

WOMEN AND GENDER IN GLOBAL PERSPECTIVES PROGRAM

RELEVANT COURSES AT UIUC

FALL 2005

This Course List, compiled by the Women and Gender in Global Perspectives Program (WGPP), includes **graduate** courses with a consideration of gender and/or globalization issues and courses that are approved for the graduate minor, **Gender Relations in International Development (GRID)**, administered by WGPP. 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 2005 are listed below. For a complete list contact the WGPP Program.)

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

Following the graduate courses, we also list **undergraduate** courses that include a consideration of gender and/or globalization issues.

(For a complete list of Abbreviations for Campus Buildings used for Class Locations, see the end of this document.)

GRADUATE-LEVEL COURSES approved for the GRID requirement (denoted by *) and other courses that include a consideration of gender and/or globalization issues: (400-499: Upper-level undergraduate and graduate courses and 500-599: Graduate Courses)

Afro-American Studies 490: AFRICANA THEORIES

(Zerai) MW 2-3:20 431 Armory

Two critical issues facing Black/Africana studies are the need for theory and methods. This course explores diverse aspects of intellectual terrain, including what might otherwise fit under history, the humanities, and the social sciences to familiarize students with various theories and methodologies rising out of the study of the Black world based on African American intellectual traditions. This course contains at least 50% content that is directly relevant to gender and globalization issues.

Afro-American Studies 498/English 460/Gender and Women's Studies 490 : FEMINISM AND THE AFRICAN AMERICAN LITERARY TRADITION

(S. Somers-Willett) TR 12:30-1:45 TBA

In this course, we will analyze the role of feminism in African American literature from the nineteenth century to the present. In the first weeks of the course, we will determine the social, literary, and rhetorical issues that African American writers faced in creating a literary tradition and canon. Then, by reading novels and poetry of black women writers and surveying the political and cultural struggles of African Americans, we will pursue the questions: How does gender influence the construction of race in

literature? What were women's contributions to and arguments for civil rights movements in the U.S? How does feminism/womanism and blackness intersect? How do black women writers negotiate the legacies of slavery, lynching, and miscegenation? And perhaps most importantly, how does feminism influence how we perceive, construct, and deconstruct a black literary tradition?

Afro-American Studies 474/History 478: BLACK FREEDOM MOVEMENT

(Lang) MW 12:30-1:50 TBA

The late 1950s, 1960s, and early '70s comprised one of the most transformative moments in modern U.S. history. Historians and social scientists today still debate the legacies of the social movements that defined this era. Even younger generations, who have no firsthand memories of these decades, remain fascinated with the mass movements, cultural expressions, and slogans associated with these years. Understanding the period of the 1950s, '60s and '70s is impossible without knowledge of African Americans' role in sparking movements for progressive social change. It should come as no surprise that the Civil Rights and Black Power movements have been the subject of numerous books, autobiographies, feature films, celebrations, scholarly articles, and documentaries, with more to follow; however, Civil Rights and Black Power were both phases of a broader "Black Freedom Movement." This course provides a narrative and interpretive overview of the Black Freedom Movement during the late twentieth century, framing it within the national and international contexts in which it occurred. Using readings, film, classroom discussion, and music, the course explores several questions and themes: What is a social movement? How are social movements important to historical change? What were the short-term and long-term origins of the Civil Rights struggle? How did this Civil Rights struggle give way to demands for "Black Power"? What was Black Power? And how was it both the same as, and distinct from, Civil Rights? What role did class and gender play in Civil Rights and Black Power struggles? How did Black Freedom Movement activists benefit from the active support of allies from other racial/ethnic groups? What are the contemporary legacies of the Black Freedom Movement of the 1950s, '60s and '70s? Finally, does a Black Freedom Movement exist today?

African Studies 550: SPECIAL TOPICS: SEMINAR ON GLOBAL AFRICA

(Bowen) TH 6-9 pm

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 America and the Caribbean].

Agricultural and Consumer Economics 435: GLOBAL AGRIBUSINESS MANAGEMENT

(H. Gow) MW 3:30-4:50 229 NHB

Examination of the economic and strategic management of food, textile, and agribusiness firms within a global business environment; topics include the global business environment and its institutions, organizational strategies and policies, and business operations in global agricultural, food and textile industries. Global women's topics will be covered.

Agricultural and Consumer Economics 476: FAMILY ECONOMICS

(Beller) TR 1-2:20 313 MH

Economic welfare of American families, application of economic theory to the behavior of families and individuals with respect to time allocation between the home and the market; family forms; human capital accumulation; gender differences in income; income inequality; and poverty. Role of public policy is considered.

Agricultural and Consumer Economics 572: ECONOMICS OF THE FAMILY

(Beller) W 10-12:50 320 MH

Discussion and analysis of advanced literature on the economics of the family, developed within the models of human capital and allocation of time, emphasizing the theory and empirical applications.

Agricultural and Consumer Economics 592: RURAL HEALTH POLICY SEMINAR, SPECIAL TOPICS: DISTRIBUTIVE JUSTICE AND DISPARITIES IN RURAL AMERICA: IMPLICATIONS FOR HEALTH POLICY

(McNamara & Sugrue)

T

3-5:20

217A MSB

How do public policies, institutions, markets for labor and services, demographics, and technological changes affect the access that rural people have to health care? Do rural people in the United States experience poorer access to health care than people in other places? If so, does this disparity in access substantially affect their health status and outcomes? What differences in access exist across rural groups as defined by place, race, ethnicity, employment, age, and other social and economic variables? How can public policies be crafted to effectively address these disparities? This graduate-level seminar course examines the political, social, economic, medical, and legal underpinnings of rural health care and rural health policy now and in the future. Access to health care is a primary topic, yet discussions of rural health must go beyond issues of access. Economics, staffing patterns, immigration, technology, demographics and other practical considerations are central to the development of successful rural health care policies. Overlying these practical considerations is a philosophical framework based on concepts of distributive justice and social welfare. The course will examine both the practical and theoretical frameworks. It will then turn to specific issues, including occupational health and safety, mental health, disability, and long term care. The overarching goal of the initiative seminar is the development of an agenda and roadmap for future work in rural health that is based on multidisciplinary efforts and utilization of the framework outlined above. The seminar class will meet weekly in an interactive seminar format with scholarly presentations and discussion. Outside guest presenters for the seminar include Professor Norman Daniels (Harvard University) speaking on health care justice and ethics, Professor Steven Lopez (University of California at Los Angeles) on Latina/Latino mental health and public policy, and Professor Ira Moscovice (University of Minnesota) on technology, quality and rural health policy. Faculty and researchers from the University of Illinois will also serve as presenters. Students are expected to participate fully in the seminar and prepare a paper on a topic related to the initiative theme.

***Anthropology 403/Religious Studies 403/History 343/Gender and Women's Studies 403:** WOMEN IN MUSLIM SOCIETIES

(Hoffman)

TR

2-3:20

393 BEV

This course examines the gender ideologies and social realities affecting the lives of women in various Muslim countries. We will begin with the ideological foundations, paradigmatic female figures, and historical precedents of early Islam, as well as the status of women in Islamic law and the potential for reinterpretation of Islamic law. From there we move to ethnographic studies and first-person accounts of contemporary women in several countries, the processes of social change and emergence of feminist movements, the rise of political Islam, and the challenges posed to women's human rights in the Muslim world. GRID content: 100 %.

Anthropology 487/East Asian Languages and Cultures 487: ETHNICITY IN CHINA

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MW

11-12:20

209A DAV

Explores ethnic diversity and ethnic relations in China. Topics include the multi-ethnic history of Chinese society, communist and Western theories on nationality and ethnicity, the state and ethnicity, ethnic conflict and political economy, gender and ethnic hierarchy.

