

WOMEN AND GENDER IN GLOBAL PERSPECTIVES COURSE LIST

SPRING 2005

This Course List, compiled by the Women and Gender in Global Perspectives Program (WGGP), lists both graduate and undergraduate courses that include a consideration of gender and/or globalization issues that are being offered at the University of Illinois at Urbana-Champaign in Spring 2005. Also listed are the GRID Core Courses and GRID Approved Courses for the multidisciplinary graduate minor, **Gender Relations in International Development (GRID)**, administered by the Women and Gender in Global Perspectives Program. This minor has been cooperatively developed by a number of sponsoring academic units for students interested in scholarship and employment in such areas as public policy analysis and planning, international agriculture, international business, comparative education, comparative social science and human resource development in an international context. For the GRID Minor, graduate students must, in addition to fulfilling the degree requirements of their major department, take the:

1. ****GRID Core Seminar** (HCD 495G/GWS 480 offered every Spring).
2. Two courses from a broad list of: ***GRID Core Elective Courses** (Only courses offered in Spring 2005 are listed below. For a complete list contact the WGGP Program.)

For more information on the GRID Minor, contact the WGGP Program at 333-1994 or check the WGGP webpage at <http://www.ips.uiuc.edu/wggp/>.

* denotes GRID Core Elective Courses currently approved for GRID requirement;
+ denotes courses currently "in approval process" for GRID Core Elective Course.

Core Seminar for GRID Minor:

***Human and Community Development 495G/Gender and Women's Studies 480:**

GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT

() W 1 - 4 Arr:

This course satisfies the core requirement for the graduate-level GRID Minor offered by the Women and Gender in Global Perspectives (WGGP) program in cooperation with departments and units across campus. Interdisciplinary seminar examining theoretical and empirical research on gender and the transformation of social and economic structures. Students will develop a comparative perspective on issues of women and public policy by contrasting and comparing such policies in North and South America, Eastern and Western Europe, Asia, and Africa. Prerequisite: One course in Gender and Women's Studies or one course in international social, economic, or political development, or consent of instructor.

Graduate-Level Core Courses approved for the GRID requirement and other courses that include a consideration of gender and/or globalization issues:

***Afro-American Studies 421/Educational Policy Studies 421/Human Development and Family Studies 424/Sociology 421: RACIAL AND ETHNIC FAMILIES**

(Barnett) TU 10-11:50 323

Graduate-level sociological examination of how gender, race, ethnicity, cultural diversity and class function in the development of diverse American families, which are important foundations of education. Primary attention will be given to African American and Hispanic families. Secondary attention will be given to Asian American, Native American and other racial and ethnic family groups.

***Agricultural and Consumer Economics 452/Economics 452: THE LATIN AMERICAN ECONOMIES**

(Baer) MW 1-2:20 213 Gregory

Focuses on the economic history of the region, the recent industrialization process and its impact, the role of the state and foreign capital, the impact of the recent privatization processes, inflation and stabilization policies, and issues surrounding the distribution of income.

***Agricultural and Consumer Economics 453: ECONOMIC DEVELOPMENT IN SOUTH AND SOUTHEAST ASIA**

(Elkins) TUTHR 2-3:20 112 Gregory

Analysis of plans and progress toward economic development in South and Southeast Asia; economic characteristics of the area and their significance for economic development.

***Agricultural and Consumer Economics 454: ECONOMIC DEVELOPMENT IN TROPICAL AFRICA**

(Winter-Nelson) MW 3-4:20 120 Architecture

Types of African economies and growth of the exchange economy; development of natural resources, industry, trade, finance, and education; analysis of economic integration, governmental planning, and development projects; and demographic, land tenure, and institutional influences on development.

***Agricultural and Consumer Economics 474: ECONOMICS OF CONSUMPTION**

(Arends-Kuenning) TUTH 3-4:20 426 Mumford

Concepts, theories, and methods for analysis of the micro and macro aspects of consumption; includes standards and content of consumption and description of consumption patterns and trends in the USA and selected other countries.

Anthropology 402/Asian American Studies 402/Religious Studies 409: TRANSNATIONAL ISLAM, EUROPE-US

(Saul) TUTH 10:30-11:50 209A Davenport

This course deals with communities of Islamic origin or converts to Islam in Europe and the USA. In the case of Europe these communities are the result of immigration and the course addresses how decolonization and changes in world economy shaped this movement and how Islam, either as faith or as perceived identity, now is influencing national identities and issues of citizenship. In the US the course deals with conversion among African-Americans, relations with Asian immigrants, race, religion, and the impact of recent geopolitical policies on domestic perception of Islam. Other themes discussed are migration, conversion, integration, ethnic and race issues, state legislation, and gender.

Anthropology 499L: TOPICS IN ANTHROPOLOGY: ANTHROPOLOGY OF CONTEMPORARY MEXICO

(Lugo) TU 2-4:50 132 Davenport

This is a seminar on culture, power, and everyday life in Mexico and its borderlands for both graduate and (advanced) undergraduate students. We will critically examine historically based ethnographic studies as well as ethnographically grounded historical analyses of communities (villages, cities, neighborhoods, both national and transnational--and of the "imagined community") from different perspectives which interrogate essentialist notions of *mexico* without ignoring its cultural and ethnographic effects. We will also explore how these communities transcend geographical limits and borders and how they are constituted by gender, race, and class differentials. In this course, we will emphasize, as well, an analysis and understanding of the historical and political forces that led to *an* anthropology of Mexico, beginning with U.S.-Mexico encounters during the Mexican War of 1846-1848 and into the present. In the process, we will discuss how different phases of empire and revolutions (both economic and political), and their respective regimes of rule, helped shape the kind of ethnic and cultural communities which anthropologists and others studied throughout the 20th century and into the present both in continental Mexico and (to a lesser extent) in the U.S.-Mexico borderlands. At the same time, we will discuss how the people themselves—indigenous and non-indigenous, women and men, young and old, working class and intellectual and economic elites, *braceros* and their families—interpret their own current situations and

the historical forces behind them: including, among others, issues of human rights, gender and class inequalities, racism, nationalism, NAFTA, and cultural identity and cultural citizenship in an age of transnationalism that is redefining the Mexican nation-state.

