Terms Offered: Winter
Equivalent Course(s): ENGL 10422

GNSE 10438. Lies, Mess, Gossip. 100 Units.

What happens when we take seriously stories that can't be vefrified? In this course, we'll explore how bodies and the stories told about them are often assumed to track truth. Rooted in Black Studies and Trans and Queer Studies, we'll examine how bodies-through rumor, gossip, and even lies-become sites where power and identity are made and unmade. Rather than dismissing these untidy truths, we'll learn to read them as responsive disruptions to the historical moments in which they took place, as approaches to reconsider belonging, power, and knowledge. Drawing on the work of scholars like Stephen Best, we'll explore how rumor and gossip function as strategies of self-making, challenging dominant narratives and revealing the messy realities that shape the world around us. We will engage with the works of scholars such as C. Riley Snorton, Jayna Brown, Zakkiyah Iman Jackson, Édouard Glissant as well as the autobiographical writings of Harriet Jacobs. This course encourages a collaborative approach, where students will be invited to bring in their own "messy" objects of study that reflect their engagement with specific conscriptions of race, gender, sexuality, and body politics. Central to our study will be genealogies of refusal-how Black feminist thought, queer critique, and minoritarian theory not only confront but actively reimagine dominant structures of power.

Instructor(s): Jennifer Williams Terms Offered: Winter
Equivalent Course(s): ENGL 10438

GNSE 10455. Madwomen. 100 Units.

What is madness? What does it mean to go crazy? What does it mean to be driven crazy? This course examines different forms of madness, probes the relationship between race, gender, and disability, and explores the potential wisdom found in madness by looking to madwomen in twentieth and twenty-first century literature. We will both consider madness as an object within literary studies and the lived experience of the madwomen characters and authors through the lens of Mad studies and activism. Tentative readings include *The Bell Jar* (Plath, 1963), *The Bluest Eye* (Morrison, 1970), *Freshwater* (Emezi, 2018), excerpts from *The Collected Schizophrenias* (Wang, 2019), and others. Students will also be asked to engage spaces that center the Mad such as the Center for Mad Culture and Project LETS. This course will include writing components that ask students to read literary texts and/or cultural moments through mad methodology and a final essay in lieu of an exam.

Instructor(s): Rhya Moffitt Terms Offered: Winter
Equivalent Course(s): ENGL 10455

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 Bachelorette*. 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 other 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): Omar Safadi Terms Offered: Winter
Note(s): This class counts as a Foundations course for GNSE majors.
Equivalent Course(s): SOCI 28087

GNSE 12116. The "Bad Moms" Renaissance. 100 Units.

From the murderous matriarch to the overbearing stepmother, sixteenth- and seventeenth-century literary representations of mothers reveal the anxieties, fantasies, and social ideals of reproduction, family, and gender in the period. This course argues that what makes a mom "bad" in these texts is bound up in the racial, gendered, and sexual imagination of early modern England. We will read a broad range of early modern texts from epic poetry to prose fiction, from midwifery manuals to the plays of William Shakespeare and his contemporaries. In doing so, we will confront past (and present) understandings of motherhood, care, femininity, and family structures. (Pre-1650, Drama)

Instructor(s): Sarah-Gray Lesley Terms Offered: Autumn
Equivalent Course(s): ENGL 10103

GNSE 12128. (In)Visible Women from Dante to Elena Ferrante: Bodies, Power, Identity. 100 Units.

In this course, we approach the two most studied phases of Italian history, the Renaissance and the Twentieth century, by placing gender, sexuality, and otherness at the center of the picture rather than at its margins. Readings are mostly from works of literature, including Dante's and Michelangelo's poems, Machiavelli's plays, and Elena Ferrante's most famous novel, but also critical texts by Freud, Barthes, and Butler. We will examine how literature and art reflect and challenge ideas about gender roles, bodily ideals and sexualization, misogyny, marriage, and polyamory. Additionally, we will explore portrayals of religious, ethno-geographic, and gender

"Others" in texts by Jewish writer Sarra Copia Sulam, and highlight the pioneering contributions of women to science, focusing on Caterina Sforza, Isabella Cortese, and Margherita Sarrocchi, who advanced experimental practices in medicine, alchemy, and cosmetics. Through class discussions and assignments, we'll examine themes in both women- and male-authored texts and adopt an interdisciplinary and transmedia approach to cultural tradition. Topics will intersect with the events and social upheavals of two of the most remarkable periods of Italian history, drawing from texts, visual art, and material culture. Taught in English. Students seeking credit for the Italian major/minor can complete part of the work (readings and writing) in Italian. This course counts as a Foundations course for GNSE majors.

Instructor(s): Beatrice Fazio Terms Offered: Course not taught in 2025-26

Equivalent Course(s): ITAL 23325

GNSE 12135. Reading the Rom-Com: Renaissance and Modern. 100 Units.

This course challenges the common assumption that modern romantic comedies are not worthy of academic study by examining early modern iterations of the genre—from William Shakespeare's *Taming of the Shrew* (1590) to Aphra Behn's *The Rover* (1677). In turning to these sixteenth- and seventeenth-century texts, we will consider how this often trivialized genre encodes, theorizes, and problematizes issues of gender, sex, class, race, and desire through its familiar formula of "simply" getting some people to fall in love. # (Drama, Medieval/Early Modern)

Instructor(s): Sarah-Gray Lesley Terms Offered: Autumn

Equivalent Course(s): ENGL 10402

GNSE 12137. Feminism and the Politics of Abortion. 100 Units.

This course surveys feminist politics on abortion both historically and in the contemporary moment, with particular attention to abortion activism just before the Roe decision until the post-Dobbs present. We will draw on investigative journalism, academic research, and activist literature/movements to conceptualize both the feminist politics of abortion and resistance to government restrictions on access to reproductive healthcare. The course emphasizes the multifaceted ways feminists (both in the US and elsewhere) have conceptualized abortion and reproductive politics as well as frameworks of care, solidarity, and resistance. The course takes special interest in the ever-evolving post-Dobbs landscape by incorporating both current events and histories of the anti-abortion movement of the United States.

Instructor(s): Rhiannon Auriemma Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors.

Equivalent Course(s): PLSC 12137, HIPS 25221

GNSE 12138. Tutorial - Feminist Science and Technology Studies. 100 Units.

Feminist science and technology studies (STS) is a rich body of literature that grapples with essential questions about the gendered and political nature of scientific knowledge. This course engages deeply with a range of literature that explores different possibilities for studying the co-construction of race and gender in and through science. We will discuss, among other topics, feminist epistemologies of science, racializing technologies, uses of DNA science, analyses of reproduction, various approaches to new materialisms, and speculative thinking about how science can be practiced differently. In this course, we take an expansive view of the field of feminist STS to consider what does, or does not, cohere about feminist STS as a field of study. We will read work from a wide range of scholars, from foundational scholars such as Donna Haraway and Londa Schiebinger to critiques of the field from Katherine McKittrick and Zakiyyah Iman Jackson, and others in between.

Instructor(s): Abigail Taylor-Roth Terms Offered: Spring. Offered in Spring 2025

Equivalent Course(s): HIPS 29651

GNSE 12139. Engendering Capitalism: Women, Family, and Economy in Asia. 100 Units.

This course explores the cultural understanding of capitalism through the lens of gender as a critical analytical tool. In studying social, historical, and cultural changes shaping gender relations, we will extend our understanding of gender dynamics and its relationship to the family, the state, civil society, class, and the economy. By reading and discussing significant scholarly works, this course will help students understand Asian women in both local and global contexts. The course will be divided into two parts. The first section will address women's issues and identities, such as women as mothers, wives, and citizens in the framework of family and social institutions, by looking at postcolonialism, patriarchy, and nationalism. Next, the latter half will examine various aspects of women and the economy, including labor, consumption, market economy, governmentality, and class and status.

Instructor(s): E. Park Terms Offered: Spring

Equivalent Course(s): HIST 24617

GNSE 12141. Reproductive Futures. 100 Units.

Course description to come.

Instructor(s): Emily D. Crews Terms Offered: Autumn

Equivalent Course(s): HLTH 29020, RLST 29020

GNSE 12142. Queer Modern Europe. 100 Units.

"Queer Modern Europe" provides an overview of queer European history from the mid-nineteenth century to the present. Beginning with early sexologists, we will explore topics ranging from the scandals of fin-de-siècle metropolises to the vibrant interwar era, from the devastation of two world wars to modern liberation movements. Students will analyze a diverse array of primary sources, including court transcripts, medical texts,

postcards, films, and manifestos. Rather than seeking fixed or essential identities, the course will encourage students to explore how ideas of sexuality and queerness were constructed in specific geographic and temporal contexts. Our focus on modern Europe will extend beyond its geographical boundaries, prompting students to consider Europe as a porous entity with complex, mutually constitutive relationships with the rest of the world. Throughout the term, we will also engage with contemporary works that draw inspiration from historical figures and events. We will consider how historians, filmmakers, and artists touch queer histories and ask what their methods and objectives reveal about the politics of queer historical storytelling. Course assignments will center on queer archives, allowing students to critically examine how the queer past is documented and represented. What kinds of questions can we ask of queer archival materials, and how can we use them to illuminate broader historical frameworks?

Instructor(s): Madeline Adams Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): GLST 22142, HIST 12702

GNSE 12143. Trans Literature in the United States. 100 Units.

This course focuses on the American history and aesthetics of trans literature. How has American literature changed through the innovations of trans writers? How has trans identity been shaped by literary narrative and form? And how has trans literature responded to or been shaped by American politics and culture, up to and including the executive declaration against the category of "gender" entirely? In this class, we will read together through major works by trans authors to gain a sense of the relationship between transgender life, narrative/poetic form, and the culture of the United States. Our syllabus thinks comparatively about trans literature across time periods, genres, and genders, including taking other forms of difference like sexuality, race, and ability as active analytical questions which modify and are modified by gender.

Instructor(s): Gabriel Ojeda-Sague Terms Offered: Autumn

Equivalent Course(s): ENGL 12143

GNSE 12145. Gender and the Dancing Body. 100 Units.

This course explores the relationship between dancing bodies and gender identity in locations such as the stage, nightclubs, on social media, in film, and on the streets. Anchored in intersectional perspectives, the course examines dance as a site of personal and cultural history, resistance, and protest, while also considering its connections to nation and race. The aim of this course is to explore how ideas about gender and sexuality have shaped formal and aesthetic approaches to dance, even as dance serves as a space for contesting normative ideologies. This discussion-based seminar includes film screenings, guest artist sessions, and a final creative project. No previous dance experience required.

Instructor(s): E. Kilmurray Terms Offered: Winter

Equivalent Course(s): TAPS 26235

GNSE 12159. Reading as a Writer: The Bad Girls Club. 100 Units.

Jezebels, witches, femme fatales, nasty women, sirens, madwomen, and murderesses: the world over, these women of many names-whom we'll collectively refer to as the Bad Girls Club-have alternately inspired the disdain and delight of multitudes. Whether jailed, expelled, excommunicated, or burned at the stake, their (anti)heroic antics have challenged, critiqued, or, some might say, corrupted the laws, mores, and sensibilities of societies. If it is true that polite, well-behaved women rarely make history, then what do impolite, badly-behaved women teach us about the construction of (his) story? In this course, we'll examine literature from around the world featuring members of the Bad Girls Club, who in opposing complimentary constructions of femininity, femaleness, and power invite introspection on the gendered nature of story and storytelling. In short critical papers, we'll analyze the tropes, features, and conventions of literature featuring these bad characters, and in short exercises, you'll write stories, poems, and essays inspired by them.

Instructor(s): Julie Iromuanya Terms Offered: Autumn

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 12159

GNSE 12161. Topics in EALC: Queer Literature and Politics in Contemporary East Asia. 100 Units.

In recent years, there has been a proliferation of queer literature from East Asia in English translation. This course will focus on such contemporary fiction, exploring how "queer" interfaces with issues of identity and subjecthood; desire, embodiment and reproduction; creativity and labor, and more. To this end, beyond issues of fictional representation, we will work to parse the relation between queer as an identity or subject position (queer people/characters) and queer as a set of interpretive strategies and ethical orientations to cultural texts (queer critique). In the first half of the quarter, we will examine some of this recent fiction alongside queer literary criticism and theory, and hold in-class workshops to conceptualize together the "queer" in queer literature and learn about the current situation of queer activism and cultural production in East Asia. In the second half of the quarter, we will read further East Asian literature through several thematic clusters - family, fandom, desire, etc. - while applying the interpretive approaches we learned in the first. The course may include readings by authors such as Wang Xiaobo, Park Sang Young, Murata Sayaka, Li Kotomi and Chi Ta-Wei among others. No prior knowledge is required; all readings will be in English.

Instructor(s): N. Ogonek Terms Offered: Winter

Equivalent Course(s): EALC 10722

GNSE 12140. Eccentrics, Visionaries, Deviants? Queer Religion, Ethics, and Politics. 100 Units.

Challenging the assumption that religion and queerness are inherently at odds, this course introduces the dynamic field of queer religious studies. We will ask: what do religions teach about sex and gender? How have religious communities defined and resisted sexual and gendered norms? How do religious LGBTQ+ people navigate, negotiate, and sometimes contest these ideas? Readings will allow us to trace the contemporary rise of homophobia and transphobia in politics, law, and religion as historical phenomena, while uncovering the hidden religious histories and lives that defy religious heteronormativity and transphobia. To lay the groundwork for investigating the complex relationships between religion, sexuality, and politics, we will read foundational texts in queer theory (Judith Butler and Michel Foucault). While selected case studies of Jewish, Muslim, and Christian communities will demonstrate the complexities of today's landscape, and engagement with queer religious thinkers will illustrate some political and social trajectories for queer religion and spirituality. Ultimately, seminar conversations and student site-visits will provide opportunities to learn how religion and sexuality interact and to consider how queer religiosities can enliven eccentric ways of being and transformative visions of community. No prior experience with religious studies or queer theory required.

Instructor(s): Virginia White Terms Offered: Autumn

Equivalent Course(s): RLST 25602

GNSE 12144. The Invention of Lesbian Literature. 100 Units.

What is lesbian literature? Should any text produced by a self-identified lesbian be considered part of its canon, or are there identifiable lesbian styles, forms, conventions, or other parameters through which we might define it? What is the relationship between modernism and the explosion of literary works taking up lesbian themes in the 20th century? In this course, we will tackle these questions and more while reading lesbian literature across the 20th century, beginning with queer(ed) works from writers of modernist period-Virginia Woolf, Radclyffe Hall, and Nella Larsen, before moving on to think about lesbian pulp novels of the 1950s, radical feminist science-fiction of the 1970s, and Leslie Feinberg's 1993 transgender novel *Stone Butch Blues*, among others. (Fiction, 20th/21st)

Instructor(s): R.L. Willis Terms Offered: Autumn

Equivalent Course(s): ENGL 10418

GNSE 12146. Translating Gender Across France and Italy. 100 Units.

Frenemies" since the Middle Ages, the literary traditions of Italy and France illustrate the productive tensions that can arise from cultural and geographic proximity. This course explores practices of rewriting and adaptation across the Alps through the lens of gender and sexuality. We will focus on two periods of literary flourishing: the early modern age, when Italy led Europe into the era we now call the Renaissance, and the dawn of literary modernism in the late nineteenth and early twentieth centuries, when France stood out for its innovations. We will address topics such as: how do female authors adapt works originally written by men? how do treatments of masculinity change when they move from one cultural setting to another? what role does sexuality play in realist genres? how does the post-modern representation of love and femininity change across French and Italian works in the twentieth century? Authors and works may include fabliaux, chansons de geste, Boccaccio, Marguerite de Navarre, Christine de Pizan, Orlando furioso, Émile Zola, Giovanni Verga, Italo Calvino, Raymond Queneau. Theory readings will include Roland Barthes, Hélène Cixous, Umberto Eco, Susan Sontag, and others.

Instructor(s): Fara Taddei Terms Offered: Spring

Note(s): Class will be conducted in English. Those taking the class for ITAL or FREN credit will read works and complete assignments in French and/or Italian, as relevant. Counts as a Foundations course for GNSE majors.

Equivalent Course(s): FREN 24026, ITAL 24026

GNSE 13000. Gender and Sexuality: Multidisciplinary Conversations with UChicago Researchers. 100 Units.

This course offers students an opportunity to be in conversation with a diverse group of University of Chicago scholars whose work uses gender and/or sexuality as critical lenses for understanding the world. Each week, we'll dive into the work of a different scholar, from fields such as anthropology, sociology, history, medicine, law, and comparative literature. On Tuesdays, we'll explore materials they've chosen for us: texts, films, archives, or gallery exhibitions. On Thursdays, we'll host them in our classroom for open and candid conversations about these materials, their research, career paths, and the questions that keep them up at night. Throughout the quarter, students will gain a richer understanding of how gender and sexuality function as interdisciplinary tools for analysis-and how they shape scholarly inquiry across academic and professional contexts. Students will have opportunities to reflect on their learning through short writing assignments, presentations, and creative projects that connect course themes to their own intellectual interests.

Instructor(s): Red Tremmel Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II-III.

This two-quarter sequence, with an optional 3rd quarter, aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. The first two quarters of the sequence must be taken to meet the general education requirement in civilization studies. In the Spring Quarter students have the option of taking a third unit, a course whose topics will vary year to year (GNSE 1500X).

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 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. This course is not available for First Year Preregistration.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

The second half of the civ sequence will extend our earlier interrogation of bodies, sex, and gender into an examination of sexualities and socialities. Through an encounter with theoretical texts, literature, and art, we will investigate a series of important critiques of biopower, or statist strategies for regulating bodies and controlling populations. These interventions include critiques of nationalism, colonialism, capitalism, and heteronormativity, all of which, as we will see, contribute to our understanding of sexuality. Throughout the course, feminist and queer critique will fundamentally frame our analyses of power, desire, and sexuality.

PQ: GNSE 15002.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15010. Gender and Sexuality in World Civ III: Medieval Bodies. 100 Units.

This course will explore depictions of corporeal instability and nonnormative bodies in a range of medieval literary as well as artistic works, and will place primary sources (e.g., lais, bestiaries, encyclopedias, Alexander narratives, maps, medical texts, poems) in conversation with contemporary theoretical and critical works (e.g., Bynum, Cohen, Daston, DeVun, Halberstam, Haraway, Mills). Whether viewed through the lens of monstrosity or of the miraculous, the presence of porous, recombinatory, expansive, or transforming bodies disrupts cultural, discursive, hermeneutic, legal, and other norms, carving out space for an imaginary of being otherwise.

Terms Offered: Autumn

Prerequisite(s): GNSE 15003

Note(s): This course is restricted to students studying abroad on the Paris GNSE Civ program in Autumn 2025.

GNSE 15600. Medieval English Literature. 100 Units.

A course on experimental poetry of the late 14th century, with special attention to how formal techniques of disorientation and discontinuity are related to the philosophical, ethical, and political ambitions of poetry.

(Poetry, Medieval/Early Modern, Pre-1650)

Instructor(s): Mark Miller Terms Offered: Winter

Equivalent Course(s): ENGL 15600

GNSE 18124. Poverty, Crime, and Character: 18th Century and Now. 100 Units.

From highwaymen and vagrants to thieves and murderers, this course will look at fictional representations of crime and criminology from the 18th century and the present. We will ask how changing concepts of character, literary and legal, shape a society's understanding of what criminality is and how it should be managed. Looking first at how the early British novel asks us to think about literary and personal character by way of crime and confession, we will then turn to the 20th- and 21st-century afterlives of these 18th-century crime narratives, attending to how configurations of moral constitution and personal identity—especially relating to class, gender, and race—become intertwined in more recent fiction and film. Syllabus may include fiction by Daniel Defoe, Henry Fielding, William Godwin, James Hogg, Richard Wright, Patricia Highsmith, Philip K. Dick, and Jordy Rosenberg; films by Steven Spielberg, Bong Joon-ho, Horace Ové, Hirokazu Koreeda, and Richard Linklater; and theoretical texts by David Hume, Jeremy Bentham, Patrick Colquhoun, and recent criminologists. (Fiction, 1650-1830)

Instructor(s): Jacob Biel Terms Offered: Spring

Equivalent Course(s): ENGL 10124

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): Kristen Schilt 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. Instructor Consent required.

Equivalent Course(s): SOCI 20290, CHDV 20001

GNSE 20007. Africa in the Middle East and the Middle East in Africa. 100 Units.

From Mansa Musa's Hajj in 1324 to the contemporary Afrobeats scene in Dubai, African and Middle Eastern societies share long histories of interconnection. This course examines these interconnections from the early modern to the contemporary era through a series of case studies ranging from traditions of exchange on the Swahili Coast, to the Ottoman Scramble for Africa, to the creation of a long-standing Lebanese diaspora in West Africa and a more recent Ethiopian Jewish community in Israel. Students will examine debates that animate this field of scholarship including conversations about race; histories of slavery and its legacies; conceptions of indigeneity, nativism, and settler colonialism; religious encounters; gender and society; shared and divergent experiences of European colonialism and struggles for independence; and transnational collective-building projects such as Pan-Africanism and Pan-Arabism. In addition to scholarship based on textual analysis, students will develop skills to investigate cultural sources such as music, photography, film, fashion, literature, and sports. No prior coursework in Middle Eastern or African studies is required. However, a background in African Civ, Islamic History and Society Civ, or Islamic Thought and Literature Civ is recommended.

Instructor(s): K. Hickerson Terms Offered: Spring

Note(s): Assignments: Short papers; long paper; in-class presentation

Equivalent Course(s): HIST 20007, RDIN 20007

GNSE 20112. From the Harem to Helem: Gender and Sexuality in the Modern Middle East. 100 Units.

