

Spring 2014 – Gender and Sexuality Studies Courses

Undergraduate Courses (23)

GNSE 16610 – 01 Introduction to South Korean Cinema: Gender, Politics, History (=EALC 16600, CMST 24620). *TR 10:30-11:50, Hyun Hee Park*

Everyone is a member of a family. The family has been one of the most important social institutions in every society throughout history. But the shape that families take, the functions they fill, and the problems they face vary historically and cross-culturally. So families in Sweden look different from and act differently than families in Saudi Arabia or Brazil. And American families today differ dramatically from a century ago. This course looks at families from a sociological perspective, focusing on the family as a social group, the institution of the family, and differences in families within and across societies. We consider how public policies—such as those aiding needy families (TANF) and recognizing same-sex marriage—affect families and how family members work to influence public policies. We draw on contemporary media representations of families and their challenges in order to evaluate sociological theories. The course follows lecture/discussion format. Students are responsible for three one-page papers on topics drawn from the course, a mid-term, and a final. Prerequisites include one or more general introductory courses in sociology or a related social science or consent of the instructor.

GNSE 20209 – 01 Feminist Science Studies. *TR10:30-11:50, Anna Jabloner*

This course aims to introduce students to the interdisciplinary field of feminist science studies. As the feminist movements of the 1970s began to change the American political landscape, academic feminists initiated inquiries into the marginalization of women in science – a debate philosopher Sandra Harding has called “the woman question in science”. Feminist scholars, often trained as biologists or physicists, began to examine sex and gender in their own fields of research, now approaching those fields as social realms. They raised the question of androcentric or male-centered epistemologies underlying Western science (alongside scholars critiquing the ‘Eurocentric’ perspective of the social sciences). Harding has called this debate the “science question in feminism.” Feminist science studies scholars have worked up a critical literature on sex, gender, race, class, or disability in human genetics, primate studies, botany, physics, but also in philosophy and the social sciences. In this course, we seek to understand some of the interventions this field hopes to make, and to debate the relevance of these interventions in the current moment.

We will begin the seminar by reading texts understood to have paved the ground for feminist critiques of science. This will be followed by a sample of canonical texts illustrating the field’s basic questions. We will then look at different scientific fields and examine feminist writings from within and about them, whereby the specificities of scientific *context* and *content* will continuously be up for discussion. After midterms, we will read Science Fiction writer Margaret Atwood’s novel *The Handmaid’s Tale*. This will serve as a break from theory, and as a different medium into this seminar’s main topics. Following Atwood, we will focus on reproduction and reproductive technologies, another crucial realm of activity for feminist science studies scholars. From there we will transition into medical research and political issues around medicalization. We will spend the final week of the quarter thinking about various paths feminists have taken to intervene into scientific fields through scholarly writing, art, or activism.

GNSE 21210 -- 01 The Brontes and the 'Psychological Novel' (=ENGL 21202/ENGL 41202). *TR 1:30-2:50, Hilary Strang*

This course takes the novels of Emily and Charlotte Bronte as a case study for novel theory and criticism. In particular we will consider what it has meant to claim that the Brontes' novels have a special relationship to or claim on the psychological. What is at stake in the critical interest in subjectivity, interiority and depth in these novels? What might it mean to read these (or any) novels without or against a privileging of the psychological? We will look at significant critical movements in Victorian novel studies (ideology critique; gender theory; historicism; etc.) that have taken the Brontes' novels as their objects while we read *Wuthering Heights*, *Jane Eyre*, *Shirley*, *Villette* and other nineteenth century texts. *TR 1:30-2:50, Hilary Strang*

GNSE 22208 Lacan -- 01 (=ENGL 22208). *TR 3:00-4:20, Mark Miller*

Will focus on Lacan's accounts of identification, desire, normativity, and the drive, with attention to his critique of ego psychology. Readings from *Ecrits* and *Seminars* 2, 7 and 10.

