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. Information follows the description of the major.

Program Requirements

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Classes of 2021 and before should consult the Archived Catalogs and may direct any questions to bonniek@uchicago.edu.

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

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

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

Research Project or Essay

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

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

Summary of Requirements

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<tr>
<th>Requirement</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAJOR</td>
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<tr>
<td>One Foundations course (GNSE 12000–14999)</td>
<td>100</td>
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<tr>
<td>One Problems course (GNSE 11000-11199 or 20100–20399)</td>
<td>100</td>
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<tr>
<td>One Concepts course (GNSE 23100–23399)</td>
<td>100</td>
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<tr>
<td>GNSE 20001 Theories of Sexuality and Gender *</td>
<td>100</td>
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<tr>
<td>Seven additional courses</td>
<td>700</td>
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<tr>
<td>Three to four additional GNSE courses (at least one course in humanities and one in social sciences)</td>
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<tr>
<td>Three to four supporting courses (can be further GNSE course work or other courses with approval)</td>
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The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Classes of 2020 and 2021 should consult Archived Catalogs and meet with the Student Affairs Administrator.

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

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

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

Advising
Each student chooses a faculty adviser for their BA project from among the Gender and Sexuality Studies Affiliated Faculty (https://gendersexuality.uchicago.edu/research/faculty.shtml). At the beginning of their third year, students are encouraged to design their program of study with the assistance of the Director of Undergraduate Studies.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GNSE 20001</td>
<td>Theories of Sexuality and Gender *</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Five additional courses in Gender and Sexuality Studies</td>
<td>500</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
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</table>

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

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

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

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

**GNSE 12100. Out of Order: Feminism and Problems of Freedom, Power, and Authority. 100 Units.**
The critique of power stands at the heart of the feminist project. As one of modernity’s preeminent liberation movements, feminism has developed a repertoire of theories and methods to challenge authority, question hierarchy, and upend institutions. The movement also faced internal challenges and critiques, which forced it to grapple with its own blind spots and inherited traditions. Today, feminism is again at a crossroads, as demands to protect women from abuse are cast as ‘feminist policing’ or as moralistic regulation of sexual norms. One of the urgent questions of our time concerns, therefore, the very possibility of feminist authority, both as a potent ideal and as an oxymoron. Out of Order is designed to tackle this problem by thinking through the relationship between power, authority, and freedom in feminist thought. The course examines how feminists addressed these interrelated notions from a variety of standpoints, in philosophy and critical theory, psychoanalysis, social history, and anthropology. What does this diverse body of knowledge teach us about the ways we relate to ourselves and to others, about our desires, our interests, and the ways we become political subjects? What do feminists have to say about ordering and regulating life in common? How do we square our concerns about power with our demands for justice? How might we rethink these problems anew, in light of emergent ways of being, feeling, thinking, and acting in the present historical moment?
Instructor(s): Eilat Maoz Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): ANTH 25260

**GNSE 12102. Defining the Feminist "Fourth Wave" 100 Units.**
Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocracies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called “fourth wave” of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurged interest in learning about past feminist efforts - will examine the history of feminist movements in the US. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of "the fourth wave."
Instructor(s): Lara Janson Terms Offered: Autumn
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): SOCI 28086

**GNSE 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.**
Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.
Instructor(s): Paula Martin Terms Offered: Spring
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): HLTH 12103, HIPS 12103, CHDV 12103, ANTH 252512

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

**GNSE 12105. Sex and Gender in The City. 100 Units.**
This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.
Instructor(s): Sneha Annavarapu Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): SOCI 28088, ENST 12105
GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.
This two-quarter sequence 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. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.
The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, "Kinship" and "Creativity and Cultural Knowledge." The "Kinship" cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The "Creativity and Cultural Knowledge" cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of "difference" on cultural forms.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.

