Courses of Instruction

Larsen, Willa Cather, James Baldwin, and others. (Same as English 338.)
Prerequisite: One 200-level course in English or permission of the instructor.
Note: This course fulfills the literature of the Americas requirement for English majors.

[346c. Philosophy of Gender: Sex and Love. (Same as Gender and Women’s Studies 346 and Philosophy 346.]]

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the fin-de-siècle, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women’s movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as Gender and Women’s Studies 390 and German 390.)

Gender and Women’s Studies

Jennifer Scanlon, Program Director
Anne E. Clifford, Program Administrator

Professor: Jennifer Scanlon
Associate Professor: Kristen R. Ghodsee
Fellow: Keona K. Ervin (History)
Contributing Faculty: Susan Bell, Aviva Briefel, Jorunn Buckley†, Judith Casselberry, David A. Collings, Rachel Ex Connelly, Sara A. Dickey**, Pamela M. Fletcher, Celeste Goodridge, David Hecht, Sree Padma Holt, Ann L. Kibbie, Jane Knox-Voina, Raymond Miller, Elizabeth Pritchard, Marilyn Reizbaum, Nancy Riley, Rachel Sturman, Susan L. Tananbaum, Karen Teoh, Shu-chin Tsui, June A. Vail, Krista Van Vleet†

The gender and women’s studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Gender and women’s studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in gender and women’s studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.
Requirements for the Major in Gender and Women’s Studies
The major consists of ten courses, including three required core courses—Gender and Women’s Studies 101, 201, and 301—that are designed to illuminate the diverse realities of women’s experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of gender and women’s studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women’s Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as “same as” gender and women’s studies courses. Gender and women’s studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and higher are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. The departmental affiliation of the course is considered the department of which the instructor is a member. Courses will count for the major if grades of C- or better are earned. One course receiving “Credit” from the Credit/D/Fail grading option may be counted.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught gender and women’s studies courses and served on the Gender and Women’s Studies Program Committee. If the student’s chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (Gender and Women’s Studies 401 and 402) are required for an honors project in gender and women’s studies. No more than two independent studies courses may count toward the gender and women’s studies major.

Requirements for the Minor in Gender and Women’s Studies
The minor consists of Gender and Women’s Studies 101 and 201, normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline. All courses must be taken for letter grades and students must receive grades of C- or better in order for the courses to be counted.

First-Year Seminars
For a full description of first-year seminars, see pages 149–60.

[17c. Sex and the Church. (Same as Gay and Lesbian Studies 16 and Religion 16.)]
   (Same as History 20.)
   (Same as History 19.)
   (Same as Africana Studies 23 and History 23.)
   (Same as Film Studies 29, Gay and Lesbian Studies 29, and German 29.)
Courses of Instruction

101b - ESD. Introduction to Gender and Women's Studies. Fall 2009. KRISTEN R. GHODSEE. Spring 2010. JENNIFER SCANLON. Fall 2010. KRISTEN R. GHODSEE.
An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c - ESD. VPA. Cultural Choreographies: An Introduction to Dance. Fall 2010. JUNE VAIL.
Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one’s own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as Dance 101.)

104c. Introduction to Black Women’s Literature. (Same as Africana Studies 108 and English 108.)

201b - ESD. Feminist Theory. Fall 2009 and Fall 2010. JENNIFER SCANLON.
The history of women’s studies and its transformation into gender studies and feminist theory has always included a tension between creating “woman,” and political and theoretical challenges to that unity. Examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.
Prerequisite: Gender and Women's Studies 101 or permission of the instructor.

204b. Families: A Comparative Perspective. (Same as Sociology 204.)

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me’shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as Africana Studies 201 and Anthropology 211.)

210b - ESD. IP. Global Sexualities, Local Desires. (Same as Anthropology 210 and Gay and Lesbian Studies 210.)

217c. Dostoevsky or Tolstoy. Spring 2010. RAYMOND MILLER.
Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women’s issues by both
authors. Part I studies Dostoevsky’s quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. “The Woman Question” emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist’s struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky’s “fantastic realism” as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy’s development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer’s role as “the conscience of Russia” in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as Russian 224.)