Anthropology 515M: SEMINAR IN ANTHROPOLOGY: ETHNOLOGY OF INSTABILITY AND INSECURITY

(Moodie) W 10-12;50 113 Davenport

How can we write on shifting grounds? In this graduate seminar we will consider forms of ethnographic knowledge production in the midst of flux, fear and fragmentation. We will discuss a series of monographs, chapters and articles that approach precarious social circumstances on intimate, local and global scales and in merging political and everyday modes. We will think about how political and social insecurities are produced, whether as public spectacle or in power-laden circulation of secrets and instigation of paranoia. We will explore how people experience both the anguish of dramatic political change and the nervous daily exclusions of poverty and racism.

We will look at the effects of global processes reordering economic relations and at the disintegration of social relations in the violence of war and terrorism. Works we will read include Carol Greenhouse et al.'s *Ethnography in Unstable Places: Everyday Lives in the Contexts of Dramatic Political Change*; Daniel M. Goldstein's *The Spectacular City: Violence and Performance in Urban Bolivia*; William F. Kelleher Jr.'s *The Troubles in Ballyboogin: Memory and Identity in Northern Ireland*; Donna M. Goldstein's *Laughter Out of Place: Race, Class, Violence and Sexuality in a Rio Shantytown*; Kathleen Stewart's *A Space on the Side of the Road: Cultural Poetics in an "Other" America*; E. Valentine Daniel's *Charred Lullabies: Chapters in an Anthropography of Violence*; and Erik Mueggler's *The Age of Wild Ghosts: Memory, Violence and Place in Southwest China*.

Anthropology 515S: SEMINAR: THE ARCHAEOLOGY OF GENDER, SEX, AND AGE

(Soffer) MW 4-5:50 113 Davenport

The past ten years have seen an explosion of concern with sex, gender, sexuality, and to a lesser degree age in the past. This new graduate course will explore some of the many dimensions of this trend as it impacts on archaeological methods, theories, practices, and interpretations. The class will be run as a seminar divided into topical themes. In familiarizing ourselves with the breadth of issues implicated by a critical and informed interest in prehistoric sex and gender processes we will have to range broadly over issues of social, feminist and queer theories and concepts of sex, gender, epistemology, research methodologies, archaeological interpretation, and the daily practice of archaeology as it is undertaken by gendered individuals. Each topical theme, where possible, will be illustrated with a pertinent case study. In addition to covering a broad and diverse body of literature pertaining to our subject matter, during the semester we will critically focus on: 1) how our understanding of the past is affected and improved when we take the dynamics of gender, sex, and age into account, 2) what is required to accomplish this convincingly. Requirements - graduate status, familiarity with methods and theory in prehistoric archaeology.

Asian American Studies 490: ADVANCED TOPICS: ASIAN AMERICAN POLITICAL CULTURE

(Rana) TUTH 5-6:20 113 Davenport

What is a social movement? How have Asian Americans fought for social justice and social change? This class explores various components that make up the lively struggles of Asian American political culture. >From the Asian American student movement to anti-imperialist, anti-war and anti-racist movements, we will look at how different groups have forged political communities through their organizing. In particular the work of queer, women's, youth, and workers, organizations in developing strategies and interventions will guide this class toward understanding the vital role of community studies.

Asian American Studies 490 (meets with English 578): LITERATURE AND ETHNIC STUDIES

(Cacho) W 3-4:50 113 English

This course examines how Ethnic Studies scholars in various fields (Literature, Critical Legal Studies, Sociology, and History) draw upon literatures of color to problematize liberal multiculturalism as a paradigm for understanding race and culture. Please note that enrollment for this course is restricted to graduate students.

Communications 432/Gender and Women's Studies 453/Latino Latina Studies 435/Afro-American Studies 435: COMMODIFYING DIFFERENCE

(Molina) W 4-6:20 317 Gregory
An interdisciplinary examination of how racial, ethnic and gender difference is negotiated through media and popular culture, and how racial, ethnic and gendered communities use cultural forms to express identity and difference. Among the theoretical questions explored in the course are the politics of representation, ethnic/racial authenticity, cultural commodification and transnational popular culture. Some of the cultural forms the course examines are cultural festivals/parades, ethnic/race-based beauty pageants, cinematic and televisual texts, musical forms, such as Hip-Hop and Salsa and the transnational commodification of women's bodies.

Community Health 404/Human Development and Family Studies 404: GERONTOLOGY

(Armstrong) W 2-4:20 144 Armory
Introduces gerontology as the multidisciplinary study of human aging and examines its theories, research and applications. Considers the contributions of women as participants in the aging process, as scholars and theory builders, as practitioners in aging-related professions. Examines aging and later life in the contemporary US and incorporates global and cross-cultural perspectives. Open to interested seniors or grad students. Projects based in the student's major field are encouraged.

***Community Health 409/Gender and Women's Studies 409: WOMEN'S HEALTH**

(Searing, L.) MW 3-4:15 106 Lincoln
This course examines the culture of women in relationship to their health using a bio/psycho/social model as the foundation for lecture and discussion on select health issues particular to women. The course focuses on the interaction of women with the US health care system, but includes the experience of women in other nations regarding access to health care and US foreign health policy. Students without a health background will be provided with additional reading at the beginning of the semester to explain terminology used during lecture.

Comparative World Literature 475/Gender and Women's Studies 475/Scandinavian 475: WOMEN AND SOCIETY IN SCANDINAVIAN LITERATURE

(Lingqvist) MW 3-4:15 1040 FLB
The Nordic countries often are idealized as champions of equality between men and women in modern society. Statistically, Norway, Sweden, Denmark, Finland, and Iceland rank highest globally in the "gender empowerment index" that measures the number of women in parliament, government, professional or technical jobs and their average earnings compared to men (UN Human Development Report, 2000). Symbolically, the current president of Finland was a single mother when elected, and the heir to the Swedish throne is a Yale-educated woman. Leaders attribute women's comparatively high stature in Nordic society to the social welfare societies these countries instituted starting in the 1930s, but even Viking sagas from the 1300s attest to women holding positions of power. At the same time, Nordic women writers have continued to critique the very social systems the rest of the world have come to praise, raising the bar for future generations. In this course, we will examine how women in Nordic societies have negotiated their positions in relation to history, tradition, and political and social structures from Viking times to the present, with a focus on the 19th and 20th centuries. We will do this primarily through reading literature by and about women from these countries in the context of their social, political, and cultural histories, as well as selected sociological texts. Readings include selected novels, plays, poetry, and short critical texts.

