Gender and Women’s Studies

Administered by the Gender and Women’s Studies Program Committee;
Jennifer Scanlon, Program Director
Anne E. Clifford, Program Administrator
(See committee list, page 353.)

Professor: Jennifer Scanlon
Associate Professor: Kristen R. Ghodsee

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 above 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/F 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 147–57.

   (Same as English 12.)

   (Same as Gay and Lesbian Studies 16 and Religion 16.)

   (Same as English 22 and Gay and Lesbian Studies 22.)

[20c. In Sickness and in Health: Public Health in Europe and the United States. (Same as History 20.)]

Introductory, Intermediate, and Advanced Courses

   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.

   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.)

   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.
[203c - VPA. Women in Performance. (Same as Gay and Lesbian Studies 203 and Theater 203.)]

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

209c, d - ESD. Gender in Islam. Fall 2008. JORUNN BUCKLEY.

Explores categories for interpreting female symbolism in Islamic thought and practice, and women’s religious, legal, and political status in Islam. Attention is given to statements about women in the Qur’an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public versus private spheres, individual vs. society, Islamization vs. modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. Students may find it helpful to have taken Religion 208, but it is not a prerequisite. (Same as Religion 209.)

[210b, d - ESD, IP. Global Sexualities, Local Desires. (Same as Anthropology 210, Gay and Lesbian Studies 210, and Latin American Studies 211.)]

217c. Dostoevsky or Tolstoy. Fall 2009. 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. Spring 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.
### 220c - IP. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Fall 2009. JANE KNOX-VOINA.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the “new Soviet woman,” nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstoya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as Russian 221.)

### 221c. Dostoevsky and the Novel. Spring 2010. 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. Spring 2009. SUSAN BELL.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as Barker’s Regeneration, Squiers’, The Body at Risk: Photography of Disorder, Illness, and Healing, Kafka’s Metamorphosis, Bosk’s Forgive and Remember, and Alvord’s The Scalpel and the Silver Bear. (Same as Sociology 223.)

Prerequisite: Sociology 101 or Anthropology 101.

### 224b - ESD. Introduction to Human Population. (Same as Environmental Studies 222 and Sociology 222.)

### 227b.d - ESD. IP. Women and World Development.

### 230c - ESD. Science, Sex, and Politics. Fall 2008. 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. Readings include Margaret Sanger, Margaret Mead, and Alfred Kinsey. (Same as Gay and Lesbian Studies 229 and History 229.)

### 231b - MCSR. Economics of the Life Cycle. Fall 2009 or Spring 2010. RACHEL EX CONNELLY.

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.

[235c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. (Same as History 234.)]

236c - ESD. Topics in Feminist Theory. Spring 2010. Sarah Conly.

Examines central questions in feminist theory. What is gender? Is gender natural or is it a social construction? How many genders are there? What makes someone a woman? Can what it is to be a woman change? Can men become women? Can women become men? What is the difference, if any, between gender and sex? Addresses these and other central issues in feminist philosophy. (Same as Gay and Lesbian Studies 235 and Philosophy 235.)


Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as Anthropology 237 and Latin American Studies 237.)

Prerequisite: Anthropology 101 or Sociology 101, or permission of the instructor.


Focuses on the emergence of and continuing elaborations of transcendent monotheism in the Abrahamic traditions. Of particular interest in this examination is the relationship between portrayals of the divine and assumptions about gender, class, and race. Other topics include whether it is possible or permissible to obtain knowledge of the divine (and perhaps be able to see or depict the divine); the relationship between transcendent monotheism, cultural identity, and violence; and the ways in which monotheism informs various renderings of morality and politics. Readings include selections from the Bible, Augustine, Maimonides, Aquinas, Ibn-Arabi, and Luther. (Same as Religion 249.)


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 [formerly English 240].)

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


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 and exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization and industrialization on traditional beliefs, destruction of environment and subsistence cultures, Eastern spiritualities (Muslimism, 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. Pudovskin’s Storm Over Asia, A. Kurosawa’s Dersu Uzala, N. Mikhailov’s Close to Eden, A. Konchalovsky’s Siberiade, G. Omarova’s Schizo. (Same as Russian 251.)


Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period’s preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as English 244 and Gay and Lesbian Studies 244.)

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


Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, “There is no agony like bearing an untold story inside you.” There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as Africana Studies 245 and History 245.)

[246b.d. Activist Voices in India. (Same as Anthropology 248 and Asian Studies 248.)]


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
Courses of Instruction

Smith, Kureishi’s *My Son the Fanatic*, and Coetzee’s *White Writing*. (Same as English 245 [formerly English 261].)

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

**249c. History of Women’s Voices in America.** Spring 2010. **SARAH McMATHON.**

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.

