Women’s Studies Spring 2016 Course Descriptions

More courses and descriptions to come, please check back often.

For information about specific courses (instructor, day, time, room),
please refer to courses.unh.edu

WS 401.01-04 INTRODUCTION TO WOMEN’S STUDIES
Through discussion and writing we will introduce Women’s Studies and explore information in terms of your reactions and assessments within the theoretical and practical framework of feminism. Issues to be considered are gender socialization, violence against women, race and racism, attitudes toward feminism, sexuality, women’s work, trans issues, education, politics, health, economic and social discrimination & methods of empowerment, women’s relationships with other women, sexism in language, and other topics.
Social Science (SS) Discovery Category and Inquiry and Writing Intensive Attributes

WS 405.01-02 GENDER, POWER, AND PRIVILEGE
This course is an introduction to diversity, oppression, and social justice in U.S. culture. We analyze the social construction of difference and the processes, institutions, and conditions that lead to power and privilege in modern U.S. society. Particular attention is given to identity, discrimination, oppression and efforts to combat bigotry and affect social change. We utilize a layered approach that takes multiple social groups into consideration, including race/ethnicity, class, religion, gender, sexual orientation, dis/ability, age, weight and appearance. Through directed readings, films, guest speakers, classroom exercises and discussion, this class examines the meaning of difference and the problem of systemic inequality. Students will become familiar with multiple categories of difference and will begin to develop critical analyses of these categories in their own lives and in the wider cultures which overlap in our contemporary world.
Humanities (HUMA) Discovery Category

WS 444A.01 RACE MATTERS
This course examines race categories in the United States and how these historically changing categories shape our diverse realities across racial, ethnic, gendered, classed, and national identities. Students examine race as a category of difference and explore the multiple ways that individuals claim racial identities. Specific attention focuses on how diverse women have made history in their own lives and in the lives of others by resisting the interlocking systems of oppression.
Historical Perspectives (HP) Discovery Category & Inquiry Attribute

WS 505.01 SURVEY IN WOMEN’S STUDIES: INTRO TO LGBTQ+ STUDIES
Introduction to LGBTQ+ Studies is an interdisciplinary survey course in which we will be engaging the voices, diverse experiences, scholarship and cultural production of LGBTQ+ people and their allies to explore topics such as: our changing understandings of sex, gender and sexuality; the importance of recognizing how LGBTQ+ identities intersect with other social identities such as race, class, spiritual faith and ability; the history of the LGBT movement and queer politics in the United States; and representation of LGBTQ+ people in media such as art,
film and popular culture. We will critically analyze social and political forces, both historic and contemporary, that have been, and in some cases continue to be, responsible for the oppression of LGBTQ+ people, but also recognize the activism and resistance that has produced positive changes in our society.

**Historical Perspectives (HP) Discovery Category and Inquiry Attribute**

**WS 505.02 SURVEY IN WOMEN’S STUDIES: GLOBAL SEX INDUSTRY**

This course will explore women’s writing through the lens of the Gothic – an enduring genre that extends from the late eighteenth century to the present. The term “Gothic” is used to describe literature, art, and films that explore dark themes such as family secrets, repressed sexuality, haunted domestic spaces, and the monsters of modern society, whatever forms they might take. Over the course of the semester, we will consider the history of the Gothic novel (one of the first areas in publishing in which women writers were major contributors), the many critical and theoretical interpretations of the genre, and the endurance of the Gothic tradition. We will read classic authors including Ann Radcliffe, Jane Austen, and Mary Shelley as well as modern and contemporary writers such as Shirley Jackson, Toni Morrison, Octavia Butler, and Gillian Flynn.

**Historical Perspectives (HP) Discovery Category and Inquiry Attribute**

**WS 505.03 SURVEY IN WOMEN’S STUDIES: THEATER AS A PROVOCATIVE ACT**

In this course dedicated to plays composed by women, we will discuss plays by Aphra Behn, Susan Glaspell, Lorraine Hansberry, Wendy Wasserstein, Paula Vogel, Caryl Churchill, Sara Kane, Suzan-Lori Parks-among others. We will become acquainted with unforgettable women faced with unforgettable situations. A word of warning: If this course were a movie, it would be rated R. The difficult fusion of the personal and the political is nowhere more explosively or more memorably expressed than in plays written by women. From Aphra Behn, the first woman to earn her living as a writer and famously praised by Virginia Woolf, women have overcome immense difficulties to complete their plays and see them through to performance. The plays are very different from each other: some of them will make you laugh; many of them will shock you; all of them will make you see the world of women and men differently than you had seen it before. **Historical Perspectives (HP) Discovery Category and Inquiry Attribute**