This course will provide a historical and theoretical survey of issues pertaining to gender and sexuality in the modern Middle East. First, we will outline the colonial legacies of gender politics and gendered discourses in modern Middle Eastern history. We will discuss orientalist constructions of the harem and the veil (Allouche, Laila Ahmed, Lila Abu-Lughod), and their contested afterlives across the Middle East. We will also explore colonial (homo)sexuality, and attendant critiques (Najmabadi, Massad). We will pay especial attention to local discourses about gender and sexuality, and trouble facile assumptions of "writing back" while attending to the various specificities of local discourses of everyday life across various sites of the Middle East. Eschewing reductive traps for more nuanced explorations of the specifics of life in Beirut, Cairo, Istanbul, or Tehran - as well as to rural areas - we will show how gender and sexuality are constructed and practiced in these locales. In addition to foundational scholarly texts in the field, we will also engage with an array of cultural texts (films, novels, poetry, comics) and - where possible - have conversations with activists who are working in these sites via Skype/teleconferencing.

Instructor(s): Stephanie Kraver Terms Offered: Spring

Equivalent Course(s): NEHC 20034, NEHC 30034, GNSE 30112

GNSE 20119. Language, Gender, and Sexuality. 100 Units.

This course, based primarily on insights from the field of linguistic anthropology, focuses on the relationship, in theory and in practice, between language, gender, and sexuality. We begin with a brief overview of the field and some of its major theoretical developments. Then, we expand on themes of social change, desire and identity, difference, kinship, and the significance of global, transnational and postcolonial connections in our understandings of gender and sexuality. The practical component of the course includes critical analysis of language and other signs that are used to enact gender and sexuality (e.g., in drag shows, communities you belong to personally, online communities, and current events). Throughout this course, we will emphasize the importance of ethnographic approaches to languages and communication-a hallmark of linguistic anthropology that requires a reflexive and critical attentiveness to how researchers co-participate in everyday social interactions with their interlocutors. Beyond the categories of gender and sexuality as studied in Western academic contexts, this course invites students to pay close attention to how non-normative forms of alterity are produced and circulated in the Global South under conditions of political and economic inequality.

Instructor(s): Fadi Hakim Terms Offered: Spring

Equivalent Course(s): LING 22450, ANTH 22450

GNSE 20124. Fictions of Patriarchy in German Literature and Thought. 100 Units.

In his 1861 study *Mother Right*, J. J. Bachofen argues that patriarchy is, at its most basic level, fictive. While the mother's connection to the child is materially perceptible-she gestates, births, and nurses her offspring-the father is a "remoter potency" whose relationship to his progeny, because it is always mediated through the mother, can never be known for sure. Paternity, Bachofen suggests, is a juridical invention rather than a naturally evident fact. Taking its cue from Bachofen, this course will investigate the relationship between notions of patriarchy and fictionality in German literature and thought. We will consider how philosophical texts use the figure of the father to ground their speculative claims, how literary narratives adapt changing ideas about the family and the state, and how concepts of patriarchy have structured thinking about fiction's function and effects. Readings from: Herder, Schiller, Fichte, Kleist, Bachofen, Hauptmann, Freud, Werfel, Heiner Müller, and Jelinek, among others.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): GRMN 23823, GRMN 33823, GNSE 30124

GNSE 20126. Shrews! Unladylike Conduct on Stage and Page in Early Modern England. 100 Units.

This course will move between three sites of inquiry to investigate the social and material history of an evergreen trope: the domestication of a refractory servant or wife. From rare book libraries and museum collections, we will track the common features of popular entertainments that traffic in this scenario. We will then bring our findings to bear in a theatre lab environment, where we will assay scenes from *The Taming of the Shrew*, *The Tamer Tamed*, and *the City Madam*. (Drama, Pre-1650)

Instructor(s): Ellen MacKay Terms Offered: Spring

Equivalent Course(s): TAP5 20360, ENGL 20360, ENGL 40360, GNSE 40126

GNSE 20127. Black Women Work: The labor of Black women in communities, families, and institutions. 100 Units.

This multidisciplinary course will explore the labor of Black women in three distinct arenas—communities, families, and institutions. Students will explore these areas through engaging with historical and contemporary narratives, research, and popular media, heavily drawing in a U.S. context, but not exclusively. Through an engagement of Black women in the U.S. labor force, this course will explore three questions. How has the labor of Black women contributed to the sustainability of communities, families, and institutions? What are the choices Black women make to engage and sustain their work? What is the future of the labor of Black women? Is the future one that is liberatory or not? Students will leave this course with an understanding of the ways intersectional experiences of oppression contribute to complex conditions and decision-making, that shape the labor of Black women, the function of certain labor decisions as sites of resistance, as well as the generative resources that support the professional success and well-being of Black women.

Terms Offered: TBD

Equivalent Course(s): RDIN 69600, SSAD 29600, SSAD 69600, RDIN 26600

GNSE 20128. Creating a Different Image: Black Women's Filmmaking of the 1970s-90s. 100 Units.

This course will explore the rich intersections between African American women's filmmaking, literary production, and feminist thought from the 1970s to the early 1990s, with an emphasis on the formation of a Black women's film culture beginning in the 1970s. We will examine the range of Black feminisms presented through film and the ways that these films have challenged, countered, and reimagined dominant narratives about race, class, gender, and sexuality in America. We will explore the power and limitations of filmmaking as a mode of Black feminist activism; the range of Black feminisms presented through film; and the specific filmic engagements of well-known Black feminist critics such as bell hooks, Toni Cade Bambara, and Michele Wallace. As many Black feminist writers were engaged with filmmaking and film culture, we will look at these films alongside Black women's creative and critical writing from the period. Approaching filmmaking in the context of Black feminist thought will allow us to examine the possibilities of interdisciplinary approaches to film studies broadly, as well as to think specifically about the research methods and theories that are demanded by Black women's filmmaking in particular.

Instructor(s): Allyson Field Terms Offered: Winter

Prerequisite(s): This course is open to graduate and undergraduate students from across the disciplines; our conversations and presentations of the films will both depend on and be energized by different disciplinary perspectives.

Note(s): Not offered in 2024-25. Please email Professor Field at anfield@uchicago.edu before enrolling. Course Description Continued: We will discuss the form, aesthetics, and politics of individual films and we will examine larger efforts by artists and activists to build a Black women's film culture, asking such questions as: What does a film history of Black feminism look like, and what scholarly and creative methods does such a history demand?

To begin to answer these questions, we will revisit the 1976 Sojourner Truth Festival of the Arts—believed to be the first ever Black women's film festival—organized by Michele Wallace, Faith Ringgold, Patricia Jones, Margo Jefferson, and Monica Freeman. The class will collectively participate in a homage series inspired by the 1976 festival, featuring work by filmmakers from the original festival such as Monica Freeman, Madeline Anderson, Michelle Parkerson, Ayoka Chenzira, Carol Munday Lawrence, Edie Lynch, and Camille Billops; as well as others including Julie Dash, Zeinabu irene Davis, Maya Angelou, and Yvonne Welbon. The weekly course screenings will be open to the public and students will gain experience in the public presentation of films by actively engaging in public-facing aspects of film exhibition (writing program notes, delivering introductions, participating in discussions, etc.). The class will culminate with a two-day symposium that will bring together around 35 Black feminist filmmakers and artists, including a number from the 1976 festival, to revisit the threads and legacies of the original event and discuss the present and future of Black women's film practices.

Equivalent Course(s): HIST 37415, CMST 31025, KNOW 31025, CMST 21025, HMRT 31025, HIST 27415, HMRT 21025, GNSE 30128

GNSE 20129. Writing Gender. 100 Units.

In German, even if you are not writing about gender, you are always writing gender: the grammatical categories "masculine," "feminine," and "neuter" are implicated in every noun declension and personal pronoun. How have writers negotiated this in their constructions of gender identity? In this course, we will examine how gender has been thought within and beyond the masculine/feminine binary in German intellectual history. We will study historical conceptions of grammatical gender as well as recent attempts to make German more inclusive for genderfluid and trans people (e.g., neopronouns). Finally, we will consider how authors use literature as a space for gender exploration, such as in Kim de L'Horizon's recent award-winning novel *Blutbuch*. Readings and discussions in English.

Instructor(s): Sophie Salvo Terms Offered: Spring
 Equivalent Course(s): GNSE 30129, GRMN 35524, GRMN 25524

GNSE 20130. Queer Theory. 100 Units.

This course offers a foundation in queer theory. In order to understand the contested definitions of the term "queer" and explore the contours of the field's major debates, we will work to historicize queer theory's emergence in the 1980s and 1990s amidst the AIDS crisis. Reading texts by key figures like Foucault, Sedgwick, Butler, Lorde, Bersani, Crimp, Warner, Halperin, Dinshaw, Edelman, Anzaldúa, Ferguson, and Muñoz in addition to prominent issues of journals like GLQ, differences, and Signs, we will approach these pieces as historical artifacts and place these theorists within the communities of intellectuals, activists, and artists out of which their work emerged. We will, thus, imagine queer theory as a literary practice of mournful and militant devotion, trace queer theory's relationship to feminism and critical race theory, critique the hagiographic tendency of the academic star system, and interrogate the assumptions of queer theory's secularity.

Instructor(s): Kris Trujillo Terms Offered: Spring
 Equivalent Course(s): GNSE 36855, CMLT 36855, RLVC 36855, ENGL 36855, ENGL 26855, RLST 26885, CMLT 26855

GNSE 20132. Gender, Race, and Horror. 100 Units.

This course will contend with the ways that horror as a film genre constructs and deconstructs notions of gender and race in society. We will attend to texts across decades and subgenres that will illustrate how gender and race are made and regulated through notions of confusion, fear, and repulsion. By attending to these universal human feelings, students will learn how emotions are evoked through the construction of the text, its portrayal of the disruption of gender norms and its construction of racial boundaries. Students will learn the necessary vocabulary and methodologies to be able to critically analyze (audio)visual texts. In order to do this, students will be guided through how to construct argumentative critical papers through proper utilization of grammar, syntax, and vocabulary. By the end of the course, students will be well versed in cinematographic terms such that they will be able to critically analyze texts to understand the impact of perspective, interpretation, and judgment. This course is meant to help students navigate and make sense of an increasingly scary world by learning to appreciate fear as a necessary human expression. Finally, and most importantly, students will be able to engage with the age-old notion of terror to be able lead a more ethical and intellectually richer life.

Instructor(s): AE Stevenson Terms Offered: Autumn
 Equivalent Course(s): MADD 10507, CMST 35507, CMST 25507

GNSE 20133. Trans Genres. 100 Units.

This course explores genres of writing and cultural production concerned with transgender life and politics. Students will engage genre's relationship to gender, as they will read across memoir, fiction, poetry, and criticism. (Theory).

Instructor(s): C. Riley Snorton Terms Offered: Winter
 Equivalent Course(s): RDIN 20408, ENGL 22408

GNSE 20134. Special Topics in Criticism and Theory: Gender and Sexuality. 100 Units.

An introduction to classic texts in feminist and queer literary criticism. (Theory, 1840-1990)

Instructor(s): Sianne Ngai Terms Offered: Spring
 Equivalent Course(s): CCCT 22212, ENGL 22212

GNSE 20135. Divas, Idols, Material Girls: Gender and Sexuality in Music Videos. 100 Units.

The stark black and white of Madonna's "Vogue" and the pinks and sparkles of "Material Girl." The explosive surprise releases of Beyoncé's BEYONCÉ and Lemonade visual albums. The lavish cinematic spectacle of Taylor Swift's "Bad Blood" and the fanbait intertextuality of SM Entertainment's Aespa. Since MTV's advent in 1981, hit music videos have made a number of pop songs inextricable from iconic imagery and choreography; ubiquitous digital devices and the rise of platforms like YouTube and TikTok have only increased pop music's audiovisuality. Looking at and listening to female pop icons raises fraught questions of agency, representation, race, sexuality/sexualization, bodies, commodification, and capital. In this course, students will gain a vocabulary for talking about both the audio and visual parameters of music video, and they will use this vocabulary to engage with critical frameworks for examining meaning, circulation, and reception in contemporary music videos. Assignments across the course will allow students to experiment with a range of writing and media genres, including critical close readings, micro-reception histories, thinkpieces, podcast episodes, and video essays.

Instructor(s): Paula Harper Terms Offered: Autumn
 Equivalent Course(s): MADD 14723, MUSI 27423

GNSE 20136. Generations, Gender, and Genre in Korean Fiction & TV Drama. 100 Units.

The seminar analyzes the issues of generations, gender, and genres that arise from a selection of popular literary and television dramas from modern and contemporary Korea. The selection for the course is marked by the creative contributions of Korean women as novelists, scriptwriters, directors, among others. It includes prose fiction by renowned authors such as Park Wan-sô (1931-2011), Han Kang (1970-), and Cho Nam-joo (1978-), as well as television series like Mr. Sunshine (2018; scripted by Kim Eun-sook), The Red Sleeve (2021; dir. by Chông Chi-in; adapted the 2017 novel by from Kang Mi-kang), and My Liberation Notes (2022; written by Park Hae-yeong). Through a blend of close textual analysis and historical contextualization, the course aims to uncover the ways in which the gendered and generational identities of these creators might have helped certain

configurations of concerns, needs, and aspirations saliently emerge in response to social, cultural, historical, and political currents of their time. [Consent Required; No prior knowledge of the Korean language is necessary]

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): EALC 33044, EALC 23044, MADD 13044, GNSE 30136

GNSE 20138. Gender Before Gender: Constructing Bodies in Ancient American Art. 100 Units.

In this course, we will seek to test the possibilities and limits of understanding gender and sex in premodernity through an inquiry into the artistic traditions of the ancient Americas. Works of art constitute a primary means by which we can access ideas about what we call gender and sex. Based on what we can reconstruct from visual, textual, and archaeological sources, these cultures conceptualized and represented gender in ways that might seem unfamiliar, in the process putting into question our own preconceptions. Indeed, pre-modern works of art might not have served to simply record conventions of gender but also helped construct the very idea of a sexed body within a given cultural context. As we discover commonalities and divergences between these Indigenous American traditions, we will learn to think across cultural contexts and disciplinary divides, putting into question some of our own assumptions. We will see that gender is not an immutable construct but something actively brought into being in different ways in different times and places.

Instructor(s): C. Brittenham Terms Offered: Spring

Prerequisite(s): Consent of instructor required; email Professor Brittenham a paragraph-long description about what you bring and what you hope to get out of this seminar.

Equivalent Course(s): LACS 25731, LACS 35731, ARTH 25731, ARTH 35731, GNSE 30138

GNSE 20141. Queerness in the Shadow of Empire: Sexualities in the Modern Middle East. 100 Units.

Critics, from both the Right and the Left, claim that liberal sexual regimes are Western, imperial impositions onto Muslim and Middle Eastern societies. On the other hand, LGBTQ+ advocates claim that the restriction of sexuality is itself a colonial legacy. This class will delve into this debate by examining cutting edge empirical and theoretical work on Queer lives in the modern Middle East.

Instructor(s): E. Abelhadi Terms Offered: Autumn. Distribution: C;3

Prerequisite(s): Instructor consent

Note(s): Distribution: C;3

Equivalent Course(s): GNSE 30141, RDIN 38055, NEHC 38055, NEHC 28055, CHDV 28055, CHDV 38055, RDIN 28055

GNSE 20142. From Bollywood to Made in Heaven: Marriage and Sexuality on Indian Screens. 100 Units.

From reality shows like Indian Matchmaking and Made in Heaven to the meme of the "Big Fat Indian Wedding" to the preoccupations of Bollywood films like DDLJ and Rocky aur Rani ki Prem Kahani and crossover ones such as Monsoon Wedding, marriage is an obsession in South Asian culture. Focusing on Hindi cinema, this course will explore the socio-political dynamics of this cultural focus on marriage and couple formation. With examples ranging from classical Hindi films from the 1950s-60s to the star-studded melodramas of 1970s and 1980s and the "new Bollywood" era (post-1991), this cinema exhibited and analyzed the central dynamics of marriage: sexual compatibility, fidelity, reproductive futures, and so on. Debates around class, caste, diaspora, and sexuality are equally anchored in issues of marriage and couple formation. In this course, we ask why it is that marriage-its success and failure-has been so central to Indian on-screen identities. Even as screens multiply-on computers, cell phones, and in the multiplex-marriage continues to dominate. No prior knowledge of Indian languages is required, but you must enjoy watching and talking about movies and popular culture.

Instructor(s): Rochona Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20122, SALC 30122, CMST 20122, CMST 30122, HIST 36616, HIST 26616, GNSE 30142

GNSE 20143. Feminism(s) and Anthropology. 100 Units.

This course examines the fraught yet generative relation between various movements of feminism and the discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in thinking "the human" through questions of alterity or Otherness. As such, feminist and anthropological inquiries often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value and power—even as they differ in their political and scholarly orientations through the last century and a half. Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand and political intervention on the Other, we will pursue the following lines of inquiry: 1) a genealogical approach to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including Marxist inspired writing on women and economy, Third World feminism and intersectionality, and feminist critiques of science studies) and 3) a reflexive contemporary examination of the way these two strands of thought have come together in the subfield of feminist anthropology and the continual frictions and resonances of feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive activism, queer politics, feminist economics).

Instructor(s): Chu, Julie Cole, Jennifer Terms Offered: Winter

Prerequisite(s): 3rd and 4th year undergraduates only. Graduate students must have consent of one of the instructors.

Equivalent Course(s): CHDV 22103, CHDV 32103, ANTH 32910, GNSE 32103, ANTH 25211

GNSE 20144. Wives, Widows, and Prostitutes: Indian Literature and the "Women's Question" 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): Ulrike Stark Terms Offered: TBD

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): SALC 27904, GNSE 47900, SALC 43800

GNSE 20145. Women in 20th-Century Architecture. 100 Units.

From the Renaissance to the present day, architecture has been a blatantly male-centric field. This course invites students to consider women who overcame systemic barriers to become figures of agency in 20th-century architecture. We will examine the lives and works of women who have managed to attend architecture schools, despite historical gender-based exclusion or restriction on enrollment, as well as those who found impactful ways to play architectural roles without academic training. We will pay particular attention to how these protagonists add necessary complexity to the modernist canon. The course will start with a first module on positionality (women as architects, women as clients, and women as residents) followed by a second module with a biographical scope (Minnette De Silva, Eileen Gray, bell hooks, and Sibyl Moholy-Nagy).

Instructor(s): J. Huet Terms Offered: Spring

Note(s): This course fulfills the Art In Context Core Requirement

Equivalent Course(s): ARCH 17781, ARTH 17781

GNSE 20147. Gender Archaeology. 100 Units.

How have archaeologists approached the study of gendered practices, and can their work contribute to theoretical and methodological discussions of gender across the social sciences and humanities? How can we use material objects and things to examine or explain gendered identities, especially in the deep past? In this course, students will engage with a range of research, from different disciplinary perspectives, to explore how gender is situated in archaeological theory and praxis and its political implications. Through multiple case studies, the course will interrogate how archaeologists study, analyze, and interpret material remains to examine gendered ideologies and material practices and their intersections with other social constructs: class, sex, race, ethnicity. Coverage is cross-cultural and aims to expose students to the diversity and variability of gendered and sexual experiences of different people across time and space. Topics include but are not limited to: embodiment and expression, gender roles, sexuality, parenthood and childhood, masculinity, biopolitics, and feminist theory.

Instructor(s): Alice Yao and Katie Kearns

Equivalent Course(s): GNSE 30147, SIGN 20147, ANTH 30012, CLAS 33024, ANTH 20012, CLCV 23024

GNSE 20151. Hooking Up, Shacking Up, Breaking Up: Public Policy and Intimate Relationships. 100 Units.

Every aspect of our lives is shaped by policy choices, including our most intimate relationships. In this course, we will examine the sociological and policy dimensions of different aspects of intimate relationships, including campus hookup cultures, relationship formation, housing policy, marriage, parenting, breakups and divorce. Each week, students will be responsible for reading an assigned book related to these topics, and class meetings will be dedicated to discussing the texts in depth. Students should be aware that texts will engage with themes of assault, abuse, and intimate partner violence. Together, we will examine how macro-level policy decisions shape pivotal intimate moments throughout the lifecourse.

Instructor(s): Gorski, Karlyn Terms Offered: Winter

Equivalent Course(s): CHDV 24530, PBPL 24530, SOCI 20614

GNSE 20152. Indigenous Feminisms. 100 Units.

Indigenous women, queers, trans, non-binary, and Two Spirit people have been at the forefront of Indigenous resistance struggles, most recently at Standing Rock, at Mauna Kea, and in protests against Line 3 and Line 6 pipelines in the upper midwest and Canada. Their voices, along with Indigenous queer and feminist scholars in academia, have been working to understand the interrelatedness of gendered violences, land dispossession, and cultural appropriation. This class will consider how Indigenous feminist, queer, and Two Spirit scholars have theorized gender, sexuality, race, and colonialism alongside queer and feminist of color critiques toward accountable visions of resistance. We will read works by Indigenous feminist scholars, writers, poets, and activists from the nineteenth-century to the twenty-first to consider how Indigeneity challenges how gender and sexuality are experienced in the context of ongoing settler colonialism.

Instructor(s): Jodi Byrd Terms Offered: Spring

Equivalent Course(s): RDIN 33100, ENGL 23101, RDIN 23100, ENGL 33101, GNSE 30152

GNSE 20153. Practicum: Women and Society. 100 Units.

Although the inequities between men and women have diminished during the last decades, large gaps are still evident and resistant to change. Throughout this course, we will explore the origins of these disparities which are all fundamentally rooted in the patriarchal nature of society. Understanding how patriarchy came to be the dominant order requires a multidisciplinary and historical approach. The first lectures will cover debates in biology, human evolution, history and archeology that explain the deep roots and the spread of this order throughout the centuries. The next set of lectures will cover how current cultural practices and social norms facilitate the reproduction of the patriarchy and will also examine alternative ways in which societies have organized themselves where women have powerful roles or live in matriarchies. The class will also capture how women from the Global South contest this order within their societies and on their own terms. Finally, we will evaluate policies that have aimed to close the gap between men and women around the world. A central theme of the course is that to understand how to craft effective policies one needs to understand the mechanisms which created patriarchy and led it to persist. The students will offer presentations that will revise these policies from a critical perspective based on the material we covered throughout the quarter. The final lectures will include a variety of guest speakers.

