

# COURSE LIST

**FALL 2009**

**WOMEN AND GENDER IN GLOBAL PERSPECTIVES  
PROGRAM**



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

**Women and Gender in Global Perspectives  
University of Illinois at Urbana-Champaign  
320 International Studies Building  
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**<http://www.ips.uiuc.edu/wggp>**

# WOMEN AND GENDER IN GLOBAL PERSPECTIVES PROGRAM

## COURSE LIST

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This Course List, compiled by the Women and Gender in Global Perspectives Program (WGGP), includes courses that are approved for the graduate minor, **Gender Relations in International Development (GRID)**, administered by WGGP. The interdisciplinary GRID minor has been cooperatively developed by a number of sponsoring academic units for students interested in scholarship and employment in such areas as public policy analysis and planning, international agriculture, international business, comparative education, comparative social science and human resource development in an international context.

For the GRID minor, students must, in addition to fulfilling the degree requirements of their major department, take the:

1. **\*\*GRID Core Seminar**  
on Gender Relations in International Development (HCD 595G/GWS 480 offered every Spring).
2. Two more additional units of course work from a broad list of: **\*GRID Elective Courses** (Only courses offered in Fall 2009 are listed below. For a complete list and more information on the GRID minor, contact the WGGP Program at 333-1994 or check the WGGP webpage at <http://www.ips.uiuc.edu/wggp/grad.shtml>.)

### **ELECTIVE COURSES approved for the GRID requirement:**

**Afro-American Studies 421:** RACIAL AND ETHNIC FAMILIES (Same as EPS 421, HDFS 424, and SOC 421. See EPS 421)

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

(Anthony) TR 2:00-3:20 102B Architecture  
Out of all licensed architects in the American Institute of Architects (AIA), why are only 11% women, 3% Latino/a, 2% Asian, and less than 1% African American? What accounts for such staggeringly low figures? Why has architecture lagged so far behind its counterparts of law and medicine, where sizeable advances already have been made? When so-called "minorities" are rapidly becoming majorities in so many American cities, what are the consequences when the diversity of the population is not reflected in the architectural profession? And how can this be changed? How can the new generation of architects better respond to diversity and begin to change the culture of the profession? How can you, personally, make a difference? The purpose of this course is to introduce students to an aspect of architecture that has all too often been overlooked: the role of women and people of color (i.e., African Americans, Latino/Latina Americans, Asian Americans, Native Americans, and others). As in many other fields, the work of white males has historically dominated architecture. Furthermore, due to the persistence of the "star system," valuable contributions of women architects and architects of color, for the most part, have not been recognized. To a certain extent, this pattern can also be seen in the related environmental design professions of landscape architecture and urban design. This course calls attention to the work of both women architects and architects of color as consumers, critics, and creators of the environment--as clients and users, writers and researchers, design practitioners,

educators, and students. Through your participation in this course, you will supplement the body of knowledge and educational perspectives traditionally conveyed across the architectural curriculum. You will gain an understanding of key issues in this rapidly emerging, dynamic field. And no matter what your career goals, you will become a more sensitive employee and/or employer. You will meet leading practitioners. Guest speakers and/or field trip hosts include women architects/designers and architects of color from the Midwest who broaden the perspectives of this course by sharing their personal and professional experiences. A class field trip to Chicago provides you the opportunity to visit the offices of award-winning underrepresented architects and see their work.

**Communications 432/Gender and Women's Studies 432/Linguistics 432:** GENDER AND LANGUAGE (Giorgio) MW 3:30-4:50 133 Armory  
Study of actual and perceived differences and similarities in the use of language by women and by men; emphasizes the social contexts of speech.

**Economics 450:** DEVELOPMENT ECONOMICS (Akresh) MW 9:30-10:50 123 David Kinley Hall  
Analyzes the economic problems associated with newly developing nations; emphasizes their economic structures, their factor scarcities, and their programs for development.

**Economics 551:** TOPICS IN DEVELOPMENT ECONOMICS (Esfahani) TR 11-12:50 219 David Kinley Hall  
(Akresh) MW 8-9:20 219 David Kinley Hall  
Analyzes the newly developing economies, with emphasis on institutional factors affecting development and economic policy relating to development.

**Educational Policy Studies 421/Sociology 421/Afro-American Studies 421/Human Development and Family Studies 424:** RACIAL AND ETHNIC FAMILIES (Barnett) T 10:11:50 323 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.

