

COURSE LIST

FALL 2007

**WOMEN AND GENDER IN GLOBAL PERSPECTIVES
PROGRAM**



**stressing multidisciplinary, policy-oriented explorations
of gender and development issues**

**Women and Gender in Global Perspectives
University of Illinois at Urbana-Champaign
320 International Studies Building
910 South Fifth Street, Champaign, IL 61820
(217) 333-1994**

<http://www.ips.uiuc.edu/wggp>

WOMEN AND GENDER IN GLOBAL PERSPECTIVES PROGRAM

RELEVANT COURSES AT UIUC

FALL 2007

This Course List, compiled by the Women and Gender in Global Perspectives Program (WGGP), includes core courses that are approved for the graduate minor, **Gender Relations in International Development (GRID)**, administered by WGGP. The interdisciplinary GRID 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, 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 more additional units of course work from a broad list of: ***GRID Core Courses** (Only courses offered in Fall 2007 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/>.

GRADUATE-LEVEL CORE COURSES approved for the GRID requirement:

Afro-American Studies 598, Meets with African Studies 550/Latin American and Caribbean Studies 550: SEMINAR ON SPECIAL TOPICS: GLOBAL AFRICA

(Bowen) T 3-5:50

The scope of this course is not limited to continental Africa. It includes blacks on the continent and in the Diaspora [U.S., Canada, South American and the Caribbean].

Agricultural and Consumer Economics 451: AGRICULTURE IN INTERNATIONAL DEVELOPMENT

(Unnevehr) MW 1-2:30 313 Mumford

Economics of agricultural development and the relationships between agriculture and other sectors of the economy in developing nations; agricultural productivity and levels of living in the less developed areas of the world; and studies of agricultural development in different world regions including Africa, Asia, and Latin America.

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

(Nelson) MTW 3-3:50 313 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. 3 undergraduate hours. 2 to 4 graduate hours. Prerequisite: **ECON 302** or consent of instructor.

Anthropology 425/Educational Policy Studies 425/Educational Psychology 466:

ANTHROPOLOGY OF EDUCATION

(Lo) W 9-11:50

This course examines how teaching and learning are conducted in diverse societies around the world. Readings include ethnographies of formal and informal learning contexts from outside and within the US, in urban and non-urban settings. We will examine both the field known as the "anthropology of education", as well as the ways in which researchers outside of this paradigm have investigated the intersections of culture and learning. Readings include Au, Bourdieu, Erickson, Heath, Holland, Levinson, Mead, McDermott, Miller, Ochs, Phillips, Rogoff, Rohlen, Schieffelin, Spindler, Tobin, Varenne, Weis, and Willis.

Architecture 424/Gender and Women's Studies 424: GENDER AND RACE IN

CONTEMPORARY ARCHITECTURE

(Anthony) TR 11:30-12:50 210 A Architecture

Out of all licensed architects in the American Institute of Architects (AIA), why are only 11% women, 3% Latino/a, 2% Asian, and less than 1% African American? In 2006, what accounts for such staggeringly low figures? Why has architecture lagged so far behind its counterparts of law and medicine, where sizeable advances already have been made? When so-called "minorities" are rapidly becoming majorities in so many American cities, *what are the consequences when the diversity of the population is not reflected in the diversity of the architectural profession? And how can this be changed? How can the new generation of architects better respond to diversity and begin to change the culture of the profession? How can you, personally, make a difference?* The purpose of this course is to introduce students to an aspect of architecture that has all too often been overlooked: the role of women and people of color (i.e., African Americans, Latino/Latina Americans, Asian Americans, Native Americans, and others). As in many other fields, the work of white males has historically dominated architecture. Furthermore, due to the persistence of the "star system," valuable contributions of women architects and architects of color, for the most part, have not been recognized. To a certain extent, this pattern can also be seen in the related environmental design professions of landscape architecture and urban design. This course calls attention to the work of both women architects and architects of color as consumers, critics, and creators of the environment--as clients and users, writers and researchers, design practitioners, educators, and students. Prerequisite: Junior standing or consent of instructor.

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

(Sionean) TR 2-3:15 209 Huff Hall

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.

Curriculum and Instruction 507: Section FCP: PROBLEMS AND TRENDS IN SPECIAL FIELDS: FEMINIST AND CRITICAL PEDAGOGY

(Osborne) M 5-7:50 pm 4F Education

Course description not available at this time.