**WS 505.04 SURVEY IN WOMEN’S STUDIES: FEMINIST PERSPECTIVES IN MEDIA**

The purpose of this course is to introduce students to contemporary critical media scholarship and to increase media literacy on a subject of immense importance to our everyday lives—how gender, race, class, ethnicity, ability, and sexual orientation are socially constructed by media. We will inform our analyses from a feminist perspective—i.e. how feminists perceive media contexts and effects regarding gender, inequalities and social justice. We will refer to critical cultural studies theory to understand how politics and economics, social artifacts, and audience reception enlarge our understanding of the media’s role and influence on society in general, on groups, and on individuals. We will refer to popular entertainment case studies, as well as our observations of media to apply theory to everyday occurrences.

**Historical Perspectives (HP) Discovery Category and Inquiry Attribute**
**WS 632.01 FEMINIST THOUGHT**
This course aims to familiarize students with the history of feminist thought, including widely differing understandings of sexual difference and being human to the present day. Topics include: gender; gender-defined roles; natural versus constructed understandings of identity; class; power and politics; the idea of equality; sexualities; ethnicity and race; the possibility of ethics; and several others. Students should be prepared to read deeply, and be willing to question their assumptions.
*Required for all Women’s Studies majors. Writing Intensive Attribute*

**WS 795.01 INDEPENDENT STUDY IN WOMEN’S STUDIES**
For advanced students who have the preparation to carry out an individual project of supervised research on a specific Women’s Studies topic. Preparation should include WS 401 or equivalent, and/or other Women’s Studies courses. Prerequisite: permission of instructor and Women’s Studies Coordinator. Barring duplication of topic may be repeated for a maximum of 8 cr. 1-4 cr. PERMISSION REQUIRED.

**WS 796.01 ADVANCED TOPICS/ CAPSTONE EXPERIENCE**
Advanced or specialized topics not normally covered in regular course offerings. May be repeated, but not in duplicate areas. Prereq: permission.

**WS 796.02 ADVANCED TOPICS/ LEADERSHIP FOR SOCIAL**
Advanced or specialized topics not normally covered in regular course offerings. May be repeated, but not in duplicate areas. Prereq: permission.

**WS 797 – INTERNSHIP**
Students gain practical experience in a woman-focused agency or organization. Plan of study and requirements are developed together with a faculty adviser and the student's workplace adviser. Bi-monthly seminar with all internship students and instructor. Prereq: permission. WS majors or minors. May be repeated up to a maximum of 8 credits.

**WS 798.01 COLLOQUIUM: RACE AND GENDER IN FILM**
This course will explore representations of gender and race/ethnicity in American cinema and popular culture, using feminist film theory and theories of masculinity. Weekly readings will guide us in identifying the various stereotypes and subversive aspects depicted in cinema and popular culture. Topics include representations of the femme fatale and the hysterical male; the action hero and hyper-masculinity; the black female; race/ethnicity and hypersexuality; the crisis of masculinity; sexual orientation and gay sex; transsexual and transgender performance; the final girl in horror films. Reading intensive. No weekly screening as in most film courses but examples from film clips will be screened and closely analyzed in class. Films discussed include *Mahogany; Brokeback Mountain; Paris is Burning; White Heat; Friday the 13th; Alien; Sleepers; Deliverance; The Crying Game; Imitation of Life; Jackie Brown; Swing; Jerry McGuire; Fight Club; American Psycho; Halloween; Shampoo; and various James Bond films.* Writing Intensive Attribute
WS 799.01 HONORS THESIS
With a faculty sponsor, students enrolled in the honors-in-major program develop an independent, investigative project in Women’s Studies and a written thesis. Prerequisite: majors only, one other WS 700-level course prior to or concurrently with WS 799. 4-8 credits. Not repeatable. PERMISSION REQUIRED.

