

WOMEN AND GENDER IN GLOBAL PERSPECTIVES

COURSE LIST

SPRING 2004

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 2004. Also listed are the GRID Core Courses and GRID Approved Courses for the graduate concentration, **Gender Relations in International Development (GRID)**, administered by the Women and Gender in Global Perspectives Program. This interdisciplinary concentration 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 Concentration, both Master's and Doctoral students must, in addition to fulfilling the degree requirements of their major department, take the:

1. ****GRID Core Seminar** (HCD 495G/GWS 380 offered every Spring).
2. One or more additional units of course work from a broad list of: ***GRID Core Courses** (Only courses offered in Spring 2004 are listed below. For a complete list contact the WGGP Program.)
3. Proficiency in a second language or two or more units of quantitative methods at the graduate level.
4. (Optional) One or more units of independent study, research, or practicum experience, approved by the GRID Committee departmental representative.
5. At the Doctoral level, students must also take the GRID Seminar on Advanced Gender Relations in International Development Research Methods (HCD 492A/GWS 396GS offered every other Spring) and give attention to gender issues and development in the doctoral dissertation.

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

*** denotes Core Courses currently approved for GRID requirement;**

+ denotes courses currently "in approval process" for GRID Core Course.

Core Seminar for GRID Concentration:

****Human and Community Development 495G/Gender and Women's Studies 380:**

GENDER RELATIONS IN INTERNATIONAL DEVELOPMENT

(Summerfield)

W

1 - 4

Arr: 911 S. 6th

This course is multidisciplinary and policy-oriented in scope. We will focus on analysis of the gendered dimensions of globalization and socio-economic transformation policies, stressing the last few decades. The impacts on people's lives and the agency roles of women and men as they adopt strategies to improve conditions for themselves and their families are examined. The course will address conceptual tools for evaluating development policies based on different paradigms. Because the seminar is policy-oriented, key topics will change each year, influenced by current events, the themes of the WGGP program, and the interests of the students. This year's themes stress human security and the arts and social change; additional topics may be identified by the enrolled students. This course satisfies the core requirement for the graduate level GRID concentrations offered by the Women and Gender in Global Perspectives (WGGP) program in cooperation with departments and units across campus.

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 314/Educational Policy Studies 314/Human Development and Family Studies 314/Sociology 314: RACE AND ETHNIC ISSUES IN FAMILY SOCIOLOGY AND EDUCATION

(Barnett) TU 1-2:50 323 Education
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 351: ECONOMICS OF INTERNATIONAL DEVELOPMENT**

(Arends-Kuenning) MW 3-4:15 313 Mumford
The 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. Upon completing this course students should be able to: 1) Explain the role of agriculture in the development process; 2) Analyze the effects of developing country economic policies on their agricultural sectors; 3) Make intelligent conjectures about how new agricultural technologies are likely to affect developing country agriculture; 4) Make connections between decisions made at the household level in developing countries and their implications for economic development; 5) Use economic reasoning and tools like graphs to analyze the agricultural sector in developing countries.

Agricultural and Consumer Economics 374/Economics 313: ECONOMICS OF CONSUMPTION

(Unnevehr) TUTH 9-10:20 62 KAM
Introduces the concepts, theories, and methods for analysis of micro and macro aspects of consumption; includes standards and content of consumption and description of consumption patterns and trends in the U.S.A. and developing countries. The course contains about 25% gender and developing country content.

Anthropology 366: CLASS, CULTURE AND SOCIETY

(Torres) TUTH 10-11:20 113 Davenport
This course examines anthropological studies of work, class, and gender in a variety of sociohistorical and modern contexts. It addresses debates about the salience of class, particularly when we consider the global and (U.S. national) transformation of labor; the racialization, ethnicization and feminization of the manufacturing industry; and the importance of consumption. We examine how labor patterns were examined and interpreted by various theorists in the late nineteenth and early twentieth centuries. As such we will examine classical theories of class and how they inform contemporary theories about the gendered, racial and cultural dimensions of class via our critical analysis of ethnographic work.

Anthropology 371: ETHNOGRAPHY THROUGH LANGUAGE

(Keller) MW 1230-150 209A 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, multi-lingualism, 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. Readings will be drawn selectively from the following texts: Duranti, Alessandro, *From Grammar to Politics: Linguistic Anthropology in a Western Samoan Village*. 1994; Basso, Keith, *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. 1996; Errington, J. Joseph, *Shifting Languages: Interaction and Identity in Javanese Indonesia*. 1998; Kulick, Don, *Language Shift and Cultural Reproduction: Socialization, Self and Syncretism in a Papua New Guinea Village*. 1992; Besnier, Niko, *Literacy, Emotion and Authority on a Polynesian Outlier*. 1995; Steward, Kathleen, *A Place on the Side of the Road*, 1996; Kelleher, William, *The Troubles in Ballybogoin.*. 2003; Ryang, Sonia, *North Koreans in Japan: Language, Ideology and Identity*. 1997; Nancy Abelmann, *The Melodrama of Mobility: Women, Talk and Class in Contemporary South Korea*. 2003.

Anthropology 398E: SEMINAR: ANTHROPOLOGY OF CENTRAL AMERICA AND THE CARIBBEAN
(Moodie) MW 11-12:20 113 Davenport

In this course we will explore anthropological work in the Caribbean and Central America, while meeting recent challenges to “rethink area studies” by deconstructing the imagined worlds of different ethnographic traditions. We will examine how these two interrelated and richly diverse regions have been conceptualized differently as containable “areas” over time, and how those concepts influenced and were influenced by European colonialism, Cold War spheres of influence, global production processes, academic practices and other factors. We will focus in particular on areas of classificatory ambiguity. Organizing themes include global/local interactions; identity, ethnicity/race/class/gender; and struggles for social justice and human rights. Readings will include: Diane M. Nelson, *A Finger in the Wound; Body Politics in Quincentennial Guatemala* (1999); Florence Babb, *After Revolution: Mapping Gender and Cultural Politics in Neoliberal Nicaragua* (2001); Carla Freeman, *High Tech and High Heels in the Global Economy: Women, Work and Pink-Collar Identities in the Caribbean* (2000).

