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March 2006

Course Description Booklet -- Women's and Gender Studies -- Summer and Fall 2006

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FALL 2006

UNDERGRADUATE

WOMEN'S STUDIES COURSES

ANTH 410(001) Women and Men: An Anthropological Perspective Credits: 3
Draper MW 3:00 – 4:30 p.m. Call No. 1412
This course covers cross-cultural variation in gender roles. The course also covers case studies of societies of different levels of socio-cultural complexity and considers the influence of societal scale, economy, and political organization on gender asymmetry. Biological factors in human sex roles and the theories of evolutionary ecology are also treated.

ARCH 481 (001) Women in Design Credits: 3
Baum Kuska TR 3:00 – 4:15 p.m. Call No. 1534
AIM: This course will study historical and contemporary contributions by women to the design professions related to the built environment. It will seek to examine the roles and values of women in design and their impact on the assumptions and issues currently held by the profession. We will evaluate design work by and about women seen in their aesthetic and intellectual context, and identify a feminist perspective and how it affects the workplace.
REQUIREMENTS: In-class participation, informal response journal, discussion, brochure, research project and presentation.
TENTATIVE READING LIST: Berkeley and McQuaid, Architecture: A Place for Women; Hughes, ed., The Architect: Reconstructing Her Practice; selected readings from journals and books.

*COMM380 (001) Gender and Communication Credits:3
Staff R 6:30 – 9:20 p.m. Call No. 2564
***NOTE: For Women's Studies credit, the student must complete a substitution form with the Women's Studies Director.**
Class focuses on interactive relationships between gender and communication in contemporary US society, making connections from theory and research to personal lives. Contact Communication Studies Department for a more detailed description.

CRIM 339	<u>Women, Crime and Justice</u>	Credits: 3
Ogle (001)	MW 11:00 a.m. -12:15 p.m.	Call No. 2604

Please note: Women's Studies majors and minors may take this course without the specified prerequisite.

This course focuses on women's experiences as offenders, defendants, criminal justice professionals, and victims of crime.

ENGL 215E	<u>Introduction to Women's Literature</u>	Credits: 3
DiBernard (025)	TR 9:30 – 10:45 a.m.	Call No. 3218

Aim: In this course we will be reading a wide range of works written by women authors from the Middle Ages to the present -- literature which is often omitted from other courses. As we read material written by women of different races and cultures, women who have disabilities or are temporarily able-bodied, women who are lesbians, bisexual, transgender, and heterosexual, women who are poor, and women who are economically privileged, we will be challenged to look at things from the perspectives of these women, to try to feel and understand what they have experienced. In the course we will also ask some fundamental questions about women's literature, such as its absence from much of the curriculum, its challenge to traditional genres, and the importance of context in reading and responding to a work of literature.

Teaching Method: We will do small group and full class discussions, group work, free writing, round robins, reading aloud, and other experiential activities. This is a class where you must be active!

Requirements: Regular attendance and participation, a reading journal every week, a research project on an author or a service learning project with a local women's agency, an oral report, reports on women's events.

Tentative Reading List: *The Norton Anthology of Literature by Women*, ed. Gilbert and Gubar; *Reading Lolita in Tehran*, Nafisi; *The Cancer Journals*, Lorde; *Body Outlaws*, ed. Ephut.

Staff (065)	MW 2:00 – 3:15 p.m.	Call No. 3219
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Staff (101)	T 6:00 – 8:30 p.m.	Call No. 3217
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ENGL 244B (085)	<u>Black Women Writers</u>	Credits: 3
Dreher	TR 3:30 – 4:45 p.m.	Call No. 3230

Aim: This course examines Black women writing from the Harlem Renaissance and ending with contemporary literature. We will focus on Black women and their treatment of passing and color consciousness, the quest for self-determination, mother/daughter relationships, film and visual culture, etc. through a myriad of genres, including poetry, drama, film, the novel/la, the essay, and autobiography.

HIST/WMNS 329 (001) Women in European History Credits: 3
Levin MWF 10:30-11:20 a.m. Call No. 7714

Women's Studies students who register for this class should register under WMNS 329 rather than HIST 329.

This course is concerned with women in European history from the Middle Ages to the present. We will concentrate on such issues as: women and power, women and work, love and sexuality, courtship and marriage, legal issues for women, women end reform, and the growth of a feminist consciousness. There will be a number of short essays and examinations and the opportunity for creative and collaborative work.

