

WOMEN AND GENDER IN GLOBAL PERSPECTIVES

COURSE LIST

SPRING 2006

This Course List, compiled by the Women and Gender in Global Perspectives Program (WGGP), lists graduate 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 2006. Also listed are the GRID Core Seminar and GRID Core Elective 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 595G/GWS 480 offered every Spring).
2. Two courses from a broad list of: ***GRID Core Elective Courses** (Only courses offered in Spring 2006 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;**

Core Seminar for GRID Minor:

***Human and Community Development 595G/Gender and Women's Studies 480:**

GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT

(Summerfield)

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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:

African Studies 510/History 510: PROBLEMS IN AFRICAN HISTORY, TOPIC: DEBATING THE AFRICAN PAST: FOUNDATIONAL PROBLEMS IN THE HISTORY OF AFRICA

(Allman) T 3-4:50 1032 FLB

Over the past half century and despite its “newcomer” status, African history has, in many ways, revolutionized the practice of history throughout the academy, largely because of its innovative methodological approaches, its consistently transnational field of vision, and its insistence on interdisciplinarity. At the same time, the development of African history has been inextricably linked to and profoundly shaped by social and political realities on the African continent since 1945. This course explores the development of African historiography by focusing on significant foundational problems in the development of the field and how those problems have been addressed and debated over the past fifty years by scholars in the US, Europe and Africa. The six areas upon which we will focus are: 1) long distance trade, Islam and the nature of the precolonial state; 2) the impact of slavery and the slave trade on the continent’s development; 3) imperialism and African resistance/collaboration; 4) women and gender and rewriting African pasts; 5) religion and the missionary encounter; 5) nationalism, Pan Africanism and the post-colonial state. We will be as interested to hear what Walter Rodney, the Guyanese revolutionary, had to say about slavery in Africa in 1966, as we will be to consider Joseph Inikori’s recent 2002 discussion of Africa’s role in England’s industrial revolution. We will read through and around these foundational problems not simply for substance and shifting argument, but for developments in method and for critical reflections on positionality, audience and theory. Course requirements include participation in seminar discussion, two long essays, a book review and short weekly reaction papers.

Afro-American Studies 400/Comparative and World Literature 400: AFRO-DIASPORIC LITERATURE IN THE AMERICAS

(Simeon) TR 2:30-3:50 169 Davenport Hall

Critical examination of the contributions of writers of African descent from the Caribbean (English, French, Spanish) and the United States. Major works of fiction, poetry, drama and essays from Barbados, Jamaica, Martinique, Haiti, the United States and other countries are analyzed within the theoretical framework of such literary movements as Negritude, Pan-Africanism and Harlem Renaissance, as well as socio-political philosophies such as Black Nationalism and Black Internationalism.

Afro-American Studies 498, Section B: Special Topics: AFRICAN AMERICAN FAMILIES

(R. Jarrett) F 9-11:50 G30 FLB

This course focuses on the experiences of African American families in the U.S. Historical, social, economic, contextual (neighborhood) and subcultural factors that influence the organization and dynamics of family life are examined. African American families will explore such topics as extended kinship, parent-child relations, parenting, family rituals, and the interconnections between family life, race, social class, and gender. Particular attention is given to qualitative studies that detail the first-hand experiences of families.

Afro-American Studies 597: PROBLEMS IN AFRICAN-AM STUDIES: RACIAL VIOLENCE

(K. Flynn) T 2-3:50 145 Armory

The objective of this course is to enable students to redefine, rethink, discuss, and write critically and analytically about current understandings of racial violence and Black Americans in the United States.

***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**

(G. Nelson) TRF 9-9:50A 426 Mumford
 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 474: ECONOMICS OF CONSUMPTION**

(Arends-Kuenning) TR 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.

***Agricultural and Consumer Economics 502/Economic 513: DEMAND/SUPPLY/FIRMS/HOUSEHOLDS**

(Arends-Kuenning) MWF 10-11:20 320 Mumford
 Applications of demand and supply theories and applications of firm and household behavior. Topics include demand and supply systems, aggregation and separability, dynamics, formation and boundaries of the firm, household decision making, intrahousehold allocation, allocation of time, human capital, and hedonics.