Anthropology 398M: SEMINAR: FILIPINO AMERICANS: BETWEEN EMPIRE AND DIASPORA
(Manalansan) W 3-5:50 209A Davenport

This course examines the historical and contemporary configurations of Filipinos in the US in order to critically understand their colonial histories, their immigration and settlement patterns, their practices of identity constructions, as well as their cultural interactions with each other and with other groups. Considering that Filipino Americans are a unique, diverse, and complex groups, this course will also explore the larger questions of American imperialism, US-Philippine colonial relations, capitalism, immigration, racialization, ethnic group formation in the US, global diaspora, and political/cultural notions of ethnicity in general. Such an investigation will draw on theoretical, historical, social science, and literary sources. It will also encompass discussions of “community,” “politics,” and “identity” from the perspectives of community members, the students attending the class, and the sites within and beyond those occupied by Filipino Americans. Texts: Choy, Catherine, *Empire of Care: Nursing & Migration in Filipino American History* 2003; Espiritu, Yen, *Home Bound: Filipino American Lives Across Cultures, Communities, & Countries* 2003; Galang, M. Evelina, *Her Wild American Self* 1996; Manalansan, Martin, *Global Divas: Filipino Gay Men in the Diaspora*, 2003; Roley, Brian, *American Son* 2001.

Anthropology 450K: SEMINAR: GLOBAL MODERNITIES
(Kelsky) TU 12-2:50 113 Davenport

Examines the notion of “alternative” modernities: is modernity always imitative of the West, or under globalizing forces does it emerge independently in local cultures? Does it obliterate local tradition or can it function as a site of creativity and resistance? This course investigates these questions through a focus on topics such as family, reproduction, work, gender, sexualities, illness and the body, popular media, tourism, and violence.

Anthropology 450L: SEMINAR: GENDER IN LATIN AMERICA
(Lugo) W 2-4:50 132 Davenport

In this advanced seminar we will critically analyze a selected body of literature that examines the cultural politics of gender inequalities in Latin America. Our major purpose is to decipher the sociopolitical process through which gender, sexuality, class, and ethnic/cultural dynamics are interconnected and constructed in the Latin American context. We will explore the complicated relationships between historically specific ideologies and socio-economic systems of production and domination, and the respective privileged or unprivileged positions of women and men (as colonial subjects and/or citizens) under the colonialist, socialist, and capitalist states of Latin America. We will examine these issues through theoretical concepts provided by Latin Americanists active in such fields as cultural anthropology, history, critical sociology, and other relevant disciplines, with reference to specific ethnographic and historical studies.

Communications 490, Section T, Meets with Library and Information Science 450 GC: SPECIAL TOPICS; POLITICAL ECONOMY OF GLOBAL INFORMATION AND COMMUNICATION

(Schiller) TU 1-3 109 LIS Bldg

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.

Communications 490, Section ? TRANSNATIONAL MULTICULTURAL STUDIES

(Valdivia) (Contact Dept. for section #, day, time and location.)

Within the study of communications and popular culture, only recently have we begun to consider the integrated study of issues of gender, race, ethnicity, sexuality, and class from a global perspective. Given that such an enterprise requires the study of many related and overlapping but previously separate disciplines, this course strives to provide illumination on areas of intersection while including contemporary approaches aiming toward a communications studies framework of analysis. Communications studies are a highly diverse interdiscipline so that in case you might be unfamiliar with it, you should have no difficulty finding a place within its broad terrain. Furthermore, given that one of the themes is "global/local" our attention will include issues of border studies and national [US] immigration and constructions of difference as they are related to the transnational. Since the bulk of the literature comes from an interdisciplinary set of sources ranging from international communication studies, postcolonial studies, Latin American Studies, English literature, anthropology, US Latina/o studies, feminist and multicultural studies, we will, in fact, be building and creating a framework of analysis and highlighting the connections, theoretically and methodologically, which allow for the study of transnational and multicultural issues within communications. Toward this end, we will examine several case studies in the third part of the semester.

Community Health 304/Human Development and Family Studies 304/Rehabilitation 304:

GERONTOLOGY

(Armstrong) W 2-4:30 154 Henry

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 309/Gender and Women's Studies 335: WOMEN'S HEALTH

(Searing, L.) MW 3-415 120 Architect

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 347: ISSUES AND PRACTICES IN ADDRESSING DIVERSITY IN ELEMENTARY EDUCATION

() 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.

***Economics 352/Agricultural and Consumer Economics 352:** ECONOMIC DEVELOPMENT IN LATIN AMERICA
() TUTH 1-2:20 103 Mumford

This course begins with a description of the historical and institutional background within which Latin American economies function followed by a survey of theories which shed some light on modern day development problems. The balance of the course then deals with the major contemporary issues facing Latin American economies, such as import-substitution industrialization; obstacles to agricultural modernization; the role of multinational and state enterprises in the development process; the inflation problem; the origins and impact of the foreign debt; the causes of excessive income concentration; etc.

***Economics 353/Agricultural and Consumer Economics 353:** ECONOMIC DEVELOPMENT IN SOUTH AND SOUTHEAST ASIA

(Nelson) MWF 10 319 Gregory

The goal of this course is to explore the economic development process for selected countries in South and Southeast Asia. It will probably have about 15% gender-related material.