Economics 450: DEVELOPMENT ECONOMICS

(Akresh) MW 9:30-10:50 119 David Kinley Hall

Analyzes the economic problems associated with newly developing nations; emphasizes their economic structures, their factor scarcities, and their programs for development. Not open for

graduate credit to graduate candidates in economics. 3 undergraduate hours. 2 or 4 graduate hours. Graduate credit is not given for both **ECON 450** and **ECON 550** or **ECON 551**. Prerequisite: **ECON 102** and **ECON 103** or equivalent. **ECON 302** strongly recommended.

Economics 551: TOPIC IN DEVELOPMENT ECONOMICS

(Esfahani)	TR	11-12:50	219 David Kinley Hall
(Akresh)	MW	8-9:20	219 David Kinley Hall

Analyzes the newly developing economies, with emphasis on institutional factors affecting development and economic policy relating to development. Prerequisite: **ECON 550**.

Educational Policy Studies 421/Sociology 421/Afro-American Studies 421/HDFS 424:

RACIAL AND ETHNIC FAMILIES

(Barnett)	T	1-2:50	323 Education
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This is a combined advanced undergraduate (juniors/seniors) and graduate level sociological examination of diversity in American families, with primary emphasis on race/ethnicity and attention to gender and class. Intensive weekly readings, cooperative group learning activities, and other course requirements explore: What are the historical backgrounds, patterns of migration, economic mobility, political participation, educational achievement, and other family patterns of various racial/ethnic groups (such as English, Irish, Italian, Polish, Greek, Latino/a, African, Asian, Native, Amish, Mormon, Catholic, Protestant, Jewish, Arab, Hindu, Muslim Americans)? What does it mean to go grow up in diverse families and to parent, teach, work, or live in society and the world with individuals/groups from diverse family backgrounds? How do systems of gender and socioeconomic class intersect race/ethnicity to create diversity and similarities among families in American society and the world?

Educational Psychology 402: SOCIOLOCULTURAL INFLUENCES ON LEARNING

(McClure)	W	4-5:50	22 Education
	R	4-5:50	22 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 effects of such factors on classroom interaction. 3 undergraduate hours. 2 or 4 graduate hours. Taking 4 hours of credit requires consent of the instructor and the completion of a substantive scholarly project. Prerequisite: **EPSY 201** or **EPSY 236**; or equivalent.

Educational Psychology 562: LITERACY ACROSS CULTURES

(Packard; Anderson)	W	10-12:50	
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Combines anthropological and psychological approaches to literacy in theory and practice, using case studies of cultural meanings and uses of literacy in worldwide array of traditional, historical, and modern settings; topics include origins and definitions of writing systems, psychology of scripts and math notations, issues of cultural cognitive consequences, out-of-school acquisition and uses, autonomous vs. ideological meanings of texts, hegemony and writing, roles of readers, and interpretive communities. Prerequisite: **EPSY 400** or **EPSY 402**, or equivalent.

Human Development and Family Studies 340/Gender and Women's Studies 340/Sociology 322: GENDER, RELATIONSHIPS AND SOCIETY

(Oswald)	MW	11:30-12:50	Rm 7 1 Christopher Hall
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Explores the production of gender through social interaction within families and other specific interpersonal and institutional relationships that change over time. Gender is also linked to race, class, ability, and sexuality. Prerequisite: **HDFS 105** or **SOC 100**.

Labor and Industrial Relations 566: INTERNATIONAL HUMAN RESOURCE
MANAGEMENT

(Lawler) R 11-1:50 35 Labor & Industrial Relations
Deals with human resource management practices in global companies. Primary emphasis is 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. GRID content: 20%.

Religious Studies 403/Gender and Women's Studies 403/Anthropology 403/History 434:
WOMEN IN MUSLIM SOCIETIES

(Hoffman) TR 2-3:20 282 Bevier
Examination of gender ideologies and social realities affecting the lives of women in various Muslim countries. 3 undergraduate hours. 4 graduate hours. Prerequisite: A course in Islam or the Middle East, or consent of instructor.

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

(Mastronardi) TR 9:30-10:50 106 David Kinley Hall
Study of actual and perceived differences and similarities in the use of language by women and by men; emphasizes the social contexts of speech.