

School of Cognitive Science

Adele Simmons Hall

559-5502

CS 198

Women in Animation

Christopher Perry

Monday, Wednesday 10:30-11:50 a.m.

This course is a general introduction to animated filmmaking with an emphasis on the creative contributions of women. Through readings, screenings, and discussions, students (regardless of gender) will explore the work of female animators, directors, painters, writers, and producers. These studies will inspire and inform production assignments in which students produce their own animations using both traditional and digital animation tools. No prior animation experience is expected in this first-year tutorial; ideal candidates will simply be curious about the art, history, and/or technology of the field.

CS 292

Philosophy of Wittgenstein

John Connolly

component

Tuesday, Thursday 2:00-3:20 p.m.

Ludwig Wittgenstein is arguably the most influential philosopher of the twentieth century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (*Tractatus Logico-Philosophicus* and *Philosophical Investigations*), as well as his last work, *On Certainty*. In addition, students will be asked to research a topic of their own choosing (e.g. philosophy of mind, skepticism, aesthetics, feminism, etc.) by exploring the literature on Wittgenstein and that topic.

School of Humanities,
Arts and Cultural Studies

12 Emily Dickinson Hall

559-5362

HACU 258

Southern Writers: A Sense of Place

L. Brown Kennedy

component

Monday, Wednesday 1:00-2:20 p.m.

This seminar on the fiction of the Southern U.S. will include texts (stories and short novels) by writers from the 30s through the 60s (Hurston, Welty, O'Connor, McCullers, Faulkner, Ellison, Wright) together with work by more recent authors such as Lee Smith, Randall Kenan, Barry Hannah, Bobbie Ann Mason. As for the questions I had in mind in choosing these particular writers--How do gender or race shape the segment of human experience they choose to depict? Of what importance is it that they are all Southern? In what ways can one talk about the sense of place--of land, of history, of community and family they evoke in their writing: What can one make of the insistence one finds in many of their works on isolation, loneliness or violence and on the physically and psychologically grotesque? Does regionalism remain a useful category in the US of the suburbs and the mall? The focus of this course will be on learning to read literary texts critically and to write about them

analytically. Expectations: active class participation, short, carefully revised, bi-weekly papers, and a longer project involving research on texts written after 1996.

HACU 173 Commodities of Desire: Susana Loza
Gendered Signs, Racialized Representations
and Popular Culture
Tuesday, Thursday 12:30-1:50 p.m.

How does popular culture reproduce gendered identities and racialized difference(s)? By critically investigating racial stereotypes and hetero-sexist conventions within the varied field of popular culture (images, texts, and sounds), we can begin to understand and analyze how race and sexuality structure our desires and code our cultures. This course will employ Cultural Studies and Women's Studies to examine how the themes of exotification, hybridity, authenticity, cultural appropriation, essentialism, and liberal humanism circulate within the popular imaginary. In the process, we will consider the following questions: Can the consumption of popular culture be more ethical and active? What are the politics of production and consumption in an age of communication overload? What is resistance? Where is it located? How much agency does a consumer actually have? How responsible is the producer for his/her productions? Can gendered and raced commodities be used to explore difference? Or will their consumption lead to the reinforcement of sexist, racist, and homophobic stereotypes?

HACU 328 Resexualizing Bertha: Postcolonial/Feminist Norman Holland
Theory and Contemporary Caribbean Monique Roelofs
Women's Fictions
Wednesday 1:00-3:50 p.m.

Drawing on feminist philosophy and postcolonial theory, this course explores the mother ('s matricide) as a site to work through contemporary Caribbean politics. Contemporary Caribbean women's fictions interrogate and reverse Bertha's internment in the attic and eventual death. Their writing troubles efforts to erase the maternal body and experience by social master narratives, engaging the effects of colonialism and imperialism on daily material conditions. We will start with the Bertha sections of Bronte's *Jane Eyre* and proceed to disentangle memories of "the madwoman in the attic" in such diverse fictions as Rhys' *Wide Sargasso Sea*, Kincaid's *Autobiography of My Mother*, Danticat's *Breath Eyes Memory*, Ferre's *Eccentric Neighborhoods*, Alvarez's *In the Name of Salome*, Garcia's *Dreaming in Cuban*, Vilar's *The Ladies Gallery*, Astrid Roemer's *The Master's Bedroom*. and Conde's *I, Tituba, Black Witch of Salem*. Our readings will converse constantly with the writings of feminist theorist and postcolonial critics such as Spivak, Kristeva, Gilroy, among others. Prerequisite: Two courses in literature, philosophy, psychoanalysis, postcolonial or feminist theory.

