

GENDER AND SEXUALITY STUDIES

Department Website: <http://gendersexuality.uchicago.edu>

PROGRAM OF STUDY

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. Students can thus create a cluster of courses linked by their attention to gender or sexuality as an object of study or by their use of gender/sexuality categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. See Minor Program in Gender and Sexuality Studies.

PROGRAM REQUIREMENTS

The major requirements for the Class of 2030 and beyond are listed here. Students in the Class of 2027, 2028, and 2029 have the option to complete the requirements listed in the Catalog from their year of matriculation or the current requirements. Those students should consult with the Assistant Director for Student Affairs and Curriculum to determine the best option for their course of study.

The major in Gender and Sexuality Studies is designed with flexibility in mind. It aims to provide students a solid grounding in the field, as well as the chance to shape their own course of study around areas of particular of interest.

The major consists of 11 courses. These may come from a variety of departments, but all must be cross-listed with GNSE. (Students can petition to count courses that are not cross-listed if they have significant gender/sexuality content.) Courses may be double-counted with other majors.

All students in the major are required to take GNSE 19501 Thinking Sex (by the end of third year) and GNSE 29501 Capstone Seminar in Gender and Sexuality Studies (typically third or fourth year, following completion of GNSE 19501). They are also required to fulfill two distribution requirements: one course with a non-Western focus and one course with a historical focus. Approved courses for these distribution requirements will be identified on the CSGS website.

The remainder of the major includes seven additional GNSE courses of the student's choosing. An optional BA thesis carries with it two course enrollments -- BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900) -- that may replace two GNSE electives.

All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 (<http://collegecatalog.uchicago.edu/search/?P=GNSE%2015002-15003>) Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If a student fulfills the civilization requirement with another sequence, GNSE 15002-15003 can count as electives in the major.

BA Thesis Option

For those who are planning to write a BA thesis, a substantial essay or project is to be completed in the student's fourth year under the supervision of a BA adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (<https://gendersexuality.uchicago.edu/research/faculty.shtml/>) or Affiliated Postdoctoral Fellows (<https://gendersexuality.uchicago.edu/research/postdocs.shtml/>). Those who plan to write a thesis will attend two workshops during the Spring Quarter of their third year, at which point they will create a proposal for their project. (If students are studying abroad, they should meet with the BA preceptor individually in the quarter prior to departure.) Students are also required to attend a BA Seminar in Autumn and Winter Quarters of their fourth year. Enrollment in the corresponding course (GNSE 29800 B.A. Paper Seminar) can occur in Autumn or Winter, but attendance is required in both quarters. GNSE 29900 BA Essay, also a required enrollment, can be registered for in any quarter during the student's fourth year. The grade for this credit-bearing independent study course will be the grade given to the BA thesis. Students must submit the completed thesis by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). The Petition to Use a Single Bachelor's Paper for Two Majors (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/BA_Double_Major_0.pdf), to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

MAJOR

GNSE 19501	Thinking Sex	100
GNSE 29501	Capstone Seminar in Gender and Sexuality Studies	100
One GNSE course with a Non-Western focus*		100
One GNSE course with a historical focus*		100
Five additional GNSE courses		500
Two additional GNSE courses OR GNSE 29800 B.A. Paper Seminar and GNSE 29900 BA Essay		200
Total Units		1100

* Course list will be made available on the GNSE website

GRADING

Students may take one GNSE elective for P/F grading. All other courses must be taken for a quality grade.

HONORS

Students with a 3.25 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors if they complete a BA thesis that receives an A and is recommended for honors by their faculty adviser.

ADVISING

Students are encouraged to design their program of study with the assistance of the Assistant Director for Student Affairs and Curriculum and/or the Director of Undergraduate Studies. Regular check-ins are recommended to be sure all requirements are being met.

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 19501	Thinking Sex	100
Five additional courses in Gender and Sexuality Studies		500
Total Units		600

All Gender and Sexuality Studies minors are advised, but not required, to take GNSE 29501 (Capstone Seminar in Gender and Sexuality Studies) as one of their minor courses. (This must be taken after GNSE 19501.)

All Gender and Sexuality Studies minors are also advised, but not required, to take GNSE 15002-15003 (<http://collegecatalog.uchicago.edu/search/?P=GNSE%2015002-15003>) Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If a student fulfills the civilization requirement with another sequence, GNSE 15002-15003 can count as electives in the minor.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students who elect the minor program in Gender and Sexuality Studies must meet with the Assistant Director for Student Affairs and Curriculum before the end of Spring Quarter of their third year to declare their intention to complete the minor and to consult on which courses will fulfill the requirements.

GENDER AND SEXUALITY STUDIES COURSES

GNSE 10144. Jane Austen and Literary Style. 100 Units.

Jane Austen was a master stylist. This is one of many reasons why her novels have had such a lasting cultural impact. But what specifically are we talking about when we refer to Austen's "style"? This course attempts to answer this question by exploring the development of Austen's style across three of her major novels: the early *Northanger Abbey* (1803), the middle-period *Sense and Sensibility* (1811), and the late *Persuasion* (1818). Throughout, we will learn to describe, analyze, and interpret one of her trademark formal techniques, free indirect discourse. We will also address the question of literary style alongside a host of related topics: narration, characterization, focalization, and voice. Select secondary readings may include works by narratologists, philosophers, and literary critics. (Fiction, 1650-1830)

Instructor(s): Will Thompson Terms Offered: Winter

Equivalent Course(s): ENGL 10144, FNDL 20144

GNSE 10422. Body Problems: Theorizing Fat and Thin in Early Modern English Literature. 100 Units.

Whether in the doctor's office or in our TikTok algorithm, messages about body weight, size, and shape are ubiquitous in our current moment. This class tracks the history of this phenomenon through early modern English literary representations of fatness, thinness, and everything in between. Thinking with critical race, trans, and queer theory, we will read widely from Geoffrey Chaucer's *Canterbury Tales* through William Shakespeare's *Merry Wives of Windsor* to Margaret Cavendish's *Blazing World* to unpack how sixteenth- and seventeenth-century England theorized fatness and thinness through and with theories of race, gender, sexuality, and class. (Pre-1650, Medieval/Early Modern)

Instructor(s): Sarah-Gray Lesley Terms Offered: Winter

Equivalent Course(s): ENGL 10422

GNSE 10438. Lies, Mess, Gossip. 100 Units.

What happens when we take seriously stories that can't be verified? In this course, we'll explore how bodies and the stories told about them are often assumed to track truth. Rooted in Black Studies and Trans and Queer Studies, we'll examine how bodies-through rumor, gossip, and even lies-become sites where power and identity are made and unmade. Rather than dismissing these untidy truths, we'll learn to read them as responsive disruptions to the historical moments in which they took place, as approaches to reconsider belonging, power, and knowledge. Drawing on the work of scholars like Stephen Best, we'll explore how rumor and gossip function as strategies of self-making, challenging dominant narratives and revealing the messy realities that shape the world around us. We will engage with the works of scholars such as C. Riley Snorton, Jayna Brown, Zakkiah Iman Jackson, Édouard Glissant as well as the autobiographical writings of Harriet Jacobs. This course encourages a collaborative approach, where students will be invited to bring in their own "messy" objects of study that reflect their engagement with specific inscriptions of race, gender, sexuality, and body politics. Central to our study will be genealogies of refusal-how Black feminist thought, queer critique, and minoritarian theory not only confront but actively reimagine dominant structures of power.

Instructor(s): Jennifer Williams Terms Offered: Winter

Equivalent Course(s): ENGL 10438, CHST 10438, TAPS 20238

GNSE 10455. Madwomen. 100 Units.

What is madness? What does it mean to go crazy? What does it mean to be driven crazy? This course examines different forms of madness, probes the relationship between race, gender, and disability, and explores the potential wisdom found in madness by looking to madwomen in twentieth and twenty-first century literature. We will both consider madness as an object within literary studies and the lived experience of the madwomen characters and authors through the lens of Mad studies and activism. Tentative readings include *The Bell Jar* (Plath, 1963), *The Bluest Eye* (Morrison, 1970), *Freshwater* (Emezi, 2018), excerpts from *The Collected Schizophrenias* (Wang, 2019), and others. Students will also be asked to engage spaces that center the Mad such as the Center for Mad Culture and Project LETS. This course will include writing components that ask students to read literary texts and/or cultural moments through mad methodology and a final essay in lieu of an exam.

Instructor(s): Rhya Moffitt Terms Offered: Winter

Equivalent Course(s): COGS 26501, ENGL 10455

GNSE 12104. Foundations in Masculinity Studies. 100 Units.

In recent years, the term "toxic masculinity" has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show *The Bachelorette*. Why is the conversation around "toxic masculinity" taking place in the United States at this moment? In this course, we will go beyond banal statements like "toxic masculinity" and "men are trash" to critically ask, What role does masculinity play in social life? How is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and other men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.

Instructor(s): Omar Safadi Terms Offered: Winter

Equivalent Course(s): SOCI 30352, GNSE 32104, SOCI 28087

GNSE 12135. Reading the Rom-Com: Renaissance and Modern. 100 Units.

This course challenges the common assumption that modern romantic comedies are not worthy of academic study by examining early modern iterations of the genre—from William Shakespeare's *Taming of the Shrew* (1590) to Aphra Behn's *The Rover* (1677). In turning to these sixteenth- and seventeenth-century texts, we will consider how this often trivialized genre encodes, theorizes, and problematizes issues of gender, sex, class, race, and desire through its familiar formula of "simply" getting some people to fall in love. # (Drama, Medieval/Early Modern)

Instructor(s): Sarah-Gray Lesley Terms Offered: Autumn

Equivalent Course(s): ENGL 10402

GNSE 12137. Feminism and the Politics of Abortion. 100 Units.

This course surveys feminist politics on abortion both historically and in the contemporary moment, with particular attention to abortion activism just before the Roe decision until the post-Dobbs present. We will draw

on investigative journalism, academic research, and activist literature/movements to conceptualize both the feminist politics of abortion and resistance to government restrictions on access to reproductive healthcare. The course emphasizes the multifaceted ways feminists (both in the US and elsewhere) have conceptualized abortion and reproductive politics as well as frameworks of care, solidarity, and resistance. The course takes special interest in the ever-evolving post-Dobbs landscape by incorporating both current events and histories of the anti-abortion movement of the United States.

Instructor(s): Rhiannon Auriemma Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors.

Equivalent Course(s): PLSC 12137, HIPS 25221

GNSE 12140. Eccentrics, Visionaries, Deviants? Queer Religion, Ethics, and Politics. 100 Units.

Challenging the assumption that religion and queerness are inherently at odds, this course introduces the dynamic field of queer religious studies. We will ask: what do religions teach about sex and gender? How have religious communities defined and resisted sexual and gendered norms? How do religious LGBTQ+ people navigate, negotiate, and sometimes contest these ideas? Readings will allow us to trace the contemporary rise of homophobia and transphobia in politics, law, and religion as historical phenomena, while uncovering the hidden religious histories and lives that defy religious heteronormativity and transphobia. To lay the groundwork for investigating the complex relationships between religion, sexuality, and politics, we will read foundational texts in queer theory (Judith Butler and Michel Foucault). While selected case studies of Jewish, Muslim, and Christian communities will demonstrate the complexities of today's landscape, and engagement with queer religious thinkers will illustrate some political and social trajectories for queer religion and spirituality. Ultimately, seminar conversations and student site-visits will provide opportunities to learn how religion and sexuality interact and to consider how queer religiosities can enliven eccentric ways of being and transformative visions of community. No prior experience with religious studies or queer theory required.

Instructor(s): Virginia White Terms Offered: Autumn

Equivalent Course(s): RLST 25602

GNSE 12145. Gender and the Dancing Body. 100 Units.

This course explores the relationship between dancing bodies and gender identity in locations such as the stage, nightclubs, on social media, in film, and on the streets. Anchored in intersectional perspectives, the course examines dance as a site of personal and cultural history, resistance, and protest, while also considering its connections to nation and race. The aim of this course is to explore how ideas about gender and sexuality have shaped formal and aesthetic approaches to dance, even as dance serves as a space for contesting normative ideologies. This discussion-based seminar includes film screenings, guest artist sessions, and a final creative project. No previous dance experience required.

Instructor(s): E. Kilmurray Terms Offered: Winter

Equivalent Course(s): TAPS 26235, TAPS 36235

GNSE 12146. Translating Gender Across France and Italy. 100 Units.

"Frenemies" since the Middle Ages, the literary traditions of Italy and France illustrate the productive tensions that can arise from cultural and geographic proximity. This course explores practices of rewriting, adaptation and intertextuality across the Alps through the lens of gender and sexuality. We will focus on two periods of literary flourishing: the early modern age, when Italy led Europe into the era we now call the Renaissance, and the dawn of literary modernism in the late nineteenth and early twentieth centuries, when France stood out for its innovations. We will address topics such as: how do female authors adapt works originally written by men? How do treatments of gendered roles change when they move from one cultural setting to another? How does the rise of realist genres at the end of the 19th century impact the representation of sexuality and gender? how does the post-modern representation of love and femininity change across French and Italian works in the twentieth century? Authors and works may include fabliaux, chansons de geste, Boccaccio, Marguerite de Navarre, Christine de Pizan, Orlando furioso, Émile Zola, Giovanni Verga, Grazia Deledda, Italo Calvino, Annie Ernaux. Theory readings include Roland Barthes, Hélène Cixous, Simone de Beauvoir.

Instructor(s): Fara Taddei Terms Offered: Spring

Prerequisite(s): Class will be conducted in English. Those taking the class for ITAL or FREN credit will read works and complete assignments in French and/or Italian, as relevant. Counts as a Foundations course for GNSE majors.

Equivalent Course(s): CMLT 24026, ITAL 24026, FREN 24026

GNSE 12148. Worldmaking through Black Queer & Trans Feminisms. 100 Units.

Worldmaking through Black Queer & Trans Feminisms is a survey course that explores the innovative and transformative frameworks of Black queer and trans feminisms and their profound contributions to envisioning alternative futures. Central to the course is the study of Afrofuturism, a cultural and aesthetic movement that reimagines the past, present, and future through a Black diasporic lens. Students will engage with Black queer and trans feminist texts, artworks, and theories that challenge dominant narratives and propose new modes of existence that center intersectionality, resilience, and creativity. Through critical analysis of literature, film, visual art, and music, students will examine how Black queer and trans feminist thought and Afrofuturism intersect to produce dynamic visions of liberation and community. By the end of the course, students will have a nuanced understanding of how Black queer and trans feminisms and Afrofuturism collaborate to construct new possibilities for societal transformation and individual empowerment.

Equivalent Course(s): SSAD 27225, GNSE 42148, SSAD 47225

GNSE 12159. Reading as a Writer: The Bad Girls Club. 100 Units.

Jezebels, witches, femme fatales, nasty women, sirens, madwomen, and murderers: the world over, these women of many names-whom we'll collectively refer to as "the Bad Girls Club"-have alternately inspired the disdain and delight of multitudes. Whether jailed, expelled, excommunicated, or burned at the stake, their antiheroic antics have challenged, critiqued, or, some might say, corrupted the laws, mores, and sensibilities of societies. If it is true that polite, well-behaved women rarely make history, then what do impolite, badly-behaved women teach us about the construction of his story? In this course, we'll examine literature from around the world featuring members of the "Bad Girls Club," who, in opposing complimentary constructions of femininity, femaleness, and power invite introspection on the gendered nature of story and storytelling. In short critical papers, we'll analyze the tropes, features, and conventions of literature featuring these bad characters, and in short exercises, you'll write stories, poetry, and essays inspired by them.

Instructor(s): Julie Iromuanya Terms Offered: Spring

Prerequisite(s): If the course is listed as consent required or closed, please reach out to the instructor to enroll or to be added to the waitlist. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 12159

GNSE 13000. 9 Weeks, 9 Professors, 9 Conversations about Gender and Sex. 100 Units.

This course offers students an opportunity to be in conversation with a diverse group of University of Chicago scholars whose work uses gender and/or sexuality as critical lenses for understanding the world. Each week, we'll dive into the work of a different scholar, from fields such as anthropology, sociology, history, medicine, law, and comparative literature. On Tuesdays, we'll explore materials they've chosen for us: texts, films, archives, or gallery exhibitions. On Thursdays, we'll host them in our classroom for open and candid conversations about these materials, their research, career paths, and the questions that keep them up at night. Throughout the quarter, students will gain a richer understanding of how gender and sexuality function as interdisciplinary tools for analysis-and how they shape scholarly inquiry across academic and professional contexts. Students will have opportunities to reflect on their learning through short writing assignments, presentations, and creative projects that connect course themes to their own intellectual interests.

Instructor(s): Red Tremmel Terms Offered: Spring

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II-III.

This two-quarter sequence, with an optional 3rd quarter, aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. The first two quarters of the sequence must be taken to meet the general education requirement in civilization studies. In the Spring Quarter students have the option of taking a third unit, a course whose topics will vary year to year (GNSE 1500X).

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter of the GNSE Civ sequence offers a historical examination of bodies, sex, and gender. Through a series of readings that include historical primary sources and examples of cultural production from antiquity to the present, we will investigate how bodies across a variety of cultures become sexed and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts violence, oppression, and colonization. Thematically we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is not available for First Year Preregistration.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

The second half of the civ sequence will extend our earlier interrogation of bodies, sex, and gender into an examination of sexualities and socialities. Through an encounter with theoretical texts, literature, and art, we will investigate a series of important critiques of biopower, or statist strategies for regulating bodies and controlling populations. These interventions include critiques of nationalism, colonialism, capitalism, and heteronormativity, all of which, as we will see, contribute to our understanding of sexuality. Throughout the course, feminist and queer critique will fundamentally frame our analyses of power, desire, and sexuality.

PQ: GNSE 15002.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15008. Gender and Sexuality in World Civilizations III: Feminism/Anti-Feminism in Korea. 100 Units.

This course will explore contending strands of feminist thought and practice in modern Korea. Building on previous coursework on feminism and the postcolonial critique of Western feminism, we will consider how various Korean expressions of women's equality developed in historically contiguous and critical relation to

other global feminist ideals and movements (e.g., "The New Woman", "revolutionary motherhood", Women of Asia, #MeToo, radical militant feminism, transfeminism, etc...). We will engage a diverse range of historical, literary, and ethnographic sources that probe feminist, proto-feminist, and anti-feminist ideas throughout different periods from Japanese colonialism to the North-South division to the neoliberal South Korean present.

Terms Offered: Spring

Prerequisite(s): Priority will be given to students who enrolled in GNSE 15002 and 15003

Equivalent Course(s): EALC 15008

GNSE 15013. Gender and Sexuality in World Civ III: Giovanni's Room. 100 Units.

TBD

Instructor(s): S.J. Zhang Terms Offered: Autumn. This course counts as the 3rd quarter of GNSE Civ for students enrolled in GNSE Civ in Paris.

GNSE 18124. Poverty, Crime, and Character: 18th Century and Now. 100 Units.

From highwaymen and vagrants to thieves and murderers, this course will look at fictional representations of crime and criminology from the 18th century and the present. We will ask how changing concepts of character, literary and legal, shape a society's understanding of what criminality is and how it should be managed. Looking first at how the early British novel asks us to think about literary and personal character by way of crime and confession, we will then turn to the 20th- and 21st-century afterlives of these 18th-century crime narratives, attending to how configurations of moral constitution and personal identity—especially relating to class, gender, and race—become intertwined in more recent fiction and film. Syllabus may include fiction by Daniel Defoe, Henry Fielding, William Godwin, James Hogg, Richard Wright, Patricia Highsmith, Philip K. Dick, and Jordy Rosenberg; films by Steven Spielberg, Bong Joon-ho, Horace Ové, Hirokazu Koreeda, and Richard Linklater; and theoretical texts by David Hume, Jeremy Bentham, Patrick Colquhoun, and recent criminologists. (Fiction, 1650-1830)

Instructor(s): Jacob Biel Terms Offered: Spring

Equivalent Course(s): ENGL 10124

GNSE 19501. Thinking Sex. 100 Units.

Few concepts seem more self-evident than sex—yet even fewer have been more intensely debated. Starting from the pre-modern period and moving to the present, the course aims to familiarize students with central debates in gender and sexuality studies, and to situate those debates in the wider context of the intellectual, activist, and artistic communities out of which they emerge. We will read widely: from foundational early writers (Wollstonecraft, Truth, Engels) to key twentieth and twenty-first century movements (radical, poststructuralist, decolonial, and intersectional feminisms; queer theory; gay and trans liberation). Major topics are likely to include intersectionality, biopower, body politics, normativity, sexual pleasure and violence, reproductive labor and politics, gender performativity and embodiment, technology, globalization, and agency. No prior coursework is required—only curiosity and a willingness to think critically about sex and gender.

Instructor(s): Red Tremmel Terms Offered: Spring. This course is required for GNSE majors beginning with those entering in Autumn 2026.

GNSE 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): Kristen Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised. Instructor Consent required.