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

GNSE 18302. A Still Life: Feminists and Objects in Modernity. 100 Units.
Modernity has always been fascinated by the fantasy of objects coming to life. Feminist theory, by contrast, has often been fixated on the reverse: "objectification," or the process of human beings becoming like objects. This course puts into conversation these two different ways of imagining animate object-ness in order to assemble a critical archive on one of modernity's foundational binaries: the "subject-object" dichotomy. We will examine a series of genres that prominently feature objects, including it-narratives, narratives about robotic women, and video games, while consider these texts in relation to prominent feminist writings about objectification. (Theory, Fiction)
Instructor(s): Katherine Nolan Terms Offered: Spring
Equivalent Course(s): ENGL 13002

GNSE 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100 Units.
How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class, sexuality, and gender that can be termed "Latinx"? To approach these questions, this course will explore critical texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza Aparicio, Cherrie Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)
Instructor(s): Carmen Merport Terms Offered: Winter
Equivalent Course(s): LACS 19880, CRES 19880, ENGL 19880

GNSE 20001. Theories of Sexuality and Gender. 100 Units.
This is a one-quarter, seminar-style introductory 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. Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.
Instructor(s): L. Berlant, K. 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.
Equivalent Course(s): CHDV 20001, SOCI 20290, LLSO 20001, ENGL 20001
GNSE 20102. Problems in the Study of Gender and Sexuality: On "Women's Writing" 100 Units.
This course interrogates "women's writing" as a historical, theoretical, and literary category. Since the 1970s, feminist scholarship has used the category "women's writing" to recuperate texts by historically marginalized female authors. This practice has led to a reconsideration of the role of gender in literary production, authorship, and canon formation. Focusing on the context of modern Europe, and the genre of narrative prose, this course aims to reevaluate the classification "women's writing." Is "women's writing," to borrow a phrase from Joan Scott, a "useful category of analysis" in the 21st century? Can it help us account for how gendered subjects have been constructed through narrative? To what extent do traditional generic and disciplinary divisions limit our understanding of women's texts? Does the concept "women's writing" allow for intersectional approaches to the study of gender and sexuality? Course readings will include literary texts from the 18th-21st centuries (works by Jane Austen, Annette von Droste-Hülshoff, Elfriede Jelinek, and Marjane Satrapi, among others), as well as theoretical approaches from feminist, queer, and transgender studies.
Instructor(s): Sophie Salvo Terms Offered: Winter
Note(s): Readings and discussions in English. This course counts as a "Problems" course for GNSE majors.
Equivalent Course(s): GNSE 30102, GRMN 33119, GRMN 23119

GNSE 20103. Trans-bodies in Horror Cinema. 100 Units.
Films presenting trans bodies or "psyches" have historically often othered these as "monstrous," and compelled a sense of the inevitable tragedy of living in sexual fluidity. To fully contemplate such expressions of horror, tragedy, or pity, the course will screen and discuss films such as Psycho (Alfred Hitchcock, 1960), Directed to Kill (Brian DePalma, 1980), Sleepaway Camp (Robert Hiltzick, 1983), Silence of the Lambs (Jonathan Demme, 1991), The Skin I Live In (Pedro Almodovar, 2011), Predestination (Michael and Peter Spierig, 2014) but also considers films of the trans body made ostensibly more calculable, at least in terms of moral and ethical stability, such as Robocop, the Alien films of Ridley Scott, Ghost in the Shell (Sanders, 2017), and the online choice map game Detroit Become Human. The course is dedicated foremost to rupturing binary thinking (as a form of nonage) and the critical theory that will boldly our readings includes selections from Haraway, Halberstam, Garber, Benschoff, Reese's The Fourth Age, Schelde's Androids, Humanoids, and Other Science Fiction Monsters, and Foucault's Abnormal.
Instructor(s): Malynne Sternstein Terms Offered: Spring
Note(s): This course counts as a "Problems" course for GNSE majors.
Equivalent Course(s): CMST 20703, REES 26024

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 across and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): PSYC 33000, ANTH 35110, ANTH 24230, GNSE 31000, CHDV 31000, CHDV 21000, AMER 33000, PSYC 23000

GNSE 21293. Global Family Change. 100 Units.
This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850-today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.
Instructor(s): W. Axinn Terms Offered: Autumn
Equivalent Course(s): SOCI 30293, SOCI 20293, GNSE 31293

