

WOMEN AND GENDER IN GLOBAL PERSPECTIVES PROGRAM

RELEVANT COURSES AT UIUC

FALL 2004

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 concentration, **Gender Relations in International Development (GRID)**, administered by WGPP. The interdisciplinary GRID Concentration has been cooperatively developed by a number of sponsoring academic units for students interested in scholarship and employment in such areas as public policy analysis and planning, international agriculture, international business, comparative education, comparative social science and human resource development in an international context.

For the GRID Concentration, both Master's and Doctoral students must, in addition to fulfilling the degree requirements of their major department, take the:

1. ****GRID Core Seminar** (HCD 595G/GWS 480 offered every Spring).
2. One or more additional units of course work from a broad list of: ***GRID Core Courses** (Only courses offered in Fall 2004 are listed below. For a complete list contact the WGPP Program.)
3. Proficiency in a second language or two or more units of quantitative methods at the graduate level.
4. (Optional) One or more units of independent study, research, or practicum experience, approved by the GRID Committee departmental representative.
5. At the Doctoral level, students must also take the GRID Core Seminar on Advanced Gender Relations in International Development Research Methods (HCD 592A/GWS 3490GS offered every other Spring) and give attention to gender issues and development in the doctoral dissertation.

For more information on the GRID Concentration, contact the 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 or refer to the paper copy of the Fall 04 Class Schedule.)

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 10-11:20 219 GH

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.

Agricultural and Consumer Economics 411: ENVIRONMENT AND DEVELOPMENT

(Brozovic) MW 1-2:20 316N MH

Application of theory and methods of cost-benefit analysis and environmental economics to appraisal of development projects and economic programs. Topics include willingness to pay, willingness to accept, project appraisal, social benefit-cost analysis, dynamic models, ecological economics and non-market valuation. Some gender-related issues will be included in case studies and lectures, although this will not be a primary focus of the course.

***Agricultural and Consumer Economics 451: AGRICULTURE AND INTERNATIONAL DEVELOPMENT**

(Elkins) TR 10:30-11:45 307 EB
Economics of agricultural development and the relationships between agriculture and other sectors of the economy in developing nations; agricultural productivity and levels of living in the less developed areas of the world; and studies of agricultural development in different world regions including Africa, Asia, and Latin America.

Agricultural and Consumer Economics 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.

Anthropology 484: ASIAN DIASPORAS

(Manalansan) TR 5-6:20 113 DH
Comparative study of Asian diasporic communities in various world regions through ethnography. Introduces concepts of transnationalism, globalization, and modernity in relation to Asian migration in contemporary times.

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

(Gottlieb) T 2-4:50 209A DH
What is feminist anthropology, how does it relate to broader feminist theory, and how does it relate to anthropology? Can feminism and cultural relativity engage in a productive dialogue? What is feminist ethnography, and is/can/should it be written "differently"? In this graduate seminar we will take a roughly chronological look at how a range of authors, from founding mothers to contemporary scholars, have reshaped the subdiscipline of cultural anthropology by reminding us that we are all gendered. We explore a range of theoretical perspectives, from political economy to postcolonial to literary. Although we mostly focus on writings by anthropologists, we will also look at relations between feminist anthropology and some other related disciplines. Weekly reading notes and a final research paper are among the required writings to be produced for the course. Readings will include the following books as well as a course pack of articles: Lila Abu-Lughod, *Writing Women's Worlds* (Univ. of California Press, 1993); Ruth Behar and Deborah Gordon, eds., *Women Writing Culture* (Univ. of California Press, 1993); Nancy Oestreich Lurie, *Women and the Invention of American Anthropology* (Waveland Press, 1999); Sherry B. Ortner, *Making Gender: The Politics and Erotics of Culture* (Beacon Press, 1997); Bettina Shell-Duncan and Ylva Hernlund, eds., *Female "Circumcision" in Africa: Culture, Controversy, and Change* (Lynne Rienner Publishers, 2001); Anna Lowenhaupt Tsing, *In the Realm of the Diamond Queen* (Princeton U. Press, 1993); Wolf, Margery, *A Thrice-Told Tale: Feminism, Postmodernism; and Ethnographic Responsibility* (Stanford Univ. Press, 1992)