*** Economics 450:** THE ECONOMICS OF DEVELOPMENT AND GROWTH

(Baer) TUTH 10-11:50 219 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 315/Sociology 315: SOCIOLOGY OF EDUCATION

(Barnett) TU 10-11:50 323 Education

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

Educational Policy Studies 490Z: SEMINAR FOR ADVANCED STUDENTS OF EDUCATION: GLOBALIZATION AND EDUCATIONAL POLICY

(Rizvi) TU 3-5:50 325 Gregory

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 Psychology 314:** SOCIOCULTURAL INFLUENCES ON LEARNING

(McClure) TH 4-5:50 138 Wohlers

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 300 Q2: WRITING ABOUT LITERATURE; TOPIC: WOMEN’S STORIES OF IMMIGRATION IN CONTEMPORARY AMERICAN LITERATURE

(Mohr) MWF 1

This course will focus on contemporary works by American women writers whose stories have roots around the world, including Mexico, China, Puerto Rico, the Dominican Republic, and Haiti. Our discussions will focus on issues related to racial, national, and gender identities as we compare the different perspectives on “America” that each author presents. We will also explore the role of literature as a bridge between past and present in stories that span generations. Because this course covers a period still in the process of definition, our task includes contributing to a critical framework for comparing

these diverse contributions to American literature. TEXTS: (may include) Julia Alvarez, *How the Garcia Girls Lost Their Accents*; Gloria Anzaldua, *Borderlands/La Frontera*; Sandra Cisneros, *Woman Hollering Creek*, Edwidge Danticat, *Krik? Krak!*; Maxine Hong Kingston, *Woman Warrior*; Bharati Mukherjee, *Jasmine*; Esmeralda Santiago, *When I Was Puerto Rican*; Amy Tan, *The Joy Luck Club*. Additional short fiction will also be assigned. Please note that this course fulfills an upper-level writing requirement for English majors. All majors are welcome, but should expect to be writing and revising critical essays along with reading good fiction!

English 300 Q2: WRITING ABOUT LITERATURE; TOPIC: AFTER MULTICULTURALISM: CULTURAL IDENTITIES AND CONTEMPORARY LITERARY STUDIES

(Parker) TUTH 12:30-1:45 127 English

Working from the general assumption that so-called multiculturalism is more or less a good thing, this course considers arguments about the benefits, side-effects, and unwitting dangers of multiculturalism, including allegations that multiculturalism often flattens difference, fosters imperialism under another name (let's all work together-my way), substitutes superficial variety or simplistic cultural celebration for critical thinking, or betrays crucial principles such as the rights of women, the legitimacy of non-dominant sexual preferences, or the rights of individuals. We will study these debates and their consequences for reading, interpreting, and writing about literature.

English 362 G: TOPICS IN MODERN FICTION; TOPIC: CARIBBEAN WOMEN WRITERS

(Castro) MW 3-4:15 119 English

This course focuses on novels and short stories by twentieth-century and contemporary Caribbean women writers. Hailing from a region whose inhabitants can trace ancestry to Africa, Asia, Europe, and, naturally, the Americas, these writers invite us to reflect on "New World" histories and the societies they have produced. Reading some works in translation, but focusing mainly on texts in English, we will ponder what commonalities exist among Caribbean nations that have been subject to different European colonial powers. What visions of cultural and racial "mixture" emerge from these works? How are histories of slavery and colonialism intertwined with sexual politics and gender expectations? Recurring themes for discussion will include "discovery," migration, exile, diaspora, the legacy of slavery, growing up under colonialism, and the recovery of lost or repressed histories. Throughout, we will consider how these writers figure the stakes of writing itself. Requirements include thorough preparation for and active participation in class discussion, two papers, several in-class writing assignments, and a final exam. TEXTS: Readings are likely to include Jean Rhys, *Wide Sargasso Sea*; Maryse Condé *Hérémakhonon*; Jamaica Kincaid, *Annie John*; Michelle Cliff, *Abeng*; Zee Edgell, *Beka Lamb*; Julia Alvarez, *In the Name of Salomé*, and selected works by Ana Lydia Vega, Rosario Ferré, and Edwidge Danticat.

Gender and Women's Studies 402/Sociology 425: FEMINIST SCHOLARSHIP IN THE SOCIAL SCIENCES: THEORY AND RESEARCH

(Kenney) W 1:30 – 3:30 Arr. 911 S. 6th

This course will combine a review of various quantitative and qualitative research methods in the social sciences with readings in feminist critiques of these methods, considering how such critiques have changed over the past 30 years. We will also read examples of research produced using these methods (quantitative-only and qualitative-only, as well as research that combines methods) and discuss this research, informed by the feminist critiques we have read. Over the course of the semester, students will produce a proposal for research they intend to pursue in the future. In this proposal, they will draw on the various perspectives we have discussed in class to develop and justify the methodology to be employed in their own research.

History 323 : THE MIDDLE EAST IN THE TWENTIETH CENTURY

(Cuno) MWF 9 315 Gregory

How did the U.S. get involved in Iraq, and what is the likely outcome? Why can't the Palestinians and Israelis settle their conflict? What difference has oil made in politics? What is behind Islamic fundamentalism? This course will help you answer these questions and more. We will examine the post-WWI history of Egypt, Arabia, the Fertile Crescent (including Israel), Iran, and Turkey, a group of countries representing a diversity of societies, political systems, and histories, and which have experienced colonization and decolonization, the rise of nationalist movements and other secular "isms," plus religious-reformist and militant religio-political movements. We will explore these issues against the background of the region's modern social and economic transformation. Grades will be based on written work, including a term paper. You have to read to understand this stuff, so expect a fair amount of reading. About 20% women and gender content.