GNSE 22212 -- 01 Law, Mobilization, and Social Change in Comparative Perspective (=SOCL 28061, GNSE 22212, AMER 22002). *TR 10:30-11:50, Maria Akchurin*

This course examines various approaches to law, social movements, and social change. In what ways and under what conditions do legal institutions constrain movement activity and when do they offer opportunities for social movements? How do social movements use legal mobilization and claims about legal rights to pursue their goals? Under what conditions do movements choose to use institutional channels and when do they take extra-legal action? When do rights frameworks tend to be most effective in making claims on the state? What are the roles of lawyers and other experts in reproducing existing institutions or fostering social change? What is the relationship between global norms and the local realities of implementation? We will explore these questions using a series of case studies on women's rights, civil rights, LGBT rights, environmental justice, and other sites of mobilization drawn from the global north and south, especially in the Americas.

GNSE 23000 – 01 Regulation of Sexuality (=LAWS 72201, GNSE 33000). *M 4:00-7:15, Mary Anne Case*

This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields. The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor. Undergraduates require permission of the instructor. Constitutional Law I, III, and/or IV are recommended but not required prerequisites.

GNSE 23402 – 01 Migration and Women's Rights in Literature and Film (=ENGL 23414/33414, HMRT 23402/33402, GNSE 33310). *TR 12:00-1:20, Roxana Galusca*

This class is an interdisciplinary exploration of the ways in which migrant women's rights are documented and represented in the twenty-first century film and literature. The globalization of markets, coupled with the financialization of capital and the development of digital technologies, has triggered changes in labor migration. This change is perhaps best reflected in the emergence of so-called global cities with their large migrant labor force concentrated in the service and maquila industries. Migrant women supply the majority of labor in these globalized urban spaces, a phenomenon to which scholars often refer as the "feminization of labor." Taking into consideration these economic

and social transformations, this class examines literary and cinematic representations of women's work migration and the struggle for migrant women's rights. The class will focus on the production and global circulation of a wide variety of narratives of migration, such as discourses on domestic and sex work, human trafficking, undocumented migration, and mail-order marriages. An important emphasis will be on practices of documentation and cultural representation as instances of knowledge production that can both offer alternative understandings of labor migration, promote women's rights, but also reinforce the socio-economic status quo.

Class readings and discussions will be divided in three sections. We will start with several studies about women's work migration and human rights that will offer us the much-needed socio-economic and political context women's and immigrant rights discourses, coupled with theories of legal and cultural representation by Mieke Bal and Wendy Brown, among others. We will continue with the examination of a wide range of texts – from films such as *Maquilapolis* (2006) and *The Price of Sex* (2010) to literary works such as Nigerian novelist Chika Unigwe's novel *On Black Sisters' Street* on migrant sex workers and Ukrainian writer Anya Ulinich's novel *Petropolis* about so-called "mail-order marriage."

Some questions we will consider revolve around the role of cultural works in promoting women's rights, the politics and ethics of representation, the testimonial value of literature and cinema, the modalities of gender such cultural works promote, their global circulation, as well as their potential to open up alternative understandings of migration and new forms of feminist praxis.

GNSE 23503 – 01 Women in Modern Africa (=HIST 20206, CRES 20206). W 1:30-4:20 and T 5:30-7:30 (screening – alternate T), *Rachel Jean-Baptiste*

This course surveys key themes and debates in twentieth-century colonial and postcolonial African women's and gender history. This course examines shifting conceptualizations of gender and sexuality in diverse case studies and historical contexts across the continent. Topics to be explored include reproductive and sexual health; public activism and politics; work and economic activity; religion; marriage and family; public policy and the law; urbanism; and migration. Course material will include historical monographs, ethnography, fiction, autobiographies and memoirs, and films.