Anthropology 471: ETHNOGRAPHY THROUGH LANGUAGE

(E. Moodie) MW 3-4:20 113 Davenport

This is a course in ethnography focusing on how cultural processes are revealed in language and speech. We will review a number of ethnographic works that use linguistic data (each in a different way) to illustrate sociocultural processes and advance theoretical frameworks. Although the class focuses on language, the intent is not to privilege this aspect of human symbolic capacities but rather to illustrate its potential as a resource for anthropologists studying matters well beyond the strict domain of linguistics. Language is increasingly used as a tool by ethnographers to investigate the concepts, practices and textured nuances of "culture." What this does is place theory and methods, once the hallmark of linguistic anthropology, in a wider arena. This class emphasizes this wider arena by exploring topics such as translation, orthography, literacy, language and power, language ideologies, multilingualism, gendered speech, dialect or language and (national/community/personal) identities, literal and symbolic dimensions of meaning, language and memory, language and place, the arts of speaking, childhood socialization, the integration of gesture, writing and words, and expressions of emotion.

The aim of the course is to provide students with an intellectual tool kit for research, and, as part of the Ethnography of the University (EOTU) program, to offer them an opportunity to begin experimenting with this tool kit through language-oriented ethnographic research projects on campus. These projects could include classroom ethnographies; ethnographies of sports commentaries in the mass media; ethnographic research into dialogic interactions in public meetings. In general research could include ethnographic studies into conversational interactions in a variety of student events, whether dormitory cafeteria discussions or meetings of student organizations. The focus is on issues important to linguistic and conversational analysis, whether the establishment of authority, the entextualization of statements and assumptions from other contexts, or the continuing production of regional, "racial" or class differences, all in the context of the institution of the University of Illinois.

Anthropology 472/Latina/Latino Studies 472: BORDER LATINA/LATINO CULTURES

(A. Lugo) F 9-11:50 132 Davenport

This course explores and examines the production of U.S. Latina/o identities as instances of international, cultural, historical, and social border crossings. In both regional and global contexts, we will analyze the ways in which Mexican American, Cuban American, and Puerto Rican identities have been shaped by colonial relations vis-à-vis Spain and by postcolonial conditions vis-à-vis the United States.

Anthropology 508/Gender and Women's Studies 508: FEMINISM, GENDER AND SEXUALITY

(Kelsky) W 10-12:50 G46 FLB

Theoretical issues raised in recent feminist writings in anthropology. Theoretical approaches to be explored include constructionist, postmodern, textual and historical materialist perspectives. Selected contemporary ethnographies introduce the integration of feminist theory into data analysis. The Anthropology of Gender will survey poststructuralist theories of gender with a particular attention to queer theory and the anthropology of non-

normative sexualities. We will combine theoretical work with ethnographies, and will also consider methodological issues involved in gender-related fieldwork.

Anthropology 515M: SEMINAR IN ANTHROPOLOGY: SEX, LOVE AND GLOBALIZATION.

(M. Manalansan) T 3-5:50 113 Davenport

“*What’s love got to do with it (I mean globalization)?*” Escalating global flows of people, ideas and technology unravel banal notions such as sex and love as these movements defy the paradoxical juxtaposition of the “intimate and the proximate.” To think sex and love in the 21st century demands an understanding of globalization. In this course, we will examine how discourses on love and sex travel. That is, how they encounter, confront and negotiate the logics of the capitalist market, the discrepant narratives of modernity, and the gripping reality of desire. We will be concerned with the various ways the cultural artifacts of intimacy are rendered, fetishized and reified in various geographical and virtual sites. Utilizing multiple genres – including theoretical works from Plato to Kipnis and recent ethnographies, we will navigate the treacherous relationship between sex and emotions –specifically love, and their articulations in global realities such as emerging internet cultures, sex work, development programs, migration, political/social movements, pornography, and debates around marriage.

Anthropology 515E: ANTHROPOLOGY OF CENTRAL AMERICA

(E. Moodie) T 10-12:50 113 Davenport

In this course we explore recent work in the anthropology and history of Central America and Southern Mexico. Despite this regional demarcation, we will not consider this narrowing, volcanic isthmus between North and South to be a physical site as much as an idea, or set of ideas, emergent and imagined in dialogues and interactions. Those ideas change over time: one of the ongoing discussions of this course will follow the contours of the intense U.S. and Central American debates about how to accomplish social change in the 1970s and 1980s, and then to debate the later transformations of revolutionary consciousness as a response to pan-hemispheric indigenous movements and global neoliberalism through the Zapatista movement. Under a unifying framework of circulation, we will thus interrogate related themes of globalization, neoliberalism and the state; nationalism, transnationalism and migration; ethnic/“race,” class and gender consciousness; capital, labor, power relations and violence.