Instructor(s): Bautista, M. Terms Offered: Spring

Prerequisite(s): This course satisfies the methods practicum requirement and students have the option to complete additional coursework to satisfy the windows requirement.

Equivalent Course(s): LACS 28498, PBPL 28498

GNSE 20155. Queer Love Poetry. 100 Units.

This course examines the long history of queer love poetry, from the ancient world to postmodernism. Its readings are particularly interested in how modernists claimed literary lineages of queer poetics, queered social practices and communal literary spaces, and reinvented verse forms to reflect queer eros. We will study works from Russian, Hebrew, Yiddish, Spanish, Greek, and several other languages. No prerequisites. Open to undergrad and grad students.

Instructor(s): Anna Elena Torres Terms Offered: Autumn

Equivalent Course(s): JWSC 28995, RLST 28995, CMLT 28995, GNSE 30155, RLVC 38995, CMLT 38995

GNSE 20156. Female Complaint from Sappho to Aphra Behn. 100 Units.

Beginning with influential classical texts, including the poetry of Sappho and Ovid's *Heroides*, this class explores early modern articulations of female complaint, both in women's writing of the period and as depicted by male writers. The course takes up some works in the mode of gender apologetic and polemic, including excerpts from Christine de Pisan's *City of Ladies*, Chaucer's "Legend of Good Women" and Rachel Speght's "A Mouzell for Melastomus." It also tracks poetic complaint in the works of such writers as Aemilia Lanyer, John Donne ("Sappho to Philaenis"), Katherine Philips, and Aphra Behn, and excerpts of women's life-writing by Margaret Cavendish, Lucy Hutchinson, and Sor Juana Inés de la Cruz. The class turns to contemporary critical frameworks including affect and trauma studies in order to explore the dynamics of how these texts stage questions of suffering, sympathy and representability. (Medieval/Early Modern)

Instructor(s): Sarah Kunjummen Terms Offered: Autumn

Equivalent Course(s): ENGL 20818, ENGL 40818, MAPH 40818, GNSE 40156

GNSE 20157. Labor, Sex, and Magic: Celestina and Other Witches. 100 Units.

The image of witchcraft in the Iberian Peninsula is rooted in a tradition of technique, healing, bodily care, and the management of sexual labor. In this class, we will discuss the numerous witches of Iberian literary traditions (*Trotaconventos*, *Eufrosina*, *Fabia*), paying particular attention to Fernando de Rojas's "Celestina," written during the transition from the Middle Ages to the early modern period. These witches orchestrate the romances of unfortunate young people and strive for survival in the shifting urban landscape of pre-modernity, a time of wars, revolts, plagues, and catastrophes. In this class, we will explore the status of these women within the social transformations of their time, why so many authors regarded them as emblematic figures of pre-modern Iberian cities, and what they reveal to us today about the lives of women in that era.

Instructor(s): Noel Blanco Mourelle Terms Offered: Autumn

Equivalent Course(s): SPAN 37880, GNSE 30157, SPAN 27880, MDVL 27880

GNSE 20158. Celebrity Cultures: Divas, Queers, and Drags in Latin America. 100 Units.

This course takes students on a journey into the dazzling world of divas, queers, and drag performers who reshaped Latin America's cultural, social, and political repertoires. From Eva Perón's iconic political mythology and María Félix's femme fatale allure to the radical defiance of Pedro Lemebel and the cosmic magnetism of Walter Mercado, we will explore how these larger-than-life figures resisted and undermined heteronormative and misogynistic regimes. Engaging critical theory, queer studies, and aesthetic analysis, the course invites students to engage with the commodification of celebrity in the culture industry, the performative dynamics of identity, and queer culture's fascination with camp, glamour, and abjection. Revisiting concepts like the society of the spectacle and hyperreal personas, students will uncover how these icons transformed the public sphere and disrupted hegemonic power structures. The course also examines celebrity labor as affective production and the participatory cultures that turn fandom into a consumer community, and into a nostalgic and repetitive ritual in the context of digital neoliberalism. Through discussions, close readings of critical texts, and multimedia explorations of films and performances, students will learn how divas, queers, and drag performers redefined aesthetic innovation and became fearless agents of political subversion in the region and beyond. The course will be taught in Spanish and English.

Instructor(s): Carlos Gustavo Halaburda Terms Offered: Autumn

Prerequisite(s):

Note(s): Taught in Spanish and English.

Equivalent Course(s): SPAN 34990, SPAN 24990, TAPS 34090, GNSE 30158, TAPS 24090

GNSE 20159. Sex, Gender, and Sexuality in the Middle Ages. 100 Units.

The field of gender and sexuality in medieval Western Europe is both familiar and exotic. Medieval poetry is fascinated by the paradoxical inner workings of desire, and poetic, theological, and philosophical texts develop sophisticated terms for analyzing it. Feminine agency is at once essential to figurations of sexual difference and a scandal to them. Ethical self-realization gets associated both with abstinence and with orgasmic rapture. This course will examine these and other topics in medieval gender and sexuality through reading a range of materials including poetry, theology, gynecological treatises, hagiography, and mystical writing.

Instructor(s): Mark Miller Terms Offered: Spring

Equivalent Course(s): ENGL 35700, GNSE 35700, ENGL 25700

GNSE 20161. 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 foundational works from the eighteenth and nineteenth centuries (Jane Austen, Mary Wollstonecraft, Louisa May Alcott, Harriet Jacobs), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries (likely to include texts by Zitkala-Sa, Carson McCullers, Toni Morrison, Myriam Gurba, and films by Peter Weir, Todd Solondz, Celine Sciamma). 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)

Instructor(s): Heather Keenleyside Terms Offered: Spring

Equivalent Course(s): ENGL 22048

GNSE 20162. Black in Colonial America: Three Women. 100 Units.

Through a survey of texts by and about Sally Hemings, Phillis Wheatley and Tituba, "the Indian," we will consider the lives of three black women in colonial America. In this period of expansion and contraction of the concepts of race and bondage, what kind of "tellings" were possible for these women? By reading texts written as early as 1692 and as late as 2008, we will also consider how representations of these women have changed over time. (18th/19th, Theory)

Instructor(s): SJ Zhang Terms Offered: Spring

Equivalent Course(s): SIGN 26076, ENGL 21785

GNSE 20163. Playwriting: Queer Form & Court Theatre's New Musical. 100 Units.

Students will write short plays or one longer play that experiment(s) with queer form. We will consider linear and non-linear structures, disrupting expectations, subverting conventions, and shifting between the fictional world of the play and the real-time presence of the audience. We will focus on how form is integral to queer content. Students are welcome to bring in projects in progress or the germ of an idea, including original stories, adaptations or autobiographical material. Designers interested in 'writing' from a designer perspective are also welcome. Our work will be in dialogue with the new musical *Out Here at Court Theatre*, for which instructor Leslie Buxbaum is the book writer & co-lyricist. Students will meet production collaborators and be invited to production activities that fall within winter quarter.

Instructor(s): L. Buxbaum Terms Offered: Winter

Equivalent Course(s): TAPS 23915

GNSE 20164. Queer Reproduction. 100 Units.

What makes reproduction queer, and how do queers reproduce? In some senses, more people than ever before have access to reproductive technologies and to family building resources. People of all genders and sexualities utilize tools to combat infertility such as in vitro fertilization, gamete donation, surrogacy, and adoption, sometimes reproducing the normative family form and other times expanding it. Kinship categories, from "diblings" (donor siblings) to house mothers, can be artifacts both of culture and of science, and reflect ways of understanding what constitutes a family and what relationships become considered family. This course asks after the many mechanisms which can be taken to foster or hinder queer reproduction, thinking through the tools for managing social and biological infertility alongside cultural anxieties about queer reproduction more broadly, as enacted through bans on queer representation in classrooms and other policies. We will consider how specific technologies emerge and are utilized among groups who identify as queer and those who do not, ask after the legacy of queerness and its association with non-procreative forms of intimacy, and map the ways that the figure of the child is always bound up with some vision of the future (of the family, the nation, or humanity itself).

Instructor(s): Paula J. Martin Terms Offered: Autumn

Equivalent Course(s): HLTH 22107

GNSE 20165. How did we get to Dobbs? Reproduction, gender, and the law. 100 Units.

This course will situate the landmark Dobbs decision, which held that the U.S. Constitution does not confer a right to abortion, within four widening concentric horizons of interpretation. The first horizon is legal: we will examine other relevant landmark cases on privacy and "history and tradition," as well as the state-state, state-federal, and public-private legal relations of the emerging abortion landscape. The second is jurisprudential--debates in legal scholarship over pertinent issues such as the liberty and equality rights of 14th Amendment,

bodily integrity, and fetal personhood. Third will be social science that situates the conservative legal movement in the contexts of American constitutional development, historical patterns of political recurrence, and the political economy of the "family values" discourse. The fourth horizon will draw from social and political theory to consider other possible civic, biopolitical, economic, psychological, and racial dimensions to the legal regulation of reproduction and motherhood. This course is an LLSO junior colloquium and will accordingly require a substantial independent research paper.

Instructor(s): David Lebow Terms Offered: Autumn

Note(s): Preference is given to LLSO juniors.

Equivalent Course(s): LLSO 29716

GNSE 20620. Literature, Medicine, and Embodiment. 100 Units.

This class explores the connections between imaginative writing and embodiment, especially as bodies have been understood, cared for, and experienced in the framework of medicine. We'll read texts that address sickness, healing, diagnosis, disability, and expertise. The class also introduces a number of related theoretical approaches, including the medical humanities, disability studies, narrative medicine, the history of the body, and the history of science. (Theory)

Instructor(s): Heather Glenny Terms Offered: Autumn

Equivalent Course(s): ENGL 10620, HLTH 26020

GNSE 20700. Topics in EALC: Poets/Teachers/Fighters: Writing Women in China and Beyond. 100 Units.

This course offers a survey of women's writing in late Imperial and modern China, exploring the ways in which women (and men) reimagined the collectivity of women and the concept of "women's literature" in order to stake out a position in the cultural sphere. How did Chinese women use literature to redefine what it meant to be a woman, and what was their role (both of women and of literature) in the major social and political upheavals and in the revolutionary movements of their day? Readings include essays, poetry, diaries and fiction by women writers from the 12th to the 21st century in China, Hong Kong, and Taiwan. All assigned readings are in English translation, but students who read Chinese are encouraged to read the original texts.

Instructor(s): P. Iovene Terms Offered: Spring

Note(s): Not offered in 2023-24.

Equivalent Course(s): EALC 10701

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: Winter

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): PSYC 33000, ANTH 35110, CHDV 21000, PSYC 23000, GNSE 31000, KNOW 31000, CHDV 31000, ANTH 24320, AMER 33000

GNSE 21370. Ships, Tyrants, and Mutineers. 100 Units.

Since the Renaissance beginnings of the "age of sail," the ship has been one of literature's most contested, exciting, fraught, and ominous concepts. Ships are, on the one hand, globe-traversing spaces of alterity and possibility that offer freedom from the repression of land-based systems of power. From Lord Byron to Herman Melville to Anita Loos, the ship has been conceived as a site of queerness and one that puts great pressure on normative constructions of gender. At the same time, the ship has been a primary mechanism for the brutality of empire and hegemony of capital, the conduit by which vast wealth has been expropriated from the colony, military domination projected around the world, and millions of people kidnapped and enslaved. Indeed, the horror of the "Middle Passage" of the Atlantic slave trade has been a major focus of inquiry for theorists like Paul Gilroy and Hortense Spillers, interrogating how concepts of racial identity and structures of racism emerge out of oceanic violence. In the 20th and 21st centuries, science-fiction writers have sent ships deep into outer space, reimagining human social relations and even humans-as-species navigating the stars. While focusing on the Enlightenment and 19th century, we will examine literary and filmic texts through the present that have centered on the ship, as well as theoretical texts that will help us to deepen our inquiries. Note: one session will be held at the Newberry Library's maps collections.(Fiction, 18/19)

Instructor(s): Tristan Schweiger Terms Offered: Autumn

Note(s): Open to open to 3rd and 4th years.

Equivalent Course(s): ENGL 41370, GNSE 41370, ENGL 21370, MAPH 41370

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.

Beginning with the fraught legacy of the New Left and the "new social movements" of the 60s and 70s, this seminar questions critically examines the theoretical histories that have determined how we think about gender and sex, as alternately something imposed on us externally, as 'structure,' and something identity-based,

subjective, and internal. Since the 1990s, developments in queer, trans, feminist theory and Black studies have turned away from imagining politics and identity as structures in favor of thinking in terms of disruption, performativity, and fluid models of social construction and political action against it -- even as the movements they emerged out of relied heavily on critiques of Freud and Marx, refusing as well as using their theoretical imaginaries of politics as (materialist or psychic) structure. We will ask: what is a structural analysis? What is not a structural analysis, what is it opposed to? What do we mean when we enjoin ourselves to pay attention to structural conditions? How does thinking structure predispose us to think concepts like "sex," "sexuality," "race," and "gender" together or apart, as converging aspects of experience or as different epiphenomena of a single system? Starting from Afropessimism and the queer antisocial turn, readings will move backward in time to ask how notions of structure have informed theories of identity.

Instructor(s): Dana Glaser Terms Offered: Winter

Note(s): Undergraduates by Consent Only

Equivalent Course(s): PLSC 21410, GNSE 31400, CCCT 21400, CCCT 31400, PLSC 31410, ENGL 21401, ENGL 30201

GNSE 21404. More than Human Ethnography. 100 Units.

In this course we explore the fields of more-than-human and 'multispecies' ethnography. We examine theoretical antecedents promoting the inclusion of non-human actors in ethnographic analysis and read examples of such work, including foundational texts on more-than-human engagements, exploitations, and dependencies by Deborah Bird Rose, Kim Tallbear, Eduardo Kohn, and Anna Tsing among others. We consider the role other species, 'actants' and assemblages played in early social science work and contemplate recent studies of "becoming with" animals, plants, fungi, bacteria-encountering complex symbioses, examining naturalcultural borders, and querying the role of decolonial thought and queer ecologies in the 'more-than' turn. Multispecies and posthumanist approaches encourage a decentering of traditional method; we couple ethnographic examples with literature by biologists, physicists, and philosophers. The is a discussion-based seminar with significant time devoted to logistical elements of 'more than' work-to querying how such studies are conducted in practice. The final paper takes the form of an exploratory essay based on observations collected during previous weeks.

Instructor(s): Wilhoit, Mary Terms Offered: Winter

Equivalent Course(s): ANTH 33807, KNOW 32404, GNSE 31404, ANTH 21426, MAPS 31404

GNSE 21650. Kafka's The Trial. 100 Units.

This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.

Instructor(s): M. Sternstein Terms Offered: Autumn

Prerequisite(s): open only to Fundamentals majors. all other majors need consent of instructor.

Equivalent Course(s): FNDL 21650, REES 22009

GNSE 21720. Science fiction against the state. 100 Units.

This course reads science fiction and other texts (including theory, essays and zines) that imagine what it might mean to live against, beyond or without the state, and thus beyond or against the law, the police and capitalism. We will engage with these other worlds in an attempt to formulate our own visions of other possible forms of communal life and relation. We will pay particular attention to questions of liberatory struggle; borders, policing and imprisonment; race, gender, family and social reproduction; and environment and ecological relations. We'll also spend some time thinking about actually existing forms of living against the state (including encampments, blockades, autonomous zones). SF authors may include Ursula Le Guin, Samuel Delany, Tade Thompson, Octavia Butler, and ME O'Brien and Eman Abdelhadi. Other authors may include Saidiya Hartman, Fredy Perlman, James Scott, Orisanmi Burton, Joy James and David Graeber.

Instructor(s): Hilary Strang Terms Offered: Winter

Equivalent Course(s): GNSE 41720, ENGL 41720, ENGL 21720, MAPH 41720

GNSE 21721. Women Who Wrote In Yiddish. 100 Units.

This course explores memoirs, plays, essays, poetry, novels, and journalistic writing of women who wrote in Yiddish, as well as a discussion of the context in which they wrote and their reception and self-perception as "women writers." Among the writers whose work may be represented in this course are Glikl, Yente Mash, Kadya Molodowsky, Chava Rosenfarb, Yente Serdatsky, Rosa Palatnik, Anna Margolin, Celia Dropkin, Rokhl Korn, Beyle Shaechter-Gottesman, Gitl Shaechter-Viswanath, Bella Chagall, Blume Lempel, Esther Kreitman, Debora Vogel, Rokhl Brokhes, Sarah Hamer-Jacklyn, Malka Lee, Ida Maze, Roshelle Weprinski, Miriam Karpilove, Zina Rabinovitz, Rokhl Szabad, Rokhl Faygnberg, Paula Prilutsky, Shira Gorshman, Esther Shumiatscher-Hirshbein and Freydl Shtok. Many of these writers have been underexamined in the history of Yiddish literary studies and this course will bring renewed attention to their work. This course will be taught in English with readings translated from Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Autumn. Not offered 2025-26

Equivalent Course(s): GNSE 31721, JWSC 27651, YDDH 31721, YDDH 21721

GNSE 21882. Virginia Woolf: Love, Life, Writing. 100 Units.

How to write a life? Virginia Woolf grappled with this question, and so will we in this course. How, indeed, does one write, not only one's own life, but the life of others, particularly when strong feelings are involved?

We will study Woolf's reflections on how to capture a life along with her attempts to do so, delving into her essays, novels, and life-writing (letters, diaries, and auto/biographical works). With the different literary genres, along with Woolf's various engagements with other arts, we will see different approaches to re/creating personalities and inter-personal relationships emerge. To help us understand Woolf, we will examine her Victorian background, her Bloomsbury circle, and the Modernism with which she is associated. We will also engage with relevant theories of selfhood, sexuality, and auto/biography. At stake in our investigations is the role and critical potential of the personal in literary production. We will discuss this while taking up subjects such as familial relationships, the meaning of friendship, and the complexities of love. Throughout, we will consider Woolf's relevance for today, and we will conclude with how Woolf's own life has been taken up by others. (Fiction, 20th/21st)

Instructor(s): Christine Fourniaies Terms Offered: Spring

Equivalent Course(s): ENGL 21882

GNSE 22000. Introduction to Black Studies. 100 Units.

This course introduces students to the study of Blackness from multiple perspectives: racial, political, cultural, and intellectual. We will adopt a global perspective to our study that highlights differential histories and experiences of Black people in various areas of the world. Attentive to the origin of the discipline in political struggle, we will constantly question the ties of Black studies scholarship to the communities whose struggle it is founded on. With a consideration of the adjacent histories of racialization and other forms of oppression, this course invites students to consider the relation between Blackness and other social categories such as gender and class. We will ask questions such as: What are the methods and approaches to the study of Blackness? How has the history of African and African diasporic people shaped the contemporary world? How can we build a world founded on freedom for all? Assigned materials include academic texts, fiction, and other media such as film & music. Select topics include the histories of enslavement and colonization, revolution, Black feminism, and Afrofuturism. Students will work on weekly reflections, a mid-term paper and a final team project. For the sake of a collaborative pedagogy anchored in the work of social movements, students are encouraged to imagine together the best form this course can take and to enact course practices and changes that keep us all true to the radical vocation of Black Studies as a discipline.

Instructor(s): Kevin Irakoze Terms Offered: Winter

Equivalent Course(s): RDIN 22000

GNSE 22035. The Acts of Paul and Thecla and the Pastoral Epistles. 100 Units.

In the early second century there were bitter battles over the legacy of Paul and his preserved letters in terms of gender, sexuality, family life, asceticism, church administration, and theological vision. We can see these well by reading the narrative text *The Acts of Paul and Thecla* alongside the "Pastoral Epistles" (1 and 2 Timothy, Titus), the former championing a female, cross-dressing ascetic Christ-missionary and the latter, in pseudepigraphical epistolary texts written in the dead Paul's name, insisting on patriarchal family life and women's adherence to traditional roles. In this course we shall read both sets of texts carefully in Greek, noting points of similarity and contestation, and test various models of how these sources—each of which seeks to "fix" the Pauline legacy in its own way—are related to one another. Time allowing, we shall also look at the later reception of the cult of Saint Thecla and late antique interpretations of "the apostle," Paul, on these issues of sexuality and gender roles, and their perduring influence in contemporary debates.

Instructor(s): Margaret Mitchell Terms Offered: Autumn

Prerequisite(s): At least one year of Greek, or equivalent.

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): HCHR 42035, BIBL 42035, GNSE 42035, FNDL 22035, RLST 22035, GREK 27423, GREK 37423

GNSE 22123. Sociology of the Family. 100 Units.

The family is a key social institution in all human societies, although its structure and functions vary over time and place. Families are responsible for producing, raising and socializing children into social roles. Families are often the site of religious practice, responsible for much of what is produced and consumed, provide shelter, transmit resources across generations and within them, inculcate members, especially the young, with values and beliefs, provide companionship and entertainment, and the location for much of the sexual activity that takes place. Changes in the structure of the economy, social policies, and social organization all affect the family, with demographic forces also playing a key role. We will discuss these issues through the lens of the classic and recent literature on the family as seen from a sociological perspective.

Instructor(s): L. Waite Terms Offered: Spring

Equivalent Course(s): CHDV 20123, PBPL 20123, SOCI 20123

GNSE 22151. Pacific Worlds: Race, Gender, Health, and the Environment. 100 Units.