*HIST 464 (001) Native American Women Credits: 3
Smith MWF 11:30 a.m. – 12:20 p.m. Call No. 7727

***NOTE: For Women's Studies credit, the student must complete a substitution form with the Women's Studies Director.**

This course will examine the role of Indian women in American Indian History from the precontact era into the present, with special emphasis on Indian women in leadership positions.

HIST/WMNS 448 (001) Credits: 3
History of Women and Gender in the American West

Jacobs MWF 11:30 a.m. – 12:2 p.m. Call No. 7701

Women's Studies students who register for this class should register under WMNS 448 rather than HIST 448.

Prerequisite: Junior standing.

The American West provides a prime arena in which to study how interactions between people of different backgrounds have transformed one another's gender systems and thereby drastically altered women's lives and status. Through examining three main currents that brought together people of different backgrounds in the West -- conquest and colonialism, migration and immigration, and reform and activism -- we will explore the ways in which women's experiences and gender systems in the American West have changed from 1500 to the present.

HIST/WMNS 456 (001) Credits: 3
Black and/or African- American Women's History

Jones TR 2:00 – 3:15 p.m. Call No. 7725

Women's Studies students who register for this class should register under WMNS 456 rather than HIST 456.

Prerequisite: Junior standing.

This course is aimed at exploring the history of women of African descent in the Americas, with a particular focus on the United States. We will begin studying black women's experiences from their African origins before the rise of the transatlantic slave trade. Then the course will focus on black women's history from enslavement to the present day. Since the course will cover a vast chronological period, this course is designed as an overview of black women's history. It will address such topics as black women's resistance, labor, cultural expression, religion, racial identity (in

*TXCD 407 (001) History of Costume Credits: 3
Trout MF 11:00 a.m. - 12:20 p.m. Call No. 7313

***NOTE: For Women's Studies credit, the student must complete a substitution form with the Women's Studies Director.**

Theoretical approach to the history of dress from ancient times through the twentieth century; examining dress in the context of social, economic, and artistic development of Western culture.

TXCD 410 (001) Socio-psychological Aspects of Clothing Credits: 3
McLeod T 6:00 – 8:50 p.m. Call No. 7314

Prerequisite: Senior Standing

AIM: To understand how a soc-psych examination of clothing, and more broadly appearance, helps us understand human behavior, and to understand how research is conducted, analyzed and used. Class will examine how and why individuals and groups use dress and adornment as a means of expression. Students will be able to integrate concepts regarding individual and group dynamics in analyzing observed behavior.

TEACHING METHOD: Research projects, reports, group presentations

REQUIREMENTS: Research project, journal of field notes, group assignments, attendance, and active participation

TENTATIVE READING LIST: Kaiser, The Social Psychology of Clothing

WMNS 201 (101) Introduction to LGBT Studies Credits: 3
DiBernard T 6:00 -8:45 p.m. Call No. 8259

AIM: This interdisciplinary class will introduce students to some of the major concepts in Lesbian, Gay, Bisexual, and Transgender Studies concerning gender and sexuality. The course will be firmly grounded in history, but will include perspectives from politics, psychology, literature, anthropology, and other areas.

TEACHING METHOD: This is a discussion and activity-oriented course. In class, expect to discuss, read aloud, write, perform, and report.

REQUIREMENTS: The requirements will likely include a weekly reading journal and/or posts on Blackboard, reports on outside events, a major project, and an oral report.

TENTATIVE READING LIST: Kate Bornstein, *My Gender Workbook*; Audre Lorde, *Zami*; Eli Clare, *Exile and Pride*, 1 or 2 other books, and articles on Reserve.

WMNS 399 (001) Independent Study Credits: 1-6
Jacobs Arranged Call No. Suppressed

PREQ: PERMISSION OF WOMEN'S STUDIES PROGRAM DIRECTOR, BARBARA DIBERNARD, 472-9300.

OTHER COURSES OF INTEREST

These courses may or may not count toward a Women's Studies major or minor.
Please consult a Women's Studies advisor before registering.

ENGL333A (001) Cather and Her World Credits: 3
Homestead MWF 12:30 – 1:20 p.m. Call No. 3273

AIM: In this course, we will place Willa Cather, Nebraska's most famous novelist, in a tradition of American women's regional fiction. We will not limit our focus to Cather's Nebraska fiction, but will instead move with her across regions and landscapes (for instance the Southwest, New York City, Quebec, and Virginia), pairing her works with those of her female predecessors, contemporaries, and successors and considering how they imaginatively engage regional cultures and similar subject matters. Women's literary regionalism has been predominantly a white women's tradition, and our reading list reflects this. However, race will still be an important category of analysis as we think about how each woman negotiates between a national audience and the local people and places she fictionalizes.

