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 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 from 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 coursework 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. These courses do not need to have gender/sexuality-related content and will be approved in consultation with the Student Affairs Administrator. 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. If the civilization requirement is fulfilled with another sequence, GNSE 15002-15003 can count as courses 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 any quarter, but attendance is required in both Autumn and Winter Quarters. Registration for GNSE 29900 BA Essay is also required in any quarter during the student’s fourth year. This is the grade for the final paper. Students must submit the completed thesis by fifth week of their quarter of graduation.

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

SUMMARY OF REQUIREMENTS

MAJOR

One Foundations course (GNSE 12000–14999) 100
One Problems course (GNSE 11000-11199 or 20100–20399) 100
One Concepts course (GNSE 23101–23399) 100
GNSE 20001 Theories of Sexuality and Gender* 100
Seven additional courses

Three to four additional GNSE courses (at least one course in humanities and one in social sciences)

Three to four supporting courses (can be coursework from another department unrelated to gender/sexuality or further GNSE coursework)

- GNSE 29800 B.A. Paper Seminar 100
- GNSE 29900 BA Essay 100

Total Units 1300

* 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 courses may be taken for P/F grading. All other courses must be taken for a quality grade.

HONORS

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

ADVISING

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

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES

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

- GNSE 20001 Theories of Sexuality and Gender * 100
- Five additional courses in Gender and Sexuality Studies 500

Total Units 600

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

Students who elect the minor program in Gender and Sexuality Studies must meet with the Student Affairs Administrator 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 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.

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

GENDER AND SEXUALITY STUDIES COURSES - FOUNDATIONS

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: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): SOCI 28086, CRES 28086

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): Aurore Spiers Terms Offered: Autumn
Note(s): This class counts as a Foundations course for GNSE majors.
Equivalent Course(s): CMST 21502

GNSE 12108. Feminist Perspectives in Social Studies of Science and Technology. 100 Units.
This seminar is an introduction to foundational theories, methods and case studies in science and technology studies (STS), with a focus on feminist contributions to the field. Over the last five decades, the interdisciplinary domain of Science and Technology Studies (STS) has shown how scientific practice is a process of making the world rather than one of discovering and describing the world. Feminist STS scholars in particular have pointed out the normative dimensions in the construction of scientific objectivity, for example the euro-centric bias of Western science and the marginalization of BIPOC, women* and LGBTQ in science and technology. In the first half of the seminar, we will review debates and interventions in feminist STS. Understanding feminist critique as an intersectional endeavor, we will consider the importance of the entanglement of gender, race, (dis)ability and class for critical studies of science. Showing that scientific facts are cultural and historical products does not make them less powerful agents in the world and thus, the way forward does not lie in deconstruction alone (Haraway 1991). In the second half of the seminar, we will therefore review how feminist intersectional STS scholars propose to engage science and scientist's work productively in order to take responsibility for the social relations of science and technology. Lastly, we will consider how to research issues in STS from a feminist, intersectional perspective in practice.
Instructor(s): Reichert, Sophie Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): HIPS 12108

GNSE 12109. Gender, Health, and Medicine. 100 Units.
In this course, we will examine the way gender organizes health and medicine, as well as how the medical system and health practices create and organize gender. Using interdisciplinary research with a focus on sociological studies, we will interrogate the social, institutional, and biological links between gender and health. We will discuss inequalities in between women, men, and trans* individuals from different race, ethnic, and class backgrounds, using sociological research to understand why these inequalities and forms of difference emerge and are sustained. We will explore how modern Western medicine views male and female bodies and defines their health and illnesses accordingly. Students will complete two short research projects over the term in which they use different data sources (interviews and media content) to examine gendered perceptions of health, health behaviors, help-seeking behaviors, and experiences with medical institutions.
Instructor(s): R. Ewert Terms Offered: Winter
Equivalent Course(s): HIPS 20537, SOCI 20537, HLTH 20537

GNSE 12110. Women in Hollywood. 100 Units.
In a video produced for InStyle as aJanuary 2020, the actress turned movie director Olivia Wilde expressed that "Hollywood used to be dominated by women and then we rolled back the clock and destroyed the evidence. We’re bringing it back to that time and celebrating those ladies. The important, powerful, brilliant positions they held in this industry may have been buried and forgotten. But not by us.” Taking the recent public debate about gender and racial discrimination in Hollywood as its starting place, this class explores-through historical, theoretical, and formal approaches, and close readings of texts and films-women's involvement in the US film industry, where women have served as actors, directors, screenwriters, producers, costume designers, technicians, and production secretaries since the early days. The focus of discussion will range from gender representation, spectatorship, and feminist film theory, including ‘the male gaze’; through questions of aesthetics and gender, race, and sexuality in films directed by women-identifying filmmakers; through feminized labor, access, and visibility; to women's film history, feminist historiography, and archival absences. Films discussed will include works by Dorothy Arzner, Shirley Clarke, Sofia Coppola, Julie Dash, Cheryl Dunye, Zackary Drucker, Patty Jenkins, Claudia Weill, and Olivia Wilde.
Instructor(s): Aurore Spiers Terms Offered: Autumn
Equivalent Course(s): CMST 21502
Gender and Sexuality Studies

GNSE 12111. Welcome to the Good Life: The Black/Queer Edition. 100 Units.

What do we mean when we say, "the good life"? In the United States, the good life has long been synonymous with the idea of the American dream (the white picket fence, secure union job, stable marriage with 2.5 kids). But over the past several years, this romanticized image has increasingly been thrown into crisis with the rise of a destabilized national economy, political infighting, and due to the global pandemic. It seems as though the veil has been lifted and the American Dream has been exposed as a fantasy object, if not a complete impossibility. But for black people, specifically black queer people, who have been historically disenfranchised and thus unable to access the housing, education, and medical resources necessary to make the American dream a reality, this fantasy has always already been understood as such. This class explores how black queer people have imagined, worked toward, and critiqued the idea of the good life. We will analyze music, films, novels, and academic texts to explore how black queer people have simultaneously desired the good life yet remained aware of how gender, sexuality and race have been barriers to it. As we investigate how black queer scholars and artists have shaped and reshaped concepts of the good life, this course explores the multiple ways that fantasy and imagination organize notions of belonging, community and citizenship. This class counts as a Foundations course for GNSE majors and Advanced Theories course for CRES majors.

Instructor(s): Emily Bock
Prerequisite(s): One course in Critical Race Theory, or consent of instructor
Equivalent Course(s): ANTH 25221, CRES 22200

GENDER AND SEXUALITY STUDIES COURSES - PROBLEMS

GNSE 12111. Welcome to the Good Life: The Black/Queer Edition. 100 Units.

What do we mean when we say, "the good life"? In the United States, the good life has long been synonymous with the idea of the American dream (the white picket fence, secure union job, stable marriage with 2.5 kids). But over the past several years, this romanticized image has increasingly been thrown into crisis with the rise of a destabilized national economy, political infighting, and due to the global pandemic. It seems as though the veil has been lifted and the American Dream has been exposed as a fantasy object, if not a complete impossibility. But for black people, specifically black queer people, who have been historically disenfranchised and thus unable to access the housing, education, and medical resources necessary to make the American dream a reality, this fantasy has always already been understood as such. This class explores how black queer people have imagined, worked toward, and critiqued the idea of the good life. We will analyze music, films, novels, and academic texts to explore how black queer people have simultaneously desired the good life yet remained aware of how gender, sexuality and race have been barriers to it. As we investigate how black queer scholars and artists have shaped and reshaped concepts of the good life, this course explores the multiple ways that fantasy and imagination organize notions of belonging, community and citizenship. This class counts as a Foundations course for GNSE majors and Advanced Theories course for CRES majors.

Instructor(s): Emily Bock
Prerequisite(s): One course in Critical Race Theory, or consent of instructor
Equivalent Course(s): ANTH 25221, CRES 22200

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), Dressed to Kill (Brian DePalma, 1980), Sleepaway Camp (Robert Hiltzick, 1983), Silence of the Lambs (Jonathan Demme, 1991), The Skin I Live In (Pedro Almadovar, 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 ballast 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: Winter
Note(s): This course counts as a Problems course for GNSE majors.
Equivalent Course(s): REES 26024, CMST 20703

GNSE 20105. Archiving AIDS: Art, Literature, Theory. 100 Units.

The AIDS pandemic had a major impact on cultural production of the 1980s and the 1990s. But its effects did not end with the advent of highly active antiretroviral therapy (HAART) in 1995. This course will examine the AIDS archive in its broadest sense-including art, literature, and theory produced in direct and indirect response to the pandemic from the 1980s to the present. What was the role of cultural production in political activism? What kinds of narratives did the allegorization of AIDS make possible and normalize? How has the AIDS pandemic been remembered and memorialized in more contemporary art and literature? Drawing from U.S., Latin American, and European texts, we will explore how AIDS has impacted sociopolitical issues related to sexuality, gender, class, and race.

Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): LACS 25662, CRES 25662, HLTH 25662, CMLT 25662
GNSE 20106. Capitalism, Gender, and Intimate Life. 100 Units.
What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity and, in particular, gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption—and trace the economic dimensions of masculinity and femininity over time, focusing largely but not exclusively on US history.
Instructor(s): G. Winant Terms Offered: Spring
Equivalent Course(s): LLSO 27906, HIST 37906, HIST 27906, GNSE 30106

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

GNSE 20116. Queering the American Family Drama. 100 Units.
In this course, we’ll examine what happens to the American Family Drama on stage when the ‘family’ is queer. We will move beyond describing surface representations into an exploration of how queering the family implicates narrative, plot, character, formal conventions, aesthetics and production conditions (e.g. casting, venues, audiences, marketing and critical reception). Our texts will include theatrical plays, live and recorded productions, queer performance theory, and - where it’s useful to our exploration - select examples from film and television. This course will be a combined seminar and studio, inviting students to investigate through readings, discussion, staging experiments, and a choice of either a final paper or artistic project. A background in theater is not required.
Instructor(s): L. Danzig Terms Offered: Autumn
Equivalent Course(s): ENGL 22680, SIGN 26080, TAPS 22680

GNSE 20117. Feminist Theory and Political Economy. 100 Units.
This course has two related aims: to consider how the regulation of economic life—from the household to the global economy—has been taken up as an object of analysis within feminist thought; and to examine how this analysis has informed feminist theories of domination, freedom, rights, and justice. We will pursue these twin objectives by studying a wide range of texts in the history of feminist thought. Readings may include works by Anna Julia Cooper, Eleanor Rathbone, Simone de Beauvoir, Angela Davis, Nancy Fraser, and Chandra Talpade Mohanty.
Instructor(s): Sarah Johnson Terms Offered: Spring
Equivalent Course(s): ENGL 22680, SIGN 26080, TAPS 22680

GNSE 20118. Gender, Agency, and Power in 19th C Russian Literature. 100 Units.
When members of Pussy Riot performed their “Punk Prayer” at the Cathedral of Christ Our Savior in Moscow in 2011, heads covered with neon balaclavas, it was as much the scandal of their female bodies in front of the iconostasis as the words of their song that constituted their protest against state and church. This course focuses on similarly scandalous provocations and quieter acts of resistance against normative gender expectations in 19th-century Russian literature. We read narratives of rebellion by individuals and collective actions by groups of women, and consider the surprising agency attributed to women's cooperative work in Russian literature as well as the heavy burdens placed on women by family, state, and church. Readings include primarily short fiction in a variety of genres (sentimental, romantic, realist, and gothic) by canonized male writers and by women writers of the 19th C who are less often taught and translated, but were widely read in their own day. These works expand our understanding of the narrative possibilities for sexuality and gendered subjectivity in the Russian literary sphere, and of the ways in which possibility itself was made and remade by literary expression. The course also introduces students to methods of literary analysis informed by critical theories of gender, and asks how Russian literary and cultural history may offer new ways of thinking about gendered bodies, performance, and interrelations in the 19th C and today.
Instructor(s): Anne Eakin Moss Terms Offered: Autumn
Equivalent Course(s): REES 27035, REES 37035

GNSE 20120. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and
consequences of recent trends in population growth, and the current demographic situation in developing and
developed countries.
Instructor(s): L. Waite Terms Offered: Spring
Prerequisite(s): 2nd through 4th year undergraduates only
Equivalent Course(s): ENST 20500, CHDV 20122, SOCI 20122

GENDER AND SEXUALITY STUDIES COURSES - CONCEPTS

GNSE 23129. Gender and Consumption. 100 Units.
The course looks at the intricate relationship between consumption and gender and sexuality. Drawing on
the sociology and history of consumer capitalism, it examines how consumer culture has been predicated
on patriarchal and hierarchical notions of gender and sexuality, and how it also provided opportunities to
challenge them. The course will ask and answer questions such as: What are the social and political meanings
of consumption and how it has been gendered? How did consumer society and consumer culture develop in
light of gendered ideologies and practices? And what are the models to challenge and change these institutions
and their gendered reality? How has consumerism been related to the development of feminism? And how has
feminist thought contributed to the critique of consumer capitalism? The course will examine the relationship
of gender and sexuality to consumption through major sociological terms and concepts: How consumption, and
gender, are practiced and experienced through space; how does consumption perpetuate and facilitate notions of
class and class-distinction; how do consumption practices construct identities and gender-identities in particular;
how have relationships, and especially women, used their status as consumers to promote political and feminist goals;
and what are the relationships between consumption and the body? The course is recommended to students who
are interested in the study of gender and sexuality, sociology, history, and anthropology.
Instructor(s): Yaniv Ron-El Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): SOCI 28090

GNSE 23131. Witches, Shrews, and Whores: Transgressive Women in the Early Modern Period. 100 Units.
What did it mean to be a “bad” woman in the early modern world? In this course, we will explore the lives of
transgressive women from around the world whose behavior did not conform to traditional expectations of
femininity. From late imperial China to Victorian England, we will study the representation and lived experience
of non-conforming women in history throughout the early modern period. We will read scholarly texts and
primary sources, learning how to view femininity from a feminist lens as we analyze the concept of women as
“witch,” “shrew,” and “whore” in patriarchal societies. We will use gender theory to investigate and analyze the
different ways women challenged and subverted gender norms. Some of the women we encounter will include
murderers, prostitutes, pirates, cross dressers, rebellious slaves, feminists, and their stories speak to themes of
love, sex, violence, family, and law. Exploring the interactions between gendered relationships of power and
other social categories, like religion, class, race, and sexuality, we will learn how women navigated traditional
gender systems in defiance of the social norms in which they lived.
Instructor(s): Painter, Stephanie Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): HIST 29535

GNSE 23132. Activist Survival Kits: Feminism, Race, and the Politics of Movement Health. 100 Units.
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally,
and some would ask, spiritually? How do actors in progressive social justice movements enact care for
movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political
action? Including the contested topics of burnout and self-care, questions of movement survival and activist
sustainability touch on Marxism, Black, and Disabled feminisms, queer theory, the sociology of health and illness,
critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed’s concept of
feminist “killjoy survival kits,” Black feminist epistemology, adrienne marie brown’s Pleasure Activism, and the
sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism
and social movements. At the same time, it will create space to discern what our own visions of sustainable,
politically committed wellbeing look like.
Instructor(s): Allison Reed Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CRES 23132, SOCI 20535

GNSE 23133. Queering Visual Culture in Modern India. 100 Units.
This course will examine the process of queering visual cultures in modern India, whereby it interrogates how
popular visual cultures (primarily film and advertisements) have upheld normative regimes of gender/sexuality
as well as how they have subverted, and ‘queered’ these regimes. It also asks how expressions of gender and
sexuality have been shaped by the contingent and contentious politics of postcolonial India. This course will
map three kinds of gender/sexuality visualities in Indian popular culture-ideal woman/femininity, men and
masculinities, and queer identity and sexuality. We will pay particular attention to the ways in which films
intervene in and shape histories of gendered representation, notably with regard to the figure of the courtesan
or ‘tawa’ as mediated through blockbuster films. Similarly, we will look at how specific political and social
moments construct particular gendered or sexualized representations. These include: the figure of the “mother”
during India’s nation-building years (1950s); the trope of the “angry young man” set against the country’s
emergency-era politics and massive unemployment (1970s); and the sexualized male hero, as expressed by the
superstar Shah Rukh Khan in his films and adverts (2000s). For the final part of the course, we will consider queer visualities, and explore how gay and trans characters and identities have been represented in a more contemporary sense.

Instructor(s): Borah, Jenisha Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CMST 21133, SALT 23133

**GNSE 23135. Love, Desire, and Sexuality in Islamic Texts and Contexts. 100 Units.**

What separates love from lust? How do our erotic desires and sexual practices intersect with our beliefs? This interdisciplinary class explores these questions in conversation with foundational thinkers from the Islamic tradition alongside insights from feminist and queer theory. We will delve into questions on the relationship between romantic, familial, and divine love; gender, sexuality, and the body; and Orientalism and the politics of reading desire cross-culturally. Exploring a diverse set of primary sources that range from the Qur’an to Rūmī’s Masnavī to contemporary Bollywood, we will encounter different representations of love, desire, and sexuality in religious and philosophical discourses, literary representations, and visual media. We will examine not only how these representations reflect different historical norms, but also how and to what extent texts and images can inform or impact the norms of their contexts as well. No prerequisite knowledge of the topics or time periods discussed is needed, and students will have the opportunity over the course of the class to develop a project that relates our content to their own interests.