GNSE 24002 – 01 Marriage (=LAWS 68001, GNSE 34002). W 1:30-2:50, M 2:45-3:50, W 2:45-3:50, *Mary Anne Case*

With the aim of making predictions and recommendations for the future, this course examines marriage as a state-sponsored institution, considering its history, its variants (e.g., common law marriage) and close substitutes (e.g., domestic partnership), conceptual frameworks for analyzing it (e.g., analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g., polygamy and same-sex marriage), and the use of marriage as an ordering principle in various areas of law. Constitutional Law III is a recommended prerequisite. The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor. Undergraduates require permission of the instructor.

GNSE 24250 – 01 A Visual History of Latin American Women (=LACS 24250, ARTH 24250). TR 1:30-2:50, *Rosario Granados*

This undergraduate seminar will analyze both visual and literary images of and by women to show their role in society and the transformations experienced in terms of their civil, political, labor, and reproductive rights. These vignettes, which span from Pre-Colombian times to the present, will be examined from an art-historical perspective, thus providing students with the opportunity to discuss Latin America's historical context through visual culture.

GNSE 25105 – 01 American Feminist Thought, from Abigail Adams to Sheryl Sandberg (=HIST 28304). TR 9:00-10:20, *Emily Remus*

This course traces American feminism from the margins of democratic thought in the eighteenth century to the center of modern political discourse and culture. Drawing on primary sources and recent scholarly work, we will investigate how the goals and meaning of feminism have changed over time, as well as how the boundaries drawn around who could and could not claim the title of “feminist” have shifted. We will approach feminism as an argument—not a received truth— responsive to contemporary historical developments and marked by divisions of race, class, sexual orientation, age, and religion. Course readings are organized around major turning points in the American feminist movement and chart significant continuities and contradictions that have animated each new wave, including questions of sex difference, economic dependence, reproductive rights, marriage, subjectivity, and citizenship.

GNSE 25106 – 01 Girlhood and American Literature. TR 1:30-2:50, *Megan Tusler*

The categories of childhood and adolescence have been under particular revision since the turn of the 20th century. For literature about girls, a number of shifts have become evident: the invention of “adolescence” begins to produce teen culture and girl culture in particular and girls begin to appear in “adult” as well as “young adult” literature as fully actualized, although often transitional, characters. The adolescent girl as a character can work to critique social problems through the perspective of an “innocent”; to give voice to alienation that is thought to be particularly felt in teenagers; to shed light on the peculiarities of a given era. This class will read novels and short fiction with adolescent girl protagonists. We’ll be investigating the unique standpoint that the teenage protagonist occupies in the twentieth century, and will discuss why this particular voice becomes central to the development of modern and contemporary American literature. We’ll also discuss ways that some of these novels have an uneasy relationship to “their” girls, particularly *Lolita*, about which it might be said that it’s both about and not about a girl. We’ll think about how novels about girls describe sexuality and how the social construction of gender affects those in literature about young adulthood. Students will learn how to think thematically about literature and what it means to read with principle regard to a character; why child and adolescent narrators are used in particular eras; and how the teenage narrator can be seen as an exemplar for major historical and social shifts.

In this class, you will learn to produce strong thematic readings of literature; to frame literary texts in a strongly historical way; and how to do literary historicist research. The texts selected for the course represent a range of points of view, eras, styles, and genres.

GNSE 25110-- 01 Topics in South Asia I: Modern Womanhood in Colonial India (=SALC 25100). TR 10:30-11:50, *Ellen Ambrosone*

This course examines images of modern womanhood that were constructed during the British colonial period in different parts of India. To do so, we will look at various forms of cultural production including nineteenth-century novels translated from their regional language originals, a Telugu play in translation, artwork produced during this period, and two films that depict women from the nineteenth century. In addition to reflecting on how each form of cultural product was conducive to fashioning these images, we will consider the following: the characteristics that came to signify modern womanhood in India, the issues around which these characteristics coalesced, and the available opportunities suggested by these images to women of differing castes and classes.

