

# Gender Studies

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## Program of Study

Gender Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. The plan of study, designed with the assistance of the Chair of Undergraduate Studies, can take the form of a gender-track in a traditional academic discipline, interdisciplinary work on a gender-related topic, or a combination thereof. Students can thus create a cluster of courses linked by their attention to gender as an object of study or by their use of gender 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 Studies. Information follows the description of the major.

## Program Requirements

The major requires eleven courses, a BA Essay Seminar, and a BA research project or essay that will count as a thirteenth course. The Center for Gender Studies recognizes two main paths by which students might develop an undergraduate concentration. **Path A** is for students whose central interest lies in the interdisciplinary study of gender and sexuality; it is designed to provide students with a range of conceptual and historical resources to pursue such study with creativity and rigor. **Path B** is for students whose interest in gender and sexuality is primarily organized around a specific other discipline or field such as History, English, or Political Science; it is designed to provide students with the conceptual and methodological resources to pursue Gender Studies within such a field. Within those goals, each path is meant to provide students with the opportunity to design a course of study tailored to their particular interests. Each path consists of the two required introductory Problems in Gender Studies courses (GNDR 10100 and 10200), a group of nine electives chosen in consultation with the Chair of Undergraduate Studies), a BA Essay seminar for fourth-year students, and a BA paper written under the supervision of an appropriate faculty member.

**Path A:** GNDR 10100; GNDR 10200; nine electives, which must meet the following chronological, geographical, and methodological distribution guidelines: at least one course with a main chronological focus that is pre-1900 and at least one course with a main chronological focus that is post-1900; at least one course with a main focus that is North America or Europe and at least one course with a main focus that is Latin America, Africa, or Asia; at least two courses in the Humanities and at least two courses in the Social Sciences. Any given course may fulfill more than one distribution requirement; for instance, a course on gender in Shakespeare would count as fulfilling one course requirement in pre-1900, Europe, and Humanities.

**Path B:** GNDR 10100; GNDR 10200; five Gender Studies courses in a primary field; and four supporting field courses. Courses in the primary field focus on gender and/or sexuality in a single discipline or in closely related disciplines and develop a gender track within that discipline. Supporting field courses provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field.

**Two-Quarter Theory Course Sequence.** Problems in Gender Studies (GNDR 10100 and 10200) must be taken in the second or third year.

**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 Studies Affiliated Faculty in the student's primary field of interest. Students must submit the essay by May 1 of their fourth year or 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

9	courses distributed according to the requirements of Path A or Path B
2	Problems in Gender Studies (GNDR 10100-10200)
1	BA Essay Seminar (GNDR 29800)
1	BA Essay (GNDR 29900)
13	

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

**Honors.** Students with a 3.0 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of *A* on their BA project or essay with a recommendation for honors from their faculty adviser.

**Advising.** Each student chooses a faculty adviser for their BA project from among the Gender Studies Affiliated Faculty listed below. At the beginning of their third year, students are encouraged to design their program of study with the assistance of the Chair of Undergraduate Studies.

### Minor Program in Gender Studies

Gender Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender 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: the Gender Studies core sequence, GNDR 10100 (Problems in the Study of Gender); GNDR 10200 (Problems in the Study of Sexuality); and four additional courses in Gender Studies.

Students who elect the minor program in Gender Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Chair of Undergraduate Studies. The chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

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

Samples of disciplinary and interdisciplinary plans of study follow.

### *Gender Studies Disciplinary Sample Minor*

GNDR 10100-10200. Problems in Gender Studies  
 GNDR 21300. Victorian Wives, Mothers, and Daughters (=ENGL 21100)  
 GNDR 22401. Chicana/o Intellectual Thought (=ENGL 22804)  
 GNDR 24702. When and Where They Entered: Black Women Writers of the 1940s and 1950s (=AFAM 25103, CRES 25103/47901, ENGL 25103/47901)  
 GNDR 25900. Austen: *Pride and Prejudice*, *Emma*, and *Persuasion* (=FNDL 25500)