***Architecture 424: GENDER AND RACE IN CONTEMPORARY ARCHITECTURE**

(Anthony) MW 9:30-10:50 210A ARCH

Analyzes how the built environment reflects social attitudes towards gender and race. Identifies the work of women and people of color in architecture and related disciplines as consumers, critics, and creators of the environment. Provides links with valuable professional networks in Chicago and elsewhere³

Communications 560/Gender and Women's Studies 560: FEMINIST MEDIA STUDIES

(Triechler) R 3-5:50 336 GH

Addresses major areas of theoretical debate or interest in the broad topic of "Feminist Media Studies" and looks in depth at a number of theoretical issues which define it. Develops an understanding of historical, psychoanalytic, interpretive, and social scientific approaches to the study of film and television texts, their reception, and their production. Readings are extensive and directed toward illustrating the range of theoretical and empirical approaches applied to addressing questions of central interest in the field. Viewings will emphasize some lesser-known historical texts central to theoretical debates in the field. Viewings and readings are focused on "popular" film and television.

Communications 590, Section G: GLOBALIZATION, COMMUNICATION AND CULTURE

(Schiller) T 12-1:50 336 GH

A doctoral seminar devoted to The Social History of US Telecommunications. This course does consider issues related to women and gender in the context of telecom system development, especially during the Progressive Era (1890-1920).

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

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

This course examines the cultures 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 healthy background will be provided with additional reading at the beginning of the semester to explain terminology used during lecture.

Curriculum and Instruction 590: Section MSE: SEMINAR FOR ADVANCED STUDENTS OF EDUCATION; EQUITY ISSUES IN EDUCATIONAL TECHNOLOGY

(Tettagah) T 9-11:50 389 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 575: PROBLEMS IN JAPANESE SOCIETY

(Kelsky) R 1-3 1032 FLB

Introduction to social, cultural, and intellectual issues that have shaped modern Japan. A variety of methodologies are employed, including those of intellectual history, anthropology, and literary criticism.

*** Economics 450: DEVELOPMENT ECONOMICS**

(Clark) MW 1:30-2:50 126 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 11-12:50 113 DKH
 Analyzes the newly developing economies, with emphasis on institutional factors affecting development and economic policy relating to development.

Educational Organization and Leadership 545/Economics 545: ECONOMICS OF EDUCATION, HEALTH AND HUMAN CAPITAL

() ARRANGED

Basic economic analysis of human capital and value of human time, with applications to the economics of education and health; theory and analysis of consumer investment in human and physical capital over the life cycle; the returns to education and health, and their effects on growth; theory of nonmarket time; public finance of education and health; and implications for analysis of the distribution of income.

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

(Barnett) T 10-11:50 323 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 4-5:50 111 DKH

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

Educational Policy Studies 503, Section B1: BLACK WOMEN IN THE ACADEMY

(Barnett) T 1-2:50 323 Education

No course description available at time of printing.

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

(McClure) R 4-5:50 323 Education

Provides a general overview of the relationship of language, culture, and society to the teaching-learning process; gives broad exposure to research and theory concerned with the effects of sociocultural factors on cognition, perception, and motivation; also considers the effect of such factors on classroom interaction.

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

() R 10-1:50 169 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 473: SPECIAL TOPICS IN FILM STUDIES: FROM PAGE AND STAGE TO SCREEN: ISSUES AND STRATEGIES IN MEDIA ADAPTATION

(Curry)	T (Lab)	1:30-3:20	160 EB
	R (Lect.)	1:30-3:20	160 EB

Departing from recognition that adaptation is a means and resource yielding most contemporary media fictions, this new topics course will examine distinctive approaches and conventions to screen adaptations. We will address strategies and effects of specific adaptation across genres, historical periods, and national/cultural boundaries, sometime comparing two versions of a shared source. We will address gender in relation to global perspectives and development, in the sense of studying theories of postcolonialism and race in relation to the media forms in question.