**Educational Policy Studies 530:** EDUCATION AND GLOBALIZATION (Rizvi) on line 7:00-9:00 PM  
Analyses of the role and functions of education in social, political, and economic development, with particular reference to the new and the developing countries. Instructor approval Required.

**Educational Psychology 562:** LITERACY ACROSS CULTURES (Anderson) W 10-12:50 169 Children's Research Ctr  
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.

**Gender and Women's Studies 340:** GENDER, RELATIONSHIPS AND SOCIETY (Same as HDFS 340 and SOC 322. **See HDFS 340**)

**Gender and Women's Studies 424:** GENDER AND RACE IN CONTEMPORARY ARCHITECTURE (Same as ARCH 424. **See ARCH 424**)

**Gender and Women's Studies 432:** GENDER AND LANGUAGE (Same as LING 432 and CMN 432. **See CMN 432**)

**Geography 410:** GEOGRAPHY OF DEVELOPMENT AND UNDERDEVELOPMENT  
(Bassett) TR 12:30-1:50 329 Davenport Hall  
Patterns and processes of Third World development geography. Lectures and discussion draw upon theoretical and case study material by development geographers working in Asia, Africa, and Latin America.

**Human Development and Family Studies 340/Gender and Women's Studies 340/Sociology 322:**  
GENDER, RELATIONSHIPS AND SOCIETY  
(Oswald) TR 11-12:20 242 Bevier  
Explores the production of gender through social interaction within families and other specific interpersonal and institutional relationships that change over time. Gender is also linked to race, class, ability, and sexuality.

**Human Development and Family Studies 422:** U.S. LATINA & LATINO FAMILIES (Same as LLS 422. See LLS 422).

**Human Development and Family Studies 424:** RACIAL AND ETHNIC FAMILIES (Same as AFRO 421, EPS 421, and SOC 421. See EPS 421)

**Latina/Latino Studies 422/Human Development and Family Studies 422:** U.S. LATINA & LATINO FAMILIES  
(Raffaelli) TR 11:00-12:20 3 Christopher Hall  
This course provides an overview of issues relevant to the understanding of Latino/a families and children in the United States. By the end of the course, students should: 1) Understand historical and current demographic patterns of the Latino presence in the U.S., including the implications of demographic shifts for the experiences of Latino children and their families; 2) Be aware of theoretical, ethical, and methodological issues involved in the study of Latino children and their families; 3) Be familiar with topics that are particularly salient for Latino children and their families, including factors linked to individual development (e.g., ethnic identity, acculturation), family adaptation (e.g., intergenerational relations, gender roles), and group functioning (e.g., similarities and differences among Latino subgroups, immigration); 4) Be able to apply this information to a variety of real-world issues (e.g., education, health promotion, family interventions). Grading is based on class attendance/participation; homework assignments; exams; and completion of a term project. (Graduate students will complete additional requirements.)

**Sociology 322:** GENDER, RELATIONSHIPS AND SOCIETY (Same as GWS 340 and HDFS 340. See HDFS 340)

**Sociology 421:** RACIAL AND ETHNIC FAMILIES (Same as AFRO 421, EPS 421, and HDFS 424. See EPS 421)

**Urban and Regional Planning 423:** INTRODUCTION TO INTERNATIONAL PLANNING  
(Miraftab) TR 8-9:20 223 Buell

Course introduces students to the main theoretical frameworks and conceptual building blocks of urban and community development in the Third World. This includes the approaches to development planning, the notion of community participation and empowerment, and the role of various actors including the poor, the non-government organizations and the grassroots.

**Urban and Regional Planning 494KS:** SPECIAL TOPICS IN PLANNING: INTERNATIONAL ENVIRONMENTAL ISSUES  
(Salo) MW 1-2:20 223 Buell  
This seminar introduces students to critical debates on how environmental issues shape and are shaped by contemporary social relationships across multiple spatial scales. These include debates on the political, economic and cultural causes and consequences of global warming, transnational toxic pollution and global expropriation and control of local resources. It emphasizes a socio-historical understanding of contemporary eco-social problems, projects and associated policies as the outcome of many and often conflicting cultural

practices and historical processes. Student projects explore how local movements organize and build trans-local, eco-social networks that promote more humane alternatives to dominant top down forms of globalization.

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