Comparative World Literature 502: CROSS-CULTURAL COMPARISON

(Palencia-Roth) TH 3-5:15 1038 FLB
This course introduces the student to major issues underlying literary comparison across widely different cultures and civilizations. What happens when such cultures come into contact with one another? How is the Other viewed by the One, and how are both changed by the encounter and continued contact? How does literature reflect and sometimes even create alterity, what Michel de Certeau called the heterological? The course is divided into three phases. The first draws its examples from historical exchanges between the European West and Asia (primarily India), and between the European West and the New World; in terms of cultural alterity, it asks how one culture may impose its terms on another or seek to create analogies where none existed. The second explores the issue of identity through the prism of two authors: Mario Vargas Llosa, whose *The Storyteller* explores the conflict between

a European text-based modernity in Peru and a native American traditionalism and orality; V. S. Naipaul, whose *The Enigma of Arrival* explores the conflicted identity of an individual of Indian and Hindu heritage (from the Caribbean, however) who has emigrated to England. The members of the seminar will team-teach these two novels. The third phase will be devoted to discussions of hypothetical cross-cultural syllabi constructed, researched and justified by each student; I will help each student to explore and construct the syllabus most relevant to his or her program of study.

*** Curriculum and Instruction 447: ISSUES AND PRACTICES IN ADDRESSING DIVERSITY**

() See Timetable for various lecture/discussion times

Course examines multiple perspectives on and pedagogical responses to the historical diversity that has characterized U.S. education since its beginning. Course places particular emphasis on cultural issues, including the social construction and implication of race in contemporary society. Identity issues play a significant role as students examine the intersection of their biographies with those children in classrooms, especially in relation to classroom practices and the belief systems embodied in them. Developing concepts of racism (personal, cultural, and institutional) as well as of class and gender, are pivotal in response to agendas of privilege, equity, and justice. Culturally relevant practices are examined, as well as those developed in regard to differences in “ability” or in response to language and dialect differences. Enrollment is limited to students in the elementary education program.

East Asian Languages and Studies 550: GENDER AND GLOBALIZATION IN EAST ASIA

(Kelsky) TH 10:30-12:20 219 FLB

This graduate seminar discusses the gender politics of globalization in East Asia, focusing on recent transformations in normative gender identities, family structures, workplace practices, media productions and representations, feminist and queer activism, and queer communities in China, Japan, and Korea. It explores transformations in national identity and nationalism under conditions of transnational capitalism and neoliberalism, and the emergence of alternative gender identities within the context of national and transnational negotiations of tradition, modernity and cultural identity.

*** Economics 550: THE ECONOMICS OF DEVELOPMENT AND GROWTH**

(Rashid) MW 12-1:50 219 DKH

Review and analysis of the theories and patterns of growth in developed and underdeveloped economies; consideration of the problems and methods of measuring growth; critical examination of the variables thought to be strategic in the growth process; and exploration of the policy implications of different theories

Educational Policy Studies 420/Sociology 420: SOCIOLOGY OF EDUCATION

(Barnett) TU 1-2:50 323 Education

Education as a social process in various cultures and historical periods, emphasizing current systems in Westernized countries.

Educational Policy Studies 590FR1: ADVANCED GRADUATE SEMINAR: GLOBALIZATION AND EDUCATIONAL POLICY

(Rizvi) TU 4-6:50 Education Bldg.

This course will investigate some of the ways in which educational policies are affected by the contemporary processes of globalization and consider how education might engage with global issues. Beginning with an exploration of some of the conceptual problems involved in attempts to characterize globalization, the course will look at the changing nature of the global economy, nation-states and cultural practices. It will then consider a number of normative issues concerning global inequalities and how educational policies might contribute to the creation of a more desirable global order.

Educational Policy Studies 590FR2: ADVANCED GRADUATE SEMINAR: HIGHER EDUCATION POLICY: GLOBAL AND COMPARATIVE PERSPECTIVES

(Rizvi) W 4:30-7:20 Education Bldg.

This seminar course will examine some of the ways in which recent changes in higher education policy around the world have been affected by the contemporary processes of globalization. The discussion will revolve around a

number of key concepts: corporatization and privatization; global markets in higher education; knowledge economy and global networks; unequal access to higher education; vocationalization and life-long learning; brain drain and brain circulation; higher education and the public good. Students will have an opportunity to focus on higher education policy development in a country other than the United States.

***Educational Psychology 402: SOCIOCULTURAL INFLUENCES ON LEARNING**

(McClure) TH 4-5:50 192 Education
 Provides a general overview of the relationship of language, culture, and society to the teaching-learning process; gives broad exposure to research and theory concerned with the effects of sociocultural factors on cognition, perception, and motivation; also considers the effect of such factors on classroom interaction.

English 461/Meets with Asian American Studies 484 and Anthropology 484: CONTEMPORARY SOUTH ASIAN DIASPORIC LITERATURE

(Koshy) Th 9:30-10:45 131 English
 This course explores the major theoretical issues raised by diaspora and globalization by looking at the terrain of culture and, in particular, on literature. What are the narrative and aesthetic forms and themes that have come to define diasporic literature? Why has interest in diasporic literature grown exponentially over the last few decades, not only among Asian Americans, but also among other minority communities? We will examine the way in which location outside a homeland or nation offers a vantage point for reconstructing understandings of nation, community, gender, and sexuality. We will also consider the ways in which the diasporic condition serves as a metaphor for the reinvention of identity taking place at multiple sites in the encounter with postmodernity and globalization. While this course takes up some of the broader questions on globalization and Asian diasporas, the focus of the class will be on writers from the South Asian diaspora (India, Pakistan, Sri Lanka, and Bangladesh) like Hanif Kureishi, Monica Ali, Jhumpa Lahiri, and Michael Ondaatje.

English 563T: SEMINAR: DIASPORA THEORY AND FICTION

(Koshy) TH 11-12:15 111 DKH
 The past two decades have been marked by a resurgence of critical interest in diaspora within literary and cultural studies. This course considers how this new interest is symptomatic of larger institutional reconfigurations in the study and production of literature, and also examines the key literary and theoretical texts that constitute this transnational body of writing. Much of the literary and theoretical writing that is now grouped under the framework of "diaspora studies" centers on a few key issues. Some of the important issues are the impact of globalization on community formation, the tropes of arrival and departure, the multiple temporalities and in-betweenness of displacement, memory and repetition, the recovery of lost or abandoned histories, and gender and generational transformations. The texts chosen for this course will examine several different diasporas --African, Chinese, Indian, and Korean. Using these texts as the basis of analysis we will extend the parameters of diaspora studies by going beyond the traditional emphasis on the geographical origins of diaspora, by examining its historical specificity (labor diasporas, imperial diasporas, religious diasporas) and analyzing the modes of diaspora (family reunification, indenture, economic migration, transnational adoption, care work). We will read some of the major theorists of diasporic cultural production like Rey Chow, Robin Cohen, Paul Gilroy, Stuart Hall, and James Clifford. We will also read diasporic fiction such as /The Gunny Sack/, /China Men/, /A Feather on the Breath of God/, /The Shadow Lines/, and view films like First Person Plural and Masala.