GNSE 25302 – 01 Simone de Beauvoir: The Second Sex (=FUND 25331). TR 10:30-11:20, *Kristine Culp*

In 1949, Simone de Beauvoir’s *Le Deuxième Sexe* took up the old question of sexual difference; it was never the same question again. Her attention to the situation and “situatedness” of women resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity; it brought literature,

autobiography, and cultural studies into philosophical reflection; and it contributed significantly to twentieth century transformations of women's social, political, and cultural situations. We will engage a close reading of *The Second Sex* in English translation and with some reference to the original French.

GNSE 25600 – 01 Gender and Modern/Colonial Korea (=EALC 25600/35600, KORE 25600, GNSE 35600). *T 3:00-5:50, Kyeong-hee Choi*

No knowledge of Korean Language required. This course deals with literary, journalistic, and visual texts produced in and about colonial Korea with a view to exploring the construction of masculinity and femininity in the context of colonial modernity, colonialism and nationalism from other national and racial contexts.

GNSE 25706 – 01 Gender, Sex, and Empire (=MAPS 33501, GNSE 33501, HIST 23308). *F 3:00-5:50, Darcy Heuring.*

This course uses the analytical tools of gender and sexuality to examine social processes and power relations in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from feminist and postcolonial theory, we look at a broad range of historical case studies to explore themes including discovery and conquest; power and resistance; the construction of imperial and colonial gender roles; the disciplining, regulating, and “improvement” of colonial bodies; and the role of sex and gender in racial ideologies. The goal is to analyze such themes in specific colonial sites in order to better understand some of the ways in which the work of gender and sexuality were crucial to imperial and colonial rule.

GNSE 25956-- 01 Disability Studies: An Introduction (=ENGL 25956) *TR 1:30-2:50, Margaret Fink*

This course introduces disability as a critical category, and is grounded in readings of 20th century American novels from *Winesburg, Ohio* to *Geek Love*. Students will become conversant in disability studies' foundational insights as well as new directions in the field (intersections with critical race studies and queer theory, for instance).

GNSE 26003 – 01 Introduction à l'autobiographie (=FREN 26003). *TR 1:30-2:50, Alison James*

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Perec, and Sarraute. Taught in French. PQ: FREN 20500.

GNSE 26237 – 01 Global Girlhoods (=CHDV 26237). *TR 3:00-4:20, Erin Moore*

During the 20th century, American psychology determined that adolescent girls undergo a “crisis of self,” department stores designated the teenage girl as a marketing category, and young women's reproductive and sexual autonomy oscillated under degrees of ideological, moral and legal control. This course examines the construction of adolescent girlhood as a delinquent, public health, consumer, and charitable category: we will read foundational American psychological texts that helped to invent the idea of the adolescent crisis together with ethnographic and historical accounts of girlhood around the globe. The course will address questions about the universality of life-stage categories and the circulation of gendered and age-specific psychological symptoms. We will explore the emergence of the “adolescent girl” as it is represented in film, philanthropic propaganda, and 20th century popular psychology. We will also draw from readings in sociology, psychology, anthropology and history to consider how the idea that adolescent girls undergo a crisis of self became hegemonic, how it circulates, and how young women both take up and challenge this notion. The first section, “Querying Adolescence,” covers seminal texts about the invention of adolescence including G. Stanley Hall, Freud's essays on sexuality, and Margaret Mead's *Coming of Age in Samoa*. The second section, “Age,

Identity, Crisis,” explores both adolescent identity crises and the public crises adolescents precipitate. The third section, “Girls, Global Circulations and Temporality” surveys ethnographic and historical challenges to universal assumptions about how girls grow up. Course materials will include films, texts, advertising images, and new media.

GNSE 27100 – 01 The Sociology of Human Sexuality (=SOCI 20107/30107). *W 1:30-4:20, Edward Laumann*

After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.