This discussion-based course will introduce students to both classical and recent scholarship in Pacific World historiography. By adopting micro-historical, comparative, and transnational methods, students will examine the formation of three overlapping "worlds": The Antipodes, Polynesia, and the northeastern Pacific. Analyzing the myriad intersections of race, gender, health, and the environment, we will explore a range of large-scale historical processes that shaped and reshaped the Pacific between the mid-eighteenth and the mid-twentieth centuries. These processes include European exploration, settler colonialism, and indigenous sovereignty; sex, depopulation, and race science; labor, migration, and urbanization; industrialization and environmental exploitation; and imperial expansion and citizenship. The course is intended for students with an interest in the

Pacific Islands, Australasia, and the North American West, as well as those interested in race, gender, health, or the environment within indigenous, immigrant, or settler colonial contexts. Required readings - which will consist of book chapters and academic articles - will be used to contextualize and critically analyze a variety of primary sources during each class session.

Instructor(s): Christopher Kindell Terms Offered: Spring

Equivalent Course(s): HIST 25030, GLST 25151, CEGU 20151, HIPS 20151, HLTH 20151

GNSE 22156. Staging Identity in the Eighteenth Century. 100 Units.

This course will consider connections between theatre, performance, and identity in the eighteenth century, a time when selfhood is everywhere depicted as both metaphorically and literally theatrical. We will ask: How does actual theatrical practice shape the way that identity was understood in this period? What components of identity, particularly in terms of race, class, gender, and sexuality, are privileged or destabilized by the eighteenth-century stage? Course reading will focus primarily on Restoration and eighteenth-century British drama, but may also include short works of eighteenth-century fiction and philosophy, as well as selected secondary readings in theatre history, performance studies, and gender and sexuality studies. The final syllabus will be shaped by what's on in London in the fall; we will hopefully be able to attend a performance or two, and consider how recent playwrights look back to the eighteenth century in their own work. #1650-1830, Drama)

Instructor(s): Heather Keenleyside Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

Equivalent Course(s): ENGL 20156

GNSE 22163. Reading as a Writer: Obscenities. 100 Units.

"Obscenity" is a term for what is repulsive, abhorrent, excessive, or taboo in a society; and yet many artworks once considered to be obscene are now celebrated as landmarks of world literature, from the ancient poetry of Sappho to modern novels like *Ulysses*. In this course, we will study literary works that have been banned or censored as "obscene" to examine our own perspectives, attitudes, and assumptions as literary artists. How does obscenity shape our understanding of gender and sexuality, race and ethnicity, or public and private speech? What are the uses of obscenity in constructing new possibilities for literary expression? Authors studied will include Toni Morrison, Tanizaki Jun'ichirō, Vladimir Nabokov, Hilda Hilst, and Allen Ginsburg; and we will supplement these readings with works of literary theory, psychoanalysis, and case law. Students will produce their own original poetry, fiction, and nonfiction to reimagine what is permissible and possible in language and society for contemporary literary artists.

Instructor(s): Chicu Reddy Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins.

Equivalent Course(s): CRWR 12163, PARR 33000

GNSE 22200. Haunting and/as/of Power. 100 Units.

Haunting is a liminal category that signifies presence despite absence, unfinished pasts in the present, and ruptures within what is considered rational, normal and real. In this course we will examine multiple hauntings - as metaphor and as experience - situating them within the geographies and afterlives of racial and caste capitalism, gendered dispossession, empire, and the postcolony. Mediated through cultural theory, literature, film, historical archives and ethnographies, we will encounter vampires, zombies, witches, jinn, ghosts, transgender monsters, ancestors, the paranormal, phantoms, and other desiring, friendly or vengeful spirits in order to understand how they story memory, time, space, embodiment, and violence. How can the spectral be deciphered? What does being haunted feel like? How does haunting as an analytic foreground the sensuous, affective, intimate and overwhelming dimensions of structures of power? We will answer these questions and more through the work of David McNally, Tithi Bhattacharya, Silvia Federici, Hil Malatino, Diego Escobar, Hortense Spillers, Christina Sharpe, Avery Gordon, Stefania Pandolfo, Emily Ng, Ryo Morimoto, Susan Lepselter, and Tanya Tagaq, among others.

Instructor(s): Tanima Sharma Terms Offered: Autumn

Equivalent Course(s): RDIN 32200, RDIN 22200, GNSE 32201

GNSE 22207. Caste, Reproduction, and Citizenship in India. 100 Units.

This undergraduate and graduate level seminar will center on caste and reproduction in understanding notions of citizenship in India. The course will systematically engage with ideas of belonging to the post-colonial nation-state, particularly as experienced from following standpoints-gender, caste, indigeneity, and class. Understanding how citizenship is constituted, performed and negotiated in India, especially in relation to the biological and political reproduction of "good citizens", reveals the scopes and limits of citizenship as governance. The course is premised on the centrality of reproduction to governance in the largest democracy of the world. Drawing on a set of interdisciplinary literature, the readings are organized around feminist theorizations of the State, governance, and citizenship to locate the body within the body politic. The aim is to develop critical thinking on how the politics of reproduction is deeply imbricated with the reproduction of democratic politics; a politics that is entangled with knowledge, expertise and constructed human difference. In so doing, the course brings together reproductive governance with articulations of social justice in India.

Equivalent Course(s): ANTH 32203, RDIN 22203, SALC 35704, CHDV 22203, RDIN 32203, CHDV 32203, GNSE 32207

GNSE 22295. Morrissey's America: Contemporary Social Problems. 100 Units.

What are the most pressing social problems in the U.S.? What do we know about them and what can we do to address them? We will use the life and music of Morrissey, the controversial former frontman of The Smiths, as a lens through which to explore our country's most critical social issues. An outspoken defender of animal rights and disaffected youth's preeminent lyricist, Morrissey has also increasingly flirted with nationalist policies. As such, he embodies the tensions, complexities, and ambiguities around critical topics that characterize our time. Guided by sociological theory, we will examine the latest social science evidence on race, immigration, gender and sexuality, health, poverty, segregation, crime, and education as they are key sites in which social inequality is produced and reproduced today. Finally, we will discuss potential solutions to these problems.

Instructor(s): R. Flores Terms Offered: Spring

Equivalent Course(s): SOCI 20295

GNSE 22320. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists such as Ian Bogost, Roger Caillois, Alenda Chang, Nick Dyer-Witheford, Mary Flanagan, Jane McGonigal, Soraya Murray, Lisa Nakamura, Amanda Phillips, and Trea Andrea Russworm will help us think about the growing field of video game studies. Students will have opportunities to learn about game analysis and apply these lessons to a collaborative game design project. Students need not be technologically gifted or savvy, but a wide-ranging imagination and interest in digital media or game cultures will make for a more exciting quarter. This is a 2021-22 Signature Course in the College. (Literary/Critical Theory)

Instructor(s): Patrick Jagoda, Ashlyn Sparrow Terms Offered: Autumn Summer

Equivalent Course(s): MADD 12320, ENGL 12320, SIGN 26038, CMST 27916

GNSE 22333. Cassandra: Truth-Telling in Times of Crisis. 100 Units.

In public life, why and how are some people accepted as truth-tellers while others are not? Is truth simply a problem of and for "correct" reasoning? What assumptions about argumentation and evidence go unexplored in this way of framing the problem? What if truth were a problem of truth-telling instead? When and how do social, racial, and gender hierarchies authorize received understandings of a (credible) truth-teller? What is credible telling usually thought to sound like? What are the conditions for listening and hearing the truth? To think through these questions, we take as a lens the archetype of Cassandra, the babbling prophetess of classical Greek myth and tragedy doomed not to be believed. Cassandra has served as a resource and source of inspiration for a range of critical thinkers, including but not limited to theorists, feminists, poets, and novelists. What is a "Cassandra"? Does her "deranged" way of seeing the world - her prophetic speech - disorient or destabilize? We will consider how, in her different representations, Cassandra places questions of language, patriarchy, and sexual violence at the center of general discussions of credibility and critique. Readings range from ancient Greek thought to 21st century theory.

Terms Offered: Autumn

Equivalent Course(s): CCCT 22333, FNDL 22333, CCCT 32333, PLSC 22333, GNSE 32333, PLSC 32333

GNSE 22423. Gender and Sexuality in Early Modern Spain. 100 Units.

How did men and women understand their roles in early modern Spanish society as dictated by their gender? Could individuals challenge, or even transgress, the societal-and, therefore, gendered-norms by which they were bound? How were the ideals of femininity and masculinity constructed in artistic and literary production? To what extent were gender and sexuality fixed or fluid in the early modern imaginary? These are but a few of the questions that will be addressed in this course, as we examine the complexities and nuances of gender and sexuality in sixteenth- and seventeenth-century Spanish culture. We will engage primarily with literary sources, such as poetry, narrative, theatrical works, and autobiographical writings from key literary figures (Garcilaso de la Vega, Teresa de Ávila, María de Zayas, Lope de Vega, to name a few). Moreover, we will examine visual art as well as medical and moral treatises in order to gain as comprehensive as possible an understanding of the notion of gender and sexuality during this time period. In addition to expanding their knowledge of Spanish literature and culture, this course will allow students to continue enhancing their Spanish linguistic competence.

Instructor(s): Lizette Arellano Terms Offered: Course not offered in 2025-26

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 22423

GNSE 22440. Women in Italian Organized Crime Through Cinema. 100 Units.

In this course, we will study filmic representations of women in Italian organized crime, and the implications these portrayals have on the understanding of gender and the mafias through Italian cinema. Sociological and psychological studies have underscored the importance of female roles in relation to mafia organizations, notwithstanding the rigid patriarchal structure that allows only male affiliation. One of the main goals of this class is for students to gain an understanding of different Italian mafias and to get a deeper comprehension of the construction of gender in a selection of films centered around these organizations. We will also discuss how movies contribute to the perception of organized crime. This class will draw on a variety of fields, including sociology, gender studies, and film studies.

Instructor(s): Veronica Vegna Terms Offered: Winter

Note(s): Taught in English. Students seeking credit for the Italian major/minor must complete a substantial part of the course work (e.g., readings, writing) in Italian.

Equivalent Course(s): CMST 22440, ITAL 22440

GNSE 22509. Intersections of Gender and Race Throughout the Modern Middle East. 100 Units.

This course will explore how parts of the modern Middle East confronted notions, questions, and definitions of race and gender. Organized thematically and covering a region that spans from North Africa to Iran, we will use the analytics of race and gender in an intersecting way to explore topics in the Middle East such as: structural racism, colonialism, slavery, local nationalisms, whiteness, racism in nation building, eugenics, scientific racism, and global solidarity movements. In so doing, our course will reveal that race is an operative category in the study of Middle East history, the historical racial logics operating in various Middle Eastern countries, and how race and gender intersect at the site of individual as well as the effects of this. This course is designed for anyone interested in race theory, gender theory, intersectionality, and Middle East history. By the end of this course, students will have the tools to think in a multidimensional way about aspects of Middle East history that do not often receive such an intersectional treatment. Additionally, they will develop the methodological tools to discern local race and gender logics that might be different than what they're most familiar with. Finally, through coming to understand their relationship to the knowledge of our course, students will also be able to use the course as a springboard for continued learning in other courses that treat race, gender, and the Middle East.

Instructor(s): Chelsie May Terms Offered: Autumn

Equivalent Course(s): NEHC 22500

GNSE 22511. Seeing Islam and the Politics of Visual Culture. 100 Units.

From terrorists to "good Muslims," standards in the racial, cultural, and religious representations surrounding Islam have fluctuated across U.S. media. How do we conceptualize the nature of visual perception and reception? The history of colonialism, secular modernity, gender, patriarchy, and the blurred distinctions between religion and racialization have all contributed to a milieu of visual cultures that stage visions of and arguments about Islam. Hostility towards Muslims has not abated as we venture well into the 21st century, and many remain quick to blame an amorphous media for fomenting animosity towards the "real" Islam. We use these terms of engagement as the start of our inquiry: what is the promise of a meaningful image? What processes of secular translation are at work in its creation and consumption? Is there room for resistance, legibility, and representation in U.S. popular culture, and what does representation buy you in this age? We will pair theoretical methods for thinking about imagery, optics, perception, and perspective alongside case studies from film, stage, comedy, streaming content, and television shows, among others. Students will critically engage and analyze these theories in the contexts from which these works emerge and meld into a mobile and diasporic U.S. context. Together, we will reflect on the moral, political, and categorical commitments vested in different forms of media against historical trends of the 20th and 21st century.

Instructor(s): Samah Choudhury Terms Offered: Spring

Note(s): Undergrad students register for Section 1; Grad students register for section 2

Equivalent Course(s): GNSE 32511, ENGL 22505, ARTV 20667, RDIN 22500, ISLM 37555, ENGL 32505, RLST 27555, CMST 32500, RDIN 32500, CMST 22500

GNSE 22520. Economics of Gender in International Contexts. 100 Units.

In this class, students will engage basic issues, conflicts, and innovative field research in economics of gender in international contexts. In particular, we will review theoretical foundations, data and methods of research, and a review of recent work in international research related to economics of gender. At the end of the course, you will have a suite of research approaches, topics, and methods, to investigate gender differences in a variety of economic outcomes and contexts.

Instructor(s): A. Gonzalez Terms Offered: Winter

Prerequisite(s): ECON 10000 or ECON 20000 or ECON 20010 or PBPL 22200. STAT 22000 also recommended.

Equivalent Course(s): ECON 14520

GNSE 22604. Race, Justice, and the Assemblage of American Moralities. 100 Units.

This course explores the racial and moral imperatives that are encapsulated within concepts of "Americanness" and the theoretical notions that define the discursive, historical, and sociopolitical boundaries of American identities. How have claims to American identity relied on created religious or religiously-inflected Others? Together, we will consider how the human phenomena of religion and race have developed across our histories in concert with one another. How do racial and moral imperatives define discursive, historical, and sociopolitical boundaries of American identities? We will examine how these formations have been deployed, defined, and bent to fit particular historical and cultural contexts while continuing to inform each other in a variety of permutations, especially in the United States. How do race and religion also intersect with gender, sexuality, ethnicity, and politics? Our theoretical grounding in migration, encounters, and transnational mobilities will provide insight into how race is imagined on and into differently minoritized people while considering what it means to be participants in the project of racecraft today. Our readings will include historical materials, literary texts, theological reflections, and examples from popular culture that meditate on these topics.

Instructor(s): Samah Choudhury Terms Offered: Autumn

Equivalent Course(s): RAME 32600, AMER 22600, RLST 26337, RDIN 32604, GNSE 32604, ISLM 32600, AASR 32600, RDIN 22600

GNSE 22690. (re)Queering the American Musical. 100 Units.

In this combined studio and seminar course, we explore a selection of musicals (tentatively including Fun Home, Falsettos, Hedwig and the Angry Inch, A Strange Loop, and Indecent) considering their dramatic structure,

character construction, performance norms, and musical conventions. In what sense(s) are these works "queer"? Students will investigate course materials through readings, discussions, staging experiments, and a choice of either a final paper or an artistic project. Open to advanced undergraduates and graduate students. Previous experience in theater, music, and/or film analysis or production is preferred but not required; an interest in detailed textual analysis, rigorous discussion, and focused creative engagement is essential. Team-taught by Leslie Buxbaum (Professor of Practice in TAPS), Erin McKeown (Visiting Gray Center Fellow and composer of the musical "Miss You Like Hell"), and David Levin (Professor in TAPS, CMS, Germanics, and Sr Advisor to the Provost for Arts) as part of their collaborative Gray Center fellowship "An Un-dosical" which seeks to explore the norms of the American musical.

Instructor(s): L. Buxbaum, E. McKeown, D. Levin Terms Offered: Spring

Equivalent Course(s): TAPS 32690, MUSI 32622, MUSI 22622, GNSE 32690, TAPS 22690

GNSE 22800. Japanese Lit/Film: Manliness. 100 Units.

TBD

Equivalent Course(s): JAPN 32800, EALC 32800, GNSE 32800

GNSE 22805. Cinematic Sicily: Exploring the Island and its Otherness through Film. 100 Units.

This course explores portrayals of Sicily in Italian films and their relationship with the social, cultural, and political realities of the island. Students will analyze how these films construct the "otherness" of Sicily, enforcing or challenging stereotypes and preconceptions about the island and its people. This course will also examine Sicily's criminal underworld and its impact on society, as well as women's emancipatory efforts and achievements against patriarchy and misogyny. The class will reflect on the historical and cultural context in which the films were made, giving students a deeper understanding of the ways in which cinema shapes our perception of Sicily in relation to the rest of Italy. The course will include films from different genres and references to TV series set in Sicily. Vocabulary to discuss formal cinematic elements will be provided throughout the quarter. Films will be available with subtitles in English and Italian.

Instructor(s): Veronica Vegna Terms Offered: Course not offered in 2025-26

Prerequisite(s): ITAL 20300 or consent of instructor

Equivalent Course(s): ITAL 22800

GNSE 22806. An Indigenous People's History of Hawai'i. 100 Units.

What you know about Hawai'i is most likely untrue. An archipelago in Oceania's sea of islands, Hawai'i has been locally constructed and globally consumed as a tropical paradise for pleasure and play, attracting tourists, settlers, corporations, and military forces to its shores. It is a fantasized paradise produced through the dispossession, elimination, appropriation, and exploitation of Indigenous people, institutions, worldviews, and practices. This course tells a truer story about Hawai'i. Because ideas and narratives crafted about the history, politics, economics, law, ecology, and society of Hawai'i are dominated and often distorted by non-Indigenous writers, we turn to Kanaka Maoli (Native Hawaiian) scholars to learn from their subjugated knowledge. The course examines interdisciplinary research, from the 19th century to the present, and excavates the truths advanced through it: the development of the Hawaiian Kingdom and its government, political order, economy, and society; the illegal overthrow of the Hawaiian government and US military occupation and annexation of its territory; legal constructions of race and techniques of gender and sexuality in the territorial period; the creation of the State of Hawaii amid World War II and the Cold War; the birth and evolution of the modern Hawaiian sovereignty movement; and contemporary Kanaka Maoli struggles with federal recognition, militourism, and technoscientific development.

Instructor(s): Uahikea Maile Terms Offered: Spring

Equivalent Course(s): HIST 27212, ANTH 22800, RDIN 32800, GNSE 32806, RDIN 22800, ANTH 32800, HIST 37212

GNSE 23002. Workshop: Regulation of Family, Sex, and Gender. 50 Units.

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Continuing students only.

Equivalent Course(s): GNSE 33002

GNSE 23003. Introduction: Voix féminines dans la littérature française. 100 Units.

Ce cours nous permettra de réintégrer au canon de la littérature française des ouvrages parfois négligés, tout en prenant connaissance des principaux mouvements littéraires, culturels, et politiques auxquels ces textes appartiennent.

Instructor(s): D. Delogu Terms Offered: Course not taught in 2025-26

Prerequisite(s): FREN 20300

Note(s): Taught in French. This is an introductory-level course.

Equivalent Course(s): FREN 23003

GNSE 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.

En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en

que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas ínfimas', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.

Instructor(s): Miguel Martínez Terms Offered: Winter

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 23025, SPAN 33025, LACS 33025, SPAN 23025, GNSE 33025

GNSE 23142. Religion and AIDS. 100 Units.

The AIDS crisis was not an epoch that we survived. It is a battle that we are still fighting...when Americans talk about AIDS they are rarely just talking about a scientific problem or a pharmaceutical solution. They are instead offering a sociology of suffering and a plan for spiritual warfare." - Kathryn Lofton Is it possible to understand current debates over public health or the role of religion in the public sphere without first examining religious responses to the AIDS crisis? This course focuses on the emergence of the AIDS epidemic during the peak of the American culture wars. As such, students will analyze the fraught intersection of political power structures, medical epistemologies, and religious views on bodies, sex, and public morality. Through a varied catalog of disciplinary frameworks, e.g., history, theology, medical ethics, sociology of religion, and history of medicine, students will weigh the accuracy of Lofton's claim that for Americans, AIDS is more than just a disease. Thus, we will scrutinize moral rhetoric surrounding contraception and its public availability. We will discuss the extent to which religious philanthropy, especially on the international stage, reshaped approaches to global health. Finally, we will revisit the role of religious communities in providing both care for the sick and theological responses to suffering. Prior knowledge of religious studies and/or medical history is not required for the course.

Instructor(s): Mark M. Lambert Terms Offered: Autumn

Equivalent Course(s): HMRT 26301, HIST 28007, SOCI 20563, CHST 26301, HIPS 26301, HLTH 26301, CCTS 21014, RLST 26301, PBPL 25301

GNSE 23143. Intro to Porn Studies. 100 Units.

This course is a multi-media introduction to the Western history and study of the mode/label/genre of aesthetic production called pornography and its other appearances as "obscenity," "erotic," "porn," "filth," "art," "adult," "hardcore," "softcore," "trash," and "extremity." We will study how others have approached this form, how they have sought to control it, uplift it, analyze it, destroy it, take it seriously, or learn to live with it. This course is both an introduction to the academic field of "porn studies" and to its equal and opposite: the endless repository of historical and current attempts to get pornography out of the way, to keep it somewhere else out of sight, to destroy it, or to deem it unworthy of study. We begin with a conversation about what the stakes are and have been in studying porn and how we might go about doing it, and then move through history and media technologies beginning with the category of pornography's invention with regards to drawings from Pompeii. The course is meant to introduce students to various forms pornography has taken, various historical moments in its sociocultural existence, and various themes that have continued to trouble or enchant looking at pornography. The goal of this course is not to make an argument for or against porn wholesale, but to give students the ability to take this contentious form and its continued life seriously, intelligently, and ethically. (Theory)

Instructor(s): Gabriel Ojeda-Sague Terms Offered: Autumn

Equivalent Course(s): ENGL 10110, MADD 10110

GNSE 23146. Religion, Sex, and Law in American History. 100 Units.