Instructor(s): Allison Kanner-Botan Terms Offered: Winter
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): ENG 23136, HLTH 23136, HIPS 23136

**GNSE 23136. On being Ill: Feminist and Queer Cancer Narratives. 100 Units.**

Two years after a breast cancer diagnosis, Susan Sontag wrote in Illness and Metaphor: “Cancer is considered to be desexualizing…It is a rare and still scandalous subject for poetry; and it seems unimaginable to aestheticize the disease.” Still, cancer narratives have become a source of information and inspiration for doctors, patients, and carers alike. In this course, we will examine the genres useful to writing about cancer, and also writing from it, from inside the experience of sickness. We will compare medical attempts to write cancer’s abstract biography alongside feminist/queer accounts that foreground the dysphorias of cancer. We will pay particular attention to the ways writers experiment with the conventional limits of diary (Lorde), essay (Sontag, Sedgwick), memoir (Eisler, Boyer), and novel (Butler) to give meaning and form to shapeless experiences of sickness, treatment, and care. We will focus on the relationship between cancer narratives and feminist, queer, disability, and antiracist politics: Does it matter who writes cancer’s story? Can feminist and queer practices of care point to more endurable, collective ways of being sick? What insights does cancer offer feminist and queer political projects, especially those that center sexuality as a tool for liberation? Students will examine the narrative, intimate, and political possibilities of various cancer genres and forms, critically examining the deep relationship between storytelling and being ill.

Instructor(s): Jaspere, Lee Terms Offered: Winter
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): ENG 23136, HLTH 23136, HIPS 23136

**GNSE 23137. Encountering AIDS: Queer Representations, Loss, and Memory. 100 Units.**

This course asks us to approach the representation and history of the HIV/AIDS pandemic through the lens of encounter. We will engage with a wide array of queer aesthetic, activist, and documentary artifacts produced in the 1980s and 1990s, attending to the multitudinous ways in which they respond to this ongoing emergency, and complicating received accounts of AIDS as a threat of the past. We will ask: What kinds of projects - artistic, educational, documentary, activist - do works and objects from the “archive of AIDS” envision? How do these objects challenge dominant popular cultural depictions of helpless “AIDS victims” and irresponsibly “promiscuous” gay men? What encounters did queer writers, artists, activists, journalists, archivists, academics, policy-makers seek to enact in their specific contemporary circumstances, and what encounters do their works invite and demand in our own present? In addressing these questions, we will contend with the traumatic loss of life within queer communities in the first decades of the pandemic, the rupture of intergenerational queer community, and the elision of these losses in the so-called “post-AIDS era” of the 21st century.

Instructor(s): Sarah McDaniel, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Spring
Equivalent Course(s): HMRT 23000, HLTH 23134

**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.
Equivalent Course(s): LLSO 20001, SOCI 20290, ENGL 20001, CHDV 20001
GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.
This seminar engages concepts and lineages central to the interdisciplinary study of gender and sexuality. We begin by tracing genealogies of feminist and queer identity formation, including those developed from theories of performativity, affect, and deviance alongside postwar social movements such as gay liberation and Black feminism. We then explore varieties of precarity and normalization through cases such as pornography, consent, the administration of trans lives, and anti-Black figurations of "the human." Generally, our aims are to gain familiarity with key theoretical anchors for the study of gender and sexuality; to question our obligations to the "classics" of the field; to examine how structures are reproduced and reconfigured around identities; and to explore innovative pedagogies. We will read aesthetic objects alongside theoretical works such as those by Gayle Rubin, Lauren Berlant, Hortense Spillers, C. Riley Snorton, Heather Love, José Muñoz, Paul B. Preciado, Mel Chen, Michel Foucault, Gayatri Spivak, Eve Sedgwick, Judith Butler, and Saidiya Hartman.
Instructor(s): Rowan Bayne Terms Offered: Winter
Note(s): Undergraduates by Consent Only
Equivalent Course(s): ENGL 30201, PLSC 31410, ENGL 21401, GNSE 31400, MAPH 36500, PLSC 21410

GENDER AND SEXUALITY STUDIES COURSES - GENERAL

GNSE 12102. Defining the Feminist "Fourth Wave" 100 Units.
Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whhimpsters, 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 resurgent 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: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): SOCI 28086, CRES 28086

GNSE 12108. Feminist Perspectives in Social Studies of Science and Technology. 100 Units.
This seminar is an introduction to foundational theories, methods and case studies in science and technology studies (STS), with a focus on feminist contributions to the field. Over the last five decades, the interdisciplinary domain of Science and Technology Studies (STS) has shown how scientific practice is a process of making the world rather than one of discovering and describing the world. Feminist STS scholars in particular have pointed out the normative dimensions in the construction of scientific objectivity, for example the euro-centric bias of Western science and the marginalization of BIPOC, women* and LGBTQ in science and technology. In the first half of the seminar, we will review debates and interventions in feminist STS. Understanding feminist critique as an intersectional endeavor, we will consider the importance of the entanglement of gender, race, (dis)ability and class for critical studies of science. Showing that scientific facts are cultural and historical products does not make them less powerful agents in the world and thus, the way forward does not lie in deconstruction alone (Haraway 1991). In the second half of the seminar, we will therefore review how feminist intersectional STS scholars propose to engage science and scientist’s work productively in order to take responsibility for the social relations of science and technology. Lastly, we will consider how to research issues in STS from a feminist, intersectional perspective in practice.
Instructor(s): Reichert, Sophie Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): HIPS 12108

GNSE 12109. Gender, Health, and Medicine. 100 Units.
In this course, we will examine the way gender organizes health and medicine, as well as how the medical system and health practices create and organize gender. Using interdisciplinary research with a focus on sociological studies, we will interrogate the social, institutional, and biological links between gender and health. We will discuss inequalities in between women, men, and trans individuals from different race, ethnic, and class backgrounds, using sociological research to understand why these inequalities and forms of difference emerge and are sustained. We will explore how modern Western medicine views male and female bodies and defines their health and illnesses accordingly. Students will complete two short research projects over the term in which they use different data sources (interviews and media content) to examine gendered perceptions of health, health behaviors, help-seeking behaviors, and experiences with medical institutions.
Instructor(s): R. Ewert Terms Offered: Winter
Equivalent Course(s): HIPS 20537, SOCI 20537, HLTH 20537

GNSE 12110. Women in Hollywood. 100 Units.
In a video produced for InStyle in January 2020, the actress turned movie director Olivia Wilde expressed that "Hollywood used to be dominated by women and then we rolled back the clock and destroyed the evidence. We're bringing it back to that time and celebrating those ladies. The important, powerful, brilliant positions they held in this industry may have been buried and forgotten. But not by us." Taking the recent public debate about gender and racial discrimination in Hollywood as its starting point, this class explores-through historical, theoretical, and formal approaches, and close readings of texts and films-women's involvement in the US film industry, where women have served as actors, directors, screenwriters, producers, costume designers,
technicians, and production secretaries since the early days. The focus of discussion will range from gender representation, spectatorship, and feminist film theory, including "the male gaze"; through questions of aesthetics and gender, race, and sexuality in films directed by women-identifying filmmakers; through feminized labor, access, and visibility; to women's film history, feminist historiography, and archival absences. Films discussed will include works by Dorothy Arzner, Shirley Clarke, Sofia Coppola, Julie Dash, Cheryl Dunye, Zackary Drucker, Patty Jenkins, Claudia Weill, and Olivia Wilde.

Instructor(s): Korey Williams  Terms Offered: Autumn

Equivalent Course(s): ENGL 15560, CRES 15560

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 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 sexualized and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts of violence, oppression, and colonization. Thematically, we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.

Instructor(s): Aurore Spiers  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.**

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.