GNSE 27202 – 01 Psychoanalysis and Feminism: Freud, Lacan, Klein, Winnicott and their Feminist Interlocutors (=PHIL 25403). *MW 1:30-2:50, NirBen Moshe*

What can psychoanalysis teach us about human psychological development in general and human sexual development in particular? Can the development of both men and women be captured in one general psychoanalytic framework or are two different explanatory schemes required? How has psychoanalysis evolved since Freud in the way it accounts for femininity, women’s psychological development and the role of the mother in her child’s development? In this course, we will examine leading psychoanalytic accounts of human development from various traditions, as well as feminist critiques and applications of these accounts.

[cont.] In the first part of the course, we will study some of Sigmund Freud’s classical texts which deal with sexual development. We will follow the evolution of his thought from *Studies in Hysteria* (1895) through the changes in *Three Essays on the Theory of Sexuality* (1905) and up until his mature theory in *The Ego and the Id* (1923). We will discuss the relations between repressed ideas, bodily symptoms and the talking cure, as well as Freud’s seduction hypothesis and his reasons for abandoning it, his conceptualization of infantile sexuality and the details of his account of the Oedipal Complex. We will also consider some of Freud’s late writings about female sexuality and femininity. Finally, we will discuss several early critiques from Freud’s inner circle (Karl Abraham, Karen Horney, and Helen Deutsch) regarding Freud’s views on feminine development in general and the ‘female castration complex’ in particular.

In the second part of the course, we will discuss Jacques Lacan’s psychoanalytic account of human development. We will study both his characterization of pre-Oedipal development (the mirror stage, the mother’s desire, and the imaginary order) and the Oedipal Complex (the phallus as a signifier, the law of the father, and the symbolic order). We will also discuss Lacan’s claim that “there’s no such thing as Woman”, as well as the broader implication of his account for feminist theory. We will then examine the French feminist accounts of Simone de Beauvoir, Luce Irigaray, and Julia Kristeva. We will discuss de Beauvoir’s existentialist commitments and her attempt to reconcile femininity and agency, Irigaray’s critique of Freud and Lacan and her

own account of feminine subjectivity, and Kristeva’s use of the semiotic, her alternative account of the pre-Oedipal period, and her classification of the feminist movement into three stages.

In the third part of the course, we will examine key psychoanalytic ideas from the object relations theories of Melanie Klein and Donald Winnicott, such as good and bad objects, guilt and love, transitional objects and the interplay of fantasy and reality. We will also pay close attention to Klein’s and Winnicott’s emphasis on the role of the mother in child development. We will then discuss in detail Nancy Chodorow’s incorporation of object relations into feminist theory, as well as her account of femininity as the women’s Oedipal goal and the formation of the post-Oedipal gender

personality, in her well-known book *The Reproduction of Mothering* (1978). We will conclude the course by examining more recent applications of Kleinian and Winnicottian ideas to feminist theory by Dorothy Dinnerstein and Jessica Benjamin.

Apart from assessing psychoanalytic theory in terms of its contributions to understanding femininity, female psychological development and the mother's role in her child's development, we will also critically assess the feminist critiques themselves and consider in what ways their additions to the Freudian, Lacanian, Kleinian and Winnicottian accounts are illuminating.

GNSE 27500 – 01 Language, Voice, and Gender (=LING 28900/38900, PSYC 27300, ANTH 27300).
Days/times TBA, Michael Silverstein

This course explores how we “voice” ourselves as “gendered” persons by, in essence, performing gender in discursive interaction, that is, in language-mediated and semiosis-saturated interpersonal events. The several analytic orders and interacting semiotic planes of framing gender will be emphasized, as also the inherently “dialectic” character of social categories of identity such as gender, which exist emergently as “culture” between essential[ized] individual “nature” and interested intuitions we have and formulate about the micro- and macrosocial orders in which we participate. No prior linguistics or sociocultural anthropology is presupposed, but serious attention to conceptual and theoretical issues in the sociocultural analysis of language in relation to identity will be nurtured in the course of the discussion. We start with a review of some key ideas that have shaped the recent study of language and gender, then cycle back to consider several problematic areas, and finally look at some discursively rich ethnographic treatments of gendering.