Religion and law both offer frameworks for how we ought to live and behave, and often these frameworks become entangled in ways that affect who we are, what we can do, and with whom we can do it. To make things even more complicated, religion is also an object of the law-the law tries to adjudicate the rights of religious Americans under a system of religious freedom, with varying degrees of success. Often, the tension between law and religion comes to a head on issues of sex. The collision of religion, sex, and law presents a whole host of problems and questions: How have religion and law historically related to each other when it comes to sex? How has religion shaped the law on issues of sex, and vice versa? What is, or should be, the role of the law in adjudicating issues of sexual morality and religion? In this class, we will begin with the question: how do religion and law shape our lives? Through attention to issues of sex and gender, we will explore what it means to live within the institutions of law and religion and how those institutions interrelate. The class will focus on topics such as: marriage, anti-miscegenation laws, reproductive justice, sexual education, and religious freedom. This class is intended to be interdisciplinary and assumes no prior knowledge. This class is especially suitable for students interested in religious studies, law and letters/pre-law, gender studies, and history.

Instructor(s): Erin Simmonds Terms Offered: Winter

Equivalent Course(s): HIST 28009, RLST 26910

GNSE 23150. Dark Stairways of Desire": Lusting beyond the Norm in Contemporary Catalan Literature. 100 Units.

Although we can find a significant number of authors exploring queer desire and identities throughout the history of Catalan Literature (from lesbian scenes in Joanot Martorell's "Tirant lo blanc" to expanding gender identities in Maria Aurèlia Capmany's "Quim/Quima"), more recent Catalan Literature is blooming with queerness and non-normative lust. This course will give an overview of contemporary Catalan works influenced by feminist and queer debates from the seventies on. Beginning with renowned poet Maria Mercè Marçal's only

novel, "The Passion According to Rennée Vivien," winner of several of the most prestigious literary awards for Catalan Literature, we will go on to discover 21st-century works by Eva Baltasar and Anna Punsoda. We will also read poems, short stories and excerpts from authors such as Maria Sevilla, Mireia Calafell, Raquel Santanera, Sebastià Portell, Sil Bel and Ian Bermúdez, among others.

Instructor(s): Bel Olid Terms Offered: Course not offered in 2025-26

Note(s): Taught in English.

Equivalent Course(s): SPAN 21950, GLST 21950, CATA 21950

GNSE 23151. Lesbian, gay, bisexual, and transgender politics in the United States. 100 Units.

This course surveys academic research on sexuality and gender in American politics. Drawing from interdisciplinary perspectives, it focuses on key arguments and debates about how politics shapes and is shaped by sexuality and gender relations. We will pay particular attention to the development of sexuality and gender identity as analytic and political concepts; the role of the State and political institutions to the formation of sexuality and gender; the relationship between social movements, counter-movements, and political parties; the political behavior and attitudes of LGBT people; and the ways in which intersectional inequalities structure LGBT politics.

Instructor(s): Proctor, Andrew Terms Offered: Winter

Equivalent Course(s): MAPS 33805, HMRT 33805, PBPL 23805, SOCI 30342, PLSC 33805, GNSE 33805, PLSC 23805

GNSE 23154. Is It Ethical to Have Children in the Climate Crisis? 100 Units.

Climate change is not just an urgent environmental crisis for scientists, engineers, and policy makers: it is a moral problem that also informs individual and intimate aspects of human life, including choices about reproduction and parenting. For example, a 2018 survey published in the New York Times found that young adults in the U.S. are having fewer children than they would otherwise prefer, in part due to concerns about climate change and overpopulation. In this course, we examine the moral dimensions of having and raising children in an era shaped by climate change, looking closely at two main questions: 1) Is it ethical to have children in light of the world that the next generation will inherit, which may include more extreme weather events, involuntary human migrations, diminished access to resources, and heightened insecurity? 2) Is it ethical to have children in the context of the affluent West, where consumptive human populations disproportionately contribute to the effects of climate change that impact the world's most vulnerable? We will examine various points of view on these questions, engaging material from the disciplines of environmental studies and ethics, science and technology studies, and religious and philosophical ethics. Responses from feminist, queer, Indigenous, Black, and religiously diverse authors (and intersections therein) will shape our course readings and discussions.

Instructor(s): Kristi Del Vecchio Terms Offered: Spring

Equivalent Course(s): HLTH 24000, CCTS 21023, HIPS 24100, CEGU 24000, RLST 24000

GNSE 23157. Alone in the Mountains: Tales of Freedom and Violence in Contemporary Catalan Literature. 100 Units.

From witches to "goges" ("water women"), Catalan folklore shows a tradition of women living on their own in the mountains, liberated from societal conventions. These women are portrayed as fascinating yet threatening figures. This ancient imagery has permeated contemporary literature, manifested in novels that depict women who remove themselves from "civilization" to inhabit rural areas of Catalunya, seeking freedom and having to confront at the same time societal norms, abusive partners or even their own personal demons. The mountains, far from ideal and peaceful, are an untamed and often brutal space in which human lives hold no greater value than those of goats, mushrooms, rivers. In this course we shall engage with four novels authored by women: "Solitude" (1904) by Victor Català, "Stone in a Landslide" (1984) by Maria Barbal, "When I Sing Mountains Dance" (2019) by Irene Solà, and "Alone" (2021) by Carlota Gurt. Through the analysis of these literary works, we aim to delve into Catalan culture and explore its literary archetypes, while establishing significant connections among these texts and their place in modern and contemporary literature.

Instructor(s): Bel Olid Terms Offered: Course not offered in 2025-26

Note(s): Taught in English, but students seeking credit for the HLBS major/minor must do part of the readings and written work in Catalan or Spanish as necessary for their degree.

Equivalent Course(s): GLST 23500, CATA 23500, SPAN 23501

GNSE 23158. Que otros sean lo Normal": Pertinencia y otredad en la literatura trans en español. 100 Units.

¿Qué nos dicen de una sociedad sus alteridades? Es decir, ¿cómo nos informa de la norma lo que queda fuera de ella? A partir de la lectura y análisis de obras escritas por autores trans, conoceremos más a fondo la actualidad de algunos países hispanohablantes, centrándonos en un elemento básico de cualquier identidad: el género. El curso está organizado a partir de la lectura y visualización de materiales reales y con actividades orales y escritas dirigidas a ampliar el conocimiento de la literatura contemporánea en español (y las sociedades en las que florece), y también a reforzar las habilidades de expresión oral y escrita de les participantes.

Instructor(s): Bel Olid Terms Offered: Course not offered in 2025-26

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 22770, GLST 22770

GNSE 23162. Histories of Women in Science. 100 Units.

In the mid-1980s, only two female students drew women when asked what a scientist looked like and none of the male students in the study did. Only 8% of STEM workers in 1970 were women; in 2019 that number was

still only 27%. This would seem to suggest that the history of women in science is a recent one. Yet historians of science have foregrounded women's involvement in fields ranging from early modern medicine to twentieth century astrophysics. This class introduces students to these histories, investigates how and why science came to be gendered as male, and asks to what extent gendered values continue to inform modern conceptions of scientific achievement or value. In so doing, this course also introduces students to feminist science studies and challenges students to reflect upon their own (gendered) experiences of science. Students are strongly encouraged to develop final research projects that draw upon their own interests, scientific expertise, and linguistic competencies. No prior experience with history is required for this course, although an enthusiasm for history is advised.

Instructor(s): Kristine Palmieri Terms Offered: Winter

Equivalent Course(s): HIPS 27011, GNSE 37011, CHSS 37011, KNOW 37011, HIST 27806, PHSC 27010

GNSE 23164. Feminist Documentary Filmmaking. 100 Units.

This course examines the ways that women-identifying documentary makers have given cinematic form to feminist thought. Drawing from film and media theory and history, we will focus on the formal and narrative techniques that have been employed by filmmakers to reflect on questions pertaining to gender and sexuality, with an emphasis on the specific ways that non-fiction filmmaking expanded feminist theoretical frameworks and research methodologies. Considering topics such as cinematic realism, film spectatorship, viewing pleasure, counter-cinema, and theories of intersectionality and diaspora, we will ask questions such as: What are the stylistic devices that feminist documentary films have mobilized, and for what purposes and ends? What is documentary's relation to the history of fiction film, particularly of Hollywood cinema? How have women documentary makers understood cinema's role in social processes of transformation? What are the possibilities and limitations of collaborative methods, appropriation strategies, and oppositional techniques? We will watch films with a critical eye and engage closely with academic and popular writings to survey the aesthetic, social, and political genealogies operating in the history of feminist documentary production. In this discussion-based course, we will cover a variety of non-fiction film and media forms: film diaries, docu-fictions, home-movies, video essays, auto-ethnographies, ethno-fictions, collage, and found-footage films.

Instructor(s): Cinta Peleja Terms Offered: Spring

Equivalent Course(s): CMST 28205, MADD 18205

GNSE 23165. Sexuality in U.S. History to 1900. 100 Units.

In this course we will study the history of changing sexual practices, relations, politics, cultures, and social systems in the region of North America now comprising the United States and 574 sovereign tribal nations. We begin in the pre-colonial period and end in the late twentieth century, focusing on how gendered, racial, economic, religious, medical, and commercial discourses shaped and were shaped by sexual ones. Moving through various contexts, such as occupied indigenous territories, the secret parties of enslaved people, scientific societies, urban drag balls, medical schools, liberatory movements, and popular culture, we will use primary and secondary sources to develop a research-based understanding of how sexual discourses are produced, revised, and remixed among and across generations.

Instructor(s): Red Tremmel Terms Offered: Autumn

Note(s): This course counts as a Concepts course for GNSE majors.

Equivalent Course(s): HIST 37807, HIST 27807, GNSE 33165

GNSE 23168. Sex and the Ethnographic Tradition. 100 Units.

This course examines the role sex has played in the formation of ethnographic knowledge, with particular attention to how studies of sex have challenged static notions of identity and illuminated the complex relationship between social behavior and gendered sense of self. We will consider interest in sex as a motivating factor in the ethnographic enterprise and, reading studies on everything from desire, kink, and play to procreation, heritage and power, will examine complex and social construction of sexed, gendered, and raced selves and Others. How has ethnographic research contested the ubiquitous salience of male/female dichotomies, of patriarchy, and of the cross-cultural, trans-historical applicability of concepts like 'third gender'? We will also take a methodological eye, querying how sex has moved from a supposedly 'taboo' category of social inquiry to a focal topic in ethnographic work of all kinds. This is an introductory graduate level course with select spots for advanced undergraduates.

Instructor(s): Wilhoit, Ella Terms Offered: Autumn

Equivalent Course(s): GNSE 33168, ANTH 35503, MAPS 35503, ANTH 25222

GNSE 23169. Queer/Trans/Media. 100 Units.

This seminar stages a sustained dialogue between theories of queer, trans, and media, exploring how each of these disciplines animate and challenge one another. This course explores the possibilities of an expanded understanding of queerness, following queer scholar Eve Sedgwick's claim that "work around 'queer' spins the term outward along dimensions that can't be subsumed under gender and sexuality at all." More recently, queer scholars like David Eng have read "queerness as a critical methodology based not on content but rather on form and style" while trans scholars like Toby Beauchamp similarly engage "the transgender of transgender studies as a mode of critique" and "not as a predetermined category into which identities or bodies are slotted." What might it mean to consider "queer" and "trans" not as a field with a delimited object of study (sexuality or gender), but as an analytic, a methodology, a critical sensibility, a conceptual strategy, a reading practice, a politics, an aesthetic, etc. Throughout the course, we explore often-unconventional pairings of media objects and scholarly readings to work through these challenging questions. Ultimately, this course is designed to help students read

for the similarities within the aesthetic forms of film/media and queer/trans theories to understand their force of expression.

Instructor(s): Basil Dababneh Terms Offered: Spring

Equivalent Course(s): CMST 20602

GNSE 23174. Sex, Gender, and Kinship: Colonial Perspectives. 100 Units.

This course analyzes the contested relationships between gender, sexuality, kinship, and western colonialism from the early modern period through the twentieth century. Drawing on historical case studies, feminist theory, and postcolonial studies, this course will cover a broad range of empires and colonies to explore the mutually constitutive relationship between colonization and ideologies and practices of gender, sex, and kinship. Analyzing case studies predominately from the Atlantic World (with attention to colonies elsewhere), we will explore topics such as the emergence of colonial gender ideologies, gender and colonial governance, family life and kinship strategies, the intersectionality of gender and sexuality with race and class, queerness and queer lives, the politics of sex work and reproduction, and gendered migrations across empires.

Instructor(s): Lyons, Deirdre Terms Offered: Autumn

Equivalent Course(s): SOCI 30346, RDIN 29109, ANTH 29109, ANTH 39109, RDIN 39109, HIST 29109, GNSE 39109, HIST 39109, MAPS 39109

GNSE 23178. The Queer Enemy and the Politics of Homophobia. 100 Units.

How is the queer enemy politically constructed? And what are the uses and effects of this enemy in contemporary politics? This course investigates queer sexuality as a specific kind of threat and homophobia as a specific mode of political antagonism. Key to understanding this specificity is the examination of other kinds of political enemies. Across categories of gender, sexuality, race, religion, and empire, the course theorizes the queer enemy in a comparative perspective. Engaging scholars like Monique Wittig, Simone de Beauvoir, Frantz Fanon, and Jean Paul Sartre, we compare homophobia with other forms of political enmity like misogyny, anti-Black racism, and anti-Semitism. After investigating antagonism across categories of political difference, we delve into the specificities of homophobic antagonism in the second half of the course. Here, we explore how the queer threat is framed: through metaphors of civilizational destruction but also through anti-sodomy and anti-disclosure laws. We also trace how the normalization of the queer enemy has produced new enemies. Through notions of "Pinkwashing" and the "Gay International," we further examine how queer liberation is made to stand in for colonial domination. But we also read critiques of the "gay=colonialism" equation, asking how homophobia mediates anti-colonial politics. Finally, we conclude the course with Michel Foucault's seminal essay and relate the question of the queer enemy to the threat of new human relations.

Instructor(s): Omar Safadi Terms Offered: Autumn

Note(s): This course counts as a Concepts course for GNSE majors

Equivalent Course(s): PLSC 23178, RDIN 23178, HMRT 23178

GNSE 23180. Global Maternal and Child Health. 100 Units.

This course provides a foundation in global perspectives on maternal and child health research, practice, and policy. The course will cover a range of maternal and child health topics to examine critical challenges facing women, children, providers, and policymakers in some of the world's most vulnerable communities. Students in this course will: 1) understand the status of maternal and child health in a variety of communities and contexts, using key health and development indicators; 2) critically analyze past and present public health programs and policies utilized to address maternal and child health needs in diverse communities; 3) assess the economic, political, social, and cultural factors that affect maternal and child health programs and outcomes.

Instructor(s): E. Amick Terms Offered: Autumn

Equivalent Course(s): HLTH 23810, GNSE 33800, PBHS 33800

GNSE 23181. Histories of Abortion and Forced Sterilization in the United States. 100 Units.

In the United States, the politics of pregnancy and reproductive autonomy have historically been and continue to be categories of significance, meaning, and contention. In this course, we will explore a subsection of these broader categories, examining the relation between abortion and forced sterilization, the state, and women of color. The course will zero in on the experiences of Mexican American and Mexican immigrant women, African American women, Puerto Rican women, and Native American women, considering their struggles against the state and for reproductive justice.

Instructor(s): Caine Jordan Terms Offered: Winter

Equivalent Course(s): GNSE 33181, RDIN 31600, CHDV 21600, HIST 37810, HLTH 21600, RDIN 21600, HIST 27810

GNSE 23182. Creative Forces: Cultural Feminisms in Postcolonial India. 100 Units.

In this course, we will study some of the most significant feminist interventions that were made through a range of cultural practices in postcolonial India, and in the Indian diaspora. Struggles for women's rights, demanding political empowerment and economic equality, or carrying out demonstrations for better access to health and education have a long history in South Asia. We will focus particularly on the cultural practices that have constituted waves of feminist thoughts over the last seven decades. We will explore how concerns around justice, social responsibility, and freedom of expression are mediated through literature, cinema, music, and self-fashioning. Keeping cultural productions as our archive, we will ask - what are the various meanings of feminism in postcolonial India? What were the political, economic, and social concerns that the artists and activists chose to highlight while addressing gendered inequalities? What are the intersections of caste, class, and

sexual orientation that complicate our understanding of feminist representations? How were inequities sought to be negotiated creatively at different historical contexts? Taking an interdisciplinary approach, we will often find ourselves moving between genres, themes, and disciplines to locate marginal voices responding to contemporary anxieties. By working at the intersection of cultural history, anthropological and sociological scholarships, and media studies we will gain an understanding...

Instructor(s): Titas De Sarkar Terms Offered: Spring

Equivalent Course(s): SALC 25700, SALC 35700, GNSE 33182

GNSE 23183. Labor and Resistance at the Margins: Race, Gender, and "Dirty" Work. 100 Units.

Over 100 years ago, Black feminist scholar Anna Julia Cooper challenged narrow definitions of work—which excluded much of the household labor relegated to women—and argued for work to be more broadly defined as "all human exertion." In this class, we put gender in conversation with race, ethnicity, class, power, and labor to answer the following questions: 1) What is labor? What types of labor do we deem "dirty" work? 2) Who does the dirty work and the care work that keeps society going? What social, economic, and political constraints influence the type of work we do? 3) How do we practice resistance in our work? While global perspectives on labor are welcome and incredibly useful, this course and its readings mainly discuss labor and work within the U.S. context.

Terms Offered: TBD

Equivalent Course(s): RDIN 22755, RDIN 42755, SSAD 22755, GNSE 33183, SSAD 42755

GNSE 23185. Exploring Gender Biases from Social, Developmental, and Cognitive Perspectives. 100 Units.

Women are underrepresented across political leadership, business, and certain STEM domains. While these gender gaps have improved over the last 50 years, they remain persistent, particularly in positions of power and those that grant high socioeconomic status. This course will explore how these gender biases come to be, and how they influence the world around us. Where do these gender biases come from? When in life do their consequences emerge? What impact do these biases have on individuals, communities, and institutions? What can be done to prevent gender biases from developing? How do they intersect with race, and how do they operate outside of the gender binary? This course will address these timely questions, integrating literature from across the psychological sciences to explain the cognitive biases, social landscapes, and developmental trajectories that give rise to gender inequality.

Instructor(s): M. Tallberg Terms Offered: Spring

Equivalent Course(s): PSYC 27200

GNSE 23186. Saints, Sinners, and Subjects: Foucault's Writings on Religion and Sexuality. 100 Units.

What does it mean to be a subject? Throughout his career, Michel Foucault posed this question, examining the psychiatric, penitential, and religious institutions to understand how we moderns arrived at our current understanding of ourselves. But when did we begin to think of the self as something we have, and have to account for? Following the development of Foucault's idea of confession as central to the creation of modern subjectivity, this course examines how Foucault turns from twentieth-century discourses on sexuality to early Christian monastic texts in his genealogy of modern subjectivity. Reading *The History of Sexuality Volume 1*, *The History of Sexuality Volume 4: Confessions of the Flesh*, Foucault's lectures on the relationship between religion, subjectivity, and political power alongside key sources and critical scholarship, this course asks: What is Foucault's concept of religion? How does it relate to sexuality? What is the relationship between religion and modernity? How does religion determine our concepts of self, society, and state? This course provides an overview of Foucault's major writings on religion, sexuality and politics. It is open to all undergraduates without pre-requisites. Those taking the course for French credit are required to read and cite Foucault readings in French, and have the option of writing course papers in French.

Instructor(s): Kirsten Collins Terms Offered: Winter

Equivalent Course(s): FNLD 24840, RLST 24804

GNSE 23187. Mormonism, Feminism, and Agency. 100 Units.

The Church of Jesus Christ of Latter-day Saints (LDS or "Mormon") teaches that every person is equipped with agency, the ability to act for oneself rather than to be merely acted upon by others. However, some have been puzzled by Mormon women's simultaneous commitment to a doctrine of agency and to a faith tradition that embraces the concept of patriarchy and is thus structured by gendered hierarchies. One method of analysis might interrogate Mormon women's choices according to the typical feminist view of agency as resistance. But does resistance adequately account for the operations of agency? How do non-resisting religious women reflect on their own capacities for agency? This course will first look at a set of theorists, including (among others) Saba Mahmood, Judith Butler, and Michel Foucault, who will help us to examine agency by describing how the self is disciplined to desire certain types of action. Using these theorists as a framework, we will then explore, as a case study, how Mormon women have narrated their own desires, power, and actions. We will read primary documents from three episodes in Mormon history: (1) nineteenth-century Mormon women's involvement in both polygamy and the national suffrage movement; (2) Mormon women's grappling with the 1970s Women's Liberation Movement and the Equal Rights Amendment; and (3) the sharp divide among Mormon women regarding the 2013 Ordain Women movement.

Instructor(s): Elizabeth Brocious Terms Offered: Spring

Equivalent Course(s): RLST 23312, AMER 23312

GNSE 23188. Reproducing Queerly: Sex, Race, Class, and Belonging. 100 Units.

In this class, we examine U.S.-based fiction, film, and theory from the late twentieth century through the present that centers on models of biological and social reproduction that depart from or disrupt the traditional white bourgeois nuclear family ideal. Cultural objects and theory around queer and trans reproduction will be central to our class archive, as will explorations into the radical potential of assisted reproductive technology and surrogacy. However, we will be equally interested in tracing how the legacies and ongoing realities of slavery, settler colonialism, racialized nationalism, and capitalist exploitation tend towards the "queering" of kinship relations for Black and Indigenous people, people of color, and poor people.# (Fiction, Theory, 20th/21st)

Instructor(s): Agnes Malinowska Terms Offered: Spring

Equivalent Course(s): ENGL 27718, MAPH 47718, ENGL 47718, GNSE 43188

GNSE 23189. Feminist Dramaturgies. 100 Units.