Equivalent Course(s): CHDV 20001, SOCI 20290

GNSE 20002. The Body in Chinese Daoism and Buddhism: A Comparative Approach. 100 Units.

What can the body tell us about religion? How do people use their bodies in ritual? Can the body escape death? What happens to the body after death? In this course, we explore how medieval Chinese Daoists and Buddhists imagined, disciplined, and transcended the body. Through close readings of primary and secondary sources, we will look at practices such as food and sexual abstinence, visualization, body sacrifice, mummification, and the gendered quest for immortality or enlightenment. Along the way, we will notice both similarities and differences between these traditions, helping us better understand the rich diversity of Chinese religious experience. No prior background required; all materials available in English.

Instructor(s): R. Zhu Terms Offered: Autumn

Equivalent Course(s): RLST 26112, EALC 20002

GNSE 20112. From the Harem to Helem: Gender and Sexuality in the Modern Middle East. 100 Units.

This course will provide a historical and theoretical survey of issues pertaining to gender and sexuality in the modern Middle East. First, we will outline the colonial legacies of gender politics and gendered discourses in modern Middle Eastern history. We will discuss orientalist constructions of the harem and the veil (Allouche, Laila Ahmed, Lila Abu-Loghod), and their contested afterlives across the Middle East. We will also explore colonial (homo)sexuality, and attendant critiques (Najmabadi, Massad). We will pay especial attention to local discourses about gender and sexuality, and trouble facile assumptions of "writing back" while attending to

the various specificities of local discourses of everyday life across various sites of the Middle East. Eschewing reductive traps for more nuanced explorations of the specifics of life in Beirut, Cairo, Istanbul, or Tehran - as well as to rural areas - we will show how gender and sexuality are constructed and practiced in these locales. In addition to foundational scholarly texts in the field, we will also engage with an array of cultural texts (films, novels, poetry, comics) and - where possible - have conversations with activists who are working in these sites via Skype/teleconferencing.

Instructor(s): Stephanie Kraver Terms Offered: Spring

Equivalent Course(s): NEHC 20034, GNSE 30112, NEHC 30034

GNSE 20124. Fictions of Patriarchy in German Literature and Thought. 100 Units.

In his 1861 study *Mother Right*, J. J. Bachofen argues that patriarchy is, at its most basic level, fictive. While the mother's connection to the child is materially perceptible-she gestates, births, and nurses her offspring-the father is a "remoter potency" whose relationship to his progeny, because it is always mediated through the mother, can never be known for sure. Paternity, Bachofen suggests, is a juridical invention rather than a naturally evident fact. Taking its cue from Bachofen, this course will investigate the relationship between notions of patriarchy and fictionality in German literature and thought. We will consider how philosophical texts use the figure of the father to ground their speculative claims, how literary narratives adapt changing ideas about the family and the state, and how concepts of patriarchy have structured thinking about fiction's function and effects. Readings from: Herder, Schiller, Fichte, Kleist, Bachofen, Hauptmann, Freud, Werfel, Heiner Müller, and Jelinek, among others.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): GRMN 33823, GNSE 30124, GRMN 23823

GNSE 20126. Shrews! Unladylike Conduct on Stage and Page in Early Modern England. 100 Units.

By embedding a varied sample of shrew plays in early modern England's expressive environment, this class aims to identify and interrogate the 'battle of the breeches' (the fight over who, in a household, gets to wear the pants) as an engine of theatrical success. Our process has two sides to it. One is a kind of textual detective work, as we chase down the many obscure epithets, proverbs, and jokes that inform the plays that we read. The other requires imaginative enactment (though not exactly acting), as we search out the gestures and patterns of embodied life that keep the principles of precedence, dominance and supremacy at the center of early modern people's lives. While delving deep into the techniques of subordination that constitute early modern shrew-taming, we will also attend to its continued presence in the language and social scripts of the present. (Drama, Pre-1650)

Instructor(s): Ellen MacKay Terms Offered: Spring

Equivalent Course(s): ENGL 40360, ENGL 20360, TAPS 20360, GNSE 40126, TAPS 40360

GNSE 20127. Black Women Work: The labor of Black women in communities, families, and institutions. 100 Units.

This multidisciplinary course will explore the labor of Black women in three distinct arenas-communities, families, and institutions. Students will explore these areas through engaging with historical and contemporary narratives, research, and popular media, heavily drawing in a U.S. context, but not exclusively. Through an engagement of Black women in the U.S. labor force, this course will explore three questions. How has the labor of Black women contributed to the sustainability of communities, families, and institutions? What are the choices Black women make to engage and sustain their work? What is the future of the labor of Black women? Is the future one that is liberatory or not? Students will leave this course with an understanding of the ways intersectional experiences of oppression contribute to complex conditions and decision-making, that shape the labor of Black women, the function of certain labor decisions as sites of resistance, as well as the generative resources that support the professional success and well-being of Black women.

Terms Offered: TBD

Equivalent Course(s): RDIN 69600, SSAD 69600, RDIN 26600, SSAD 29600

GNSE 20128. Creating a Different Image: Black Women's Filmmaking of the 1970s-90s. 100 Units.

This course will explore the rich intersections between African American women's filmmaking, literary production, and feminist thought from the 1970s to the early 1990s, with an emphasis on the formation of a Black women's film culture beginning in the 1970s. We will examine the range of Black feminisms presented through film and the ways that these films have challenged, countered, and reimagined dominant narratives about race, class, gender, and sexuality in America. We will explore the power and limitations of filmmaking as a mode of Black feminist activism; the range of Black feminisms presented through film; and the specific filmic engagements of well-known Black feminist critics such as bell hooks, Toni Cade Bambara, and Michele Wallace. As many Black feminist writers were engaged with filmmaking and film culture, we will look at these films alongside Black women's creative and critical writing from the period. Approaching filmmaking in the context of Black feminist thought will allow us to examine the possibilities of interdisciplinary approaches to film studies broadly, as well as to think specifically about the research methods and theories that are demanded by Black women's filmmaking in particular.

Instructor(s): Allyson Field Terms Offered: Winter

Prerequisite(s): This course is open to graduate and undergraduate students from across the disciplines; our conversations and presentations of the films will both depend on and be energized by different disciplinary perspectives.

Note(s): Not offered in 2024-25. Please email Professor Field at anfield@uchicago.edu before enrolling. Course

Description Continued: We will discuss the form, aesthetics, and politics of individual films and we will examine

larger efforts by artists and activists to build a Black women's film culture, asking such questions as: What does a film history of Black feminism look like, and what scholarly and creative methods does such a history demand? To begin to answer these questions, we will revisit the 1976 Sojourner Truth Festival of the Arts—believed to be the first ever Black women's film festival—organized by Michele Wallace, Faith Ringgold, Patricia Jones, Margo Jefferson, and Monica Freeman. The class will collectively participate in a homage series inspired by the 1976 festival, featuring work by filmmakers from the original festival such as Monica Freeman, Madeline Anderson, Michelle Parkerson, Ayoka Chenzira, Carol Munday Lawrence, Edie Lynch, and Camille Billups; as well as others including Julie Dash, Zeinabu irene Davis, Maya Angelou, and Yvonne Welbon. The weekly course screenings will be open to the public and students will gain experience in the public presentation of films by actively engaging in public-facing aspects of film exhibition (writing program notes, delivering introductions, participating in discussions, etc.). The class will culminate with a two-day symposium that will bring together around 35 Black feminist filmmakers and artists, including a number from the 1976 festival, to revisit the threads and legacies of the original event and discuss the present and future of Black women's film practices. Equivalent Course(s): HMRT 31025, HIST 27415, GNSE 30128, HIST 37415, CMST 31025, HMRT 21025, KNOW 31025, CMST 21025

GNSE 20129. Writing Gender. 100 Units.

In German, even if you are not writing about gender, you are always writing gender: the grammatical categories "masculine," "feminine," and "neuter" are implicated in every noun declension and personal pronoun. How have writers negotiated this in their constructions of gender identity? In this course, we will examine how gender has been thought within and beyond the masculine/feminine binary in German intellectual history. We will study historical conceptions of grammatical gender as well as recent attempts to make German more inclusive for genderfluid and trans people (e.g., neopronouns). Finally, we will consider how authors use literature as a space for gender exploration, such as in Kim de L'Horizon's recent award-winning novel *Blutbuch*. Readings and discussions in English.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): GRMN 25524, GNSE 30129, GRMN 35524

GNSE 20130. Queer Theory. 100 Units.

This course offers a foundation in queer theory. In order to understand the contested definitions of the term "queer" and explore the contours of the field's major debates, we will work to historicize queer theory's emergence in the 1980s and 1990s amidst the AIDS crisis and later developments in the twenty-first century, especially the emergence of queer and trans of color critique. The course aims to place these theoretical texts within the context of the intellectual, activist, and artistic and literary communities out of which they emerged. Major topics to discuss will include queer grief and melancholia; coalition and community; desire, devotion, and affective attachment; queer theory's ritual conventions; modes of queer critique; assumptions about queer theory's secularity; and the significance, challenge, and critiques of queer and trans joy.

Instructor(s): Kris Trujillo Terms Offered: Spring

Equivalent Course(s): ENGL 26855, ENGL 36855, RLST 26885, GNSE 36855, CMLT 36855, RLVG 36855, CMLT 26855

GNSE 20132. Gender, Race, and Horror. 100 Units.

This course will contend with the ways that horror as a film genre constructs and deconstructs notions of gender and race in society. We will attend to texts across decades and subgenres that will illustrate how gender and race are made and regulated through notions of confusion, fear, and repulsion. By attending to these universal human feelings, students will learn how emotions are evoked through the construction of the text, its portrayal of the disruption of gender norms and its construction of racial boundaries. Students will learn the necessary vocabulary and methodologies to be able to critically analyze (audio)visual texts. In order to do this, students will be guided through how to construct argumentative critical papers through proper utilization of grammar, syntax, and vocabulary. By the end of the course, students will be well versed in cinematographic terms such that they will be able to critically analyze texts to understand the impact of perspective, interpretation, and judgment. This course is meant to help students navigate and make sense of an increasingly scary world by learning to appreciate fear as a necessary human expression. Finally, and most importantly, students will be able to engage with the age-old notion of terror to be able lead a more ethical and intellectually richer life.

Instructor(s): AE Stevenson Terms Offered: Autumn

Equivalent Course(s): CMST 25507, MADD 10507, CMST 35507

GNSE 20135. Divas, Idols, Material Girls: Gender and Sexuality in Music Videos. 100 Units.

The stark black and white of Madonna's "Vogue" and the pinks and sparkles of "Material Girl." The explosive surprise releases of Beyoncé's BEYONCÉ and Lemonade visual albums. The lavish cinematic spectacle of Taylor Swift's "Bad Blood" and the fanbait intertextuality of SM Entertainment's Aespa. Since MTV's advent in 1981, hit music videos have made a number of pop songs inextricable from iconic imagery and choreography; ubiquitous digital devices and the rise of platforms like YouTube and TikTok have only increased pop music's audiovisuality. Looking at and listening to female pop icons raises fraught questions of agency, representation, race, sexuality/sexualization, bodies, commodification, and capital. In this course, students will gain a vocabulary for talking about both the audio and visual parameters of music video, and they will use this vocabulary to engage with critical frameworks for examining meaning, circulation, and reception in contemporary music videos. Assignments across the course will allow students to experiment with a range of writing and media

genres, including critical close readings, micro-reception histories, thinkpieces, podcast episodes, and video essays.

Instructor(s): Paula Harper Terms Offered: Autumn

Equivalent Course(s): MUSI 27423, MADD 14723

GNSE 20136. Generations, Gender, and Genre in Korean Fiction & TV Drama. 100 Units.

The seminar analyzes the issues of generations, gender, and genres that arise from a selection of popular literary and television dramas from modern and contemporary Korea. The selection for the course is marked by the creative contributions of Korean women as novelists, scriptwriters, directors, among others. It includes prose fiction by renowned authors such as Park Wan-sŏ (1931-2011), Han Kang (1970-), and Cho Nam-joo (1978-), as well as television series like *Mr. Sunshine* (2018; scripted by Kim Eun-sook), *The Red Sleeve* (2021; dir. by Chŏng Chi-in; adapted the 2017 novel by from Kang Mi-kang), and *My Liberation Notes* (2022; written by Park Hae-yeong). Through a blend of close textual analysis and historical contextualization, the course aims to uncover the ways in which the gendered and generational identities of these creators might have helped certain configurations of concerns, needs, and aspirations saliently emerge in response to social, cultural, historical, and political currents of their time. [Consent Required; No prior knowledge of the Korean language is necessary]

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): EALC 33044, EALC 23044, MADD 13044, GNSE 30136

GNSE 20141. Queerness in the Shadow of Empire: Sexualities in the Modern Middle East. 100 Units.

Critics, from both the Right and the Left, claim that liberal sexual regimes are Western, imperial impositions onto Muslim and Middle Eastern societies. On the other hand, LGBTQ+ advocates claim that the restriction of sexuality is itself a colonial legacy. This class will delve into this debate by examining cutting edge empirical and theoretical work on Queer lives in the modern Middle East.

Instructor(s): E. Abelhadi Terms Offered: Autumn. Distribution: C;3

Prerequisite(s): Instructor consent

Note(s): Distribution: C;3

Equivalent Course(s): RDIN 28055, CHDV 28055, CHDV 38055, RDIN 38055, GNSE 30141, NEHC 38055, NEHC 28055

GNSE 20142. From Bollywood to Made in Heaven: Marriage and Sexuality on Indian Screens. 100 Units.

From reality shows like *Indian Matchmaking* and *Made in Heaven* to the meme of the "Big Fat Indian Wedding" to the preoccupations of Bollywood films like *DDLJ* and *Rocky aur Rani ki Prem Kahani* and crossover ones such as *Monsoon Wedding*, marriage is an obsession in South Asian culture. Focusing on Hindi cinema, this course will explore the socio-political dynamics of this cultural focus on marriage and couple formation. With examples ranging from classical Hindi films from the 1950s-60s to the star-studded melodramas of 1970s and 1980s and the "new Bollywood" era (post-1991), this cinema exhibited and analyzed the central dynamics of marriage: sexual compatibility, fidelity, reproductive futures, and so on. Debates around class, caste, diaspora, and sexuality are equally anchored in issues of marriage and couple formation. In this course, we ask why it is that marriage-its success and failure-has been so central to Indian on-screen identities. Even as screens multiply-on computers, cell phones, and in the multiplex-marriage continues to dominate. No prior knowledge of Indian languages is required, but you must enjoy watching and talking about movies and popular culture.

Instructor(s): Rochona Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20122, CMST 20122, SALC 30122, HIST 36616, CMST 30122, GNSE 30142, HIST 26616

GNSE 20143. Feminism(s) and Anthropology. 100 Units.

This course examines the fraught yet generative relation between various movements of feminism and the discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in thinking "the human" through questions of alterity or Otherness. As such, feminist and anthropological inquiries often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value and power—even as they differ in their political and scholarly orientations through the last century and a half. Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand and political intervention on the Other, we will pursue the following lines of inquiry: 1) a genealogical approach to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including Marxist inspired writing on women and economy, Third World feminism and intersectionality, and feminist critiques of science studies) and 3) a reflexive contemporary examination of the way these two strands of thought have come together in the subfield of feminist anthropology and the continual frictions and resonances of feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive activism, queer politics, feminist economics).

Instructor(s): Chu, Julie Cole, Jennifer

Prerequisite(s): 3rd and 4th year undergraduates only. Graduate students must have consent of one of the instructors.

Equivalent Course(s): ANTH 25211, CHDV 22103, ANTH 32910, GNSE 32103, CHDV 32103

GNSE 20144. Wives, Widows, and Prostitutes: Indian Literature and the "Women's Question" 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore

how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): Ulrike Stark Terms Offered: TBD

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): SALC 27904, GNSE 47900, SALC 43800

GNSE 20145. Women in 20th-Century Architecture. 100 Units.

From the Renaissance to the present day, architecture has been a blatantly male-centric field. This course invites students to consider women who overcame systemic barriers to become figures of agency in 20th-century architecture. We will examine the lives and works of women who have managed to attend architecture schools, despite historical gender-based exclusion or restriction on enrollment, as well as those who found impactful ways to play architectural roles without academic training. We will pay particular attention to how these protagonists add necessary complexity to the modernist canon. The course will start with a first module on positionality (women as architects, women as clients, and women as residents) followed by a second module with a biographical scope (Minnette De Silva, Eileen Gray, bell hooks, and Sibyl Moholy-Nagy).

Instructor(s): J. Huet Terms Offered: Winter

Note(s): This course fulfills the Art In Context Core Requirement: European and American, modern (post-1800), Theory and Historiography

Equivalent Course(s): ARCH 17781, ARTH 17781

GNSE 20147. Gender Archaeology. 100 Units.

How have archaeologists approached the study of gendered practices, and can their work contribute to theoretical and methodological discussions of gender across the social sciences and humanities? How can we use material objects and things to examine or explain gendered identities, especially in the deep past? In this course, students will engage with a range of research, from different disciplinary perspectives, to explore how gender is situated in archaeological theory and praxis and its political implications. Through multiple case studies, the course will interrogate how archaeologists study, analyze, and interpret material remains to examine gendered ideologies and material practices and their intersections with other social constructs: class, sex, race, ethnicity. Coverage is cross-cultural and aims to expose students to the diversity and variability of gendered and sexual experiences of different people across time and space. Topics include but are not limited to: embodiment and expression, gender roles, sexuality, parenthood and childhood, masculinity, biopolitics, and feminist theory.

Instructor(s): Alice Yao and Katie Kearns

Equivalent Course(s): CLCV 23024, ANTH 20012, CLAS 33024, ANTH 30012, SIGN 20147, GNSE 30147

GNSE 20151. Hooking Up, Shacking Up, Breaking Up: Public Policy and Intimate Relationships. 100 Units.

Every aspect of our lives is shaped by policy choices, including our most intimate relationships. In this course, we will examine the sociological and policy dimensions of different aspects of intimate relationships, including campus hookup cultures, relationship formation, housing policy, marriage, parenting, breakups and divorce. Each week, students will be responsible for reading an assigned book related to these topics, and class meetings will be dedicated to discussing the texts in depth. Students should be aware that texts will engage with themes of assault, abuse, and intimate partner violence. Together, we will examine how macro-level policy decisions shape pivotal intimate moments throughout the lifecourse.

Instructor(s): Gorski, Karlyn Terms Offered: Winter

Equivalent Course(s): SOCI 20614, CHDV 24530, PBPL 24530

GNSE 20152. Indigenous Feminisms. 100 Units.

Indigenous women, queers, trans, non-binary, and Two Spirit people have been at the forefront of Indigenous resistance struggles, most recently at Standing Rock, at Mauna Kea, and in protests against Line 3 and Line 6 pipelines in the upper midwest and Canada. Their voices, along with Indigenous queer and feminist scholars in academia, have been working to understand the interrelatedness of gendered violences, land dispossession, and cultural appropriation. This class will consider how Indigenous feminist, queer, and Two Spirit scholars have theorized gender, sexuality, race, and colonialism alongside queer and feminist of color critiques toward accountable visions of resistance. We will read works by Indigenous feminist scholars, writers, poets, and activists from the nineteenth-century to the twenty-first to consider how Indigeneity challenges how gender and sexuality are experienced in the context of ongoing settler colonialism.

Instructor(s): Jodi Byrd Terms Offered: Spring

Equivalent Course(s): ENGL 33101, ENGL 23101, RDIN 33100, RDIN 23100, GNSE 30152

GNSE 20153. Practicum: Women and Society. 100 Units.

Although the inequities between men and women have diminished during the last decades, large gaps are still evident and resistant to change. Throughout this course, we will explore the origins of these disparities which are all fundamentally rooted in the patriarchal nature of society. Understanding how patriarchy came to be

the dominant order requires a multidisciplinary and historical approach. The first lectures will cover debates in biology, human evolution, history and archeology that explain the deep roots and the spread of this order throughout the centuries. The next set of lectures will cover how current cultural practices and social norms facilitate the reproduction of the patriarchy and will also examine alternative ways in which societies have organized themselves where women have powerful roles or live in matriarchies. The class will also capture how women from the Global South contest this order within their societies and on their own terms. Finally, we will evaluate policies that have aimed to close the gap between men and women around the world. A central theme of the course is that to understand how to craft effective policies one needs to understand the mechanisms which created patriarchy and led it to persist. The students will offer presentations that will revise these policies from a critical perspective based on the material we covered throughout the quarter. The final lectures will include a variety of guest speakers.

Instructor(s): Bautista, M. Terms Offered: Spring

Prerequisite(s): This course satisfies the methods practicum requirement and students have the option to complete additional coursework to satisfy the windows requirement.

Equivalent Course(s): LACS 28498, PBPL 28498

GNSE 20157. Labor, Sex, and Magic: Celestina and Other Witches. 100 Units.