### *Gender Studies Interdisciplinary Sample Minor*

GNDR 10100-10200. Problems in Gender Studies  
 GNDR 20800. Sexual Identity/Life Course/Life Story (=CHDV 24600)  
 GNDR 22701. Sexuality and Censorship in Pre-Stonewall Film (=CMST 20901, ENGL 28601, HIST 18501)  
 GNDR 24001. Love and Eros in Japanese History (=HIST 24001)  
 GNDR 24900. Foucault and the History of Sexuality (=PHIL 24800)

*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 studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender Studies, visit the Center for Gender Studies website at [genderstudies.uchicago.edu/](http://genderstudies.uchicago.edu/) or contact the Assistant Director at 702.2365.*

### Faculty

D. Allen, L. Auslander, K. Austin, S. Bartsch, O. Bashkin, L. Berlant, A. Bouris, C. Brekus, B. Brown, M. Browning, E. S. Carr, M. A. Case, T. Chin, K.-H. Choi, E. Clemens, C. Cohen, B. Cohler, J. Cole, J. Comaroff, B. Cormack, R. Coronado, K. Culp, J. Dailey, S. Dawdy, D. Delogu, W. Doniger, S. Ebeling, D. English, J. Elshaint, J. Eyferth, M. Feldman, N. Field, S. Fitzpatrick, P. Foong, R. Fox, M. A. Franks, S. Gal, L. Gandhi, M. Gilliam, J. Goldstein, R. Gutiérrez, E. Hadley, M. Hansen, J. Heckman, E. Helsinger, J. Henly, J. Hoffman, R. Jean-Baptiste, J. Johnson, W. Johnson, R. Kendrick, K. Kim, J. Knight, D. Kulick, A. Kumler, E. Laumann, L. Letinsky, D. Levin, D. Orlinsky, A. Lugo-Ortiz, A. Maggi, R. Majumdar, P. Markell, J. Marsh, J. Mateo, M. McClintock, F. Meltzer, S. Michaels, J. M. Miller, K. Morrison, D. Nelson, L. Norman, M. Nussbaum, W. Olmsted, M. Osadjan, E. L. Osborn, L. Pick, V. Ritter, M. Roderick, M. Roth, L. Ruddick, J. Saville, J. Scappettone, K. Schilt, B. Schultz, B. Shallcross, R. Shweder, M. Silverstein, W. Sites, A. Stanley, C. Stansell, R. Strier, L. Van Valen, W. Veeder, C. Vogler, L. Waite, F. Walsh, M. Ward, E. Weaver, L. Wedeen, R. West, J. Wild, A. Winter, D. Wray, H. Wu, T. Zara, J. Zeitlin, L. Zerilli, R. Zorach

### Courses: Gender Studies (GNDR)

**10100-10200. Problems in Gender Studies.** *PQ: Second-year standing or higher. Completion of the general education requirement in social sciences or humanities, or the equivalent. May be taken in sequence or individually.* This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.

**10100. Problems in the Study of Gender.** (=ENGL 10200, HIST 29306, SOSC 28200) This course addresses the production of particularly gendered

norms and practices. Using a variety of historical and theoretical materials, it addresses how sexual difference operates in various contexts (e.g., nation, race, class formation; work, the family, migration, imperialism, postcolonial relations). *R. Majumdar, Autumn; L. Auslander, Winter.*

**10200. Problems in the Study of Sexuality.** (=ENGL 10300, SOSC 28300) This course focuses on histories and theories of sexuality: gay, lesbian, heterosexual, and otherwise. This exploration involves looking at a range of materials from anthropology to the law and from practices of sex to practices of science. *L. Berlant, Autumn.*

**12000. The Biology of Gender.** (=BIOS 11119) *PQ: BIOS 10110 or 10130.* This course explores the biological evidence and theories that seek to explain gender in humans. This course relies on current research in neuroscience, physiology, and cell biology to address topics such as the genetics of gender; sexual differentiation of the fetus; sexually dimorphic brain regions; the biology of gender identity and gender preference; and hormonal/environmental contributions to gender. *M. Osadjan, Autumn.*

**20100. Sociology of the Family.** (=SOCI 20123) *PQ: Prior basic course in sociology or a related social science, or consent of instructor.* This lecture/discussion course looks at families from a sociological perspective, focusing on the family as a social group, the institution of the family, and differences in families within and across societies. We consider how public policies affect families, and how family members work to influence public policies. We draw on contemporary media representations of families and their challenges in order to evaluate sociological theories. *L. Waite, Winter.*