Art History 522/Medieval Studies 522: STUDIES IN MEDIEVAL ART: TOPIC: GENDER EAST AND WEST

(Ruggles) R 9-11:40 210A Architecture

The seminar topic is the architectural and arts patronage of women and the gendering of space, both urban and residential, material and performative, from 500-1500 CE. The primary focus will be Islamic society, contrasted with the West for the purposes of comparing methodological approaches and the different kinds of archival and archaeological sources. Guest speakers from on and off campus will contribute to the discussions. Students will write a lengthy seminar paper that both explores a historical problem and discusses its intellectual framework.

Asian American Studies 450: SOUTHEAST ASIAN AMERICANS

(Bui) TR 9:30-10:50 164 Noyes

This course examines the experiences and community issues of various ethnic groups under the collective term Southeast Asian Americans. United States international policies with, military involvement in, and labor needs from Southeast Asia helped create immigrant populations from Southeast Asia to the U.S. We will focus on how immigration policies, including deportation, dispersion, and assimilation policies, have shaped community development and socioeconomic characteristics. Addressed are the establishment of mutual assistance programs, unique mental health needs, cultural tensions, and concerns over aging, healthcare, and education. In order to consider how Southeast Asian Americans construct their identities, this course focuses on their political and religious participation, on community-building, as well as on cultural production and maintenance.

Asian American Studies 470: ASIAN AMERICAN PSYCHOLOGY

(Okazaki) MW 12-1:15 32 Psychology

Examines central themes in the psychological study of Asian Americans such as race, ethnicity and culture, family issues, gender and sexuality, stereotype and discrimination, mental health and counseling, and public policy;

analysis of historical, sociological, political, cultural, local, and global backdrops for the individual psychological experiences.

Community Health 494/Section IG4: SPECIAL TOPICS: INTERNATIONAL HEALTH: COMPARATIVE INTERNATIONAL HEALTH CARE SYSTEM

(T. O'Rourke) TR 1-3:50 432 Armory

This course is a 2nd 8-weeks course only. Meets 13-Mar-06 - 03-May-06.

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.

Communications 590, Section A: SPECIAL TOPICS: INTERNATIONAL COMMUNICATION

(Valdivia) R 3-5:50 G30 FLB

This doctoral seminar begins its examination of the literature in the post World War II period. We begin with Modernization theory as a framework for development foregrounding communications and move to challenges to this paradigm, especially those coming from the South. We proceed theoretically and through case studies to contemporary debates about the global, the transnational, and the postcolonial. Throughout we will pay close attentions to issues of gender and ethnicity.

Communications 590, Section N: SPECIAL TOPICS: INTRODUCTION TO RACE AND ETHNICITY IN COMMUNICATION SCHOLARSHIP

(I. Molina) M 11-1:50 393 Bevier

This seminar is an introduction to communication scholarship in the areas of racial and ethnic difference as the concepts intersect with issues of sexuality, gender and class. A diversity of theoretical frameworks (ranging from post-colonial to structural-functionalist) and methodological approaches (ranging from political economy to visual cultural) will be used to situate the study of race and ethnicity within the disciplinary field of communication.

Comparative and World Literature 450/Gender and Women's Studies 450: TOPICS IN BODIES AND GENDERS

(Hilger) MW 1-2:20 221 Gregory

How do gender, sexuality, and the body emerge through cultural representations and across artistic forms? How do literature, film, and the visual arts construct gender identities in various times and places?

Comparative World Literature 471,Sec. C3: INTERNATIONAL LIT RELATIONS: GENDER/NATION

(Murav) TR 1-2:20 325 DKH

Study of specific relations between authors of different countries; influences of certain works, concepts, or tastes on another work, author, or country; and literary interaction between Eastern and Western cultures. The course will consider issues of gender, nation, otherness and narrative in three major literary works: Leo Tolstoy's Anna Karenina, George Eliot's Daniel Deronda, and Henry James' The Ambassadors. In all of these novels the continuity of upper class life is threatened by untamed sexuality and otherness that intrude into the stable structures of marriage and the transmission of property. How does the narrative of the realist novel both allow for and contain the threat of infidelity and otherness?