The image of witchcraft in the Iberian Peninsula is rooted in a tradition of technique, healing, bodily care, and the management of sexual labor. In this class, we will discuss the numerous witches of Iberian literary traditions (Trotaconventos, Eufrosina, Fabia), paying particular attention to Fernando de Rojas's "Celestina," written during the transition from the Middle Ages to the early modern period. These witches orchestrate the romances of unfortunate young people and strive for survival in the shifting urban landscape of pre-modernity, a time of wars, revolts, plagues, and catastrophes. In this class, we will explore the status of these women within the social transformations of their time, why so many authors regarded them as emblematic figures of pre-modern Iberian cities, and what they reveal to us today about the lives of women in that era.

Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 27880, SPAN 37880, GNSE 30157, MDVL 27880

GNSE 20158. Celebrity Cultures: Divas, Queers, and Drags in Latin America. 100 Units.

This course takes students on a journey into the dazzling world of divas, queers, and drag performers who reshaped Latin America's cultural, social, and political repertoires. From Eva Perón's iconic political mythology and María Félix's femme fatale allure to the radical defiance of Pedro Lemebel and the cosmic magnetism of Walter Mercado, we will explore how these larger-than-life figures resisted and undermined heteronormative and misogynistic regimes. Engaging critical theory, queer studies, and aesthetic analysis, the course invites students to engage with the commodification of celebrity in the culture industry, the performative dynamics of identity, and queer culture's fascination with camp, glamour, and abjection. Revisiting concepts like the society of the spectacle and hyperreal personas, students will uncover how these icons transformed the public sphere and disrupted hegemonic power structures. The course also examines celebrity labor as affective production and the participatory cultures that turn fandom into a consumer community, and into a nostalgic and repetitive ritual in the context of digital neoliberalism. Through discussions, close readings of critical texts, and multimedia explorations of films and performances, students will learn how divas, queers, and drag performers redefined aesthetic innovation and became fearless agents of political subversion in the region and beyond. The course will be taught in Spanish and English.

Instructor(s): Carlos Gustavo Halaburda Terms Offered: Not offered this academic year

Prerequisite(s):

Equivalent Course(s): SPAN 24990, GNSE 30158, TAPS 24090, SPAN 34990, TAPS 34090

GNSE 20161. Girlhood. 100 Units.

This course focuses on narratives in which the category of "girl" or "girlhood" is under construction, or called into question. We'll begin with a number of foundational works from the eighteenth and nineteenth centuries (Jane Austen, Mary Wollstonecraft, Louisa May Alcott, Harriet Jacobs), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries (likely to include texts by Zitkala-Sa, Carson McCullers, Toni Morrison, Myriam Gurba, and films by Peter Weir, Todd Solondz, Celine Sciamma). Throughout, the course will draw on work from fields like sociology, history, and feminist and queer theory to consider changing conceptions of childhood, adolescence, and development, as well as the way that intersections of race, class, gender, sexuality, and ability shape categories and narratives of "girlhood." (Fiction)

Instructor(s): Heather Keenleyside Terms Offered: Winter

Equivalent Course(s): ENGL 22048

GNSE 20163. Playwriting: Queer Form & Court Theatre's New Musical. 100 Units.

Students will write short plays or one longer play that experiment(s) with queer form. We will consider linear and non-linear structures, disrupting expectations, subverting conventions, and shifting between the fictional world of the play and the real-time presence of the audience. We will focus on how form is integral to queer content. Students are welcome to bring in projects in progress or the germ of an idea, including original stories, adaptations or autobiographical material. Designers interested in 'writing' from a designer perspective are also welcome. Our work will be in dialogue with the new musical *Out Here at Court Theatre*, for which instructor Leslie Buxbaum is the book writer & co-lyricist. Students will meet production collaborators and be invited to production activities that fall within winter quarter.

Instructor(s): L. Buxbaum Terms Offered: Winter

Equivalent Course(s): TAPS 33915, GNSE 30163, TAPS 23915

GNSE 20164. Queer Reproduction. 100 Units.

What makes reproduction queer, and how do queers reproduce? In some senses, more people than ever before have access to reproductive technologies and to family building resources. People of all genders and sexualities utilize tools to combat infertility such as in vitro fertilization, gamete donation, surrogacy, and adoption, sometimes reproducing the normative family form and other times expanding it. Kinship categories, from "diblings" (donor siblings) to house mothers, can be artifacts both of culture and of science, and reflect ways of understanding what constitutes a family and what relationships become considered family. This course asks after the many mechanisms which can be taken to foster or hinder queer reproduction, thinking through the tools for managing social and biological infertility alongside cultural anxieties about queer reproduction more broadly, as enacted through bans on queer representation in classrooms and other policies. We will consider how specific technologies emerge and are utilized among groups who identify as queer and those who do not, ask after the legacy of queerness and its association with non-procreative forms of intimacy, and map the ways that the figure of the child is always bound up with some vision of the future (of the family, the nation, or humanity itself).

Instructor(s): Paula J. Martin Terms Offered: Autumn

Equivalent Course(s): HMRT 22107, HIPS 22107, ANTH 22107, CHDV 22107, HLTH 22107

GNSE 20165. How did we get to Dobbs? Reproduction, gender, and the law. 100 Units.

This course will situate the landmark Dobbs decision, which held that the U.S. Constitution does not confer a right to abortion, within four widening concentric horizons of interpretation. The first horizon is legal: we will examine other relevant landmark cases on privacy and "history and tradition," as well as the state-state, state-federal, and public-private legal relations of the emerging abortion landscape. The second is jurisprudential--debates in legal scholarship over pertinent issues such as the liberty and equality rights of 14th Amendment, bodily integrity, and fetal personhood. Third will be social science that situates the conservative legal movement in the contexts of American constitutional development, historical patterns of political recurrence, and the political economy of the "family values" discourse. The fourth horizon will draw from social and political theory to consider other possible civic, biopolitical, economic, psychological, and racial dimensions to the legal regulation of reproduction and motherhood. This course is an LLSO junior colloquium and will accordingly require a substantial independent research paper.

Instructor(s): David Lebow Terms Offered: Autumn

Note(s): Preference is given to LLSO juniors.

Equivalent Course(s): LLSO 29716

GNSE 20166. Feminism in Modern China: Genres and Media. 100 Units.

This class offers an overview of the history of feminism in China, with a focus on the genres of writing (manifestos, pamphlets, essays, poetry and fiction) and media (journals, posters, zines, digital platforms, hashtags) through which feminist ideas emerged and circulated from the late 19th century to this day. Topics to be discussed include: feminism and the public sphere, feminism and nationalism, the question of women's literature, feminism in the socialist revolution, family laws, feminism and trans and queer rights. No prior knowledge of Chinese is required. Open to MAPH students.

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): EALC 28109, EALC 38109, GNSE 30166

GNSE 20167. Black Feminisms: Combahee to Chicago in Theory & Practice. 100 Units.

This course is an exploration of the theoretical ideas and political actions that underpin contemporary Black feminisms beginning in the 1960s to the present. Students will interrogate the many facets of Black feminist thought and practice by engaging diverse forms of expression including books, articles, film, poetry, storytelling, and music. As we examine course materials we will constantly grapple with a set of questions including what makes these texts, articles, and films feminist, and how have these theories been put into action across time, communities, and geography. While the course will be broadly focused, we will repeatedly turn our attention to Black feminist theory and practice rooted in Chicago. Throughout the quarter we will engage a diverse set of course materials enhanced by conversations with guest speakers such as Barbara Ransby, Beth Richie, Charlene Carruthers, Essence McDowell, dream hampton, Moya Bailey, and Tobias Spears. The class will conclude with a half day symposium on Black Feminisms in Chicago where students will present their final projects. Note: This will be a community-engaged course, composed of College students and members of the broader community. Consent is required to join.

Instructor(s): Cathy Cohen and Tracey Matthews Terms Offered: Autumn

Equivalent Course(s): PLSC 24410, CHST 24300, RDIN 24300

GNSE 20620. Literature, Medicine, and Embodiment. 100 Units.

This class explores the connections between imaginative writing and embodiment, especially as bodies have been understood, cared for, and experienced in the framework of medicine. We'll read texts that address sickness, healing, diagnosis, disability, and expertise. The class also introduces a number of related theoretical approaches, including the medical humanities, disability studies, narrative medicine, the history of the body, and the history of science. (Theory)

Instructor(s): Fabien Maltais-Bayda Terms Offered: Autumn

Equivalent Course(s): HLTH 26020, ENGL 10620

GNSE 20700. Topics in EALC: Poets/Teachers/Fighters: Writing Women in China and Beyond. 100 Units.

This course offers a survey of women's writing in late Imperial and modern China, exploring the ways in which women (and men) reimagined the collectivity of women and the concept of "women's literature" in order to stake out a position in the cultural sphere. How did Chinese women use literature to redefine what it meant to be a woman, and what was their role (both of women and of literature) in the major social and political upheavals and in the revolutionary movements of their day? Readings include essays, poetry, diaries and fiction by women writers from the 12th to the 21st century in China, Hong Kong, and Taiwan. All assigned readings are in English translation, but students who read Chinese are encouraged to read the original texts.

Instructor(s): P. Iovene Terms Offered: Spring

Note(s): Not offered in 2023-24.

Equivalent Course(s): EALC 10701

GNSE 21001. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Note(s): CHDV Distribution: B, C

Equivalent Course(s): CHDV 31000, KNOW 31000, AMER 33000, CHDV 21000, GNSE 31000, ANTH 24320, PSYC 23000, PSYC 33000, ANTH 35110

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.

Beginning with the fraught legacy of the New Left and the "new social movements" of the 60s and 70s, this seminar questions critically examines the theoretical histories that have determined how we think about gender and sex, as alternately something imposed on us externally, as 'structure,' and something identity-based, subjective, and internal. Since the 1990s, developments in queer, trans, feminist theory and Black studies have turned away from imagining politics and identity as structures in favor of thinking in terms of disruption, performativity, and fluid models of social construction and political action against it -- even as the movements they emerged out of relied heavily on critiques of Freud and Marx, refusing as well as using their theoretical imaginaries of politics as (materialist or psychic) structure. We will ask: what is a structural analysis? What is not a structural analysis, what is it opposed to? What do we mean when we enjoy ourselves to pay attention to structural conditions? How does thinking structure predispose us to think concepts like "sex," "sexuality," "race," and "gender" together or apart, as converging aspects of experience or as different epiphenomena of a single system? Starting from Afropessimism and the queer antisocial turn, readings will move backward in time to ask how notions of structure have informed theories of identity.

Instructor(s): Dana Glaser Terms Offered: Winter

Note(s): Undergraduates by Consent Only

Equivalent Course(s): PLSC 21410, CCCT 21400, ENGL 21401, ENGL 30201, GNSE 31400, CCCT 31400, PLSC 31410

GNSE 21404. More than Human Ethnography. 100 Units.

In this course we explore the fields of more-than-human and 'multispecies' ethnography. We examine theoretical antecedents promoting the inclusion of non-human actors in ethnographic analysis and read examples of such work, including foundational texts on more-than-human engagements, exploitations, and dependencies by Deborah Bird Rose, Kim Tallbear, Eduardo Kohn, and Anna Tsing among others. We consider the role other species, 'actants' and assemblages played in early social science work and contemplate recent studies of "becoming with" animals, plants, fungi, bacteria-encountering complex symbioses, examining natural/cultural borders, and querying the role of decolonial thought and queer ecologies in the 'more-than' turn. Multispecies and posthumanist approaches encourage a decentering of traditional method; we couple ethnographic examples with literature by biologists, physicists, and philosophers. This is a discussion-based seminar with significant time devoted to logistical elements of 'more than' work-to querying how such studies are conducted in practice. The final paper takes the form of an exploratory essay based on observations collected during previous weeks.

Instructor(s): Wilhoit, Mary Terms Offered: Winter

Equivalent Course(s): KNOW 32404, GNSE 31404, ANTH 33807, ANTH 21426, MAPS 31404

GNSE 21523. Histories from the Margins. 100 Units.

Scholars have long been interested in the question of how to reconstruct the lived historical experiences of "ordinary," marginalized, or otherwise "unknown" people. Doing "history from below" marked an important turn in social history that generated new questions about and approaches to reconstructing the lives, histories, and cultures of people who were considered to the peripheries of (or absent altogether from) historical records. While radical, this approach over-emphasized binary relations of power. Thinking about "histories from the margins," however, opens up new questions about how power, oppression, and marginalization cut across intersecting categories-such as race, gender, sexuality, class, and colonialism. This course will adopt a thematic and broadly comparative approach from scholarship on the Americas (including Latin American and the Caribbean) and

western Europe to explore how scholars have conceptualized the social worlds of everyday people-including microhistory, capitalism, slavery, colonialism, race, class, gender and sexuality, and inequality.

Instructor(s): Deirdre Lyons Terms Offered: Winter

Equivalent Course(s): MAPS 21650, GNSE 31523, HIIST 29920, RDIN 31650, MAPS 31650, LACS 21650, RDIN 21650, HIIST 39920, LACS 31650

GNSE 21650. Kafka's The Trial. 100 Units.

This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory-of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.

Instructor(s): M. Sternstein Terms Offered: Autumn

Prerequisite(s): open only to Fundamentals majors; all other majors need consent of instructor.

Equivalent Course(s): REES 22009, FNDL 21650

GNSE 21720. Science fiction against the state. 100 Units.

This course reads science fiction and other texts (including theory, essays and zines) that imagine what it might mean to live against, beyond or without the state, and thus beyond or against the law, the police and capitalism.

We will engage with these other worlds in an attempt to formulate our own visions of other possible forms of communal life and relation. We will pay particular attention to questions of liberatory struggle; borders, policing and imprisonment; race, gender, family and social reproduction; and environment and ecological relations. We'll also spend some time thinking about actually existing forms of living against the state (including encampments, blockades, autonomous zones). SF authors may include Ursula Le Guin, Samuel Delany, Tade Thompson, Octavia Butler, and ME O'Brien and Eman Abdelhadi. Other authors may include Saidiya Hartman, Fredy Perlman, James Scott, Orisanmi Burton, Joy James and David Graeber.

Instructor(s): Hilary Strang Terms Offered: Winter

Equivalent Course(s): GNSE 41720, ENGL 21720, ENGL 41720, MAPH 41720

GNSE 21721. Women Who Wrote In Yiddish. 100 Units.

This course explores memoirs, plays, essays, poetry, novels, and journalistic writing of women who wrote in Yiddish, as well as a discussion of the context in which they wrote and their reception and self-perception as "women writers." This course will be taught in English with readings translated from Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Equivalent Course(s): GNSE 31721, YDDH 21721, JWSC 27651, YDDH 31721

GNSE 21882. Virginia Woolf: Love, Life, Writing. 100 Units.

How to write a life? Virginia Woolf grappled with this question, and so will we in this course. How, indeed, does one write, not only one's own life, but the life of others, particularly when strong feelings are involved? We will study Woolf's reflections on how to capture a life along with her attempts to do so, delving into her essays, novels, and life-writing (letters, diaries, and auto/biographical works). With the different literary genres, along with Woolf's various engagements with other arts, we will see different approaches to re/creating personalities and inter-personal relationships emerge. To help us understand Woolf, we will examine her Victorian background, her Bloomsbury circle, and the Modernism with which she is associated. We will also engage with relevant theories of selfhood, sexuality, and auto/biography. At stake in our investigations is the role and critical potential of the personal in literary production. We will discuss this while taking up subjects such as familial relationships, the meaning of friendship, and the complexities of love. Throughout, we will consider Woolf's relevance for today, and we will conclude with how Woolf's own life has been taken up by others. (Fiction, 20th/21st)

Instructor(s): Christine Fourmaies Terms Offered: Spring

Equivalent Course(s): FNDL 21882, ENGL 21882

GNSE 21908. Rights Under Strain: A Practicum. 100 Units.

This practicum offers an applied exploration of how anti-rights actors shape discourse, law, and public policy across Africa, and how rights-affirming advocates can respond. Students analyse the growing sophistication of anti-gender, anti-LGBTQ+, anti-democracy, and anti-sexual and reproductive health movements, examining their links to religious institutions, political elites and shifting geopolitical forces. These actors influence legislation, coordinate disinformation, intervene in judicial processes, and promote cultural narratives that frame restrictive agendas as the defense of "tradition" or "sovereignty. Students collaborate directly with a Kenyan NGO partner and with the Leitner International Human Rights Clinic at Fordham Law School to develop research and communications outputs for live advocacy needs. Work may include comparative analyses of regional human-rights systems, technical assessments of proposals such as the African Charter on Family, Values and Sovereignty, and the creation of narrative-response materials for immediate use. Through this process, students gain experience in strategic storytelling, counter-disinformation practices, cross-border research coordination, and rights-based analysis grounded in contemporary political realities. The practicum also serves as a pathway to a competitive year-long internship that may include supervised field engagement, partnership meetings, and contributions to ongoing monitoring and advocacy efforts.

Instructor(s): Emmah Wabuke Terms Offered: Spring

Equivalent Course(s): HMRT 21905, RLST 27905, HMRT 31905

GNSE 22035. The Acts of Paul and Thecla and the Pastoral Epistles. 100 Units.

In the early second century there were bitter battles over the legacy of Paul and his preserved letters in terms of gender, sexuality, family life, asceticism, church administration, and theological vision. We can see these well by reading the narrative text *The Acts of Paul and Thecla* alongside the "Pastoral Epistles" (1 and 2 Timothy, Titus), the former championing a female, cross-dressing ascetic Christ-missionary and the latter, in pseudepigraphical epistolary texts written in the dead Paul's name, insisting on patriarchal family life and women's adherence to traditional roles. In this course we shall read both sets of texts carefully in Greek, noting points of similarity and contestation, and test various models of how these sources—each of which seeks to "fix" the Pauline legacy in its own way—are related to one another. Time allowing, we shall also look at the later reception of the cult of Saint Thecla and late antique interpretations of "the apostle," Paul, on these issues of sexuality and gender roles, and their perduring influence in contemporary debates.

Instructor(s): Margaret Mitchell Terms Offered: Autumn

Prerequisite(s): At least one year of Greek, or equivalent.

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): GNSE 42035, FNDL 22035, RLST 22035, BIBL 42035, GREK 37423, HCHR 42035, GREK 27423

GNSE 22099. Sex, Money, and Power: Ethnography and Social Theories. 100 Units.

If the Epstein files in the U.S. have established anything without a shadow of a doubt, it is that sex, money and power continue to be intimately linked with, and to structure, aspects of the contemporary social order. This class mobilizes foundational social theories and ethnographies for understanding how these entangled dynamics shape different worlds of desire, embodiment, and value. At the same time, we probe the dark side of money, sex and power - the shadowy zones of illicit exchange, conspiracy theories, and political horror that shape historic and contemporary conditions of inequality and resistance. We pay particular attention to the intersections of anthropology and feminist studies, especially where they take up shared objects of analysis, including nature/culture, kinship, the body, sexuality, exchange, value and agency. Throughout the course, our discussions will encourage a reflexive examination of the way these fields of inquiry approach sex, money, and power both as (1) scholarly contributions in academic settings and (2) as political interventions in the larger world (e.g., pay equity, #MeToo, sex positive activism, queer politics, feminist economics, the Manosphere, anti-gender campaigns, tradwives, etc.). Requirements: Active participation in class discussion based on weekly readings, occasional in-class writing, and a final exam.

Instructor(s): J. Cole J. Chu Terms Offered: Winter. Undergraduate: C

Equivalent Course(s): CHDV 22099, ANTH 22099

GNSE 22151. Environmental Histories of the Pacific. 100 Units.

The Pacific Ocean is the world's largest geographic feature. It spans 64 million square miles, is encircled by 83,000 miles of coastline, contains 25,000 islands, and is home to one-third of the Earth's human population. European and American explorers of the 18th century deemed the Pacific an immense and restrictive void; historians of the late-20th century echoed such sentiments when referring to the Pacific as "Earth's Empty Quarter." Recent scholarship has sought to reframe the Pacific as a constellation of overlapping "worlds" by charting interconnected patterns of human mobility, ecological exchange, economic development, and environmental destruction. Focusing on the past 250 years, this discussion-based research seminar will adopt micro-historical, comparative, and transnational methods to examine the environmental histories of three Pacific worlds: Australasia; Micronesia, Melanesia, and Polynesia; and the Northeastern Pacific. Throughout the course, we will investigate how race, ethnicity, gender, class, politics, and health shaped and were shaped by large-scale socio-environmental processes across these regions. Thematic topics include Traditional Environmental Knowledge; Euro-American exploration and settler colonization; environmental extraction and degradation; agricultural, industrial, and urban development; labor migration and commercial growth; disease transmission and demographic change; and imperial expansion, scientific experimentation, and tourism.

Instructor(s): Christopher Kindell Terms Offered: Spring

Equivalent Course(s): RDIN 20151, HIPS 20151, GLST 25151, HIST 25030, HLTH 20151, CEGU 30151, CEGU 20151

GNSE 22156. Staging Identity in the Eighteenth Century. 100 Units.