THE FOLLOWING COURSES MAY BE USED FOR WOMEN’S STUDIES
MAJOR/MINOR CREDIT:

ANSC 510.01 INTEGRATION OF CULTURE AND AGRICULTURE IN IRELAND: PAST, PRESENT, AND FUTURE
Is Ireland’s agriculture very different from New England’s? What characterizes Ireland’s agriculture in the 21st century? What challenges/benefits do Irish farmers encounter in the international market? In 1845-1849, what event occurred in Ireland that proved to be the worst natural disaster in 19th century Europe? Ireland’s agriculture is a dynamic and complex area of study, with natural and human factors influencing agricultural development. This interdisciplinary course examines areas relating to agriculture, through a cultural, historical, political, and economical lens. For example, Ireland’s land ownership and agricultural management continues to be influenced by international trade, membership in the European Union, and agricultural subsidies. Associated with these factors are the areas of health and welfare, economics, education, religion, poetry, sports, literature, and the arts. This course will meet one evening each week throughout the semester followed by a 10-day study abroad in late May. This crowning experience will provide students with a window to the world as they experience the culture, agriculture, history and topography of Ireland. Students will immerse themselves in local history and culture as they tour working agricultural farms, and cultural landmarks.
Writing Intensive Attribute, World Cultures (WC) Discovery Category, Study Away,

ANTH 797: ARCHAEOLOGY OF IDENTITY

CA 507 RELATIONAL VIOLENCE
This course explores relational violence and its impact on individuals, families, and communities. Topics include relational violence as a continuum, types of relational violence (domestic, gangs, hate crimes), causes of relational violence, PTSD, responding to relational violence, silencing, compassion fatigue, and restorative justice. Prerequisites: CMN 457 or permission of the instructor.

CLAS 550.01 WOMEN IN ANTIQUITY
An exploration of ancient women in the contexts of their daily life, religion, philosophy, legal status, occupations and their portrayal in the drama and extant works of the civilizations of ancient Greece and Rome. There will be three writing projects and a journal kept of responses to the readings. There will be two main texts: Women’s Life in Greece and Rome-M. Lefkowits & M. Tant, and Goddesses, Whores, Wives and Slaves-S. Pomeroy, but we will also utilize the
major writings we have available today in translation; The Iliad and the Odyssey by Homer and the major tragedies and comedies of the era.

*Historical Perspectives (HP) Discovery Category, Writing Intensive Attribute*

**CMN 596 ANALYSIS OF ONLINE IDENTITY**

**CMN 772 YOUTH AND MEDIA**

**CMN 757E.01 SOCIAL PROTEST: RHETORIC AND RESISTANCE**
This course will consider the evolution of rhetorical theorizing about social movements over the past four decades as a backdrop to inform a critical examination of an array of contemporary movements for social and political justice. We will begin with the premise that social movements are definitively rhetorical in that they manage symbolic resources in order to challenge particular worldviews, construct possibilities for new realities, and motivate collective social change. We will investigate movements in terms of members, audiences, and discursive tactics utilized as a means to encourage mobilization, critique culture, and intervene into the mass media. Movements considered for analysis will include those concerned with gun control, animal rights, pro-life/pro-choice, environmentalism, LGBT rights, and anti-globalization, as well as anti-corporate and anti-consumerist activism. Further, we also will critically dissect the very recent emergence of movements that masquerade as grassroots social and political campaigns while further empowering establishment groups, including practices such as astroturfing, greenwashing, and corporate activism. Finally, we will critically engage with debates over the evolution of online activism, including hacktivism and social network-facilitated activism (“slacktivism”), as well as the future of rhetorical movements for social change.

Students will:
1) investigate the various conceptual and definitional debates regarding movements, meaning, and their cultural and political significance
2) critically examine the various rhetorical strategies of movements concerning identity, mobilization, advocacy, resistance, image events, body rhetoric, and media coverage
3) consider the power dynamics between movements for change and forces of control, including the role of publics/counterpublics, dominant/vernacular discourse, and establishment/anti-establishment activism.
4) sharpen their writing, reading, critical thinking, research, analysis, and presentation skills

*Writing Intensive Attribute*

**ECON 698 MICROFINANCE**
Microfinance once meant small loans to very poor people. It had other associations, too. Loans were once delivered primarily to entrepreneurial women through groups and were issued by ‘bricks-and-mortar institutions’, called Microfinance Institutions (MFIs). All that has changed.