History 481: PROBLEMS IN RUSSIAN HISTORY: LATE IMPERIAL RUSSIA

(Steinberg) TU 3-5 331 Gregory

Major themes in the history and historiography of Russia from the early 19th century through the revolution of 1917. The course focuses on the exercise and justifications of authority, intellectual and cultural trends, and social life. Central to the course are questions of historical methodology and theory as well as of the interpretation of the Russian past. The emphasis is on examining new work in the field. Themes to be explored include the imperial autocracy, empire and nation, self and collectivity, political ideology, reform and revolution, rural society, industrialization and urban life, cultural innovation, popular cultures, gender, religion, and social conflict and cohesion. Questions of gender are especially central to the following thematic weeks: Rethinking the Russian intelligentsia; Peasants after emancipation: tradition and change, community and self; Popular culture, entertainment, and urban modernities; literature, history, culture; Women, Gender, Bodies: New Directions in Cultural and Social History; Sex and the crisis of liberal modernity. GRID Content: 25%

History 487C, Meets with History 492E: PROBLEMS IN AMERICAN HISTORY SINCE 1815; TOPIC: DISEASE, BODIES, AND SOCIETY

(Reagan) F 1-250 321 Gregory

Disease has been an essential component of the processes of categorization, division, and unification of various populations by nations, by the state, and by "the sick" and "the healthy" themselves. By using the history of disease as an organizing principle for the course, students will not only gain knowledge of the history of medicine, public health, and patients, but will also analyze power, politics, and society. For instance, we will analyze how health and disease have historically been part of immigration policies and the definitions of "foreign," "citizen," "native," "criminal," or "degenerate." Discussion will include thinking about disease as socially constructed, culturally understood, and historically changing, as a "metaphor" for society. We will discuss how the understanding of disease causation has changed and the implications for public policy. Does biology create diseases or does society or do individuals? Who is responsible for spreading disease and for caring for the sick? How is disease defined and when and why are some diseases noticed and others ignored? How have gender, race, class, religion, and sexuality shaped and defined disease and a society's responses to the sick? We will discuss how the state has responded to different diseases over time and when the interests of public health and individual civil liberties have come into conflict. This course will also provide an opportunity to think about the body and how it is seen and understood over time. How have the body's abilities and disabilities defined, divided, and been sources of power and oppression? Selections from the new literature in disability studies will be part of our conversation. Along with in-depth reading in history, readings from other disciplines such as anthropology and communications will be included. Readings are comparative, although the emphasis will be on the U.S. through the twentieth century. Articles and books from Europe and the Non-West will be included.

History 489/African Studies 489, Meets with African Studies 422: AFRICAN HISTORY AT THE DISCIPLINARY CROSSROADS

(Allman) TU 3-450 300C Gregory

This thematically organized course focuses on the most recent and exciting scholarship in the interdisciplinary study of Africa's past. Gender is absolutely central to our readings and will be a primary focus of our discussions. Course requirements include participation in seminar discussion, two long essays, a book review and short weekly reaction papers.

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

(Summerfield) W 1-4 Arr: 911 S. 6th

See course description on page 1, GRID Core Seminar for both master's and doctoral level.

Human Development and Family Studies 310: FAMILY DIVERSITY IN THE U.S.

(Umana-Taylor) TUTH 9-10:30 242 Bevier

This course introduces students to various forms that families can take in U.S. society. Diversity is discussed with regard to race, ethnicity, religion, sexual orientation, ability, residence, immigration, and social class. The experiences (historical and contemporary) of the major ethnic and religious groups that comprise the U.S. are introduced, as well as and how factors such as immigration, geographical residence, and social class influence family experiences in the U.S.

+ Human Development and Family Studies 370: 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.

Human Development and Family Studies 419: SEMINAR IN FAMILY RESEARCH AND THEORY

(Oswald) W 2:30-5:30 122 Bevier
This graduate seminar covers multiple contemporary family theories, their historical development, and their use in family research. Frameworks include symbolic interactionism, exchange theories, feminist theories, queer theory, family systems theory, ethnomethodology/family discourse, and family resiliency.

Human Resource Education 452: DIVERSITY IN EDUCATION AND TRAINING

(Aragon) TH 9-11:50 22 Education
The purpose of this course is to examine the various ways in which individuals are diverse from perspectives that go simply beyond race and ethnicity. This course will focus on how organizations can move towards becoming multicultural organizations in order to better serve their clients.

+ Human Resource Education 457: INTERNATIONAL HUMAN RESOURCE DEVELOPMENT IN DEVELOPING COUNTRIES

(Ardichvilli) M 9-11:50 22 Education
This course is designed to provide insights into international HRD at macro and micro levels. The 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.

+ Labor and Industrial Relations 466: INTERNATIONAL HUMAN RESOURCE MANAGEMENT

(Lawler) TH 2-4:50 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.

+Latina/Latino Studies 335/Human Development and Family Studies 335: LATINA/LATINO FAMILIES AND CHILDREN IN THE UNITED STATES

(Umana-Taylor) TU 3:30-5:50 242 Bevier
This course provides a brief historical perspective of Latinos in the U.S. and focuses on the existing research on Latino children and families in the U.S. Discussion centers upon topics that are particularly salient for Latino children and families living in the U.S. (e.g., immigration, ethnic identities, intergenerational relationships, education, aging).

Law 370 : INTERNATIONAL HUMAN RIGHTS LAW

() Arr
Based primarily on a series of contemporary "real world" problems, the course introduces the student to the established and developing legal rules and procedures governing the protection of international human rights. Its thesis is that there exists a substantial body of substantive and procedural International Human Rights Law, and that lawyers, government officials, and concerned citizens should be familiar with the policies underlying this law and its enforcement, as well as with the potential it offers for improving the basic lot of human beings everywhere. Additionally, the course presupposes that the meaning of "human rights" is undergoing fundamental expansion, and therefore explores Marxist and Third World conceptions of human rights as well as those derived from the liberal West.

Nuclear, Plasma, and Radiological Engineering 380/Global Studies 380: TOPICS IN ENERGY AND SECURITY

(Singer) TUTH 2-3:20 359 Armory
This course will focus on evolution of the concept of energy and food self-sufficiency in India, Bangladesh, and China; the impact of drought and international drainage basin accords; building and securing fossil fuel pipelines; oil in the South

China Sea; and the interaction between nuclear power and military security in Pakistan, India, China, Japan and Korea. Prerequisite: junior standing and completion of the Composition 1 and Quantitative Reasoning 1 requirements; or graduate standing. 3 hours or 3.4 unit.