School of Interdisciplinary Arts

Writing Center Building

559-5824

IA 132

Feminist Fictions

Lynne Hanley

Tuesday, Thursday 10:30 – 11:50 a.m.

This course will explore works of fiction by post-women's liberation writers. Discussion will focus on forms of narration, use of language and structure, the representation of gender, sexuality, race and culture, and the relation of the acts of writing and reading to feminist theory and practice. Readings will include *Beloved*, *The Autobiography of My Mother*, *A Book of Common Prayer*, *For the Country Entirely*, *Stone Butch Blues*. We will also read *A Room of One's Own* and selected critical essays, and students should expect to keep a journal consisting of at least one typed paragraph on each text, and to attend a series of films on Wednesday evenings. Students will write in a variety of forms—personal essay, literary criticism, short fiction, and autobiography. For the final project, students will write a 1-15 page portrait of their mother, which will be critiqued in small groups, revised and presented to the class. The teaching assistants in the course will each be assigned a group of students with whom they will work in a variety of ways (read their journal entries and papers, be available for advice, perhaps organize evening writing workshops for interested students).

School of Social Science

218 Franklin Patterson Hall

559-5548

SS 112

Queering the Renaissance

Jutta Sperling

Tuesday, Thursday 9:00-10:20 a.m.

We've always know that Michelangelo was gay and Henri III, King of France, liked to cross-dress. Recent historical scholarship has shown how homosocial environments like female convents, male literary academies or youth associations promoted same-sex relationships. Especially after the re-discovery of the clitoris in the sixteenth century, debates about hermaphrodites, the seat of lesbian desire, and the usefulness of African clitoridectomy stirred up the medical and political establishment. In the military, cross-dressing was rampant; even evidence of trans-gendering can be found in sixteenth-century Spain. This course will explore issues of self-identity in a period that, to contemporary observers, can seem hauntingly familiar and irrevocably foreign at the same time.

SS 119

Third World, Second Sex: Does Economic
Development Enrich or Impoverish Women's Lives?
tba
tba

What happens to women when societies "modernize" and industrialize their economies? Is capitalist economic development a step forward or a step backward for women in industrialized and developing countries? In this seminar we look at debates about how some trends in worldwide capitalist development affect women's status, roles and access to

resources, and locate the debates in historical context. In the "global assembly line" debate we look at women's changing work roles. We ask whether women workers in textile and electronics factories gain valuable skills, power and resources through these jobs, or whether they are super-exploited by multinational corporations. In the population control debate, we ask whether population policies improve the health and living standards of women and their families or whether the main effect of these policies is to control women, reinforcing their subordinate positions in society. Other topics include the effects of economic change on family forms, the nature of women's work in the so-called "informal sector," and what's happening to women in the current worldwide economic crisis. We will use journal articles, short fiction, videos, and *The Women Gender & Development Reader* to explore these issues.

SS 128 Youth, Sexuality and Education Kristin Luschen
Tuesday, Thursday 10:30-11:50 a.m.

Sexuality is everywhere in schools-in classrooms, hallways and at the lockers. Yet, when purposefully addressed in a classroom, sex education often is limited to anatomy and the mechanics of "safer sex." In this course we will examine and interrupt this approach through a variety of readings, exercises, assignments. Together, we will focus on how politics, media representations, cultural assumptions and ideologies organize our understandings around youth and sexuality and their relationship to contemporary U.S. educational practices and policies. We will discuss discourses of youth and sexuality during the 20-century and how they intersect with education around sexuality. We will consider how ideas of youth and sexuality are constructed within power relationships organized by discourses of heterosexism, white supremacy, sexism and classism. And finally, we will examine specific school-based practices and policies, to explore how they frame and address the issue of adolescence and sexuality in contemporary U.S. society.

SS 134 Law, Identity, and Bioscience Jennifer Hamilton
component Monday, Wednesday 1:00-2:20 p.m.