Comparative World Literature 502: CROSS-CULTURAL COMPARISON

(Palencia-Roth) T 3-5:15 1040 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 & Instruction 507, Section XM: PROBLEMS AND TRENDS IN SPEC FIELDS: INTERNATIONALIZATION OF CURRICULUM

(Trofanenko) W 7:45-9:30 PM online

This online section of CI 507 XM is for EPS Global Studies students in cohort 2. Online synchronous sessions are scheduled for Wednesday evenings from 7:45 to 9:30 PM. Academic Outreach restrictions and assessments apply; see <http://www.outreach.uiuc.edu>.

East Asian Languages and Studies 550, Section B: SEMINAR: ASIA, GLOBALIZATION, AND SOCIAL MOVEMENTS

(Yan) M 3-5:50 1018 FLB

This course examines the nature of globalization and the social movements that have responded to it in Asia. However, this course does not take "Asia" for granted. Beginning with an inquiry into the political economy of globalization and its historical roots, we will examine the idea and the positioning of Asia its relationship to Euro-America, Africa, and elsewhere, as well as in terms of inter-regional flows, conflicts, and connections within Asia that have contributed to its changing formation. In addition to readings on globalization, nationalism, culture, post-colonialism, and recent critiques of the Three Worlds idea, we will engage materials and illustrations about recent social movements in the region that forge new regional connections and imaginaries. Some inter-related themes to be discussed in the course include making and the unmaking of the Third World, location and dislocation of the West, modernism as translation, genealogy of "Asia", questioning Area Studies, and movements in Asia.

***Economics 450: DEVELOPMENT ECONOMICS**

(Akresh) MW 9:30-10:50 245 Wohlers

Analyzes the economic problems associated with newly developing nations; emphasizes their economic structures, their factor scarcities, and their programs for development.

***Economics 452/Agricultural and Consumer 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.

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

(McClure) R 4-5:50 389 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.

*** Educational Psychology 421/Gender and Women's Studies 421: SEX ROLE THEORY IN COUNSELING**

(Neville) MW 3-4:20 126 Wohlers
 Reviews research on sex role socialization related to career, family, and personal roles for both sexes; discusses counseling strategies aimed at freeing persons from attitudes and behaviors that limit their freedom to choose; and reviews strategies for change at policy, agency and individual levels.

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

(McClure) R 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.

Educational Psychology 465/Anthropology 464/Sociology 482: ETHNOGRAPHY OF LOCAL CULTURES

(C. Ching) M 1-3:50 37 Education
 Introduction to ethnographic modes of researching culture in human activities, events, organizations, and thinking through participant observation in local settings; focus on the central tasks of ethnographic research (discovery, representation, presentation, justification) through mastery of field notes and various equipment.

English 455, Section 4G: MAJOR AUTHORS: TOPIC: TONI MORRISON

(Castro) TR 2-3:15 131 English
 This course explores the work of the United States' most recent Nobel Laureate for literature. While our primary focus will be on close readings of Toni Morrison's fiction, we will also read several of her essays, speeches, and interviews, as well as consider her influence as an editor in an effort to evaluate her role as a cultural actor. To contextualize Morrison's emergence as a novelist in the early 1970s, we will attend to the historical circumstances--the wake of the civil rights movement, the emerging feminist movement, and the Black Power/Black Arts movements--that converged at the inception of what would be a late-twentieth-century boom in African American women's writing. After cutting our teeth on Morrison's early works (*The Bluest Eye* and *Sula*) as an introduction to her takes on gender, race, and sexuality, we will conduct a sustained analysis of Morrison's novelistic intervention in questions of collective memory and U.S. history, from *Song of Solomon*, which poses the problem along familial lines, to her more recent trilogy (*Beloved*, *Jazz*, *Paradise*). Throughout, we will ask, What vision of literature emerges from Morrison's corpus? What does her work add to our conceptions of American society?

English 460: LITERATURE OF AMERICAN MINORITIES: TOPIC: GENDER AND SEXUALITY IN LATINO/A LITERATURE AND FILM (Meets with LLS 496)

(Rodriguez) MW 3-4:50 148 Armory
 This course will examine the historical and cultural dimensions of gender and sexuality in Latino/a literature and film. Our goal for the course is two-fold: we will simultaneously engage with the gender dynamics underscoring the constitution of distinct and overlapping Latino/a literary and film histories and track the evolution of feminist and queer perspectives in literature and on film. Critical and theoretical essays will be read alongside poetry, novels, memoirs, and films.

***Gender and Women's Studies 432/Linguistics 432/Speech Communications 432: GENDER AND LANGUAGE**

(Mastronardi) TR 9:30-10:50 307 DKH
 Study of actual and perceived differences and similarities in the use of language by women and by men; emphasizes the social contexts of speech.