Scandinavian 363/ Comparative Literature 363/Theatre 363 IBSEN IN TRANSLATION

(Wright) TU 3-5 FLB

Norwegian playwright Henrik Ibsen is a portal figure in the development of modern drama. His plays, many of which remain in the repertory not only in Scandinavia but throughout the world, address interpersonal, social, and ethical dilemmas that are just as relevant to a contemporary audience as they were in the late nineteenth century. Several of Ibsen's best-known works have female protagonists (Nora in *A Doll House*, Mrs. Alving in *Ghosts*, Hedda Gabler in the play of that title, Rebecca West in *Rosmersholm*, and so on) and focus explicitly on what we today call gender issues, in particular the forces, both internal and external, that prevent women from achieving their full potential. GRID Content: about 50%.

+Social Work 451/Gender and Women's Studies 451: WOMEN: SOCIETY AND SOCIAL WELFARE ISSUES

(Zhan) TH 1-3:50 103 1207 W. Oregon

This course seeks to understand the interactive complexities involving individuals, families, groups, organizations, institutions, and communities that affect women in different cultural and societal contexts. Topics relevant to social work practice of all specialization areas (school, child welfare, health and mental health) as well as policy will be developed.

Sociology 364: POPULATION TRENDS AND PATTERNS

(Liao) TUTH 10:30-11:50 302 Lincoln

This course is an introduction to the study of population for advanced undergraduates and graduate students in any major or discipline. The course explores the determinants and consequences of population size, composition, and distribution. The major emphasis will be on the basic population processes--fertility, morality, and migration--and their measurements, social variation, and current trends in the U.S and the world.

Sociology 422: GLOBALIZING FOOD: FROM FARMING TO BIOTECHNOLOGY, THE NEW INTERNATIONAL POLITICAL ECONOMY OF AGRICULTURE

(Schurman) TU 3-5:30 300 Lincoln

Like many other sectors of the economy, agriculture has been profoundly affected by the twin forces of globalization and technological change over the last two decades. The ongoing liberalization of both developed and developing countries' economies, the establishment of new, supranational regulatory regimes such as the GATT and the World Trade Organization (WTO), and the development and deployment of genetically modified organisms have dramatically altered the way we produce, consume, and trade agricultural commodities. This graduate seminar will explore these and other transformations in the agro-food system from a sociological, political-economic, cultural, and environmental perspective. Among the themes we will engage are: the contemporary restructuring of global agriculture; the new institutional context for agricultural production and trade; the politics and economics of biotechnology; trade wars over genetically modified organisms (GMOs); and new patterns of consumption. While grounded in empirical case studies, the course will expose students to a wide range of theoretical literatures on globalization, social and economic restructuring, transnational institutions and power relations, and agrarian transformations. The course is designed to appeal broadly to students with an interest in international political economy, the world food system, trade and economic development, and technology, politics and science.

Sociology 482 JNP: RECENT DEVELOPMENTS IN SOCIOLOGY, TOPIC: GLOBALIZATION: DYNAMICS AND DEBATES

(Pieterse) TH 3-5:50 302 Lincoln

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.

Spanish 420: SEMINAR IN MODERN PENINSULAR LITERATURE; TOPIC: GENDER TROUBLE IN THE SPANISH *FIN DE SIGLO*

(Tolliver) TU 3-5

This seminar will examine the cultural, literary, and artistic manifestations of the “gender trouble” provoked by the changing landscape of gender and sexuality at the end of the nineteenth and the beginning of the twentieth centuries in Spain. Readings of literary and non-literary texts from the period will be carried out through the lens of current theoretical writings on performativity, the body, and the historical construction of sex and sexualities.

Spanish 442: URBAN DESIRES: SEX AND THE CITY IN CARIBBEAN CULTURES

(Goldman) TU 3-5

This course seeks to explore visions of the metropole in Caribbean and U.S. Caribbean cultures. We will analyze the intersections between urban spaces and the formation of local/global subjectivities. That is, to what extent do real-and-imagined urban spaces constitute a site of containment, possibility, uneven development, hybridity and/or homogenizing hegemony in Caribbean cultural production? How does desire--understood in terms of sexuality, cosmopolitanism (i.e. desire for the urban), as a mechanism of territorialization and/or the negotiation of power--interact with urban spaces in Caribbean cultures?

*** Speech Communications 332/Linguistics 332/Gender and Women's Studies 332:** WOMEN AND LANGUAGE

(Mastronardi) TUTH 9:30-10:50 116 Lincoln

Introduction to research on the relationship between language and gender from a trans-disciplinary, multi-cultural perspective.

Urban and Regional Planning 421: SEMINAR IN INTERNATIONAL DEVELOPMENT PLANNING

(Miraftab) M 2-4:50 19 Buell

This course is an advanced graduate seminar concerning urban and regional development in developing countries. Closely examines critical issues and select topics in international development planning based on individual research readings.

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

Afro-American Studies 250/Gender and Women's Studies 250: BLACK WOMEN: HISTORIES AND CULTURES

(Danley) TUTH 1-2:20 110 Spch&Hear

A plethora of issues (i.e. racism, sexism, classism, sexual orientation, religion, and nation) impact Black women and their communities globally. The purpose of this course is to explore unique aspects of Black women experiences through a review of historical and social constructs that places Black women at the center of scholarship. Critical reviews of theoretical research, personal narratives, Africana Diaspora, and traditional Black American literature will be analyzed to survey the contributions of Black women in the U.S. and abroad.