This course introduces students to the ways in which law shapes our lives and how society and culture affect how we interpret and experience law. In addition to reading materials from sociolegal studies, science and technology studies, anthropology, and women and gender studies, we will look at primary case materials that involve issues of law, identity, and bioscience. We will use case narratives as a point of entry to ask how scientific evidence, especially in the realm of genetics, has come to differently intervene in questions of law and identity. What can such analyses of law and its broader cultural contexts reveal about the legal encoding of norms of bioscience, processes of race and gender, and understandings of heredity and kin relations? Topics include the legal rights of non-human animals; race, genetic identities, and social justice; and sexuality, kinship, and property.

SS 174 Creating Families Marlene Fried
Tuesday, Thursday 10:30-11:50 a.m. Barbara Yngvesson

This course will investigate the roles of law, culture and technology in creating families. We will focus on the ways in which systems of reproduction reinforce and/or challenge inequalities of class, race and gender. We will examine the issues of entitlement to parenthood, domestic and international adoption, and the uses, consequences and ethics of new reproductive technologies designed to help women and men give birth to biologically-related children. Questions to be addressed include: How does women's status affect their relation to reproductive alternatives? What is the relationship between state reproductive policies and actual practices, legal, contested, and clandestine, that develop around these policies? How are notions of family and parenting enacted and transformed in an arena that is transnational, interracial, intercultural, and cross-class?

SS 208	<u>Interrogating Fear: Bioterror,</u>	Betsy Hartmann
<i>component</i>	<u>the Environment and the Construction of Threats</u>	
	Tuesday, Thursday 10:30 – 11:50 a.m.	

We live in a world filled with fear and anxiety about potential biological and environmental threats such as the bird flu, bioterrorism, and global warming. Should we be afraid of these threats? Are they exaggerated or genuine? This course systematically explores the construction of threats and addresses how historical assumptions of gender, race, class, sexuality, national security, nations and nationalism have profoundly shaped how we come to fear certain things and not others. Drawing on popular, academic and policy literature, we will examine the facts and fictions that go into the construction of threats and the analytical tools we can use to discern them. We also look at how different understandings of the same threat, e.g. bioterrorism and global warming, lead to divergent policy responses. In particular, we will explore how the construction of post-Cold War security threats draws on deep-seated discourses of danger about the Third World. Some of the topics include: population; immigration; fears of invasive species and pathogens; naturalizing ethnicity and tribalism; terrorism; and the nuclear threat. We will conclude the course by looking at how neglected threats, such as the environmental contamination caused by nuclear weapons and other chemical and biological pollutants, are often obscured.

SS 214	<u>United States Labor History</u>	tba
<i>component</i>	tba	

This course will explore the history of the American working class from the mid-nineteenth century to the present. We will use traditional historical concepts such as industrialism and trade unions, immigration, and organization; integrate the insights of the “new social and labor history” to focus on unionization, strikes, and development of working-class communities, consciousness and culture; and work to understand a working class divided along race, ethnic, and gender lines. Strategies employed by industrialists and the state to mold and control the working class will be considered, along with responses and strategies employed by the working class to gain political and economic power. This class is an

introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminist studies.

SS 227 Women and Politics in Africa Catharine Newbury
Monday, Wednesday 1:00-2:20 p.m.

Explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women; the nature of urban/rural distinctions; and the diverse responses by women to the economic and political crises of postcolonial African polities.

SS 293 Gifts, Sex, and Commodities Michelle Bigenho
component Tuesday, Thursday 12:30-1:50 p.m.

This course explores interconnected branches of anthropological theory as they relate to economics, exchange theory, and sex. What does it mean when power is achieved through giving things rather than through acquiring things? How are social structures shaped by people's relations to and exchanges of things? How are these exchanges related to sex, gender, and kinship? These central anthropological questions will be addressed in relation to contemporary ethnographic work on a range of issues including political economy, surrogate motherhood, adoption, organ transplants, alternative currencies, banking, commodities, etc.

SS 192/WP 192 The Sporting Life Will Ryan
component Wednesday, Friday 1:00-2:20 p.m.

This course will explore the history of sports in the United States, from early 19th century origins through 20th century manifestations. We'll treat the idea of sport broadly and consider such activities as hunting, fishing, canoeing, and climbing, as well as organized individual and team sports. One purpose will be to use sport as a window into American social history. As numerous observers have noted, the playing field is nothing less than our nation in microcosm, and most social issues - race, gender, class, among others - have worked their way into the lineup, at times with dramatic effect. A second (and equally important) purpose will be to analyze historical, critical and creative narratives, and approximate those approaches in critical and creative written assignments.