[253b. Constructions of the Body. (Same as Gay and Lesbian Studies 253 and Sociology 253.)]

[256c - ESD. Women in Religion. (Same as Religion 253.)]

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

[258c - VPA. Women and Art. (Same as Art History 256.)]

**259c.d - ESD. IP. History of Sexuality, Gender, and the Body in South Asia.** Fall 2008. **RACHEL STURMAN.**

Seminar. Explores changing conceptions of the body, sexuality and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. Part of the Other Modernities course cluster (see page 70). (Same as Asian Studies 237 and History 259.)

[260c.d. 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.

**266c.d - IP. Chinese Women in Fiction and Film.** Spring 2009. **SHU-CHIN TSUI.**

Approaches the subject of women and writing in twentieth- and early twenty-first century China from perspectives of gender studies, literary analysis, and visual representations. Considers women writers, filmmakers, and their works in the context of China’s social-political history as well as its literary and visual traditions. Focuses on how women writers and directors negotiate gender identity against social-cultural norms. Also constructs a dialogue between Chinese women’s works and Western feminist assumptions. Part of the Other Modernities course cluster (see page 70). (Same as Asian Studies 266.)
271c.d - ESD. IP. The Modern Girl and Female Citizen in China and Japan. Spring 2009. KAREN TEOH.

Seminar. With the rise of East Asian nationalisms and global commercialism in the early twentieth century appeared two distinct yet related figures in China and Japan: the Modern Girl, characterized by her physical appearance and consumerism, who broke with social conventions regarding domesticity, sexuality, and politics; and the Female Citizen, idealized for her role in contributing to the establishment of the modern nation in a “scientific” and “progressive” way. These two images offer a comparative perspective on women’s symbolic roles in the nation, and how anxieties over the persons and actions of women reflected larger concerns about the tensions evoked by a rapidly changing world. Discussion themes include globalization and commercialization, changing cultural notions of womanhood, family and labor systems, female education, feminism, and gendered nationalisms. (Same as Asian Studies 271 and History 271.)

Prerequisite: One course in history or permission of the instructor.

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

278b.d - ESD. IP. China, Gender, Family. Fall 2008. NANCY RILEY.

Examines issues surrounding gender and family in China, focusing on contemporary society but with some historical work. Topics to be examined include footbinding, constructions of gender during the Cultural Revolution, the role of family in society and in gender construction, and the effect of new economic changes on families and genders. (Same as Asian Studies 278 and Sociology 278.)

Prerequisite: Sociology 101 or Anthropology 101, or permission of the instructor.

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


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. Spring 2009. RACHEL EX CONNELLY.

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.)]

[312b. Resistance and Accommodation: Comparative Perspectives on Gender. (Same as Gay and Lesbian Studies 312 and Sociology 312.)]

[321c. Victorian Age. (Same as History 321.)]
   A critical examination of classic and contemporary theories and research on stigma. Emphasis will be on the psychological experiences of members of stigmatized groups; why individuals stigmatize others; sensitivity to discrimination; collective identity; methods of coping; and implications for the self, social interaction, and intergroup relations. Topics include race, ethnicity, gender, mental illness, sexuality, HIV/AIDS, and health/physical disabilities. (Same as Gay and Lesbian Studies 326 and Psychology 326.)
   Prerequisite: Psychology 212, 251, and 252.

[326c.d. 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.)]

   An examination of the central role that images of the female nude played in the development of modernist art between 1860 and the 1920s. Topics include the tradition of the female nude in art; the gendered dynamics of modernism; and the social, cultural, and artistic meaning of nudity. Artists considered include Manet, Degas, Cézanne, Picasso, and Valadon. (Same as Art History 355.)
   Prerequisite: Art History 101 or permission of the instructor.

[390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. (Same as Gay and Lesbian Studies 390 and German 390.)]

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

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.

Africanas Studies

   (Same as Sociology 10.)

Art History


Economics

212b - MCSR. Labor and Human Resource Economics. Fall 2009 or Spring 2010. Rachel Ex Connelly.

English

History

Sociology
(Same as Africana Studies 10.)

Geology
Associate Professors: Rachel J. Beane†, Edward P. Laine, Chair; Peter D. Lea
Laboratory Instructors: Cathryn Field, Joanne Urquhart
Department Coordinator: Marjorie Parker

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). The three remaining elective courses for the major may be selected from the geology courses offered in the department. Note that: (a) 100 or 103—not both—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.

Interdisciplinary Majors
The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 207.

Requirements for the Minor in Geology
The minor consists of four courses in geology, including 101, 202, 275/276 and one other geology course. All courses to be counted toward the minor need to be completed with a C- or better.