Afro-American Studies 298, Section ESM: IN STRUGGLE: BLACK SOCIAL MOVEMENTS AND ACTIVISM DURING THE 20TH CENTURY

(McDuffie) MW 12:30-1:50 307 Gregory

What is a Black social movement? How have famous activists as well as everyday women and men of African descent changed the US and colonial and postcolonial African and Caribbean societies during the 20th century? How do social movements change its participants? Using a transnational, interdisciplinary approach, this class will examine how Black activists in the Garvey movement, American Communist Party, and Civil Rights and Black Power movements in the US and anticolonial and postcolonial struggles in Africa and other parts of the Diaspora have collectively struggled against racism, gender oppression, violence, exploitation, and dehumanization and have envisioned new democratic societies. We will use recent biographies of Amy Jacques Garvey and Ella Baker, Assata Shakur's memoir, fiction, film, and music to explore these issues. This course is designed for students who have taken other History or African American Studies courses; however, anyone who has an interest in the course is welcome to enroll.

Afro-American Studies 298, Section HH: BLACK MASCULINITIES: HISTORY, THEORY, POLITICS AND CULTURE

(Rustin) TUTH 1:30 – 2:50 329 Davenport

Can we talk about gender when we talk about men's experiences? Are there different ways of being a black man? What does it mean for men to claim to be black feminists? How do black men negotiate expectations around family and sexuality? Are young black men's experiences of politics or culture representative of the black community? These questions serve as a starting point for the issues which this course will deal with over the course of the semester. Throughout the course, students will be required to think critically about issues of race and gender as they read and research questions around culture, politics, and history. We will consider whether or not men (across racial lines) can be feminists and what types of theoretical arguments can be made from such a vantage. We will examine the relationship between sociology and memoir in documenting the experiences of men of color. We will address the intersections between cultural practice and sexual identity as well as the impact of representations of masculinity on political and legal thought. The course will focus on how these questions pertain to African American masculinity in particular and will examine constructions of African American gender and sexuality in academic and mainstream writing. We will scrutinize the counter-narratives articulated by African American cultural theorists and historians. Contrary to arguments that masculinity studies resituate men at the center of historical, sociological, cultural, and theoretical debates, this course emphasizes the complexity of gender as an analytical site.

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 262/Women's Studies 262: CULTURAL IMAGES OF WOMEN

(Gottlieb) TUTH 10-11:20 314 Altgeld

Why isn't Miss America ever fat? Is menstruation everywhere viewed as a curse or handicap? Why do some girls and women prefer to undergo "circumcision"? Is childbirth seen universally as an illness to be medicated? Is motherhood by definition a heterosexual experience? This course will explore these and related questions, investigating how women around the world experience their bodies through the life cycle. Throughout the semester we will 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. Through a variety of readings, films, and inquiries on these topics, the course will introduce you to critical approaches to the gendered experience of the body offered by cultural anthropology.

Comparative Literature 205: ISLAM AND THE WEST THROUGH LITERATURE

(Booth) MW 1-2:20 125 D K H

Organized around major cultural/historical/religious themes that emerge in literary works from Europe and the Middle East, from the Crusades to the present, this course will examine stereotypes, fantasies, and identifications promoted by a long and uneven encounter. How gender representations are central to the persistence of binary categories such as "Islam" and "the West" will be a key topic.

Communications 291, Section R/Gender and Women's Studies 396 R: SPECIAL PROBLEMS: REPRESENTING SEX, POWER AND POLITICS

(Frost) TUTH 1– 2:20 113 Gregory

This is a theoretically oriented course. Although the course starts out with a US framing of the issue, several of the readings and discussions draw on international texts and cultural issues. The course examines how different representations of the relationship between sex, power, and subjectivity have shaped feminism. We will read a series of different arguments about how subjects are constituted through the interplay of power and desire. We will draw on these theoretical frameworks to consider how the politics of race, class, and historical and cultural context complicate feminist analyses of issues such as consent, rape, and prostitution. As we do this, we will consider how different representations of the relationship between power and desire generate different conceptions of feminist subjectivity and feminist politics.

Communications 291, Section T: SPECIAL PROBLEMS: GENDER AND LATINA/O STUDIES IN POPULAR MUSIC, FILM AND TELEVISION

(Valdivia) TUTH 3-420 123 Gregory

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 and 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.

Community Health 214/Human Development and Family Studies 214/Leisure Studies 214/Psychology 214/Rhabilitation 214: INTRODUCTION TO AGING

(Armstrong) MW 10-1115 112 Spch&Hear

This course provides a comprehensive introduction to the human experience of aging and examines ways in which the personal, social and cultural levels of life interact to shape the experience of aging and later life. The 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.

This discussion-oriented course is offered to students who want to obtain a broader perspective on, and increase their own understanding of, the topics and issues associated with sexuality. Communication in relationships, sexual behavior, conception and contraception, pregnancy and childbirth, sexual orientation, sexual health and coercive sex will be covered.

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 261/Gender and Women's Studies 261: WOMEN IN EAST ASIA

(Kelsky) MWF 2 207 Gregory

Women's roles are undergoing rapid transformation throughout East Asia. This course examines these changes through the lens of family life, changing marriage practices, women's participation in the workforce, consumerism, sexualities both straight and queer, and emergent feminist movements in transnational perspective.

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

() TUTH 11-12:20 24 Wohlers

The class applies economic models to issues regarding women's participation in the labor market. We trace effects on choices and outcomes of changing circumstances. Comparisons of labor market conditions across countries help to illustrate the variety of circumstances to be considered.

Gender and Women's Studies 112/Sociology 145/Human Development and Family Studies 145: INTRODUCTION TO WOMEN'S STUDIES IN THE SOCIAL SCIENCES

() See timetable for times and locations

What is Women's Studies and what does it have to do with you? Or with the social sciences? This course introduces key ideas in Women's Studies, encourages students to find links between their own lives and issues raised by feminist scholars, and maps some of the terrain of feminist scholarship in the social sciences. Discussions, readings, and lectures will explore the interplay of gender with other social categories such as race, sexuality, and class, through materials which come from a variety of disciplines including sociology, psychology, anthropology, economics, political science and history, as well as feminist theory.

Gender and Women's Studies 114: CONTEMPORARY ISSUES IN WOMEN'S STUDIES

(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.