Gender and Women's Studies 490KS3: GLOBAL FEMINISMS

(Silva) M 4-7 Arr
 What does it mean to be female and feminist in an increasingly globalized world? What do these terms mean culturally, socially and economically outside 'post-industrialized' nations? These are some of the questions that this class engages with as we try to understand how feminism translates from the theoretical to the everyday for women around the globe. Through art, poetry, film, short stories, and testimonials, we look at how women articulate their experiences and 'speak back'. We engage with ways that women give voice to feminisms that are contextual and critical to how we are beginning to, and should, understand what it means to be both female and feminist in contemporary global culture.

History 498B: RESEARCH AND WRITING SEMINAR: AMERICAN EMPIRE: THE OTHER VIEW
(Espiritu) TH 1-2:50 300C Gregory

There seems little debate today that America is an empire, although of a very different order than the empires of old, which depended upon slavery, tribute, colonial military occupation, or actual possession of territory. Rather, America is regarded as an informal empire that depends upon its enormous resources to direct the world towards its self-interests open markets, liberal democracy, and human rights. The question that is rarely ever posed is how America has become an empire. In what sense, especially, does empire constitute not only the perspectives of the victors but also the views of the vanquished and those of the others who have evaded, resisted, or found themselves caught up in the American Juggernaut? How have they viewed American Empire? What new perspectives, patterns, and possibilities might we learn about American Empire in examining these submerged voices of history? We will attempt to answer these questions through an examination of critical works, autobiographical writings, novels, and primary documents. We will also explore several classic representations of empire, race, and gender in film. We shall learn how to critique such sources in depth. Most importantly, students will have the opportunity to contribute new knowledge to this emerging field through research papers that we will develop throughout the semester.

History 498E: RESEARCH AND WRITING SEMINAR: CHRISTIANS, MUSLIMS AND JEWS IN MEDIEVAL EUROPE

(McLaughlin) M 1-2:50 300C Gregory

This course will explore the complex relationships between three different religious communities in medieval Europe. These relationships were often violent, as witness the crusades and the growth of anti-semitism in this period. Yet at other times, Christians, Muslims, and Jews traded ideas, worked together, fought together, and even intermarried. How can we understand and explain these apparently contradictory tendencies? And what does the study of medieval religious communities teach us about religious tolerance and intolerance today?

History 502E: PROBLEMS IN COMPARATIVE HISTORY: THEORY AND PRACTICE OF TRANSNATIONAL HISTORIES

(Esch) TH 1-2:50 4 Gregory

This course aims to explore the various methodological, historical, political and conceptual concerns that impact writing and research projects that seek to be transnational. Conflict, contradiction and power will be central themes. We will be concerned less with the emergence of transnationalism as an accepted framework for academic exploration and more with the possibilities and the limits of working outside the bounds of the nation state. Because the national remains fully embedded in the transnational we will consider the dialectical relationship between each in practical and theoretical dimensions. This course understands border crossing, border fortification and challenges to each as material realities that shape and are shaped by political, economic, ideological and cultural conditions. We will consider how the policing of work, race, gender, and sexuality in subnational contexts is connected to transnational, i.e. colonial and imperial, relations.

+History 503A/Gender and Women's Studies 501: PROBLEMS IN COMPARATIVE WOMEN'S HISTORY: GENDER AND COLONIALISM

(Allman) W 1-2:50 315 Gregory

This course provides a thematic overview of the intellectual questions, methodological challenges and historiographical innovations that arise when gender as a category of historical analysis is brought to bear on colonialism as a world-historical phenomenon. The first half of the semester is devoted to exploring the multiple and conflicting sources through which historians have sought to reconstruct gendered colonial pasts. In the second half, we examine a series of recent historical works which address conceptual problems entailed by attempts to historicize the relationship between gender and colonialism as analytical categories. Among the subjects under consideration are the civilizing mission; the subaltern subject; domesticities; sexuality and intimate colonialisms; racialized pathologies; gender, citizenship and nation.

History 572A: PROBLEMS IN US HISTORY SINCE 1815: WAR AND SOCIETY

(Leff) M 3-4:50 300C Gregory

The current "war on terrorism" inescapably directs our attention to American collective memories of wartime home fronts and the scholarly interpretative debates that have complicated, challenged, but by no means displaced

those memories. Wartime imperatives reopen essential assumptions that underlie American society, that define American conceptions of civic nationalism, and that give meaning to citizenship itself. What do Americans owe the state, their communities, their families, and the war dead? What standards of equity are required to exact payment of these debts? This Race readings course employs a comparative framework (through domestic comparisons of U.S. 20th Century wars--the misleadingly labeled "total wars of WWI and WWII, the so-called "limited" involvements in Korea and Vietnam, and the post-Cold War campaigns against Iraq and Afghanistan, and through efforts to place U.S. wartime experiences in a transnational context of other belligerents) and a topical approach. We will interrogate the integrative and disintegrative effects of war on the construction of race, class, and gender; the relationship between anti-war movements, public opinion, and the suppression of civil liberties; the functions of propaganda, advertising, media, and film in shaping American war aims, political loyalties and self-fashioning; and the effects of economic mobilization on state-building and the relations among government, business, labor, universities, and the culture of consumption.

*** Human and Community Development 495G/Gender and Women's Studies 380: SEMINAR: GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT**

() W 1-4 Arr: 911 S. 6th
See course description on page 1, Core Seminar for GRID Minor.

Human Development and Family Studies 420: FAMILY DIVERSITY IN THE U.S.

(Lleras) TUTH 9-10:20 242 Bevier
Examines the diversity families assume in the United States; families are compared in the areas of kinship, family organization, interpersonal relationships, child and youth socialization, wealth and possessions, and integration within the larger society.

+ Human Development and Family Studies 426: FAMILY CONFLICT MANAGEMENT

(Kramer) TUTH 11-12:30 242 Bevier
Examines processes of conflict management in family and community disputes; emphasizes negotiation and mediation as modes of dispute settlement.

*** Labor and Industrial Relations 566: INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

(Lawler) T 11-1:50 35 LIR
Deals with human resource management practices in global companies. Primary emphasis on the selection, training, assessment, and compensation of employees in international (expatriate) assignments. Relevant GRID material would include cross-national differences in culture as these relate to work, roles of women and also family life, the issues confronting women international assignments, gender-based employment discrimination in international assignments, and marital and family issues related to expatriation and repatriation.