English 504/Comparative and World Literature/Cinema 504: THEORIES OF CINEMA

(Curry)	W	3-5:50	123 EB
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Key issues and debates in film and cultural theory that we will explore in this seminar include media forms' possible perceptual and social effects; interplay between fictional and non-fictional representations; patterns and effects of intertextual references (including parodic citations); differing conceptions of media consumption's impact on viewers; comparative aspects of media reception in the public sphere and domestic spaces, in relation to concepts of "the everyday"; and on-going (if somewhat disguised) debates about what used to be called "high" versus "low" cultural traditions (which often embed issues of class, gender, and/or race). The seminar will particularly address theories that bring insights to the analysis of hybrid media forms and so-called "cross-overs" between historically distinct modes of performance and representation (e.g., literary and theatrical adaptations, various media "remakes," made-for-tv movies, computer monitor as tv/film screen, big-screen-tv as movie screen). Accordingly, seminar foci include genre combinations and recastings, audience positioning and address, and the ways that institutional/cultural-economic parameters shape media formats and their circulation. Thus, for example, the seminar will closely consider both psychoanalytic and cultural studies approaches to questions of spectatorship.

Gender and Women's Studies 4902U: GIRLS AND POPULAR CULTURE

(Projansky)	MW	10-11:30
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In this course, we will examine the relationship between girls and popular culture from a variety of perspectives. We will ask questions such as: How have girls been represented historically in popular culture? Why are girls so prominent in popular culture in the late 20th century and early 21st century? How do girls use, produce, and interact with popular culture? In the process of exploring these questions, we will also work to define both "girls" and "popular culture." To do this, we will ask questions such as: When does girlhood begin? When does it end? How do popular culture texts define "girl"? How do girls define the meaning of "girl" for themselves? And, what "counts" as popular culture? Is it just film, television, radio, mass magazines, and the internet? Does it also include zines, playground culture, shopping mall spaces, sports, and street corners? The course will emphasize discussion over lecture and written papers over exams, and it will draw on scholarly writing, personal experience, and critical viewing/listening/reading of popular culture. Students will be encouraged to bring their own interests into the classroom, shaping the direction of our discussion, as well as the examples of popular culture that we view/listen to/read throughout the semester.

Gender and Women's Studies 550: FEMINIST THEORIES HUMANITIES

(Frost)	M	2- 5	ARR
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This course will explore a wide range of questions in feminist theory and interdisciplinary gender studies, particularly those that have influenced and been shaped by the fields of cultural studies, film studies, critical race theory, queer and sexualities studies, postcolonial studies, literary studies, and social and cultural history. The first part of the course will focus retrospectively on key developments in various feminist theories and approaches; the second half will focus on the most recent scholarship in the field.

The particular emphasis of our discussions will be shaped in large part by the interests of seminar participants, as well as by such questions as: How do various feminisms construct the relation between theory and practice? What models of identity and the body inform various feminist theoretical paradigms? What are the stakes of feminist theory in the context of recent theoretical interest in intersectionality and the heterogeneity of subject positions, especially those that emphasize the multiple determinants of gender, class, race, sexuality, age, and nationality?

History 472: IMMIGRANT AMERICA

(Espiritu) ARR

A survey of 20th century immigration to the United States, with a particular focus on migrants from Asia and Latin America. The course will cover international contexts for migration, race, class, and gender issues, and the national debates on immigration.

History 498B: RESEARCH AND WRITING SEMINAR: TOPIC; LOCAL HISTORY IN GLOBAL CONTEXT

(Hoganson) M 4-5:50 331 GH

This seminar will introduce students to historical writings on local history, global history, and the connections between them. We will consider the tremendous impact of international affairs (broadly conceived) on the daily lives and consciousness of ordinary people and evaluate the extent to which local life has had implications extending far beyond the nation. In sum, this seminar will question the extent to which local histories have not been local at all. It will investigate ways of situating local history in the context of world history. Although the assigned readings will touch on various parts of the world and provide conceptual approaches to understanding globalization, we will pay particular attention to central Illinois and UIUC. This emphasis on our own locality will carry over from the group discussions to the research component of the class. Students will be required to write a paper, based on primary and secondary sources, that explores a local history topic from a world history perspective. Some of the readings cover gender issues and students can focus on gender issues in their research papers if they wish.