Instructor(s): Staff  Terms Offered: Winter

Prerequisite(s): GNSE 15002

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

**GNSE 15220. Unrequited Love in Fiction and Film. 100 Units.**

Unrequited love stories are some of the most beloved romances in literature, film and television. Why do readers and audiences find unique pleasure in the agonizing tragedy of feelings not returned? And what does "unrequited" really mean anyway? This class focuses on fictional depictions of unrequited love from the perspective of British women fiction writers from the eighteenth- and nineteenth-century, and contemporary British "rom-com" television shows written by women. From Mary Wollstonecraft to Phoebe Waller-Bridge and Eliza Haywood to Michaela Coel, we will consider how women tell stories of attractions plagued by lack of reciprocity, misunderstandings, persistent longing, problematic issues of consent, and social obstacles. Alongside these works of fiction, we will read psychoanalytic feminist theories of desire from scholars such as Lauren Berlant, Melanie Klein and Luce Irigaray in order work towards new definitions of unrequitedness. Our class will examine the meaning of "unrequited" across varying registers, as a source of dark humor, as an occasion for denial or repression, and as a catalyst for forms of violence. Throughout the course, we will ask ourselves as readers and viewers to interrogate our own investment (or lack thereof) in the resolution of unrequitedness. Do we really want fictional characters to realize they belong together? Why do we enjoy texts that linger on tension and longing? (Fiction, 1650-1830, Theory)

Instructor(s): Madison Chapman  Terms Offered: Spring

Equivalent Course(s): ENGL 15220

**GNSE 15560. Modern Love. 100 Units.**

What is erotic love? In "Uses of the Erotic: The Erotic as Power," Audre Lorde defines it as "our deepest and nonrational knowledge," associated with intimacy and attachment as well as the "measure between the beginnings of our sense of self and the chaos of our strongest feelings." Similarly, in Plato's Symposium, erotic love is defined as something "in between mortal and immortal," akin to discernment which is "something in between wisdom and ignorance." In this course, we will question the "in-betweenness" of erotic love, what this rhetoric implies, and what it seems to make known and knowable in modern life. Authors may include James Baldwin, Toni Morrison, Sandra Cisneros, Andre Aciman, Maggie Nelson, and Ocean Vuong. (Fiction, Poetry)

Instructor(s): Korey Williams  Terms Offered: Autumn

Equivalent Course(s): ENGL 15560, CRES 15560
GNSE 18804. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?
Instructor(s): N. Maor Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 18804, LLSO 22106, AMER 18804, CRES 18804

GNSE 18920. Camp: Notes on a Queer Sensibility. 100 Units.
By the time Susan Sontag's "Notes on Camp" (1964) had defined its object in the (now notorious) terms of a "failed attempt at seriousness," the word camp - as a noun, an adjective, and a verb-had enjoyed more than half a century of connotative associations with homosexuality and gender-non-conformity. The history of queer representation in the Anglophone world is intimately tied to the history of camp, as both a dominant style for the representation and encoding of non-normative gender and sexual positions, and a prevailing sensibility through which queer subjects might relate to the world. This course studies the development of camp aesthetics in key texts works of
Instructor(s): Jacob Harris Terms Offered: Autumn
Equivalent Course(s): ENGL 18920

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

GNSE 18960. Ladies Nite: Women Beatniks in Literary Counterculture. 100 Units.
Three writers do not a generation make." Often relegated to status of wife or muse in the writings and history of the Beat Generation, women's literary contributions to this experimental zeitgeist remain largely unknown and unread. This course explores the dynamic body of work produced by female Beatniks from the 1950s-1970s. We first trace the Beat Generation's aesthetic roots within the experimental poetics of Romanticism and American Transcendentalism and then shift our focus to post-war Greenwich Village, Mexico, and the American West. We will delve into works from authors like Elise Cowen, Diane diPrima, Denise Levertov and Lucia Berlin, to investigate how women's authorship across place and form--chapbooks, poetry, memoirs, travel journals and films--gave voice to a vibrant, complex feminism awash with psychedelic drugs, sexual liberation and the metaphorical exploration deeply inherent to Beat counterculture. (Fiction, Poetry, 1830-1940)
Instructor(s): Carrie Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 18960

GNSE 20105. Archiving AIDS: Art, Literature, Theory. 100 Units.
The AIDS pandemic had a major impact on cultural production of the 1980s and the 1990s. But its effects did not end with the advent of highly active antiretroviral therapy (HAART) in 1995. This course will examine the AIDS archive in its broadest sense-including art, literature, and theory produced in direct and indirect response to the pandemic from the 1980s to the present. What was the role of cultural production in political activism? What kinds of narratives did the allegorization of AIDS make possible and normalize? How has the AIDS pandemic been remembered and memorialized in more contemporary art and literature? Drawing from U.S., Latin American, and European texts, we will explore how AIDS has impacted sociopolitical issues related to sexuality, gender, class, and race.
Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): LACS 25662, CRES 25662, HLTH 25662, CMLT 25662

GNSE 20109. Gender and Policy. 100 Units.
This course seeks to familiarize undergraduate students with historic and current policy in the US and in other developed countries concerning various aspects of women's lives at work and in the home. We will begin by discussing the reasons for the rise in female labor force participation between the 50s and the 80s. We will discuss the role of male deployment in WWII, the role of technological change in both fertility planning and in the invention of household appliances, and the role of changes in the demand for skilled labor. With this backdrop in mind, we will discuss the historic development of maternity leave policies in many European countries and evaluate the impact of these developments on female labor force participation. We will then turn to understanding the relative stagnation in female advancement in the past twenty-five years. The focus of this portion of the course will be to summarize recent trends in female labor force participation.
Instructor(s): Yana Gallen Terms Offered: Spring
Equivalent Course(s): PBPL 24520
GNSE 20111. History of Death. 100 Units.
From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death—coming from histories of the body, social history, and the study of slavery—and ends by asking the question: "Is it possible to have a global history of death?"
Instructor(s): K. Hickerson Terms Offered: Autumn
Equivalent Course(s): CRES 20111, HIST 20111, RLST 20111

GNSE 20117. Feminist Theory and Political Economy. 100 Units.
This course has two related aims: to consider how the regulation of economic life—from the household to the global economy—has been taken up as an object of analysis within feminist thought; and to examine how this analysis has informed feminist theories of domination, freedom, rights, and justice. We will pursue these two objectives by studying a wide range of texts in the history of feminist thought. Readings may include works by Anna Julia Cooper, Eleanor Rathbone, Simone de Beauvoir, Angela Davis, Nancy Fraser, and Chandra Talpade Mohanty.
Instructor(s): Sarah Johnson Terms Offered: Spring
Equivalent Course(s): PLSC 25068, LLSO 29702

GNSE 20118. Gender, Agency, and Power in 19th C Russian Literature. 100 Units.
When members of Pussy Riot performed their "Punk Prayer" at the Cathedral of Christ Our Savior in Moscow in 2011, heads covered with neon balaclavas, it was as much the scandal of their female bodies in front of the iconostasis as the words of their song that constituted their protest against state and church. This course focuses on similarly scandalous provocations and quieter acts of resistance against normative gender expectations in 19th-century Russian literature. We read narratives of rebellion by individuals and collective actions by groups of women, and consider the surprising agency attributed to women's cooperative work in Russian literature as well as the heavy burdens placed on women by family, state, and church. Readings include primarily short fiction in a variety of genres (sentimental, romantic, realist, and gothic) by canonized male writers and by women writers of the 19th C who are less often taught and translated, but were widely read in their own day. These works expand our understanding of the narrative possibilities for sexuality and gendered subjectivity in the Russian literary sphere, and of the ways in which possibility itself was made and remade by literary expression. The course also introduces students to methods of literary analysis informed by critical theories of gender, and asks how Russian literary and cultural history may offer new ways of thinking about gendered bodies, performance, and interrelations in the 19th C and today.
Instructor(s): Anne Eakin Moss Terms Offered: Autumn
Equivalent Course(s): REES 27035, REES 37035

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

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
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. For example, feminist scholars have long been fascinated by Austen for her treatments of feminine agency, sociality, and desire. Marxists read her novels for the light they shed on an emergent bourgeoisie on the eve of industrialization. And students of the “rise of the novel” in English are often drawn to Austen as a landmark case - an innovator of new styles of narration and a visionary as to the potentials of the form. 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 pieces by Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Kosofsky Sedgwick, and Raymond Williams. Open to 3rd and 4th years with consent.

Instructor(s): Tristan Schweiger Terms Offered: Autumn
Prerequisite(s): Open to 3rd and 4th years with consent of the instructor.
Equivalent Course(s): MAPH 40130, ENGL 21360, GNSE 41303, ENGL 41360

This course offers an in-depth introduction to archival research methodologies with a focus on gender and slavery in the Americas. Students will apply their knowledge by working in historical and contemporary archives via 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 that will provide the topic of their final research paper. (1650-1830, 1830-1940, Literary/Critical Theory)

Instructor(s): Sarah J Johnson Terms Offered: Winter
Equivalent Course(s): ENGL 21320

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

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

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

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

In this course, we will gain a deeper understanding of how certain key moments in postcolonial India-from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media-have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind-who all are considered to be the youth in postcolonial India? And-what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other
identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.

Instructor(s): Titus De Sarkar Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): SACL 21352, GLST 21352, CRES 21352, HIST 26906, SOCI 20533, KNOW 21352

GNSE 21500. Darwinian Health. 100 Units.
This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructor.
Note(s): CHDV Distribution - Undergrad: A
Equivalent Course(s): BIOS 23405, CHDV 21500, HLTH 21500, HIPS 22401

GNSE 21522. Leggere al Femminile nella letteratura italiana. 100 Units.
Il corso avvierà gli studenti di lingua italiana al contatto con il testo letterario in lingua originale, ponendosi allo stesso tempo l’obiettivo di esplorare una questione di critica letteraria in alcuni dei suoi aspetti sociologici, storici e storico-letterari. L’esplorazione della figura della lettrice sarà infatti un nucleo tematico e critico che permetterà di leggere autori italiani di diverse epoche. Con il supporto saltuario di alcuni contributi critici mirati (anche in inglese), il corso seguirà la fenomenologia del pubblico femminile dal medioevo fino all’età contemporanea.