Anthropology 515B: SEMINAR: NATION AND THE POLITICS OF FERTILITY AND SEXUALITY

(Bellows)

T

9-11:50

113 DAV

This course explores the impact of feminist scholarship on studies of nationalism in Asia, the result of which has been an efflorescence of work that attends to gender within nationalist ideologies, discourses and agendas. The course takes the gendered nature of nationalist discourse as a point of departure to

explore general issues around the construction of nations through control of subjects' bodies and fertilities and the specificity of these processes globally. We will examine the particular attention states and state-like groups pay to sexuality within projects designed to shape nations through control of subjects' fertilities, such as in pro-natalist movements or family-planning campaigns. This focus on sexuality and fertility entails considerable scholarly attention to the impact on women's reproductivity of particular nationalist projects. In this course, we expand our view of what counts as sexuality to include an examination of how explicit rejections of conjugality play into nationalist debates, specifically monastic vows of celibacy, rejections of marriage, and preservation of virginity. This course situates these conceptions of nation and nationalism within the context of scholarship devoted to colonial genealogies of race and nation and their deployment, expressed through the policing of gendered ethnic relations and modes of sexuality. In addition to working through the multiple ways sexuality and fertility are implicated in the construction and delineation of nation in these discourses, this course takes a critical look at the place in these debates of erotic desire. Following Anne Stoler's exploration of how particular desires are created through forecasts of the consequences of certain kinds of couplings and sexual behaviors, we will attend to the question of desire for the potential it has to augment our appreciation of post-colonial states' and religious groups' efforts to create nations and maintain control of subjects, but more than that, to determine who counts as a subject and how subjects will be (re)produced.

Anthropology 515F: SEMINAR: BODY, PERSON AND CULTURE THEORY

(Farnell) T 5-7:50 pm 209A DAV
No course description available at this time.

Communications 389: INTERNATIONAL COMMUNICATIONS

(Valdivia) R 2-4:50 112 SHC

An advanced undergraduate and graduate student course. Provides an interdisciplinary approach to international communications; its structure and content; the role of international communications in conflict and conflict resolution; the semantics of international communications, the technical and economic aspects of international mass communications; and government-industry relations in communications. We will be studying theories of international communications from the post World War II period until the present. Covering modernization theory, dependency critique, world systems, transnational studies, and globalization. All sections of the course will include an integral component of gender issues as international communications cannot be understood outside of gender narratives and discourses.

Communications 590, Section QR: SPECIAL TOPICS: GLOBALIZATION, COMMUNICATION AND CULTURE

(C. McCarthy) MW 2-3:50 315 GH

The events of 9/11 and their repercussions have provoked a particular urgency within the field of communication studies to better understand how modern human actors are connected across the particularities of ethnicity, nation, region, culture, language, and identity. Indeed, in the broad theater of the human sciences, across disciplines and fields of affiliation, there is now a collective intellectual desire, perhaps not always fully articulated, to explore the matter of global interconnections---inequalities, uneven development, movement and migration of people, ideologies, images and economic and cultural capital--- in a far more rigorous way than we have considered these issues in the past. Recent scholarship has tended to subsume these issues under the general concept of "Globalization" (Castells, 2001; Hoogvelt, 2001). In this sense, globalization refers to elaborated processes that have affected the relations among human groups across local, regional, and national borders from the very earliest beginnings of modernity. However, these large-scale processes have in the last few decades achieved a level of unparalleled acceleration and diffusion, owing in no small measure to the amplification and multiplication of the networking and interactional practices made possible by computerization and electronic mediation generally. In a very practical sense, globalization defines that configuration of everyday processes by

which events, decisions, and activities conducted in one area of the world can now have immediate effect in an entirely different and distant part of our globe. Sometimes, these effects can be positive---as in the growing ecology awareness movement. At other times, the dynamics of globalization can be completely devastating as in the immediate and prolonged recessionary ripple effects on national economies around the world as a consequence of the 9/11 terrorist attacks on the twin towers in New York City. But the matter goes beyond spectacular events. Globalization is expressed in the everyday movement of goods, services, finance, people, information, images, communication, crime, pollutants, drugs, fashion, culture, ideologies, and beliefs across modern territories--- large and small (McGrew,1996, p. 470). Scholars and commentators have tended to take one of two approaches to these developments. On the one hand, there are those, like Christopher Jencks (1996) who regard globalization as the effect of a generalized liberating, postmodernist trend towards a diminution of the authority of centralizing powers and institutions such as the state. They associate this pattern toward decentralization with a corresponding augmentation of personal freedom, movement, migration and the cultural and the political heterogeneity of the expression of the broad masses of the people. On the other, there are those such as Masao Miyoshi (1998), Ankie Hoogvelt (2001), Andy Green(1997), and others who are more cautionary, who point instead to persistent patterns of global domination by the leading capitalist powers of the West. Theorists of this more pessimistic school of thought call attention to such matters as the accelerating homogenization and commodification of global culture (the world dressed in blue jeans) and the persistence, indeed the intensification, of the political and economic asymmetry of the North- South divide. This fall, the emphasis will be on the relevance of Foucauldian analysis to the examination of modern forms of power and state rule. A central question that we will be asking is how do Foucauldian theories of power--particularly as related to the consideration of such topics as discipline, surveillance, government, and biopower contribute to our understanding of contemporary forms of governance in the area of globalization? The course will continue to take the form of a public forum as part of a standing student/faculty reading/writing/research collaborative the principal objective of which is to make a pragmatic scholarly intervention into current debates on globalization with a strong disposition toward mentoring students prospective scholarly publication. Student participants registered for the course can choose either (a) to work on a manuscript for a journal or other publication or (b) to work on a term paper. The course should appeal to a wide range of students from a variety of disciplinary interests and backgrounds in the humanities and social sciences, communications and educational policy, and the fine arts. Readings for each weekly session will be determined as we go along and as suggested by participants. But special attention will be paid to a set of core readings. Each seminar session is regarded as a public forum. So, all and sundry are invited to participate.

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

(Searing, L) TR 2-3:15 209 HUFF

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 522: ARTS IN EC: CURRICULUM IN CONTEXT

(Bresler) T 4-6:50 332 EDUC

Role of dance, drama, music, literature, and the visual arts in early childhood education, focusing on production/performance, appreciation, history, and aesthetics. Interrelationships among curriculum, notions of child development, cultural contexts, and unique traditions of different arts disciplines. Current art education practices in the United States and other countries. Requires attendance at performances and visits to an art museum.

Curriculum and Instruction 590: Section EET: SEMINAR FOR ADVANCED STUDENTS OF EDUCATION; EQUITY AND EDUCATIONAL TECHNOLOGY

(Tettagah) T 4-6:50 37 EDUC

This course is a seminar on understanding issues of equity and educational technology in the United States. This course provides students with 1) a theoretical framework for understanding the dynamics of equity and technology 2) an opportunity to expand their awareness of specific issues related to gender and equity, race and equity, digital divide, and ethics as they relate to technology 3) a process to explore how the lack of information technology and equity can affect every aspect of our society. Each student is required to lead weekly discussions. This is a graduate seminar and students are expected to engage in critical discourse and dialogue.

East Asian Languages and Cultures 550: SEMINAR: GLOBALIZATION AND CHINA

(Xu) W 3:30-5:50 G46 FLB

No course description available at this time.

*** Economics 450: DEVELOPMENT ECONOMICS**

(Akresh) MW 1:30-2:50 126 WOHLR
TR 2-3:20 245 WOHLR

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

*** Economics 551: TOPIC IN DEVELOPMENT ECONOMICS**

(Esfahani) TR 11-12:50 245 EVRT
(Akresh) TR 9-10:50 370 ARMRY

Analyzes the newly developing economies, with emphasis on institutional factors affecting development and economic policy relating to development.

Educational Policy Studies 421/Sociology 421/Afro-American Studies 421/HDFS 424: RACIAL AND ETHNIC FAMILIES

(Barnett) T Lect-Disc. 10-11:50, 1-2:50 323 EDUC

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 Policy Studies 420/Sociology 420: SOCIOLOGY OF EDUCATION

(Trent) R 4-5:50

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

Educational Policy Studies 426: COMPARATIVE EDUCATION

() W 4-5:50 pm

Introduction to the cross-cultural, cross-national study of educational institutions and their relationship to society. Topics may vary.

Educational Policy Studies 530: EDUCATION AND GLOBALIZATION

() Arranged

Analyses of the role and functions of education in social, political, and economic development, with particular reference to the new and the developing countries.

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

(McClure) R 4-5:50 389 EDUC

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.

***Educational Psychology 562: LITERACY ACROSS CULTURES**

(Anderson) R 10-12:50 169 CRC

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.