History 502AE: PROBLEMS IN COMPARATIVE HISTORY: TOPIC: EMPIRE, SLAVERY AND STATE; FILIPINO HISTORY IN GLOBAL PERSPECTIVE

(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 573A: SEMINAR AMERICAN HIST SINCE 1789: TOPIC: RACE, CLASS AND ETHNICITY IN TWENTIETH-CENTURY AMERICA

(Barrett) ARR

This will be a research seminar in American social history of the twentieth century with a special emphasis on class, race, and ethnicity. We will focus particularly on the historical experiences of common people -- at home, in the workplace, or in the community. In addition to more traditional labor history topics, it is possible to do political, immigration and ethnic, women's, family, urban, intellectual and cultural, and other types of historical research while still focusing on non-elites. My own interests at the moment involve the social and ideological bases of American labor radicalism in the twentieth century / ethnic and racial identity and relations among workers from diverse backgrounds / and the cosmologies of common people. I am also interested in religious belief, the nature of emotional bonds, and generational conflict within immigrant wage earning families.

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.

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%.

Sociology 474: POPULATION TRENDS AND PATTERNS

(Liao) TR 9-10:20 304 LH

Introduction to contemporary demographic patterns and their historical development; transition theory and other models of demographic change; components of population growth and distribution; and trends and differentials in mortality and fertility.

Sociology 475: HUMAN RIGHTS

(Desai) TR 10:30-11:50 326 DKH
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: EMPIRE AND WAR

(Pieterse) T 3-5:50 388LH
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.

Spanish 490 N2: WOMEN, GENDER AND SEXUALITY IN 20TH CENTURY SPANISH AMERICAN AND CARIBBEAN LITERATURE

(Goldman, D) TR 1:30-2:45
Do gender and sexuality in 20th century Spanish American and Caribbean literature constitute a mechanism of resistance and change, or do these works simply produce subjects which--although compelling and dramatic in their apparent revolutionary instability--ultimately reinforce the status quo that they appear to challenge? The purpose of this course is to examine issues of gender in contemporary prose fiction, theater and films. Drawing upon recent theories of gender and sexuality, we will analyze how salient representations of gender contribute to, shape, and contest the articulation of Spanish American cultural identities. Class will be taught in Spanish and is generally open to undergraduates who have completed Span 227 or equivalent (students should contact Amy Swanson in Spanish if they have general questions about eligibility and/or how to register for the course)

Spanish 590: SEXUALITY, GENDER AND FORM IN MEXICAN CULTURE

(Romero) R 3-5 112 FLB
The course will analyze the relationship between sexuality, gender and form in the construction of Mexican identity and nationality. The whole course is focused 100% on gender and feminist issues, from colonial times to contemporary Chicano culture.

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

(Mastronardi) TR 8-9:50 130 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.

Speech Communications 496, Sections SHG & SHU: ADVANCED TOPICS IN COMMUNICATION: GLOBALIZATION, EMPIRE AND POST-9/11 DEMOCRACY IN AMERICA

(Hartnett) MW 3-4:20 134 ARMY
This senior-level class examines the impact 9/11 has had on democracy in America, situates 9/11 in the context of globalizing free markets and terrorism, and asks if the United States has embarked on a new course of empire-building. Thus merging a concern for citizen safety *and* civil liberties, American values

and global concerns, political persuasion *and* terrorist violence, the course provides an interdisciplinary examination of post-9/11 life. We will also inquire about the impact these issues have had on race and gender by examining the role of global sex industries and slave trades. Readings will include scholarly sources, an international array of newspapers, reports by the CIA and State Department, statements from the ACLU, Amnesty International, and other critics of U.S. policy, and a broad selection of President Bush's post-9/11 speeches.

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.

Urban and Regional Planning 429: INTERNATIONAL PLAN PRACTICE

(Silver) MW 2-3:20 19 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 266/Anthropology 266: AFRICAN FILM AND SOCIETY

(Saul) TR 10:30-12:20 319 GH

This is a course about feature films produced in West and Central Africa. Issues of contemporary life, alienation, gender roles, artistic creation, language in Africa are discussed using the films as exemplars. There are weekly screenings requiring the writing of weekly essays.

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

(Cha-Jua) TU 9-10:50 66 LIB
R 9-9:50 228 NHB

Surveys the African American experience from the west African background to contemporary times. The course examines the formation of slavery and subsequent systems of racial oppression. 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 social forces that

enhance or impede unity and fragmentation among African Americans. Much attention is given to black women and questions of gender; black workers and issues of class; and youth and generational conflict. Furthermore, this course explores the nationalist and radical wings of the Black Freedom Movement as well as the traditional liberal organizations.