Today, microfinance is still a powerful means for individuals and communities to build equity, but now that means inclusive financial services, multiple product options, as well as markets that are deepening, leavening and broadening. As the field gains momentum, its variations now
explode onto a landscape that includes highly commercial as well as more developmental suppliers. ICT--satellite phones, Wi-Fi, and cell phones--are changing the face of banking for the poor. So too are a vast array of new products, from microinsurance and microleasing to Sharia-compliant microinvesting. **Never has an understanding of the economic, social, ethical, and financial issues been more important than now.** While this course examines market-based solutions, it also takes into account the wide range of development issues--some hotly debated--that characterize the industry today.

“Microfinance Issues” focuses on the developing world but with a number of references to programs and projects in the U.S. It explores the realities of the informal economy that inspired early microfinance interventions and concludes with the breakthroughs in both commerce, technology and social and environmental change, which have transformed the sector. The final portion of the course moves beyond financial services to investigate new strategies that integrate education and health services that reach “base-of-the-pyramid” customer segments.

This highly participatory course assumes no financial background but requires students to understand basic financial skills during the semester as a prerequisite to understanding the issues that surround the sector.

**EDUC 500**

**ENGL 419 Introduction to Literary Analysis**

**ENGL 585.01 INTRODUCTION TO WOMEN IN LITERATURE**

Literature By U.S. Women Of Color

In this class, you’ll be exposed to a variety of works by Asian-American, Latina, Arab-American, Native American, and African-American women. We’ll be guided by a term called intersectionality; this means that identity categories work together to influence literary production and interpretation. As a result, we can’t understand gender without thinking about other categories like race, sexual orientation, and ability. We’ll think deeply about history and consider how literary studies can contribute to new understandings of the past. Finally, we’ll practice the skills of critical reading and writing. This class requires substantial reading and writing and vigorous participation.

**ENGL 609: ETHNICITY IN AMERICA**

Racial Passing and Textual Intercourse

This survey course in contemporary African American Literature of the 20th and 21st centuries focuses on the phenomenon of racial passing in American culture. Specifically, we will examine the imaginative world of fiction in order to discover the relevance and rationale of fair-skinned African Americans who either lived their lives as white or deemed it necessary to do so. Why did African American writers compose such stories? What realities did these fictional stories convey and why? Finally, have stories of racial passing become passe, or do we still see the relevance of skin color politics yet operating in the millennium? These and other questions of literary and cultural interpretation shall form the basis of our engaged scholarly readings and class discussions next semester. We shall also explore the poetic dynamics of what I'm identifying as
"textual intercourse." I am coining and defining this term as an artistic and cultural aesthetics of close reading and literary interpretation that investigates romantic/sexual liaisons of race and whiteness in African American tradition. To aid our investigative performances of textual intercourse with literatures of racial passing, we will read texts by W. E. B. Du Bois, Pauline Hopkins, James Weldon Johnson, writers from the Harlem Renaissance, and Janet Mock's recent memoir, Redefining Realness. My teaching style supports students who seek to learn the secrets of reading and studying literatures as a “beautiful science” of intellectual creativity. Consistent in-class participation, two essays of literary analysis, class presentation, and a final research paper are required components of the course. Additionally, I especially welcome students interested in cultivating an “entrepreneurial spirit of discovery,” who also desire to enhance their critical thinking, reading, and writing skills. My hope is to help each of you identify and develop your niche as a competitive English major whose developing expertise in multicultural perspectives uniquely prepares you to think both inside and outside the box in today and tomorrow's professional work force. Students should either be acquainted with or open to learning about “white ignorance,” “white racism,” and race, class, gender, and sexuality as interlocking forms of oppression. Writing Intensive Attribute