218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century. Fall 2009. KRISTEN R. GHODSEE.

Focuses on gender issues in nations whose social, cultural, political, and economic histories have been shaped and/or influenced by Marxist-Leninism. Begins with a thorough examination of socialist ideas about the role of men and women in society and how these ideas evolved over time in the different countries and regions. The practical ramifications of these ideologies are studied through a survey of policies, programs, and projects that were implemented by socialist governments around the world. Addresses how socialist ideologies of gender influenced everything from the rise of the second wave feminists in the United States to the political ascendance of the Taliban in Afghanistan. Considers the political and economic changes that have occurred after the collapse of the Soviet Union. Specifically deals with issues of race, class, religion, ethnicity, sexuality, and gerontocracy, as they directly relate to the (re)construction of identity taking place throughout the former and/or transitioning socialist countries.

[219b. Anthropology of Science, Sex, and Reproduction. (Same as Anthropology 219.)]

220c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Fall 2009. JANE KNOX-VOINA.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the “new Soviet woman,” nationalism, the thaw and double-think, stagnation of the 1970s, post-glasnost sexual liberation, and black hole art. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as Russian 221.)

221c. Dostoevsky and the Novel. Spring 2011. RUSSIAN DEPARTMENT.

Examines Fyodor Dostoevsky’s later novels. Studies the author’s unique brand of realism (“fantastic realism,” “realism of a higher order”), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky’s quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author’s treatment of urban poverty and the place of women in Russian society. (Same as Russian 223.)

[223b - ESD. Cultural Interpretations of Medicine. (Same as Sociology 223.)]

[224b - ESD. Introduction to Human Population. (Same as Environmental Studies 222 and Sociology 222.)]
Courses of Instruction

Seminar. Explores topics and debates in European family history from the early modern period to the present. Considers the impact of social, political, religious, and economic forces on family structures and functions. Students have an opportunity to complete individual research projects. (Same as History 222.)

230c - ESD. Science, Sex, and Politics. Fall 2009. David Hecht.
Seminar. Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and “proper” sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, sex education, same-sex marriage, and abortion. (Same as Gay and Lesbian Studies 229 and History 229.)

A study of economic issues that occur at each age, such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, healthcare, elder care, and retirement. Considers age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin are an important component for discussion. Not open to students who have credit for Economics 301. (Same as Economics 231.)
Prerequisite: Economics 101.

Examines the gendered implications of different ideologies informing the post-Enlightenment separation of Church and State. Students will be expected to engage with recent critical scholarship on secularism, post-secularism, and the process of secularization. Asks how different configurations of religion and politics shape collective definitions of the public and private sphere and how these particular conceptions then affect gender relations between men and women. Examines competing histories of secularization as well as engages with recent controversies such as the headscarf bans in Turkey and France and the issue of abstinence-only sex education in school in the United States. In particular, explores the paradox of trying to simultaneously uphold gender equality and protect religious freedoms when these two goals are seemingly at odds.

The suburbs, where the majority of the nation’s residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the “burbs” come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. Then explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as History 234.)
237b - ESD, IP. Gender and Family in Latin America. (Same as Anthropology 237 and Latin American Studies 237.)

239c. Victorian Genders. Every other year. Spring 2010. AVIVA BRIEFEI.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of “ideal” femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as English 243 and Gay and Lesbian Studies 243.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.

240c. Radical Sensibility. Fall 2009. DAVID COLLINGS.

Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as English 235.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.

242c - ESD. History of Black Sexual Politics. Spring 2010. KEONA ERVIN.

Explores how gender and sexuality function within African American communities in the United States using historical and contemporary case studies. Examines connections between constructions of Black femininity and masculinity, racial identity formation and social inequality against the backdrop of slavery and emancipation, segregation, the Great Depression and World War II, the black freedom struggle, and what many have called the post-civil rights era. Materials include interdisciplinary scholarly texts and articles, films, novels, and music. (Same as Africana Studies 243, Gay and Lesbian Studies 242, and History 243.)