English 455: MAJOR AUTHORS: CHINUA ACHEBE AND TONI MORRISON

(Deck) TR 11-12:15 115 EB

This course will include a comparative examination of African and African American women's lives after contact with colonization and Jim Crow racial segregation. GRID content: 30%.

English 4601G and 1U: GENDER AND SEXUALITY IN ASIAN AMERICAN LITERATURE

(Koshy) TR 12:30-1:45 115 EB

This course will examine the complex intersections of gender, class, sexuality and race in fiction by Asian American writers. The analysis of texts will emphasize the historical and political contexts within which the writings were produced, in order to highlight the different modes and terms with which they address issues of gender and sexuality. Queer and feminist theoretical approaches to the study of race and cultural production will frame our discussions of literary texts and films.

English 473: SPECIAL TOPICS IN FILM STUDIES: SCREEN ADAPTATIONS: TRANSFORMING THE WRITTEN WORD INTO FILM

(Curry) T (Lab)/ R (Lect.) 10-11:50 160 EB

This new film topics course will examine a range of strategies that filmmakers and writers have used to adapt fiction, plays and “real life stories” to the screen. We will focus primarily on “the big (silver) screen”—mostly feature length narrative films released to cinemas in the U.S. and Britain—but we will also consider the “made for TV” movie, which often mines newspaper headlines and celebrity stories as its core material, and also a few international films (e.g., Japanese, Chinese, Italian), translating tales and styles across languages and cultural forms. In conjunction with dealing with theories of adaptations across media forms, the course will address issues of gender and race throughout, in relation to both institutional workings and aspects of representation behind and in front of the film camera (whose literary works or biographies get adapted, by whom and in what ways that directly impact the adapted work’s treatment of gender, ethnicity and race.)

Gender and Women’s Studies 490LF/Psychology 490: ADVANCED TOPIC IN SEXUAL HARASSMENT THEORY AND RESEARCH

(Fitzgerald) W 1-2:50

No course description available at this time.

Gender and Women's Studies 490LC/Latina/Latino Studies 496/Asian American Studies 490:

TOPIC: RACE, SEX, "DEVIANCE"

(Cacho)

W

3-5:20

Examines how Asian Americans, Latinas/os, African Americans, and Native Americans have been differently racialized and gendered through law, work, and culture. This comparative approach emphasizes that racial groups are narrated through discourses of gender deviance in relation to one another. This serves to privatize social problems as merely symptoms of dysfunctional families or pathological neighborhoods while encouraging the intensification of surveillance, incarceration, and exploitation. As an interdisciplinary course, we will read scholarship from legal studies, media studies, sociology, and cultural studies.

Gender and Women's Studies 590: TOPIC: EN/GENDERING HISTORY

(Chandra)

W

5-8:00 PM

G36 FLB

How and why does an intellectual focus on gender and sexuality invert our knowledge of the past? This graduate level course brings together major debates in Indian and South Asian history – on the construction of the colonial subject, the untranslatable nature of non-western cultural knowledge, the in/ability of the 'subaltern' to 'speak' - with prominent feminist and queer interventions, especially those on the method and purpose of women's history, the archive, the historical subject and the relevance of sexuality as an analytic category. Using a wide array of sources, from historical narratives to novels and films, the course will analyze the method and purpose of creating a specifically feminist agenda for the analysis of non-western social and cultural change. Students are not required to have a detailed knowledge of Indian or South Asian history at the start of the semester; they will write an original historical and theoretical research paper over the course of the term. Course content is 100% gender.

History 502AE: PROBLEMS IN COMPARATIVE HISTORY: TOPIC: U.S. COLONIALISM AND THE PHILLIPINES

(Espiritu)

F

1-2:50

219 GH

Understanding of Philippine history is becoming increasingly important in light of contemporary global developments. While the "First World" has seen the rise of flexible capitalism and as new Asian "tigers" like China, Taiwan, and Singapore have developed transnational systems that maximize their position in international trade, the Philippines has paradoxically increased its export of labor and professional personnel while increasingly attracting outsourcing ventures. Next to Mexico, the Philippines is the world's second largest exporter of foreign workers, with remittances totaling \$8 billion, a significant proportion of the country's gross national product. Filipinos today are found throughout East and Southeast Asia, Australia, the Pacific Islands, the Middle East, Europe, and North America.

Yet, while there are numerous studies of contemporary Filipino migration, there have hitherto been few searching analysis of the colonial and post-colonial histories of the Philippines and the cultural consequences of Filipino migration. This course will attempt to remedy these gaps through a survey of Philippine history that focuses on the global, transnational, and migrant dimensions of the Filipino past. It will survey critical aspects of Filipino history throughout the 20th century - the Philippine anti-colonial struggle against Spain, the Spanish-American and the U. S. - Philippine Wars, the American encounter with slavery, the formation of the colonial state, the rise of colonial modernity and expatriate Filipino cultures in the Pacific Islands and the United States, the Japanese occupation of the Philippines, and the rise of peasant insurgencies in the post-war era. These topics will be explored in a comparative and transnational dimension that connects Philippine history to the histories of the Spanish, American, and Japanese empires, histories of nationalism, race, and gender, and worldwide experiences of slavery, state formation, and cultural change.

History 560: PROBLEMS IN RUSSIAN HISTORY, TOPIC: POLITICS, SOCIETY, AND CULTURE IN MODERN RUSSIA, 1801-1917

(Steinberg) M 3-4:50 300C GH

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, religion, social conflict and cohesion, and family and gender. GRID content 20% (or more if papers are written on topics of women and gender).

History 572B: PROBLEMS IN US HISTORY SINCE 1815, TOPIC: THE UNITED STATES IN THE WORLD

(Hoganson) R 1-2:50 300C GH

This course, inspired by the internationalizing U.S. history movement, considers the United States in world context. Readings cover such topics as the Atlantic world, extraterritoriality, borderlands, immigration, domestic history as international history, empire, transnational social movements, national belonging, and cross-cultural contact, conflict, and exchange. We will discuss recent critiques of the nation-centered historiographical tradition, the merits, costs, and challenges of mixing the local and the global, and new ways to frame historical narratives in our self-consciously global age. The course will be run as a problems class; students wishing to take it as a research class should consult with the instructor before registration. ht to make community, pursue work in the industrial sector, and strove to make the city a home. Progressive reformers sought to address problems caused by urban life, urban planners sought to revive the feeling of community through design, and various ethnic and racial communities attempted to maintain the integrity of their cultures in the midst of Americanization efforts. Collectively, these groups reveal efforts to address the impact of the demographic shift in terms of the local and national political landscape, racial politics, and American identity.

History 572C: PROBLEMS IN US HISTORY SINCE 1915, TOPIC: RACE AND THE CITY

(Roediger & Burgos) F 1-2:50

The U.S. population shifted from a predominantly rural to urban demographic in the 1880s. This shift came with its own series of problems regarding the city as a physical place and an imagined space as immigrant and native-born residents sought to make community, pursue work in the industrial sector, and strove to make the city a home. Progressive reformers sought to address problems caused by urban life, urban planners sought to revive the feeling of community through design, and various ethnic and racial communities attempted to maintain the integrity of their cultures in the midst of Americanization efforts. Collectively, these groups reveal efforts to address the impact of the demographic shift in terms of the local and national political landscape, racial politics, and American identity.

Human Development and Family Studies 425: CRITICAL FAMILY TRANSITIONS

(Hardesty) Please see Timetable.

One major objective of this course is to explore the life changes and transitions experienced by families during the course of normal development. A phenomenological approach will be utilized to understand and appreciate the impact of specific critical transitions by describing the actual experiences of individual family members. We will then move beyond an individual perspective to ascertain how critical transitions affect dyadic relationships as well as the family system as a whole. We will pay particular attention to issues of cultural diversity, gender, and the contribution of socioeconomic factors to family development. Our quest will be guided by theoretical models of family development and resilience to stress.

***Human Resource Education 536:** INTERNATIONAL HUMAN RESOURCE DEVELOPMENT
(Kuchinke) W 4-6:50 22 EDU

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.