TEACHING METHOD: Whole class discussion, with small groups occasionally being given responsibility for directing discussion.

REQUIREMENTS: Several shorter writing exercises and a final research-based critical paper; class attendance and participation will count toward the final grade.

TENTATIVE READING LIST: Novels and short fiction by Willa Cather and writers such as Sarah Orne Jewett, Dorothy Canfield, Bess Streeter Aldrich, Mary Austin, Ellen Glasgow, and Zora Neal Hurston; critical essays on the works we will be reading and on the concept of literary regionalism and literature and place

PSYC 471 (001) Human Sexuality and Society Credits: 3
Staff TR 12:30 – 1:45 p.m. Call No. 6355

An interdisciplinary approach to the study of human sexuality in terms of the psychological, social, cultural, anthropological, legal, historical, and physical characteristics of individual sexuality and sex in society.

SOCI 225 Marriage and Family Credits: 3
Staff (001) TR 8:00 – 9:15 a.m. Call No. 6548
Staff (002) TR 2:00 – 3:15 p.m. Call No. 6549

Historic marriage and family patterns. American family, past and present. Husband-wife relationships. Parent-child relationships. Family-society relationships.

TXCD 123 (001) Clothing and Human Behavior Credits: 3
McLeod TR 10:00 – 11:15 a.m. Call No. 7258

Analysis of social, cultural, aesthetic, and economic influences on clothing and human behavior.

FALL 2006

GRADUATE

WOMEN'S STUDIES COURSES

ANTH 810 (001) Women & Men: An Anthropological Perspective Credits: 3
Draper MW 3:00 – 4:30 p.m. Call No. 1426
This course covers cross cultural variation in gender roles. Course covers case studies of societies of different levels of socio/cultural complexity and considers the influence of societal scale, economy, and political organization on gender asymmetry. Biological factors in human sex roles and the theories of evolutionary ecology are also treated.

ANTH 816 (001) Adult Development and Aging Credits: 3
Draper TR 3:00 – 4:15 p.m. Call No. 7963
Contact Professor Draper for course description.

Women in Design

ARCH 581 (001) Call No. 1549
ARCH 881 (001) Call No. Suppressed
Kuska TR 3:00 – 4:15 p.m. Credits: 3

Aim: This course will study historical and contemporary contributions by women to the design professions related to the built environment. It will seek to examine the roles and values of women in design and their impact on the assumptions and issues currently held by the profession. We will evaluate design work by and about women seen in their aesthetic and intellectual context, and identify a feminist perspective and how it affects the workplace.

Requirements: In-class participation, informal response journal, discussion, brochure, research project and presentation.

Tentative Reading List: Berkeley and McQuaid, Architecture: A Place for Women; Hughes, ed., The Architect: Reconstructing Her Practice; selected readings from journals and books.

Behavioral and Social Factors in Environmental Design

ARCH 556 (001) Call No. 1545
ARCH 856 (001) Call No. Suppressed
Staff TR 11:00 a.m. – 12:15 p.m. Credits: 3

A comprehensive survey of theory, methods, research and findings from the social and behavioral sciences as they relate to architecture, interior design and regional and community planning. The course includes readings related to building evaluation, the work environment, housing issues, the social meaning of architecture as well as environment-behavior theory. The intent of the course is to seek ways to apply the findings and principles found in the research to solving problems in architecture, interior designs and community planning.

EDPS 871 (001) Human Sexuality and Society Call No. 2954
Cross-listed as PSYC (Call No. 6370), SOCI (#6567) , FACS (#3494) 871
Staff TR 12:30 – 1:45 p.m. Credits: 3

An interdisciplinary approach to the study of human sexuality in terms of the psychological, social, cultural, anthropological, legal, historical, and physical characteristics of individual sexuality and sex in society.

ENGL 914 (001) Women of the Harlem Renaissance Credits: 3
Honey R 2:30 - 4:50 p.m. Call No. 3317

Aim: This seminar will focus on women writers and celebrities of the Harlem Renaissance, a period roughly defined as the 1920's extending into the 1930's. We will be looking at the legacy of slavery and Reconstruction as it affected cultural production of African American women in the early twentieth century as well as themes emerging from the Harlem Renaissance itself. We will also be looking at the larger context for black women writers at this time, including the issues of feminism and modernism. Finally, we will be locating the Harlem Renaissance in the African American literary tradition generally and black women's writing specifically.