Gender and Women's Studies 490: SEMINAR: TOPIC: LATINAS IN TELEVISION, FILM AND POPULAR CULTURE

(Valdivia) Section 1U TR 9:30-10:50 106B8 Engineering Hall

Within the past few years, numerous government as well as media reports have noted the emergence of Latina/os as a growing, vibrant, and undeniable component of US popular culture. Truth is, of course, Latina/os not only have lived in the US for many generations, but, in fact, many predate the Anglo population. Yet we might say, that in terms of popular culture, especially in the mainstream, we are beginning to witness a Latina/o presence, whether it be in front or behind of the camera. Using a framework of analysis that combines Media Studies, Latina/o Studies, and Women's Studies we will study and explore contemporary and recent historical issues, concepts, and people as they are connected to Popular Culture. For the purposes of this class, we will focus on issues of film, television, popular music and dance, as well as advertising, magazines, girl fiction, toys, and food as forms of popular culture. While there are many other huge areas of popular culture such as visual arts and literature, these fall beyond the scope of the class [and they are also studied in other classes]. When we study forms of popular culture we will follow a path that is outlined both by media theory in terms of issues of production, content, and audiences as well as by contemporary cultural studies analysis that is through the concepts of culture, identity and difference, representation, and culture of consumption. From Latina/o Studies, we will draw on a framework that acknowledges the diversity and heterogeneity of the U.S. Latina/o population while remaining ever vigilant to specificity and calls for nation or region specific affiliations. From Women's Studies we, of course, employ the need to pay attention to issues of gender as a major form of difference that we use to make sense of our world. We use multicultural feminism as well as the accumulating amount of work conducted by Chicana and Latina feminists. There is some overlap between all these areas of study as they potentially inform each other. We will explore these areas of intersection.

Gender and Women's Studies 490: TOPIC: VIOLENCE AGAINST WOMEN (Meets with PSYC 496 LF3, PSYC 496 LF4)

(Fitzgerald) Section BG TR 9-10:20 207 Psychology
(Fitzgerald) Section BU TR 9-10:20 207 Psychology

This course provides a survey of the relationship between gender and violence, particularly sexual violence. We examine classic and contemporary studies of sexual assault, battering, childhood sexual abuse, and sexual harassment. We also look at related topics such as sex work, pornography, sexual slavery, sex tourism, and cultural institutions that condone, encourage, or incorporate violence against women.

Gender and Women's Studies 570/Sociology 520: FEMINIST RESEARCH IN THE SOCIAL SCIENCES

(Kenney) T 1:30 - 3:20 911 S. 6th

Interdisciplinary feminist theory and research course with emphasis on the social sciences. Examines theoretical, methodological, and empirical research on sex, gender, and women in the social sciences.

Gender and Women's Studies 590, Section EM/History 572: TOPIC: THE HISTORY OF 20TH CENTURY BLACK WOMEN'S ACTIVISM

(McDuffie) W 2-4:50 429 Armory

This is a readings class in the history of twentieth century African American women's activism and their involvement in social movements. We are concerned with appreciating their critical roles in building, sustaining, and leading all-Black organizations such as the Women's Auxiliary of the National Baptist Convention, National Association of Colored Women, Universal Negro Improvement Association, Black Panther Party, National Black Feminist Organization, and Combahee River Collective as well as interracial organizations like the Communist Party, USA and Student Non-Violent Coordinating Committee. This class will be grounded in social movement and Black feminist theory. We will analyze how Black women activists formulated Black feminist, transnational, diasporic frameworks to understand the global nature of racism, economic inequalities, sexism, and in some cases homophobia. We will examine how gender, race, class, sexuality, femininity, masculinity, age, and culture have structured social movements and positioned black women and men within them. In addition, we will focus on how black women's activists have grappled with black nationalist discourses, which have often narrowly defined the struggle for black liberation in masculinist terms. We will also examine the transformative effects of activism on Black women's subjectivities. Interdisciplinary in approach, we will use the latest scholarship from the fields of History, Women's Studies, Sociology, and Political Science as well as memoir and fiction to explore these issues.

Students will be required to write an interpretative essay as their final project. If successful, this class should be very useful for students interested in researching and teaching in the fields of Black Women's Studies, African American History, and African Diaspora Studies.