GNSE 28808 -- 01 Women in the Civil Rights Movement (=HIST 28808, CRES 28808, AMER 28808). *TR 12:00-1:20 Traci Parker*

Women initiated, organized, and sustained the civil rights movement. Not only did women activists far outnumber men, but they also emerged as leaders in working-class and poor neighborhoods more often than men. This course will investigate women's diverse visions of and involvement in social justice using historical texts, film, television, and music. Taking the long civil rights movement approach, it will consider middle-class and working-class activism towards racial, gender, and economic justice in the early twentieth century, the labor-oriented civil rights movement of the 1930s and 1940s, and the modern civil rights and women's liberation movements. Special attention will be paid to the relationships between black and white women and the impact of the movement on women's status and identity. Notable activists, such as Mary Church Terrell, Ella Baker, Florynce Kennedy, Lena Horne, and Nina Simone, as well as those who remain unnamed in the historical record, will be critical to this investigation.

GNSE 29401 – 01 The Ghost Tradition in Chinese Literature, Opera and Film (=EALC 29401/39401, TAPS 28491, GNSE 39401). *MW 3:00-4:20, Judith Zeitlin*

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments? This course will explore the complex meanings, both literal and figurative, of ghosts and spirits in Chinese culture across a range of genres: the ghost story, opera, visual imagery, and film. Issues to be explored include: 1) the confrontation of individual mortality and collective anxieties over the loss of the historical past; 2) the relationship between the supernatural, gender, and sexuality; 3) the visualization of ghosts and spirits in art, theater, and cinema; 4) the politics of ghosts in modern times. Course readings will be in English translation, and no prior background is required, but students who read Chinese will be encouraged to work with sources in the original. This year's class will be designed to take full advantage of special Chicago events in spring 2014, notably the exhibition "Performing Images: Opera in Chinese Visual Culture" at the Smart Museum, and Mary Zimmerman's new production of *The White Snake* at the Goodman Theater.

Graduate Courses (12)

GNSE 33000 – 01 Regulation of Sexuality (=LAWS 72201, GNSE 23000). *M 4:00-7:15, Mary Anne Case*

This course explores the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas as well as the limits on placed on such regulation by constitutional guarantees including free speech, equal protection, and due process. Readings include cases and articles from the legal literature together with work by scholars in other fields. The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor. Undergraduates require permission of the instructor. Constitutional Law I, III, and/or IV are recommended but not required prerequisites.

GNSE 33310 – 01 Migration and Women’s Rights in Literature and Film (=ENGL 23414/33414, HMRT 23402/33402, GNSE 23310). *TR 12:00-1:20, Roxana Galusca*

This class is an interdisciplinary exploration of the ways in which migrant women’s rights are documented and represented in the twenty-first century film and literature. The globalization of markets, coupled with the financialization of capital and the development of digital technologies, has triggered changes in labor migration. This change is perhaps best reflected in the emergence of so-called global cities with their large migrant labor force concentrated in the service and maquila industries. Migrant women supply the majority of labor in these globalized urban spaces, a phenomenon to which scholars often refer as the “feminization of labor.” Taking into consideration these economic and social transformations, this class examines literary and cinematic representations of women’s work migration and the struggle for migrant women’s rights. The class will focus on the production and global circulation of a wide variety of narratives of migration, such as discourses on domestic and sex work, human trafficking, undocumented migration, and mail-order marriages. An important emphasis will be on practices of documentation and cultural representation as instances of knowledge production that can both offer alternative understandings of labor migration, promote women’s rights, but also reinforce the socio-economic status quo.