Teaching Method: Discussion

Requirements: A seminar paper of 20-25 pages in length on a related topic of the student's choice.

Tentative Reading List: I have not yet decided on the reading, but some probable choices include *Plum Bun* by Jessie Fauset; *Quicksand* and *Passing* by Nella Larsen; *Their Eyes Were Watching God* by Zora Neale Hurston; *Shadowed Dreams: Women's Poetry of the Harlem Renaissance* ed. Honey; *Color, Sex, and Poetry* by Gloria Hull; *Women of the Harlem Renaissance* by Cheryl Wall; *Modernism and the Harlem Renaissance* by Houston Baker; *When Harlem Was in Vogue* by David Levering Lewis; and *Double-Take: A Revisionist Harlem Renaissance Anthology* eds. Patton and Honey.

ENGL 965 (001) Credits: 3
19th- Century British Lit.: Women Poets of the Romantic Period
Behrendt W 2:30 - 4:50 p.m. Call No. 8347

Aim: I want us all to participate, in hands-on fashion, in the recovery and reassessment of poetry by British Women of the Romantic period, c. 1780-1835. From among the many hundreds of women who published poetry, we will study a wide range of writers, using two excellent anthologies to generate some overall sense of this diverse material and to begin to examine crucial issues of canonicity, periodicity, and aesthetics that emerge when women's poetry is considered both with and against that of their male contemporaries. We will consider not just the poetry but also the cultural factors that influenced the nature and venues of Romantic-era women's writing generally. Everyone will also conduct detailed research on a single author and will prepare either an edition of one of that poet's works or an extended research project. There will be opportunities to publish these editions and any accompanying critical and textual apparatus in electronic form. We will work together as students, scholars, editors, and technologists, doing work that is very much at the leading edge of contemporary Romanticism studies.

Teaching Method: This will be a *symposium* in the true sense of the word. We will work as colleagues in a study group, pooling our efforts, our experiences, and our energies to contribute – both individually and collectively – to remapping the Romantic literary landscape. Our sessions will be conversational in nature, collaborative in function, and interdisciplinary in orientation. We will be studying materials that in many cases have gone largely unexamined for well over a century. So we will need to teach ourselves how to evaluate such materials without resorting unthinkingly to the sort of gendered assumptions that have governed literary history during the past century-plus. Another thing we will need to consider is just what it means to *edit* a text, and what issues govern the recovery and reassessment of neglected texts and the preparation of those texts for a modern audience.

We will also consider issues of pedagogy as they bear upon our subject. How – and why – does one teach these poets and their works? What issues govern everything from text selection to in-class approaches to the work of teaching? And who decides?

Requirements: Discussion. As a study group we are, by definition, *partners and collaborators*. A major research project, centered on a textual project: an annotated edition, an electronic edition, a biographical or bibliographical project organized around an individual text, OR a more conventional research paper/project.

We may decide among ourselves to do brief, informal “position papers” to help us frame up our discussions. Any such position papers will be short and conversational in nature.

Tentative Reading List: *British Women Poets of the Romantic Era: An Anthology*. Ed. Paula R. Feldman (1997); *Romantic Women Poets: An Anthology*, ed. Duncan Wu (1997). We will select other texts from on-line resources (especially the British Women Romantic Poets project at UC, Davis; the Corvey Project; and the Scots Women Poets project). Plan also to read widely and eclectically in criticism and theory, especially feminist theory and reception theory, and in period criticism and biography.

HIST 811 (001)

Akers

Contact Professor Akers for a description.

Indians in American Popular Culture

MWF 1:30 – 2:20 p.m.

Credits: 3

Call No. 7719

History of Women and Gender in the American West

HIST/WMNS 848 (001)

Jacobs

MWF 11:30 a.m. – 12:20 p.m.

Credits: 3

Call No. 7700

Women's Studies students who register for this class should register under WMNS 848 rather than HIST 848.

The American West provides a prime arena in which to study how interactions between people of different backgrounds have transformed one another's gender systems and thereby drastically altered women's lives and status. Through examining three main currents that brought together people of different backgrounds in the West -- conquest and colonialism, migration and immigration, and reform and activism -- we will explore the ways in which women's experiences and gender systems in the American West have changed from 1500 to the present.