This course invites students to engage with feminism and its many intersections—not just as a question of representation but as a method for theatrical composition and presentation. We will ask why a performance might be deemed "feminist" and will analyze the specific dramaturgical strategies used to stage feminist questions and provocations, including erasure, saturation, fabulation, distortion, and others we will discover together. Students will learn to recognize and interpret feminist dramaturgy, and will adopt this disposition in practice. Drawing from feminist theory, trans studies, critical race studies and queer theory, we will examine how these frameworks inform the work of playwrights, performance artists, devised theater makers, and choreographers.

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

Equivalent Course(s): TAPS 20380

GNSE 23190. Making a Scene: Feminist & Queer Performance in South Asia. 100 Units.

This interdisciplinary course examines key topics, trajectories and analytical methods in the study of gender and sexuality, approaching them in the context of modern and contemporary South Asia. As a constellation of mutually diverse yet interconnected postcolonial nations, the South Asia context pushes us to reflect on how questions of gender and sexuality are animated, constituted, and represented, especially within non-Euro/American frameworks. What theoretical concepts have universal purchase, and what is only ever legible in a local register? How do the forces of global capital and imperial power intervene in these processes? What role do religion, language, caste and class play? We will address these questions through the lens of performance, drawing on ethnographic, textual, visual and filmic sources from various South Asian regions, communities and languages (in translation). We will journey through a range of sites and scenes, including courtesan cultures, queer nightlife, drag performances, classical dance forms, dramatic texts, political protests, and more.

Instructor(s): S. Sastry Terms Offered: Spring

Equivalent Course(s): TAPS 20510

GNSE 23191. Queer Cultures, Intimacies, and Embodiments in Historical Perspective. 100 Units.

This course examines queer cultures, intimacies, and embodiments in the United States from the colonial period to the 21st century—not as a linear history of LGBTQ+ identity, but as a critical inquiry into the evolving relationship between the nation and non-normative gender and sexual desires, practices, relationality, and cultures. Topics include gender and sexual diversity in the colonial era; the criminalization of queerness through sodomy and cross-dressing laws; the erotics of nineteenth century friendships; the exoticization and commodification of queerness through freak show spectacles; the emergence of queer urban nightlife and subcultures in the 1890's; the medicalization of queer desires and practices in the early 20th century; the development of drag and camp as strategies of expression, politics and joy; the postwar rise of homophile organizations; trans life and politics in the 1960s; feminist conceptions and cultures of queerness in the 1970s; cultures of AIDS activism; the emergence of homocore and queer punk during the 1980s and 90s; and, the erotics of trans embodiment in the age of the internet. In each geographic and temporal location, we ask how queerness emerges as a socially legible and politically charged form of social difference; how it is shaped by and responds to dominant economic, religious, and political systems; and how it survives and flourishes in the face of violence, stigma, and erasure.

Instructor(s): Red Tremmel Terms Offered: Winter

Equivalent Course(s): GNSE 33191

GRMN 23235. European Crime Fiction and Film. 100 Units.

Edgar Allan Poe, when accused of being too much under the influence of German literary sources, claimed that: "if in many of my productions terror has been the thesis, I maintain that terror is not of Germany, but of the soul." In this course, we will read a selection of European crime fiction not only to be in a better position to judge Poe's protestations, but more importantly, to familiarize ourselves with a selection of canonical writers as well as with the history and the characteristics of the genre. Why is crime fiction one of the most popular literary genres today? What is the relationship between the genre and society? We will consider - among other questions - the figure of the detective, the history of policing, different concepts of justice and guilt, the status of clues, indices, evidence. Materials will include Poe, Foucault, Ginzburg, Droste-Hülshoff, Christie, Doyle, Kleist, Eco among others as well as a selection of films. Readings and discussions in English.

Instructor(s): Margareta Ingrid Christian Terms Offered: Spring

Equivalent Course(s): GRMN 33235

GNSE 23403. Cybernetic Futures in Digital Media. 100 Units.

Cybernetic Futures in Digital Media" explores the intersection of cyberpunk aesthetics, feminist theory, and digital media. Cyberpunk, characterized by its high-tech, dystopian visions and advanced cybernetics, serves as the course's foundation. We will examine its impact on fine art, moving images, creative writing, and video games. The course will focus on evolving gendered embodiments in cyberpunk, from "masculine" identities centered on military strength to androgynous portrayals exploring emotional depth and resilience. We will analyze these themes and explore how cyberpunk and digital feminisms shape contemporary digital and artistic thought.

Instructor(s): Crystal Beiersdorfer Terms Offered: Winter

Equivalent Course(s): MADD 13403

GNSE 23425. Helen of Troy Through The Centuries. 100 Units.

Helen of Troy has been a source of fascination for ancient and modern writers alike, serving as a symbol of unattainable beauty and destructive femininity. This course explores the various portrayals of Helen throughout Greco-Roman poetry (epic, lyric, tragedy, comedy) and prose (historiography, oratory), as well as contemporary literature and film. Taking into account the conventions and historical context of each genre we will examine her character as it relates to questions of gender, sexual power, agency, identity, embodiment and social structures. All readings will be in English and include but are not limited to selections from Homer, Euripides, Gorgias, Ovid, Seferis, Marlowe, and Walcott.

Instructor(s): C. Filippaki Terms Offered: Autumn. 25-26

Equivalent Course(s): CLAS 33425, GNSE 33425, CMLT 23425, CMLT 33425, CLCV 23425

GNSE 23507. American Religion, Gender, and Race. 100 Units.

This seminar looks at the impact of religious identity on their understandings and performance of racial and gendered identities. This graduate-level course delves into the impact such intersectional identities have on one's movement within personal, political, and community spheres. We will pay particular attention to American religious denominations. Students can also expect to read and reflect on foundational works in the sociological study of religion.

Instructor(s): Painia, Brianne A. Terms Offered: Winter

Equivalent Course(s): GNSE 33503, MAPS 33504, MAPS 23504, SOCI 30334

GNSE 23602. Critical Security Studies. 100 Units.

This graduate-level elective course is designed to introduce students to approaches to global politics beyond the traditional mainstream canon, surveying a range of perspectives that fall under the heading of 'critical.' The main goal is to develop an understanding of what is at stake, politically, with some of the main concepts, theories, methodological approaches, and empirical objects within the study of international relations (IR) and international security. The course is divided into two sections. First, we begin by considering what makes a critical approach critical-that is, how is it set apart from conventional approaches? In particular, we will explore how critical approaches encourage us to question our assumptions, first, about what security, power, sovereignty, and other core concepts mean in global politics, and second, about who or what (individuals, groups, nonhuman animals, states, the planet) can be agents of global politics. Some examples of approaches we cover are: theories from the Global South, approaches to human security, global feminisms, securitization theories, ontological security, emotions and affect, the visual turn, new materialisms, and post-colonial perspectives. In the second half of the course, we apply these approaches to a range of issues, including nuclear weapons, borders and immigration, drone warfare, terrorism, and climate change.

Instructor(s): Kara Ann Hooser Terms Offered: Autumn Winter

Prerequisite(s): Undergraduate students must seek instructor consent prior to enrollment

Equivalent Course(s): PLSC 23600, INRE 43600, GNSE 43602, INRE 23600

GNSE 23645. Body and the Digital. 100 Units.

As digital technology advances, the separation between IRL and URL blurs. Participants enrolled in this course will explore techniques that will help them create thought-provoking work, strengthen their ability to give critique, and build an understanding of how the corporeal interacts with the digital. Throughout this course, students will offer and receive constructive feedback during instructor-led critiques on peers' works. By the end of this course, students will feel comfortable utilizing different processes of development to create digital artwork.

Instructor(s): Crystal Beiersdorfer Terms Offered: Autumn

Equivalent Course(s): MADD 23645, ARTV 20701

GNSE 23702. Sexual Health. 100 Units.

Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective. Through participation in this course, students will increase their knowledge about the history of sexual health promotion in the public health sphere. They will delve into sexual and gender identity construction and explore identity-behavioral expressions. They will critically examine and discuss common sexual health issues addressed by public health practitioners, their epidemiology, and their underlying social determinants; a global health lens will be applied to such examinations. Additionally, recognition of the key methodological considerations in the measurement of sexual behavior and sexual health outcomes will be elucidated (including strengths and limitations of various methodological approaches -quantitative, qualitative, clinical, and biomedical). By the completion of the course,

students should be able to demonstrate knowledge and application of key theoretical foundations of sexual health promotion and sexual health behavior change and be able to promote sexual health messages through marketing and dissemination. From a policy perspective, student can expect an increased knowledge about issues related to social and legislative policy analyses, their applications, and implications.

Instructor(s): David Moskowitz Terms Offered: Autumn Spring

Equivalent Course(s): PBHS 33700, PBHS 23700, GNSE 33702, HLTH 23700

GNSE 23725. La querelle des femmes. 100 Units.

La condition des femmes dans une société centrée sur l'homme est remise en cause en France au XVIII^e siècle : naissent les premiers salons présidés par des femmes, qui défendent leur éducation intellectuelle et remettent en question le mariage ; la séparation cartésienne entre corps et esprit permet de prôner l'égalité des sexes. Ce proto-féminisme affronte aussitôt une forte réaction, qui s'exprime notamment par la satire, comme ses adhérentes sont traitées de « précieuses » et de « femmes savantes », dans le théâtre de Molière comme ailleurs. Dans un premier temps, nous écouterons les voix majeures de ce mouvement (telles que Madeleine de Scudéry, la salonnière dite Sapho), et examinerons ses diverses interprétations (notamment en longeant ensemble La Galerie des femmes fortes en Special Collections). Ensuite, nous ferons l'analyse des stratégies anti-féministes pour le miner. Enfin, la querelle de 1694 autour d'une satire misogyne de Boileau nous servira de conclusion pour un chapitre dans la longue histoire du féminisme et de sa réaction.

Instructor(s): Peadar Kavanagh Terms Offered: Course not taught in 2025-26

Prerequisite(s): FREN 20500 or 20503.

Note(s): Taught in French.

Equivalent Course(s): FREN 23725

GNSE 23809. Pain, Truth, and Justice. 100 Units.

Why should the truth hurt? Does pain guarantee the truth told? Is pain the price of exposure to the truth? Does that make punishment just? In this course, we will take a historical and philosophical approach to examine the relations between pain, truth, and justice. In the premodern period, we will draw from Genesis, Sophocles' Oedipus, Augustine, Tertullian, martyrdom accounts, and public penance in medieval Christianity. To study the theme in the early modern nation-state spectacles of punishment, colonial contexts, and contemporary scenes of justice, we will turn to the writings of Foucault, Fanon, and others. Over the course of the historical and philosophical examinations, we will trace the themes of body, affect, and performance; truth, law, and ritual; power, religion, and the nation-state. In the end, we will turn a critical eye to contemporary cultural discourses and representations of pain, truth, and justice in the arts, law, literature, philosophy, and politics. No prerequisites.

Instructor(s): Maureen Kelly Terms Offered: Autumn

Equivalent Course(s): MDVL 23809, CLCV 23809, RLST 23809

GNSE 23926. Écrivaines des Lumières. 100 Units.

L'époque des Lumières est traditionnellement étudiée sous le prisme de l'écriture et de la pensée masculines. Le 18^e siècle fût cependant profondément marqué par une ré-imagination du rôle des femmes dans la société française, une ré-imagination conceptualisée par les femmes elles-mêmes. Les écrivaines des Lumières réfléchirent sur leurs propres rôles dans les sphères privées et publiques, exposant sur l'éducation, la maternité, la vie sociale, le bonheur et la libération. Ce cours propose donc une lecture des Lumières qui se concentrera sur des écrivaines souvent écartées, telles qu'Émilie du Châtelet, Françoise de Graffigny, Louise d'Épinay, Marie-Jeanne Riccoboni, Isabelle de Charrière et Olympe de Gouges. Afin d'étudier l'immensité de ces réflexions, nous allons lire des romans, pièces de théâtre, écritures de soi, traités et correspondances, qui illumineront dans quelle mesure ces écrivaines ont revendiqué leurs positions dans les mouvements intellectuels de l'époque et ont commencé à forger un nouveau rôle politique pour elles-mêmes.

Instructor(s): Ryan Brown Terms Offered: Autumn

Prerequisite(s): FREN 20500 or equivalent.

Note(s): Taught in French.

Equivalent Course(s): FREN 23926

GNSE 24026. Advanced Nonfiction Workshop: Feminist Biography. 100 Units.

The personal is political - that slogan of Women's Liberation - has long been understood, among other things, as a call for new forms of storytelling. One of those forms, feminist biography, has flourished in publishing since the 1970s, and it continues to evolve today, even as the terms of feminism and of biography are continually re-negotiated by writers and critics. In this workshop, we read some of those writers and critics. And we read illustrative examples of contemporary feminist biography (and anti-biography) in various nonfiction genres, including magazine profile, trade book, Wiki article, audio performance, personal essay, cult pamphlet, avant-garde art piece. Mostly, we try out the form for ourselves, in our own writing. Each workshop writer will choose a biographical subject (single, collective, or otherwise), and work up a series of sketches around that subject. By the end of the quarter, workshop writers will build these sketches into a single piece of longform life-writing. The workshop will focus equally on story-craft and method (e.g. interview and research techniques, cultivating sources); indeed we consider the ways that method and story are inevitably connected. This workshop might also include a week with an invited guest, a practicing critic or biographer.

Instructor(s): Avi Steinberg Terms Offered: Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins.

Equivalent Course(s): CRWR 44026, CRWR 24026, GNSE 44026

GNSE 24205. Advanced Nonfiction Workshop: Queering the Essay. 100 Units.

In Advanced Nonfiction Workshop: Queering the Essay, we'll approach the essay as a vehicle for queer narratives, as a marker of both individual and collective memory, and as a necessary compliment to the journalism and scholarship that have shaped queer writing. Through readings and in-class exercises, we'll explore tenets of the personal essay, like narrative structure and pacing, alongside considerations of voice and vulnerability. After a brief historical survey, we'll look to contemporary essayists as our guides--writers like Billy-Ray Belcourt, Melissa Faliveno, Saeed Jones, Richard Rodriguez, and T. Fleischmann-- alongside more familiar writers like Alison Bechdel and Maggie Nelson. And through student-led workshops, we'll wrestle with concerns that often trouble narratives of otherness: What does it mean to write a personal narrative that has a potential social impact? How can we write trauma without playing into harmful stereotypes? How can our writing work as--or make demands toward--advocacy, rather than voyeurism?

Instructor(s): Victoria Flanagan Terms Offered: Winter

Note(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): GNSE 44205, CRWR 24025, CRWR 44025

GNSE 24103. Nature and the Natural in the Middle Ages. 100 Units.

In this course we will undertake a study of nature and ideas about what is "natural" centered around three main axes, and will adopt a variety of relevant critical perspectives (e.g., ecocriticism, studies of gender and sexuality, political theory) to support our analyses. First, we will explore nature as the created world of which humans are a part (as one of God's creations), yet from which they also stand apart (as sovereign caretakers). Second, we will examine how the diffusion of Aristotelian works (notably the *Politics*) in the later Middle Ages provided a justificatory framework for social and political hierarchies and practices of economic exploitation. Third, we will consider the intersection of nature with gender, sexuality, and reproduction, a topic complicated by the fact that Nature is itself represented, in allegorical terms, as a woman.

Instructor(s): Daisy Delogu Terms Offered: Course not offered in 2025-26

Prerequisite(s): Reading knowledge of French for all students. FREN 20500, 20503 or a literature course taught in French for those seeking credit for the French major/minor.

Note(s): Taught in English.

Equivalent Course(s): FREN 34100, GNSE 34103, CEGU 24110, MDVL 24103, FREN 24100

GNSE 24220. Anxious Spaces. 100 Units.

This course explores built (architectural), filmic, and narrative spaces that disturb our bearings, un-situate us, and defy neurotypical cognition. In the sense that "angst" is a mode that can be understood as both stalling and generative, we analyze spaces and representations of spaces such as corridors, attics, basements, canals, viaducts, labyrinths, forests, ruins, etc., spaces that are 'felt' as estranging, foreboding, in short, anxiety-provoking, in order to understand why--despite or because these topoi are hostile--they are produced, reproduced, and craved. We will pay special attention to abject spaces of racial and sexual exclusivity, sites of spoliation, and of memory and erasure. Among our primary texts are films by Kubrick, Tarkovsky, and Antonioni, and Chytilová, short fiction by Borges, Kafka, Nabokov, and selections from the philosophical/theoretical writings of Bachelard, Deleuze & Guattari, Debord, Foucault, Kracauer, and the edited volume, *Mapping Desire, Geographies of Sexuality*.

Instructor(s): Malynne Sternstein Terms Offered: Spring Winter

Equivalent Course(s): GNSE 34220, ARCH 24220, REES 24220, REES 34220

GNSE 24426. The Witch Craze in 17th-Century Europe: Scotland, Poland-Lithuania, Russia, and Moravia. 100 Units.

In this course, we look carefully at the reasons for and repercussions of the "witch craze" in the long 17th-century, focussing on primary texts such as trial reports, legal literature, pamphlets, woodcuts, scholarly dissent, and other paraphernalia. The course follows a sweep of the craze from Lancashire in Scotland, where trials began in the 1590s, to Poznań in the Polish-Lithuanian Commonwealth, to the Russian village of Lukh on the outskirts of Moscow, where between 1656 and 1660 over twenty-five individuals, most of them male, were tried and several executed, and finally to Northern Moravia under Habsburg rule where inquisitor Hetman Boblig presided over the burning of almost 100 "witches." In each region, trials followed different customs--Protestant, Eastern Orthodox, Catholic--and answered to different legislative discourse--ecclesiastical, laic, secular--yet all can be said to be the product of a common desire and collective fear. To supplement our understanding of the multifaceted anxieties that are expressed in works such as King James' *Daemonologie* (1597), and to ask more questions of the intersectional phobias around gender, sexuality, religion, and class (rural-urban; colony-metropole), we take up theory from Foucault, Federici, and Mbembe, and others.

Instructor(s): Malynne Sternstein Terms Offered: Autumn

Equivalent Course(s): HIST 32315, REES 34426, HIST 22315, GNSE 34426, REES 24426

GNSE 24511. Kawaii (cuteness) culture in Japan and the world. 100 Units.

The Japanese word *kawaii* (commonly translated as "cute" or "adorable") has long been a part of Japanese culture, but, originating from schoolgirl subculture of the 1970s, today's conception of *kawaii* has become ubiquitous as a cultural keyword of contemporary Japanese life. We now find *kawaii* in clothing, food, toys, engineering, films, music, personal appearance, behavior and mannerisms, and even in government. With the popularity of Japanese entertainment, fashion and other consumer products abroad, *kawaii* has also become a global

cultural idiom in a process Christine Yano has called "Pink Globalization". With the key figures of Hello Kitty and Rilakkuma as our guides, this course explores the many dimensions of kawaii culture, in Japan and globally, from beauty and aesthetics, affect and psychological dimensions, consumerism and marketing, gender, sexuality and queerness, to racism, orientalism and robot design.

Instructor(s): Nisha Kommattam Terms Offered: Winter

Equivalent Course(s): CMLT 24510, MADD 14510, EALC 24520, ENGL 24510

GNSE 24526. Forms of Autobiography. 100 Units.

This course examines the innovative, creative forms autobiography has taken in the last one hundred years in literature. We will study closely works written between 1933 and 2013 that are exceptional for the way they challenge, subvert and invigorate the autobiographical genre. From unpublished sketches to magazine essays and full-length books, we will see autobiography take many forms and engage with multiple genres and media. These include biography, memoir, fiction, literary criticism, travel literature, the graphic novel and photography. Producing various mutations of the autobiographical genre, these works address some of the same concerns: the self, truth, memory, authenticity, agency and testimony. We will complement discussions of these universal issues with material and historical considerations, examining how the works first appeared and were received.

Autobiography will prove a privileged site for probing constructions of family narratives, identity politics and public personas. The main authors studied are Virginia Woolf, Gertrude Stein, James Baldwin, Vladimir Nabokov, Roland Barthes, Paul Auster, Doris Lessing, Marjane Satrapi and W.G. Sebald. (20th/21st)

Instructor(s): Christine Fourniaies Terms Offered: Autumn

Equivalent Course(s): ENGL 34526, ENGL 24526, GNSE 34526

GNSE 24555. Learned Women: Spaces of Knowledge, Self-Actualization, and Power. 100 Units.

The hegemonic narrative of knowledge production in the Iberian Peninsula has historically centered on male writers, thus excluding contributions of women. This seminar will explore the intellectual interventions of medieval and early modern Iberian poets, professors, encyclopedists, and theologians who also happened to be women. Did these women present a perspective on knowledge-making different than their male counterparts? More importantly, what were the paths to knowledge that were available to them in a society that offered women limited social and intellectual roles? In this class we will be reading sources by Florencia Pinar, Teresa de Cartagena, Leonor López de Córdoba, Oliva Sabuco, among others; and critical pieces by Judith Butler, Andrea Dworkin, Silvia Federici, Luce Irigaray, and Sophie Lewis.

Instructor(s): N. Blanco Mourelle Terms Offered: Course not offered in 2025-26

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 23555, GNSE 34555, SPAN 33555

GNSE 24602. Ghosts & the Fantastic in East Asia. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures? This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Spring

Equivalent Course(s): MAPH 34602, SIGN 26006, EALC 10600

GNSE 24700. Introduction à la littérature féminine au Maroc. 100 Units.