Instructor(s): Fara Taddei Terms Offered: TBD
Prerequisite(s): ITAL 20300 or consent of instructor.
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 21522

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): LACS 20046, CRES 20046, ENGL 20046

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

Instructor(s): Heather Keenleyside Terms Offered: Autumn
Equivalent Course(s): ENGL 22048

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.
This seminar engages concepts and lineages central to the interdisciplinary study of gender and sexuality. We begin by tracing genealogies of feminist and queer identity formation, including those developed from theories of performativity, affect, and deviance alongside postwar social movements such as gay liberation and Black feminism. We then explore varieties of precarity and normalization through cases such as pornography, consent, the administration of trans lives, and anti-Black figurations of “the human.” Generally, our aims are to gain familiarity with key theoretical anchors for the study of gender and sexuality; to question our obligations to the “classics” of the field; to examine how structures are reproduced and reconfigured around identities; and to explore innovative pedagogies. We will read aesthetic objects alongside theoretical works such as those by Gayle Rubin, Lauren Berlant, Hortense Spillers, C. Riley Snorton, Heather Love, José Muñoz, Paul B. Preciado, Mel Chen, Michel Foucault, Gayatri Spivak, Eve Sedgwick, Judith Butler, and Saidiya Hartman.

Instructor(s): Rowan Bayne Terms Offered: Winter
Note(s): Undergraduates by Consent Only
Equivalent Course(s): ENGL 30240, PLSC 31410, ENGL 21401, GNSE 31400, MAPH 36500, PLSC 21410

GNSE 22148. Intro to Genres: Speculative Women. 100 Units.
Despite common misconceptions women have been at the forefront of the speculative genre from its earliest inceptions. Not merely defying the limitations and restraints of literature as defined by their contemporary society, but inventing whole worlds and genres which continue to influence writers and writing as a whole today. Mary Shelley’s 1818 publication of Frankenstein, to Virginia Woolf’s 1928’s publication of Orlando, and
even Margaret Cavendish’s 1666’s novel, ‘The Description of a New World, Called The Blazing-World. This
course will be a brief foray into the strange and yet familiar worlds of various women across the history of
speculative writing. From Mary Shelley to Ursula K. Leguin, from Lady Cavendish to Margaret Atwood, from
Alice Walker to Octavia E. Butler.
Instructor(s): Lina Ferreira Cabeza-Vanegas Terms Offered: Autumn
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; contact the instructor for a
spot in the class or on the waiting list.
Note(s): Satisfies the College Arts/Music/Drama Core requirement.
Equivalent Course(s): CRWR 12148

GNSE 22225. Race in African History. 100 Units.

This course examines how the category of race has been identified and discussed in African history from the
nineteenth century to the contemporary era. The course combines cultural and social history with recent research
from the history of science, gender and sexuality studies, and the history of slavery in Islamic Africa to illuminate
the debates, actors, and encounters that animate this dynamic field. Students will analyze case studies from
across the continent—from Ghana to Sudan to South Africa—while also keeping an eye to transnational debates
about difference, diaspora, imperialism, and nationalism. With readings ranging from classics in Pan-African
thought to comparative studies of white settler colonialism, this course will highlight the ways in which race has
shaped and continues to shape African states and societies. Students will also consider film, literature, music,
fashion, and studies of the built environment.
Terms Offered: Winter
Note(s): Students who have not take African Civilizations I, II, and III are asked to read African History: A Very
Equivalent Course(s): CRES 20205, HIPS 20205, HIST 20205

GNSE 22240. Women’s Movements in the Modern Middle East. 100 Units.

If asked about women’s movements in the United States, one could expect responses of “Susan B. Anthony,” “first
wave versus second wave,” “pussy hats” and so on. But what about women’s movements in the Middle East?
Can you name a famous Middle Eastern feminist? This course will expose you to the rich and diverse history of
women’s movements in the Modern Middle East. Beginning in the late 19th century when concepts of love and
marriage changed popularly and legally, we will move into the 20th century exploring Middle Eastern women’s
involvement at major international women’s congresses, the co-option of women’s groups by single-party states,
and into the 21st century looking at LGBTQ activism. In this course, we will assess different varieties of feminism
and women’s movements, as these concepts are intersectional and not monolithic. You will interrogate the role
of the press, education, colonialism/anticolonialism, religion, and popular culture. Alongside secondary sources,
you will examine primary sources produced by these movements—pamphlets, posters, memoirs, and even
YouTube videos. We will develop close reading skills and you will have the quarter long project of researching,
writing, and producing a podcast episode for a class series. Some prior knowledge of Middle Eastern history is
helpful, but certainly not required, and all materials will be available in translation.
Instructor(s): Kara Perucco Terms Offered: Spring
Equivalent Course(s): NEHC 20240, RLST 20240, JWSC 20540, NEHC 30240, HIST 25712

GNSE 22266. Coming of Age: Autobiography, Bildungsroman, and Memoir in Victorian Britain and its
Empire. 100 Units.

In this course, we will consider the broad generic category of “coming of age” stories that characterized the
literary writing of the nineteenth century. Across several different kinds of writing, a focus on the growth and
development of the child into adulthood became an obsessive focus. We will read autobiographies by Mill and
Martineau, Bildungsroman by Bronte and Eliot, memoirs by Dickens but also lesser known figures: working
class autodidacts, women in childbirth, colonial subjects. We will, along the way, learn more about Victorian
childhood, the emergence of developmental psychology, psychoanalysis, and the socio-psychological “invention”
of adolescence. (1830-1940)
Instructor(s): Elaine Hadley Terms Offered: Winter
Equivalent Course(s): ENGL 20266

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 questions and definitions of race and
gender that were often first defined in the west. 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: colonialism, slavery, Arab Nationalism, Zionism, whiteness, racism, eugenics and 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 gendered and raced 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): CRES 12500, NEHC 22500

**GNSE 22823. Global Horrors: Film, Literature, Theory. 100 Units.**

This course explores literary and cinematic works of horror from around the world. Subgenres of horror include gothic/uncanny, sci-fi horror, post-apocalyptic, paranormal, monsters, psychological horror, thrillers, killer/ slasher, and gore/body-horror, among others. As a mode of speculative fiction, horror envisions possible or imagined worlds that center on curiosities, dreads, fears, terrors, phobias and paranoia that simultaneously repel and attract. Works of horror are most commonly concerned with anxieties about death, the unknown, the other, and our selves.

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

Note(s): Content warning: Course materials will feature graphic, violent, and oftentimes disturbing images and subjects. Enrolled students will be expected to watch, read, and discuss all course materials.
Equivalent Course(s): CRES 23100, CMLT 34651, ENGL 24651, ENGL 34651, GNSE 32823, CMLT 24651

**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 23004. The Poetics of Life in Modern Latin America. 100 Units.**

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

Instructor(s): A. Kulez
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 23020, SPAN 23020

**GNSE 23129. Gender and Consumption. 100 Units.**

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

Instructor(s): Yaniv Ron-El
Terms Offered: Autumn

Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): SOCI 28090

**GNSE 23131. Witches, Shrews, and Whores: Transgressive Women in the Early Modern Period. 100 Units.**

What did it mean to be a "bad" woman in the early modern world? In this course, we will explore the lives of transgressive women from around the world whose behavior did not conform to traditional expectations of femininity. From late imperial China to Victorian England, we will study the representation and lived experience of non-conforming women in history throughout the early modern period. We will read scholarly texts and primary sources, learning how to view history from a feminist lens as we analyze the concept of woman as "witch," "shrew," and "whore" in patriarchal societies. We will use gender theory to investigate and analyze the different ways women challenged and subverted gender norms. Some of the women we encounter will include murderers, prostitutes, pirates, cross dressers, rebellious slaves, feminists, and their stories speak to themes of love, sex, violence, family, and law. Exploring the interactions between gendered relationships of power and
other social categories, like religion, class, race, and sexuality, we will learn how women navigated traditional
gender systems in defiance of the social norms in which they lived.
Instructor(s): Painter, Stephanie Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): HIST 29535

GNSE 23132. Activist Survival Kits: Feminism, Race, and the Politics of Movement Health. 100 Units.
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally,
and some would ask, spiritually? How do actors in progressive social justice movements enact care for
movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political
action? Including the contested topics of burnout and self-care, questions of movement survival and activist
sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness,
critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed’s concept of
feminist “killjoy survival kits,” Black feminist epistemology, Adrienne Marie Brown’s Pleasure Activism, and the
sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism
and social movements. At the same time, it will create space to discern what our own visions of sustainable,
politically committed wellbeing look like.
Instructor(s): Allison Reed Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CRES 23132, SOCI 20535