HIST/WMNS 856 (001)

Credits: 3

Black and/or African- American Women's History

Jones

TR 2:00 – 3:15 p.m.

Call No. 7726

Women's Studies students who register for this class should register under WMNS 856 rather than HIST 856.

This course is aimed at exploring the history of women of African descent in the Americas, with a particular focus on the United States. We will begin studying black women's experiences from their African origins before the rise of the transatlantic slave trade. Then the course will focus on black women's history from enslavement to the present day. Since the course will cover a vast chronological period, this course is designed as an overview of black women's history. It will address such topics as black women's resistance, labor, cultural expression, religion, racial identity (in comparative perspective), and sexuality, through an exploration of a range of primary sources, secondary sources, films, and documentaries. Pedagogically, this course will be taught from a feminist/womanist perspective, which recognizes the experiences of black women as singular and particular, when viewed through the lenses of gender and race. This is not to say that the experiences of all women in America did not and do not intersect at some point; rather that the experience of black women is distinct because of the legacy of slavery and the realities of racism and sexism in American culture and society.

HIST 864 (001)

Native American Women

Credits: 3

Smith

MWF 11:30 a.m. – 12:20 p.m.

Call No. 7728

This course will examine the role of Indian women in American Indian History from the precontact era into the present, with special emphasis on Indian women in leadership positions.

POLS 843 (001) Civil Liberties: Issues of Fairness and Equality

Credits: 3

Combs

TR 11:00 a.m. – 12:15 p.m.

Call No. 8037

Contact the Political Science Department or Professor Combs for a description.

PSYC 821 (001)

Psychology of Gender

Credits: 3

Hunt

TR 12:30 - 1:45 p.m.

Call No. 6364

This course examines psychological research and theory related to gender, with a particular focus on the ways in which gender impacts people's day-to-day lives. First, we will consider the origins of gender in factors such as biology, stereotypes, human development, and the media. Next, we will consider how gender influences ability and achievement, work, sexuality, and relationships. Finally, we will discuss the ways that gender relates to interpersonal violence and mental and physical health. Throughout the course, we will emphasize the importance of race, culture, and social class in understanding gender.

TEAC 921D (001) Language, Culture and Education Credits: 3
Sarroub W 4:30 – 7:00 p.m. Call No. 7956

This course emphasizes language and culture as a means for knowledge building. We will examine how social categories relevant to education--gender, race, social class, identity, among others--are historically, socially, culturally, linguistically, and institutionally constructed. Particular consideration will be given to the communicative functions within and across social, cultural, and institutional contexts. The course will address other topics such as standardization, dialects, registers, cross-cultural communication, and the relationships among language, identity, status, and solidarity. In part, our discussions will focus on the nature of academic language and the development of literacy.

We will also explore various constructs of the idea of "culture" (and related notions, such as "discourses," "discourse communities," "imagined communities," "activity systems," "thought collectives," and "communities of practice"). Our study of "culture" will include readings focused on the interactions of cultures in schools, communities, and society. As such, we will read about diverse communities and their social and political relationships to schools and related institutions, changes in demographics, and economic and political structures in the United States and the world.

Because this course relies on interdisciplinary approach to language and culture, readings will be drawn from a variety of fields, including education, anthropology, literacy studies, sociolinguistics, sociology, and education policy studies.

TXCD 807 (001) History of Costume Credits: 3
Trout MF 11:00 a.m. - 12:20 p.m. Call No. 7321

Aim: Theoretical approach to the history of dress from ancient times through the twentieth century; examining dress in the context of social, economic, and artistic development of Western culture.

TXCD 810 (001) Socio-psychological Aspects of Clothing Credits: 3
McLeod T 6:00 – 8:50 p.m. Call No. 7322

Aim: To understand how a soc-psych examination of clothing, and more broadly appearance, helps us understand human behavior, and to understand how research is conducted, analyzed and used. Class will examine how and why individuals and groups use dress and adornment as a means of expression. Students will be able to integrate concepts regarding individual and group dynamics in analyzing observed behavior.

Teaching Method: Research projects, reports, group presentations

Requirements: Research project, journal of field notes, group assignments, attendance, and active participation

Tentative Reading List: Kaiser, The Social Psychology of Clothing

SUMMER 2006

UNDERGRADUATE

WOMEN'S STUDIES COURSES

PRE-SESSION

May 15 – June 2

*COMM380
Pokora (301)

Gender and Communication
MTWR 12:30 – 4:15 p.m.