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

(Kelleher, W) TR 8-9:20 134 THBH

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 209 1: FOOD, CULTURE AND SOCIETY

(Manalansan) TR 11-12:20 180 BEV

Explores issues including gender roles, religious influences, family relationships, community sharing, nationalist rituals and global processes in the production, distribution and consumption of food. Film, ethnographies, and other social science studies will be examined. Food is part of our daily life. More importantly, food goes beyond providing nutrition and biological sustenance. Food establishes relationships, meanings and practices that revolve around family, kinship, religion, gender, class, ethnic, national and other collective identities. It marks routine, important life events and special holidays. Food influences how we see ourselves against others. It is a medium for creating intimacy and for discriminating against people. The course introduces students to the anthropological and sociological study of food in order to better understand how food practices, culinary cultures and dietary rules are embedded in our individual and collective memories, desires, and struggles. Some of the themes to be explored in this class include: cookbooks and cooking shows; diet and gender; ethnic foods; haute cuisine and class inequalities; religion and food taboos; cannibalism, fast-foods and nationalism; McDonaldization and globalization; and world hunger. Selected required texts: Carol Counihan and Penny van Esterik (eds.), *Food and Culture*; Sutton, David, *Remembrance of Repasts: An Anthropology of Food and Memory*. GRID content: 25%.

Anthropology 209 RS1: FOOD, CULTURE AND SOCIETY

(Schurman) MW 10:30-11:50 212 1205 W. OREGON

Hamburgers and a Coke, rice and beans, collard greens, wonton soup, crème brulee. What meanings and feelings do these foods conjure up, and for whom? Where are their key ingredients produced? Who prepares these dishes, and who eats them? This course is built on two key premises: *first*, that the production, distribution, and consumption of food involves *relationships* among different groups of people, and second, that one can gain great insights into these social relations and the societies in which they are embedded through a sociological analysis of food. Among the themes this course will explore are: the different cultural and social meanings attached to food; food, gender and body image; the “geography” of food production and consumption; work and workers in the food industry; the industrialization of the agrofood system; and the current debate over biotechnology in agriculture.

Anthropology 259/LLS 259: LATINA/O CULTURES

(Lugo)	TR	11-12:20	209A DH
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Introduction to the Spanish-speaking population of the United States, including demography, history, economics, and aspects of the sociocultural milieu; emphasis on Mexican-Americans and Puerto Ricans, although other Spanish-speaking groups are also considered.

Anthropology 268: IMAGES OF THE OTHER

(Gottlieb)	MW (Lect.)	10-10:50	209A DH
	F (Disc.)	Either 10-10:50 OR 11-11:50	209A 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.

Anthropology 362: BODY, PERSONHOOD, AND CULTURE

(Kelsky)	TR	9-9:50	209A DH
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Examines basic cultural assumptions about the human body and what it means to be a "person" in Western and non-Western societies. Addresses key themes in cultural anthropology and the social sciences concerning the relationship of the individual and society and of nature and culture.

Communications 356/Gender and Women's Studies 356: WOMEN IN FILM AND TELEVISION

(Press)	R (Lab)	5-8:50	217 NOYES
	MW (Lect.)	3:30-4:55	217 NOYES

Examines the notion that the mass media might influence our development as gendered individuals, looking at those who have argued both for and against this notion. Considers different forms of feminist theory and their application to the study of the mass media. The course then examines the development of images of women in film and television, and how these images might function for different segments of the female audience. The course also looks at the history of these media, the history of their portrayal of women, feminist criticisms of these portrayals, feminist discussions of the appeal of specifically "female" genres such as melodramas and soap operas to the female audience, feminist attempts to create alternatives to mainstream images in various media, and the representation of women of color in the dominant media.