243c - IP, VPA. Russia’s “Others”: Siberia and Central Asia through Film and Literature. Spring 2010. JANE KNOX-VOINA.

Films, music, short stories, folklore, art analyzed for the construction of national identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the “stans” and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of “outsiders”: from early traders to Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Islamism, shamanism). Questions how film and literature both tell and shape the story of “nations.” Films include S. Bodrov’s Prisoner of the Mountains (Caucasus) and Mongol; V. Pudovkin’s Storm Over Asia, A. Kurosawa’s Dersu Uzala, N. Mikhalkov’s Close to Eden, A. Konchalovsky’s Siberiade, G. Omarova’s Schizo. (Same as Russian 251.)

244c. Victorian Crime. (Same as English 244 and Gay and Lesbian Studies 244.)
Courses of Instruction

**245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States.** (Same as Africana Studies 245 and History 245.)

**247c. Modernism/Modernity.** Every other year. Fall 2010. **Marilyn Reizbaum.**

Examines the cruxes of the “modern,” and the term’s shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce’s *Dubliners*, Lawrence’s *Sons and Lovers*, Sontag’s *On Photography*, W. G. Sebald’s *The Natural History of Destruction*, Ian McEwen’s *Enduring Love*, Stevie Smith, Kureishi’s *My Son the Fanatic*, and Coetzee’s *Disgrace*. (Same as English 245 and Gay and Lesbian Studies 245.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.

**248c - ESD. Family and Community in American History, 1600–1900.** Fall 2009. **Sarah McMahon.**

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as History 248.)

**249c. History of Women’s Voices in America.** Spring 2010. **Sarah McMahon.**

Seminar. Examines women’s voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women’s writings. Research projects focus on the form and content of women’s literature and the ways that it illuminates women’s understandings, reactions, and responses to their historical situation. (Same as History 249.)

Prerequisite: One course in history.

**251c - ESD. Women in American History, 1600–1900.** Spring 2011. **Sarah McMahon.**

A social history of American women from the colonial period through the nineteenth century. Examines women’s changing roles in both public and private spheres; the circumstances of women’s lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women’s experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women’s rights, and feminism. (Same as History 246.)

**252c. American Intimacies: Sex and Love in Nineteenth-Century Literature.** Spring 2010. **Peter Covello.**

Homosexuality and its conceptual twin, heterosexuality, are surprisingly late coinages. So what was sex like before such concepts organized the sphere of intimate life in America? Was it a set of bodily practices? An aspect of a person’s identity? Was sexuality something an individual could be said to possess? What forms of contact, invest attachment, or imagination could even be counted as sex, and why? Authors may include Whitman, Thoreau, Jewett, Melville, Hawthorne, James, Douglas, Dickinson, and Joseph Smith. (Same as English 252
253b. **Constructions of the Body**. Spring 2010. **Susan Bell**.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social “space.” Considers historical and cross-cultural studies about men’s and women’s bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women’s studies, and gay and lesbian studies. (Same as Gay and Lesbian Studies 253 and Sociology 253.)

Prerequisite: Sociology 101 or Anthropology 101.

256c - **ESD. Gender, Body, and Religion**. Fall 2009. **Elizabeth Pritchard**.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as Religion 253.)

257c. **Classic Twentieth-Century LGBT Cultural Texts**. (Same as English 257 and Gay and Lesbian Studies 257.)

260c. **African American Fiction: (Re)Writing Black Masculinities**. (Same as Africana Studies 260 and English 260.)

261c - **ESD. Gender, Film, and Consumer Culture**. Fall 2009. **Jennifer Scanlon**.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women’s and men’s relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods. (Same as Film Studies 261.)

262c. **Drama and Performance in the Twentieth Century and Beyond**. Fall 2009. **Marilyn Reizbaum**.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead’s translation of Molière’s Tartuffe); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athool Fugard); the “nihilism” of absurdist drama (Samuel Beckett); the “low” form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, Stomp, Enda Walsh). Readings staged. Formerly English 262 (same as Gender and Women’s Studies 262 and Theater 262). (Same as English 246 and Theater 246.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.