GNSE 23133. Queering Visual Culture in Modern India. 100 Units.
This course will examine the process of queering visual cultures in modern India, whereby it interrogates how
popular visual cultures (primarily film and advertisements) have upheld normative regimes of gender/sexuality
as well as how they have subverted, and ‘queered’ these regimes. It also asks how expressions of gender and
sexuality have been shaped by the contingent and contentious politics of postcolonial India. This course will
map three kinds of gender/sexuality visualities in Indian popular culture-ideal woman/femininity, men and
masculinities, and queer identity and sexuality. We will pay particular attention to the ways in which films
intervene in and shape histories of gendered representation, notably with regard to the figure of the courtesan
or ‘tawa’if as mediated through blockbuster films. Similarly, we will look at how specific political and social
moments construct particular gendered or sexualized representations. These include: the figure of the “mother”
during India’s nation-building years (1950s); the trope of the “angry young man” set against the country’s
emergency-era politics and massive unemployment (1970s); and the sexualized male hero, as expressed by the
superstar Shah Rukh Khan in his films and adverts (2000s). For the final part of the course, we will consider
queer visualities, and explore how gay and trans characters and identities have been represented in a more
contemporary sense.
Instructor(s): Borah, Jenisha Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CMST 21133, SALT 23133

GNSE 23135. Love, Desire, and Sexuality in Islamic Texts and Contexts. 100 Units.
What separates love from lust? How do our erotic desires and sexual practices intersect with our beliefs? This
interdisciplinary class explores these questions in conversation with foundational thinkers from the Islamic
tradition alongside insights from feminist and queer theory. We will delve into questions on the relationship
between romantic, familial, and divine love; gender, sexuality, and the body; and Orientalism and the politics of
reading desire cross-culturally. Exploring a diverse set of primary sources that range from the Qur’ān to Rūmī’s
Masnāvī to contemporary Bollywood, we will encounter different representations of love, desire, and sexuality
in religious and philosophical discourses, literary representations, and visual media. We will examine not only
how these representations reflect different historical norms, but also how and to what extent texts and images
can inform or impact the norms of their contexts as well. No prerequisite knowledge of the topics or time periods
discussed is needed, and students will have the opportunity over the course of the class to develop a project that
relates our content to their own interests.
Instructor(s): Allison Kanner-Botan Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CMST 21133, SALC 23133

GNSE 23136. On being Ill: Feminist and Queer Cancer Narratives. 100 Units.
Two years after a breast cancer diagnosis, Susan Sontag wrote in Illness and Metaphor: “Cancer is considered to be
desexualizing...It is a rare and still scandalous subject for poetry; and it seems unimaginable to aestheticize the
disease.” Still, cancer narratives have become a source of information and inspiration for doctors, patients,
and carers alike. In this course, we will examine the genres useful to writing about cancer, and also writing from
it, from inside the experience of sickness. We will compare medical attempts to write cancer’s abstract biography
alongside feminist/queer accounts that foreground the dysphorias of cancer. We will pay particular attention to
the ways writers experiment with the conventional limits of diary (Lorde), essay (Sontag, Sedgwick), memoir
(Ensler, Boyer), and novel (Butler) to give meaning and form to shapeless experiences of sickness, treatment, and
care. We will focus on the relationship between cancer narratives and feminist, queer, disability, and antiracist
politics: Does it matter who writes cancer’s story? Can feminist and queer practices of care point to more
endurable, collective ways of being sick? What insights does cancer offer feminist and queer political projects,
especially those that center sexuality as a tool for liberation? Students will examine the narrative, intimate, and
political possibilities of various cancer genres and forms, critically examining the deep relationship between storytelling and being ill.
Instructor(s): Jasperse, Lee Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): ENGL 23136, HLTH 23136, HIPS 23136

GNSE 23138. Queer Modernism. 100 Units.
This course examines the dramatic revisions in gender and sexuality that characterize Anglo-American modernity. Together, we will read literary texts by queer writers to investigate their role in shaping the period’s emergent regimes of sex and gender. We’ll consider queer revisions of these concepts for their effect on the broader social and political terrain of the early twentieth century and explore the intimate histories they made possible: What new horizons for kinship, care, affect, and the everyday reproduction of life did modernist ideas about sex and gender enable? At the same time, we will seek to “queer” modernism by shifting our attention away from high literary modernism and towards modernism’s less-canonical margins. Our examination will center on queer lives relegated to the social and political margins-lives of exile or those cut short by various forms of dispossession. This class will double as an advanced introduction to queer theory, with a particular emphasis on literary criticism.
Instructor(s): Agnes Malinowska Terms Offered: Winter
Equivalent Course(s): AMER 23406, CMST 23406

GNSE 23406. Contemporary French Cinema. 100 Units.
This course proposes an overview of Francophone cinema of the last decade. It will reflect the diversity and the richness of contemporary auteur cinema through various genres and genre-defying works. We will screen a selection of recent internationally acclaimed movies from renowned filmmakers such as Agnès Varda, Claire Denis, Leos Carax, as well as from a new generation of filmmakers such as Céline Sciamma, Ladj Ly, or Mati Diop. We will also discuss the controversy surrounding the film Cuties (Mignonnes) by Maimouna Doucouré.
Instructor(s): Dominique Bluher Terms Offered: Spring
Note(s): Students taking the class for French credit are expected to complete assignments (and readings as applicable) in French.
Equivalent Course(s): FREN 23406, CMST 23406

GNSE 23490. Sex in Twentieth-Century Europe. 100 Units.
This course will examine the “syncopated” history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of “who can have sex with whom,” students will rethink “standard” political narratives of twentieth-century Europe. Working with Dagmar Herzog’s “Sexuality in Europe: A Twentieth-Century History,” the main text of the course, and drawing on a variety of primary sources—including law and medical treatises, popular culture, and autobiographies—students will also gain an insight into the ways in which sexuality can be studied beyond archival sources.
Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): HLTH 23400, HIST 23400, HIPS 23410, HMRT 23400

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 positional, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.
Instructor(s): Cate Fugazzola Terms Offered: Autumn Winter
Equivalent Course(s): GNSE 33505, SOCI 30319, MAPS 33503

GNSE 23506. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, ‘roles,’ rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and ‘globalization,’ and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
GNSE 24006. Embodiment and the Senses. 100 Units.
This course approaches bodies as points of insight into governance, the varied experiences of being governed, and efforts to evade and reconfigure institutional expressions of authority. First, we will examine bodies as targets of governance, objects to be reformed, regulated, contained, disciplined, educated, incarcerated, treated, trained, and “cared” for. Next, we will consider how bodies accrue power as sites of resistance, refusal, and critique. Certain bodies in certain places elicit discomfort, unsettling familiar divisions such as of private and public space, of developed and backward, of religious and secular, of reason and madness, of citizenship and (often racialized) non-citizenship. Finally, we will ask how bodies and sensory practices figure in ethical projects of crafting exemplary kinds of subjectivity or collectivity. In this way, the course will introduce students to anthropological approaches to embodiment as well as related questions of bio-politics, gender and race, political subjectivity, care and self-making, post/colonialism, sensory politics and the aesthetic. Along the way, students will gain a new appreciation of the political potency of bodies and bodily practices near and far-from Lenin’s preserved body to Trump’s “small” hands, reproductive labor to sex work, dirty protest to women’s marches, indigenous eco-rituals to queer intimacies.
Instructor(s): Mareike Winchell Terms Offered: Winter. Winter 2022
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 20006

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, Tarkovksy, and Antonioni, and Chytliová, short fiction by Borges, Kafka, Nabokov, and selections from the philosophical/theoretical writings of Bachelard, Deleuze & Guattari, Debdor, Foucault, Kracauer, and the edited volume, Mapping Desire, Geographies of Sexuality.
Instructor(s): Malymne Sternstein Terms Offered: Spring
Equivalent Course(s): GNSE 34220, ARCH 24220, REES 24220, REES 34220

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

GNSE 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of “social outcasts” in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republican 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 implications for cross-cultural issues.
Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): CRES 24515, HIST 24515, EALC 24515