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 Gilles Pontecorvo, Satyajit Ray, Gurinder Chadha, Mira Nair, and others. GRID Content: 75%

English 280: WOMEN WRITERS: LATINA WRITERS

(Castro) TR 12:30-1:45 119 EB

Latinos have been in the news lately: a March 2002 Current Population Survey performed by the Census Bureau (report issued June 2003) clocked the U.S. “Hispanic” (replaced by “Latino” in January 2003) population as 13.3 % of the U.S. total, identifying it (just barely!) as the largest minority ethnic group in the nation. Demographic data also suggest that Latinos constitute the fastest growing and youngest population in the U.S. These findings have prompted much reflection on the future “Hispanicity” of the United States. At the very least, the so-called “Latino vote” is being courted by Democrat and Republican presidential hopefuls alike, with special debates and ads aimed at this target voting audience. This course offers an opportunity to engage writerly voices from within this diverse group of U.S. residents with ties to Mexico, Puerto Rico, the Dominican Republic, Cuba, and other points south that we might nominate more broadly as “Latin America.” As the above lines themselves attest, the problem of nomenclature, of classification, and the attendant questions of identification and solidarity are key issues, and they will be among our themes. So, too, will be the “spaces” of Latinidad: Texas, California, the Southwest, the “Borderlands,” Chicago, Miami, New York, L.A., Albuquerque, and perhaps even Puerto Rico (even though the Census Bureau doesn’t include it in its “Latino” numbers). Important, too, will be the question of language (an issue already apparent in the abiding statistical category “Hispanic”), as we interpret the tongues our readings speak in. Questions of migration, exile, diaspora, imperialism, transnationality, and actual and conceptual borderlands will recur in our reading and thinking. Throughout, we will devote keen attention to how Latina writers foreground gender politics and sexuality in navigating various class, racial, national, and cultural allegiances.

English 397: GLOBALIZATION AND EMPIRE

(Sullivan) MW 12-12:50 155 EB

Our course will focus on colonial and postcolonial writers from England, Africa, South Asia, the Middle East, and the West Indies who either engaged in the work of empire at the turn of the 19th century or who write of the effects of neocolonialism and decolonization. We will consider how memory and history return to haunt contemporary writing, how cultural identity and ideas of the nation are disrupted in writers who migrate, and how the black diaspora transforms contemporary metropolitan culture. We start with theorists of globalization--David Held, George Modelski, Paul Gilroy, and Stuart Hall--who explain the current debates on globalization, the politics of black British culture, the legacies of the middle passage, and the forging of transnational identities. Our writers, texts, and films include most of the following: Joseph Conrad’s *Heart of Darkness*, Rudyard Kipling’s *Kim*, Ama Ata Aidoo’s *Our Sister Killjoy*, Caryl Phillips, *Crossing the River*, Michelle Cliff’s *No Telephone to Heaven*, Jean Rhys’s *Wide Sargasso Sea*, Kanafani’s *Men in the Sun*, Assia Djebar’s *Women of Algiers*, Bharati Mukherjee’s *Jasmine*, the short stories of Rabindranath Tagore, the poetry of Marlene N-Phillip, John Agard, Linton Kwesi Johnson, and E.K. Braithwaite; and the films of Gilles Pontecorvo, Satyajit Ray, Gurinder Chadha, Mira Nair, and others. GRID Content: 75%.

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

(Morey) TR 10 – 11:30 G24 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.

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

() MWF 9-9:50 101 ARMORY

A survey of 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. 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.

Geography 210: CONTEMPORARY SOCIAL AND ENVIRONMENTAL PROBLEMS

(Thorn) MWF 10 192 LH
MWF 11 329 DH

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 171 AL1: U.S. HISTORY TO 1877

(Hoxie) TR 8-8:50 107 FA

A survey of American history from the first encounter between Native Americans and Europeans until 1877 when the American Civil War was finally resolved at the end of the reconstruction era. During this three-hundred year time period European travelers transformed themselves from nave adventurers into Americans who called the continent their homeland. At the same time all of the peoples of North America--those who came freely as settlers, those who were already resident there and those who came as slaves or indentured servants--gradually came to see their settlements as part of something called The United States of America. How did this happen? This course will explore two major questions. First, how was it that the unstable settlements Europeans founded along the Atlantic became a nation? Through lectures, readings and discussions students will explore how this transformation and re-definition took place. Second, we will ask, why did the nation that emerged in North America develop a distinctive culture? Why is it not like countries with similar histories; countries like Canada, Australia, Argentina or South Africa? To answer this second question, students will pay special attention to four paradoxes that mark the American past. First, early settlers in North America favored democracy, but defended both slavery and the dispossession of Native Americans. Second, they created a system of self-government for men but not for women. Third, they promoted economic opportunity for all while protecting the economic privileges of the few. And fourth, they celebrated the beauty of their new homeland while desecrating its resources and hunting many of its creatures into extinction. This course will examine these puzzling aspects of American culture and the struggles they inspired. We will search not only for the sources of these paradoxes, but for evidence of their impact on the creation of a distinctive national culture. Students will embark on this search with the assistance of a textbook, a collection of primary documents, and a few additional readings. Students will take a midterm and a final examination and write one interpretive essay.