**20170. The Sociology of Deviant Behavior.** This course examines how distinctions between “normal” and “deviant” are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, “satanic” daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a “culture of fear.” Additionally, we investigate the impact on individuals of being labeled “deviant,” either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society. *K. Schilt, Autumn.*

**21001/31000. Cultural Psychology.** (=ANTH 21500/35110, CHDV 21000/31000, PSYC 23000/33000) *PQ: Third- or fourth-year standing.* 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. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. This course analyzes the concept of “culture” and examines ethnic and cross-cultural variations in mental functioning, with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. *R. Shweder, Autumn.*

**21400/31400. Introduction to Theories of Sex/Gender: Ideology, Culture, and Sexuality.** (=ARTH 21400/31400, ENGL 21401/30201, MAPH 36500, PLSC 21410/31410) *PQ: Consent of instructor required; GNDR 10100-10200 recommended.* This course examines contemporary theories of sexuality, culture, and society. We then situate these theories in global and historical perspectives. Topics and issues are explored through theoretical, ethnographic, and popular film and video texts. *L. Zerilli. Autumn.*

**21601. Introduction to Political Philosophy.** (=PHIL 21600, PLSC 22600) What would a just liberal democratic political order involve, and is that the best or only form of “legitimate” government? What are the best, reasoned justifications for such a political order, and how utopian or distant from present realities is the political philosophizing behind such justifications? Does a just liberal democratic society require that citizens be friends, or equals, or autonomous choosers, or free of particular identities or political passions? How would it reconstruct gender and sexuality? And what are the duties of citizens when the political order falls short of this ideal? How should this ideal guide current political practice and determine the role of countries such as the U.S. in world politics? In an age of terror and globalization, when many view the U.S. as a new empire, how optimistic can one be or should one be about the fate of the distinctively modern ideal of a just liberal democratic society? This course addresses these questions and others, taking as a point of departure the political theories of John Stuart Mill, John Rawls, and Martha Nussbaum. *B. Schultz. Winter.*

**21712. Austen’s *Pride and Prejudice* and *Sense and Sensibility*.** (=FNDL 21712) This course considers novels by Jane Austen in terms of how they treat gender, class, socioeconomic circumstances, family structure, and geographical places as constraining and facilitating the agency of characters. In responding to change, Austen’s characters bridge differences of class, gender, family history, and geographical place to form friendships and marriages that change their self-understandings and capacities for productive social and personal activities. We discuss Austen’s representations of evolving selves and how they develop or fail to develop growing powers of agency as they respond to historical and socioeconomic circumstances. *W. Olmsted. Autumn.*

**21804. Queer Sinners, Queer Saints: Religion and Sexuality in the Modernist.** (=ENGL 28404) When we think of modernist literature, chances are we think of a few names in particular (e.g., James Joyce, T. S. Eliot, Ezra Pound, Ernest Hemingway). In the past years, however, criticism has pushed against the “straight boy’s club” of modernist literature to insist upon inclusion of women and queers, as well as writers outside the traditional British/American binary. This class aims to further some of the work that’s already been done in expanding our sense of what modernism might be, with a specific eye toward the queer. How do queer writers situate themselves into their literary tradition? In what ways is queerness expressed, given the backlash of Oscar Wilde’s trials of 1895, in which his own queerness was so publicly displayed? Concurrently, we also examine Queer Modernism’s curious obsession with religion. What is it about religion that so fascinated modernist writers, many of them personally

queer? Why do so many of them turn to Catholicism, of all things, to express their senses of the erotic? Our goal is to arrive together at a fuller picture of how the modernist thought about sexuality, religion, and style continues to affect the way we think today. *J. Weiss. Spring.*