This course will consider connections between theatre, performance, and identity in the eighteenth century, a time when selfhood is everywhere depicted as both metaphorically and literally theatrical. We will ask: How does actual theatrical practice shape the way that identity was understood in this period?#What components of identity, particularly in terms of race, class, gender, and sexuality, are privileged or destabilized by the eighteenth-century stage? Course reading will focus primarily on Restoration and eighteenth-century British drama, but may also include short works of eighteenth-century fiction and philosophy, as well as selected secondary readings in theatre history, performance studies, and gender and sexuality studies. The final syllabus will be shaped by what's on in London in the fall; we will hopefully be able to attend a performance or two, and consider how recent playwrights look back to the eighteenth century in their own work. #(1650-1830, Drama)

Instructor(s): Heather Keenleyside Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

Equivalent Course(s): ENGL 20156

GNSE 22163. Reading as a Writer: Obscenities. 100 Units.

Obscenity" is a term for what is repulsive, abhorrent, excessive, or taboo in a society; and yet many artworks once considered to be obscene are now celebrated as landmarks of world literature, from the ancient poetry of Sappho to modern novels like *Ulysses*. In this course, we will study literary works that have been banned or censored as "obscene" to examine our own perspectives, attitudes, and assumptions as literary artists. How does obscenity shape our understanding of gender and sexuality, race and ethnicity, or public and private speech? What are the uses of obscenity in constructing new possibilities for literary expression? Authors studied will include Toni Morrison, Tanizaki Jun'ichirō, Vladimir Nabokov, Hilda Hilst, and Allen Ginsburg; and we will supplement these readings with works of literary theory, psychoanalysis, and case law. Students will produce their own original poetry, fiction, and nonfiction to reimagine what is permissible-and possible-in language and society for contemporary literary artists.

Instructor(s): Chicu Reddy

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins.

Equivalent Course(s): CRWR 12163, PARR 33000

GNSE 22200. Haunting and/as/of Power. 100 Units.

Haunting is a liminal category that signifies presence despite absence, unfinished pasts in the present, or ruptures within what is considered human, scientific, normal and real. In this course we will examine multiple hauntings-as metaphor and as experience-situating them in a global context within the afterlives of racial and caste capitalism, gendered dispossession, empire, and neoliberalism. Mediated through ethnographies, social theory, literature, film, psychoanalysis and historical archives, we will encounter vampires, witches, zombies, jinn, ghosts, transgender monsters, the paranormal, aliens, and other friendly or vengeful spirits in order to understand how they story memory, time, space, embodiment, transgression, violence, and desire. How can the spectral be deciphered? What does being haunted feel like? How does haunting as an analytic foreground the sensuous, affective, intimate and overwhelming dimensions of self and other, of structures of power, and of the limits of the knowable? We will answer these questions and more through the work of David McNally, Tithi Bhattacharya, Silvia Federici, Susan Stryker, Christina Sharpe, Avery Gordon, Stefania Pandolfo, Emily Ng, and Susan Lepselter, among others.

Instructor(s): Tanima Sharma Terms Offered: Autumn

Equivalent Course(s): GNSE 32201, ANTH 22200, RDIN 32200, RDIN 22200

GNSE 22207. Caste, Reproduction, and Citizenship in India. 100 Units.

This undergraduate and graduate level seminar will center on caste and reproduction in understanding notions of citizenship in India. The course will systematically engage with ideas of belonging to the post-colonial nation-state, particularly as experienced from following standpoints-gender, caste, indigeneity, and class. Understanding how citizenship is constituted, performed and negotiated in India, especially in relation to the biological and political reproduction of "good citizens", reveals the scopes and limits of citizenship as governance. The course is premised on the centrality of reproduction to governance in the largest democracy of the world. Drawing on a set of interdisciplinary literature, the readings are organized around feminist theorizations of the State, governance, and citizenship to locate the body within the body politic. The aim is to develop critical thinking on how the politics of reproduction is deeply imbricated with the reproduction of democratic politics; a politics that is entangled with knowledge, expertise and constructed human difference. In so doing, the course brings together reproductive governance with articulations of social justice in India.

Equivalent Course(s): SALC 35704, RDIN 22203, RDIN 32203, CHDV 22203, GNSE 32207, ANTH 32203, CHDV 32203

GNSE 22295. Contemporary Social Problems: Morrissey's America. 100 Units.

What are the most pressing social problems in the U.S.? What do we know about them and what can we do to address them? We will use the life and music of Morrissey, the controversial former frontman of The Smiths, as a lens through which to explore our country's most critical social issues. An outspoken defender of animal rights and disaffected youth's preeminent lyricist, Morrissey has also increasingly flirted with nationalist policies. As such, he embodies the tensions, complexities, and ambiguities around critical topics that characterize our time. Guided by sociological theory, we will examine the latest social science evidence on race, immigration, gender and sexuality, health, poverty, segregation, crime, and education as they are key sites in which social inequality is produced and reproduced today. Finally, we will discuss potential solutions to these problems.

Instructor(s): R. Flores Terms Offered: Autumn

Equivalent Course(s): SOCI 20295

GNSE 22320. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists such as Ian Bogost, Roger Caillois, Alenda Chang, Nick Dyer-Witheford, Mary Flanagan, Jane McGonigal, Soraya Murray, Lisa Nakamura, Amanda Phillips, and Trea Andrea Russworm will help us think about the growing field of video game studies. Students will have opportunities to learn about game analysis and apply these lessons to a collaborative game design project. Students need not be technologically gifted or savvy, but a wide-ranging imagination and interest in digital media or game cultures will make for a more exciting quarter. This is a 2021-22 Signature Course in the College. (Literary/Critical Theory)

Instructor(s): Patrick Jagoda, Ashlyn Sparrow Terms Offered: Autumn Summer
Equivalent Course(s): ENGL 12320, MADD 12320, CMST 27916, SIGN 26038

GNSE 22333. Cassandras: Truth-Telling in Times of Crisis. 100 Units.

In public life, why and how are some people accepted as truth-tellers while others are not? Is truth simply a problem of and for "correct" reasoning? What assumptions about argumentation and evidence go unexplored in this way of framing the problem? What if truth were a problem of truth-telling instead? When and how do social, racial, and gender hierarchies authorize received understandings of a (credible) truth-teller? What is credible telling usually thought to sound like? What are the conditions for listening and hearing the truth? To think through these questions, we take as a lens the archetype of Cassandra, the babbling prophetess of classical Greek myth and tragedy doomed not to be believed. Cassandra has served as a resource and source of inspiration for a range of critical thinkers, including but not limited to theorists, feminists, poets, and novelists. What is a "Cassandra"? Does her "deranged" way of seeing the world - her prophetic speech - disorient or destabilize? We will consider how, in her different representations, Cassandra places questions of language, patriarchy, and sexual violence at the center of general discussions of credibility and critique. Readings range from ancient Greek thought to 21st century theory.

Terms Offered: Autumn

Equivalent Course(s): FNLD 22333, GNSE 32333, PLSC 22333, PLSC 32333, CCCT 22333, CCCT 32333

GNSE 22423. Gender and Sexuality in Early Modern Spain. 100 Units.

How did the individual understand their societal role in the early modern period according to the norms of their gender? Was it possible for the individual to challenge, or even transgress, the gendered norms to which they were subject? What protofeminist discourses existed in the early modern Hispanic world? How were ideals of femininity and masculinity constructed in artistic and literary production during the Spanish Golden Age? These are but a few of the questions that will be addressed in this course, as we examine the complexities and nuances of gender and sexuality in sixteenth- and seventeenth-century Spanish literature and culture. The course will begin with a foundational exploration of the querelle des femmes, before delving into its influence in Spanish literary and artistic production. The primary corpus we will study will encompass scientific, moral, and theological treatises, conduct manuals, as well as more "traditional" literary genres, such as poetry, drama, and narrative from both male and female writers alike. We will also dive into literary criticism with secondary texts from scholars of early modern gender and sexuality. While the course focus is broadly on gender and sexuality, students will also gain a preliminary knowledge of major Spanish literary works as well as engage in practices of textual analysis through a variety of activities, such as biweekly commonplace book entries, short close-reading essays, and collaborative podcasts.

Instructor(s): Lizette Arellano Terms Offered: Winter

Prerequisite(s): Taught in Spanish. All primary texts and assignments will be read and completed in Spanish.

Equivalent Course(s): SPAN 22423

GNSE 22440. Women in Italian Organized Crime Through Cinema. 100 Units.

In this course, we will study filmic representations of women in Italian organized crime, and the implications these portrayals have on the understanding of gender and the mafias through Italian cinema. Sociological and psychological studies have underscored the importance of female roles in relation to mafia organizations, notwithstanding the rigid patriarchal structure that allows only male affiliation. One of the main goals of this class is for students to gain an understanding of different Italian mafias and to get a deeper comprehension of the construction of gender in a selection of films centered around these organizations. We will also discuss how movies contribute to the perception of organized crime. This class will draw on a variety of fields, including sociology, gender studies, and film studies.

Instructor(s): Veronica Vegna Terms Offered: Winter. Taught in English.

Equivalent Course(s): CMST 22440, ITAL 22440

GNSE 22509. Intersections of Gender and Race Throughout the Modern Middle East. 100 Units.

This course will explore how parts of the modern Middle East confronted notions, questions, and definitions of race and gender. Organized thematically and covering a region that spans from North Africa to Iran, we will use the analytics of race and gender in an intersecting way to explore topics in the Middle East such as: structural racism, colonialism, slavery, local nationalisms, whiteness, racism in nation building, eugenics, scientific racism, and global solidarity movements. In so doing, our course will reveal that race is an operative category in the study of Middle East history, the historical racial logics operating in various Middle Eastern countries, and how race and gender intersect at the site of individual as well as the effects of this. This course is designed for anyone interested in race theory, gender theory, intersectionality, and Middle East history. By the end of this course, students will have the tools to think in a multidimensional way about aspects of Middle East history that do not often receive such an intersectional treatment. Additionally, they will develop the methodological tools to discern local race and gender logics that might be different than what they're most familiar with. Finally, through coming to understand their relationship to the knowledge of our course, students will also be able to use the course as a springboard for continued learning in other courses that treat race, gender, and the Middle East.

Instructor(s): Chelsie May Terms Offered: Autumn

Equivalent Course(s): NEHC 22500

GNSE 22690. (re)Queering the American Musical. 100 Units.

In this combined studio and seminar course, we explore a selection of musicals (tentatively including *Fun Home*, *Falsettos*, *Hedwig and the Angry Inch*, *A Strange Loop*, and *Indecent*) considering their dramatic structure, character construction, performance norms, and musical conventions. In what sense(s) are these works "queer"? Students will investigate course materials through readings, discussions, staging experiments, and a choice of either a final paper or an artistic project. Open to advanced undergraduates and graduate students. Previous experience in theater, music, and/or film analysis or production is preferred but not required; an interest in detailed textual analysis, rigorous discussion, and focused creative engagement is essential. Team-taught by Leslie Buxbaum (Professor of Practice in TAPS), Erin McKeown (Visiting Gray Center Fellow and composer of the musical *"Miss You Like Hell"*), and David Levin (Professor in TAPS, CMS, Germanics, and Sr Advisor to the Provost for Arts) as part of their collaborative Gray Center fellowship "An Un-dosical" which seeks to explore the norms of the American musical.

Instructor(s): L. Buxbaum, E. McKeown, D. Levin Terms Offered: Spring

Equivalent Course(s): GNSE 32690, TAPS 22690, MUSI 32622, MUSI 22622, TAPS 32690

GNSE 22805. Cinematic Sicily: Exploring the Island and its Otherness through Film. 100 Units.

This course explores portrayals of Sicily in Italian films and their relationship with the social, cultural, and political realities of the island. Students will analyze how these films construct the "otherness" of Sicily, enforcing or challenging stereotypes and preconceptions about the island and its people. This course will also examine Sicily's criminal underworld and its impact on society, as well as women's emancipatory efforts and achievements against patriarchy and misogyny. The class will reflect on the historical and cultural context in which the films were made, giving students a deeper understanding of the ways in which cinema shapes our perception of Sicily in relation to the rest of Italy. The course will include films from different genres and references to TV series set in Sicily. Vocabulary to discuss formal cinematic elements will be provided throughout the quarter. Films will be available with subtitles in English and Italian.

Instructor(s): Veronica Vegna Terms Offered: Not offered this academic year

Prerequisite(s): ITAL 20300 or consent of instructor

Equivalent Course(s): ITAL 22800

GNSE 23002. Workshop: Regulation of Family, Sex, and Gender. 50 Units.

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Continuing students only.

Equivalent Course(s): GNSE 33002

GNSE 23003. Introduction: Voix féminines dans la littérature française. 100 Units.

Ce cours nous permettra de réintégrer au canon de la littérature française des ouvrages parfois négligés, tout en prenant connaissance des principaux mouvements littéraires, culturels, et politiques auxquels ces textes appartiennent.

Instructor(s): D. Delogu Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20300

Equivalent Course(s): FREN 23003

GNSE 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.

En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas ínfimas', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.

Instructor(s): Miguel Martínez Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 33025, SPAN 23025, LACS 33025, LACS 23025, GNSE 33025

GNSE 23146. Religion, Sex, and Law in American History. 100 Units.

Religion and law both offer frameworks for how we ought to live and behave, and often these frameworks become entangled in ways that affect who we are, what we can do, and with whom we can do it. To make things even more complicated, religion is also an object of the law—the law tries to adjudicate the rights of religious Americans under a system of religious freedom, with varying degrees of success. Often, the tension between law and religion comes to a head on issues of sex. The collision of religion, sex, and law presents a whole host of problems and questions: How have religion and law historically related to each other when it comes to sex? How has religion shaped the law on issues of sex, and vice versa? What is, or should be, the role of the law in adjudicating issues of sexual morality and religion? In this class, we will begin with the question: how do religion and law shape our lives? Through attention to issues of sex and gender, we will explore what it means to live within the institutions of law and religion and how those institutions interrelate. The class will focus on topics

such as: marriage, anti-miscegenation laws, reproductive justice, sexual education, and religious freedom. This class is intended to be interdisciplinary and assumes no prior knowledge. This class is especially suitable for students interested in religious studies, law and letters/pre-law, gender studies, and history.

Instructor(s): Erin Simmonds Terms Offered: Winter

Equivalent Course(s): RLST 26910, HIST 28009

GNSE 23150. Dark Stairways of Desire": Lusting beyond the Norm in Contemporary Catalan Literature. 100 Units.

Although we can find a significant number of authors exploring queer desire and identities throughout the history of Catalan Literature (from lesbian scenes in Joanot Martorell's "Tirant lo blanc" to expanding gender identities in Maria Aurèlia Capmany's "Quim/Quima"), more recent Catalan Literature is blooming with queerness and non-normative lust. This course will give an overview of contemporary Catalan works influenced by feminist and queer debates from the seventies on. Beginning with renowned poet Maria Mercè Marçal's only novel, "The Passion According to Rennée Vivien," winner of several of the most prestigious literary awards for Catalan Literature, we will go on to discover 21st-century works by Eva Baltasar and Anna Punsoda. We will also read poems, short stories and excerpts from authors such as Maria Sevilla, Mireia Calafell, Raquel Santanera, Sebastià Portell, Sil Bel and Ian Bermúdez, among others.

Instructor(s): Bel Olid Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 21950, GLST 21950, CATA 21950

GNSE 23151. Lesbian, gay, bisexual, and transgender politics in the United States. 100 Units.

This course surveys academic research on sexuality and gender in American politics. Drawing from interdisciplinary perspectives, it focuses on key arguments and debates about how politics shapes and is shaped by sexuality and gender relations. We will pay particular attention to the development of sexuality and gender identity as analytic and political concepts; the role of the State and political institutions to the formation of sexuality and gender; the relationship between social movements, counter-movements, and political parties; the political behavior and attitudes of LGBT people; and the ways in which intersectional inequalities structure LGBT politics.

Instructor(s): Proctor, Andrew Terms Offered: Winter

Equivalent Course(s): HMRT 33805, SOCI 30342, PBPL 23805, PLSC 33805, PLSC 23805, GNSE 33805, MAPS 33805

GNSE 23154. Is It Ethical to Have Children in the Climate Crisis? 100 Units.

Climate change is not just an urgent environmental crisis for scientists, engineers, and policy makers: it is a moral problem that also informs individual and intimate aspects of human life, including choices about reproduction and parenting. For example, a 2018 survey published in the New York Times found that young adults in the U.S. are having fewer children than they would otherwise prefer, in part due to concerns about climate change and overpopulation. In this course, we examine the moral dimensions of having and raising children in an era shaped by climate change, looking closely at two main questions: 1) Is it ethical to have children in light of the world that the next generation will inherit, which may include more extreme weather events, involuntary human migrations, diminished access to resources, and heightened insecurity? 2) Is it ethical to have children in the context of the affluent West, where consumptive human populations disproportionately contribute to the effects of climate change that impact the world's most vulnerable? We will examine various points of view on these questions, engaging material from the disciplines of environmental studies and ethics, science and technology studies, and religious and philosophical ethics. Responses from feminist, queer, Indigenous, Black, and religiously diverse authors (and intersections therein) will shape our course readings and discussions.

Instructor(s): Kristi Del Vecchio Terms Offered: Spring

Equivalent Course(s): HLTH 24000, RLST 24000, CEGU 24000, CCTS 21023, HIPS 24100

GNSE 23157. Alone in the Mountains: Tales of Freedom and Violence in Contemporary Catalan Literature. 100 Units.

From witches to "goges" ("water women"), Catalan folklore shows a tradition of women living on their own in the mountains, liberated from societal conventions. These women are portrayed as fascinating yet threatening figures. This ancient imagery has permeated contemporary literature, manifested in novels that depict women who remove themselves from "civilization" to inhabit rural areas of Catalunya, seeking freedom and having to confront at the same time societal norms, abusive partners or even their own personal demons. The mountains, far from ideal and peaceful, are an untamed and often brutal space in which human lives hold no greater value than those of goats, mushrooms, rivers. In this course we shall engage with four novels authored by women: "Solitude (1904) by Victor Català, "Stone in a Landslide" (1984) by Maria Barbal, "When I Sing Mountains Dance" (2019) by Irene Solà, and "Alone" (2021) by Carlota Gurt. Through the analysis of these literary works, we aim to delve into Catalan culture and explore its literary archetypes, while establishing significant connections among these texts and their place in modern and contemporary literature.

Instructor(s): Bel Olid Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 23501, GLST 23500, CATA 23500

GNSE 23158. Que otros sean lo Normal": Pertinencia y otredad en la literatura trans en español. 100 Units.

¿Qué nos dicen de una sociedad sus alteridades? Es decir, ¿cómo nos informa de la norma lo que queda fuera de ella? A partir de la lectura y análisis de obras escritas por autores trans, conoceremos más a fondo la actualidad de algunos países hispanohablantes, centrándonos en un elemento básico de cualquier identidad: el género.

El curso está organizado a partir de la lectura y visualización de materiales reales y con actividades orales y escritas dirigidas a ampliar el conocimiento de la literatura contemporánea en español (y las sociedades en las que florece), y también a reforzar las habilidades de expresión oral y escrita de los participantes.

Instructor(s): Bel Olid Terms Offered: Not offered this academic year

Equivalent Course(s): GLST 22770, SPAN 22770

GNSE 23162. Histories of Women in Science. 100 Units.

In the mid-1980s, only two female students drew women when asked what a scientist looked like and none of the male students in the study did. Only 8% of STEM workers in 1970 were women; in 2019 that number was still only 27%. This would seem to suggest that the history of women in science is a recent one. Yet historians of science have foregrounded women's involvement in fields ranging from early modern medicine to twentieth century astrophysics. This class introduces students to these histories, investigates how and why science came to be a gendered as male, and asks to what extent gendered values continue to inform modern conceptions of scientific achievement or value. In so doing, this course also introduces students to feminist science studies and challenges students to reflect upon their own (gendered) experiences of science. Students are strongly encouraged to develop final research projects that draw upon their own interests, scientific expertise, and linguistic competencies. No prior experience with history is required for this course, although an enthusiasm for history is advised.

Instructor(s): Kristine Palmieri Terms Offered: Winter

Equivalent Course(s): HIST 27806, KNOW 37011, HIPS 27011, CHSS 37011, PHSC 27010, GNSE 37011

GNSE 23164. Feminist Documentary Filmmaking. 100 Units.