Class readings and discussions will be divided in three sections. We will start with several studies about women’s work migration and human rights that will offer us the much-needed socio-economic and political context women’s and immigrant rights discourses, coupled with theories of legal and cultural representation by Mieke Bal and Wendy Brown, among others. We will continue with the examination of a wide range of texts – from films such as *Maquilapolis* (2006) and *The Price of Sex* (2010) to literary works such as Nigerian novelist Chika Unigwe’s novel *On Black Sisters’ Street* on migrant sex workers and Ukrainian writer Anya Ulinich’s novel *Petropolis* about so-called “mail-order marriage.”

Some questions we will consider revolve around the role of cultural works in promoting women’s rights, the politics and ethics of representation, the testimonial value of literature and cinema, the modalities of gender such cultural works promote, their global circulation, as well as their potential to open up alternative understandings of migration and new forms of feminist praxis.

GNSE 33501 – 01 Gender, Sex, and Empire (=MAPS 33501, GNSE 25706, HIST 23308). *F 3:00-5:50, Darcy Heuring.*

This course uses the analytical tools of gender and sexuality to examine social processes and power relations in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from feminist and postcolonial theory, we look at a broad range of historical case studies to explore themes including discovery¹ and conquest; power and resistance; the construction of imperial and colonial gender roles; the disciplining,

regulating, and “improvement” of colonial bodies; and the role of sex and gender in racial ideologies. The goal is to analyze such themes in specific colonial sites in order to better understand some of the ways in which the work of gender and sexuality were crucial to imperial and colonial rule.

GNSE 34002 – 01 Marriage (=LAWS 68001, GNSE 24002). *W 1:30-2:50, M 2:45-3:50, W 2:45-3:50, Mary Anne Case*

With the aim of making predictions and recommendations for the future, this course examines marriage as a state-sponsored institution, considering its history, its variants (e.g., common law marriage) and close substitutes (e.g., domestic partnership), conceptual frameworks for analyzing it (e.g., analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g., polygamy and same-sex marriage), and the use of marriage as an ordering principle in various areas of law. Constitutional Law III is a recommended prerequisite. The grade is based on a substantial paper, series of short reaction papers, or final examination, with class participation taken into account. Paper writers require permission of the instructor. Undergraduates require permission of the instructor.

GNSE 34802 – 01 Colloquium: Race, Sex, and the Law (=HIST 62404). *R 3:00-5:50, Jane Dailey*

This graduate reading colloquium explores the centrality of questions about sex and marriage to the ongoing effort to define the rights of Americans. Our principal focus will be on the African American freedom struggle, but we will also consider how putting issues of interracial sex and marriage at the heart of the civil rights movement changes its narrative as well as intersects with other modern civil rights struggles, especially over same-sex marriage.

GNSE 35600 – 01 Gender and Modern/Colonial Korea (=EALC 25600/35600, KORE 25600, GNSE 25600). *T 3:00-5:50, Kyeong-hee Choi*

No knowledge of Korean Language required. This course deals with literary, journalistic, and visual texts produced in and about colonial Korea with a view to exploring the construction of masculinity and femininity in the context of colonial modernity, colonialism and nationalism from other national and racial contexts.

GNSE 36017 -- 01 Women and the Enlightenment (=ENGL 36017). *TR 12:00-1:20, Heather Keenleyside*

This course will study women’s relation to the Enlightenment as both subjects and objects of enquiry. We will examine how male and female writers of this period imagined sexual difference and the category of “woman”; came to understand women as consumers and creators of culture, as well as agents of sociability and of historical change; developed key notions of consent and self-possession, as well as of the public and private spheres. Readings may include selections from John Locke, Bernard Mandeville, David Hume, Jean-Jacques Rousseau, and Adam Smith, and works by Mary Astell, Mary Wortley Montagu, Charlotte Lennox, Sarah Scott, Frances Burney, Anna Letitia Barbauld, Mary Wollstonecraft, Mary Hays, Maria Edgeworth.