***Latino/Latina Studies 422/Human Development and Family Studies 422: US LATINA AND LATINO FAMILIES**

() MW 3-4:20
Course explores a variety of topics and provides a basic overview of issues relevant to the understanding of Latina/Latino families and children in the United States. The class examines recent demographic changes in the U.S. population and its implications for the socialization and education of Latina/Latino children and their families. Course content looks at such areas as who are Latina/Latino families; how are those families different from others; what are the similarities and differences within Latinas/Latinos; how does acculturation and language fit into our understanding of these families; and what are the implications for the education success of current and future Latina/Latino children.

+Law 657 : INTERNATIONAL HUMAN RIGHTS LAW

(Boyle) MT 3-4:15 Law Bldg
Studies established and developing legal rules and procedures governing the protection of international human rights, including Marxist and Third World, as well as Western, conceptions of those rights.

+ Law 656: INTERNATIONAL LAW

(Ginsburg) WTHF 10:30-11:20 Law Bldg

The nature, sources, and subjects of international law and its place in the control of international society; includes an examination of the law of jurisdiction, territory, recognition and succession of states, rights and immunities of states in foreign courts, diplomatic immunities, treaties, protection of citizens abroad, settlement of international disputes, war and neutrality, the United Nations, and the International Court of Justice.

Library and Information Science 550 GC: ADVANCED PROBLEMS; POLITICAL ECONOMY OF GLOBAL COMMUNICATIONS AND INFORMATION

(Schiller) TH 12-1:50 109 LIS

This is an entry-level Ph.D. research seminar; it assumes no previous knowledge in the area. To acquaint graduate students with leading themes and breaking research in the field, we will read 6-8 recent monographs and critically assess them. Each student will also write a long research paper, working closely with the two professors. Themes of direct interest to understanding the structure and control of global communications and information in today's world include: the rise of vertically integrated, transnational corporations in this sector, alongside the characteristically recent emergence throughout much of the world of national and regional units of capital; the ongoing transformation of the earlier system based on cultural/informational exports and imports by transnationalized production and distribution systems; institutionally stratified opportunities to influence the informational environment; stratified access to communications systems and services; attempts to expand private property rights in information and culture; propaganda in the contemporary world; ways of evaluating the changing economic importance of the information and communications sector. A doctoral seminar. Other graduate students may enroll with consent of instructor.

Religious Studies 494: MUSLIM SOCIETY AND ETHICS: RETHINKING TRADITION IN THE GLOBAL AGE

(Hoffman) TUTH 9:30-10:50 1136 FLB

Are Muslims necessarily tied to a tradition that alienates them from today's global society? How are Muslims incorporating, changing, and analyzing their tradition and their place in the contemporary world? This course explores Muslim ideas on a broad range of ethical issues that face societies today, such as human rights, democracy, gender equality, just war, and bioethics, and analyzes the relevance of Muslim intellectualism to Muslim social reality.

***Rural Sociology 444/Natural Resources and Environmental Science 444/Environmental Science 444/Urban and Regional Planning 444: SOCIAL IMPACT ASSESSMEN**

() TUTH 2-3:15 106B1 Engineering

Provides the student with a theoretical understanding and the methodology to conduct social impact assessment and social soundness analysis within the context of planned change as a component of environmental impact assessment and development projects within both First and Third world countries.

Sociology 423: GENDER STRATIFICATION

(Poster) F 10-12:50 304 Lincoln

Integrates sociological and feminist theories of stratification by first critiquing mainstream stratification literature and discussing the inadequacies of subsequent approaches, then comparing and contrasting various feminist perspectives on the links between work, family, and the state. Students will identify potential sources of gender bias within specific social institutions.

Sociology 465 U: RECENT DEVELOPMENTS IN SOCIOLOGY, TOPIC: GLOBALIZATION: DYNAMICS AND DEBATES

(Pieterse) TH 3-5:50 302 Lincoln

This is a multidimensional course, covering latest trends and debates from international political economy and development to culture. Globalization is a kaleidoscopic process involving interacting technological, economic, political, social and cultural changes. Understanding globalization requires combining different social science disciplines. Under the heading dynamics, this course discusses key processes of globalization and reviews the areas of consensus in the globalization

literature. Under debates, the course examines current controversies, such as, which trend is most significant, globalization or empire? What is the difference between globalization and neoliberalism? After Cancun, what is the future of the WTO? Are we headed for a global monoculture? The course concludes with discussions on global futures probing scenarios of global change and policy options.

Sociology 583G: CULTURE AND POLITICS

(Pieterse) (Contact department for schedule details)

This course will deal with ethnicity, race, multiculturalism, aesthetics and politics, neoliberalism and culture, hybridity, culture and development, religion and fundamentalism, Islam as foe, politics of representation (including gender) and globalization and culture.

Spanish 456N: WOMEN, GENDER AND SEXUALITY IN 20TH CENTURY SPANISH AMERICAN AND CARIBBEAN LITERATURE

(Goldman) TUTH 1-2:15

Do gender and sexuality in 20th century Spanish American and Caribbean literature constitute a mechanism of resistance and change, or do these works simply produce subjects which--although compelling and dramatic in their apparent revolutionary instability--ultimately reinforce the status quo that they appear to challenge? The purpose of this course is to examine issues of gender in contemporary prose fiction, theater and films. Drawing upon recent theories of gender and sexuality, we will analyze how salient representations of gender contribute to, shape, and contest the articulation of Spanish American cultural identities. Class will be taught in Spanish and is generally open to undergraduates who have completed Span227 or equivalent (students should contact Amy Swanson in Spanish if they have general questions about eligibility and/or how to register for the course). For additional information, see <http://www.sip.uiuc.edu/degoldma/256.html>.

Spanish 531N: GENDERED VOICES IN SPANISH AMERICAN LITERATURE

(Goldman) TUTH 3-4:15

This course will examine salient articulations of gender in contemporary Spanish American & Caribbean literature from the perspective of Gender and Sexuality Studies. As with most literary traditions, gender has always been a significant issue in Spanish American writing: from the feminized characterization of the landscape by early European explorers to the complex representations of transgendered subjectivity in contemporary novels, gender has constituted a mechanism of both empowerment and counter-hegemonic criticism. Through the careful assessment of gender in contemporary narratives, drama and films, we will analyze how and to what extent the articulation of gendered subjectivity within these works problematizes, subverts or lays claim to a legitimacy (and, by extension, an authority) that is presumably not found within traditional models of normativity.