Depuis les années 1980, la littérature féminine au Maroc connaît un essor remarquable qui se traduit dans le renouvellement du paysage littéraire et la diversité des thèmes abordés. En mettant la femme marocaine et ses expériences au centre de l'acte littéraire, les écrivaines marocaines ont brisé les tabous et insufflé une dynamique sociale et politique à l'échelle du pays. Ce cours introductif donnera un aperçu des écritures féminines au Maroc à partir de questions majeures telles que la représentation du corps et de la sexualité, le rapport à la maternité et à la transmission, le poids des traditions et des injonctions sociales, les combats politiques, les droits des femmes ainsi que les luttes contre la discrimination et la violence. Parmi les autrices étudiées figurent Fatima Mernissi, Fatma El Bouih, Leila Abouzeid, Siham Bencheikroun et Yasmine Chami. This is an introductory-level course.

Taught in French.

Instructor(s): Khalid Lyamlahy Terms Offered: Course not taught in 2025-26

Prerequisite(s): FREN 20500, 20503 or consent of the instructor.

Equivalent Course(s): FREN 24700

GNSE 24770. Sex, Crime and Horror in Argentine Literature. 100 Units.

This course examines the historical evolution of Argentine literature, cinema, and the visual arts through the study of three thematic currents that significantly influenced Argentina's cultural and socio-political experience with nation-building, modernization, and democracy: sex, crime, and horror. The primary objective of the course is to foster a critical exploration of how foundational works of Romanticism and Realism in the Río de la Plata, the Noir genre, and the Gothic tradition accounted for decisive changes in the social fabric of the country. Students will assess the role of sexuality, crime, and horror stories in the representation of momentous events in Argentine history, spanning from the revolutionary era in the nineteenth century to the contemporary period. Topics include the Wars of Independence, gaucho literature, indigenous resistance, the great migratory flows, the rise of the middle classes, Peronismo, Youth culture, military dictatorships, human rights violations,

LGBT movements, and economic precarity in neoliberal times. Works by Esteban Echeverría, Domingo Faustino Sarmiento, Juana Manuela Gorriti, José Hernández, Lucio V. and Eduarda Mansilla, Eugenio Cambaceres, Leopoldo Lugones, Roberto Arlt, Jorge Luis Borges, Juan José Saer, Antonio Di Benedetto, Olga Orozco, Alejandra Pizarnik, Juan Gelman, Andrés Rivera, Silvina Ocampo, Horacio Quiroga, Rodolfo Walsh, Manuel Puig, Ricardo Piglia, Mariana Enríquez, Gabriela Cabezón Cámara, María Luisa Bemberg.

Instructor(s): Carlos Halaburda Terms Offered: Course not taught in 2025-26

Prerequisite(s): Reading proficiency in Spanish required.

Note(s): Class discussions and reading materials in Spanish.

Equivalent Course(s): SPAN 24770, GNSE 34771, SPAN 34770, LACS 24770, LACS 34770, RDIN 34770, RDIN 24770

GNSE 24903. Religion and Human Rights. 100 Units.

Religion played a crucial, but often overlooked, role in the development of post-World War II conceptions of human rights, providing principles and ideas that continue to influence contemporary human rights debates in the fields of law, public policy, and international relations. This no-prior-knowledge-necessary course explores the complex, sometimes fraught, relationship between religion and human rights from World War II to the present. We will begin by juxtaposing the role religious ideas played in the drafting of core post-war human rights documents (e.g. the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, etc.) with the decision by drafters to omit direct references to the divine or the beliefs of specific religious communities. Using case study analysis and close reading of primary religious texts, scholarly commentary, and historical accounts, we will examine the ways in which individuals and groups from multiple religious (and non-religious) traditions both apply and push back against existing human rights norms. Throughout the course we will discuss the role religion might play in debates surrounding emerging, but still contentious, conceptions of human rights. This includes: universal healthcare, LGBTQIA+ rights, ever more complex manifestations of religious freedom, as well as whether human rights as conceived of in the mid-20th Century can be reconciled with decolonial and post-colonial perspectives.

Equivalent Course(s): DEMS 24901, RLST 24901, GLST 24902, HMRT 24901

GNSE 25020. Opera Across Media. 100 Units.

Open to all undergraduates. Over the course of the last hundred and twenty years, opera and cinema have been sounded and seen together again and again. Where opera is commonly associated with extravagant performance and production, cinema is popularly associated realism. Yet their encounter not only proves these assumptions wrong but produces some extraordinary third kinds-media hybrids. It also produces some extraordinary love affairs. Thomas Edison wanted a film of his to be "a grand opera," and Federico Fellini and Woody Allen wanted opera to saturate their films. Thinking about these mutual attractions, "Opera across Media" explores different operatic and cinematic repertoires as well as other media forms. Among films to be studied are Pabst's *Threepenny Opera* (1931), Visconti's *Senso* (1954), Powell and Pressburger's *Tales of Hoffmann* (1951), Zeffirelli's *La traviata* (1981), De Mille's *Carmen* (1915), Losey's *Don Giovanni* (1979), Bergman's *The Magic Flute* (1975), and Fellini's *E la nave va* (1983). No prior background in music performance, theory, or notation is needed. Students may write papers based on their own skills and interests relevant to the course. Required work includes attendance at all screenings and classes; weekly postings on Canvas about readings and viewings; attendances at a Met HD broadcast and a Lyric Opera live opera; a short "think piece" midway through the course; and a final term paper of 8-10 pages.

Instructor(s): Martha Feldman Terms Offered: Autumn

Note(s): Open to all undergraduates

Equivalent Course(s): ITAL 25020, MADD 13020, MUSI 25020, TAPS 26516, SIGN 26058, CMST 24617

GNSE 25031. The Writing I. 100 Units.

How do personal and lived experiences shape our understanding of social and cultural phenomena? What is the role of the self in the practice of academic writing? In this course we will examine the self as a method through which we interpret the world and as a repository of knowledge. We will study different academic genres in which personal and lived experiences constitute an integral component of knowledge-making, such as autoethnography and autotheory, discussing their relation to feminist thought. We will also practice and share academic writing that engages the self as a method to understand, interpret and theorize the world around us. The readings will include Lauren Fournier, bell hooks, Gloria Anzaldúa, Shushan Avagyan, Stephanie D. Clare, Donna Haraway, among many others. There will also be workshops/talks by practitioners of autoethnography and autotheory.

Instructor(s): Darya Tsymbalyuk Terms Offered: Spring

Equivalent Course(s): REES 25030, REES 35030, GNSE 35031

GNSE 25055. Uncertain Futures: A Sociology of Times to Come. 100 Units.

Between global militarism, intensive inequality, and climate catastrophe, the future looks uncertain. This class engages lay, scholarly and fictional futurisms-particularly emerging from Queer, Indigenous and Black traditions. We will read sociological and anthropological texts that consider how different communities envision the decades and centuries to come alongside speculative fiction that theorizes where earth and humanity are heading. Does humanity have a future? How does that future look? How do differing answers to these questions shape individuals' and communities' lives and decisions?

Instructor(s): E. Abdelhadi Terms Offered: Spring

Note(s): C; 3

Equivalent Course(s): GNSE 35055, CHDV 35055, CHDV 25055

GNSE 25118. Islam, Politics and Gender. 100 Units.

This course examines the relationship Islam and politics with a focus on gender and sexuality. For this class, politics is broadly construed, including religious law, family law, social issues, and war. Gender is an inextricable part of Islamic law, and the connection between Islam and the state pervades scholars' understanding and interpretation of political development in the Muslim world. While many texts and discussions will focus on women, gender is considered expansively. We will consider the role of sex in religious law, as well as sexual identity, gender identity, and sexual orientation. We will also incorporate areas outside of the Islamic "heartland" of the Middle East, such as Europe and Asia.

Instructor(s): Hannah Ridge, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): GNSE 35118, HMRT 35118, HMRT 25118

GNSE 25180. Women Writing God. 100 Units.

This course examines imaginative works by women that take on the task of representing divine or supernatural being from the medieval era to the present. Drawing on the work of critics such as Luce Irigaray, Caroline Walker Bynum, and Judith Butler, we explore what strategies these writers employ to depict an entity simultaneously understood to be unrepresentable and to have a masculine image. Texts range from premodern mystics such as Julian of Norwich and Teresa of Avila to Octavia Butler's Parable of the Sower. (Med/Ren)

Instructor(s): Sarah Kunjummen Terms Offered: Winter

Note(s): Instructor consent required for first and second year undergraduates.

Equivalent Course(s): ENGL 20180, GNSE 45180, MAPH 40180, ENGL 40180

GNSE 25203. Sociology of the Future. 100 Units.

Between global militarism, intensive inequality, and climate catastrophe, the future looks uncertain. This class engages lay, scholarly and fictional futurisms-particularly emerging from Queer, Feminist, Indigenous and Black traditions. We will read sociological and anthropological texts that consider how different communities envision the decades and centuries to come alongside speculative fiction that theorizes where earth and humanity are heading. Does humanity have a future? How does that future look? How do differing answers to these questions shape individuals' and communities' lives and decisions? The course will culminate in a futurist creative or research project of the student's design.

Instructor(s): E. Abdelhadi Terms Offered: Autumn

Equivalent Course(s): GNSE 35201, CHDV 35200, CHDV 25200

GNSE 25311. The Harem: Gender, Family and Power in Early Modern and Modern South Asia. 100 Units.

Even today, the word "harem" evokes orientalist imaginings of an exotic east. Popular images drawn from colonial-era representations continue to define our understanding of this complex institution. In this course we will work to complicate this understanding through considering the harem as a site of interplay between gender, family ties, and power. Taking into account influences from the larger Islamicate world as well as more local, Indic practices, we will historicize the harem, tracking its changes over the course of this long period, and critiquing its various (mis)representations. We will explore how the harem constituted a diverse space including not only elite women and their male relatives, but also other figures such as slave girls, eunuchs and guards. We will furthermore look at how this space was transformed in the era of European expansionism and colonial rule in the subcontinent, becoming a flash point over questions of social reform and Indian nationalism. Materials will include not just secondary literature but also excerpts from contemporary historical accounts, paintings, short stories, photographs, and films. No prior knowledge of South Asian history required.

Equivalent Course(s): HIST 26612, SALC 25311

GNSE 25403. The Bible in U.S. Politics: The Use and Abuse of Sacred Texts in the Public. 100 Units.

People across the political spectrum continue to cite the Bible to justify their viewpoints. Black Lives Matter protestors carried signs citing scriptural support for the rights of African Americans to life and justice, while some of those who stormed the U.S. Capitol on January 6th first marched around their state capitols in recreation of biblical Israel's circling of the doomed city Jericho. How can the same book serve the political ends of such ideologically distinct movements? In this course, we will explore the variety of ways in which the Bible, especially the Christian New Testament, informs contemporary political discourse. We will discuss what the Bible is and where it comes from, and how an interpreter's social location and culturally and historical-bound assumptions shape their interpretation. We will build upon this foundation by examining several contentious political issues in which the Bible is commonly invoked, including abortion, sexuality, immigration, and gun rights. We will analyze the key passages used by supporters of various policy positions to support their claims, situating these texts in their original contexts and highlighting the historical distance that problematizes their use today. Prior familiarity with biblical literature is not required.

Instructor(s): Douglas Hoffer Terms Offered: Spring

Equivalent Course(s): KNOW 25400, FNDL 25405, RLST 25400, AMER 25400

GNSE 25474. Crossing Boundaries: Virtual Reality, Embodiment, and the Reimagining of Social Space. 100 Units.

In this course, we explore the potential for Virtual Reality (VR) experiences to push multiple boundaries: redefining bodies, crossing borders, and reimagining social spaces. In the first weeks of the course, as we think about bodies in the virtual space, we will be asking questions related to embodiment and representation: how does the process of avatar creation reinforce or dismantle assumptions about gender readability and

performance? How do immersive experiences induce feelings of gender euphoria and dysphoria? The following weeks we will explore and discuss the way VR experiences can engage with the concept of physical borders—calling their existence into questions in some cases, making them particularly salient in others. We will discuss virtual travel, digital border-crossing, and explore art installations that reflect on migration experiences. The final weeks will build on our previous conversations, and together we will reflect on the fluid meaning of space in a virtual setting and on the creative possibilities that such fluidity entails: What does it mean to reimagine space beyond physical limitations? How do we understand the political salience of taking up space in digitally built social environments? The course combines readings and theoretical conversations with hands-on experiences in VR and explorations of virtual worlds. Previous experience with VR is not required. We will share a limited number of headsets that will be available for use in class.

Instructor(s): Caterina Fugazzola Terms Offered: Spring, GLST 25474 is seminar with a lab component

Prerequisite(s): This course is a seminar that meets MW, 3:30-4:50 PM and lab that meets M, 5:00-6:00 PM.

Students are required to register for and participate in course lab

Note(s): This course is a seminar that meets MW, 3:30-4:50 PM and lab that meets M, 5:00-6:00 PM. Students are required to register for and participate in course lab

Equivalent Course(s): GLST 25474, MADD 10474

GNSE 25506. Grandes voix féminines des Lettres africaines. 100 Units.

Ce cours s'intéresse aux œuvres des écrivaines francophones majeures de l'Afrique sub-saharienne dont Mariama Bâ, Aminata Sow Fall, Fatou Diome, Léonora Miano, Scholastique Mukasonga, et Véronique Tadjo. Il s'agit d'étudier les thématiques abordées par ces auteures et les techniques qu'elles utilisent non seulement pour représenter et repenser la condition de la femme africaine mais aussi pour contribuer activement aux débats socioculturels et politiques qui résonnent à travers le continent et sa diaspora. Dans ce cours, on analysera les questions d'engagement, de résistance et d'émancipation telles que mises en scène par des voix féminines africaines qui luttent contre les préjugés et opposent aux stéréotypes la diversité et le dynamisme de leurs créations.

Instructor(s): Khalid Lyamlahy Terms Offered: Course not offered in 2025-26

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French.

Equivalent Course(s): FREN 35505, GNSE 35506, FREN 25505

GNSE 25551. Molière Embodied. 100 Units.

This course will use Molière—the most famous French classical playwright and the most studied one outside of France—as testing grounds for some of the most exciting theoretical frameworks focusing on embodiment that have emerged in literary studies and cultural studies over the last few decades. What happens when we start thinking through the aversion to physicians and the distrust of medicine for which Molière's comedies are known with the help of Disability studies and Medical Humanities? What becomes visible about Molière's participation in the invention of racial whiteness in seventeenth-century Europe when we read his plays of conversion to Islam and enslavement in the Mediterranean through the lens of Premodern Critical Race Studies (PCRS)? How can the concerns and tenets of Queer studies enrich and complicate the more established feminist accounts of Molière's place in "la querelle des femmes," his ideas about gender and sexuality, and his embrace of the normative violence of comedic laughter? What new dimensions does Molière's keen interest in transformation and transcendence in the latter half of his career take on when we rethink it in light of Trans studies' epistemological tools? By applying the theoretical frameworks of Disability studies, Critical Race studies, Queer studies, and Trans studies to Molière's plays, and by comparing those plays to the source texts from which Molière was drawing to compose them, we will ask new questions.

Instructor(s): Larry Norman, Noémie Ndiaye Terms Offered: Winter

Note(s): The class will be conducted in English, and all required readings will be available in English. Reading knowledge of French is not required but very welcome.

Equivalent Course(s): FREN 25550, GNSE 35551

GNSE 25560. Race, Religion, and the Formation of the Latinx Identity. 100 Units.

In this class, we will focus on the conditions of possibility, development, and problems surrounding the formation of the Latinx identity. We will pay special attention to how such an identity is expressed through and informed by religious experience, and to how religious experience is theoretically articulated in Latinx theology and religious thought. To pursue this task, we will devote the first part of the class to the examination of the conditions of possibility of *latinidad* by focusing on the formation of the Latinx self. What makes Latinx, Latinx? Is this a forcefully assigned identity or one that can be claimed and embraced with pride? Is there such a thing as a unified Latinx self or shall we favor approaches that stress hybridity or multiplicity? In the second part of the class, we will shift from self-formation to community-formation by examining the experience of *mestizaje* (racial mixing) and its theoretical articulation in Latinx theology. Is this concept useful to describe the Latinx experience or does it romanticize the violence of European colonialism? Lastly, we will return to the formation of Latinx identity considering the ambiguities of religious ethnic identity through the examples of tensions between Catholic and Evangelical Latinx, and those emerging from the experiences of Latinx converting to non-Christian religions. No prerequisites.

Instructor(s): Raul Zegarra Terms Offered: Winter

Equivalent Course(s): LACS 25560, KNOW 25560, RLST 25560

GNSE 25724. Yes, but make it fashion!" Fashion, Culture, and Identity. 100 Units.

In this course, we will explore the role of fashion in socio-cultural life, and the ways in which fashion simultaneously expresses and is shaped by identity. How do communities on the margins challenge dominant ideas of beauty, modesty, freedom, desire, and fashion? Conversely, how does fashion on the margins become mainstream? Drawing on studies across disciplines and the world, we will use fashion as a lens to examine among other things, blackness, queerness, masculinities, caste, Islam, and occupation.

Instructor(s): Anindita Chatterjee Terms Offered: Spring

Equivalent Course(s): GLST 25724

GNSE 25910. bell hooks and Cornel West: Education for Resistance. 100 Units.

Cornel West and bell hooks are two of the most influential philosophers and cultural critics of the past half-century. Their writings—including their co-authored book—address pressing questions about politics, religion, race, education, film, and gender. In different ways, they each find resources for hope, love, and liberation in an unjust social order. In this course, we will read selections from their writings over the last forty years alongside the authors who influenced their thinking (including Du Bois, Freire, Morrison, King, and Baldwin). We will pay special attention to how hooks and West communicate to popular audiences, how they engage religious traditions (their own and others'), and the role of dialogue in their thought and practice. The goal of the course is not just to think about hooks and West, but to think with them about ethics, writing, American culture, and the aims of education. No prior familiarity with either author is required.

Instructor(s): Russell Johnson Terms Offered: Winter

Equivalent Course(s): RLST 25910, FNDL 25911

GNSE 25988. James Baldwin. 100 Units.

In our contemporary moment of rising inequality, James Baldwin has gained much purchase as a kind of prophet. But in his own time, Baldwin consistently called himself a witness, holding to his belief that an "artist is a sort of emotional or spiritual historian" who must "make you realize the doom and glory of knowing who you are and what you are." All in all, his artistic mission was to express "what it is like to be alive." Reading across both his fiction and nonfiction, we will consider Baldwin's concept of the artist, exploring the affective life of inequality through what we might call his moral imagination. (Fiction, 20th/21st)

Instructor(s): Korey Williams Terms Offered: Spring

Equivalent Course(s): RDIN 25988, FNDL 25988, ENGL 25988

GNSE 25997. Three Comedies of Sexual Revolution. 100 Units.

This seminar will discuss three comedies of sexual revolution from three different times and places. Aristophanes's *Assemblywomen* recounts how under the leadership of the able Praxagora the women of Athens take over the Assembly and legislate a new regime in which private property is replaced by communism and sexual equity is achieved in favor of the old and unattractive at the expense of the young and attractive. Machiavelli's *Mandragola* dramatizes the tricks by which young Callimaco manages with the aid of the trickster parasite Ligurio to have sex with Lucrezia, the beautiful young wife of the elderly lawyer Nicomaco, with the consent of both her and her husband, ushering in a new regime in which all are satisfied. In Shakespeare's *Measure for Measure* Angelo the interim duke of Vienna institutes a repressive sexual regime in which the brothels are closed and extramarital sex is a capital crime. What might we learn about sexual relations from these diverse plays? Why are they comedies?

Instructor(s): Nathan Tarcov & Glenn Most Terms Offered: Spring, Spring 2024

Prerequisite(s): Undergraduates need the Instructor's permission to register.

Equivalent Course(s): PLSC 25997, CMLT 25823, SCTH 35997, GNSE 35997, SCTH 25823, PLSC 35997, CLCV 27623, CMLT 35997, FNDL 21772, CLAS 37623

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, Perec, and Sarraute.

Instructor(s): A. James Terms Offered: Course not offered in 2025-26

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French. This is an introductory-level course.

Equivalent Course(s): FREN 26003

GNSE 26034. Russian Poetry. 100 Units.

What should poetry do—should it have any tasks (personal, literary, political)? In this course, we read short texts that stun, adore, inspire, grieve, mobilize, berate, forgive or forget their addressees and subjects, that reach (or fail to reach) us, their almost-certainly unintended, contemporary readers. Meeting both canonical and forgotten authors across three centuries and many countries of Russophone writing, this course *has* a task: to find what the poems conceal and reveal about their worlds—and ours. If you love poetry, or you have some knowledge of Russian, or you have taken the Russia and Eurasia Civ Core sequence, this class is a good fit for you. The syllabus is finalized with students' preferences and curiosities in mind. Assignment options include creative projects, independent research, journaling or essays. Discussion of texts will focus on gender, religion, race, imperial subjectivity, and dissent.

Instructor(s): Ania Aizman Terms Offered: Winter

Equivalent Course(s): GNSE 36034, REES 26034, REES 36034

GNSE 26210. Witches, Sinners, and Saints. 100 Units.

This course examines representations of women's bodies and sexualities in early modern Iberian and colonial Latin American writings. We will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.

Instructor(s): Larissa Brewer-García Terms Offered: Course not offered in 24-25.

Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): GNSE 36210, SPAN 26210, LACS 26212, SPAN 36210, LACS 36212

GNSE 26240. Black Experimentation in Dance. 100 Units.

In this course, experimentation is explored as a choreographic approach to dancing and making dances. Grounded in process, practice, inquiry, and improvisation, experimentation has a long history in Black expressive culture. This class pairs readings at the intersection of Black performance theory, feminist and queer of color theory, and Black dance studies with examples of dance performances and artists interrogating topics such as the problem of aesthetic categorization, navigating racial visibility/invisibility onstage, and the politics of Black dancing bodies. The class focuses on concert dance in the United States, but may cover examples from social dance, popular entertainment, performance art, and global contexts.