Credits:3
Call No. 1537

***NOTE: For Women's Studies credit, the student must complete a substitution form with the Women's Studies Director.**

Class focuses on interactive relationships between gender and communication in contemporary US society, making connections from theory and research to personal lives. Taught by visiting professor; contact Communication Studies Department for a more detailed description.

ENGL 215J (301)
Slater

20th Century Women Writers
MTWRF 9:30 a.m. –12:20 p.m.

Credits: 3
Call No. 3642

Aim: To read, discuss, and explore a wide variety of fiction by 20th- and 21st-century American women writers. We will read the authors' work in historical and cultural contexts.

Teaching Method: Mainly whole-class discussion; some small-group work; some in-class writing.

Requirements: Regular 1-2 page response journals on the work assigned; regular quizzes; a take-home midterm and final exams; regular attendance and participation (including one day of leading the discussion with a partner or small group).

Tentative Reading List: One anthology, such as *Women and Fiction: Stories by and About Women*; novels and story collections by such contemporary writers as Louise Erdrich, Toni Morrison, Francine Prose, Margaret Atwood, Gish Jen, ZZ Packer, Alice Munro, Amy Hempel.

ENGL 315A (301) Survey of Women's Literature: Credits: 3

African Women Writers

Owomoyela MTWRF 9:30 a.m. –12:20 p.m. Call No. 3646

Aim: To familiarize students with the works of Africa's women writers, the conditions of their creativity and the issues that have been of interest to them.

Teaching Method: I will give introductory lectures and presentation as necessary, but for the most part we will engage in discussion of assigned works, with students taking turns to lead.

Requirements: Apart from regular attendance and active participation on the discussions, each student will be required to submit reading reports on each of the works, as well as doing a final assignment whose nature will be determined early in the session.

Tentative Reading List: Atta, *Everything Good Will Come*; Bedford, *Yoruba Girl Dancing*; Dangarembga, *Nervous Conditions*; Ngcobo, *And They Didn't Die*; Vera, *Butterfly Burning*; Wicomb, *You Can't Get Lost in Cape Town*.

ENGL 315B (301) Women in Popular Culture Credits: 3

Dreher MTWRF 9:30 a.m. – 12:20 p.m. Call No. 1854

Aim: To theorize and analyze as a class the representation of women in popular culture, focusing primarily on television, film, art, and literature.

Please contact Professor Dreher for further course description.

WMNS 399 (301) Independent Study Credits: 1-6

DiBernard Arranged Call No. Suppressed

PREQ: PERMISSION OF WOMEN'S STUDIES PROGRAM DIRECTOR, BARBARA DIBERNARD, 472-9300

OTHER COURSES OF INTEREST

These courses may or may not count toward a Women's Studies major or minor. Please consult a Women's Studies advisor before registering.

HIST/WMNS 441 Women and Gender in the U.S. Credits: 3

Jacobs Summer Reading Course

Offered through Extended Education, 472-2175

Prereq: Sophomore Standing.

This course explores U.S. women's and gender history from 1800 to the present through reading three memoirs along with an innovative new women's history textbook that provides context and background. The readings highlight the multiplicity of women's experiences based on class, race,

region, and era in which they lived. (Summer Reading Course Format—meets ES but not IS requirements).

SOC 200

Women in Contemporary Society

Credits: 3

Wortmann

Summer Reading Course

Offered through Extended Education, 472-2175

An introduction to the sociological study of women in contemporary society. Readings illustrate how gender is socially constructed and maintained through socialization, ideology, culture, social groups and social institutions. Students also choose two of the following topics for more in-depth study: domestic violence; frailty myths; cost of motherhood; military service of women; religious fundamentalism and women; sororal organizations. (Summer Reading Course Format—meets ES but not IS requirements).

SOCI 225 (301)

Marriage and Family

Credits: 3

Staff

MTWRF 12:30 – 3:20 p.m.

Call No. 3107

Historic marriage and family patterns. American family, past and present. Husband-wife relationships. Parent-child relationships. Family-society relationships.

SOCI 496 (301)

Violent Crimes

Credits: 3

Chapple

MTWRF 10:30 a.m. – 1:20 p.m.

Call No. 3126

Description: We will investigate the sociological nature of violent crime in terms of social consequences and social causes. This is a seminar course that is dependent on student interaction and discussion leading. We will investigate the nature of violent crime, its connections to non-violent crime and potential causes of crime in general.