This course examines the ways that women-identifying documentary makers have given cinematic form to feminist thought. Drawing from film and media theory and history, we will focus on the formal and narrative techniques that have been employed by filmmakers to reflect on questions pertaining to gender and sexuality, with an emphasis on the specific ways that non-fiction filmmaking expanded feminist theoretical frameworks and research methodologies. Considering topics such as cinematic realism, film spectatorship, viewing pleasure, counter-cinema, and theories of intersectionality and diaspora, we will ask questions such as: What are the stylistic devices that feminist documentary films have mobilized, and for what purposes and ends? What is documentary's relation to the history of fiction film, particularly of Hollywood cinema? How have women documentary makers understood cinema's role in social processes of transformation? What are the possibilities and limitations of collaborative methods, appropriation strategies, and oppositional techniques? We will watch films with a critical eye and engage closely with academic and popular writings to survey the aesthetic, social, and political genealogies operating in the history of feminist documentary production. In this discussion-based course, we will cover a variety of non-fiction film and media forms: film diaries, docu-fictions, home-movies, video essays, auto-ethnographies, ethno-fictions, collage, and found-footage films.

Instructor(s): Cinta Peleja Terms Offered: Spring

Equivalent Course(s): CMST 28205, MADD 18205

GNSE 23165. Sexuality in U.S. History to 1900. 100 Units.

In this course we will study the history of changing sexual practices, relations, politics, cultures, and social systems in the region of North America now comprising the United States and 574 sovereign tribal nations. We begin in the pre-colonial period and end in the late twentieth century, focusing on how gendered, racial, economic, religious, medical, and commercial discourses shaped and were shaped by sexual ones. Moving through various contexts, such as occupied indigenous territories, the secret parties of enslaved people, scientific societies, urban drag balls, medical schools, liberatory movements, and popular culture, we will use primary and secondary sources to develop a research-based understanding of how sexual discourses are produced, revised, and remixed among and across generations.

Instructor(s): Red Tremmel Terms Offered: Autumn

Note(s): This course counts as a Concepts course for GNSE majors.

Equivalent Course(s): HIST 37807, GNSE 33165, HIST 27807

GNSE 23168. Sex and the Ethnographic Tradition. 100 Units.

This course examines the role sex has played in the formation of ethnographic knowledge, with particular attention to how studies of sex have challenged static notions of identity and illuminated the complex relationship between social behavior and gendered sense of self. We will consider interest in sex as a motivating factor in the ethnographic enterprise and, reading studies on everything from desire, kink, and play to procreation, heritage and power, will examine complex and social construction of sexed, gendered, and raced selves and Others. How has ethnographic research contested the ubiquitous salience of male/female dichotomies, of patriarchy, and of the cross-cultural, trans-historical applicability of concepts like 'third gender'? We will also take a methodological eye, querying how sex has moved from a supposedly 'taboo' category of social inquiry to a focal topic in ethnographic work of all kinds. This is an introductory graduate level course with select spots for advanced undergraduates.

Instructor(s): Wilhoit, Ella Terms Offered: Autumn

Equivalent Course(s): ANTH 35503, ANTH 25222, GNSE 33168, MAPS 35503

GNSE 23174. Sex, Gender, and Kinship: Colonial Perspectives. 100 Units.

This course analyzes the contested relationships between gender, sexuality, kinship, and western colonialism from the early modern period through the twentieth century. Drawing on historical case studies, feminist

theory, and postcolonial studies, this course will cover a broad range of empires and colonies to explore the mutually constitutive relationship between colonization and ideologies and practices of gender, sex, and kinship. Analyzing case studies predominately from the Atlantic World (with attention to colonies elsewhere), we will explore topics such as the emergence of colonial gender ideologies, gender and colonial governance, family life and kinship strategies, the intersectionality of gender and sexuality with race and class, queerness and queer lives, the politics of sex work and reproduction, and gendered migrations across empires.

Instructor(s): Lyons, Deirdre Terms Offered: Autumn

Equivalent Course(s): MAPS 39109, HIST 29109, RDIN 29109, HIST 39109, SOCI 30346, RDIN 39109, GNSE 39109, ANTH 39109, ANTH 29109

GNSE 23178. The Queer Enemy and the Politics of Homophobia. 100 Units.

How is the queer enemy politically constructed? And what are the uses and effects of this enemy in contemporary politics? This course investigates queer sexuality as a specific kind of threat and homophobia as a specific mode of political antagonism. Key to understanding this specificity is the examination of other kinds of political enemies. Across categories of gender, sexuality, race, religion, and empire, the course theorizes the queer enemy in a comparative perspective. Engaging scholars like Monique Wittig, Simone de Beauvoir, Frantz Fanon, and Jean Paul Sartre, we compare homophobia with other forms of political enmity like misogyny, anti-Black racism, and anti-Semitism. After investigating antagonism across categories of political difference, we delve into the specificities of homophobic antagonism in the second half of the course. Here, we explore how the queer threat is framed: through metaphors of civilizational destruction but also through anti-sodomy and anti-disclosure laws. We also trace how the normalization of the queer enemy has produced new enemies. Through notions of "Pinkwashing" and the "Gay International," we further examine how queer liberation is made to stand in for colonial domination. But we also read critiques of the "gay=colonialism" equation, asking how homophobia mediates anti-colonial politics. Finally, we conclude the course with Michel Foucault's seminal essay and relate the question of the queer enemy to the threat of new human relations.

Instructor(s): Omar Safadi Terms Offered: Autumn

Note(s): This course counts as a Concepts course for GNSE majors

Equivalent Course(s): RDIN 23178, PLSC 23178, HMRT 23178

GNSE 23180. Global Maternal and Child Health. 100 Units.

This course provides a foundation in global perspectives on maternal and child health research, practice, and policy. The course will cover a range of maternal and child health topics to examine critical challenges facing women, children, providers, and policymakers in some of the world's most vulnerable communities. Students in this course will: 1) understand the status of maternal and child health in a variety of communities and contexts, using key health and development indicators; 2) critically analyze past and present public health programs and policies utilized to address maternal and child health needs in diverse communities; 3) assess the economic, political, social, and cultural factors that affect maternal and child health programs and outcomes.

Instructor(s): E. Amick Terms Offered: Autumn

Equivalent Course(s): PBHS 33800, HLTH 23810, GNSE 33800

GNSE 23181. Histories of Abortion and Forced Sterilization in the United States. 100 Units.

In the United States, the politics of pregnancy and reproductive autonomy have historically been and continue to be categories of significance, meaning, and contention. In this course, we will explore a subsection of these broader categories, examining the relation between abortion and forced sterilization, the state, and women of color. The course will zero in on the experiences of Mexican American and Mexican immigrant women, African American women, Puerto Rican women, and Native American women, considering their struggles against the state and for reproductive justice.

Instructor(s): Caine Jordan Terms Offered: Winter

Equivalent Course(s): GNSE 33181, HIST 37810, HIST 27810, CHDV 21600, RDIN 31600, RDIN 21600, HLTH 21600

GNSE 23182. Creative Forces: Cultural Feminisms in Postcolonial India. 100 Units.

In this course, we will study some of the most significant feminist interventions that were made through a range of cultural practices in postcolonial India, and in the Indian diaspora. Struggles for women's rights, demanding political empowerment and economic equality, or carrying out demonstrations for better access to health and education have a long history in South Asia. We will focus particularly on the cultural practices that have constituted waves of feminist thoughts over the last seven decades. We will explore how concerns around justice, social responsibility, and freedom of expression are mediated through literature, cinema, music, and self-fashioning. Keeping cultural productions as our archive, we will ask - what are the various meanings of feminism in postcolonial India? What were the political, economic, and social concerns that the artists and activists chose to highlight while addressing gendered inequalities? What are the intersections of caste, class, and sexual orientation that complicate our understanding of feminist representations? How were inequities sought to be negotiated creatively at different historical contexts? Taking an interdisciplinary approach, we will often find ourselves moving between genres, themes, and disciplines to locate marginal voices responding to contemporary anxieties. By working at the intersection of cultural history, anthropological and sociological scholarships, and media studies we will gain an understanding...

Instructor(s): Titas De Sarkar Terms Offered: Spring

Equivalent Course(s): GNSE 33182, SALC 25700, SALC 35700

GNSE 23183. Labor and Resistance at the Margins: Race, Gender, and "Dirty" Work. 100 Units.

Over 100 years ago, Black feminist scholar Anna Julia Cooper challenged narrow definitions of work--which excluded much of the household labor relegated to women---and argued for work to be more broadly defined as "all human exertion." In this class, we put gender in conversation with race, ethnicity, class, power, and labor to answer the following questions: 1) What is labor? What types of labor do we deem "dirty" work? 2) Who does the dirty work and the care work that keeps society going? What social, economic, and political constraints influence the type of work we do? 3) How do we practice resistance in our work? While global perspectives on labor are welcome and incredibly useful, this course and its readings mainly discuss labor and work within the U.S. context.

Terms Offered: TBD

Equivalent Course(s): SSAD 22755, RDIN 22755, GNSE 33183, RDIN 42755, SSAD 42755

GNSE 23185. Exploring Gender Biases from Social, Developmental, and Cognitive Perspectives. 100 Units.

Women are underrepresented across political leadership, business, and certain STEM domains. While these gender gaps have improved over the last 50 years, they remain persistent, particularly in positions of power and those that grant high socioeconomic status. This course will explore how these gender biases come to be, and how they influence the world around us. Where do these gender biases come from? When in life do their consequences emerge? What impact do these biases have on individuals, communities, and institutions? What can be done to prevent gender biases from developing? How do they intersect with race, and how do they operate outside of the gender binary? This course will address these timely questions, integrating literature from across the psychological sciences to explain the cognitive biases, social landscapes, and developmental trajectories that give rise to gender inequality.

Instructor(s): M. Tallberg Terms Offered: Autumn

Equivalent Course(s): PSYC 27200

GNSE 23186. Saints, Sinners, and Subjects: Foucault's Writings on Religion and Sexuality. 100 Units.

What does it mean to be a subject? Throughout his career, Michel Foucault posed this question, examining the psychiatric, penitential, and religious institutions to understand how we moderns arrived at our current understanding of ourselves. But when did we begin to think of the self as something we have, and have to account for? Following the development of Foucault's idea of confession as central to the creation of modern subjectivity, this course examines how Foucault turns from twentieth-century discourses on sexuality to early Christian monastic texts in his genealogy of modern subjectivity. Reading *The History of Sexuality Volume 1, The History of Sexuality Volume 4: Confessions of the Flesh*, Foucault's lectures on the relationship between religion, subjectivity, and political power alongside key sources and critical scholarship, this course asks: What is Foucault's concept of religion? How does it relate to sexuality? What is the relationship between religion and modernity? How does religion determine our concepts of self, society, and state? This course provides an overview of Foucault's major writings on religion, sexuality and politics. It is open to all undergraduates without pre-requisites. Those taking the course for French credit are required to read and cite Foucault readings in French, and have the option of writing course papers in French.

Instructor(s): Kirsten Collins Terms Offered: Winter

Note(s): Those taking the course for French credit are required to read and cite Foucault readings in French, and write the course papers in French.

Equivalent Course(s): RLST 24804, FNDL 24840, FREN 24844

GNSE 23187. Mormonism, Feminism, and Agency. 100 Units.

The Church of Jesus Christ of Latter-day Saints (LDS or "Mormon") teaches that every person is equipped with agency, the ability to act for oneself rather than to be merely acted upon by others. However, some have been puzzled by Mormon women's simultaneous commitment to a doctrine of agency and to a faith tradition that embraces the concept of patriarchy and is thus structured by gendered hierarchies. One method of analysis might interrogate Mormon women's choices according to the typical feminist view of agency as resistance. But does resistance adequately account for the operations of agency? How do non-resisting religious women reflect on their own capacities for agency? This course will first look at a set of theorists, including (among others) Saba Mahmood, Judith Butler, and Michel Foucault, who will help us to examine agency by describing how the self is disciplined to desire certain types of action. Using these theorists as a framework, we will then explore, as a case study, how Mormon women have narrated their own desires, power, and actions. We will read primary documents from three episodes in Mormon history: (1) nineteenth-century Mormon women's involvement in both polygamy and the national suffrage movement; (2) Mormon women's grappling with the 1970s Women's Liberation Movement and the Equal Rights Amendment; and (3) the sharp divide among Mormon women regarding the 2013 Ordain Women movement.

Instructor(s): Elizabeth Brocious Terms Offered: Spring

Equivalent Course(s): AMER 23312, RLST 23312

GNSE 23191. Queer Cultures, Intimacies, and Embodiments in Historical Perspective. 100 Units.

This course examines queer cultures, intimacies, and embodiments in twentieth-century United States history--not as a linear account of LGBTQ+ identity, but as an inquiry into the evolving relationship between the state and nonnormative gender and sexual practices and cultures. Topics include the emergence of vibrant queer urban subcultures in the 1890s; drag and camp as strategies of expression and politics; and the medicalization, criminalization, and exoticization of queerness through psychiatry, sodomy and cross-dressing laws, freak show spectacles, and Hollywood production codes. We then consider the postwar construction of "the closet" through

federal discrimination and policing; the rise of homophile organizations, transgender street activism and feminist reconceptualization of sexuality and gender; 1980s necropolitical responses to HIV/AIDS; and increasingly visible cultures of resistance in the 1990s—via houses and ballrooms, ACT UP, feminist bookstores, homocore punk, and films. The course concludes by examining community struggles to create queer history, the rise of LGBTQ studies and queer theory, and contemporary attacks on this scholarship. In each geographic and temporal context, we ask: How does queerness emerge as a socially legible and politically charged form of difference? How is it shaped by—and how does it respond to—dominant economic, religious, and political systems? And how does it survive and flourish in the face of violence, stigma, and erasure?

Instructor(s): Red Tremmel Terms Offered: Winter

Equivalent Course(s): HIST 37811, HIST 27811, GNSE 33191

GNSE 23192. Jewish Civilization III: Judaism, Gender, and Sexuality. 100 Units.

This course will look at how Jewish conceptions of masculinity, femininity, and gender beyond the binary are constructed and challenged in different historical contexts, attending to both Judaism on its own terms and in the way Jewish gender and sexuality norms have been shaped by interactions with neighboring communities. We will put "traditional" Jewish sources (from biblical, rabbinic, medieval, and modern periods) in conversation with theoretical work in gender, sexuality, queer, and trans studies in order to think about both how using gender and sexuality as focusing lenses may help us learn something new about Judaism but also how analyzing Judaism, as a case study, might contribute to the wider theoretical conversations in gender and sexuality studies. Topics addressed may include gender and sexuality in the Tanakh and rabbinic culture, sex-segregated ritual and educational spaces, the politics of reproduction (including contraception, abortion, and debates about Jewish "continuity"), the gender politics of Zionism, and differences across different denominations and styles of religious observance (Orthodox, Reform, etc.). We will also look at how Jewish texts, liturgy, rituals, culture, and community are reimagined in light of insights from queer and trans scholarship and activism.

Instructor(s): Larisa Reznik Terms Offered: Spring

Equivalent Course(s): JWSC 12014, RLST 26904

GNSE 23193. We Sinful Women": Voices of Resistance in Urdu Literature. 100 Units.

This interdisciplinary course examines the works of contemporary women writers in Urdu literature, focusing on how their voices articulate resistance against patriarchy, political oppression, and sociocultural constraints. Through poetry, prose, critical essays, and film, the course explores the ways these writers challenge traditional norms, redefine gendered identities, and inspire change. Using feminist and postcolonial theoretical frameworks, students will analyze the impact of these works within the South Asian context and beyond.

Instructor(s): Romeena Kureishy

Equivalent Course(s): SALC 33707, GNSE 33193, SALC 23707

GRMN 23235. European Crime Fiction and Film. 100 Units.

This course introduces students to the genre of crime fiction (and film) in a European and interdisciplinary context. We will start by examining the beginning of the genre in the 18th century alongside: the history of the police in Germany, France, and Britain; the development of public administration; and that of the modern state. We will trace the figure of the detective, the criminal, the victim; the relationship between crime fiction and the urban environment or society more broadly ("police" comes from the Greek polis=city); the history of policing practices; changing concepts of justice and guilt; the status of clues, indices, evidence. We will also consider the parallels between practices of reading and detecting and we will engage with some theoretical and philosophical writings on the genre (e.g., Siegfried Kracauer, Ernst Bloch, Michel Foucault) before ending with a consideration of the history of true crime. Other materials include Hoffmann, Poe, Browning, Conan Doyle, Simenon, Christie, alongside films such as: *M* (Fritz Lang); *The Third Man* (Carol Reed); *The Smiling Madame Beudet* (Germaine Dulac), *Outrage* (Ida Lupino); *Die Reise nach Lyon (Blind Spot)* (Claudia von Alemann); *Anatomy of a Fall* (Justine Triet). Readings and discussions in English. All students welcome.

Instructor(s): Margareta Ingrid Christian Terms Offered: Spring

Equivalent Course(s): FNLD 23235, GRMN 33235, CMLT 23235, MAPH 33235, ENGL 33235, ENGL 23235, CMLT 33235

GNSE 23403. Digital Futures. 100 Units.

Cybernetic Futures in Digital Media explores the intersection of cyberpunk aesthetics, feminist theory, and digital media. Cyberpunk, characterized by its high-tech, dystopian visions and advanced cybernetics, serves as the course's foundation. We will examine its impact on fine art, moving images, creative writing, and video games. The course will focus on evolving gendered embodiments in cyberpunk, from "masculine" identities centered on military strength to androgynous portrayals exploring emotional depth and resilience. We will analyze these themes and explore how cyberpunk and digital feminisms shape contemporary digital and artistic thought.

Instructor(s): Crystal Beiersdorfer Terms Offered: Winter

Equivalent Course(s): MADD 13403

GNSE 23404. From Serving to Sex Work: Fictions of Unproductive Labor. 100 Units.

In this course, we will look at fictional representations of ways of life that don't fit neatly into accounts of productive labor (or work that is understood to create economic value) from the eighteenth century to the present. Moving across economic theory, poetry, drama, novels, and film, we will examine how depictions of so-called unproductive labor—from butlers and nurses to beggars and sex workers—challenge orthodox

understandings of what it means to participate in the economy and contribute to society. Readings may include literary texts by Alexander Pope, William Wordsworth, Charlotte Brontë, George Bernard Shaw, John Osborne, Margaret Atwood, and Kazuo Ishiguro; films from *The Full Monty* to *Nomadland*; and writings by economists and sociologists from the eighteenth century to the present. (Fiction)

Instructor(s): Jacob Biel Terms Offered: Winter

Equivalent Course(s): ENGL 13404

GNSE 23425. Helen of Troy Through The Centuries. 100 Units.

Helen of Troy has been a source of fascination for ancient and modern writers alike, serving as a symbol of unattainable beauty and destructive femininity. This course explores the various portrayals of Helen throughout Greco-Roman poetry (epic, lyric, tragedy, comedy) and prose (historiography, oratory), as well as contemporary literature and film. Taking into account the conventions and historical context of each genre we will examine her character as it relates to questions of gender, sexual power, agency, identity, embodiment and social structures. All readings will be in English and include but are not limited to selections from Homer, Euripides, Gorgias, Ovid, Seferis, Marlowe, and Walcott.

Instructor(s): C. Filippaki Terms Offered: Autumn, 25-26

Equivalent Course(s): CLCV 23425, CMLT 23425, CMLT 33425, GNSE 33425, CLAS 33425

GNSE 23507. American Religion, Gender, and Race. 100 Units.

This seminar looks at the impact of religious identity on their understandings and performance of racial and gendered identities. This graduate-level course delves into the impact such intersectional identities have on one's movement within personal, political, and community spheres. We will pay particular attention to American religious denominations. Students can also expect to read and reflect on foundational works in the sociological study of religion.

Instructor(s): Painia, Brianne A. Terms Offered: Winter

Equivalent Course(s): SOCI 30334, GNSE 33503, MAPS 33504, MAPS 23504

GNSE 23645. Body and the Digital. 100 Units.

As digital technology advances, the separation between IRL and URL blurs. Participants enrolled in this course will explore techniques that will help them create thought-provoking work, strengthen their ability to give critique, and build an understanding of how the corporeal interacts with the digital. Throughout this course, students will offer and receive constructive feedback during instructor-led critiques on peers' works. By the end of this course, students will feel comfortable utilizing different processes of development to create digital artwork.

Instructor(s): Crystal Beiersdofer Terms Offered: Autumn

Equivalent Course(s): ARTV 20701, MADD 23645

GNSE 23702. Sexual Health. 100 Units.

Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective. Through participation in this course, students will increase their knowledge about the history of sexual health promotion in the public health sphere. They will delve into sexual and gender identity construction and explore identity-behavioral expressions. They will critically examine and discuss common sexual health issues addressed by public health practitioners, their epidemiology, and their underlying social determinants; a global health lens will be applied to such examinations. Additionally, recognition of the key methodological considerations in the measurement of sexual behavior and sexual health outcomes will be elucidated (including strengths and limitations of various methodological approaches -quantitative, qualitative, clinical, and biomedical). By the completion of the course, students should be able to demonstrate knowledge and application of key theoretical foundations of sexual health promotion and sexual health behavior change and be able to promote sexual health messages through marketing and dissemination. From a policy perspective, student can expect an increased knowledge about issues related to social and legislative policy analyses, their applications, and implications.