History 200A: INTRO HIST INTERPRETATION: TOPIC: NATIVES AND NEWCOMERS

(Hoxie) TR 10:30-11:50 111 GH

Across the globe, indigenous peoples struggle to be recognized by the modern nation states that surround them. Conflicts between natives and newcomers in North America and the Pacific-Canada, the United States, New Zealand, Australia and Hawaii-are among the most interesting examples of this phenomenon. In these predominately English speaking societies, encounters between European settlers and indigenous peoples have produced a huge outpouring of commentary and self-reflection. Because all of these places are governed by functioning constitutional democracies, debates over the justice and meaning of European expansion as well as the possibility of a meaningful multicultural future are very much alive. This course will examine the process of English exploration and settlement and trace the ways in which conflicts between natives and newcomers have been evident in the arenas of law, politics,

social life, literature, and popular culture. We will investigate these arenas in an effort to understand more clearly the challenges they present to the project of historical interpretation. How can we record this transnational process of exploration and conquest fairly and accurately? For whom do we write and whose interests do we serve as we do so? Can historical writing serve a plural society? Must historical writing follow western standards of scholarship? If not, by whose standards should historical writing be judged? Questions such as these will be explored through readings, discussions, and through a series of research exercises that will expose students to the breadth of this historical topic.

History 245/Gender and Women's Studies 245/Medieval Studies 245: WOMEN AND GENDER IN PRE-MODERN EUROPE

(McLaughlin) MWF 10 319 GH

This course examines the history of women and gender in Europe from the fifth to the seventeenth century. Among the subjects to be discussed are the changing roles of men and women within the family, sexuality and reproduction, work and access to property, gendered aspects of authority and power, women's roles in the conversion of Europe to Christianity and in the Protestant Reformation, education and culture, and the connection between various misogynist traditions and pre-modern women's sense of self.

History 282/Landscape Architecture 242/Leisure Studies 242/Natural Resources and Environmental Studies 242: NATURE AND AMERICAN CULTURE

(Stewart, W.) TR 9-10:15 243 MEB

The course develops an appreciation and critique of the history of cultural meanings related to American natural landscapes. Traditional perspectives including colonial American, romantic, and science-based conservation are characterized to develop "use vs preservation" as a dominant framing of debates about nature. Contemporary themes aligned with gender differences, Latino/a, African-American and Native American idealized landscapes also are developed. Concepts related to the Anglo myth of "pristine nature" are critiqued using gender, race, and class as a basis for understanding. The use of fiction novels, landscape art, and photography facilitate explanation of cultural heritage and societal connections to nature. The implications of diversity in cultural meanings toward nature support community-based conservation and citizen empowerment as the final concepts of class. Both midterm and final papers provide students opportunities to explore and develop their own land ethic by linking personal values to cultural meanings of class discussion. Exams are a combination of multiple choice and essay format. Field trip required.

History 285/Gender and Women's Studies 285: U.S. GENDER HISTORY TO 1877

(Hoganson) MWF 9-9:50 124 BUR

Starting in the colonial period and continuing on through Reconstruction, this course will introduce students to the study of U.S. women's and gender history. We will investigate how beliefs about women's proper roles and capabilities changed over time, and we will pay close attention to real women's lives, which often were at odds with prevailing ideologies. Throughout the semester we will question how women's experiences particularly in the realms of work, family, community, and political activism -- varied according to race, ethnicity, class, and region. As part of this endeavor, we will pay some attention to the history of men and masculinity. Beyond conveying a sense of what happened, this course aims to develop students' analytical skills and understanding of the craft of history through primary and secondary readings, lectures, class discussions, and papers.