Classroom Format: Lecture and discussion

FIRST FIVE-WEEK SESSION

June 5 – July 7

ENGL 215E (501)

Introduction to Women's Literature

Credits: 3

White

MTWRF 11:00 a.m. – 12:35 p.m.

Call No. 3649

Aim: This course provides an introduction to women writers in English, emphasizing fiction, and also treating poetry and some non-fiction prose. Our emphasis historically will be the 19th and 20th centuries. Feminist and other critical perspectives will come into play, and we

will give significant attention to the relationship between women's history and women's literature.

Teaching Method: Mostly discussion, with some lecture; some group work.

Requirements: Two short papers; one oral presentation; quizzes; one take-home final.

Tentative Reading List: Short stories by Oates, Cisneros, Welty, and Gilman; poetry by Dickinson, Bishop, Plath, Sexton, Olds, and Lorde; Austen, *Pride and Prejudice*; Brontë, *Jane Eyre*; Burnett, *The Secret Garden*; and Woolf, *To the Lighthouse*.

ENGL 215J (501)

20th Century Women Writers

Credits: 3

White

MTWRF 9:15 –10:50 a.m.

Call No. 1840

Aim: This course provides an introduction to 20th-century women writers, emphasizing fiction -- both novels and short stories -- and poetry. Our approach will be broad, setting historical, cultural, and literary contexts for each text, including a consideration of women's history, feminist theory, literary modernism, literary genre, culture, class, race, and religion. Our aim will be both inward and outward; that is, we will practice close reading of the works in question while also placing them in their intellectual, literary, and cultural perspectives.

Teaching Method: Mostly discussion, with some lecture; some group work.

Requirements: Two short papers; one oral presentation; quizzes; one take-home final.

Tentative Reading List: Sexton, *Transformations*; Atwood, *The Handmaid's Tale*; Bishop, *Geography III*; Morrison, *Beloved*; Kincaid, *Lucy*; and Welty, *The Robber Bridegroom*; selected short stories.

ENGL 315B

Women in Popular Culture

Credits: 3

Staff (501)

MTWRF 11:00 a.m. – 12:35 p.m.

Call No. 1856

Staff (502)

MW 6:30 – 10:20 p.m.

Call No. 1857

Staff (503)

MTWRF 11:00 a.m. – 12:35 p.m.

Call No. 1858

Aim: To theorize and analyze as a class the representation of women in popular culture, focusing primarily on television, film, art, and literature.

HIST 225

Women in History

Credits: 3

Staff (501)

MTWRF 2:30 – 4:05 p.m.

Call No. 3669

Aim: A survey of women in western civilization from the ancient world to contemporary American society. The course devotes attention to the evolution of the political, social, economic, religious, legal, and cultural status of women within the western tradition.

SOCI 200

Women in Contemporary Society

Credits: 3

Bass (501) MW 5:30 p.m. – 9:20 p.m. Call No. 3099
Aim: This course is an introduction to the study of women in American society, emphasizing socialization, the home, the market place, and social change.
Teaching Method: Lecture, student presentations and discussions.
Requirements: Lecture, student presentations and discussions.
Reading List: TBA

WMNS 399 (501) Independent Study Credits: 1-6
DiBernard Arranged Call No. Suppressed
PREQ: PERMISSION OF WOMEN'S STUDIES PROGRAM DIRECTOR, BARBARA DIBERNARD, 472-9300

OTHER COURSES OF INTEREST

This course may or may not count toward a Women's Studies major or minor.
Please consult a Women's Studies advisor before registering.

EDUC 892 GLBT Students and Families: 3 credits
Meeting the Learning and Development Needs of
Gay, Lesbian, Bisexual, and Transgender (GLBT) Students and Families
First Three Weeks of the First Five-Week Summer Session
Brown June 5-June 22 MTWR 1:15 - 4: 25 p.m. Call # 3760

Note: Undergraduates who seek to enroll must be seniors, obtain instructor permission and permission from Graduate Studies.
Please see the course description under the Summer 2006 Graduate Courses section of this booklet.

SECOND FIVE-WEEK SESSION

July 10 – August 10

ENGL 315B Women in Popular Culture Credits: 3
Foster (601) MTWRF 11:00 a.m. – 12:35 p.m. Call No. 1860

Aim: This class will focus on gender and class roles in popular cultural images, especially those in film and television. Expect to see women in classical comedy films, film noir, and reality television programs.

Teaching Method: Screenings of films, brief lectures, small-group and large-group discussions. Analysis of films.

Requirements: Four papers of about 5-10 pages in length, due weekly.

