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 405.01-03 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 444.01 TRANS/FORMING GENDER**
This course examines the multiple ways in which gender is constructed within the lives of children, women, men, and transgender people using a social construction approach. Specific attention focuses on the social institutions and systems that encourage both the construction and reproduction of gender identity and expression across the lifespan. Students actively participate in identifying historical and current day factors and institutions that shape gender. Students explore the roles of families, schools, educational settings, media, the workplace, recreation activities, the medical system, religion, laws, and the laws and the legal system in the construction of gender.  
_Social Science (Discovery), Inquiry (Discovery), Social Science GP 7_

**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: FASHION THIS!**
In this class we will be critically examining fashion and the fashion industry within historical and contemporary, local and global contexts. We will be investigating the effects of the dictates and business of fashion upon people's lives and delving into questions such as: how does fashion affect our understandings of gender, race and sexuality? What are the environments and working conditions from which garments are produced? What are the messages that we receive from the visual culture with which we interact constantly, such as advertising, film and television? How do these messages affect the ways in which we look at ourselves? How do we treat our bodies, how do we present ourselves to others and do how we perceive other people? This course is designed to give students the knowledge and skills to enable an engagement with the fashion industry from an active, enquiring and critical position. To facilitate this, we will be working within a very interdisciplinary framework, using a variety of written and visual texts. *(WS 505.01) Full Title: Survey in Women's Studies/ Fashion This!*

*Inquiry (Discovery), Historical Perspectives (Disc), Historical Perspectives GP 4*

**WS 505.02 SURVEY IN WOMEN’S STUDIES: SUSTAINABILITY & SPIRITUALITY**
“Many of us are happy in our luxuries, but few of us are truly at peace. Many of us have comfort but not consciousness…Everyone is asking the questions: Are we going to make it? - From “Dear Great Grandchildren” by Marilyn Singer. Given our global crisis, can we work and hope for change? How can we become empowered eco-citizens? Learn alternative tools of transformation (including movement, drum, chanting, ritual). This course will include theory and praxis from indigenous earth-based peoples and cultures to explore community and action. This is a critical thinking, dialogue-based class using an eco-feminist (among others) analysis of power and gender.

*Inquiry (Discovery), Historical Perspectives (Disc), Historical Perspectives GP 4*

**WS 505.03 SURVEY IN WOMEN’S STUDIES: LEADERSHIP FOR SOCIAL CHANGE**
This course affords students the opportunity to focus on the study of the various social constructions of identity while training leaders committed to diversity and social justice. Through the study of social change efforts and activities building on personal development and leadership, students will increase their knowledge, skills and confidence so that they may become agents for social transformation in each of their chosen professional paths. The purpose of this course is to help students advance in their own leadership journey. Open to all students interested in becoming leaders in their fields.

*Inquiry (Discovery), Historical Perspectives (Disc), Historical Perspectives GP 4*

**WS 505.04 SURVEY IN WOMEN’S STUDIES: DISABILITY JUSTICE**
While about 1 in 5 people are disabled, people with disabilities [PWD] continue to be largely invisible and marginalized in all sectors of society. This course will be an introduction to the vibrant field of Disability Studies with an emphasis on intersectional feminist approaches to disability justice. The course will explore societal conceptualizations of physical, sensory, intellectual, developmental, environmental and psychiatric disabilities and chronic illnesses in U.S. culture as well as cover key definitions, critiques and controversies that have emerged in current research and scholarship in the field. Through readings, lectures, films, guest speakers, written assignments, group presentations and discussions, students will learn about diverse and
timely topics such as: the disability rights movement and disability history; the intersection of disability with race, class, and gender; crip theory; LGBTQ+ disabled communities; representations of disabled people in the media and popular culture; systemic ableism and impoverishment of PWD; and the medicalization of disability. Students will gain familiarity with critical disability studies approaches to analyze ableist cultural attitudes and practices and envision forms of activism that center people with disabilities in the larger quest for social justice. Full Title: Survey in Women's Studies/ Disability Justice Inquiry (Discovery), Historical Perspectives (Disc), Historical Perspectives GP 4