Journalism 470: INTERNATIONAL REPORTING

(Yates) WF 8:30-9:50 123 GH

This course, which is taught by a former foreign correspondent, explores the role of international news in our daily lives by looking at those who report it today and those who pioneered this most rigorous form of journalism. The course examines the impact of new technologies on foreign correspondents as well as such issues as cultural bias, propaganda, diversity in the reporting and editing core, censorship and the enduring myths associated with the job. In addition to readings and discussions students, monitor and evaluate news coverage in selected countries and learn the secrets of writing international news for a domestic audience. GRID Content: approximately 40-50 %. We make comparisons with foreign correspondents of years past and discuss how the gender base is changing from a once male-dominated occupation to one that includes more women than ever before (though still far fewer than men). About half the course deals with issues that include gender diversity, but also touch on issues of racial, religious and cultural diversity.

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

(Lawler) T 11-1:50 35 ILIR

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%.

Latina/o Studies 442/Gender and Women's Studies 445/Spanish 442: U.S. LATINA LITERATURE
AND ICONOGRAPHY

(Romero) MW 11-12:15 326 DKH

Systematically addresses contemporary Latina feminism, its contexts and origins through the study of influential female cultural icons from the 16th century to the present. This critical approach allows contemporary Latina feminism to construct historical and cultural narratives based on women's contributions to culture. Students will also learn how contemporary theoretical approaches such as Postcoloniality, Gender Studies, Nationalism, influence the study of Latina identity. GRID content 100%.

Latina/o Studies 438: LATINA/O SOCIAL MOVEMENTS

(Caban) TR 10-11:15 29 PSYCH

Determinants, dynamics and consequences of Latina/o social movements and public actions in the U.S.. Theories and history of social movements, and globalization and the new immigration, and transportational community formation. Case studies include the UFW, La Raza Party, and mobilization of Latina/o communities to address specific local issues.

Latina/o Studies 496: SEMINAR IN LATINA/O STUDIES, TOPIC: AFRO LATIN AMERICAN AND
THE CARIBBEAN IN A DIASPORIC CONTEXT

(Torres) T 2-5:00 132 DH

No course description available at this time.

Psychology 420/Educational Psychology 420: THEORIES OF PSYCHOTHERAPY

(Espelage) TR 3-4:20 319 GH

Study of counseling and psychotherapeutic processes and theories. Coverage of major models and theories as well as current trends and a review of counseling skills will be included. Covers major theories of psychotherapy, including psychodynamic, feminist, and multicultural approaches. GRID Content 25%.

Sociology 475: HUMAN RIGHTS

(Hopping) TR 3-4:20 304 LH

Examines the idea of human rights: human rights in liberal democracies, especially in the United States; in pre-industrial societies; in totalitarian states. Studies human rights and cultural evolution; justification of human rights.

Sociology 496, Section JNP: ADVANCED SPECIAL TOPICS: EMPIRE AND WAR

(Pieterse) T 3-5:50

This course combines and contrasts globalization and empire. It offers analyses of globalization and stages of globalization and reflects on the recent and ongoing imperial turn in American foreign policy. It considers continuities and discontinuities between contemporary accelerated globalization, neoliberal globalization and empire with regard to economic policies, conflict management, military and geopolitical strategies, and the role of corporations and international institutions, on the basis of empirical and investigative approaches as well as from the point of view of theoretical debates. This course examines and reflects on the background to and ramifications of the war on Iraq for the US and the world.

Sociology 496, Section WP: ADVANCED SPECIAL TOPICS: TECHNOLOGY, BODIES AND GLOBALIZATION

(Poster) F 10:30-1:20

No course description available at this time.

Sociology 477: SOCIOLOGY OF LAW

(Marshall) TR 10:30-11:50

This course examines law and legal institutions in their social context. The course begins with theoretical approaches to the role of law in society, including critical race and feminist theories. The course will then review the law and society literature on criminal and civil law processes and the role of law in everyday life. Examining the operation of the legal system, we will pay close attention to its actors and institutions, particularly the legal profession and legal educations. Finally, the course will consider the relationship between law and social change.

Sociology 560: GLOBALIZATION DYNAMICS DEBATES

(Pieterse) R 4:30-7:20pm

An advanced study of the multidimensional character of globalization. Discussion of key processes of globalization and areas of consensus and controversy in the literature and examination of the premises of major approaches to globalization in social science and fundamental analytical questions and policy dilemmas that globalization presents. Discussions on scenarios and policy options of global futures.

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

(Mastronardi) TR 2-3:20 130 LH

Study of actual and perceived differences and similarities in the use of language by women and by men; emphasizes the social contexts of speech.

Urban and Regional Planning 423: INTRODUCTION TO INTERNATIONAL PLANNING: COMMUNITY DEVELOPMENT IN THE THIRD WORLD

(Miraftab) MW 10:30-11:50 223 THBH

The course will explore the physical, social, and economic dimensions of community development. The focus of the course will be on the experience of the urban communities in the third World and their challenges to access housing, income, neighborhood services and urban infrastructure. Throughout the course we will try to establish links between theory and practice and explore the influence of the conceptual understanding of development at a macro level, and practice of development at the community level. By examining the relations between the macro and micro and theory and practice, we will try to discuss the various roles assumed by planners and objectives defined for community development projects. In the analyses of community development strategies, there would be an emphasis on a range of actors involved in these processes. These include the poor, non-governmental and community-based organizations, as well as public agencies and international organizations. Examples and case studies from different regions of the developing world will be brought into the course and class discussions to draw comparisons and achieve an understanding of variations and similarities of the problems faced and solutions achieved in addressing issues of community development in these countries. GRID Content: 50%.

Urban and Regional Planning 429: INTERNATIONAL PLAN PRACTICE

(Silver) MW 2-3:20 223 THBH

The course examines how international development organizations address a variety of global issues, especially focusing on developing nations, and including poverty, human rights, women and gender issues, economic policies, and various services (including education, infrastructure, food, and health). Readings, guest lectures, discussions, documentaries, and student presentations highlight the extremely significant role of international development organizations.

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

(100-199 and 200-299: Lower-level undergraduate courses and 300-399: Upper-level undergraduate courses)

African Studies 243/Afro-American Studies 243/Political Science 243/Sociology 267:

PAN- AFRICANISM

(Bowen) TR 10-11:50 131 ASL

This course is an introduction to Pan African political movements and ideologies from the Americas to continental Africa. It examines the political, social, economics, and ideological relationships between Africans and their descendants in the diaspora from a historical and comparative perspective. Moving outward from the African continent, our focus will shift from major historical moments in these relationships including slavery, colonialism and resistance, Pan-Africanism and liberation through the postcolonial debates on ideology and development to the Black Power movement in the United States and South Africa. We will conclude with topical examinations of current policy and political debates within Africa and beyond.

Afro-American Studies 101/History 101: BLACK AMERICA, 1619-PRESENT

(Cha-Jua) TU 9-10:50 66 LIB

R 9-9:50 66 LIB

Surveys the African American experience from the West African background to contemporary times. The course traces the lived experiences of African Americans. It examines why and how African peoples were incorporated into the United States of America. It examines the formation of slavery and subsequent

systems of racial oppression. This course provides a materialist framework for understanding the dialectical relationship between changing structures of U.S. capitalist political economy, the structures and ideologies of racial oppression, and the self-emancipatory practices of African American people. It delineates the elements of racial oppression, including both its structural and ideological apparatuses and offers a conceptualization of the periods and stages of African American historical development. It explores the processes by which diverse African ethnicities transformed themselves into one people, African Americans and created and maintained a distinct culture. The course explores the forces that both unify and fragment African American people. Consequently, much attention is given to black women and questions of gender; black workers and issues of class; and youth and generational conflict. Furthermore, this will examine the nationalist and radical wings of the Black Freedom Movement as well as the traditional liberal organizations.

Afro-American Studies 199: BLACK WOMEN IN THE DIASPORA

(Flynn)	T	2-3:50	217 NOYES
	R	2-250	217 NOYES

No course description available at this time.