GNSE 21303. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.
Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteenth- and nineteenth-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and miniseries - not to mention a thriving "Janeite" fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. This course will offer an in-depth examination of Austen, her literary corpus, and her cultural reception as well as a graduate-level introduction to several important schools of critical and theoretical methodology. We will read all six of Austen's completed novels in addition to criticism spanning feminism, historicism, Marxism, queer studies, postcolonialism, and psychoanalysis. Readings may include Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Sedgwick, and Raymond Williams.
Instructor(s): Tristan Schweiger Terms Offered: Autumn
Equivalent Course(s): ENGL 21360, MAPH 40130, ENGL 41360, GNSE 41303
GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.
This interdisciplinary seminar-style course will focus on debates within contemporary queer and feminist theory, but the implications impact beyond concepts, with implications for building worlds. We will begin by engaging diverging genealogies of the study of sexual identity, focusing on those developed from within affect theory and theories of performativity. The second half of the quarter will focus on varieties of precarity, examined within their social and political constellations. Generally, our aim will be to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; to provide skills for deriving the theoretical bases of any kind of method; to examine inconvenient cases; to question our obligations to the "classics" of gender and sexuality theory; and to explore innovative pedagogies. In addition, aesthetic objects will be brought into contact with theoretical works, such as those by Gayle Rubin, Hortense Spillers, Gayatri Spivak, Paul B. Preciado, Mel Chen, Eve Sedgwick, Judith Butler, and Saidiya Hartman.
Instructor(s): Lauren Berlant Terms Offered: Winter
Equivalent Course(s): ENGL 30201, PLSC 21410, MAPH 36500, ENGL 21401, PLSC 31410, GNSE 31400

GNSE 21619. From Lorca to Lin-Manuel Miranda: Staging Latinidad. 100 Units.
In this course, we will delve into ten significant theater plays written in the last century by Spanish, Latin American and Latinx playwrights. We will examine how Latinidad, with its multiple definitions and contradictions, emerges in these plays; and also, which questions these works pose regarding the different historic and cultural contexts in which they were written. As a discipline that aims to explore and embody social practices and identities, theater has become a place where these questions articulate themselves in a critical manner. A physical space where bodies and languages explore, sometimes through its mere unfolding on the page and the stage, unforeseen limits of class, identity, and ethnicity. Each week, we will discuss one play and one or two significant critical essays, and the discussion will be conducted through a set of questions and crossed references. To which extent does the domestic exploration and the all-women cast of Lorca’s “La casa de Bernarda Alba” resonate in Fornés’ “Fefu And Her Friends”? How does the experience of immigration affect the characters of Marqués’ “La carreta,” and how do Chiara Alegría Hudes and Lin-Manuel Miranda echo this foundational fiction in In the Heights? How was the success of plays such as Valdez’s “Zoot Suit” or Cruz’s “Anna in The Tropics” received within the Latino community, and how did it affect the general reception of Latino plays?
Instructor(s): I. Fanlo Terms Offered: Autumn
Note(s): Taught in English. Readings available in both English and Spanish. Spanish majors & minors must do the readings and/or writings in Spanish.
Equivalent Course(s): TAPS 25219, SPAN 21619, LACS 21619

GNSE 22046. Introduction to Caribbean Studies. 100 Units.
Why have critics, writers, and artists described the Caribbean as “ground zero” of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today’s digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)
Instructor(s): Kaneesha Parsard Terms Offered: Spring
Equivalent Course(s): CRES 20046, ENGL 20046, LACS 20046