History 258: CONTEMPORARY POLITICS IDEOLOGY: TOPIC: TWENTIETH CENTURY WORLD HISTORY

(Prochaska) TR 8-9:50 150 A S L

In this course we shall examine the major historical forces--political, intellectual, economic, social and cultural--which have shaped the world in approximately the first half of the 20th century. In other

words, the aim of the course is to move behind today's headlines and to offer a series of longer-range, in-depth perspectives on the world we live in. As such, we shall range rather widely over the intellectual landscape drawing on the insights and contributions of other disciplines wherever helpful in addition to history. Moreover, considerable use will be made of slides and especially films to convey a sense of the present and recent past⁵⁸

History 303/Religious Studies 303/Anthropology 303/Women's Studies 303: WOMEN IN MUSLIM SOCIETIES

(Hoffman) TR 1:30-2:50 144 ARMRY

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%

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

(Armstrong) MW 10-11:15 433 ARMRY

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**

(Oswald) 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.

Kinesiology 249/Sociology 249: SPORT AND MODERN SOCIETY

(Cole) (Please see Timetable)

This course focuses on concepts of power, ideology and hegemony in sporting practice. Intersections between gender, race and social class receive considerable attention, as each has a direct relationship to sporting practice. The complexity and contradictions of these intersections are closely examined.

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

(McConnell) MW 9-10:20 W115 TH

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 259/Anthropology 259: LATINA/O CULTURES

(Lugo) TR 11-12:20 N107 TH

Introduction to the Spanish-speaking population of the United States, including demography, history, economics, and aspects of the sociocultural milieu; emphasis on Mexican-Americans and Puerto Ricans, although other Spanish-speaking groups are also considered.

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

(Molina) TR 4:30-5:50 215 GH

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.

Liberal Arts and Sciences 199: OPEN SEMINAR: INTERNATIONAL STUDIES

(Diehl) TR 3:30-4:50 359 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.

Library and Information Science 390: SPECIAL TOPICS: RACE, GENDER AND INFORMATION TECHNOLOGY

(Searing) TR 11:30-12:50

This course examines how gender and race affect, and are affected by, information technologies. Race and gender representations will be studied in different settings as they intersect with information use and technology practices. The course is framed by two broad, interrelated concepts – the expression of identity (individual and group) in cyberspace and the “digital divide.” Course readings are drawn from several disciplines and an eclectic array of in-class and out-of-class projects & exercises will be assigned.

Philosophy 107: INTRODUCTION TO POLITICAL PHILOSOPHY: TOPIC: CITIZENSHIP AND HUMAN RIGHTS; WAR AND POLITICAL VIOLENCE; FEMINIST PERSPECTIVES

(Dickson) MWF 11

Examination of the philosophical bases of democracy and some alternative political forms.

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.

Rural Sociology 270/Sociology 270: POPULATION ISSUES

(Swicegood) MW 3-4:20 304 LH

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.

Sociology 160: GLOBAL INEQUALITY AND SOCIAL CHANGE

() (Please see Timetable)

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 196: ISSUES IN SOCIOLOGY: TOPIC: A STUDY OF ISLAM

(Salime) TR 4:30-6:10 196LH

Introduction to Islam, the faith, the peoples and the resources. Initiate the students to understand diversity within the Islamic faith and civilizations. Introduce them to the debates through which Muslim and non-Muslim scholars have understood the major struggles (economic, cultural and political) which are faced by Muslims today. The course will highlight these debates and struggles in 4 main areas: 1) Islam, modernity and social change; 2) Islam/Muslims and women's rights; 3) Islam in world politics and the power of fundamentalisms 4) Islam in the media reporting; and the impact of widespread misconceptions on the relationship between Muslim and non-Muslim communities living in the West.

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

() MW 12-1:20 112 SHS

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 225/Afro-American Studies 225: RACE AND ETHNICITY

(McConnell) MW 1:30-2:50 110 SHS

This course explores experiences of Americans of color- Native Americans, African Americans, Latinos/as, and Asian Americans. Because of the diversity within each of these groups, gender and class differences are emphasized. The course begins with an introduction to race theories. The course then explores how racial ideologies and social structures impact such areas of life as immigration, education, family, the legal system, and popular culture.

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.

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.

Sociology 364: IMPACTS OF GLOBALIZATION

(Desai) TR 1:30-2:50 326 DKH

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 2-3:50

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: URBAN HABITAT: CITIES AND INTERNATIONAL CONTEXT

(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 3:30-4:50 370 ARMRY

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.

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
H\$ 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