Afro-American Studies 211/Cinema Studies 211: AFRICAN AMERICAN FILM

(Gateward)	TR	10-12:30
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This course examines the history, theory, and aesthetics of African American filmmaking from the silent era to the present. Films are analyzed within their sociocultural contexts, with particular attention to how constructions of race, identity, and community interact with class, gender, and sexuality; and the link between film and other forms of expressive culture. We will also examine the impact of African American film on popular culture, links to the African Diaspora, and relations with other communities of color. No prerequisites. Course assignments will include three short research papers and a final exam.

Afro-American Studies 380/GENDER AND WOMEN'S STUDIES 380/History 396 EM: BLACK WOMEN HISTORIES AND CULTURES

(McDuffie)	MW	2:30-3:50
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Interdisciplinary study of black women's multiple histories and varied cultures including black women from North America, Africa, and the Caribbean. How and why have the lives of women of African descent changed over time? How did enslavement, migration, industrialization, urbanization, wage labor, colonialism, and decolonization transform the lives and subjectivities of women of African descent? How and why have black women in North America, the Caribbean, Latin America, Europe, and Africa seized the time and sought to liberate themselves and their communities? How have black female writers, artists, and intellectuals attempted to develop a black feminist/womanist aesthetic? How has modernity shaped the social construction of black women's identities as well as notions of femininity and masculinity within black communities? How have women of African descent contested the meaning of "black"? What are the differences between black feminist and white feminist discourses? Why and how have women of African descent been critical to maintaining families and in building community institutions? How have black women come to understand lesbianism, heterosexism, and motherhood? Where are black women heading as we move into the new millennium? These are just a few of the many questions that this class will seek to answer. We will trace the development of black feminist/womanist consciousness, the socio-economic status of women of African descent, changing gender relations within communities of African descent, black women's roles in social and religious movements, and representations of black women in popular culture from the 16th century to the present-day. The course will utilize an interdisciplinary, diasporic, black feminist approach to appreciate critically these topics. We will read exciting works by Audre Lorde, Angela Davis, Assata Shakur, Buchi Emecheta, and Patricia Hill Collins and use film and music to critically understand black women's history and their critical roles in black cultural life.

Agricultural and Consumer Economics 251: THE WORLD FOOD ECONOMY

(Unnevehr) MWF 9-9:50 180 BEV

The course examines the world food economy through consideration of factors affecting demand, supply, and trade. Demand factors include population growth, (e.g., determinants of fertility decisions), rising incomes and changing diets, and special attention is given to determinants of malnutrition and food insecurity. Supply factors include technological change, including biotechnology, as well as natural resource degradation. Changes in markets both within and between countries are examined in order to see how well markets perform in balancing out supply and demand, as well as how policies impact market performance. GRID Content: 10 %.

Anthropology 103: ANTHROPOLOGY IN A CHANGING WORLD

(Moodie) TR 8-9:20 116 Roger Adams Lab

Presents the fundamental areas of anthropological analysis through a series of comparative cases that emphasizes social and cultural relations in global contexts. Directs attention to the anthropological history of global empires and colonial states, their cultural exchanges, and contemporary studies of culture, society, and globalization.

Anthropology 268: IMAGES OF THE OTHER

(Gottlieb) MW (Lect.) 1-1:50 113 DH

F (Disc.) Either 10-10:50 OR 12-12:50 113 DH

Do all peoples view neighboring or distant populations as radically different "Others," or can humans create mutual images based on a notion of shared humanity? Course compares and analyzes the range of images of ethnic, "racial", gender, class and bodily differences that have been enacted historically and cross-culturally in both Western and non-Western populations.

Asian American Studies 365, Cinema Studies 365, Communications 365: ASIAN AMERICAN MEDIA AND FILM

(Ono) T (Lab) 5-6:50 G24 FLB

TR(Lecture) 10-11:20 G24 FLB

An examination of films and videos (experimental, documentary, independent, and Hollywood features) produced by Asian Americans which examine aspects of Asian American history, images of Asians and Asian Americans, constructions of Asian American identity, sexuality, relationships, and culture. Through in-class screenings and discussions, we will examine how Asian Americans attempt to construct their own history and identity(ies) and how these films and videos interact and intersect with developments in Asian American politics, social, artistic and literary movements, and in relation to dominant culture and cinema. Grading will revolve around class participation, short papers, and three longer papers. Recommended prerequisite: junior standing or higher; one class in cinema studies and/or Asian American studies. Over 50% of the course content focuses specifically on women, feminism, gender, and sexuality. Additionally, a significant portion of the class focuses on diasporic and transnational issues.

Business & Technical Writing 263: INTERNATIONAL BUSINESS: WRITING FOR THE GLOBAL WORKPLACE

(Perky) TR 11-12:15

This course aims to teach professional writing as both a culture-bound and a culturally transcendent form of communication. Students will learn to write with cultural awareness, responding to the issues inherent in international business: etiquette and social norms, ethics, and public relations. Further, we will discuss the challenges and problems that result from the globalized workplace: gender issues, immigration, outsourcing, umbrella marketing strategies; and the ramifications of the disintegration of boundaries. The goal is to increase awareness of and adaptability to cultural diversity, international communication, and the ability to write for a technological, multinational corporation. Writing assignments can vary from

short, situational writing responses to large-scale studies. Students, for their final project, can research and write about the nation of their choice.

Communications 391, Section M: SPECIAL TOPICS: COMMUNICATION AND MODERNITY: CONTEMPORARY THEORIES OF FIRST WORLD-THIRD WORLD RELATIONS

(McCarthy) MW 12-1:50 219 GH

Within the past decade and a half or so, there has been a steady expansion of scholarship calling attention to the rethinking of center-periphery relations between the third world and the first world. This body of scholarship—most often identified with literature studies, but which has expanded well beyond to other disciplines in the humanities and social sciences – has come to be known as postcolonial theory. Proponents of postcolonial theory have sought to address a wide range of topics related to the historical and contemporary relationship between metropolitan and periphery countries as well as the spatio-temporal impact of colonial and neo-colonial relations on dominant and subordinated groups in the metropolitan countries themselves. These topics include the historical and geographical evolution of colonial relations and post-independence developments in countries in Africa, Asia, Latin America and the Caribbean; patterns of identity formation, cultural representation, translation and cross-cultural connection between the metropole and the periphery in disciplinary areas such as literature, popular culture, music and art; and concerns bearing upon the redefinition of the nation state in the light of globalization or the intensification and rapid movement of cultural and economic capital across national borders. Postcolonial scholars have also foraged into the area of methodology insisting on interdisciplinarity and the critical integration of scholarly methods across social science and humanities paradigms. This course is intended as an overview of the major currents of thought in this emergent body of scholarly work. After considering some preliminary issues of the history, definition and terms of reference of postcolonial theory, we will explore the major themes and substantive theoretical and methodological claims and interventions of postcolonial theorists. This course should have broad appeal to students pursuing critical studies in the humanities, social sciences, education, and the communications fields. Every effort will be made in the course to explore interdisciplinary connections between postcolonial theory and other related bodies of thought such as cultural studies, postmodernism, globalization studies, feminists theory, and research in the are of development and dependency studies.

Communications 391, Section Q: SPECIAL TOPICS: GLOBALIZATION, COMMUNICATION AND CULTURE