History 478, Section G4/U3/Afro-American Studies 474: BLACK FREEDOM MOVEMENT, 1955-PRESENT

(McDuffie) MW 11:30-12:50 430 Armory
 History of the Black Freedom Movement, 1955-Present is an interdisciplinary exploration of the experiences of African American people interpreted through the prism of Black Studies' central concepts, theories, and paradigms. Many of the concepts and paradigms utilized in this course come from social movement theories developed in the disciplines of sociology and political science. Yet, in the sense that the class is structured around the historical process and is organized chronologically, it is a history course. The purpose of this course is three-fold: (1) to explore how and to what extent the Black Freedom Movement changed the role, position, and place of African Americans in the United States' political economy, polity, and civil society; (2) to explore the extent to which racial oppression continued to plague African Americans after the civil rights and Black power movements; and (3) to access whether and if so, in what ways and to what degree African Americans were transformed by Black Freedom Movement. A premium will be placed on critically understanding how gender and sexuality structured Black social movements and in interpreting the Civil Rights-Black Power movement through a transnational, diasporic lens. Students will be expected to write a 10-12 page research paper using primary and secondary sources for their final project.

History 498, Section B: RESEARCH AND WRITING SEMINAR: AMERICAN EMPIRE: THE OTHER VIEW

(Espiritu) W 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 498 Section K: RESEARCH AND WRITING SEMINAR: TOPIC: HISTORIES OF CHILDHOOD, A GLOBAL PERSPECTIVE

(Brian) W 9-10:50 4 Gregory
 "Histories of Childhood, A Global Perspective" explores how cultures and societies attributed different meanings and expectations to childhood. We will examine what it has meant to be a child and how children experienced their youth in a variety of geographical and historical settings. The course asks where we can find children's voices in the historical record by looking at a broad range of sources, including magazines, films, autobiographies, clothing, toys, court cases, photographs, and children's literature. The goal here is to produce an original research paper based on such historical documents and building on themes from the course like the child and the state, children of empire, gender and sexuality, parenthood, education, and health. We will be challenged to think creatively and critically about the uses of history and place of children in our world.

History 498, Section M: RESEARCH AND WRITING SEMINAR: TOPIC: LOCAL CONFLICTS AND GLOBAL MODERNITY: REVOLUTIONS AND COUNTER-INSURGENCY IN WORLD HISTORY

(Warren) T 3-4:50 4 Gregory
 Today, popular images of resistance—the lone student opposing the tank in Tianaanmen Square, the stylized image of Che Guevara in his beret, Gandhi's hunger strikes, and even the words to "The Star-Spangled Banner"—

suffuse popular culture and modern memory. However, they do so in a tense relationship with contemporary government and media portrayals of “unpopular” resistance: Muslim fundamentalism; anti-globalization protests; and terrorism. Navigating these images is increasingly important in the contemporary world. This course will focus on revolutionary episodes since the late-18th century in order to investigate the connections between revolution, modernity, and globalization. We will explore how nation states—as one signifier of modernity—emerged from periods of conflict and social upheaval. We will study how some of the great social formations and political movements of the 19th and 20th centuries—nationalism, empire, colonialism, civil rights, democracy, communism, anti-globalization—were all imbricated in revolutionary movements. We will investigate how states have responded to challenges and how nation-states serve particular interests in order to silence the same sorts of revolutionary impulses from which they were born. In all of these strands, we will move between the local and the global: local resistance to conditions that emerge as a result of global economic systems; localized resistance to “globalization”; the global dimensions of resistance; and global efforts at counter-insurgency. This course will combine historical, theoretical, and literary readings with discussion to develop a multi-dimensional appreciation of the causes, experiences, and impacts of revolutions whose effects shape our world today.

History 502, Section A: PROBLEMS IN COMPARATIVE HISTORY: TOPIC: GENDER AND SLAVERY
(Millward) M 3-4:50 300C Gregory

This course introduces graduate students to the historiography of African chattel slavery in the New World. With a critical eye to studies on women and gender, we will draw from readings on slavery in the Caribbean, Latin America, and the United States. We will focus on both classic and more recent trends in the study of slavery. Topics to be explored include: accommodation and resistance, cultural retention and adaptability, health and healing, the slave market, slavery and the law, sexual exploitation and violence, as well as the formation of family and kinship networks. Students with a research interest in African American history, the American South and Gender and Women’s studies are encouraged to enroll.

History 502, Section E: PROBLEMS IN COMPARATIVE HISTORY: TOPIC: TRANSNATIONAL HISTORY

(Iriye) MF 3-4:50 111 Gregory
No course description available.