ENGL 797.02 SPECIAL TOPICS IN LITERATURE: LITERARY RESPONSES TO THE HOLOCAUST
This course examines literary responses to the Holocaust (the Shoah, the Nazi persecution of European Jewry on the purported basis of undesirable racial difference that could only be addressed through genocide). Reading and writing, lecture and discussion, and some special events, such as the Hans Heilbroner public lecture (supported by the UNH Endowment for Holocaust Education). The Holocaust has been described as beyond imagining, beyond comprehension, and beyond representation. Nonetheless, there have long been attempts to represent, appropriate, and deny the Holocaust; to memorialize, remember, bear witness; to understand perpetrator, victim, victim-survivor, and bystander psychology; and to ensure such an event and any such discrimination based on phenotype read as undesirable and inevitable personal or collective traits never happens again, its lessons elucidated. The study of the Holocaust, what led up to it, what follows, how it is “read” has many implications for present-day acts of genocide and less total but nonetheless both violently and subtly irruptive caste-based hatred, hidden and overt discrimination, false notions of security through “assimilation.” Responses to and imaginings and documentation of the European Holocaust have included all genres and modes of literature, including in the camps; fantasy and memoir hoaxes pertaining to it; non-fiction across disciplines; photography, film, oral testimony, television, music, cybersites; public and private forms and forums; institutions (museums, libraries, Holocaust centers); other visual arts; and theory, especially psychoanalytic and trauma theory, accounts of what it means to bear and hear witness testimony. Innumerable questions are raised, including around the complex interplay of race, gender, nation and global culture in the context of mass murder. Is it really possible to know this event, whether by recall, research, reading, hearing, or viewing? What are the achievements and effects and uses of art of the Holocaust—in the schools, business, politics, ethics, arts, later cultural/historical/political crises, our understanding of discrimination and targeting themselves? Where does the “event” reside—in memories of the lost or the saved? In that of the perpetrators? The bystanders at the time or those others at some kind of remove? In archival materials? In the responses and aftermath? What do various forms and figures of
literature (fiction, non-fiction, poetry, drama) provide and provoke? What and when is something out of bounds? WI. Satisfies a post-1800 requirement for the English major and can serve as a capstone course; may also be taken for Women’s Studies, Religious Studies, and/or American Studies credit. If you are taking the course for credit in one of these programs, please check in with an appropriate advisor. Readings include history, books by Borofsky, Frank, Levi, Ozick, Spiegelmann, Weisel, and Taylor, and short works from the anthologies Art from the Ashes and Truth and Lamentation: Stories and Poems on The Holocaust.

Writing Intensive Attribute

ENG 974 STUDIES IN 20TH CENTURY LITERATURE
Literary Modernisms This seminar focuses on poets, novelists, and essayists of the late nineteenth and early twentieth centuries in relation to the contested terrain "literary modernism." We will explore the aesthetics, the politics, and the history of this period, as well as current critical debates in the rapidly changing field of modernist studies, including debates about early and late modernisms, front-line and home-front modernisms, raced and gendered modernisms, and national modernisms. The ways in which ideologies of nation, gender, race, class and sexuality are shaped, appropriated and re-appropriated in literary texts will be major topics of discussion. Readings will be international, and may include work by Mulk Raj Anand, W.H. Auden, Willa Cather, Tsitsi Dangarembga, T.S. Eliot, Zora Neale Hurston, James Joyce, Claude McKay, Wilfred Owen, Evadne Price, Jean Rhys, Siegfried Sassoon, Sylvia Townsend Warner, Virginia Woolf, and W.B. Yeats. Course requirements include an oral presentation accompanied by a book review with copies for seminar members, a research proposal and annotated bibliography, and a 20- page research paper.

HHHS 444

HIST 632

HIST 565 INTRODUCTION TO EUROPEAN WOMEN’S HISTORY

HUMA 730.01 VIOLENCE AND SOCIETY
How does violence play a role in society? Does violence have a productive purpose, or should it be eliminated altogether? Why are there so many portrayals of organized violence in literature and philosophy? Moreover, how is violence related to the concept of "sacrifice," an ideology that often occurs in discourse about religion, war, sports, politics and other important institutions? Are violence and sacrifice integral to human behavior? In this course we will examine portrayals of violence in plays, movies, short stories, and religious texts along with theories of sacrifice from the perspectives of anthropology, sociology, theology, history, ritual criticism, literary criticism, and gender analysis.

Writing Intensive Attribute

ITAL 444A ITALIANS COME TO AMERICA: REPRESENTING EMIGRATION AND IMMIGRATION ON BOTH SIDES OF THE ATLANTIC
This course is designed around the phenomenon of emigration from Italy to the United States over the last century, and its representation in literature and mass media. While the core media under examination will be literature and film, we will also draw on historical, anthropological,
political and sociological readings to help us consider the many issues involved. These works will represent different viewpoints and will be written from the perspective of immigrants/emigrants themselves, non-immigrant residents of both the United States and Italy, politicians, journalists and scholars.

**NURS 450.01-.02 MAKING BABIES**
This course examines the process of human birth focusing on the emergent technologies of the human genetics, assisted reproductive technologies, prenatal diagnosis and treatment, as well as the appropriate and inappropriate use of technology through the labor, delivery, and postpartum experience. The social, cultural, political, and historical context for the development and application of these technologies will be explored.