(C. McCarthy) MW 2-3:20 315 GH

The events of 9/11 and their repercussions have provoked a particular urgency within the field of communication studies to better understand how modern human actors are connected across the particularities of ethnicity, nation, region, culture, language, and identity. Indeed, in the broad theater of the human sciences, across disciplines and fields of affiliation, there is now a collective intellectual desire, perhaps not always fully articulated, to explore the matter of global interconnections--inequalities, uneven development, movement and migration of people, ideologies, images and economic and cultural capital--- in a far more rigorous way than we have considered these issues in the past. Recent scholarship has tended to subsume these issues under the general concept of “Globalization” (Castells, 2001; Hoogvelt, 2001). In this sense, globalization refers to elaborated processes that have affected the relations among human groups across local, regional, and national borders from the very earliest beginnings of modernity. However, these large-scale processes have in the last few decades achieved a level of unparalleled acceleration and diffusion, owing in no small measure to the amplification and multiplication of the networking and interactional practices made possible by computerization and electronic mediation generally. In a very practical sense, globalization defines that configuration of everyday processes by which events, decisions, and activities conducted in one area of the world can now have immediate effect in an entirely different and distant part of our globe. Sometimes, these effects can be positive---as in the growing ecology awareness movement. At other times, the dynamics of globalization can be completely devastating as in the immediate and prolonged recessionary ripple effects on national economies around

the world as a consequence of the 9/11 terrorist attacks on the twin towers in New York City. But the matter goes beyond spectacular events. Globalization is expressed in the everyday movement of goods, services, finance, people, information, images, communication, crime, pollutants, drugs, fashion, culture, ideologies, and beliefs across modern territories--- large and small (McGrew, 1996, p. 470). Scholars and commentators have tended to take one of two approaches to these developments. On the one hand, there are those, like Christopher Jencks (1996) who regard globalization as the effect of a generalized liberating, postmodernist trend towards a diminution of the authority of centralizing powers and institutions such as the state. They associate this pattern toward decentralization with a corresponding augmentation of personal freedom, movement, migration and the cultural and the political heterogeneity of the expression of the broad masses of the people. On the other, there are those such as Masao Miyoshi (1998), Ankie Hoogvelt (2001), Andy Green (1997), and others who are more cautionary, who point instead to persistent patterns of global domination by the leading capitalist powers of the West. Theorists of this more pessimistic school of thought call attention to such matters as the accelerating homogenization and commodification of global culture (the world dressed in blue jeans) and the persistence, indeed the intensification, of the political and economic asymmetry of the North- South divide. This fall, the emphasis will be on the relevance of Foucauldian analysis to the examination of modern forms of power and state rule. A central question that we will be asking is how do Foucauldian theories of power--particularly as related to the consideration of such topics as discipline, surveillance, government, and biopower contribute to our understanding of contemporary forms of governance in the area of globalization? The course will continue to take the form of a public forum as part of a standing student/faculty reading/writing/research collaborative the principal objective of which is to make a pragmatic scholarly intervention into current debates on globalization with a strong disposition toward mentoring students prospective scholarly publication. Student participants registered for the course can choose either (a) to work on a manuscript for a journal or other publication or (b) to work on a term paper. The course should appeal to a wide range of students from a variety of disciplinary interests and backgrounds in the humanities and social sciences, communications and educational policy, and the fine arts. Readings for each weekly session will be determined as we go along and as suggested by participants. But special attention will be paid to a set of core readings. Each seminar session is regarded as a public forum. So, all and sundry are invited to participate.

Educational Psychology 202: EXPLORING CULTURAL DIVERSITY

()	M	10-11:50	166 EDUC
	T	10-11:50	144 ARMRY
	W	1-2:50	192 EDUC

Introduction to cultural diversity and social justice issues through interdisciplinary readings, discussion, and experiential activities. The course involves a 1-hour lecture and 2-hour lab/discussion section each week. The lecture focus is on raising awareness of key issues, concerns and concepts, providing accurate information on diverse groups, and relating theories and models to critical incidents of social oppression in everyday life. The lab/discussion sections follow a group dialogue and experiential activity format, and focus on relating the readings and lecture material to personal experiences and active learning activities.

English 112/Comparative and World Literature 112: THE LITERATURES OF GLOBAL CULTURE

(Sullivan)	M	3-3:50	114 DKH
	W	3-4:50	114 DKH

This course will focus on representative writers and filmmakers who constitute a world culture of interacting diversity, telling stories that journey away from home towards new encounters, new ways of seeing, and new ways of thinking about self and others. These artists from England, America, Africa, South Asia, the Middle East, and the Caribbean raise questions about inequities of power and development in an interdependent global economy, while raising the possibility of new forms of agency and community. We will ask how new identities, genders, and nations are constructed, contested, and challenged in the process of forming a globalized culture. Our writers include Joseph Conrad, Rudyard

Kipling, Rabindranath Tagore, Bharati Mukherjee', Ama Ata Aidoo, Caryl Phillips, Jean Rhys , Ghassan Kanafani, Ben-Ezer, and Assia Djebar. Filmmakers include GillesPontecorvo, Satyajit Ray, Gurinder Chadha, Mira Nair, and others. GRID Content: 75%

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

(Koshy) TR 9:30-10:45 108 EB

This course examines the ways in which the perspectives of race and gender and their interrelationships structure the writing of Asian American women. This course will emphasize the historical context within which the meanings of Asian American gendered subjectivity emerge by considering the connection between gender and work, sexuality, intellectual and artistic activity, and family and community life. Through looking at a range of critical writings, we will also examine the development of Asian American feminist thought and its relation to cultural nationalist and transnational communities.

English 280S/Gender and Women's Studies 280S: WOMEN WRITERS, TOPIC: BLACK AMERICAN WOMEN NOVELISTS

(Deck) TR 2-3:15 115 EB

Our primary goal in this class is to understand how African American women novelists work within and alter the conventions of this genre. We will read novels, written between 1901 and 1990, that revolve around a mystery, that are designed to portray black folk culture, those that blend lyric poetry and prose, and one told entirely through letters.

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

(Morey) TR 10 – 11:30 G20 FLB

Explores the most recent debates and research related to contemporary issues which primarily affect women. Review 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 KF/Afro-American Studies 199 KF: UNDERGRADUATE OPEN SEMINAR, TOPIC: BLACK WOMEN IN THE DIASPORA

(Flynn) T 2-3:50
R 2-2:50

No course description available at this time.

Geography 101: GEOGRAPHY OF DEVELOPING COUNTRIES

(Bassett) Please see Timetable

Examines the manner in which climate, land forms, resources, and cultural factors promote and inhibit change in developing countries (i.e., India, Iran, Egypt, Nigeria, China, Kenya, Brazil, Venezuela, Guatemala); makes comparisons between these countries and others in both the developing and the developed world.

Geography 106: GEOGRAPHIES OF GLOBALIZATION

(O'Reilly) MWF 9-9:50 151 EVRT

Processes of globalization may be homogenizing, yet they also contribute to increased fragmentation. This course takes as its pivot point the concept of geographical region. While examining the persistence of unique regions, the course will both scale up to global linkages and scale down to place-specific impacts of globalization processes. This course surveys major world regions by systematically considering five themes: environment; population and settlement patterns; cultural coherence and diversity; geopolitical fragmentation and unity; and economic and social development, with a specific

concern for gendered impacts. Throughout the course, basic concepts of a geographic perspective (e.g., scale, diffusion, and human-environment interactions) are utilized to examine patterns of globalization as well as the uniqueness of place. GRID content: 20%.

Geography 110/Global Studies 110: GEOGRAPHY OF INTERNATIONAL CONFLICTS
(O'Reilly) Please see Timetable.

Focuses on contemporary cultural conflicts, competition among nations for economic and mineral resources; treats territorial disputes from a cultural and geographic perspective. Case studies vary to illustrate types of contemporary conflicts.

Geography 210: CONTEMPORARY SOCIAL AND ENVIRONMENTAL PROBLEMS

(Thorn)	MWF	10	192 LH
	MWF	11	329 DH

Geographic perspectives on contemporary national and international problems. This course examines human modification and degradation of vegetation, soil, water, and the atmosphere with a particular emphasis on those issues in the developing world.

History 260A: SURVEY OF RUSSIAN HISTORY, TOPIC: POWER, IMAGINATION AND THE EVERYDAY

(Steinberg)	MWF	11-11:50	114 TB
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This course explores Russian history from the beginning to today through historical documents, literature, art, and scholarly readings that focus on questions of culture and experience. This survey course is not just about “what happened.” Three themes stand at the center of our tour of the Russian past: Power and resistance: rulers and their ideals as well as dissent and rebellion. Vision and imagination: ways of thinking, feeling, seeing, and dreaming expressed in art, music, literature, ideas, religion, and spirituality. The experience of everyday life. Particular focus on women and gender include readings and discussion of sex and sexuality in the middle ages and early-modern period, discussions of women's rule and images of female power in the 18th century, the intelligentsia in the 19th century, and revolutionary visions of the early 20th century. Essays and the final short paper may focus on women and gender.