***Urban and Regional Planning 478: COMMUNITY DEVELOPMENT WORKSHOP**

(Harwood) T 1-3:50 1223 Buell

Application of community development principles and techniques to the solution of environmental, economic and social problems facing low income urban communities. Participants collaborate with neighborhood leaders to produce stabilization plans promoting business development, job generation, housing improvement and municipal service delivery. Involves small group projects and off-campus field work. Prerequisite: Graduate standing, or completion of UP 347, or consent of instructor.

***Urban and Regional Planning 494: SOUTHEAST ASIAN URBANIZATION AND DEVELOPMENT**

(Silver) MW 3:30-4:50 225 Buell

The purpose of the course is to explore the process of urbanization as a critical factor in the development of nations and regions within Southeast Asia. It examines the evolution and contemporary challenges of cities in Southeast Asia, linking urban development to broader social, cultural, political, economic and spatial issues in the region. Topics covered include the origins of indigenous urban places and the region's diverse cultures, the impact of colonialism on the region as mediated through urban development, the emergence of megacities in the post-World War II era, the distinctive planning process of nations within the region (e.g. Singapore, Malaysia and Indonesia), the impact of the twin forces of decentralization and democratization during the national development era, the unique position of socialist Viet Nam within a dynamic capitalist region, the challenges of modernization, and the continuing linkages between urban and rural areas. Attention is given to issues such as the role of women in

development, and how planners address a wide range of social and economic concerns. Readings, films, lectures, individual research and discussion will be used to explore the complex and important roles of cities in the region.

UNDERGRADUATE-LEVEL COURSES that include a consideration of gender and/or globalization issues:

Afro-American Studies 287, Gender and Women's Studies 287/ History 287: HISTORY OF AFRICAN AMERICAN WOMEN

(Millward) MW 9-10:20 62 Krannert Art

This course introduces students to the significant themes and events that shaped the experiences of African American women from slavery to the present. We will examine the history of African American women, beginning with the West African background during the transatlantic slave trading era, emphasizing the experiences of black women in the United States during slavery and their political, civic, community and reform activities from slavery to the present, analyzed within the context of racism, sexism, and economic deprivation. We will be particularly focused on the development of Black Women's History as a field of inquiry. The topics we will explore include: the black woman's experience in slavery, anti-lynching campaigns, religion, politics and suffrage, urbanization, the Civil Rights Movement, the development of black feminist theory, welfare reform and contemporary media representations of black women.

Agricultural and Consumer Economics 255: ECONOMICS OF RURAL POVERTY AND DEVELOPMENT

(Allen) MW 10-11:20 316N Mumford

Examines poverty and development issues with particular attention to current anti-poverty policies and programs and alternative policies. Includes discussion of family size and structure, sex discrimination in education and the labor market, welfare reform and child-support enforcement.

Anthropology 103: ANTHROPOLOGY IN A CHANGING WORLD

(Pilbrow) MWF 10-10:50 115 DKH

Cultural Anthropology is the study of the various ways in which contemporary peoples create and are created by cultural processes. Cultural anthropologists have contributed to such a study by writing ethnographies which are based on fieldwork and on the comparative analysis of different societies from around the world. Thanks to its unique approaches, cultural anthropology offers a broad perspective on a wide range of important social issues such as language, gender, ethnicity, religion, identity, marriage, sexuality, economic systems, ecology, and politics—all from a cross-cultural perspective. Understanding these vital areas of human life is critical because their social consequences influence, ultimately, the well being of all human beings, especially in the multiethnic and multicultural world that we now inhabit. Consequently, this course 1) should help students understand and appreciate cultural variation in time and space; 2) should enhance their awareness of and sensibility to cultural diversity and culture change; and, finally, 3) should help them develop interpretive skills to better grasp the variety of socio-cultural phenomena with which we are all confronted today.

Anthropology 182: LATIN AMERICAN CULTURE

(Smith) F 10-10:50 113 Davenport

An introduction to the diversity of Latin American and Caribbean experience. We will begin with a reflection on colonial legacies, exploring enduring themes of identity, culture and power. Through the semester we will consider differences and commonalities in contemporary life in the Americas, following case studies in books, articles and film. Themes will include regional hierarchies of race, class and gender; the complex position of indigenous peoples; regional experiences of violence, social movements and authoritarianism; processes of democratization; the impacts of neoliberal economic reform and globalization; and popular cultures, performance and religion.

Anthropology 225/Gender and Women's Studies 225: WOMEN IN PREHISTORY

(Soffer) MWF 11-11:50 209A Davenport

This course introduces students to gender issues in archaeology and in what archaeologists produce: stories about the past. We begin by considering the multiple ways of "knowing" the past and evaluate the potential biases in each. We then examine the history of gender studies in archaeology and the roles that women have played in archaeology. Next we consider the variety of approaches to engendering the past. Armed with these theoretical and practical insights, we focus on how we can reliably identify the presence of women in the archaeological record and reconstruct both their lives and the roles that they played in a variety of prehistoric cultures around the world. This course will be run in a lecture/discussion format involving extensive student participation.

Anthropology 230: INTRODUCTION TO SOCIAL ANTHROPOLOGY AND ETHNOLOGY

(Saul) MW 9-9:50 217 Noyes

This course is intended to be an advanced introduction to sociocultural anthropology. It examines the encounter between the anthropologist and the people he or she studies and the many ways anthropologists produce knowledge through such concepts as culture, structure, gender, power, personhood, symbol, and political economy. More specifically, the students will read key theoretical essays (recent and not so recent) and concrete ethnographic texts that speak to late twentieth century contemporary debates (i.e. identity, cultural difference, global/local dimensions of everyday life, and so forth). Thus, the class will cover the kind of ethnography and theory that has shaped the type of anthropology practiced in the 1990's. The issues addressed in the course will be presented and (hopefully) understood in the larger context of the history of socio-cultural anthropology.

Anthropology 262/Women's Studies 262: WOMEN'S LIVES

(Gottlieb) TUTH 10-11:20 243 Armory

Why isn't Miss America ever fat? Is menstruation everywhere viewed as a curse or handicap? Why are some African girls eager to undergo "circumcision"? Is childbirth seen universally as an illness to be medicated? Is motherhood by definition a heterosexual experience? This course explores these and related questions, investigating how women around the world experience their bodies through the life cycle. We'll inquire how not only social roles but also images, uses and meanings of the bodies that all women inhabit are shaped in deep, though often invisible, ways by culture. We do this by comparing women's experiences of their bodies in the contemporary U.S. with those of women elsewhere around the world. Through readings, films, guest speakers (including a practicing doula or midwife), and hands-on research and fieldwork exercises, the course introduces you to the gendered experience of the body as understood by cultural anthropology.