***History 503, Section A/Gender and Women’s Studies 501: PROBLEMS IN COMPARATIVE WOMEN’S HISTORY: TOPIC: GENDER AND COLONIALISM**

(Burton) R 3-4:50 300C 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 of the course, 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 specific subjects under consideration are the civilizing mission; the subaltern subject; domesticities; sexuality and intimate colonialisms; racialized pathologies; gender, citizenship and nation. We will be operating from the assumption that colonial regimes are never self-evidently hegemonic, but are always in process, subject to disruption and contest, and therefore never fully or finally accomplished. As we shall see, the gendered and sexualized social orders produced by such regimes are equally precarious, and hence offer us unique opportunities to see the incompleteness of colonial modernities. In this sense the course is not simply about gender and sexuality as self-evident categories, but about their capacity to interrupt, thwart, and sometimes reconfirm modernizing colonial regimes -- in part because they are not simply dimensions of the socio-political domain, but represent its productive and uneven effects.

History 504, Section A: SEMINAR IN HISTORY OF SCIENCE: TOPIC: SCIENCE, MEDICINE AND GENDER IN EUROPE AND AMERICA

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

In the old and new worlds alike, scientific and medical intellectuals in the late nineteenth and early twentieth centuries were massively preoccupied with the nature of masculinity and femininity. Their richly varied attempts to

describe, classify, and theorize gender took place in one area of disciplinary inquiry after another, including sociology, clinical psychiatry, evolutionary biology, crowd psychology, criminology anthropology, sexology, forensic medicine, reproductive physiology, and psychoanalysis. This course investigates a series of the "new sciences" of gender from the fin-de-siecle and aube-de-siecle generations. Authors include Darwin, Ellis, Freud, Krafft-Ebing, Lombroso, Nordau, LeBon, Steinach, and Weininger, as well as a selection of the best historical scholarship on science, medicine, and gender.

History 575A/Afro-American Studies 501: PROBLEMS AFRICAN AMERICAN HISTORY: AFRICAN AMERICAN COMMUNITIES and the BLACK FREEDOM MOVEMENT

(Cha-Jua) T 1-2:50 219 Gregory
African American Communities and the Black Freedom Movement explores the relationship between place and the Black Freedom movement. It examines the formation and development of African American rural and urban communities in the U.S. during the long 20th Century with particular emphasis on the Civil Rights and Black Power phases of the Black Freedom movement. This course explores the theories and paradigms, past and present, by which scholars have interpreted community in the African American experience. It also explores the Black Freedom movement in via the lens of new social movement theory. It focuses on the methods and skills necessary for researching and writing community studies, and the history of the African American Freedom movement. This course examines the institutional infrastructure and internal (class, gender, color, and generational) social relationships, and cultural expressions of urban and rural Black communities, but it also situates these communities within the city's and region's evolving capitalist political economy. Consequently, it explores the particular articulations of racism, sexism, and capitalism that establish the context and contours of African American resistance, self-transformation, and self-development in specific urban and rural areas.

Human and Community Development 592/Gender and Women's Studies 490: GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT (GRID) RESEARCH METHODS

(Summerfield) R 1:3:20 Arr. 911 S. 6th
Explores use of quantitative and qualitative methods to examine gender issues in developing countries. Topics include: the availability of data from the United Nations and other sources, methods of collecting one's own data and working with local specialists and participants, ethics, and focus groups. Students choose research methods for a project and critically evaluate alternatives.

*** Human and Community Development 595G/Gender and Women's Studies 480: SEMINAR: GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT**

(Summerfield) W 1-3:30 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) TR 9:30-10:50 242 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 421/History 471: HISTORY OF AMERICAN FAMILIES

(E. Pleck) MWF 1-1:50 315 Gregory
Overview of family life in the United States from colonial times to the present. History of childhood and adolescence, dating and courtship, sex and reproduction, husband-wife relations, female-headed households, and aging. Major transformations in family structure and authority patterns, and consequences of those transformations.

*** Human Development and Family Studies 426: FAMILY CONFLICT MANAGEMENT**

(Kramer) TR 11-12:20 242 Bevier
Examines processes of conflict management in family and community disputes; emphasizes negotiation and mediation as modes of dispute settlement.

***Human Resource Education 536: INTERNATIONAL HUMAN RESOURCE DEVELOPMENT**

(Kuchinke) F 9-11:50 22 Education

Course is designed to provide insights into international HRD at macro and micro levels. Course will cover: cross-cultural issues in international HRD; design and delivery of international HRD programs; HRD practices and programs in different regions of the world; national HRD programs; expatriate training and training in multinational corporations.