History 280A/Latina/o Studies 280: CARIBBEAN LATINA/O MIGRATION

(Burgos)	MW	10-11:20
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Study of the economic, political, and social forces which shaped migration settlement and community formation of Puerto Ricans, Cubans, and Dominicans living in the United States. Evidence of the “Latin Explosion” in U.S. popular culture is everywhere. In the past years the nation has been mesmerized by the artistic work of Jennifer Lopez, Mark Anthony, Shakira, among others. On the baseball diamond, the heroics of “Slamming” Sammy Sosa and other Caribbean Latino players have been at the center of the resurgence of America’s game (baseball). The Latino presence has also sparked the transformation of marketing strategies of major corporations like Pepsi, Coca-Cola, among many others. This 'boom' has been accompanied, however, with popular images that present Latinos primarily as recent arrivals, crossovers, and exotic foreigners regardless of national origins or citizenship status. This course is geared toward developing a more historical understanding about the place of Caribbean Latinos in U.S. society. Through course materials, class discussions, and lectures we will explore the political and cultural relationships established between the U.S. and the Spanish-speaking Caribbean, the process of community building for these groups, and the struggles that Caribbean Latinos have had over finding their place in the United States. A variety of individual and group exercises in addition to written assignments will be used to accomplish another of the major goals of this course—further developing our ability to think, write, and to analyze in a historical manner. Graded assignments will consist of response papers, a 5-7 page critical essay, and two exams.

Human Development and Family Studies 314/Community Health 314/RST 314/Psychology 314/Rehab 314: INTRODUCTION TO AGING

(Armstrong) MW 10-11:15 219 DKH

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. The course is open to any undergraduate students. It fulfills a requirement for the campus Minor in Gerontology.

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

() MW 11:30-1 242 BEV

This course examines the social construction of gender within personal relationships, and links interpersonal constructions to both social institutions and individual development. Also, looks at the intersection between gender and other identities and social positions. Some attention will be given to cross-cultural gender issues.

Latina/Latino Studies 227/Sociology 227: LATINA/LATINOS IN CONTEMPORARY UNITED STATES SOCIETY

(McConnell) MW 12-1:20

Examines the incorporation of the major Latina/Latino subgroups into United States society, surveys the major theoretical approaches that have been used in the social sciences to explain majority-Latino relations, and provides an empirical overview of how major social institutions affect the daily lives of Latina/Latinos.

Latina/Latino Studies 375/Communications 375: LATINA/O MEDIA IN THE US

(Molina) TR 4:30-5:50 133 ARMRY

Examines the portrayal and participation of Latinas and Latinos in the U. S. media using a variety of interdisciplinary approaches. Addresses historical and political movements that have been critical to Latina/Latino print, broadcast, and electronic communication within the broader context of cultural diversity.

Latina/o Studies 379/History 379: LATINA/OS AND THE CITY

() MW 2-3:20 1304 SIEBL

Examination of the migration and settlement of Latina/o populations (Mexicans, Puerto Ricans, Cubans, Dominicans, and Central and South Americans) in U.S. cities. Focus on the historic, economic, social and political factors that influenced these migrations and the choices migrants made to come to the United States and to urban areas in particular. Study of the regional variation among Latina/o groups, and coalition building and collaborative ventures between Latina/os and other communities of color in urban areas.

Liberal Arts and Sciences 199: OPEN SEMINAR, TOPIC: INTERNATIONAL STUDIES

(Diehl) TR 3:30-4:50 Arr ARMRY

Globalization has transformed many problems in the international system as well as creating new ones. This course provides an introduction to the critical problems facing the global community in the present century. Students are introduced to global, rather than national, perspectives to series of problems. Special emphasis on security concerns; security is broadly conceived to reflect new challenges such as environmental and human security, as well as traditional military and political issues. Topical coverage includes energy, international trade, nuclear proliferation, human rights, and ethnic conflict among others. For each problem area, lectures and discussion will concentrate on (1) how the problem is evolving, and (2) the various approaches available to manage it. Writing assignments will constitute the main

requirements of the course, and these will allow students to develop their own perspectives and analyses of the problems covered. Students will also be required to attend a minimum number of campus events (lectures, movies, etc.) related to the course. One class session will be devoted directly to issues of women and development.

Political Science 241: COMPARATIVE POLITICS IN DEVELOPING NATIONS

() Please see Timetable.

This course surveys important topics in the politics of Latin America, Asia, and Africa. The course proceeds historically with an examination of colonialism, the rise of nationalism, the movements for independence, and the transition to democratic regimes. The course then turns to particular problems and theories of political and economic development. These include, among other topics, the characteristics of different political systems, theories of economic underdevelopment, and public policy issues such as international migration and environmental sustainability.

Political Science 272/Gender and Women's Studies 272: WOMEN AND POLITICS

() Please see Timetable

Examines the political status and roles of women. Topics include women's political behavior; feminist and anti-feminist politics; and contemporary legislative and public policy issues, such as educational equity, equal rights legislation, and health care delivery for women.

Rural Sociology 270/Sociology 270: POPULATION ISSUES

(Swicegood) MW 3-4:20

Examines the current world population situation; the historical and current patterns of birth, death, migration, marriage, contraception, and abortion; and the world food and energy resources, crowding, and problems of overpopulation.

Social Work 397/Asian-American Studies 397: ASIAN FAMILIES IN AMERICA

(Balgopal) TR 10-11:20 102 1203 OREGON

Offers a comparative analysis of Asian families as they cope and adapt to American society. Examines: 1) how families from four major Asian-American groups (Chinese, Indian, Japanese and Korean) function in American society; 2) how these families compare to families in their country of origin; and 3) how these families are similar to or different from the "typical American" family. Includes visits to Asian cultural institutions and with Asian families. It covers significantly issues related to women and gender. Also these immigrant groups are relatively new in America and the role of family members are examined in both American and the country of origin context.

Sociology 160: GLOBAL INEQUALITY AND SOCIAL CHANGE

(Desai) TR 4:30-5:50 103 MH

() TR 3-4:20 228 NH

Introduces sociological concepts of poverty, inequality, and social change within a global context. Themes explored include basic food security, poverty and hunger; population and resource distribution; foreign aid and development institutions; and social policies and movements for change. Course approach is historical and transnational, and typically includes case studies from Africa, Asia, Latin America, and the United States.

Sociology 261/Gender and Women's Studies 261: GENDER IN TRANSNATIONAL PERSPECTIVE

() MW 10:30-11:50

Examines how gender inequality is structured on a transnational level. Emphasis will be placed on the interactive relationship among various countries, and how globalization promotes racial, ethnic, sexual, and national hierarchies among women, in both newly and advanced industrialized countries.

Sociology 273: SOCIAL PERSPECTIVES ON THE FAMILY

(Kenney) MW 1:30-2:50 304 LH

Examines the societal forces shaping aspects of stable and changing family relations in the U. S. and other countries; focuses on social-structural factors affecting marriage, divorce, co-habitation, child-bearing, the division of work and authority, and other features of life.

Sociology 364: IMPACTS OF GLOBALIZATION

(Desai) TR 1:30-2:50

Introduces sociological theory and research on globalization, in debate with the literature on modernization, world-systems, and development/underdevelopment. Explores recent economic, political, and cultural change at macro-sociological level. Themes include: global governance and world society, global diffusion of American culture, global capitalism, and new forms of social resistance. Gender issues will be addressed throughout the course.

Sociology 396, Section DS: SPECIAL TOPICS: IMMIGRANTS IN U.S. SOCIETY: EXPLORATIONS AND LIFE HISTORIES

(Schneider) MW 1:30-2:45 Rm 212, 1205 W Oregon

This course is for Chancellor's scholars; others may enroll with consent of instructor and the director of the Campus Honors Program. This course will examine migration into the United States from a variety of perspectives: social, political, cultural and historical. The class will adopt a chronological and thematic focus examining different ways of understanding immigration and immigrants from the mid-nineteenth century to the present. The classic immigrant story of the nineteenth century, with its emphasis on abandoning one's culture of origin and re-making oneself into a citizen of the New World will be examined first. The theme of upward mobility, so prominent in autobiographical and scholarly texts of the early twentieth century, will be analyzed next. Immigrants and racial segregation in the mid-twentieth century and the emergence of ethnic consciousness movements will be important themes in the second half of the class. Finally, the class will study the forces and counter-forces behind the rising anti-immigrant movement in parts of the United States today. Students will be required to read a variety of texts from classic historical texts to novels, autobiographies, monographs and community studies. Some films will also be part of the curriculum. Students will have a choice of two types of projects which will be integrated into the semester's curriculum.