**21904. Morrison, Walker, Lorde.** (=ENGL 27305) Privileging intersectional modes of analysis, this course examines the writings of three contemporary African American women writers: Toni Morrison, Alice Walker, and Audre Lorde. We read novels, poetry, and criticism by Morrison, Walker, and Lorde, studying how these works are both representations of experience and guides to social transformation. Throughout the course, we also read African American feminist criticism contemporary with these writings in order to better situate our writers within the theoretical tradition in which they took part and to which their literary work responded. We focus on questions of history, narrative, resistance, and memory, exploring the social, political, cultural, and literary concerns shared by these writers, while also attending to the points of divergence in their methods and views. *M. McDonough. Spring.*

**22204. Consuming Women: Gender, Consumption, and Commodification in Historical Perspective.** Throughout American history, from the golden age of the corset and the lady shoplifter to the rise of *Playboy* and the trope of the shopaholic, women have negotiated dual roles as both consumers and commodities. This course explores that simultaneity in relationship to the historical making and meaning of consumer culture in the United States. Drawing on scholarship addressing the Early Republic through the late twentieth century, we consider the following issues: the genesis of the female consumer/male breadwinner household; the relationship of consumerism to the inscription and reinforcement of femininity and masculinity; the commodification of women’s bodies and services; the feminization of acts of consumption in popular discourse; the production of race and class through female patterns of consumption; and the potential for both agency and disempowerment through participation in consumerism. Readings include select primary materials as well as modern scholarly interpretations and explore such topics as consumer boycotts, prostitution, fashion, slavery, shoplifting, marriage, beauty, pornography, advertising, consumer psychology, and service employment. Although our principal focus is on the American experience, we also take brief comparative glances at other nations, including France, England, and Germany. *E. Remus. Spring.*

**22802. U.S. Latino Literary and Intellectual History: From Subject to Citizen.** (=CRES 22815, ENGL 22814, LACS 22815) *Reading knowledge of Spanish and French helpful.* How does one go from being a subject of the king to becoming a citizen? From where does one acquire the language to think of equality? In the late eighteenth century, many revolutionary Spaniards and Spanish Americans travelled throughout the Atlantic world seeking to make the philosophy of equality a reality and gain independence of the Spanish colonies. They travelled to and from Europe and Spanish America; and on to New Orleans, Charleston, Washington DC, Philadelphia, and New York. Through their voyages, these individuals would bring this new political language of rights to the



places they visited, imbibing of this political philosophy by reading and through conversations and discussions. They produced, as well, a plethora of publications and writings that circulated throughout the Atlantic world. Through lecture and discussion, students in this interdisciplinary course learn of these individuals, their circuits of travel, and their desire to create a modern world. Our focus is on the communities, individuals, and texts that were published and circulated in what is today the United States. We begin with the late eighteenth century and work our way through the nineteenth century. Classes conducted in English; most texts in English. *R. Coronado. Autumn.*

**23002/33002. Marriage.** (=LAWS 68001) *PQ: Consent of instructor.* With the aim of making predictions and recommendations for the future, this course examines marriage as a state-sponsored institution, considering its history, its variants (e.g., common law marriage) and close substitutes (e.g., domestic partnership), conceptual frameworks for analyzing it (e.g., analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g., polygamy and same-sex marriage), and the use of marriage as an ordering principle in various areas of law. The grade is based on a series of short papers, final examination, or substantial paper (the latter only with permission of the instructor), with class participation taken into account. *M. Case. Spring.*

**23400. Virginia Woolf.** (=ENGL 23400, FNDL 24011) Readings include *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *The Waves*, *Between the Acts*, and selected essays. *L. Ruddick. Winter.*

**24002/34002. Workshop: Regulation of Family, Sex, and Gender.** (=LAWS 63312) This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality, and in feminist theory. Workshop sessions, held irregularly throughout the winter and spring, are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers are both diverse. All sessions run on Wednesday from either 4:00 to 5:30 p.m. or 4:30 to 6 p.m. The first meeting is January 12. *M. Case. Winter.*