Asian American Studies 283/History 283: ASIAN AMERICAN HISTORY

(Espiritu) TUTH 2-3:20 196 Lincoln

This course surveys Asian American history from the mid-19th century to the present, focusing upon gender relations, family and community formation, historical oppression and resistance. Particular attention will be paid to transnational, global perspectives especially as they affect migration and community across the Pacific. "Asian Americans" today are a dizzyingly diverse group. Most "Asian Americans" do not even see or label themselves as such. How then do we study and write "Asian American history"? What issues arise in trying to incorporate this heterogeneity into one historical narrative, one story? In this course, we will attempt to grapple with these problems. We will relate them to the larger paradoxes of capitalism and democracy, unity and difference that have plagued American history writ large. We will use as the basis of our investigation the acclaimed history, *Strangers from a Different Shore*, by the respected Asian American scholar, Ronald Takaki. Takaki will help us survey the reasons why men and women of the Asian continent migrated to what is today the United States, the ways they established communities and related across generational divides, the challenges they faced, and the ways they responded to their new conditions. We will then explore alternative views of Asian American history that go beyond these themes using autobiography and film as our windows into larger historical events. One of the important themes of the course is how international developments, such as capitalism and the nation-state, have played an integral role in the lives, the discourses, and the consciousness of Asian Americans, and how in turn they have influenced these larger structures to create their own destinies.

Asian American Studies 328: ASIAN AMERICAN AND SOCIAL INEQUALITIES

(Jung) TH 3-5:50 304 Lincoln

At least since the 1960s, sociology and the other social sciences have largely sidestepped questions of inequality in relation to Asian Americans, simplistically and indiscriminately positing them as a "model minority." Through open-ended discussions of key texts, this course examines various forms of social inequality between Asian American and other groups as well as among Asian Americans, including those based on race, gender, class, nationality, and sexuality.

Comparative World Literature 190: MODERN LITERATURE OF NON-WESTERN CULTURES

(Booth) MW 10-10:50 116 Adams

This course explores some major cultural areas -Africa, the Middle East, India, China, and Japan -through twentieth century fiction produced in those areas, with a historical and transcultural approach that allows us to locate commonalities as well as differences within these areas and also to complicate the "non/West" binary.

Comparative World Literature 205: ISLAM AND THE WEST THROUGH LITERATURE

(Booth) MW 1-2:320 169 Davenport

Beginning with early polemics, moving through epic and chronicles produced by and about the Crusades, investigating romance and travel literature and ending with the modern novel, we will read literature from Middle Eastern and European traditions organized around major tropes of encounter--religion, gender, conflict. We will examine stereotypes, fantasies, identifications, and binaries promoted by the changing encounters between "the West" and Muslim communities as constructed in literary works.

Communications 356/Gender and Women's Studies 356: WOMEN IN POPULAR FILM AND TELEVISION

(Press) MW 12:30-1:50 430 Armory

Part of the "ethnography of the university" initiative. Students will use ethnographic methods to study how the University of Illinois as an institution structures learning about gender and media, and the consumption of media. It will involve group and individual projects, with the goal of contributing to the ethnography of the university website. It will include training in ethnographic methods as well as materials about gender and media.

Community Health 314/Human Development and Family Studies 314/Leisure Studies 314/Psychology 314/Rhabilitation 314: INTRODUCTION TO AGING

(Armstrong) MW 10-11:15 133 Armory

A comprehensive introduction to the human experience of aging. Examines ways in which the personal, social and cultural levels of life interact to shape the experience of aging and later life. Focus is on aging in the contemporary U.S. but we look at the meaning and circumstances of aging in other times and places to provide comparative perspective. Open to any undergraduate students, it fulfills a requirement for the Minor in Gerontology.

Community Health 206: HUMAN SEXUALITY

(Staff) See the Timetable for lecture and discussion times.

Emphasizes the behavioral aspects of human sexuality. Topics include: birth control; prenatal care, pregnancy and childbirth; sex roles; premarital sex; lifestyles; marriage and divorce. An additional 1 hour of credit may be earned by registering for a both a weekly discussion group along with the existing 2 hour lecture.

Community Health 240B2: HEALTH PROMOTION PRACTICUM: CAMPUS ACQUAINTANCE RAPE EDUCATION (CARE)

(Wantland) Arr

Practicum for students who have completed CHLTH 199B. Emphasis is placed on facilitation skill building and sexual violence education and prevention. Students meet twice a month as a group for in-services and trainings

East Asian Languages and Cultures 361/Gender and Women's Studies 361: WOMEN IN EAST ASIA

(Huntington) TH 10-11:20 209 DKH

Interdisciplinary inquiry into cultural and social patterns that shape women's lives in China, Japan, and Korea.

Economics 245/Gender and Women's Studies: WOMEN IN THE LABOR MARKET

() MW 4-520 124 Burrill
Changing role of women in the labor market and the economy; supply and demand for women: nature, extent, and legal remedies for sex discrimination in employment; "earnings gaps" and variable employment costs, men versus women; new role of multi-earner families; and comparative use of women as a professional resource.

English 280/Gender and Women's Studies 280: ASIAN AMERICAN WOMEN WRITERS

(Mendoza) MW 3-4:15 108 English
Literature has traditionally been the site where tensions among different ethnic and racial groups in the United States are resolved, exaggerated, or transfigured. The literary resolution of such tensions has led, on one hand, to the reaffirmation of U.S. political and cultural hegemonic structure and imagination, and on the other, to acts of resistance to political and cultural dominance. We will survey in this course the representations of Asian American women subjects in U.S. literature and culture since the nineteenth century. More specifically, we will explore the ways in which the cultural productions by Asian American women, cultural productions arising out of the contradictions of U.S. democracy, displace, in the words of Lisa Lowe, "the fiction of reconciliation," the ways in which the literatures of Asian American women disrupt the myth of national identity by revealing its gaps and fissures. Asian American women's literature, in other words, often exposes the multiple ways in which the U.S. sustains its fictional image to itself and to the world of democratic exceptionalism. Whether the Asian American woman subject becomes in literature the subject or object of violence, fear, or sexual desire, its representation has reflected and in fact influenced the emerging narrative of U.S. nationhood and identity. Moreover, the invisibility and indeed the erasure. Of certain histories, especially those of Asian American women, has revealed the processes of exclusion and inclusion in the making of U.S. democracy and national memory. Thus we will study the ways in which the Asian American woman subject serves a cultural political function, not only for the ethnic or racial group it embodies or represents, but also for the larger body national politic it threatens, constitutes, and sustains.