GNSE 22103. Feminism 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): Cole, Jennifer and Chu, Julie Terms Offered: Winter
Prerequisite(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 25211, CHDV 22103, ANTH 32910, CHDV 32103, GNSE 32103
GNSE 22222. Masculinities in pre-modern Middle Eastern Literature. 100 Units.
Have you ever wondered what men looked like, how they lived and loved in the pre-modern Middle East? In this class, we will encounter cuckolded husbands, muscular heroes, angry kings, mad lovers, and chivalrous bandits - all fictional. We will analyze how masculinities are constructed in selected passages of Arabic, Persian, and Turkish literature in translation, and evaluate normative expectations, caricatures, and anxieties about masculinities in the cultural consciousness of the pre-modern Middle East. In this course, you will become familiar with theoretical principles of the study of masculinities as well as acquire tools for literary analysis and close reading. Case studies will be drawn from a variety of literary sources, such as the Thousand and One Nights (Alf Layla wa-layla), the Persian Book of Kings (Sh#hn#meh), the love story of Layl# and Majn#n, as well as other texts.
Instructor(s): STAFF Terms Offered: Spring
Equivalent Course(s): NEHC 20222

GNSE 22910. Gender and Sexuality in Late Antiquity: Precursors and Legacies. 100 Units.
In this course students will trace how gender was theorized and normative behavior was prescribed and enforced in the ancient world. We will begin with materials from the Greco-Roman world, Hebrew Bible, and the Second Temple Period. As the quarter progresses, we will turn our attention to early and late ancient Christian authors, focusing on the way asceticism and emergent ecclesial institutions shaped the lives of women and gender non-conforming individuals. Throughout the course students will learn to navigate the pitfalls and opportunities the study of gender affords for understanding the development of biblical interpretation, the transformation of classical Graeco-Roman culture, and the formation of Christian doctrine. How did Christianity challenge and preserve norms for female behavior? How did Rabbinic and early Christian authors approach questions of sexuality differently? Along the way we will bring 20th-century theorists of sexuality and gender into our conversations to illuminate pre-modern discourses of virginity, sexual experience, and identity. Primarily we will approach texts through a historical lens while paying attention to the theological and ethical issues involved. At the end of the course we will examine the legacy of late ancient debates, tracing how earlier teaching about gender and sexuality co-exists with, challenges, and informs modern secular worldviews.
Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Prerequisite(s): PQ: No languages are required, but there will be ample opportunity for students with skills in Greek, Latin, Syriac, and Hebrew to use them.
Equivalent Course(s): RLST 22910, CLAS 35319, GNSE 42910, CLCV 25319, BIBL 42910

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, and gender 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 23004. The Poetics of Life in Modern Latin America. 100 Units.
How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered "other" (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply "mirror" contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.
Instructor(s): A. Kulez Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 23020, LACS 23020

GNSE 23100. Foucault and The History of Sexuality. 100 Units.
This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.
Instructor(s): A. Davidson Terms Offered: Autumn
Prerequisite(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): RLST 24800, HIPS 24300, KNOW 27002, PHIL 24800, CMLT 25001, FREN 24801, FNDL 22001
GNSE 23123. Cybernetics and Trans Identities. 100 Units.
This course is an examination into the ways in which theorizations of trans identity have been bound to discourses concerning cyborgs and cybernetics. On one hand, we will look into the ways in which medico-technological discourses have inscribed and produced the limits for conceptualizing trans-ness. On the other, we will examine how trans self-narratives have mobilized cybernetic language to parasitically produce autonomous discourses. The over-arching questions of this class will be: how should we engage concepts, such as the cybernetic and the prosthetic, that have been used towards the disenfranchisement of trans identities, while simultaneously have been re-inscribed as emancipatory concepts? How should we tell the histories of these discourses? How do they affect, produce, contain, and enliven contemporary worlds of trans identities and existences? This course will, from its onset, be interdisciplinary in nature, both in terms of the academic disciplines from which we choose our texts (trans theory, queer theory, critical race theory, psychoanalysis, philosophy, new media theory, literary criticism, etc.) and also through an engagement with various genres and media, engaging fiction, film and visual art, as ways to further expand and develop our critical investigations. Readings will include works by figures such as Karen Barad, Jean Baudrillard, Mel Chen, Gilles Deleuze, Donna Haraway, Beatriz Preciado, Jasbir Puar, Gayle Salamon, Sandy Stone, Alexander Weheliye.
Instructor(s): Alex Wolfsom Terms Offered: Autumn
Note(s): This course will count as a Concepts course for GNSE majors
Equivalent Course(s): ENGL 23123, CMLT 23123