**24204. Romantic Love: Cultural and Psychological Prospectives.** (=BPRO 24204, CHDV 24204, HUMA 24204) *PQ: Fourth-year standing.* “Romantic” love is distinguished from other forms of love by the desire to be inseparable from one’s beloved and the “ecstatic” (sometimes “crazy” or “desperate”) experience of being “truly in love.” This has been a major theme in Western culture for many centuries and is a central part of personal life in modern society due to its large effect on individual happiness and its critical association with marriage (as the “best” reason for marrying and also a frequent reason for divorce). Psychologically, romantic love challenges our familiar concepts of rationality, volition, and mental health, as it is viewed both as a “normal” and desirable yet notably irrational condition. This course draws on social, cultural, and psychological literature to explore diverse aspects of romantic love. Students read Tolstoy’s *Anna Karenina* as

the basis for a term paper. (Prior reading of the novel is strongly recommended.) *D. Orlinsky. Autumn.*

**24401. Reading Freud.** (=ENGL 22202) This course focuses on the Freud that has been important to work in philosophy, gender, and sexuality studies, as well as on literary and cultural studies engaged with those traditions. One thing this means (though not the only thing) is that we read the Freud important to understanding Lacan; in any case, it means that we read Freud less for his positions or theories than for his engagement with a set of interlocking problems. We pursue the relations among psychoanalytic symptoms, the unconscious, and representation; the enigma of sexuality, and Freud’s development of a radical account of desire and the drives; and Freud’s revisionary account of practical normativity. We read a number of case studies (Fraulein Elizabeth von R. and the Wolf Man certainly; perhaps Dora, the Rat Man, and Schreber). We also read *Interpretation of Dreams*; *Three Essays on the Theory of Sexuality*; *On Narcissism*; *Instincts and their Vicissitudes*; *Mourning and Melancholia*; *Beyond the Pleasure Principle*; and *The Ego and the Id*. *J. M. Miller. Autumn.*

**24903. Mimesis.** (=CLCV 22510, CMLT 24902, EALC 24902) *This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature.* This course introduces the concept of mimesis (imitation, representation), tracing it from Plato and Aristotle through some of its reformulations in recent literary, feminist, and critical theory. Topics include desire, postcolonialism, and non-Western aesthetic traditions. Readings may include Plato, Aristotle, Euripides’s *Bacchae*, *Book of Songs*, Lu Ji’s *Rhapsody on Literature*, Auerbach, Butler, Derrida, and Spivak. *T. Chin. Spring.*

**25201/43800. Approaches to Gender in Anthropology.** (=ANTH 25200/43800) This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between public and private in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world). *S. Gal. Not offered 2010–11; will be offered 2011–12.*

**25502. Motherhood as Institution and Historical Practice.** (=HIST 28803) We examine how motherhood has changed, over time and across centuries, and how feminist scholarship has sought to elucidate the deepest meanings and most exact meanings of motherhood as a social role, primary attachment, and/or form of work. Topics include child-rearing literature, childbirth, the economics of motherhood, mothers and fathers, and mothering in catastrophic conditions. *C. Stansell. Winter.*

**26301. Women in French Literature.** (=FREN 26300) This course focuses on literary production by women from the Middle Ages to the present, with special emphasis on the impact of women on French literary culture, representations of

gender in French society, and the possibilities of women's self-fashioning through literature. Classes conducted in French; texts in English and the original. *D. Delogu. Winter.*

**26501/36501. Politics of Reproduction in Historical Perspective.** (=HIST 27010/37010) For centuries, women's traditional authority over reproductive matters (i.e., birth control, pregnancy, childbearing) was little remarked upon. Yet in the twentieth century—and especially in the last quarter century—these “female matters” of birth control, abortion, and childbearing have moved to the center of national and international politics, the source of furious disputes and even violence. This course traces the history of these developments, beginning with the nineteenth century, focusing on the legalization of abortion and its aftermath in America, and studying subsequent battles over access to contraception, *Roe v. Wade*, reproductive health around the world, and who should be a mother. We analyze the origins of the idea of reproductive rights in the women's movement and trace how it became an issue in presidential politics. The focus is on the United States, but we bring in comparisons from Europe, Africa, and South Asia. *C. Stansell. Winter.*