Gender and Women's Studies 199/Meets with Spanish 199:GLOBALIZATION AND ITS DISCONTENTS: THE CASE OF CUBA

(D. Goldman) TH 1-2:50

The purpose of this seminar will be to promote a greater understanding of globalization and to critically interrogate a phenomenon that we inevitably witness, participate in and contribute to on a regular basis. The course will examine the changing geopolitical structure and its impact on cross-cultural exchange, world views, international relations, migratory patterns and economics. Furthermore, we will explore the impact of globalization on contemporary Cuban culture and also examine the critical engagements of Cuban scholars with issues of globalization. In order to realize these goals, the course materials will include works of literature (i.e. José Martí's *Nuestra América*, Roberto Fernández Retamar's *Caliban* and Reinaldo Arenas's *Before Night Falls*) and film (i.e. *Memories of Underdevelopment*, *Portrait of Teresa*, *Strawberry and Chocolate* and *Suite Habana*) that express or react to a contemporary restructuring of national and international forces on a global scale. We will also consider essays, newspaper, articles that attempt to define the phenomenon of globalization and discuss its implications. We will examine a number of key issues that are closely associated with processes of globalization (i.e. migration, diaspora, the changing role of political borders, transnational politics of gender and sexuality, etc.) and discuss texts that address how these issues are negotiated in a specific context. In each case, these considerations will be juxtaposed with a careful analysis of their interactions with Cuban culture. Readings and in-class discussions will regularly focus on how Cuban culture has contributed to, affected and/or been affected by issues of globalization.

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 210: CONTEMPORARY SOCIAL AND ENVIRONMENTAL PROBLEMS

(Thorn) MWF 11 192 Lincoln

Discovery course: Geographic perspectives on contemporary national and international problems. Topics vary each semester and include environmental quality, food production, urban problems, and particular social and political conflicts.

Geography 284: POPULATION GEOGRAPHY

(Kalipeni) MW 10-11:15 329 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 259/Asian American Studies 259: ASIAN AMERICAN HISTORY

(Espiritu) TUTH 10-11:20 370 Armory
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.

History 298D: SEMINAR: INVITED TRADITIONS: CONTESTED MODERNITIES

(Chandra) M 1-2:50 4 Gregory
Analysing the role of tradition in the emergence of non – western modernities, this seminar course will study the identification, deployment and performance of caste, gender, language and religion in nineteenth and twentieth century India. Scholarly and administrative identification of apparently traditional categories certainly buttressed colonial power in British India. But these categories were rapidly adopted by 'indigenous social groups, creating new forms of cultural and institutional power. Far from remaining colonial impositions, the elements of caste, gender, language and religion have supported new enactments of tradition and modernity, and have reinforced one another in generating social change. Our aim will be to understand why these particular identities came to be naturalised through history and to explore the method by which they sustained other, polarised identities. We will question the importance of the body as providing the site for the elaboration of these politics, and explore the potential for resistance to this history. Historicising the power of these apparently timeless categories, this seminar will also question the new permanence claimed by these identities in allegations of the incomplete and failed modernity of India.

History 298H: SEMINAR: AMERICAN EMPIRE: THE VOICES OF THE OTHER

(Espiritu) TH 1-2:50 415 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? What new perspectives, patterns, and possibilities might we learn about American Empire when examining the racialized and gendered voices of history? These are the questions that we will attempt to answer in this course. We will read novels, autobiographical writings, and primary documents, examine representations of empire in film, and explore new critical examinations of various facets of American imperial history. Students will also have the opportunity to contribute new knowledge to this relatively unexplored area through their research papers and class presentations. We are reading two books of particular interest to gender and global perspectives -- Amparo Ruiz de Burton's "The Squatter and the Don" and Wilma Mankiller's "Mankiller: A Chief and Her People."

Human Development and Family Studies 210/Anthropology 210: COMPARATIVE FAMILY ORGANIZATION

(Shapiro) TU Lect: 9-10:50 124 Burrill
W Disc :11, 12, 3 or 4 122 Bevier

This course provides you with an opportunity to learn how history has shaped the diversity that can be found in the lives of contemporary American families. We will explore this diversity by applying a cross-cultural perspective. Cultural and historical examples will be included throughout the semester to enhance your understanding. This course will reveal general trends and unique variations in family structures and processes by examining both the diversity of family life in the United States and around the world. In addition, this course provides a broad picture of family organization, examining how social forces have influenced family organization throughout history.

Latina/Latino Studies 242/Spanish 242: TOPICS IN US LATINA/LATINO CULTURE: CUBAN-AMERICAN LITERATURE

(Romero) TUTH 1030-1145 1128 FLB

The course will explore the literature and culture of Cubans in the United States. We will start reading the pioneers (Desi Arnaz's *A Book*, his autobiography and his contribution to the iconic *I Love Lucy* show), and will also read Evelio Grillo's *Black Cuban, Black American*). The course will then focus on the issues surrounding the Cuban Revolution, as seen by Cuban American writers (including Operation Peter Pan). The course will also attempt to read the post-Castro generation (Achy Obejas, Coco Fusco) and contemporary Cuban-American literary criticism.

Latina/Latino Studies 290/Gender and Women's Studies 290 A6: TOPICS: DIMENSIONS OF CHICANA LABOR

(Martinez) TUTH 10-11:20

In this course students will consider the role of migration, race, class and gender in the formal and informal labor experiences of Chicanas and Mexicanas in the United States. While our focus will be on women of Mexican descent in the United States, we will also explore the unique situation of Mexican women working for U.S.-owned companies along the U.S.-Mexican border, as well as the experiences of other women workers of color in the United States and around the world. This course examines the historiography of Mexicana/Chicana labor as well as the history of these women. In the past twenty years, the field has been transformed as Chicana labor has been recognized in its great depth and many dimensions. Race, class, gender, migration and transnationalism complicate traditional notions of labor and labor history. We will analyze how this scholarship changes the ways we think about women's work and women's and labor histories.