*Environment, Technology & Society (ETS) Discovery Category*

**PHIL 421**

**POLT 750**

**PSYC 762**

**PSYC 775.01 MADNESS IN AMERICA**
Examines how popular and professional concepts of mental illness are shaped by historical events as well as scientific and medical research. Writings of former psychiatric patients, therapists, researchers, social critics, and historians of psychology and psychiatry. Cultural values, public attitudes, and popular views of mental health and illness as expressed through motion pictures, documentaries, novels, autobiographies, and biographies. The impact of WWI and WWII on how people thought about madness and how it was treated. The 1973 removal of homosexuality from the diagnostic manual of the American Psychological Association; the rise and fall of the lobotomy; feminist criticisms of psychiatry and psychology.

*Writing Intensive Attribute*

**PSYC 954**

**RUSS 522W.01 – Morality, Sex and Revolution in Russian Literature**
Introduces Russian literature from a variety of perspectives. Selected works by famous and lesser known Russian writers on themes of morality, sex, and revolution. Literary texts, as well as film versions of literary texts, are considered in their historical and cultural contexts. Lectures, readings, and discussions in English. Open to all students, including freshmen. No prerequisites. Special fee. The course focuses on questions of sexual morality in late nineteenth-century and early twentieth-century Russian literature, with much attention paid to issues of gender, women's rights, and feminism. We will read and discuss Tolstoy's famous novel of adultery, Chekhov's classic short story about adultery (largely considered a response to Tolstoy), Artsybashev's novel about sexual promiscuity (banned as pornographic in 1907), a boulevard novel about a transgendered female artist, a novel about Bolshevik love (comradeship), a Gothic scare novel that warns of the dangers of sexual licentiousness, and two Soviet films (one from the 1920s, the other from the 1980s) that treat the issue of human sexuality in opposed ways.

*Writing Intensive Attribute*
SOC 545.01 SEXUALIZED VIOLENCE
During this one semester course students will examine the spectrum of sexualized violence occurring in contemporary society. The course will be divided into six parts: (1) We will discuss the theoretical and methodological issues inherent in researching gender based violence in the US and Europe. (2) We will examine sexualized violence in a historical context with particular attention to war, conflict and military settings. (3) We will look at examples of the impact of sexualized violence in everyday life. (4) We will spend time examining sexual assault on campus. (5) We will look at how our Western views impact our understanding of sexualized violence in other countries. (6) Finally, we will look at how pornography normalizes sexualized violence and how these images from pornography are common in our larger culture.

SOC 975

SPAN 526 LATIN AMERICAN CIVILIZATION AND CULTURE

SPAN 798C.01 SOCIOLINGUISTICS OF SPANISH
This course examines the topic of language variation in Spanish with a particular focus on gender, race/ethnicity and sexuality, and explores the methods and approaches to studying language variation and change. The course is taught in Spanish and all reading, listening and writing will be in Spanish.

SW 551

SW 697.A01 EXPLORING SOCIAL JUSTICE AND CULTURAL COMPETENCY USING AN EXPERIENTIAL LEARNING APPROACH
This course explores the use of experiential activities to address social justice issues and cultural competency. Students will experience an interactive activity-based approach to build self-awareness and techniques for working with specific client groups. The course focuses on methods and activities using metaphoric development and facilitation to promote dialogue and reflection. Learner outcomes include: in-depth exploration of social justice concepts, terms, and resources; participation in dialogue and skillful discussion around sensitive issues; and increase knowledge of experiential learning activities to address social justice issues.

SW 715/815.01 PRACTICE WITH GLBT PEOPLE
Sexual and gender minorities will be consistently encountered by social workers wherever they work. This course will address practice with gay, lesbian, bisexual, and transgender (GLBT) people on both professional and personal levels for the social worker. The readings draw from the disciplines of social work, psychology, and psychiatry, as well as including personal perspectives. Classic and current readings are represented. Students will also be required to explore and examine their own attitudes and assumptions about GLBT people.

THDA 440 THEATRE AND SOCIAL JUSTICE
This course that will examine to what degree dramatic literature and theatre art has effected socio-political change in the past, and in the present, through an in-depth exploration of texts, artistic methods and theatrical techniques. Students will create theatrical art related to various sociopolitical issues. Absolutely no experience in theatre is necessary, as this course is built around the premise that we all have the ability to create art and affect politics and society.

