

WAGS (Women and Gender Studies)	14 Grosvenor	542-5781
American Studies	Morgan Hall	542-2246
Asian Languages	110 Webster	542-5841
Black Studies	108 Cooper	542-5800
English	1 Johnson Chapel	542-2672
French	2 Barrett	542-2317
History	11 Chapin	542-2229
Political Science	103 Clark House	542-2380
Psychology	321 Merrill	542-2217
Religion	108 Chapin	542-2181
Spanish	5 Barrett Hall	542-2317

WAGS 24 Gender Labor Michele Barale
 Monday, Wednesday 12:30-1:50 p.m. Rose Olver

In this course we will explore the intimate relations of gender and labor: both the necessary labor of genders' production as well as the gendered organization of labor itself. In general the course will use gender to focus on contemporary concerns in the American workplace-class, ethnicity, sexuality, and race-but will also make critical comparisons with developments in other nations. The biological labor of reproduction and its intersection with the labor of production will necessarily be a constant concern in our discussions. We shall have to become familiar with certain terms: glass ceiling, glass escalator, mommy-track, affirmative action, child care, sexual harassment, welfare to workfare. We certainly might want to ask what constitutes work? But we also might need to wonder if work is done for love, is it still work?

WAGS 28 Reading Popular Culture Marisa Parham
 ENG 13 Tuesday, Thursday 8:30-9:50 a.m.

The purpose of this class is to learn how to use theoretical and primary texts to critique and write about contemporary popular culture: movies, television, radio and the media. The topic changes each time the course is taught. The topic in spring 2007 is "girl power," the pop-culture term for what is better understood as "postfeminism." Instances of girl power are characterized by their emphases on female protagonists who fight, speak, and enter intimate relationships on their own, sometimes angry, terms. The 1990s saw a dramatic transformation in the representation of women's relationships to their own sense of power. But has this rising phenomenon of "women who kick ass" come at a cost? Are these representations simply appropriations of what has been generally construed as "male power," or are they genuine reassessments of the relationship between gender, power, and the individual?

WAGS 42 First Love Shilkret
 PSYCH 42 Tuesday, Thursday 2:00-3:20 p.m.

The relationship between infant and primary caregiver, usually the mother, develops in a complex way during the first year after birth. We will study this area of theory and research, addressing such questions as: What are different ways parents and infants

relate, and what are the consequences of such differences in relationships? What can go wrong during this early period? How adaptable is the infant? Such questions are important because they bear on questions of women's work as well as child welfare, for example, does it hurt an infant for the mother to work? Is daycare a problem for infants? What can be done to minimize any such effects on development? What about relationships with others, especially the father? Another major theme will be differences and similarities in mothering in very different cultures (e.g., Germany, Japan, the Israeli kibbutz experience, the U.S.). How does the style of parenting reflect and imprint values of the particular culture? We will follow the development of these important family relationships through adolescence and into adult life: How are our adult relationships with others reflective of our earlier relationships? We will also address differences between females and males in attachment relationships in infancy, childhood, and throughout the lifespan.

WAGS 63
HST 45

Women's History: 1607-1865
Tuesday, Thursday 11:30-12:50 p.m.

Martha Saxton

This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolitionism and feminism, and women's participation in the Civil War.

WAGS 68
POSC 86

Social Movements/Human Rights
Wednesday 2:00-4:00 p.m.

Amrita Basu

This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world.

WAGS 85
POSC 85

States of Poverty
Tuesday 2:00-4:30 p.m.

Kristin Bumiller

In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project.

ASLC 20

Japanese Women's Literature
Tuesday, Thursday 2:00-3:20 p.m.

Amanda Seaman

While Japan is famous for its classical women's writing of the Heian era (794-1185), women produced little writing of any significance during the next seven centuries. It was only during the Meiji Period (1868-1912) that their writing again achieved significance across a range of issues and genres. From the musings on literary production to the modern processes of reproduction, the writings that we will explore will raise questions of genre: is there such a thing as women's literature? And if so, does it differ from writing done by men? What is the nature of women's writing? We will also interrogate issues such as motherhood, women and work, and the difficult subject of love. The writers whom we will explore range from the canonical works of Higuchi Ichiyo (1872 to 1896) to the contemporary works of Ogawa Yoko (1960-) and Kirino Natsuo (1951-). We will also explore genres from the short story to the novel, as well as the poetry, mystery fiction and science fiction.