Speech Communications 396 AP: SPECIAL TOPICS IN COMMUNICATIONS

(Press) MW 2-3:20

Examines how the mass media influence our development as gendered individual. Considers various critical feminist theories and how they have been applied to the study of mass media, representations of women and men in film and television, and the functions of these representations for different segments of the audience. Special attention is given to the history of mass media portrayals of gender and to feminist criticisms of these portrayals. The appeal of "female" genres such as melodramas and soap operas as well as "male" genres such as crime drama will be explored. We will also consider alternatives to mainstream images in the media. Particular emphasis will be given in this course to images of gender among adolescents.

Urban and Regional Planning 199, Section D: TOPIC: CITIES IN GLOBAL PERSPECTIVE

(Miraftab) MW 3:30-4:50 223 THBH

The course examines the many important roles that cities play in the development of regions and nations, blending a historical perspective with attention to contemporary issues. It examines the similarities and differences in human habitats by assessing the processes operating in the world's principal cities outside North America. Objectives: a global perspective on the process of urbanization; a historical overview of urban development from an international perspective; understanding the changing character of urban life

and the diversity of urban cultures; introduction to the various ways that planning has altered urban areas; the politics, economics, and environmental factors in world cities.

Urban and Regional Planning 260: SOCIAL INEQUALITY AND PLANNING

(Harwood)

MW

2-3:20

302 ARCH

This course provides an introduction to the social, political, economic and cultural forces shaping communities today. Emphasis on the role of race, class and gender relations in urban social issues and the processes through which successful community intervention occurs at the local level: community organizing, participatory planning, advocacy planning, community development. Students explore the dynamics of community building and social change by focusing on the interplay between communities, leaders, institutions, and change processes through team projects, individual assignments and community service activities in the surrounding community. This year we will participate in a community project in East St. Louis.

RESOURCES:

We are fortunate on this campus to have a specialized library, **Women and Gender Resources Library (WAGR)**, as a major resource for international research on women and gender issues. The WAGR Library is located in **Room 415 Library**, on the fourth floor of the Main UIUC Library. It includes the Tinker Collection of documents dealing with gender relations in international development and tracing the history of the women, gender, and development field. The unit provides professional reference assistance and has the capability to generate computerized annotated bibliographies upon request. Cindy Ingold, WAGR Librarian, welcomes reference inquiries and can be contacted by phone at 333-7998 or by e-mail at cingold@uiuc.edu. More information about the WAGR Library can be found on their web site at <http://www.library.uiuc.edu/wst/>.

The WGGP Program also provides a small collection of policy-related reference materials available for use in the Research Room, 323 International Studies Building. More information on WGGP programs can be found on the WGGP web site at <http://www.ips.uiuc.edu/wggp/>.

ABBREVIATIONS FOR CAMPUS BUILDINGS

ABL Agricultural Bioprocess Lab
ACESL ACES Lib, Info & Alum Ctr
ADB Art and Design Building
AEA1 Art-East Annex, Studio 1
AEA2 Art-East Annex, Studio 2
AESB Agricultural Engr Sciences Bldg
AH Altgeld Hall
AIRPT Willard Airport
ALLEN Allen Residence Hall
ARCD Student Services Arcade Bldg
ARCH Architecture Building
ARMRY Armory
ASL Animal Sciences Laboratory
ASTR Astronomy Building
ATKNS Atkins Tennis Center
ATSB Atmospheric Sciences Bldg
BEV Bevier Hall
BI Beckman Institute
BNRL Burnsides Research Lab
BUR Burrill Hall
CA Chemistry Annex
CAB Computing Applications Bldg
CB Ceramics Building
CDL Child Development Laboratory
CEHL Civil Eng Hydrosystems Lab
CERFA Ceramics Facility
CLSL Chemical and Life Sci Lab
CMPBL Campbell Hall
CRC Children's Research Center
CROC Campus Rec Outdoor Ctr
CSL Coordinated Science Lab
CWS Colonel Wolfe School
DANCE 905 W. Nevada
DCL Digital Computer laboratory
DH Davenport Hall
DKH David Kinley Hall
EB English Building
ECDL Expanded Child Dev Lab
EDUC Education Building
EH Engineering Hall
ERML ER Madigan Lab
ESB Engineering Sciences Building
EVRT Everitt Elec & Comp Engr Lab
FA Foellinger Auditorium
FARFS FAR-Food Service Building
FH Freer Hall
FLAGG Flagg Hall

FLB Foreign Languages Building
FRTSSB Fred Turner Student Serv Bldg
GARNR Garner Hall
GELIB Grainger Engineering Library
GH Gregory Hall
GPHS Grad Photo Studio
GSB 2116 Griffith
GSLIS Library and Info Science Bldg
H1 Willard Airport: Hangar 1
H4 Willard Airport: Hangar 4
HAB Henry Administration Bldg
HDG Harding Band Bldg
HFL Horticulture Field Lab
HUFF Huff Hall
ICEA Ice Arena
IGPAB Ins Gov & Public Affiars Bldg
IH Illini Hall
ILIR Inst Labor & Industrial Rel
ILLGV Illini Grove
IMPE Intramural-Phys Ed Bldg
ISB International Studies Building
ISRL Illinois Street Residence Lng
IU Illini Union
JAPAN Japan House
KAM Krannert Art Museum
KCPA Krannert Center for Perf Arts
KG Kenney Gymnasium
KGA Kenney Gymnasium Annex
KH Ceramics Kiln House
LAW Law Building
LH Lincoln Hall
LIB Library – Main
LMS Loomis Lab
MEB Mechanical Engineering Bldg
MEL Mechanical Engineering Lab
MH Mumford Hall
MHC McKinley Health Center
MOR Morrill Hall
MRL Seitz Materials Research Lab
MSEB Materials Science & Eng BLD
MSL Meat Science Lab
MUMHS Mumford House
MUSIC Music Bldg
NCEB Newmark Civil Engineering Bldg
NEL Nuclear Engineering Lab
NHB Natural History Bldg
NOBLE Noble Hall
NOYES Noyes Lab
NRAL Nuclear Radiations Lab
NSRC National Soybean Res Ctr
PFSB Peabody Food Serv Bldg

PLB Pennsylvania Lounge Bdg – PAR
 PSL Plant Sciences Lab
 PSYCH Psychology Lab
 Q1 Willard Airport: Q1
 Q3 Willard Airport: Q3
 Q4 Willard Airport: Q4
 Q5 Willard Airport: Q5
 Q7 Willard Airport: Q7
 Q8 Willard Airport: Q8
 RAL Roger Adams Lab
 REC Rehabilitation Educ Ctr
 RICHS Richmond Studio
 SCLPT Sculpture Bldg
 SHS Speech and Hearing Clinic
 SIEBL Siebel Center for Comp Sci
 SMITH Smith Memorial Hall
 SNYDR Snyder Hall
 STDM Memorial Stadium
 STKPV Stock Pavilion
 TB Transportation Bldg
 TH Turner Hall
 THBH Temple Hoyne Buell Hall
 TL Talbot Lab
 UGLIB Undergraduate Library
 UHS University High School
 VANDN Van Doren Hall
 VGCRP Vegetable Crops Bldg
 VMBSB Vet Med Basic Sciences Bldg
 VMTH Veterinary Teaching Hospital
 WESTN Weston Hall
 WOHLR Wohlers Hall
 WRDL Wardall Hall – ISR
 408G 408 S. Goodwin
 505GR 505 E Green
 508SX 508 S. Sixth
 510DA 510 E Daniel
 805PA 805 W Pennsylvania
 901OR 901 W Oregon
 907/N 907 1/2 W Nevada
 909OR 909 W Oregon
 911SX 911 S Sixth
 912IL 912 W Illinois
 1001N 1001 W Nevada
 1004F 1004 S Fourth, Police Trng Ins
 1203/ 1203 1/2 W Nevada
 1203O 1203 W Oregon
 1205/ 1205 1/2 W Nevada
 1205N 1205 W Nevada
 1205O 1205 W Oregon
 1207O 1207 W Oregon