Instructor(s): David Moskowitz Terms Offered: Autumn Spring

Equivalent Course(s): PBHS 23700, PBHS 33700, GNSE 33702, HLTH 23700

GNSE 23809. Pain, Truth, and Justice. 100 Units.

Why should the truth hurt? Does pain guarantee the truth told? Is pain the price of exposure to the truth? Does that make punishment just? In this course, we will take a historical and philosophical approach to examine the relations between pain, truth, and justice. In the premodern period, we will draw from Genesis, Sophocles' *Oedipus*, Augustine, Tertullian, martyrdom accounts, and public penance in medieval Christianity. To study the theme in the early modern nation-state spectacles of punishment, colonial contexts, and contemporary scenes of justice, we will turn to the writings of Foucault, Fanon, and others. Over the course of the historical and philosophical examinations, we will trace the themes of body, affect, and performance; truth, law, and ritual; power, religion, and the nation-state. In the end, we will turn a critical eye to contemporary cultural discourses and representations of pain, truth, and justice in the arts, law, literature, philosophy, and politics. No prerequisites.

Instructor(s): Maureen Kelly Terms Offered: Autumn

Equivalent Course(s): MDVL 23809, RLST 23809, CLCV 23809

GNSE 23926. Écrivaines des Lumières. 100 Units.

L'époque des Lumières est traditionnellement étudiée sous le prisme de l'écriture et de la pensée masculines. Le 18^e siècle fût cependant profondément marqué par une ré-imagination du rôle des femmes dans la société française, une ré-imagination conceptualisée par les femmes elles-mêmes. Les écrivaines des Lumières réfléchirent sur leurs propres rôles dans les sphères privées et publiques, exposant sur l'éducation, la maternité, la vie sociale, le bonheur et la libération. Ce cours propose donc une lecture des Lumières qui se concentrera sur des écrivaines souvent écartées, telles qu'Émilie du Châtelet, Françoise de Graffigny, Louise d'Épinay, Marie-Jeanne Riccoboni, Isabelle de Charrière et Olympe de Gouges. Afin d'étudier l'immensité de ces réflexions, nous allons lire des romans, pièces de théâtre, écritures de soi, traités et correspondances, qui illumineront dans quelle mesure ces écrivaines ont revendiqué leurs positions dans les mouvements intellectuels de l'époque et ont commencé à forger un nouveau rôle politique pour elles-mêmes.

Instructor(s): Ryan Brown
Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20500 or equivalent.

Equivalent Course(s): FREN 23926

GNSE 24026. Advanced Nonfiction Workshop: Feminist Biography. 100 Units.

The personal is political - that slogan of Women's Liberation - has long been understood, among other things, as a call for new forms of storytelling. One of those forms, feminist biography, has flourished in publishing since the 1970s, and it continues to evolve today, even as the terms of feminism and of biography are continually re-negotiated by writers and critics. In this workshop, we read some of those writers and critics. And we read illustrative examples of contemporary feminist biography (and anti-biography) in various nonfiction genres, including magazine profile, trade book, Wiki article, audio performance, personal essay, cult pamphlet, avant-garde art piece. Mostly, we try out the form for ourselves, in our own writing. Each workshop writer will choose a biographical subject (single, collective, or otherwise), and work up a series of sketches around that subject. By the end of the quarter, workshop writers will build these sketches into a single piece of longform life-writing. The workshop will focus equally on story-craft and method (e.g. interview and research techniques, cultivating sources); indeed we consider the ways that method and story are inevitably connected. This workshop might also include a week with an invited guest, a practicing critic or biographer.

Instructor(s): Avi Steinberg

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Contact the instructor for a spot on the waiting list. Course requires consent after add/drop begins.

Equivalent Course(s): GNSE 44026, CRWR 24026, CRWR 44026

GNSE 24205. Advanced Nonfiction Workshop: Queering the Essay. 100 Units.

In Advanced Nonfiction Workshop: Queering the Essay, we'll approach the essay as a vehicle for queer narratives, as a marker of both individual and collective memory, and as a necessary compliment to the journalism and scholarship that have shaped queer writing. Through readings and in-class exercises, we'll explore tenets of the personal essay, like narrative structure and pacing, alongside considerations of voice and vulnerability. After a brief historical survey, we'll look to contemporary essayists as our guides--writers like Billy-Ray Belcourt, Melissa Faliveno, Saeed Jones, Richard Rodriguez, and T. Fleischmann-- alongside more familiar writers like Alison Bechdel and Maggie Nelson. And through student-led workshops, we'll wrestle with concerns that often trouble narratives of otherness: What does it mean to write a personal narrative that has a potential social impact? How can we write trauma without playing into harmful stereotypes? How can our writing work as--or make demands toward--advocacy, rather than voyeurism?

Instructor(s): Victoria Flanagan

Note(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44025, CRWR 24025, GNSE 44205

GNSE 24103. Nature and the Natural in the Middle Ages. 100 Units.

In this course we will undertake a study of nature and ideas about what is "natural" centered around three main axes, and will adopt a variety of relevant critical perspectives (e.g., ecocriticism, studies of gender and sexuality, political theory) to support our analyses. First, we will explore nature as the created world of which humans are a part (as one of God's creations), yet from which they also stand apart (as sovereign caretakers). Second, we will examine how the diffusion of Aristotelian works (notably the *Politics*) in the later Middle Ages provided a justificatory framework for social and political hierarchies and practices of economic exploitation. Third, we will consider the intersection of nature with gender, sexuality, and reproduction, a topic complicated by the fact that Nature is itself represented, in allegorical terms, as a woman.

Instructor(s): Daisy Delogu
Terms Offered: Not offered this academic year

Prerequisite(s): Reading knowledge of French for all students. FREN 20500, 20503 or a literature course taught in French for those seeking credit for the French major/minor.

Equivalent Course(s): GNSE 34103, MDVL 24103, FREN 34100, FREN 24100, CEGU 24110

GNSE 24220. Anxious Spaces. 100 Units.

This course explores built (architectural), filmic, and narrative spaces that disturb our bearings, un-situate us, and defy neurotypical cognition. In the sense that "angst" is a mode that can be understood as both stalling and generative, we analyze spaces and representations of spaces such as corridors, attics, basements, canals, viaducts, labyrinths, forests, ruins, etc., spaces that are "felt" as estranging, foreboding, in short, anxiety-provoking, in order to understand why--despite or because these topoi are hostile--they are produced, reproduced, and craved. We

will pay special attention to abject spaces of racial and sexual exclusivity, sites of spoliation, and of memory and erasure. Among our primary texts are films by Kubrick, Tarkovksy, and Antonioni, and Chytilová, short fiction by Borges, Kafka, Nabokov, and selections from the philosophical/theoretical writings of Bachelard, Deleuze & Guattari, Debord, Foucault, Kracauer, and the edited volume, *Mapping Desire, Geographies of Sexuality*.

Instructor(s): Malynne Sternstein Terms Offered: Spring Winter

Equivalent Course(s): ARCH 24220, REES 24220, GNSE 34220, REES 34220

GNSE 24426. The Witch Craze in 17th-Century Europe: Scotland, Poland-Lithuania, Russia, and Moravia. 100 Units.

In this course, we look carefully at the reasons for and repercussions of the "witch craze" in the long 17th-century, focussing on primary texts such as trial reports, legal literature, pamphlets, woodcuts, scholarly dissent, and other paraphernalia. The course follows a sweep of the craze from Lancashire in Scotland, where trials began in the 1590s, to Poznań in the Polish-Lithuanian Commonwealth, to the Russian village of Lukh on the outskirts of Moscow, where between 1656 and 1660 over twenty-five individuals, most of them male, were tried and several executed, and finally to Northern Moravia under Habsburg rule where inquisitor Hetman Boblig presided over the burning of almost 100 "witches." In each region, trials followed different customs-Protestant, Eastern Orthodox, Catholic-and answered to different legislative discourse-ecclesiastical, laic, secular-yet all can be said to be the product of a common desire and collective fear. To supplement our understanding of the multifaceted anxieties that are expressed in works such as King James' *Daemonologie* (1597), and to ask more questions of the intersectional phobias around gender, sexuality, religion, and class (rural-urban; colony-metropole), we take up theory from Foucault, Federici, and Mbembe, and others.

Instructor(s): Malynne Sternstein Terms Offered: Autumn

Equivalent Course(s): HIST 32315, GNSE 34426, REES 24426, REES 34426, HIST 22315

GNSE 24511. Kawaii (cuteness) culture in Japan and the world. 100 Units.

The Japanese word *kawaii* (commonly translated as "cute" or "adorable") has long been a part of Japanese culture, but, originating from schoolgirl subculture of the 1970s, today's conception of *kawaii* has become ubiquitous as a cultural keyword of contemporary Japanese life. We now find *kawaii* in clothing, food, toys, engineering, films, music, personal appearance, behavior and mannerisms, and even in government. With the popularity of Japanese entertainment, fashion and other consumer products abroad, *kawaii* has also become a global cultural idiom in a process Christine Yano has called "Pink Globalization". With the key figures of Hello Kitty and Rilakkuma as our guides, this course explores the many dimensions of *kawaii* culture, in Japan and globally, from beauty and aesthetics, affect and psychological dimensions, consumerism and marketing, gender, sexuality and queerness, to racism, orientalism and robot design.

Instructor(s): Nisha Kommattam Terms Offered: Winter

Equivalent Course(s): ENGL 24510, CMLT 24510, EALC 24520, MADD 14510

GNSE 24551. Memory, Identity, and Conflict: The Civil War in Catalan Literature. 100 Units.

This course offers an exploration of the Spanish Civil War through Catalan literature, focusing on how writers have described pivotal historical periods and their impact on individual and collective identity. Through the close reading and analysis of foundational works, we will examine the enduring legacies of war, the repression of the postwar era, and the complex, often gendered, construction of memory. We will read iconic novels by authors who experienced the civil war, such as Mercè Rodoreda's *La plaça del Diamant* (*The Time of the Doves*), Joaquim Amat-Piniella's *K.L. Reich*, and Joan Sales' *Incerta glòria* (*Uncertain Glory*). In contrast, more recent works like Irene Solà's *Et vaig donar ulls i vas mirar les tenebres* (*I Gave You Eyes and You Looked into Darkness*), will take us on a journey into a rural world where myth, history, and matrilineal narratives intertwine, offering fresh perspectives on the transmission of memory and the agency of women within historical and folkloric landscapes. The course will also feature a selection of short stories by figures such as Caterina Albert (*Víctor Català*), Salvador Espriu and Mercè Rodoreda. Throughout the course, we will reflect on the role of literature as a form of testimony, a space for mourning, and a tool for understanding the present by amplifying the often-silenced voices and experiences of the past, with a keen focus on how gender shapes these narratives.

Instructor(s): Bel Olid Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 24551, CATA 24550

GNSE 24555. Learned Women: Spaces of Knowledge, Self-Actualization, and Power. 100 Units.

The hegemonic narrative of knowledge production in the Iberian Peninsula has historically centered on male writers, thus excluding contributions of women. This seminar will explore the intellectual interventions of medieval and early modern Iberian poets, professors, encyclopedists, and theologians who also happened to be women. Did these women present a perspective on knowledge-making different than their male counterparts? More importantly, what were the paths to knowledge that were available to them in a society that offered women limited social and intellectual roles? In this class we will be reading sources by Florencia Pinar, Teresa de Cartagena, Leonor López de Córdoba, Oliva Sabuco, among others; and critical pieces by Judith Butler, Andrea Dworkin, Silvia Federici, Luce Irigaray, and Sophie Lewis.

Instructor(s): Noel Blanco Mourelle Terms Offered: Winter

Prerequisite(s): SPAN 20300. Taught in Spanish.

Equivalent Course(s): SPAN 33555, GNSE 34555, SPAN 23555

GNSE 24602. Ghosts & the Fantastic in East Asia. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures? This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Spring

Equivalent Course(s): SIGN 26006, EALC 10600

GNSE 24726. Language Trouble: Re*writing Gender in Contemporary German Literature. 100 Units.

Ich will Sprache mit mehr Möglichkeiten, dann kann ich genauer ausdrücken, was ich sagen will." Illi Anna Heger Within German language, gender is ever-present and highly fixed, with every object marked by grammatical categories of "feminine," "neuter," or "masculine." Yet despite this seemingly fixed nature, contemporary authors have been exploring creative avenues to write in gender-fluid ways. In this course we will explore the following questions: How do people respond when the limits of language cause it to fail to reflect or describe their lived experiences? How do people reshape language to expand its meaning? And how do these attempts to create new forms of language shape socio-political discourses? We will begin by mapping out the contemporary discursive fields surrounding gender in Germany, including political arguments about gender-neutral and gender-inclusive language. We will then turn to contemporary literature to explore authors' approaches to expanding language, including the creation of gender-inclusive placeholders in nouns (e.g., Sternchen, Doppelpunkt, and Unterstrich) and neopronouns (e.g., xier, dey). Readings will include contemporary German literature, including works by Kim de L'Horizon, Sasha Marianna Salzmann, Illi Anna Heger, and Fatma Aydemir, as well as newspapers and official government documents. This course is intended for upper-level undergraduate students. Readings and discussions will be held in German.

Instructor(s): Jennifer Jenson Terms Offered: Spring

Equivalent Course(s): GRMN 34726, GRMN 24726, GNSE 34726

GNSE 24700. Introduction à la littérature féminine au Maroc. 100 Units.

Depuis les années 1980, la littérature féminine au Maroc connaît un essor remarquable qui se traduit dans le renouvellement du paysage littéraire et la diversité des thèmes abordés. En mettant la femme marocaine et ses expériences au centre de l'acte littéraire, les écrivaines marocaines ont brisé les tabous et insufflé une dynamique sociale et politique à l'échelle du pays. Ce cours introductif donnera un aperçu des écritures féminines au Maroc à partir de questions majeures telles que la représentation du corps et de la sexualité, le rapport à la maternité et à la transmission, le poids des traditions et des injonctions sociales, les combats politiques, les droits des femmes ainsi que les luttes contre la discrimination et la violence. Parmi les autrices étudiées figurent Fatima Mernissi, Fatma El Bouih, Leila Abouzeid, Siham Benchekroun et Yasmine Chami. This is an introductory-level course. Taught in French.

Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20500, 20503 or consent of the instructor.

Equivalent Course(s): FREN 24700

GNSE 24770. Sex, Crime and Horror in Argentine Literature. 100 Units.

This course examines the historical evolution of Argentine literature, cinema, and the visual arts through the study of three thematic currents that significantly influenced Argentina's cultural and socio-political experience with nation-building, modernization, and democracy: sex, crime, and horror. The primary objective of the course is to foster a critical exploration of how foundational works of Romanticism and Realism in the Río de la Plata, the Noir genre, and the Gothic tradition accounted for decisive changes in the social fabric of the country. Students will assess the role of sexuality, crime, and horror stories in the representation of momentous events in Argentine history, spanning from the revolutionary era in the nineteenth century to the contemporary period. Topics include the Wars of Independence, gaucho literature, indigenous resistance, the great migratory flows, the rise of the middle classes, Peronismo, Youth culture, military dictatorships, human rights violations, LGBT movements, and economic precarity in neoliberal times. Works by Esteban Echeverría, Domingo Faustino Sarmiento, Juana Manuela Gorriti, José Hernández, Lucio V. and Eduarda Mansilla, Eugenio Cambaceres, Leopoldo Lugones, Roberto Arlt, Jorge Luis Borges, Juan José Saer, Antonio Di Benedetto, Olga Orozco, Alejandra Pizarnik, Juan Gelman, Andrés Rivera, Silvina Ocampo, Horacio Quiroga, Rodolfo Walsh, Manuel Puig, Ricardo Piglia, Mariana Enriquez, Gabriela Cabezón Cámara, María Luisa Bemberg.

Instructor(s): Carlos Halaburda Terms Offered: Not offered this academic year

Prerequisite(s): Reading proficiency in Spanish required.

Equivalent Course(s): LACS 34770, RDIN 24770, SPAN 34770, SPAN 24770, RDIN 34770, GNSE 34771, LACS

24770

GNSE 24903. Religion and Human Rights. 100 Units.

Religion played a crucial, but often overlooked, role in the development of post-World War II conceptions of human rights, providing principles and ideas that continue to influence contemporary human rights debates in the fields of law, public policy, and international relations. This no-prior-knowledge-necessary course explores the complex, sometimes fraught, relationship between religion and human rights from World War II to the present. We will begin by juxtaposing the role religious ideas played in the drafting of core post-war human rights documents (e.g. the Universal Declaration of Human Rights, the International Covenant

on Civil and Political Rights, etc.) with the decision by drafters to omit direct references to the divine or the beliefs of specific religious communities. Using case study analysis and close reading of primary religious texts, scholarly commentary, and historical accounts, we will examine the ways in which individuals and groups from multiple religious (and non-religious) traditions both apply and push back against existing human rights norms. Throughout the course we will discuss the role religion might play in debates surrounding emerging, but still contentious, conceptions of human rights. This includes: universal healthcare, LGBTQIA+ rights, ever more complex manifestations of religious freedom, as well as whether human rights as conceived of in the mid-20th Century can be reconciled with decolonial and post-colonial perspectives.

Equivalent Course(s): RLST 24901, HMRT 24901, GLST 24902, DEMS 24901

GNSE 25020. Opera Across Media. 100 Units.

Open to all undergraduates. Over the course of the last hundred and twenty years, opera and cinema have been sounded and seen together again and again. Where opera is commonly associated with extravagant performance and production, cinema is popularly associated realism. Yet their encounter not only proves these assumptions wrong but produces some extraordinary third kinds-media hybrids. It also produces some extraordinary love affairs. Thomas Edison wanted a film of his to be "a grand opera," and Federico Fellini and Woody Allen wanted opera to saturate their films. Thinking about these mutual attractions, "Opera across Media" explores different operatic and cinematic repertoires as well as other media forms. Among films to be studied are Pabst's *Threepenny Opera* (1931), Visconti's *Senso* (1954), Powell and Pressburger's *Tales of Hoffmann* (1951), Zeffirelli's *La traviata* (1981), De Mille's *Carmen* (1915), Losey's *Don Giovanni* (1979), Bergman's *The Magic Flute* (1975), and Fellini's *E la nave va* (1983). No prior background in music performance, theory, or notation is needed. Students may write papers based on their own skills and interests relevant to the course. Required work includes attendance at all screenings and classes; weekly postings on Canvas about readings and viewings; attendances at a Met HD broadcast and a Lyric Opera live opera; a short "think piece" midway through the course; and a final term paper of 8-10 pages.

Instructor(s): Martha Feldman Terms Offered: Autumn

Note(s): Open to all undergraduates

Equivalent Course(s): MADD 13020, TAPS 26516, SIGN 26058, MUSI 25020, CMST 24617, ITAL 25020

GNSE 25031. The Writing I. 100 Units.

How do personal and lived experiences shape our understanding of social and cultural phenomena? What is the role of the self in the practice of academic writing? In this course we will examine the self as a method through which we interpret the world and as a repository of knowledge. We will study different academic genres in which personal and lived experiences constitute an integral component of knowledge-making, such as autoethnography and autotheory, discussing their relation to feminist thought. We will also practice and share academic writing that engages the self as a method to understand, interpret and theorize the world around us. The readings will include Lauren Fournier, bell hooks, Gloria Anzaldúa, Shushan Avagyan, Stephanie D. Clare, Donna Haraway, among many others. There will also be workshops/talks by practitioners of autoethnography and autotheory.

Instructor(s): Darya Tsymbalyuk Terms Offered: Spring

Equivalent Course(s): REES 35030, GNSE 35031, REES 25030

GNSE 25041. Cinemas of the Global South: 1960s - Present. 100 Units.

This course focusing on "world cinema" from Latin America, Africa, and South Asia, includes an array of cinematic forms-films and other moving-image media, cultural artifacts, viewing practices, even theories themselves- that took shape amongst and between these areas. Combining viewings and readings, archival research and theoretical translations, we will explore the vibrant forms and circulation of cinema outside its imperial nodes. The course focuses on three historical moments in South Asia, Latin America, and Africa: the "global sixties" and its revolutionary ambitions; the politics of domestic spaces in the 1980s and early 1990s; and contemporary negotiations of gender, sexuality, and migration.

Instructor(s): Rochona Majumdar and Daniel Morgan Terms Offered: Spring

Equivalent Course(s): GNSE 35041, CCCT 35041, HIST 26908, HIST 36908, CCCT 25041, SALC 25041, SALC 35041, CMST 35041, CMST 25041

GNSE 25055. Uncertain Futures: A Sociology of Times to Come. 100 Units.

Between global militarism, intensive inequality, and climate catastrophe, the future looks uncertain. This class engages lay, scholarly and fictional futurisms-particularly emerging from Queer, Indigenous and Black traditions. We will read sociological and anthropological texts that consider how different communities envision the decades and centuries to come alongside speculative fiction that theorizes where earth and humanity are heading. Does humanity have a future? How does that future look? How do differing answers to these questions shape individuals' and communities' lives and decisions?