**26902/36900. Gender in Korean Film and Dramatic Television.** (=EALC 26900/36900) With the presumption that the ideas and practice surrounding gender and (a)sexuality have been integral to the development of dramatic art forms in modern Korea, the course introduces a group of representative films and televised dramatic texts and discusses the ways in which various discourses and features of modern gendering are interwoven into the workings of their plot structure and image-making. While paying attention to generic characteristics of film as distinct from literature and of dramatic television distinguished from film, the course aims to analyze how the modern impulses of “making it new” have been substantively or formally exercised in those visual works, and how these works are grounded in or depart from the existing cultural discourses of gender and sexuality. By doing so, the course explores the concrete possibilities, challenges, and limits each cinematic texts address the question of gender relations and sexuality. *K. Choi. Autumn.*

**27100. Sociology of Human Sexuality.** (=SOCL 20107/30107) *PQ: Introductory social sciences course.* 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 (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. *E. Laumann. Spring.*

**27702/37700. Gender in the Balkans through Literature and Film.** (=CMLT 23901/33901, SOSL 27610/37610) This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity

are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the postsocialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English. *A. Ilieva. Winter.*

**27703. Women and Work in Twentieth-Century China.** (=EALC 28150, HIST 24703) As most other aspects of women's life, women's work changed dramatically in the twentieth century. For centuries, women's work had been normatively defined as “inside work:” women were supposed to work at home, do household chores, raise children, and produce textiles for home use or sale. However, this did not mean that their work was unimportant: gendered divisions of labor in the household (“men farm, women weave”) underpinned the entire social and moral order of late imperial China. Nationalist reformers in the early twentieth century condemned women's work in the patriarchal household as “unproductive” and called for women's participation in paid, public work—something that remained out of reach for most Chinese women until the 1950s. The socialist revolution radically transformed the work of both men and women, though it did not displace deep-seated norms on what counted as male and female work. Work is the central theme of the course, but we also look at marriage, family relations, divorce, and political activism. Texts in English. *J. Eyferth. Winter.*

**28202. U.S. Latinos: Origins and Histories.** (=CRES 28000, HIST 28000/38000, LACS 28000/38000) This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. We place particular emphasis on the formative historical experiences of Mexican-Americans and mainland Puerto Ricans, although we give some consideration 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 U.S. society. *R. Gutierrez. Autumn.*

**28502. Sex and Ethics.** (=BPRO 28500, ENGL 28500, PHIL 26209) *PQ: Third- or fourth-year standing.* Sex is a big problem. How do we think about sex in proximity to considering the ethics of risk, the ethics of harm, the potential for good? Developing an account specifically of an ethics of sex requires thinking about the place of sex and sexual vulnerability in social life with an eye toward understanding what's good and what might count as abuses, violations, disruptions, or deprivations of specifically good things about sex. In this course, we read, write, and think about sex and ethics in relation to a variety of the rubrics (e.g., act, harm, fantasy, a good, technology, health, disability, love). Probable syllabus contents involve philosophy, cinema, literature, and social science. *L. Berlant, C. Vogler. Winter.*

**28604. Law and Social Movements in Modern America.** (=HIST 28604, HMRT 28604, LLSO 28604) This course traces and examines the relationship of law and social movements in the United States since 1865. We examine how lawyers and ordinary citizens have used the law to support the expansion of social, political and economic rights in America. But we also look at how the state and civic organizations have shaped and deployed law to criminalize the strategies of social reform movements and stifle dissent. *J. Dailey. Autumn.*

**29602. History Colloquium: U.S. Women's History.** (=HIST 29622) This course explores the history of women in the modern United States and its meaning for the world of both sexes. Rather than studying women in isolation, it focuses on changing gender relations and ideologies; on the social, cultural, and political forces shaping women's lives; and on the implications of race, ethnic, and class differences among women. Topics include the struggle for women's rights; slavery and emancipation; the politics of sexuality; work; consumer culture; and the rise of the welfare state. Students may do independent research on a subject of their choice. *A. Stanley. Winter.*

**29700. Readings in Gender Studies.** *PQ: Consent of instructor and program chairman. 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. Summer, Autumn, Winter, Spring.*

**29800. BA Essay Seminar.** *PQ: Consent of instructor and program chairman. May be taken for P/F grading with consent of instructor. GNDR 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. Summer, Autumn, Winter, Spring.*

**29900. BA Essay.** *PQ: Consent of instructor and program chairman. Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader. The purpose of this course is to assist students in the preparation of drafts of their BA essay. Summer, Autumn, Winter, Spring.*