Tentative Reading List: Readings in gender, race and class as they are exhibited in popular culture. Handouts and/or material on e-reserve at Love Library.

Staff (602)

MTWRF 11:00 a.m. – 12:35 p.m.

Call No. 3949

Aim: To theorize and analyze as a class the representation of women in popular culture, focusing primarily on television, film, art, and literature.

WMNS 399 (601)

Independent Study

Credits: 1-6

DiBernard

Arranged

Call No. Suppressed

PREQ: PERMISSION OF WOMEN'S STUDIES PROGRAM DIRECTOR, BARBARA DIBERNARD, 472-9300

SUMMER 2006
GRADUATE
WOMEN'S STUDIES COURSES

PRE-SESSION

May 15 – June 2

SOCI 896 (301)

Violent Crimes

Credits: 3

Chapple

MTWRF 10:30 a.m. – 1:20 p.m.

Call No. 3129

Description: We will investigate the sociological nature of violent crime in terms of social consequences and social causes. This is a seminar course that is dependent on student interaction and discussion leading. We will investigate the nature of violent crime, its connections to non-violent crime and potential causes of crime in general.

Classroom Format: Lecture and discussion

FIRST FIVE-WEEK SESSION

June 5 – July 7

EDUC 892

GLBT Students and Families:

3 credits

Meeting the Learning and Development Needs of

Gay, Lesbian, Bisexual, and Transgender (GLBT) Students and Families

First Three Weeks of the First Five-Week Summer Session

Brown

June 5-June 22

MTWR 1:15 - 4: 25 p.m.

Call # 3760

Cross-listed: Course is cross-listed in CEHS programs (e.g., Educational Psychology, Educational Administration, Teaching, Learning and Teacher Education, Family and Consumer Sciences). Arrangements for credit in other university departments must be made individually.

Purpose: Provide participants with knowledge and resources that will be useful in their current or future work settings in meeting the educational and development needs of GLBT students and families. Focus will be on understanding GLBT youth and families (e.g., identity development, coming out issues, parental concerns), institutional responses (e.g., student organizations, organizational policies and practices, curriculum), and community resources and concerns (e.g., PFLAG, legal issues).

Intended audience: Teachers, educators, counselors, and administrators in K-12 and college settings and others who work with families and who are interested in creating an environment that meets the learning and development needs of GLBT students.

Course Activities: The needs and interests of the participants will determine session activities. It is anticipated that these will include: (1) discussion of scholarly resources that focus on GLBT students and families, (2) examination of examples of programmatic innovations in pedagogy, curriculum, the co-curriculum, institutional organizations (e.g., GSAs), parental support, and counseling services, (3) examination of strategies to assess an institution's climate for GLBT students and families, (4) presentations (speakers, panels) on topics related to the interests and work settings of the participants, and (5) opportunities for participants to work individually or in groups on projects.

Rationale and Need: Interest and concern in meeting the learning and development needs of GLBT students has increased significantly in the past decade. The college years have been the traditional "coming out" years for GLBT youth, but more GLBT students are exploring their sexual identity during

their high school years, and earlier. These developments have increased the needs for teachers, counselors, administrators, and others who work with students and their families to be knowledgeable and responsive to meeting GLBT students' learning and development needs in K-College environments.

Course Resources: Resources will include current publications, research journals, pertinent literature, community speakers, and the sharing of expertise and experience among workshop participants. A textbook or two may also be required.

Requirements: For attendance, participation and completion of special assignment (e.g., designing a program, developing curriculum materials, constructing an annotated bibliography), which meets the needs of the Individual and/or groups of participants. Graduate level course work is expected.

Course Instructor: Dr. Robert D. Brown, Carl A. Happold Distinguished Professor Emeritus, Educational Psychology. Dr. Brown's career and scholarly publications focus on enhancing the learning and development of students through curricular innovations and instructional strategies and on ways to evaluate the effectiveness of these innovations.

Contact: Dr. Brown would appreciate hearing from potential enrollees to help determine the specific needs and interests of participants and to answer any questions. E-mail: rb61201@alltel.net.

TXCD 890A (571)

The Past: Material Culture

Credits: 3

Crews / Wunder

MTWRF 9:00 a.m. – 4:00 p.m.

Call No. 3886

One-week workshop/seminar, June 19 – 23. Contact Dr. Crews for description. This course may or may not count toward the Women's Studies Graduate Specialization. Please consult with Barbara DiBernard.