Additionally with directed individual work, these classes may also count for WS Credit. Please check in with a WS Advisor and the Professor to establish your particular curricular plan to earn WS credit.

ANTH 500 PEOPLE AND CULTURE: LATIN AMERICA

ANTH 797

CMN 515 ANALYSIS OF NEWS
This course is a critical analysis of mainstream news in the U.S., which reveals a lot about dominant themes and narratives in American culture (including patriarchy and sexism), as well as underlying patterns of race and power in the U.S.

CMN 732 COMMUNICATION THEORY

ENGL 741 LITERATURE OF EARLY AMERICA
This course will explore the writings that come out of the first two centuries of the English settlement of North America, from the colonial to the early national period. We will examine a variety of documents and genres: the literature of exploration and early cross-cultural contact; Puritan histories, sermons, poetry, and a trial; captivity narratives; Native American writings; Enlightenment publications–autobiographies, speeches, slave narratives, letters, polemical writings; early republican fiction. These texts will allow us to focus on a series of crucial issues: conjunctions of religion, cultural expression, and violence; textual/political relationships between the imperial metropolis and the colonial frontier; ideological and literary transformations in the contact zone of colonial conquest; New World racializations; colonial, Puritan, and republican gender constructions; and the social/textual construction of nationhood. Research will be an important component of the course; the three main, graded assignments will all require research into current scholarly sources (databases, critical studies, histories). The course fulfills a pre-1800 literature requirement for English majors.

HIST 425

HIST 609 INTERNATIONAL LAW AND HUMAN RIGHTS
This course explores the development of international law and human rights from the late 1700s to the present, examining how the meaning of “human rights” has shifted over time. While the course is anchored in the United States, it will analyze broader global debates over “human rights” that were sparked by slavery, imperial conquest, migration, genocide, the law of warfare, the creation and disappearance of states, gender violence, and mass expulsions. Who defined human rights and what mechanisms were developed to address abuses? The course takes both a
“bottom up” and a “top down” approach. It pays close attention to how individuals and groups--the victims of abuses--shaped international law and human rights. It also examines the responses of both governmental (the State Department, the United Nations, the World Court) and nongovernmental organizations (e.g. Amnesty International) in negotiating treaties, holding trials and hearings, investigating and processing claims, and creating new international standards and conventions on human rights.


**HISTORY 615: MODERN U.S. HISTORY, 1900-1945**

By 1900, the United States had emerged as the world’s leading industrial power and had begun to become a major player in world affairs. It is during this period, several historians argue, that the United States assumed many of its “modern” characteristics. While the country entered the twentieth century on a note of triumph, Americans struggled with many of the changes and issues which accompanied their rise to economic and global power. In addition to bringing unprecedented prosperity and power, industrial capitalism in the United States wrought changes in work, class structure, lifestyles, values, gender roles, racial and ethnic relations, and the structure and function of government. Using both primary and secondary sources, we will explore these changes and the debates they sparked.

**PSYC 571.01 PIONEERS OF PSYCHOLOGY**

An introduction to the development of psychology as an academic discipline and applied science. The lives and work of innovators in psychology will be placed in socio-cultural context. Women pioneers appear in a majority of student papers as well as in about half of the course primary and secondary literature. Each weekly unit focuses on a social issue: marriage, client rights, moral development, juvenile delinquency, adoption, civil rights, gender bias, gay rights, child-rearing, interdependent families, destiny in indigenous Chinese psychology.

*Historical Perspectives (HP) Discovery Category*

**PSYC 791W.03 ADV TOP/PSYCHOLOGY & RACE**

Psychology and race is a rapidly expanding area in the history of psychology. Using case studies in different cultures, we explore intersections of gender, race, and class in the Jim Crow South (schooling), the Post-War U.S. (inequality & powerlessness), socialist Russia (Vygotsky, women emigrées), the Philippines (social interaction), U.S. Latinas (migration), China (children and intellectuals), Japan (therapy), Polish compared with Australian English, Palestine and Judaism, South Africa (homosexuality), and colonial North Africa (Fanon on mental illness). Students also write their own ethnic autobiography. We view and discuss a film clip in every class. An unusual feature of the course is that we use active learning. Students do activities on privilege, internalized oppression, institutional discrimination, a culture shock interview, the contact hypothesis, etc.

*Writing Intensive Attribute*