Latino and Latina Studies 496, Section G: SEMINAR: TOPIC: U.S. LATINA/LATINO**AUTOBIOGRAPHY** (Meets with Spanish 590)

(Romero) M 1-3:20 154 Henry Admin

The course seeks to analyze the ways in which US Latinas and Latinos index their presence in American Culture. From the pioneers (Desi Arnaz, Anthony Quinn, Bernardo Vega, Federico José María Ronstadt), to the most recent autobiographies of Richard Rodríguez, Gustavo Pérez Firmat, and Alma Guillermoprieto. The course seeks to identify the different theories of ethnicity at play in the cultural production, and the way in which the production affects the canon in American Studies.

Latino and Latina Studies 496/Social Work 418: SEMINAR: TOPIC: HISPANICS IN THE U.S.:**BUILDING A SOCIAL POLICY AGENDA**

(Piedra) M 9-11:50 Rm 102, 1203 W. Oregon

Hispanics, the fastest growing population group in the United States, comprise a population diverse in race, ethnicity, and class, as well as economic and social indicators. The number of Hispanics and their heterogeneity, as well as the proximity of their migration, raises complex issues, and interesting social and political questions, in crafting public policy and creating and delivering social services. For these reasons, the way society incorporates this growing population will greatly define the US in the twenty-first century. This course offers an extensive portrait of Hispanics in the United States. Students will explore questions of demographic characteristics, categorization, identity; language and religious practices; education; criminal justice; neighborhood and economic restructuring; immigration; social service systems; and social and community action in the context of creating an effective public policy agenda. Gender is examined as a demographic variable that plays a role in immigration and workforce issues in the United States. Health care and social service issues are also examined from a gender perspective.

***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.

***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) MT 10:30-11:45 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.

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

(Stewart) TR 2-3:15 223 DKH
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 561: DEVELOPMENT THEORIES

(Pieterse) W 4:30-7:20 PM 336 Lincoln
Discussion of major trends in development thinking and policy, and development theories from the classics in political economy through modernization theory, dependency, alternative development, neoliberalism, human development and post-development. Addresses ongoing challenges and debates such as globalization and democratization, and trends in social science, such as discourse analysis. Enables participants to assess development theories in a historical context and from the viewpoint of sociology of development knowledge.

Sociology 496, Section WP: ADVANCED SPECIAL TOPICS: INTERSECTIONS OF GENDER, RACE, AND CLASS: CRITICAL ETHNOGRAPHY OF STUDENT LIFE ON CAMPUS

(Poster) R 4:30 – 6:20 PM 336 Lincoln
This is an upper division course that is being given in conjunction with Ethnography of the University, one of the Chancellor's Cross-Campus Initiatives. The purpose is to get students to conduct ethnographies of their own spaces and activities on campus, exploring intersections of gender, race and class. We will ask how women, people of color, gays/lesbians, and other groups experience inequality and empowerment in diverse areas of student life, such as courses, student organizations, extra-curricular activities, student services, campus-town life, student jobs, etc. We will study them through a wide variety of ethnographic strategies, including extensive fieldnotes, writing, and analysis, observation of spaces, examination of documents and artifacts, and participant observation. Afterwards, students will have the option to archive their fieldnotes into the EOTU website.

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

(Harwood) T 1-3:50 223 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.

*** Urban and Regional Planning 494, Section K: ETHICS AND MULTICULTURALISM**

(Donaghy) MW 1:30-2:50 19 Buell
A seminar organized around the theme of making ethical judgments about issues that arise in professional settings where cultural viewpoints may conflict. We'll work through a few basic readings in applied ethics, a new book on ethical issues in international development, and some case studies from professional journals. Students will be asked to participate in discussions and debates during bi-weekly meetings of the seminar, to write a short take-home mid-term exam, and to present and submit a short paper, due at the end of the term.

***Urban and Regional Planning 521: ADVANCED INTERNATIONAL DEVELOPMENT SEMINAR. TOPIC: CITIES, CITIZENSHIP AND THE STATE FOR URBAN LIVELIHOOD OF THE POOR**

(Miraftab) R 2-4:50 10 Buell
Course is an advanced graduate seminar concerning urban and regional development processes in a global context. Closely examines critical issues and select topics in international development planning based upon individual research readings.

The Women and Gender in Global Perspectives Course List is also listed on our website at <http://www.ips.uiuc.edu/wggp/course.html>