English 286/Asian American Studies 286: ASIAN AMERICAN LITERATURE

(Streamas) TUTH 11-12:15 111 DKH
Introduction to Asian American literary studies and culture through the reading of major works of literature selected from but not limited to the following American ethnic subgroups: Chinese, Filipino, Japanese, Korean, Indian, Pakistani, and Vietnamese.

Gender and Women's Studies 150: CONTEMPORARY WOMEN'S ISSUES

(Morey) MW 10-11:20 115 DKH
Explores the most recent debates and research related to contemporary issues which primarily affect women. Reviews issues related to sexual and domestic violence, gender socialization, feminization of poverty, women's health, sexual harassment, work and family, politics, and media influences from a multi-discipline and multicultural perspective.

Geography 101: GEOGRAPHY OF DEVELOPING COUNTRIES

(Kalipeni) See Timetable for various Lecture-Discussion times
Focuses on contemporary development and environmental issues in developing countries, that part of the world also known as "the Third World". The approach is thematic rather than regional. After discussing the historical context and origins of developing countries, particularly the lasting impacts of colonization, several thematic topics are examined including. population and resources, sustainable agricultural systems and the Green Revolution, desertification, deforestation, the role of development aid, patterns of industrial development, urbanization, and women's role in development. The course tries to answer a number of challenging questions such as: Are there too many people in the 3rd World? Is it possible and rational that farmers in the tropics adopt agricultural technologies commonly used in temperate climates? How serious is the destruction of tropical rainforests? What is desertification? Why are peasants protesting World Bank-funded development projects? Shouldn't they be more grateful? What is distinctive about Third World cities and industrialization? Does US foreign aid go to the poorest countries of the world? Is globalization good for the 3rd World? Case studies will be drawn from Africa, Asia and Latin America to help answer these questions.

Geography 284: POPULATION GEOGRAPHY

(Kalipeni) MW 10-11:15 211 Davenport
Problems and issues surrounding the geographic distribution of populations at the world, regional, and local levels; emphasizes problems associated with population growth and decline, recent population redistribution, births and deaths, and elderly and minority populations.

History 200: INTRO HISTORIC INTERPRETATION: TOPIC: POVERTY

(Ramsbottom) MWF 11-11:50 162 Lincoln
What does it mean to be poor? This course will introduce students to the discipline of history through the study of something whose definition varies although we think we can identify it on sight: poverty. We will begin with a global perspective in order to understand the conditions of poverty, using examples from the modern "underdeveloped" world, and we will examine the problem in various societies of the past, ranging from early modern Europe to 20th-century America. Where possible, we will explore the differing experiences of women, minority groups, and children. Along the way, we will also try to discover how historians study a subject, as compared with, for instance, economists, sociologists, and journalists, who have also had much to say about poverty. Requirements include library visits, two short papers, and a substantial essay based on original research.

Human Development and Family Studies 220/Anthropology 210: COMPARATIVE FAMILY ORGANIZATIONS

(Kubose) T (See On-Line Class Schedule for various times)
Cross-cultural examination of family in relation to its environment, the family as an environment, and the family structure as it changes over time: evaluates findings in anthropology, sociology, and psychology; examines current issues in American family life.

Latina/Latino Studies 220/Sociology 221: LATIN AMERICA AND LATINO MIGRATION

(McConnell) TUTH 1030-11:50 304 Lincoln
This course provides a general overview of international migration to the United States, using Latin American migration to the U.S., especially the Midwest, as the focal point. Topics discussed include the history of international migration to the United States, the relationship between the history and contemporary context, the development of U.S. immigration policy, the incorporation of Latino immigrants in U.S. society, and immigrant and community responses to migration.

Library and Information Science 390 RGI: RACE, GENDER AND INFORMATION TECHNOLOGY

(Searing) TUTH 12:-1:20 46 LIS Bldg.
This course examines how gender and race affect, and are affected by, information technologies. Race and gender representations will be studied in different settings as they intersect with information use and technology practices. The course is framed by two broad, interrelated concepts -- the expression of identity (individual and group) in cyberspace and the "digital divide." The course readings are drawn from several disciplines and an eclectic array of in-class and out-of-class projects and exercises will be assigned.

Religious Studies 260: MYSTICS AND SAINTS IN ISLAM

(Hoffman) TUTH 2-3:20 G24 FLB
Sufi mysticism is one of the most important spiritual movements in Islam, and the lives of Muslim mystics and saints have fascinated Westerners and have served as models for Muslims for centuries. The purpose of this course is to introduce students to the mystics and saints of Islam and the ideas of Sufi mysticism. Gender is not a major focus of this course, although we do have one lecture on gender and sexuality in Sufism, and certainly we deal with some women Sufis and images of women in Sufi poetry.

Sociology 221/Gender and Women's Studies 221: GENDER IN TRANSNATIONAL PERSPECTIVES

(Prasad) WF 1:30-2:50 145 Armory
Examines how gender inequality is structured on a transnational level. Emphasis will be placed on the interactive relationship among various countries, and how globalization promotes racial, ethnic, sexual, and national hierarchies among women, in both newly and advanced industrialized countries.

Sociology 350: TECHNOLOGY AND SOCIETY

(Kim) MWF 8-8:50 110 Spch&Hearin

Examines the social and cultural origins of modern technology and technological innovation; the effects of technology and its change on society. Topics include the impact of technology on beliefs and values, accommodation and resistance to change, and technology and the Third World.

Sociology 373: SOCIAL STRATIFICATION

(Downs) MW 3-4:20 304 Lincoln

This course examines social stratification in the United States. The course is divided into four main sections: theories of social stratification, the working class, the middle class and the upper class. Gender and racial stratification will also be examined within each social class. Topics include inequities in power, prestige, income, privilege, and lifestyles in the United States and other countries; class and status as determinants of group interests, ideologies, and interaction; and effects of social change and mobility.

Sociology 396: SPECIAL TOPICS: CHANGING DEMOGRAPHICS OF LATINOS/AS IN US

(McConnell) TUTH 1:30-2:50 304 Lincoln

Course description not available at this time.

Speech Communications 396: GENDER AND MEDIA

(Press) MW 2-3:20 145 Armory

This course looks historically at the way gender has been represented in popular media.