Instructor(s): E. Abdelhadi Terms Offered: Spring

Note(s): C; 3

Equivalent Course(s): GNSE 35055, CHDV 25055, CHDV 35055

GNSE 25118. Islam, Politics and Gender. 100 Units.

This course examines the relationship Islam and politics with a focus on gender and sexuality. For this class, politics is broadly construed, including religious law, family law, social issues, and war. Gender is an inextricable part of Islamic law, and the connection between Islam and the state pervades scholars' understanding and

interpretation of political development in the Muslim world. While many texts and discussions will focus on women, gender is considered expansively. We will consider the role of sex in religious law, as well as sexual identity, gender identity, and sexual orientation. We will also incorporate areas outside of the Islamic "heartland" of the Middle East, such as Europe and Asia.

Instructor(s): Hannah Ridge, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): GNSE 35118, HMRT 35118, HMRT 25118

GNSE 25180. Women Writing God. 100 Units.

This course examines imaginative works by women that take on the task of representing divine or supernatural being from the medieval era to the present. Drawing on the work of critics such as Luce Irigaray, Caroline Walker Bynum, and Judith Butler, we explore what strategies these writers employ to depict an entity simultaneously understood to be unrepresentable and to have a masculine image. Texts range from premodern mystics such as Julian of Norwich and Teresa of Avila to Octavia Butler's Parable of the Sower. (Med/Ren)

Instructor(s): Sarah Kunjummen Terms Offered: Winter
Note(s): Instructor consent required for first and second year undergraduates.
Equivalent Course(s): ENGL 20180, ENGL 40180, MAPH 40180, GNSE 45180

GNSE 25311. The Harem: Gender, Family and Power in Early Modern and Modern South Asia. 100 Units.

Even today, the word "harem" evokes orientalist imaginings of an exotic east. Popular images drawn from colonial-era representations continue to define our understanding of this complex institution. In this course we will work to complicate this understanding through considering the harem as a site of interplay between gender, family ties, and power. Taking into account influences from the larger Islamic world as well as more local, Indic practices, we will historicize the harem, tracking its changes over the course of this long period, and critiquing its various (mis)representations. We will explore how the harem constituted a diverse space including not only elite women and their male relatives, but also other figures such as slave girls, eunuchs and guards. We will furthermore look at how this space was transformed in the era of European expansionism and colonial rule in the subcontinent, becoming a flash point over questions of social reform and Indian nationalism. Materials will include not just secondary literature but also excerpts from contemporary historical accounts, paintings, short stories, photographs, and films. No prior knowledge of South Asian history required.

Equivalent Course(s): SALC 25311, HIST 26612

GNSE 25340. The 'Child' in South Asia: Minor Lives, Major Questions. 100 Units.

What does it mean to think about the history, culture, and politics of a region through the figure of the "child"? This course explores "childhood" as a powerful concept that has shaped debates about race, colonialism and development, particularly in the history of colonial and postcolonial South Asia. From the stereotype of the "childlike native" to the infantilization of women, the child figure repeatedly gets invoked to mark social hierarchies. Even in a globalized world, the status of children across the world, measured under the rubric of the UN Child Rights Convention, fuels understandings of "development" and "progress" among nations and communities. We will survey Southern Asia's colonial legacy, postcolonial present and globalized afterlife to examine how "childhood" has been imagined in relation to national and ethnic identities as well as class, caste, gender, and religious affiliations of people. Taking a wide range of visual and textual genres as objects of study - such as textbooks, educational charts, children's literature, advertisements, biographies and films - this course will enable students to study the category of the "child" through a humanistic lens and see how it's embedded in the cultural history of South Asia.

Instructor(s): Titas Bose Terms Offered: Winter
Equivalent Course(s): SALC 25340, CMLT 25340, CHDV 25340, EDSO 25340, HMRT 25340, HIST 26705, RDIN 25340

GNSE 25403. The Bible in U.S. Politics: The Use and Abuse of Sacred Texts in the Public. 100 Units.

People across the political spectrum continue to cite the Bible to justify their viewpoints. Black Lives Matter protestors carried signs citing scriptural support for the rights of African Americans to life and justice, while some of those who stormed the U.S. Capitol on January 6th first marched around their state capitols in recreation of biblical Israel's circling of the doomed city Jericho. How can the same book serve the political ends of such ideologically distinct movements? In this course, we will explore the variety of ways in which the Bible, especially the Christian New Testament, informs contemporary political discourse. We will discuss what the Bible is and where it comes from, and how an interpreter's social location and culturally and historically-bound assumptions shape their interpretation. We will build upon this foundation by examining several contentious political issues in which the Bible is commonly invoked, including abortion, sexuality, immigration, and gun rights. We will analyze the key passages used by supporters of various policy positions to support their claims, situating these texts in their original contexts and highlighting the historical distance that problematizes their use today. Prior familiarity with biblical literature is not required.

Instructor(s): Douglas Hoffer Terms Offered: Spring
Equivalent Course(s): AMER 25400, FNLD 25405, RLST 25400, KNOW 25400

GNSE 25474. Crossing Boundaries: Virtual Reality, Embodiment, and the Reimagining of Social Space. 100 Units.

In this course, we explore the potential for Virtual Reality (VR) experiences to push multiple boundaries: redefining bodies, crossing borders, and reimagining social spaces. In the first weeks of the course, as we think about bodies in the virtual space, we will be asking questions related to embodiment and representation:

how does the process of avatar creation reinforce or dismantle assumptions about gender readability and performance? How do immersive experiences induce feelings of gender euphoria and dysphoria? The following weeks we will explore and discuss the way VR experiences can engage with the concept of physical borders—calling their existence into questions in some cases, making them particularly salient in others. We will discuss virtual travel, digital border-crossing, and explore art installations that reflect on migration experiences. The final weeks will build on our previous conversations, and together we will reflect on the fluid meaning of space in a virtual setting and on the creative possibilities that such fluidity entails: What does it mean to reimagine space beyond physical limitations? How do we understand the political salience of taking up space in digitally built social environments? The course combines readings and theoretical conversations with hands-on experiences in VR and explorations of virtual worlds. Previous experience with VR is not required. We will share a limited number of headsets that will be available for use in class.

Instructor(s): Caterina Fugazzola Terms Offered: Winter. GLST 25474 is a seminar with a lab component

Prerequisite(s): This course is a Seminar that meets TR, 11:00-12:20 PM with Lab that meets T, 12:30-1:50 PM.

Students are required to register for and attend both the seminar and the course Lab.

Note(s): This course is a seminar that meets TR, 11:00-12:20 PM with lab that meets T, 12:30-1:50 PM. Students are required to register for and attend both the course seminar and Lab

Equivalent Course(s): MADD 10474, GLST 25474

GNSE 25506. Grandes voix féminines des Lettres africaines. 100 Units.

Ce cours s'intéresse aux œuvres des écrivaines francophones majeures de l'Afrique sub-saharienne dont Mariama Bâ, Aminata Sow Fall, Fatou Diome, Léonora Miano, Scholastique Mukasonga, et Véronique Tadjo. Il s'agit d'étudier les thématiques abordées par ces auteures et les techniques qu'elles utilisent non seulement pour représenter et repenser la condition de la femme africaine mais aussi pour contribuer activement aux débats socioculturels et politiques qui résonnent à travers le continent et sa diaspora. Dans ce cours, on analysera les questions d'engagement, de résistance et d'émancipation telles que mises en scène par des voix féminines africaines qui luttent contre les préjugés et opposent aux stéréotypes la diversité et le dynamisme de leurs créations.

Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20500 or 20503

Equivalent Course(s): GNSE 35506, FREN 35505, FREN 25505

GNSE 25551. Molière Embodied. 100 Units.

This course will use Molière—the most famous French classical playwright and the most studied one outside of France—as testing grounds for some of the most exciting theoretical frameworks focusing on embodiment that have emerged in literary studies and cultural studies over the last few decades. What happens when we start thinking through the aversion to physicians and the distrust of medicine for which Molière's comedies are known with the help of Disability studies and Medical Humanities? What becomes visible about Molière's participation in the invention of racial whiteness in seventeenth-century Europe when we read his plays of conversion to Islam and enslavement in the Mediterranean through the lens of Premodern Critical Race Studies (PCRS)? How can the concerns and tenets of Queer studies enrich and complicate the more established feminist accounts of Molière's place in "la querelle des femmes," his ideas about gender and sexuality, and his embrace of the normative violence of comedic laughter? What new dimensions does Molière's keen interest in transformation and transcendence in the latter half of his career take on when we rethink it in light of Trans studies' epistemological tools? By applying the theoretical frameworks of Disability studies, Critical Race studies, Queer studies, and Trans studies to Molière's plays, and by comparing those plays to the source texts from which Molière was drawing to compose them, we will ask new questions.

Instructor(s): Larry Norman, Noémie Ndiaye Terms Offered: Not offered this academic year

Equivalent Course(s): TAPS 38478, RDIN 25550, GNSE 35551, TAPS 28478, FREN 25550, FREN 35550, RDIN 35550

GNSE 25560. Race, Religion, and the Formation of the Latinx Identity. 100 Units.

In this class, we will focus on the conditions of possibility, development, and problems surrounding the formation of the Latinx identity. We will pay special attention to how such an identity is expressed through and informed by religious experience, and to how religious experience is theoretically articulated in Latinx theology and religious thought. To pursue this task, we will devote the first part of the class to the examination of the conditions of possibility of *latinidad* by focusing on the formation of the Latinx self. What makes Latines, Latines? Is this a forcefully assigned identity or one that can be claimed and embraced with pride? Is there such a thing as a unified Latinx self or shall we favor approaches that stress hybridity or multiplicity? In the second part of the class, we will shift from self-formation to community-formation by examining the experience of *mestizaje* (racial mixing) and its theoretical articulation in Latinx theology. Is this concept useful to describe the Latinx experience or does it romanticize the violence of European colonialism? Lastly, we will return to the formation of Latinx identity considering the ambiguities of religious ethnic identity through the examples of tensions between Catholic and Evangelical Latinos, and those emerging from the experiences of Latinos converting to non-Christian religions. No prerequisites.

Instructor(s): Raul Zegarra Terms Offered: Winter

Equivalent Course(s): RLST 25560, KNOW 25560, LACS 25560

GNSE 25709. The Tempest and the Tide: Ethics in the Climate Age. 100 Units.

This course explores how we can remain faithful to our deepest commitments on a warming planet. To examine the moral and religious dilemmas caused by human involvement in the environment, we begin by surveying how humanity's views of nature have changed over time. We trace the path from mythic reverence to the Enlightenment's push for dominion, where the desire for control met a faith in endless growth. This historical shift laid the groundwork for the politics and economics we see today. We then explore how powerful actors outsource the burdens of environmental care, breaking faith with Indigenous communities and women in less developed nations. We confront the emotional labor of holding climate anxiety and ask what fidelity requires of us when the other party, such as a river or a forest, lacks a human voice. We also consider how corporations and other actors perform a counterfeit faithfulness by commodifying nature or "greenwashing" their actions. We conclude by exploring the climate crisis's symbolic and spiritual dimensions, considering narratives of technological salvation, representations of a vengeful Mother Nature, and alternative visions of fidelity rooted in ecological and Indigenous wisdom. No prior background in religious studies or environmental studies is necessary for this discussion-based seminar.

Instructor(s): Kat Myers Terms Offered: Autumn

Equivalent Course(s): GLST 25709, CEGU 25709, RLST 25709

GNSE 25724. Yes, but make it fashion!" Fashion, Culture, and Identity. 100 Units.

In this course, we will explore the role of fashion in socio-cultural life, and the ways in which fashion simultaneously expresses and is shaped by identity. How do communities on the margins challenge dominant ideas of beauty, modesty, freedom, desire, and fashion? Conversely, how does fashion on the margins become mainstream? Drawing on studies across disciplines and the world, we will use fashion as a lens to examine among other things, blackness, queerness, masculinities, caste, Islam, and occupation.

Instructor(s): Anindita Chatterjee Terms Offered: Spring

Equivalent Course(s): GLST 25724

GNSE 25910. bell hooks and Cornel West: Education for Resistance. 100 Units.

Cornel West and bell hooks are two of the most influential philosophers and cultural critics of the past half-century. Their writings—including their co-authored book—address pressing questions about politics, religion, race, education, film, and gender. In different ways, they each find resources for hope, love, and liberation in an unjust social order. In this course, we will read selections from their writings over the last forty years alongside the authors who influenced their thinking (including Du Bois, Freire, Morrison, King, and Baldwin). We will pay special attention to how hooks and West communicate to popular audiences, how they engage religious traditions (their own and others'), and the role of dialogue in their thought and practice. The goal of the course is not just to think about hooks and West, but to think with them about ethics, writing, American culture, and the aims of education. No prior familiarity with either author is required.

Instructor(s): Russell Johnson Terms Offered: Winter

Equivalent Course(s): FNLD 25911, RLST 25910

GNSE 25988. James Baldwin. 100 Units.

In our contemporary moment of rising inequality, James Baldwin has gained much purchase as a kind of prophet. But in his own time, Baldwin consistently called himself a witness, holding to his belief that an "artist is a sort of emotional or spiritual historian" who must "make you realize the doom and glory of knowing who you are and what you are." All in all, his artistic mission was to express "what it is like to be alive." Reading across both his fiction and nonfiction, we will consider Baldwin's concept of the artist, exploring the affective life of inequality through what we might call his moral imagination. (Fiction, 20th/21st)

Instructor(s): Corey Williams Terms Offered: Spring

Equivalent Course(s): ENGL 25988, RDIN 25988, FNLD 25988

GNSE 25997. Three Comedies of Sexual Revolution. 100 Units.

This seminar will discuss three comedies of sexual revolution from three different times and places. Aristophanes's Assemblywomen recounts how under the leadership of the able Praxagora the women of Athens take over the Assembly and legislate a new regime in which private property is replaced by communism and sexual equity is achieved in favor of the old and unattractive at the expense of the young and attractive. Machiavelli's Mandragola dramatizes the tricks by which young Callimaco manages with the aid of the trickster parasite Ligurio to have sex with Lucrezia, the beautiful young wife of the elderly lawyer Nicomaco, with the consent of both her and her husband, ushering in a new regime in which all are satisfied. In Shakespeare's Measure for Measure Angelo the interim duke of Vienna institutes a repressive sexual regime in which the brothels are closed and extramarital sex is a capital crime. What might we learn about sexual relations from these diverse plays? Why are they comedies?

Instructor(s): Nathan Tarcov & Glenn Most Terms Offered: Spring, Spring 2024

Prerequisite(s): Undergraduates need the Instructor's permission to register.

Equivalent Course(s): SETH 35997, GNSE 35997, CLCV 27623, FNLD 21772, PLSC 35997, CMLT 35997, CLAS 37623, SETH 25823, CMLT 25823, PLSC 25997

GNSE 26003. Introduction à l'autobiographie. 100 Units.

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.

Instructor(s): Alison James Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20500 or 20503

Equivalent Course(s): FREN 26003

GNSE 26034. Russian Poetry. 100 Units.

What should poetry do—should it have any tasks (personal, literary, political)? In this course, we read short texts that stun, adore, inspire, grieve, mobilize, berate, forgive or forget their addressees and subjects, that reach (or fail to reach) us, their almost-certainly unintended, contemporary readers. Meeting both canonical and forgotten authors across three centuries and many countries of Russophone writing, this course *has* a task: to find what the poems conceal and reveal about their worlds—and ours. If you love poetry, or you have some knowledge of Russian, or you have taken the Russia and Eurasia Civ Core sequence, this class is a good fit for you. The syllabus is finalized with students' preferences and curiosities in mind. Assignment options include creative projects, independent research, journaling or essays. Discussion of texts will focus on gender, religion, race, imperial subjectivity, and dissent.

Instructor(s): Ania Aizman Terms Offered: Winter

Equivalent Course(s): GNSE 36034, REES 26034, REES 36034

GNSE 26210. Witches, Sinners, and Saints. 100 Units.

This course examines representations of women's bodies and sexualities in early modern Iberian and colonial Latin American writings. We will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.

Instructor(s): Larissa Brewer-García Terms Offered: Autumn

Prerequisite(s): For undergrads, SPAN 20300 or consent of instructor. Taught in Spanish.

Equivalent Course(s): LACS 36212, LACS 26212, SPAN 26210, SPAN 36210, GNSE 36210

GNSE 26240. Black Experimentation in Dance. 100 Units.

In this course, experimentation is explored as a choreographic approach to dancing and making dances. Grounded in process, practice, inquiry, and improvisation, experimentation has a long history in Black expressive culture. This class pairs readings at the intersection of Black performance theory, feminist and queer of color theory, and Black dance studies with examples of dance performances and artists interrogating topics such as the problem of aesthetic categorization, navigating racial visibility/invisibility onstage, and the politics of Black dancing bodies. The class focuses on concert dance in the United States, but may cover examples from social dance, popular entertainment, performance art, and global contexts.

Instructor(s): Tara Aisha Willis Terms Offered: Spring

Equivalent Course(s): TAPS 36240, GNSE 36240, TAPS 26240

GNSE 26255. Get Cultured in Nine Weeks: Historical Perspectives on Art and Education. 100 Units.

Get Cultured in Nine Weeks: Historical Perspectives on Art and Education: What does it mean to 'get cultured'? Why—and how—do we do it? Does an education in the arts and letters make us more moral, more intelligent, more resistant to authority—or perhaps more submissive? These questions are at the center of debates about the place of cultural learning in the contemporary world, but our century was not the first to think critically about the social and political functions of this form of education. This course investigates how students, educators, writers, and artists conceptualized the aims and means of becoming cultured from the 1700s forward, focusing on European history and connecting it to the concerns of the present. We will pay particularly close attention to both formal and informal means of cultural education, and to the ways in which these practices have been understood to produce social structures of class, gender, and race. Readings will draw from the fields of history, literature, philosophy, sociology, and art history. At the end of the quarter, students will be asked to design their own fantasy syllabus for "getting cultured in nine weeks."

Instructor(s): Sophie Salvo and Alice Goff Terms Offered: Spring

Equivalent Course(s): HIST 32510, GRMN 36225, GNSE 36255, SIGN 26225, GRMN 26225, HIST 22510, ARTH 26225

GNSE 26305. Moral Reasoning Between Church and State: The Case of Abortion. 100 Units.

What is the moral reasoning of those inspired by Christianity to overturn *Roe v. Wade*? Given constitutional blocks on the state's establishment of religion, how do Christians justify legislating religiously-grounded moral beliefs? How do these Christians imagine the role of the church in secular democratic space? What is the nature of their religious lives? Under what mandates do they operate? What scriptures do they read? What worship do they participate in? This course takes a close look at those vocationally—even, "spiritually"—called to severely limit women's reproductive rights. Specific attention will be given to how these communities understand God, scripture, gender, family, government, democracy, law, freedom, etc. While much of the course's attention will be given to arguments and rationales (including legal and judicial arguments and rationales), equal attention will be given to ethnographically understanding the lived experience of ardent pro-life advocacy. The course will conclude by examining religiously-inspired pro-choice alternatives to pro-life positions, with specific attention to how carefully pro-choice advocates attend to the arguments and worldviews of their pro-life counterparts. A wide range of texts and types of texts will be considered.

Instructor(s): Jonathan Tran Terms Offered: Autumn

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): THEO 36305, GNSE 36305, RLST 26305

GNSE 26313. Judaism, Medicine, and the Body. 100 Units.

For centuries the "Jewish doctor" has existed as an archetype, but is there such a thing as Jewish medicine? Does Judaism teach a distinct approach to the body, illness, and healing? And more significantly, why should religion have anything to do with one's health today? In this course we will grapple with our assumptions regarding modern Western medicine by discussing topics in Jewish medical thought and ethics. We will study how Judaism - its texts, history, laws, and traditions - intersect with issues of science, medicine, and the body. In particular we will think about how a Jewish approach to medicine, and more broadly a religious approach, might complicate contemporary assumptions about the body and healing. We will also consider how Jewish bodies have been imagined and stereotyped, and think about how that might affect Jewish approaches to disease and medical ethics. This course will thus offer students a way to think about alternatives to assumptions about medicine, the body, and ethics in the secular West, which will be explored both in class materials and in personal projects. No prior work in Jewish studies, medical ethics, or religious studies necessary.

Instructor(s): Ranana Dine Terms Offered: Autumn. Not offered 2025–26

Equivalent Course(s): CCTS 21022, RLST 26313, JWSC 26313, KNOW 26313, HIPS 26313, HLTH 26313

GNSE 26504. Renaissance Demonology. 100 Units.

In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term 'demon' in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine's and Thomas Aquinas's treatises, some complex exorcisms written in Italy, and a recent translation of the infamous "Malleus maleficarum," the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau's "The Possession at Loudun." We also study how major Italian and Spanish women mystics, such as Maria Maddalena de' Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino's "Platonic Theology" and Girolamo Cardano's mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton's "Anatomy of Melancholy" and Cervantes's short story "The Glass Graduate" ("El licenciado Vidriera").