AMST 27

Haunted in Asian/Pacific/America
Tuesday, Thursday 2:00-3:20 p.m.

Karen Cardozo

In this course we will examine the after-effects of genocide, immigration, and war through trauma theory and various forms of cultural expression by and about Asian/Pacific/Americans. Our focus on cultural trauma seeks to go beyond the construction of victimization in order to explore potential mechanisms of resilience survival and healing. Thus we will ask: How is it possible to narrate traumatic histories when by definition trauma is that which cannot be fully articulated? What are the cultural politics of witnessing? To explore these questions we will investigate the relationship between narrative and silence, forgetting and remembering, individual and

communal memory. Gender analysis features prominently since the prevalent theme of sexual trauma runs through ethnic histories and their representation. Thus we will explore how women negotiate their traditional role of cultural reproduction within ethnic group and (trans)nation, both in the literal sense of childbearing and in terms of the cultural transmission of ethnic traditions and values.

BLST 30 Caribbean Women's Writing Carol Bailey
Monday, Wednesday 12:30-1:50 p.m.

Inscribing Orality in Caribbean Women's Writing. This course examines the prose fiction of selected Caribbean women writers from the anglophone, hispanophone and francophone Caribbean, with an emphasis on the writers' deployment of Caribbean oral forms in their written narratives. We will look at how such oral forms as storytelling, proverbs and gossip are deployed as the primary mode of narration; the political implications of inscribing the voice; the use of the voice for addressing a wide range of issues, particularly those directly related to women's lives. Additionally, students will be encouraged to explore such questions as: whose voice is being written by these women? Is there a female way of writing? What are the stylistic and thematic similarities/differences among writers? Students will also be required to engage critically with a body of secondary material addressing trends in Caribbean women's fiction. Writers include: Erna Brodber, Merle Collins, Curdella Forbes, Oonya Kempadoo, Jamaica Kincaid, Esmeralda Santiago, Olive Senior, and Miriam Warner-Vieyra.

FREN 35 Lovers and Libertines Jay Caplan
component Tuesday, Thursday 11:30-12:50 p.m.

Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Cleves* to Stendhal's *Le Rouge et le noir*. We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptations will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Cleves*; Prevost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir*. Conducted in French.

HIST 09 19th Century America Martha Saxton
component Tuesday, Thursday 8:30-9:50 a.m.

A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the growth of slavery, the dispossession of Native Americans, Civil War and Reconstruction, the rise of postwar large-scale industry, and big cities. Topics will include changing ethnic, racial, gender, and class relations, the struggles between labor and capital, and the emergence of middle-class culture. The format will include lectures and weekly discussions; readings will be drawn from both original and secondary sources.

RELI 38
component

Folklore & the Bible
Tuesday, Thursday 10:00-11:20 a.m.

Susan Niditch

This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

REL 43

Holy Wo/Man: Late Antiquity
Monday, Wednesday 12:30-1:50 p.m.

Robert Doran

The holy wo/man was accorded a special place in late antique society as a link between the human and the divine. Yet what was it about particular humans that drew groups to accord them this special status? Why does standing on a pillar or naked in the open air mark one as holy? In this course we will read lives of pagan, Jewish, and Christian men and women to explore why groups in late antiquity saw in these strange and wonderful rites traces of the divine, and in what way they reflected the values of their groups.

SPAN 46

Spanish American Women's Writing
Tuesday, Thursday 11:30-12:50 p.m.

Hilda Otano-Benitez

For over three centuries Spanish American women have been continuously writing. They have produced a massive amount of works, ranging from travelogues and memoirs to poetry and theater, from novels and short stories to essays and criticism. Furthermore, they have written in the tradition of many literary currents and movements. This course will discuss works by Gertrudis Gomez de Avellaneda (Cuba, nineteenth-century romantic novel), Flora Tristan (Peru, nineteenth-century travelogue), Teresa de la Parra (Venezuela, Modernista memoirs), Rosario Castellanos (Mexico, theater), Rigoberta Menchu (Guatemala, life story), Sylvia Iparraguirre (Argentina, historical novel), Isabel Allende (Chile, short stories), Maria Amparo Escandon (Neo-Picaresca novel), and others. Conducted in Spanish.