This course will consider a variety of historical debates and controversies surrounding the concept of freedom of speech and expression, from 19th century obscenity law through instances of 20th century political and economic repression and on to the concept’s cooption by right-wing free market discourse and debates about hate speech in the present. Case studies from 19C-21C literature in English and English-translation. (Fiction, Poetry, 1830-1940, Theory)
Instructor(s): Zach Samalin Terms Offered: Spring
Equivalent Course(s): ENGL 24545
GNSE 24706. Japanese Art in the Sinosphere. 100 Units.
From the earliest centuries of the common era until the 1870s, Japanese writers, artists, and scholars considered themselves to be living in the Sinosphere: the realm of China's cultural and political centrality. Starting with a consideration of Chinese material culture in the Tale of Genji, we will proceed to address topics such as the relation between Chinese and Japanese handscroll paintings, the spread of Chinese-style ink monochrome painting in Japan, the rise of the Kano school as official painters and Chinese-style painting experts, and the immense popularity of literati painting and calligraphy. Japanese painting's intersection with Chinese and Japanese art in the medieval and early modern periods will also factor into the discussion. We will evaluate the changing dynamics around political power and gender embodied in the Chinese/Japanese oppositional duality and reassess the prevailing narratives concerning how the Sinosphere faded from view in the Meiji era.
Instructor(s): C. Foxwell Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. Registration is permitted by instructor consent only.
Equivalent Course(s): CLCV 24821, RLST 24802, HIST 21011

GNSE 24802. Foucault and the Christians: On Ethics, Desire, and The History of Sexuality. 100 Units.
In this course, we will examine the importance of early Christianity in Foucault’s History of Sexuality project, with attention to the grounds on which he contrasts sexual ethics in Greco-Roman Antiquity and early Christianity. The course will proceed through close readings of passages of Foucault’s late work, in conversation with his interlocutors, and key texts by Plato, Seneca, Marcus Aurelius, Tertullian, Cassian, and Augustine. Over the course of the readings, we will understand the question Foucault poses on sexual ethics in Antiquity, the nature of the shift in early Christianity, and the stakes of these distinctions for the genealogy of the modern subject. In our philosophical and historical investigation, we will address themes of body, sexuality, and desire; history, tradition, and religion; and the relationship between politics, ethics, and truth.
Instructor(s): Maureen Kelly Terms Offered: Autumn
Equivalent Course(s): EALC 34716, GNSE 34706, EALC 24716, ARTH 34706, ARTH 24706

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): CMST 24617, ITAL 25020, TAPS 26516, SIGN 26058

GNSE 25211. Intimacy and Desire in German Cinema. 100 Units.
This seminar explores representations of intimacy, sensuality and private life through the lens of German-language cinema from the Weimar period to New German Cinema of the 1960s. Departing from Richard Wagner’s revolutionary darkening of the auditorium in the late 19th century, this course considers the emergence of cinema as a social institution and site of desire, fantasy and fulfilment in the broader German cultural context. Close readings of canonic films including Der blaue Engel, Die Bußchere der Pandora, La Habanera and Die Ehe der Maria Braun will be guided by literary and theoretical texts on the formation of the film viewer as a sensuous subject. In our philosophical and historical investigation, we will address themes of body, sexuality, and desire in the cinema as a social institution and site of desire, fantasy and fulfilment in the broader German cultural context. Close readings of canonic films including Der blaue Engel, Die Bußchere der Pandora, La Habanera and Die Ehe der Maria Braun will be guided by literary and theoretical texts on the formation of the film viewer as a sensuous subject. We will integrate journalistic writings on sexuality, degeneracy and bourgeois morality in the public sphere and the historical phenomenon of modern stardom associated with the careers of Marlene Dietrich, Louise Brooks and Zarah Leander. Films by Joseph von Sternberg, G. W. Pabst, Douglas Sirk, Helmut Käutner and Rainer Werner Fassbinder are accompanied by texts by Irmingard Keun, Lotte H. Eisner, Siegfried Kracauer, Thomas Elsaesser and Erica Carter. Class will be conducted in English.
Instructor(s): Emily Dreyfus Terms Offered: Spring
Equivalent Course(s): GRMN 25121

GNSE 25210. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past
reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.

Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): HIST 25218, HLTH 25218, ENST 25218, AMER 25218, HIPS 25218, GLST 25218, CRES 25218

GNSE 25222. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science’s symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Trawee, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): SOCI 20517, HIPS 25202, ANTH 22124

GNSE 25262. Gender and Sexuality in a Transnational World. 100 Units.
This course, through attention to critical theory and expressive cultures, surveys gender and sexuality across time and place. Students will learn about theories of sex, gender, and sexuality; colonialisms and nationalisms; social movements; and war, migration, and technology. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Winter
Equivalent Course(s): ENGL 25262

GNSE 25404. Gender, Politics and Philosophy. 100 Units.
In this class we’ll read classic and contemporary texts in the philosophy of gender that examine questions such as the following. What exactly is gender? And what is sex? What does it mean to be a man or a woman? Are these natural or social kinds—that is, do these words refer to phenomena that humans have discovered or to ones they’ve created? Should we continue to group all human beings into just two sex/gender categories—or should we instead expand the number of categories we use? Or should we stop classifying humans by sex and gender altogether? And who should have the authority to make these kinds of decisions? We will frequently ask how these conceptual matters bear on how we should live, how we should relate to others, and how we should organize social and political life. Readings will include works by authors such as Simone de Beauvoir, Iris Marion Young, Angela Davis, Nancy Fraser, Sally Haslanger, Sandra Bartky, Patricia Hill Collins, Serene Khader and Katharine Jenkins. (A)

Instructor(s): T. Zimmer Terms Offered: Winter
Equivalent Course(s): PHIL 25404

GNSE 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: Autumn
Prerequisite(s): FREN 20500 or 20503
Note(s): Taught in French.
Equivalent Course(s): GNSE 35506, FREN 25505, FREN 35505

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

Instructor(s): T. Mandviwala Terms Offered: Winter
Note(s): Request AV room
Equivalent Course(s): CHDV 25002, CRES 25002

**GNSE 26003. Introduction à l’autobiographie. 100 Units.**

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Père, and Sarraste.

Instructor(s): A. James Terms Offered: Autumn
Prerequisite(s): FREN 20500 or 20503
Note(s): Taught in French. This is an introductory-level course.
Equivalent Course(s): FREN 26003

**GNSE 26104. Ecstasy. 100 Units.**

The concept of ecstasy is often associated with an extraordinary experience of the philosophical, sexual, and religious varieties, but in what way is ecstasy also bound to rituals of the ordinary? In this course we will explore numerous ways that ecstasy and synonymous terms like "orgasm," "bliss," and "jouissance" have been conceptualized in philosophical, theological, and literary texts from late antiquity to the present. What does the figurative relationship between ecstasy and orgasm suggest about the broader relationship between philosophy, theology, sexuality, and desire? What role do pleasure and pain play in philosophical and theological reflection? How has ecstasy been deployed both as a form of political resistance and as complicit in the perpetuation of histories of violence? Focusing on the Christian tradition and its impact on queer theory, our readings may include, but are not limited to, texts by Plotinus, Pseudo-Dionysius, Margaret Eber, Hadewijch, Margery Kempe, Teresa of Avila, Lacan, Glück, Edelman, and Muñoz.

Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): RLST 26102, CMLT 26102, RLVC 36102, CMLT 36102, GNSE 36104

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

This course examines representations of women’s bodies and sexualities in colonial Latin American writings. In doing so, 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 New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.

Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 26212, SPAN 26210, CRES 36220, LACS 36212, SPAN 36210, CRES 26220

**GNSE 26822. Women and Food in Latin America. 100 Units.**

Taking on a transatlantic and trans-historic approach to understanding the role and representation of women in connection to food, this course will explore a diverse array of cultural artifacts ranging from 1583 to contemporary times. We will read authors such as Sor Juana Inés de la Cruz, Spanish chronicles about the food cultures of the Mexica people, alongside cookbooks, and representations of women and food in Baroque, Colonial Latin American, and Latinx art. We will put premodern and modern sources in dialogue in order to flesh out the long-standing ideas and representations of women’s relation to food. Some of the questions we will explore are: How have notions of race shaped the experience of Latin American women in the kitchen? What modes of knowledge transmission has food enabled for women? How have Mexican and Latinx women re-appropriated the figure of a 17th-century poet as a culinary icon? How have poets re-imagined the religious meanings of food? Our focus will be on how notions of motherhood, femininity, and sexuality are expressed and constituted in practices and cultural beliefs about food. We will also explore how women have reimagined the space of the kitchen and challenged conventions such as domesticity, breastfeeding, health, and appetite. Today, gender inequality in the domestic space and the food industry is still very much a reality. For that reason, this class also aims to reflect upon women’s contemporary issues in relation to eating and cooking.