Instructor(s): Armando Maggi Terms Offered: Not offered this academic year

Equivalent Course(s): HIST 22110, ITAL 26500, CMLT 27602, RLST 26501

GNSE 26624. Repression, Resilience, and Gender Politics in Basque Cultural Memory. 100 Units.

This course aims to explore the resilient character of contemporary Basque artistic and cultural production, with a particular focus on the increasing presence of strong female voices. One of the goals will be to explore forms of Basque cultural resistance that question the silencing and homogenizing tendencies of political institutions and their cultural hegemony, thus shedding light on both the dialectic between culture and counterculture and the mechanisms and agents of artistic censorship that come into play. Significant attention will also be given to the narrative poetics of the post-ETA period, during which works by female authors have played a leading role in examining the gender policies that have governed the so-called Basque conflict. The link established between the female figure and the transmission of a "dangerous" memory must be interpreted in the light of the current historical moment characterized by the struggle for the telling of the past and the interrogation of gender. Thus, with a focus on memory and gender, and drawing upon a diverse range of materials -including literary texts, sculptural works, music, and films- the course will provide students with a broad overview of contemporary culture in the Basque Country.

Instructor(s): Amaia Elizalde Estenaga

Note(s): Classes will be conducted in Spanish, and prior knowledge of the Basque language or culture is not necessary.

Equivalent Course(s): BASQ 36624, SPAN 26624, SPAN 36624, GNSE 36624, BASQ 26624

GNSE 26700. Jeanne d'Arc, histoire et legende. 100 Units.

S'appuyant sur l'exemple de Jeanne d'Arc, ce cours s'intéressera à la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent. Nous situons Jeanne d'Arc dans son contexte historique à l'aide des documents légaux, littéraires, et ecclésiastiques. Nous considérerons ensuite les représentations multiples et variées de Jeanne au cours des siècles suivants, examinant par exemple des textes de Voltaire, de Michelet, d'Anouilh, et d'autres, ainsi que des films qui présentent la vie de Jeanne d'Arc.

Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year

Prerequisite(s): FREN 20500, 20503 or a literature course taught in French.

Equivalent Course(s): MDVL 26700, FREN 26700

GNSE 26903. Sex, Drugs, and Mantras: Tantra and Subversive Religious Practices. 100 Units.

When someone chants mantras in cremation grounds to gain supernatural powers; or practices erotic yoga to achieve mystical union; or ingests illicit substances to channel cosmic deities; are these merely the irrational behaviors of a superstitious mind? Or, rather, are they expressions of profound systems of embodied spirituality

with sensible motivations? To make sense of practices such as these, this course places Hindu and Buddhist Tantra in the social and historical context of medieval South Asia. Moving beyond simplistic stereotypes and fetishizations of tantra as esoteric ritualism and/or spiritual hedonism, we'll explore how tantric practices enact sophisticated worldviews centered on the creative power of the divine feminine. As we come to appreciate the peculiar tantric fusion of cosmology and ritual, the tantra becomes a case study for subversive approaches to religious experience more generally. Key questions include: What specific rituals and doctrines constitute 'tantra'? What social and political shifts influenced the development of tantra? What philosophical frameworks justify tantric practice? And how does the concept of feminine creative power (śakti) function? Through close readings of primary texts, secondary scholarship, and artistic media, we will touch upon not only its ancient roots, but also the relevance of tantric principles in contemporary social and religious movements. No prior familiarity with religious studies or South Asian history is required.

Instructor(s): Jesse Berger Terms Offered: Spring

Equivalent Course(s): RLST 26902, SALC 26902

GNSE 27006. Research in Archives: Human Bodies in History. 100 Units.

How have we come to know and experience our bodies? This undergraduate seminar develops humanities research skills necessary to study the body in history. Spanning early modern cultural practices to modern medicine, science, and technology, this course explores how ideas and practices concerning the body have changed over time and how the body itself is shaped by culture and society. A major focus will be learning how to conduct different forms of historical research to produce cutting-edge humanities scholarship about the human body. Readings will introduce key themes and recent scholarship including work on disability, reproduction, race, gender, ethics, extreme environments, and identity. This dynamic research group will grapple with issues at the heart of our corporeal existence by combining perspectives from the history of science, medicine, and technology, cultural history, anthropology, and science and technology studies (STS).

Instructor(s): J. Bimm and I. Clever Terms Offered: Winter

Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.

Equivalent Course(s): HIST 25513, HIPS 27706, IRHU 27006, KNOW 26076

GNSE 27300. Le Roman de la Rose. 100 Units.

The "Roman de la Rose" (mid-13th century), a sprawling, encyclopedic summa composed by two separate authors, was arguably the single most influential vernacular text of the Middle Ages. Whether they hated or admired it, subsequent writers could not escape the long shadow cast by this magisterial oeuvre. And, as Kate Soper's recent opera adaptation of the "Rose" demonstrates, this labyrinthine work remains a source of creative inspiration. In this course we will read the "Rose" together. Each student will choose a critical lens (e.g. gender and sexuality, animal and/or ecocritical studies, ethics and philosophy, reception studies, manuscript studies, text & image, etc.) to structure their engagement with the text, and together we will collaborate to chart a rich and diverse set of interpretive paths through this complex work.

Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year

Prerequisite(s): For French majors/minors, FREN 20500, 20503 or a previous literature course taught in French.

Equivalent Course(s): GNSE 37300, FNDL 21700, FREN 21700, MDVL 21700, FREN 31700

GNSE 27301. Harm Reduction and HIV Prevention in the Overdose Era. 100 Units.

We will discuss some of the debates around harm reduction, some of the cutting-edge harm reduction strategies, HIV prevention and the communities and populations most impacted by overdose and other related health conditions.

Instructor(s): Harold Pollack, John A. Schneider Terms Offered: Not offered in 2026-2027

Prerequisite(s): PQ: Third and fourth-year standing.

Equivalent Course(s): BPRO 27300

GNSE 27332. Themes in the Anthropology of Islam: Debates, Tradition, Critiques. 100 Units.

The course begins by examining principal themes and debates the anthropology of Islam has engaged with in its attempt to undo Western universalist concepts such as secularism and the anthropological categories of culture and religion. We will learn to historicize these concepts and explore alternative frameworks anthropologists have offered for studying Muslim societies. We will turn an ethnographic lens towards studies on the Islamic Revival in Egypt, Turkey, Europe, and East Asia in order to study how Muslims cultivate piety, relate to the unseen, and retain cultural ties alongside their religious identities. In the process, we will learn the ways they trouble conventional notions around women's agency, ideas around modernity's "disenchantment," and secular conceptions of belief. We will then explore texts that indirectly problematize the anthropology of Islam's coordinates around orthopraxy, authority, and ritual. As we do so, we will interrogate the relationship between U.S. Blackness and Islam, religious piety and consumer capitalism, as well as transnationalism and incarceration. We will situate our readings and discussions within the broader political context of the Global War on Terror and secular governmentality, with a particular attention to questions of race, gender, and political struggle.

Instructor(s): Alexis Chavez Terms Offered: Spring

Equivalent Course(s): RDIN 24332, ANTH 24332, RLST 27332

GNSE 27508. Women and the Mafia in Contemporary Italian Cinema. 100 Units.

This course will examine how gender dynamics within mafia contexts have been represented in a selection of Italian films. Students will engage in cinematic analysis by drawing from sociological and psychological studies on female roles in relation to organized crime. Both these fields, sociology and psychology, have underscored

the important part that women play in relation to the mafia, notwithstanding the rigid patriarchal structure that allows only male affiliation. Although focusing primarily on Sicilian mafia, this course will include information on other types of Italian mafia, namely Camorra, 'Ndrangheta and Sacra Corona Unita. Vocabulary in Italian to identify formal elements of the films will be provided throughout the course.

Instructor(s): Veronica Vegna Terms Offered: Not offered this academic year

Prerequisite(s): ITAL 20300 or consent of instructor.

Equivalent Course(s): ITAL 27500

GNSE 27605. United States Legal History. 100 Units.

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Dru Stanley Terms Offered: Winter

Note(s): This course will not overlap with Law and Society in Nineteenth Century America (HIST 27612/LLSO 29714); it will be substantially different.

Equivalent Course(s): HIST 37605, GNSE 37605, HIST 27605, HMRT 27061, LLSO 29704, AMER 27605, HMRT 37605, DEMS 27605

GNSE 27606. Beyond Ferrante: Italian Women Writers Rediscovered and the Global Editorial Market. 100 Units.

In this class we read selected works from some of the most influential Italian women writers who are not named Elena Ferrante. Some of these writers contributed to the cultural and literary background that produced Ferrante as well. Others can be seen as Ferrante's peers and even heirs. The remarkable global success of Ferrante's work has created the so-called "Ferrante effect." Both in Italy and abroad, editors and scholars are finally paying attention to long overlooked Italian women writers. We will explore this trend of reissues, new publications, and new translations. How has the Ferrante effect recast our assumptions about literary value? Can restorative justice take place within the global editorial market? Is it legitimate to speak about an editorial affirmative action? What is the relationship between Italian periphery and the dominant literary empire? Among the authors we will read are classics--such as Elsa Morante, Natalia Ginzburg, and Anna Maria Ortese--but also new and overlooked voices--such as Fabrizia Ramondino, Fausta Cialente, Paola Masino, Brianna Carafa, Claudia Durastanti, and Veronica Raimo.

Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year

Equivalent Course(s): ITAL 27600, GLST 27600

GNSE 27608. Women and Islam. 100 Units.

This course is an introduction to the field of women, gender and Islam. We will examine the literature on Islamic legal, historical, Quranic and sacred textual constructs of women as well as critically explore the lived realities and experiences of Muslim women living in Muslim-majority societies and in the west. In centering the work of Muslim feminist scholars, students will gain an understanding of the contemporary debates around women's rights, sexuality, roles, responsibilities and gender relations in the context of Islamic law and the hadith literature. The discursive constructions and social realities of Muslim women are critically examined through historic and literary representations, ethnographic accounts, human rights discourses, sexual politics and secular and Islamic feminism(s). Moreover, this course situates Muslim women as complex, multidimensional actors engaged in knowledge production and political and feminist struggles, as opposed to the oppressed, victim-centered images that have regained currency in the representation of Muslim women in the post 9/11 era.

Instructor(s): Maliha Chishti Terms Offered: Autumn

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): GLST 27601, ISLM 37601, RLST 27601, HMRT 27601, GNSE 37608

GNSE 27702. Music and Love in South Asia. 100 Units.

This course explores the relationship between the musical arts and forms of love in South Asian history. We will trace the complex and ambivalent contours of love in several genres including premodern poetry, stage performance, and Bollywood movies. We will examine issues such as poetics and theology, opposition to orthodox social conventions, the intensity of emotion expressed through multiple senses, the social sites of forbidden love, women and gender as poets and performers, and the intersection of sexuality and spirituality.

Instructor(s): Anand Venkatkrishnan; Anna Schultz Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLVC 37702, MUSI 37702, SALC 27703, GNSE 37702, HREL 37702, RLST 27702, MUSI 27702, SALC 37703

GNSE 27880. Gendering Arabs: Embodiment, Agency, Affect. 100 Units.

This course explores the diverse ways that gender and sexuality are represented in contemporary cultural texts--film, fiction, and art--from the Middle East and North Africa. These creative works will be paired with critical writings from a variety of disciplinary and theoretical perspectives (gender studies, queer theory, affect theory, literary and cultural studies, anthropology, Islamic studies, and activist literature). While we will attend to the layered histories and legacies of colonialism, orientalism, globalization, military occupation, and war, our goal

is to center gender discourses and practices as they are negotiated, performed, and contested by artists, writers, and thinkers in and from the region. Our readings and films emphasize how questions of agency, affect, and embodiment shape the lifeworlds and creative imaginaries of cultural producers from the Middle East and North Africa.

Instructor(s): Hoda El Shakry Terms Offered: Winter

Note(s): NB: This course is designed for undergraduates and MA students. PhD Students will not be admitted.

Equivalent Course(s): AASR 37880, CHDV 27880, RLST 27880, GNSE 37880, ISLM 37880, CMLT 27880, ENGL 27880, CMLT 37880, ENGL 37880

GNSE 28122. Diasporic Practices in Contemporary Art. 100 Units.

The class will examine various phenomena of "Diasporic Practices in Contemporary Art", such as fragmented histories, the question of origin(ality), the limits of translation, social belonging and "the chosen family", and (over-)representation of origin. In class we will discuss readings by (a.o.) Grada Kilomba, Adrian Piper, Édouard Glissant, Langston Hughes, Trinh T. Minh-ha, and Hito Steyerl. Students will be asked to present on contemporary artists highlighting their diasporic strategies, while also producing creative works through assignments that employ diasporic strategies and that will be discussed in class.

Instructor(s): J. Phillips Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Please email Julia Phillips juliaphillips@uchicago.edu with a brief description of how your work relates to a diasporic experience and/or your personal investment in the subject (150-300 words).

Equivalent Course(s): GNSE 38122, ARTH 24122, ARTV 24122, ARTV 34122

GNSE 28600. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informi di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolino"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salò".

Terms Offered: Not offered this academic year.

Prerequisite(s): Taught in English.

Equivalent Course(s): ITAL 28400, FNLD 28401, ITAL 38400, CMST 33500, GNSE 38600, CMST 23500

GNSE 28640. The Book of Ruth: Bible, Literature, Gender. 100 Units.

The Book of Ruth offers the most elaborate tale of a woman to be found in the Bible, but even this relatively detailed account is astonishingly laconic. The Book of Ruth is not really a book. It is only four chapters long - more of a short story, or a very short story, than a book. And yet, despite its ellipses, Ruth's cryptic tale is remarkable for its capacity to provide, with but few vignettes, a vibrant portrait of one of the most intriguing characters in the Bible. The first part of this course will be devoted to the biblical text itself. We will consider literary and feminist readings of the Book of Ruth while exploring broader issues of biblical poetics. Special attention will be given to questions of migration - to different accounts of the Book of Ruth as a paradigmatic tale of a migrant woman. The second part of the course will be devoted to the reception of the Book of Ruth - from the Midrash and the Zohar to modern literature. Among the modern and contemporary writers to be considered: S. Y. Agnon, Allen Ginsberg, Toni Morrison, and Michal Ben-Naftali. The discussion will also entail an exploration of adaptations of the Book of Ruth in art - from Nicholas Poussin to Adi Nes.

Instructor(s): Ilana Pardes Terms Offered: Autumn

Equivalent Course(s): CMLT 28640, FNLD 28640, BIBL 38640, GNSE 38640, RLST 22640, JWSC 28640, CMLT 38640

GNSE 28830. Psychoanalysis: Freud and Beyond. 100 Units.

This course offers an introduction to psychoanalytic theory by surveying significant writings by Freud and Freud's readers. We will pay particular attention to the way that Freud's theories of the mind translate into theories of the social world and of history. Taking its cue from the "beyond" of Freud's Beyond the Pleasure Principle, the course will pay special attention to the development of the death drive and explore its relationship to a constellation of psychoanalytic terms including but not limited to instincts and the drive, narcissism, melancholia, masochism, and religion/illusion. How have these concepts evolved over the course of their deployment in 20th- and 21st-century critical and political projects like feminism and queer theory? How have major developments in psychoanalysis read Freud anew? And in what ways do these psychoanalytic projects respond to their historical conditions-especially conditions marked by political, ecological, economic, and public health crises?

Instructor(s): Kris Trujillo Terms Offered: Spring

Equivalent Course(s): RLVC 38830, COGS 26504, CMLT 28830, ENGL 38830, ENGL 28380, RLST 28830, CMLT 38830, GNSE 38830

GNSE 28888. Mosquitos and Morphine: A Seminar in the Global Medical Humanities. 100 Units.

This course examines well-being and illness from transnational, decolonial and intersectional perspectives.

Together, we will explore the various ways in which fiction and film can help challenge and expand our notions of what it means to be sick or healthy in complex circumstances. Some guiding threads: To what extent is illness an intensely personal experience, and to what extent does it draw in those around us - family members, friends,

partners, medical practitioners, legal counsel? What renewed valences do concepts of autonomy, care and responsibility take when overshadowed by the spectre of disease? How might we ethically and productively relate the medical humanities to broader entangled concerns such as migration (both legal and clandestine), gender, class, race, community, queerness and neocolonialism? Beyond the justified responses of fear and anger, what are other ways to relate to death and mortality - ways that are infused with creativity and resilience? How does human "health" relate to planetary and interspecies well-being?

Instructor(s): Nikhita Obeegadoo Terms Offered: Not offered this academic year

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Equivalent Course(s): CMLT 38888, RDIN 38888, FREN 38888, FREN 28888, CMLT 28888, GNSE 38888, RDIN 28888, HLTH 28888

GNSE 29000. The American Culture Wars. 100 Units.

Should we tear down statues of Confederate soldiers? Should religious institutions be exempt from public health regulations? How (if at all) should we regulate abortion? These questions are only the latest battlefields in the "culture wars," the long-running conversation-or, more often, shouting match-about how Americans ought to live. This seminar will explore how Americans have wrestled with questions of morality and national identity since the country's founding. Two questions will drive our discussion. First, why do certain issues become the subject of fierce cultural conflict? Second, do these conflicts enrich or undermine American democracy?

Instructor(s): William Schultz Terms Offered: Winter

Equivalent Course(s): DEMS 29000, AMER 29000, HIST 27715, RLST 29000

GNSE 29003. Islam Beyond the Human: Spirits, Demons, Devils, and Ghosts. 100 Units.

This seminar explores the diverse spiritual and sentient lifeforms within Islamic cosmology that exist beyond the human-from jinn, angels, and ghosts to demons and devils. We will focus on theological, scientific, philosophical, anthropological, and historical accounts of these creatures across a variety of texts, as well as their literary and filmic afterlives in contemporary cultural representations. In so doing, we consider the various religious, social, and cultural inflections that shape local cosmological imaginaries. We ask how reflecting on the nonhuman world puts the human itself in question, including such concerns as sexuality and sexual difference, the boundaries of the body, reason and madness, as well as the limits of knowledge.

Instructor(s): Alireza Doostdar and Hoda El Shakry Terms Offered: Autumn

Prerequisite(s): Enrollment by consent only for graduate students. Grad students should send the instructors a paragraph explaining their interest and prior preparation or familiarity with the themes in the course.

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): ANTH 29003, HIPS 29003, NEHC 49003, ANTH 49003, KNOW 49003, CMLT 29003, GNSE 49003, AASR 49003, NEHC 29003, ISLM 49003, RLST 29003, CMLT 49003

GNSE 29117. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in the Americas in precolonial, colonial, and post/neocolonial contexts? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance, politics, and social life. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? The goals of the course are: 1) to give students an understanding of foundational texts in Performance Studies 2) to give students an overview of the history of performance and theatre practices in Latin America 3) to introduce students to some important performance artists in Latin America.

Instructor(s): Leora Baum Terms Offered: Winter

Equivalent Course(s): RDIN 29117, LACS 29117, TAPS 28479, SPAN 29117

GNSE 29237. Black Social Thought. 100 Units.

This course will familiarize students with social science academic and lay intellectual theorists who speak to and about the political, economic, and gender ways of being within the African Diaspora. Most of the course will highlight the voices of Western scholars, pan-African international scholars and thought will be discussed as well.

Instructor(s): Painia, Brianne Terms Offered: Winter

Equivalent Course(s): MAPS 30237, RDIN 32237, SOCI 30339, RDIN 22237, GNSE 30237, KNOW 30237

GNSE 29501. Capstone Seminar in Gender and Sexuality Studies. 100 Units.

This capstone seminar is designed for 3rd or 4th year GNSE majors/minors. It aims to give students the chance to engage deeply, at an advanced undergraduate level, with a particular author, body of work, or critical approach to studies of gender and sexuality. The specific content of the seminar will vary from year to year, according to instructor expertise and interest, but in all cases, the seminar will privilege depth of engagement over survey-like breadth. PQ: GNSE 19501 Thinking Sex OR GNSE 15002/15003 Gender and Sexuality in World Civilizations. Non-GNSE majors/minors may enroll with permission of instructor.

Terms Offered: Autumn. This course will not be offered in 2026-27

GNSE 29700. Readings in Gender Studies. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.

GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.

GNSE 29800. B.A. Paper Seminar. 100 Units.

This seminar provides students with the theoretical and methodological grounding in gender and sexuality studies needed to formulate a topic and conduct the independent research and writing of their BA essay. Students can register in either Autumn or Winter but must attend the Seminar during both quarters.

Instructor(s): Kat Myers Terms Offered: Autumn Winter

GNSE 29900. BA Essay. 100 Units.

The purpose of this course is to assist students in the preparation of drafts of their BA essay. The grade for this course is the grade the student receives on the completed thesis.

Terms Offered: Autumn Spring Summer Winter

Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.