GNSE 23124. Prostitution in Global Perspective. 100 Units.
Prostitution has been a site of multiple regulations—whether institutional, social, or spatial. This course aims to examine various regimes and expressions of prostitution, and their transformations, from the eighteenth to the twentieth century in global perspective. We will consider the categories of gender, sex, and race, together with the processes of colonization, nation-building, and migration in order to uncover the norms and regulatory regimes that undergirded the historical life of prostitution. Readings will include area case-studies alongside comparative and transnational histories ranging from East-Asia to Latin America. We will discuss what kinds of evidence can be marshaled in service of writing these histories, and how historians of prostitution have approached archives limited by state-centric and official perspectives. Students in this course will develop the critical tools to interrogate the evolving practices of an everyday activity, and assess the possibilities and limitations of producing a global history of prostitution.
Instructor(s): Zoya Sameen Terms Offered: Spring
Prerequisite(s): Prior coursework in GNSE is preferred, but not required
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): HIST 29424

GNSE 23125. The Life and Afterlife of Cleopatra. 100 Units.
Cleopatra is one of the most notorious women in history. The quintessential femme fatale, she has permeated Western cultural imagination for more than 2,000 years. Born of a bastard king, she rose to power in one of the most turbulent times in human history - Rome was waging bloody civil war, the empires of Alexander the Great's legacy were falling, and Egypt was in revolt and uprising. Her story is one of political intrigue, sex, power, murder, war, and suicide. But her story was never her story alone. Once the asp took its fatal bite, Cleopatra's story was co-opted by her enemies and her legacy was built at the intersections of gender, sexuality, and race over the last two millennia. This course has two main objectives: 1. to strip back the Western, male gaze of Cleopatra's legacy and evaluate Cleopatra's reign within its own context; and 2. to interrogate Cleopatra's constructed identities and the role they have played and still play in society. In this course, students will take a critical look at the life and legacy of Cleopatra VII, queen of Egypt, through a wide-array of primary source materials and a selection of her vast reception, including Roman, Arabic, and Renaissance literature; Shakespeare; Afrocentric art, literature, and pop culture; film; comedy; advertising; and popular music.
Instructor(s): Jordan Johansen Terms Offered: Winter
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): CLCV 22519

GNSE 23505. Ethnographic Approaches to Gender and Sexuality. 100 Units.
This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positionality, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.
Instructor(s): Cate Fugazzola Terms Offered: Autumn
Equivalent Course(s): GNSE 33505, MAPS 33503, SOCI 30319
GNSE 23506. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Equivalent Course(s): MAPS 33502, ANTH 32925, ANTH 25216, GNSE 33506

GNSE 23605. Diets and Other Body Horror: Modifying, Mortifying, and Masticating the Fictional Flesh. 100 Units.
Physical bodies remain a cultural preoccupation - their maintenance is debated and obsessed over in every news cycle, food and diet bloggers meticulously photograph everything they put in their mouths, and body-modifying surgeries and "lifestyle" protocols constitute a multibillion-dollar industry. This course examines twentieth- and twenty-first-century literary responses to the persistent, problematic fantasy of remaking human bodies to bring them into alignment with standards of beauty, health - or something else entirely. Readings will take us from speculative fiction to dirty realism, Netflix shows to biopolitical and fat acceptance theory. Authors may include H.G. Wells, Virginia Woolf, Margaret Atwood, China Miéville, Mary Gordon, and Roxane Gay. What do these narratives make of the gore and violence beneath the peaceful façade of bodily care and feeding, from the banal to the alien?
Instructor(s): Nell Pach Terms Offered: Winter
Equivalent Course(s): ENGL 23506

