

What critical and creative tools can we explore to develop sexual safety education that is vivid and engaging? What does it mean to question gender norms in different cultural contexts? How can we design initiatives that involve young people actively in questioning gendered sexual behaviours that reproduce risk and damage and enable them to help stem the HIV/AIDS epidemic? In this course we will look at cultural texts - to open discussion of gender and how masculinity and femininity are culturally scripted. A particular emphasis will be on masculinity and sexual safety, and on ways gender research importantly questions the institution and behaviours of heterosexuality. The Living for Tomorrow course will take these questions into the context of the HIV/AIDS epidemic - relating the cultural scriptings of gender to this urgent contemporary political crisis the world faces. The course draws on instructor's experience of working to build gender-focused HIV prevention initiatives in various different cultures. The course will include participatory learning work and designing creative input for HIV prevention educational action that can stimulate critical literacy about the gender system among young people. It will lay groundwork for participating students to consider education implementation possibilities with young people.

SS 157

Nuns/Saints/Mystics

Jutta Sperling

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

Early Christianity had a tremendous appeal to women and slaves. Early Christian spirituality and practices of devotion were part of a broader cultural revolution aimed at subverting both Jewish and pagan Roman patriarchal family structures, slavery, and the political structures in which they were embedded. The high numbers of female converts, martyrs, and donors testify to the extent to which the church in its formative phase relied on women -- slaves as well as high-ranking Roman ladies -- and their spiritual and material contributions. In medieval Catholicism, women mystics formulated a theology according to which Christ in his human nature could be thought of as entirely female. In the early modern period, female religious rallied to withstand the onslaught of the tridentine movement, which was aimed at purging the religious "public sphere" from its many female protagonists. Female imagery, and the orchestration of cults devoted to the Virgin Mary, for example, played a key role in converting native Americans. In this course, we will be reading original sources written by or about women in their roles as followers of the apostles, founders of convents, mystics, nuns, "real" as well as "fake" saints, and also secondary literature in this rapidly expanding field of historical studies.

SS 215

Race/Sex, Trans/national

Christina Hanhardt

Tuesday, Thursday 2:30-3:50 p.m.

This class will adopt an historical and present-day lens to investigate how notions of racial and sexual difference have been produced through the construction of both the nation and the transnational. Putting postcolonial, critical race, and queer theory into conversation, this class will not only look at those moments in which the construction of deviance has been paired with strategies of dominance (from colonialism to social uplift policies to criminalization to cultural appropriation), but

will also examine the ways in which they are re-imagined by social justice movements (from decolonization and independence struggles to black and third world feminisms to indigenous rights claims to sexual minority racial justice campaigns). Prerequisite: some background in critical race, queer, and/or postcolonial theory.

SS 224 Science/Religion/Sexuality Marlene Fried
Tuesday, Thursday 2:00-3:20 p.m.

The Battle Between Science and Religion in Sexuality and Reproduction. This course will explore the clash between religion and science in debates over public policy pertaining to sexual and reproductive health and rights. Questions asked will include: How do we distinguish between good and bad science? Is 'junk' science in the eye of the beholder? How do we identify and counter pseudo-scientific claims? Can science ever be free of ideology? Issues to be investigated are: the battle to gain FDA approval for over the counter distribution of Emergency Contraception; claims that abortion is linked to breast cancer and post-traumatic-stress disorder; the removal of information about condoms and HIV/AIDS prevention from the CDC website; the federal government's policies requiring abstinence-only sexuality education; whether the government should fund stem cell research. We will look at these issues in relation to other policy areas in which religion and science have been at odds such as the efforts to have creationism and intelligent design taught in public schools. We will also examine theorists who argue that religion and science are not incompatible.

SS 253/IA 253 Proust, Woolf and Lucan Jill Lewis
component 9:00-10:30 a.m. Annie Rogers

In this course we will read writers who disturb experiences of memory, perception, the body and desire itself, rupturing a familiar, stable 'reality,' and offering instead the elusive workings of the unconscious. The fiction of Proust and Woolf uniquely leaves a trace of this process of disturbance, a rich vein of language in which each maps and remaps the shifting shoreline of consciousness and desire - processes that change engagement with the world. Their work interrogates the routines and habits that disallow ambivalence and fluidity. Each explores spaces from which change can emerge, as the closure of social conventions and habits of gender become productively disturbed and critically remapped. In Lacan's work, we will explore desire as founded in radical loss and lack, the chaining of signifiers in language as key to the way the unconscious reveals itself, and creativity as a particular response to desire. Students should anticipate a challenging reading process. After engaging with the texts and responding to the art of Proust and Woolf through discussion and short papers, each student will undertake a creative project of their own and write about their process of creativity.