Instructor(s): Daniela Gutiérrez Flores Terms Offered: Spring
Equivalent Course(s): LACS 26822, SPAN 26822

**GNSE 26856. Queer Theory: Futures. 100 Units.**

TBD

Instructor(s): Kris Trujillo
Equivalent Course(s): GNSE 36856, CMLT 36856, ENGL 26856, CRES 26856, RLST 26856, CMLT 26856, ENGL 36856

**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): CRES 27017, KNOW 27017, ENGL 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, HLTH 27205

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

Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): HMRT 27536, HIST 29009, LACS 27536, CRES 27536

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

Instructor(s): Laterricka Smith Terms Offered: Spring
Equivalent Course(s): CRES 27539, PLSC 21539

GNSE 27545. Miscegenation, Family, and the State: A Global History of Racial Hybridity. 100 Units.
For as long as race has been a concept for categorizing peoples around the world, states have grappled with the problem of racial hybridity. This course examines the history of this “problem” in a global context. Why have interracial relations and identities been such sensitive issues across so many historical time periods and places? Why have states been so invested in policing interracial boundaries? And how have individual people,
couples, and families navigated the legal and societal challenges to interracial existence? We will examine these questions with a focus on four thematic topics: sex and intimacy, marriage, children, and citizenship and national belonging. Drawing on historical case studies from the colonial Caribbean, Latin America, India, China, Europe, Southeast Asia, and the United States, students will come to situate the history of racial hybridity in a new critical perspective as they reflect on both parallel and intersecting social constructions of race and ethnicity around the world.

Instructor(s): Carl Kubler Terms Offered: Autumn
Equivalent Course(s): HIST 29537, CRES 27545, GLST 27545

GNSE 27549. American Hustle: Conning, Scamming, and Hoaxing in America. 100 Units.
What can be learned about social ties-how they are defined, legitimized, enforced, and sustained-from the people and institutions that take advantage of them? This course traces a fascination with cheats and cheating that pervades 20th and 21st century American culture. Tracking several genres of fraudulent activity-the con, the scam, and the hoax-through a series of novels and films, we will analyze the narrative forms that emerge around these activities, incorporating a range of literary and cultural criticism on revenge narratives, comedy, speculative fiction, and historical fiction along the way. Ultimately, we will use our cultural analysis to pose broader questions about shifting notions of trust: what does trust look like under capitalist and neoliberal models of relation, when relations between buyer and seller, employer and employee, state and citizen, and even friend and friend are conditioned not only by transaction and contract, but by negotiations of race, gender, and sexuality central to such transactions? We will discuss the politics of suspicion, taking into account both the privilege of assumed trustworthiness that allows some swindlers to take operate in the first place, as well as the presumption of guilt that makes it impossible for other subjects to move in the same way.

Instructor(s): Shirl Yang Terms Offered: Autumn
Equivalent Course(s): CRES 27549, ENGL 27549

GNSE 27550. Black Power and Jews, Black Power and Palestine. 100 Units.
The racial justice protests in the United States during summer 2020 as well as calls for anti-racist action inspired by them received an outpouring of support from Arab, Jewish, and Arab Jewish individuals, organizations, and institutions. These solidarities have been tested in part due to Israel's ongoing occupation of Palestine. Arab, Jewish, and Arab Jewish support for anti-racism and solidarity with Black liberation has a rich history, worth exploring on its own terms and in order to understand both the limits and possibilities of solidarity. This course will focus on black internationalism and women of color feminism's influence on the Palestinian-Israeli Conflict, Arab (Jewish and non-Jewish) organizing in the U.S., the Israeli Black Panthers, and Jewish racial solidarities. Understanding Arab, Jewish, and Arab Jewish liberatory organizing is only buttressed through knowledge of how struggles against global whiteness and theories of identity politics influenced Palestinian liberation and Jews who supported it, non-Ashkenazi Jewish discrimination in Israel, and Jewish conceptualizations of power and race. By the end of this course, students will be able to appreciate the gravity of Black-Arab, Arab, Jewish, and Arab Jewish solidarity, feel empowered to conduct their own studies into Arab, Jewish, and Arab Jewish anti-racism, and navigate current anti-racist struggles using the examples of the past.

Instructor(s): Chelsie May Terms Offered: Winter
Equivalent Course(s): JWSC 26610, NEHC 27550, CRES 27550

GNSE 27551. The Emotional Life of Work. 100 Units.
Work is everywhere in cultural texts, but can be taken for granted as mere background, setting, or premise rather than an object of analysis in its own right. Analyzing work and its many representations means attending to how it structures experiences of time, space, and other people; it also means tracking how these conventions are shifting. The changing nature of work now poses new problems even as it raises old questions: What counts as work? What should our relation to it be? Should the objective be to ensure universal security in work or to abolish it altogether?

Instructor(s): Shirl Yang Terms Offered: Spring
Equivalent Course(s): CRES 27551

GNSE 27721. Race and Religion: Theorizing Blackness and Jewishness. 100 Units.
Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. Which religions are accepted? Which religions are suspect? Is it minority that defines the difference—or only particular kinds of minority, such as race? To untangle the contradictions as work? What should our relation to it be? Should the objective be to ensure universal security in work or to abolish it altogether?

Instructor(s): Kirsten Collins Terms Offered: Winter
GNSE 28202. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): LACS 38000, GNSE 38202, HIST 28000, AMER 28001, LACS 28000, AMER 38001, CRES 28000, CRES 38000, HIST 38000

GNSE 28307. Transfiguration: Changing Bodies and Gender in Premodern Christianity. 100 Units.
This course surveys ancient and medieval Christian views on the body and gender with a particular interest in ideas of transformation, supplemented by contemporary readings in trans studies. The course explores a number of themes diachronically: the creation of human bodies, debates about matter; doctrines of the resurrection, eunuchs, possession, gender (non)conformity, and various modes of gender crossing. Thus, it provides both an introduction to major figures in the history of Christianity and a primer in religious-studies and historical methods in light of trans and queer studies. Potential primary readings include Gospel of Judas, The Passion of Perpetua and Felicitas, Gregory of Nyssa, Augustine of Hippo, Alan of Lille, Julian of Norwich, Joan of Arc, Heinrich Kramer, and others.
Instructor(s): M. Vanderpoel Terms Offered: Spring
Equivalent Course(s): MDVL 28307, RLST 28307

GNSE 28498. Women, Development and Politics. 100 Units.
This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender 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): Bautista, M. and Chishti, M. Terms Offered: Autumn
Equivalent Course(s): PBPL 28498, LACS 28498

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

GNSE 28775. Racial Melancholia. 100 Units.
This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?
Instructor(s): Kris Trujillo Terms Offered: Autumn
Note(s): PhD Students in Comparative Literature and Divinity are given priority registration and should email Ingrid Sagor, isagor@uchicago.edu with consent requests.
This is a general reading and research course for independent study not related to the BA thesis or BA research.

GNSE 29700. Readings in Gender Studies. 100 Units.
Should we rename institutions named for people who advocated—or accepted—white supremacy? Should the religious views of judges be subject to public scrutiny? Should religious institutions be exempt from certain public health regulations? These questions are only the latest battlefields in the “culture wars,” the long-running conversation-or, more often, shouting match-about what the United States ought to stand for and how Americans ought to live. This course will explore how Americans have wrestled with questions of morality and national identity since the country’s founding. It will put contemporary struggles in context by examining past cultural conflicts. Potential topics include: the establishment and disestablishment of religion in the early United States; debates over how many and what kind of immigrants to allow into the country; and campaigns to control or prohibit dangerous substances, especially alcohol.
Instructor(s): Will Schultz Terms Offered: Autumn
Equivalent Course(s): HIST 27715, RLST 29000, AMER 29000

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

GNSE 29050. Religion, Race, and Gender in the (Un)Making of American Mass Incarceration. 100 Units.
The United States has the largest population of incarcerated people in the world; it imprisons a greater percentage of its citizens than any other country. Scholars have offered a number of explanations for the phenomenon of mass incarceration, from theories about the war on drugs, the prison industrial complex, and “the new Jim Crow.” In this course we will interrogate these prevailing theories with an eye to three crucial themes: race, gender, and religion. We will trace the ways these factors are intertwined with the billion-dollar correctional industry in the United States, beginning with the racist, Christian origins of the American legal system and the underlying assumptions about our central categories in criminology and policing protocols. We will then proceed through sentencing, the experience of incarceration, and post-release rehabilitation and parole. Along the way we will consider, inter alia, the criminalization of blackness; the school to prison pipeline; discourses on mercy and penitence in judge and jury decisions; how prison policies on acceptable religious officiants and types of “scripture” produce local definitions of religion; the gendered divisions of prison labor; the gendering and sexualizing of inmates’ bodies; the role of faith-based prisons and prison ministries in rehabilitation programs and narratives; and the religious nature of radical Black feminist abolition activism.
Instructor(s): Emily Crews Terms Offered: Spring
Equivalent Course(s): AMER 29050, RLST 29050, ANTH 25219, HIST 28005, CRES 29050, SSAD 29050, HMRT 29051, SOCI 20543

GNSE 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female “hysteria,” evolutionary approaches to sign language and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphraseis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus’ descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage! but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.
Instructor(s): Jaś Elsner Terms Offered: Spring
Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).
Equivalent Course(s): ARTH 29001, RLST 29001, GNSE 39001, ARTH 39001, RLVC 39001

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.
Gender and Sexuality Studies

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.
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.