GNSE 24007. Chernobyl: Bodies and Nature After Disaster. 100 Units.
When reactor number 4 at the Chernobyl Nuclear Power Station exploded, it quickly made headlines around the world. Swedes found radiation in their air, Germans in their milk, Greeks in their grain, and Britons in their sheep. Ukrainians and Belarusians found it in their rain, wind, water sources, homes, and in their children's thyroids. Americans worried about finding it in their bodies, especially in pregnant or fetal bodies. A lot of roads led to the Chernobyl disaster: the Soviet state system, to be sure, but also the Cold War arms race, a faith in scientific progress shared in East and West, and a global disregard for the natural world and the human body. This course will follow those roads to the climax of the explosion and then examine the many paths out of Chernobyl: the disaster's aftereffects on geopolitics, environmentalism, feminism, and body politics. We will draw on a recent outpouring of scholarly and popular works on Chernobyl, including books, podcasts, and television series. We will also read texts on feminism, environmentalism, and other nuclear disasters, Cold War histories, and fiction to provide context and sites for further inquiry.
Instructor(s): P. O'Donnell Terms Offered: Winter
Equivalent Course(s): REES 24007, HIST 24007, ENST 24007

GNSE 24113. Limits and Possibilities of Intimacy and Friendship: Black Feminist and Anti-Racist Perspectives. 100 Units.
This course considers the possibilities and limits of intimacy and friendship in the context of anti-racist and anti-colonial politics and organizing, particularly from women of color resisting violence transnationally and across the African Diaspora. It will consider topics such as trust, love, care, and solidarity within and across anti-racist and anti-colonial struggles. This course centers the academic and activist work of women of color in the late 20th and 21st century from Brazil, Colombia, the United States, Palestine, and South Africa, to name a few, in various forms, such as journals, zines, memoirs, pamphlets, speeches, letters, and films. Work of allies will be read alongside, while the concept of "allyship" will be challenged and considered.
Instructor(s): Carey, Alysia Terms Offered: Spring
Equivalent Course(s): GLST 24113, CRES 24113

GNSE 24421. Women's Work: Agents of Change in Central and Eastern Europe. 100 Units.
10This course explores the role of women in both making and unmaking socialism in Central and Eastern Europe. While we begin with women's direct engagement in political discourse and government, the scope of the course will expand to engage with women writers, artists, performers, scholars, and dissidents who drove social change through the twentieth century in the Eastern Bloc.
Instructor(s): Cheryl Stephenson Terms Offered: Autumn
Equivalent Course(s): REES 24421

GNSE 24358. Hindu Goddesses and the Deification of Women. 100 Units.
This course has two focuses. The first is to examine how and why representations of goddesses in her iconic, aniconic and symbolic forms are embraced by various religious traditions (Buddhist, Saiva, Vaishnava and Jaina) of India. The second focus includes: 1) an examination of the manner in which the power of the feminine has been expressed socially, mythologically, and theologically in Hinduism; 2) how Hindu women have expressed their religiosity in social and psychological ways; 3) how and why women have been deified, a process that implicates the relationship between the goddess and women; and 4) how various categories of goddesses can be seen or not as the forms of the so-called "Great Goddess" (Mahadevi), and how these goddesses reflect varying relationships with human women.
Instructor(s): Sree Padma Holt Terms Offered: Autumn
Note(s): This course is open to undergraduates with permission of the instructor.
Equivalent Course(s): RLST 14358, GNSE 34358, HREL 34358
The course will consider translation -- both theory and practice -- in relation to queer studies and gender and women's studies. Authors will include Naomi Seidman, Monique Balbuena, Yevgeniy Fiks, Raquel Salas Rivera, Kate Briggs, and others. For the final essay, students may write a research paper or translation project.

Instructor(s): Anna Elena Torres Terms Offered: Winter
Equivalent Course(s): CMLT 25025, REES 25025, CMLT 35025, REES 35025, GNSE 35025

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

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): EALC 24515, HIST 24515, CRES 24515

This new course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen).

Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students and law students may select a paper option.
Equivalent Course(s): RETH 34799, PHIL 24799, PLSC 24799, PLSC 34799, GNSE 34799, PHIL 34799, CLCV 24719, CLAS 34719

This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.

Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): CRES 24514, EALC 24514, GLST 24514, HIST 24514

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

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): EALC 24515, HIST 24515, CRES 24515

This course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen).

Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students and law students may select a paper option.
Equivalent Course(s): RETH 34799, PHIL 24799, PLSC 24799, PLSC 34799, GNSE 34799, PHIL 34799, CLCV 24719, CLAS 34719

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

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): EALC 24515, HIST 24515, CRES 24515

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

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): EALC 24515, HIST 24515, CRES 24515

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

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): EALC 24515, HIST 24515, CRES 24515
GNSE 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.
The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.
Instructor(s): Sanjukta Poddar Terms Offered: Autumn
Equivalent Course(s): GLST 25316, SALC 25316

GNSE 25602. Feminism, Race, Culture, and Liberation. 100 Units.
Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the “oppressed” are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?
Instructor(s): Tasneem Mandviwala Terms Offered: Autumn
Note(s): Request AV room
Equivalent Course(s): CHDV 25002, CRES 25002

GNSE 25990. Stereotype Effects on Cognition. 100 Units.
This course introduces the concept of stereotypes and how stereotypes about group difference affect members of stigmatized groups in terms of their physical and mental health, self-esteem, memory, and cognitive performance. We also discuss research methods for investigating stereotype effects and recent research findings, as well as consider several different kinds of models and theories of stereotype effect. We will cover different stereotypes, including race, gender, aging, mental illness, disabilities, sexual orientation, and social class.
Instructor(s): Y. Chen Terms Offered: Spring
Equivalent Course(s): PSYC 25990, CRES 25990

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

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

GNSE 27205. Reproductive Rights as Human Rights. 100 Units.
This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South Americas, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.
Instructor(s): Amy Krauss, Postdoctoral Lecturer Terms Offered: Spring
Equivalent Course(s): HMRT 27205, HMRT 37205, GNSE 37205
GNSE 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.
This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.
Terms Offered: Winter
Equivalent Course(s): ARTH 27530, CRES 27530, HIST 27414, ANTH 25214

GNSE 28498. Women, Development and Politics. 100 Units.
This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming "them" into "us". The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.
Instructor(s): Sarah Johnson Terms Offered: Autumn
Equivalent Course(s): PBPL 28498

GNSE 28603. United States Labor History. 100 Units.
This course will explore the history of labor and working people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace.
Instructor(s): A. Stanley
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): LLSO 28000, HMRT 28600, HIST 18600

GNSE 29103. Archive [Yellow] Fever. 100 Units.
Archive [Yellow] Fever reads Black Feminist approaches to the archive of slavery in the Caribbean in order to ask questions about the scholar's embodied relationship in the present to historical documents and artifacts produced in the context of Atlantic world slave societies. How is a scholar affected by and implicated in the production such an archive? This class explores this and other questions produced by this scholarship, with a particular focus on historical and contemporary concerns about what enslavement does to the physical body and the affective impacts of institutionalized bondage. The course also provides an introduction in methods of working in historical and contemporary archives. We will explore themes of contagion, sex, birth, and death by reading fictional, archival, methodological and theoretical texts, including the work of, Saidiya Hartman, Marisa Fuentes, Jacques Derrida, Carolyn Steedman, Jennifer L. Morgan, Jenny Sharpe, Robin Coste Lewis, Alexis Pauline Gumbs, Mary Prince, Mary Seacole, Bryan Edwards, James Grainger. The class will make two trips to special collections, one to view archival texts from the period and another to find an archival object of the student's choosing (relevant to their own research interests) that will provide the topic of their final paper. This course is offered as part of the Migrations Research Sequence. (1650-1830, 1830-1940) This is a research and criticism seminar intended for third- and fourth-year English majors.
Instructor(s): Sarah Johnson Terms Offered: Autumn
Prerequisites(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department’s Genre Fundamentals (formerly Gateway) requirement and taken at least two further English courses.
Equivalent Course(s): CRES 29101, ENGL 29101, LACS 29101

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
Prerequisites(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.
GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay. 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. Prerequisite(s): Consent of instructor and program chairman Note(s): May be taken for P/F grading with consent of instructor.
Instructor(s): Jennifer Wild Terms Offered: Autumn

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

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.