Library and Information Science 250 RGI/Gender and Women's Studies 290RGI/: RACE, GENDER AND INFORMATION TECHNOLOGY

(Searing/Mehra) TUTH 11:30-12:50 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.

Philosophy107P: INTRODUCTION TO POLITICAL PHILOSOPHY: CITIZENSHIP AND HUMAN RIGHTS, WAR AND POLITICAL VIOLENCE, FEMINIST PERSPECTIVES

(Dickson) MWF 11 317 Gregory

This class is largely a history of political philosophy, so although there is some feminist content, it isn't a major part of the class. We will briefly look at feminist criticisms of traditional liberalism. The class is designed to serve as an introduction to some of the major themes in the history of political philosophy. In achieving this aim, we will consider both historical texts and authors as well as more contemporary texts and authors. The class will be divided into two parts. In the first part we will consider the legitimacy of the state; that is, the legitimacy of the government. The second part of the class focuses on a contemporary issue regarding the distribution of justice. So for example, we will ask questions such as: is the current system of distribution just, is it legitimate for the state to play a role in distribution, can the state redistribute resources. Here we will look at both the foundational issues surrounding the state's role as well as what the best system of distribution ought to be. In connection with the issue of distributive justice we will examine the liberal position as well as challenges to that position, represented by communitarians, Marxists, and feminists. Along the way we will also run into other perennial

issues within the political realm. Some examples are: What is the nature of freedom? Can we be free while being governed by a state? What is a state and where does it come from? What are rights and where do they come from? Do we have to follow the law? Is taxation unjust? Is our current society unjust? Texts: Jean Hampton's *Political Philosophy* and *Social and Political Philosophy: Readings from Plato to Gandhi*. John Somerville & Ronald E. Santoni, eds.

Religious Studies 223/Comparative Literature 223: THE QUR'AN (KORAN) AND ITS INTERPRETERS
 (Hoffman) TUTH 9:30-10:50 329 Greg Hall
 An introduction to the Qur'an, the holy Scripture of the Muslims, which they believe to be the Word of God, perfect and inimitable. Examines its major doctrines, thematic development, literary style, manner of its recitation, relationship to pre-Qur'anic traditions, the role of the Qur'an in the life of the Muslim community, and various methods of interpreting the Qur'an. Although the course deals with gender issues, it is not a primary focus of the course, but rather interspersed throughout.

Sociology 185/Geography 185: INTRODUCTION TO SOCIAL STATISTICS
 (Kenney) MW (Lect.) 9-10:20 2 Education
 W TH or F (Quiz A1, A2, A4) 3-4 300 Lincoln
 First course in social statistics for students without mathematics beyond the high school level; topics include the role of statistics in social science inquiry, measures of central tendency and dispersion, simple correlation techniques, and introduction to statistical inference; includes the statistical analysis of social science data using personal computers. While women, gender and global issues is not the central focus of this course, we will get an opportunity to discuss these issues as they relate to some of the data sets we will examine. Generally, statistical literacy is important for anyone interested in social justice issues-- to learn how to interpret the statistics used by governments and agencies, and to use statistics ourselves as part of the way we make our case if we want to convince governments and agencies.

Sociology 221/Gender and Women's Studies 221: GENDER IN TRANSNATIONAL PERSPECTIVES
 (Prasad) WF 1:30-2:50 145 Armory
 This course will examine how gender inequality is structured on an international level. The objectives of the course are: to demonstrate how the concept of gender and the processes of gender inequality are transformed when considered in global perspective; to identify and analyze some of the key aspects of globalization which are currently altering gender relations; to break down myths about women in both "first world" and "third world" societies, through a self-reflective viewpoint which explores our commonalities as well as our differences; to expand gender analysis to include both masculinities and femininities, and interconnections of race, class, sexuality, and nation on a global scale. The course is broadly divided in three sections. First, it will examine commonalities and differences in women's oppression world-wide, and the historical factors which have shaped them. Second, it will look at contemporary patterns of globalization which are shifting the dynamics of gender inequality, such as inter-governmental organizations, state governments, formal and informal global economies, entertainment industries, etc. Third, it will then look at women's resistance and international feminist movements. Overall, emphasis will be placed on the interactive relationship between various countries, and how globalization promotes racial, ethnic, sexual, and national hierarchies among women, both in developing countries as well as highly-industrialized countries. GRID Content: 100 %

Sociology 270/Rural Sociology 270: POPULATION ISSUES
 (Duma) MW 10:30-11:50 916 Lincoln
 This course introduces the field of demography by first providing an overview of global population trends. It then discusses the three basic demographic processes: mortality, fertility, and migration. It then focuses on family demography, urbanization, and the relationship between population and the environment.

Sociology 274: SOCIAL IMPACTS OF GLOBALIZATION
 (Go) MW 10:30-11:50 302 Lincoln
 This course is intended for undergraduates interested in obtaining an introduction to central issues surrounding globalization. Substantive themes include the historical context of globalization, "development" and global interdependence, immigration and cross-border flows, transnational corporations, and the impact of global processes upon local gender relations.

Theatre 291/491, also under Afro-American Studies 298: WOMEN IN THEATRE FROM AFRICA AND THE AFRICAN DIASPORA

(Perkins)

MW

3-4:50

145 Armory

This course will examine the lives of women from Africa and the African-Diaspora through theatre. The primary goal of this course is to heighten awareness, understanding and appreciation for theatre performed and written by this neglected group of women. Using published and unpublished material, audio/video tapes of various productions and interviews, we will explore the themes and aesthetics of these works within their social and historical context. Through this course, it is hoped, that you will gain an understanding of diverse cultures throughout the Diaspora, and learn how theatre is used as a tool for effecting social change, as well as a vehicle for eradicating stereotypes. Upon completion of this course, you should be familiar with works by women from the United States, the Caribbean, and various countries in Africa.

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