Instructor(s): Tara Aisha Willis Terms Offered: Spring

Equivalent Course(s): TAPS 26240, GNSE 36240, TAPS 36240

GNSE 26255. Get Cultured in Nine Weeks: Historical Perspectives on Art and Education. 100 Units.

Get Cultured in Nine Weeks: Historical Perspectives on Art and Education: What does it mean to 'get cultured'? Why-and how-do we do it? Does an education in the arts and letters make us more moral, more intelligent, more resistant to authority-or perhaps more submissive? These questions are at the center of debates about the place of cultural learning in the contemporary world, but our century was not the first to think critically about the social and political functions of this form of education. This course investigates how students, educators, writers, and artists conceptualized the aims and means of becoming cultured from the 1700s forward, focusing on European history and connecting it to the concerns of the present. We will pay particularly close attention to both formal and informal means of cultural education, and to the ways in which these practices have been understood to produce social structures of class, gender, and race. Readings will draw from the fields of history, literature, philosophy, sociology, and art history. At the end of the quarter, students will be asked to design their own fantasy syllabus for "getting cultured in nine weeks."

Instructor(s): Sophie Salvo and Alice Goff Terms Offered: Spring

Equivalent Course(s): HIST 32510, GNSE 36255, HIST 22510, GRMN 26225, GRMN 36225, ARTH 26225, SIGN 26225

GNSE 26305. Moral Reasoning Between Church and State: The Case of Abortion. 100 Units.

What is the moral reasoning of those inspired by Christianity to overturn *Roe v. Wade*? Given constitutional blocks on the state's establishment of religion, how do Christians justify legislating religiously-grounded moral beliefs? How do these Christians imagine the role of the church in secular democratic space? What is the nature of their religious lives? Under what mandates do they operate? What scriptures do they read? What worship do they participate in? This course takes a close look at those vocationally-even, "spiritually"-called to severely limit women's reproductive rights. Specific attention will be given to how these communities understand God, scripture, gender, family, government, democracy, law, freedom, etc. While much of the course's attention will be given to arguments and rationales (including legal and judicial arguments and rationales), equal attention will be given to ethnographically understanding the lived experience of ardent pro-life advocacy. The course will conclude by examining religiously-inspired pro-choice alternatives to pro-life positions, with specific attention to how carefully pro-choice advocates attend to the arguments and worldviews of their pro-life counterparts. A wide range of texts and types of texts will be considered.

Instructor(s): Jonathan Tran Terms Offered: Autumn

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): GNSE 36305, RLST 26305, THEO 36305

GNSE 26313. Judaism, Medicine, and the Body. 100 Units.

For centuries the "Jewish doctor" has existed as an archetype, but is there such a thing as Jewish medicine? Does Judaism teach a distinct approach to the body, illness, and healing? And more significantly, why should religion have anything to do with one's health today? In this course we will grapple with our assumptions regarding modern Western medicine by discussing topics in Jewish medical thought and ethics. We will study how Judaism - its texts, history, laws, and traditions - intersect with issues of science, medicine, and the body. In particular we will think about how a Jewish approach to medicine, and more broadly a religious approach, might complicate contemporary assumptions about the body and healing. We will also consider how Jewish bodies have been imagined and stereotyped, and think about how that might affect Jewish approaches to disease and medical ethics. This course will thus offer students a way to think about alternatives to assumptions about medicine, the body, and ethics in the secular West, which will be explored both in class materials and in personal projects. No prior work in Jewish studies, medical ethics, or religious studies necessary.

Instructor(s): Ranana Dine Terms Offered: Autumn. Not offered 2025–26

Equivalent Course(s): RLST 26313, HIPS 26313, HLTH 26313, KNOW 26313, JWSC 26313, CCTS 21022

GNSE 26504. Renaissance Demonology. 100 Units.

In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term 'demon' in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine's and Thomas Aquinas's treatises, some complex exorcisms written in Italy, and a recent translation of the infamous "Malleus maleficarum," the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau's "The Possession at Loudun." We also study how major Italian and Spanish women mystics, such as Maria Maddalena de' Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino's "Platonic Theology" and Girolamo Cardano's mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton's "Anatomy of Melancholy" and Cervantes's short story "The Glass Graduate" ("El licenciado Vidriera").

Instructor(s): Armando Maggi Terms Offered: Course not taught in 2025-26

Note(s): Course taught in English.

Equivalent Course(s): RLST 26501, ITAL 26500, CMLT 27602, HIST 22110

GNSE 26624. Repression, Resilience, and Gender Politics in Basque Cultural Memory. 100 Units.

This course aims to explore the resilient character of contemporary Basque artistic and cultural production, with a particular focus on the increasing presence of strong female voices. One of the goals will be to explore forms of Basque cultural resistance that question the silencing and homogenizing tendencies of political institutions and their cultural hegemony, thus shedding light on both the dialectic between culture and counterculture and the mechanisms and agents of artistic censorship that come into play. Significant attention will also be given to the narrative poetics of the post-ETA period, during which works by female authors have played a leading role in examining the gender policies that have governed the so-called Basque conflict. The link established between the female figure and the transmission of a "dangerous" memory must be interpreted in the light of the current historical moment characterized by the struggle for the telling of the past and the interrogation of gender. Thus, with a focus on memory and gender, and drawing upon a diverse range of materials -including literary texts, sculptural works, music, and films- the course will provide students with a broad overview of contemporary culture in the Basque Country.

Instructor(s): Amaia Elizalde Estenaga

Note(s): Classes will be conducted in Spanish, and prior knowledge of the Basque language or culture is not necessary.

Equivalent Course(s): GNSE 36624, BASQ 36624, SPAN 36624, SPAN 26624, BASQ 26624

GNSE 26700. Jeanne d'Arc, histoire et légende. 100 Units.

S'appuyant sur l'exemple de Jeanne d'Arc, ce cours s'intéressera à la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent. Nous situerons Jeanne d'Arc dans son contexte historique à l'aide des documents légaux, littéraires, et ecclésiastiques. Nous considérerons ensuite les représentations multiples et variées de Jeanne au cours des siècles suivants, examinant par exemple des textes de Voltaire, de Michelet, d'Anouilh, et d'autres, ainsi que des films qui présentent la vie de Jeanne d'Arc.

Instructor(s): Daisy Delogu Terms Offered: Summer

Prerequisite(s): FREN 20500, 20503 or a literature course taught in French.

Note(s): Taught in French.

Equivalent Course(s): MDVL 26700, FREN 26700

GNSE 27006. Research in Archives: Human Bodies in History. 100 Units.

How have we come to know and experience our bodies? This undergraduate seminar develops humanities research skills necessary to study the body in history. Spanning early modern cultural practices to modern medicine, science, and technology, this course explores how ideas and practices concerning the body have changed over time and how the body itself is shaped by culture and society. A major focus will be learning how to conduct different forms of historical research to produce cutting-edge humanities scholarship about the human body. Readings will introduce key themes and recent scholarship including work on disability, reproduction, race, gender, ethics, extreme environments, and identity. This dynamic research group will grapple with issues at the heart of our corporeal existence by combining perspectives from the history of science, medicine, and technology, cultural history, anthropology, and science and technology studies (STS).

Instructor(s): J. Bimm and I. Clever Terms Offered: Winter

Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.

Equivalent Course(s): KNOW 26076, IRHU 27006, HIPS 27706, HIST 25513

GNSE 27300. Le Roman de la Rose. 100 Units.

The "Roman de la Rose" (mid-13th century), a sprawling, encyclopedic summa composed by two separate authors, was arguably the single most influential vernacular text of the Middle Ages. Whether they hated or admired it, subsequent writers could not escape the long shadow cast by this magisterial œuvre. And, as Kate

Soper's recent opera adaptation of the "Rose" demonstrates, this labyrinthine work remains a source of creative inspiration. In this course we will read the "Rose" together. Each student will choose a critical lens (e.g. gender and sexuality, animal and/or ecocritical studies, ethics and philosophy, reception studies, manuscript studies, text & image, etc.) to structure their engagement with the text, and together we will collaborate to chart a rich and diverse set of interpretive paths through this complex work.

Instructor(s): Daisy Delogu Terms Offered: Course not taught in 2025-26

Prerequisite(s): For French majors/minors, FREN 20500, 20503 or a previous literature course taught in French.

Note(s): All registered students will attend the cours magistral (taught in English). In addition, all registered students will select and attend either the French discussion section, or the critical theory section. Students are welcome to attend both.

Equivalent Course(s): MDVL 21700, FREN 21700, GNSE 37300, FREN 31700, FNDL 21700

GNSE 27301. Harm Reduction and HIV Prevention in the Overdose Era. 100 Units.

We will discuss some of the debates around harm reduction, some of the cutting-edge harm reduction strategies, HIV prevention and the communities and populations most impacted by overdose and other related health conditions.

Instructor(s): Harold Pollack, John A. Schneider Terms Offered: May be offered 2025-26

Prerequisite(s): PQ: Third and fourth-year standing.

Equivalent Course(s): BPRO 27300

GNSE 27332. Themes in the Anthropology of Islam: Debates, Tradition, Critiques. 100 Units.

The course begins by examining principal themes and debates the anthropology of Islam has engaged with in its attempt to undo Western universalist concepts such as secularism and the anthropological categories of culture and religion. We will learn to historicize these concepts and explore alternative frameworks anthropologists have offered for studying Muslim societies. We will turn an ethnographic lens towards studies on the Islamic Revival in Egypt, Turkey, Europe, and East Asia in order to study how Muslims cultivate piety, relate to the unseen, and retain cultural ties alongside their religious identities. In the process, we will learn the ways they trouble conventional notions around women's agency, ideas around modernity's "disenchantment," and secular conceptions of belief. We will then explore texts that indirectly problematize the anthropology of Islam's coordinates around orthopraxy, authority, and ritual. As we do so, we will interrogate the relationship between U.S. Blackness and Islam, religious piety and consumer capitalism, as well as transnationalism and incarceration. We will situate our readings and discussions within the broader political context of the Global War on Terror and secular governmentality, with a particular attention to questions of race, gender, and political struggle.

Instructor(s): Alexis Chavez Terms Offered: Spring

Equivalent Course(s): ANTH 24332, RDIN 24332, RLST 27332

GNSE 27508. Women and the Mafia in Contemporary Italian Cinema. 100 Units.

This course will examine how gender dynamics within mafia contexts have been represented in a selection of Italian films. Students will engage in cinematic analysis by drawing from sociological and psychological studies on female roles in relation to organized crime. Both these fields, sociology and psychology, have underscored the important part that women play in relation to the mafia, notwithstanding the rigid patriarchal structure that allows only male affiliation. Although focusing primarily on Sicilian mafia, this course will include information on other types of Italian mafia, namely Camorra, 'Ndrangheta and Sacra Corona Unita. Vocabulary in Italian to identify formal elements of the films will be provided throughout the course.

Instructor(s): Veronica Vegna Terms Offered: Course not offered in 2025-26

Prerequisite(s): ITAL 20300 or consent of instructor.

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 27500

GNSE 27605. United States Legal History. 100 Units.

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Dru Stanley Terms Offered: Winter

Equivalent Course(s): HMRT 37605, GNSE 37605, HMRT 27061, HIST 37605, LLSO 29704, AMER 27605, HIST 27605

GNSE 27606. Beyond Ferrante: Italian Women Writers Rediscovered and the Global Editorial Market. 100 Units.

In this class we read selected works from some of the most influential Italian women writers who are not named Elena Ferrante. Some of these writers contributed to the cultural and literary background that produced Ferrante as well. Others can be seen as Ferrante's peers and even heirs. The remarkable global success of Ferrante's work has created the so-called "Ferrante effect." Both in Italy and abroad, editors and scholars are finally paying attention to long overlooked Italian women writers. We will explore this trend of reissues, new publications, and new translations. How has the Ferrante effect recast our assumptions about literary value? Can restorative justice take place within the global editorial market? Is it legitimate to speak about an editorial affirmative action?

What is the relationship between Italian periphery and the dominant literary empire? Among the authors we will read are classics—such as Elsa Morante, Natalia Ginzburg, and Anna Maria Ortese—but also new and overlooked voices—such as Fabrizia Ramondino, Fausta Cialente, Paola Masino, Brianna Carafa, Claudia Durastanti, and Veronica Raimo.

Instructor(s): Maria Anna Mariani Terms Offered: Course not offered in 2025-26

Note(s): Taught in Italian.

Equivalent Course(s): ITAL 27600, GLST 27600

GNSE 27608. Women and Islam. 100 Units.

This course is an introduction to the field of women, gender and Islam. We will examine the literature on Islamic legal, historical, Quranic and sacred textual constructs of women as well as critically explore the lived realities and experiences of Muslim women living in Muslim-majority societies and in the west. In centering the work of Muslim feminist scholars, students will gain an understanding of the contemporary debates around women's rights, sexuality, roles, responsibilities and gender relations in the context of Islamic law and the hadith literature. The discursive constructions and social realities of Muslim women are critically examined through historic and literary representations, ethnographic accounts, human rights discourses, sexual politics and secular and Islamic feminism(s). Moreover, this course situates Muslim women as complex, multidimensional actors engaged in knowledge production and political and feminist struggles, as opposed to the oppressed, victim-centered images that have regained currency in the representation of Muslim women in the post 9/11 era.

Instructor(s): Maliha Chishti Terms Offered: Autumn

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 37601, RLST 27601, HMRT 27601, GLST 27601, GNSE 37608

GNSE 27702. Music and Love in South Asia. 100 Units.

This course explores the relationship between the musical arts and forms of love in South Asian history. We will trace the complex and ambivalent contours of love in several genres including premodern poetry, stage performance, and Bollywood movies. We will examine issues such as poetics and theology, opposition to orthodox social conventions, the intensity of emotion expressed through multiple senses, the social sites of forbidden love, women and gender as poets and performers, and the intersection of sexuality and spirituality.

Instructor(s): Anand Venkatkrishnan; Anna Schultz Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 27702, SALC 37703, SALC 27703, HREL 37702, GNSE 37702, RLVC 37702, MUSI 37702, MUSI 27702

GNSE 27880. Gendering Arabs: Embodiment, Agency, Affect. 100 Units.

This course explores the diverse ways that gender and sexuality are represented in contemporary cultural texts—film, fiction, and art—from the Middle East and North Africa. These creative works will be paired with critical writings from a variety of disciplinary and theoretical perspectives (gender studies, queer theory, affect theory, literary and cultural studies, anthropology, Islamic studies, and activist literature). While we will attend to the layered histories and legacies of colonialism, orientalism, globalization, military occupation, and war, our goal is to center gender discourses and practices as they are negotiated, performed, and contested by artists, writers, and thinkers in and from the region. Our readings and films emphasize how questions of agency, affect, and embodiment shape the lifeworlds and creative imaginaries of cultural producers from the Middle East and North Africa.

Instructor(s): Hoda El Shakry Terms Offered: Winter

Note(s): NB: This course is designed for undergraduates and MA students. PhD Students will not be admitted.

Equivalent Course(s): CMLT 37880, GNSE 37880, ENGL 27880, ENGL 37880, CMLT 27880, AASR 37880, RLST 27880, CHDV 27880, ISLM 37880

GNSE 28122. Diasporic Practices in Contemporary Art. 100 Units.

The class will examine various phenomena of "Diasporic Practices in Contemporary Art", such as fragmented histories, the question of origin(ality), the limits of translation, social belonging and "the chosen family", and (over-)representation of origin. In class we will discuss readings by (a.o.) Grada Kilomba, Adrian Piper, Édouard Glissant, Langston Hughes, Trinh T. Minh-ha, and Hito Steyerl. Students will be asked to present on contemporary artists highlighting their diasporic strategies, while also producing creative works through assignments that employ diasporic strategies and that will be discussed in class.

Instructor(s): J. Phillips Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Please email Julia Phillips juliaphillips@uchicago.edu with a brief description of how your work relates to a diasporic experience and/or your personal investment in the subject (150-300 words).

Equivalent Course(s): GNSE 38122, ARTH 24122, ARTV 34122, ARTV 24122

GNSE 28600. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo".

Instructor(s): Armando Maggi Terms Offered: Course not offered in 2025-26

Note(s): Taught in English.

Equivalent Course(s): ITAL 38400, ITAL 28400, FNDL 28401, CMST 33500, GNSE 38600, CMST 23500

GNSE 28640. The Book of Ruth: Bible, Literature, Gender. 100 Units.

The Book of Ruth offers the most elaborate tale of a woman to be found in the Bible, but even this relatively detailed account is astonishingly laconic. The Book of Ruth is not really a book. It is only four chapters long - more of a short story, or a very short story, than a book. And yet, despite its ellipses, Ruth's cryptic tale is remarkable for its capacity to provide, with but few vignettes, a vibrant portrait of one of the most intriguing characters in the Bible. The first part of this course will be devoted to the biblical text itself. We will consider literary and feminist readings of the Book of Ruth while exploring broader issues of biblical poetics. Special attention will be given to questions of migration - to different accounts of the Book of Ruth as a paradigmatic tale of a migrant woman. The second part of the course will be devoted to the reception of the Book of Ruth - from the Midrash and the Zohar to modern literature. Among the modern and contemporary writers to be considered: S. Y. Agnon, Allen Ginsberg, Toni Morrison, and Michal Ben-Naftali. The discussion will also entail an exploration of adaptations of the Book of Ruth in art - from Nicholas Poussin to Adi Nes.

Instructor(s): Ilana Pardes Terms Offered: Autumn

Equivalent Course(s): CMLT 28640, JWSC 28640, BIBL 38640, RLST 22640, CMLT 38640, GNSE 38640, FNDL 28640

GNSE 28830. Psychoanalysis: Freud and Beyond. 100 Units.

This course offers an introduction to psychoanalytic theory by surveying significant writings by Freud and by Freud's readers. We will explore Freud's various models of the psyche, his interventions into the theory of sexuality, and his writings on religion by tracking the development of key concepts like transference, the Oedipus complex, narcissism, melancholia, the unconscious, and the death drive, among others. How have these concepts evolved over the course of their deployment in 20th- and 21st-century critical and political projects like feminism and queer theory? How have major developments in psychoanalysis read Freud anew? And in what ways do these psychoanalytic projects respond to their historical conditions? Readers of Freud whom we will encounter may include Lacan, Kristeva, Irigaray, Derrida, Butler, Spillers, Edelman, Dean, and Musser.

Instructor(s): Kris Trujillo Terms Offered: Spring

Equivalent Course(s): CMLT 28830, RLST 28830, GNSE 38830, RLVC 38830, CMLT 28830

GNSE 29000. The American Culture Wars. 100 Units.

Should we tear down statues of Confederate soldiers? Should religious institutions be exempt from public health regulations? How (if at all) should we regulate abortion? These questions are only the latest battlefields in the "culture wars," the long-running conversation-or, more often, shouting match-about how Americans ought to live. This seminar will explore how Americans have wrestled with questions of morality and national identity since the country's founding. Two questions will drive our discussion. First, why do certain issues become the subject of fierce cultural conflict? Second, do these conflicts enrich or undermine American democracy?

Instructor(s): William Schultz Terms Offered: Winter

Equivalent Course(s): RLST 29000, DEMS 29000, AMER 29000, HIST 27715

GNSE 29003. Islam Beyond the Human: Spirits, Demons, Devils, and Ghosts. 100 Units.

This seminar explores the diverse spiritual and sentient lifeforms within Islamic cosmology that exist beyond the human-from jinn, angels, and ghosts to demons and devils. We will focus on theological, scientific, philosophical, anthropological, and historical accounts of these creatures across a variety of texts, as well as their literary and filmic afterlives in contemporary cultural representations. In so doing, we consider the various religious, social, and cultural inflections that shape local cosmological imaginaries. We ask how reflecting on the nonhuman world puts the human itself in question, including such concerns as sexuality and sexual difference, the boundaries of the body, reason and madness, as well as the limits of knowledge.

Instructor(s): Alireza Doostdar and Hoda El Shakry Terms Offered: Autumn

Prerequisite(s): Enrollment by consent only for graduate students. Grad students should send the instructors a paragraph explaining their interest and prior preparation or familiarity with the themes in the course.

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 49003, NEHC 29003, ANTH 49003, KNOW 49003, ANTH 29003, CMLT 29003, CMLT 49003, AASR 49003, ISLM 49003, RLST 29003, GNSE 49003

GNSE 29117. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.

Instructor(s): Danielle Roper Terms Offered: Course not offered in 2025-26

Prerequisite(s): Undergraduates must be in their third or fourth year.

Note(s): Taught in English.

Equivalent Course(s): LACS 39117, TAPS 38479, SPAN 39117, RDIN 39117, GNSE 39117, TAPS 28479, SPAN 29117, LACS 29117, RDIN 29117

GNSE 29237. Black Social Thought. 100 Units.

This course will familiarize students with social science academic and lay intellectual theorists who speak to and about the political, economic, and gender ways of being within the African Diaspora. Most of the course will highlight the voices of Western scholars, pan-African international scholars and thought will be discussed as well.

Instructor(s): Painia, Brianne Terms Offered: Winter

Equivalent Course(s): SOCI 30339, RDIN 22237, KNOW 30237, MAPS 30237, GNSE 30237, RDIN 32237

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 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.

GNSE 29800. B.A. Paper Seminar. 100 Units.

This seminar provides students with the theoretical and methodological grounding in gender and sexuality studies needed to formulate a topic and conduct the independent research and writing of their BA essay.

Students can register in either Autumn or Winter but must attend the Seminar during both quarters.

Instructor(s): Kat Myers Terms Offered: Autumn Winter

GNSE 29900. BA Essay. 100 Units.

The purpose of this course is to assist students in the preparation of drafts of their BA essay. The grade for this course is the grade the student receives on the completed thesis.

Terms Offered: Autumn Spring Summer Winter

Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.