GNSE 36402 – 01 Gender Norms and Deviations in South Asian Texts (=HREL 36402, SALC 43402, SCTH 40702, RLST 26901). *MW 3:00-4:20, Wendy Doniger*

Beginning with the baseline of heteronormative Sanskrit texts, we will go on to consider texts and films that challenge that order, from Sanskrit epics and Puranas to Tamil and Malayalam fiction and films, as well as ethnographic studies of contemporary alternative South Asia sexualities. Readings will include passages from: Wendy Doniger, *Splitting the Difference* (for the Mahabharata, Ramayana, and Puranas); Ruth Vanita, *Same-Sex Love in India and Queering India*; Gayatri Reddy, *With Respect to*

Sex: Negotiating Hirja Identity in South India; Giti Thadani, Sakhiyani; Sudhir Kakar, Intimate Relations; and essays by Lawrence Cohen.

GNSE 39401 – 01 The Ghost Tradition in Chinese Literature, Opera and Film (=EALC 29401/39401, TAPS 28491, GNSE 29401). *MW 3:00-4:20, Judith Zeitlin*

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments? This course will explore the complex meanings, both literal and figurative, of ghosts and spirits in Chinese culture across a range of genres: the ghost story, opera, visual imagery, and film. Issues to be explored include: 1) the confrontation of individual mortality and collective anxieties over the loss of the historical past; 2) the relationship between the supernatural, gender, and sexuality; 3) the visualization of ghosts and spirits in art, theater, and cinema; 4) the politics of ghosts in modern times. Course readings will be in English translation, and no prior background is required, but students who read Chinese will be encouraged to work with sources in the original. This year's class will be designed to take full advantage of special Chicago events in spring 2014, notably the exhibition "Performing Images: Opera in Chinese Visual Culture" at the Smart Museum, and Mary Zimmerman's new production of *The White Snake* at the Goodman Theater.

GNSE 41200 -- 01 The Brontes and the 'Psychological Novel' (=GNSE 21210, ENGL 21202/ENGL 41202). *TR 1:30-2:50, Hilary Strang*

This course takes the novels of Emily and Charlotte Bronte as a case study for novel theory and criticism. In particular we will consider what it has meant to claim that the Brontes' novels have a special relationship to or claim on the psychological. What is at stake in the critical interest in subjectivity, interiority and depth in these novels? What might it mean to read these (or any) novels without or against a privileging of the psychological? We will look at significant critical movements in Victorian novel studies (ideology critique; gender theory; historicism; etc.) that have taken the Brontes' novels as their objects while we read *Wuthering Heights*, *Jane Eyre*, *Shirley*, *Villette* and other nineteenth century texts. *TR 1:30-2:50, Hilary Strang*

GNSE 50005 – 01 Colloquium: Colonial Africa (=HIST 40100, CRES 50005). *T 10:30-1:20, T 5:30-7:30 (screenings on alternate Tuesdays), Rachel Jean-Baptiste*

This course explores debates in narrating social, cultural, political, and economic change in Africa from the late-nineteenth century to circa 1961, a period in which much of the continent was governed through colonial rule. The course will incorporate a variety of disciplinary, methodological, and epistemological perspectives. Topics to be explored include processes of colonization; mobility and urbanism; the politics of gender and sexuality; economics and labor; transformations in rural societies and agricultural production; popular culture; health and medicine; and belief and religion. Course materials will include historical monographs, ethnography, fiction, memoirs, and films.

GNSE 62903 -- 01 Colloquium: Urban US History (=HIST 62903, AMER 62903). *W 1:30-4:20, Amy Lippert*

This course introduces graduate students to important and innovative scholarly texts in the study of American urban history, with a focus on the nineteenth century. Readings touch upon a range of methodologies, themes, and historical experiences, with some focus on white-Indian relations, slavery, gender roles, the West, reformism, and the cultural histories of market relations, public perception, and spectacle, and print communication. The colloquium is intended for doctoral students in any department who intended to pursue primary, secondary, or outside fields of study in US history, American social and cultural history, comparative cultural history, or American literature. Requirements include careful reading, active and thoughtful participation, and two historiographical presentations in class.