266c - **IP. Chinese Women in Fiction and Film**. (Same as Asian Studies 266.)

Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women’s labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women’s roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as Africana Studies 265 and History 273.)

[277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. (Same as Asian Studies 269 and Economics 277.)]

[278b - ESD, IP. China, Gender, Family. (Same as Asian Studies 278 and Sociology 278.)]


Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the “great goddess”; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as Asian Studies 289 and Religion 289.)

291–294. Intermediate Independent Study in Gender and Women’s Studies. The Program.


Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different “tools” of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student’s choice. Open to gender and women’s studies majors and minors, or with permission of the instructor.

302b. The Economics of the Family. Fall 2010 or Spring 2011. Rachel Ex Connely.

Seminar. Microeconomic analysis of the family—gender roles, and related institutions. Topics include marriage, fertility, married women’s labor supply, divorce, and the family as an economic organization. (Same as Economics 301.)

Prerequisite: Economics 255 and 257, or permission of the instructor.

[310c. Gay and Lesbian Cinema. (Same as Film Studies 310 and Gay and Lesbian Studies 310.)]

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. Each student conducts a major research project on an issue of gender. (Same as Gay and Lesbian Studies 312 and Sociology 312.)

Prerequisite: Sociology 101 or Anthropology 101 and one of: Anthropology 203, 230, or 237 (same as Gender and Women’s Studies 237 and Latin American Studies 237), Sociology 204 (same as Gender and Women’s Studies 204), 211, 253 (same as Gender and Women’s Studies 253), 265 (same as Asian Studies 264 and Gender and Women’s Studies 265), or 267 (same as Gender and Women’s Studies 267).

322c. Race, Gender, and Ethnicity in British and European Society. Spring 2010. Susan Tananbaum.

An analysis of cultural traditions in Britain and Europe. Explores the impact of immigration on Britain and the Continent, notions of cultural pluralism, and the changing definitions and implications of gender in Britain and Europe from the late eighteenth century to the present. Students undertake a major research project utilizing primary sources. (Same as History 322.)

[325b. The Psychology of Stigma. (Same as Gay and Lesbian Studies 326 and Psychology 326.)]

[326c. A Body “of One’s Own”: Latina and Caribbean Women Writers. (Same as Latin American Studies 326 and Spanish 326.)]

[346c. Philosophy of Gender: Sex and Love. (Same as Gay and Lesbian Studies 346 and Philosophy 346.)]

[355c. Modernism and the Nude. (Same as Art History 355.)]


An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the fin-de-siècle, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women’s movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as Gay and Lesbian Studies 390 and German 390.)

401–404. Advanced Independent Study and Honors in Gender and Women’s Studies. The Program.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in gender and women’s studies. For full course descriptions and prerequisites, see the appropriate department listings.
Courses of Instruction

Africana Studies

       (Same as Sociology 10.)

Art History


Economics


English


Sociology

       (Same as Africana Studies 10.)

Geology

Edward P. Laine, Department Chair
Marjorie L. Parker, Department Coordinator

Associate Professors: Rachel J. Beane, Edward P. Laine, Peter D. Lea, Collin S. Roesler

Laboratory Instructors: Cathryn Field, Joanne Urquhart

Requirements for the Major in Geology

The major consists of nine courses. Four core courses are required of all majors: Geology 101, 202, 275 or 276, and 393. In addition, to experience the breadth of the discipline, one course must be taken from courses emphasizing the solid earth (220, 241, 262, 265) and one course must be taken from courses emphasizing oceans and surface processes (250, 255, 257, 267, 272, 287). The three remaining elective courses for the major may be selected from the geology courses offered in the department. Note that only one of: (a) 100, 102, or 103 may be counted toward the three elective courses; (b) up to two approved study-away courses may be counted toward the three elective courses; (c) all courses to be counted toward the major need to be completed with a C- or better; (d) independent study does not normally count toward the major requirements; and (e) AP Environmental Science is not accepted toward the major—students may consult the Environmental Studies Program for possible credit. Geology majors are advised that most graduate schools in the earth and environmental sciences require the equivalent of Chemistry 109, Physics 103, and Mathematics 171.