**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. (WS Minors may substitute for Colloquium.) 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. (WS Minors may substitute for Colloquium.) PERMISSION REQUIRED

**WS 796.02 ADVANCED TOPICS/ CAPSTONE EXPERIENCE: LEADERSHIP FOR SOCIAL CHANGE II: BEYONCE AND BLACK FEMINISM**
This course explores Beyoncé as a case study of modern Black Feminism. Students will examine black feminism and the intersections of capitalism, sexuality, leadership and love using the framework of societal constructions of race, gender, socioeconomic class, power and privilege. We will analyze the mechanisms of black feminism by participating in relevant fieldwork, examining lyrical content, interviews, musical composition, and the overall history of Beyoncé’s career. Prereq: permission. (WS Minors may substitute for Colloquium.) PERMISSION REQUIRED

**WS 797.01 INTERNSHIP IN WOMEN’S STUDIES**
Students gain experience in an agency or organization that allows for practical application of feminist theory. The internship plan of study and requirements are developed together with the Internship Coordinator and the student's workplace supervisor. Students meet regularly with the Internship Coordinator. 4 credits. Course may be repeated pending approval of the Internship Coordinator. (WS Minors may substitute for Colloquium.) PERMISSION REQUIRED

**WS 798.01 COLLOQUIUM: NATIVE AMERICAN & INDEGENOUS WOMEN**
This course is an intensive study of specialized topic for advanced students. Far from stubborn Pocahontas stereotypes, indigenous women worldwide are currently engaged in an unprecedented level of activist and artistic production. This course focuses on contemporary writing, film and art produced by indigenous women, especially in North America. Weekly readings will explore the ways indigenous women theorize gender and sexuality, nationhood, sovereignty, community, and land stewardship. Topics include the epidemic of missing and murdered indigenous women; women’s protests against Keystone XL and other environmental
disasters; Native women in sports; and Native women’s use of social media. This course is reading- and writing-intensive and meets in a digital lab: be prepared to write and disseminate your scholarship on blogs, Twitter, Wikipedia and other online platforms; and to communicate with contemporary Native women activists, online and face to face. Barring duplication of topic, may be repeated for credit. Required for WS majors. (WS 798.02) Full Title: Native American and Indigenous Women: Theory and Culture

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

ANTH 513 (01) ETHNOGRAPHIC METHODS
The course introduces students to social science research and differences between quantitative and qualitative research methods, and provides a hands-on experience to develop skills in interviewing, participant-observation, life-history, surveying, socio-linguistics, fieldnotes, and ethics of the research.
*Inquiry (Discovery)*

ARTS 686 NEO-CLASSICISM TO ROMANTICISM
European painting and sculpture in its socio-political context, with emphasis on the relation of idea to image, from David and the French Revolution to the romantic landscapes of Friedrich and Runge, and the romantic-classic debate involving Delacroix and Ingres. Prereq: one 400- or 500-level art history course.
*Writing Intensive Attribute*

ARTS 444.01 MONA LISA TO ROMEO AND JULIET: AN INTRODUCTION TO RENAISSANCE CULTURE
What made Renaissance culture tick: who were the pivotal personalities (writers and politicians as well as artists); which are the most typical and which the least typical works produced in Italy and elsewhere throughout Europe? How do viewers think about the art of their time, and in particular how did they respond to the new mass medium of printed images? How connected is our present artistic culture to that of five hundred years ago? When did the Renaissance acquire its fame? Students consider connections between the English and the Italian Renaisances, comparing, for instance, Michelangelo and Shakespeare. Readings include sixteenth-century historical and literary sources as well as art historical essays.
*Inquiry (Discovery), Fine and Performing Arts (Discovery), Writing Intensive Attribute, Honors*

CMN 505.01 ANALYSIS OF POPULAR CULTURE
The study of popular culture is in large part the study of how our world, and we, came to be. But how do we even begin to approach the topic? What does the term ‘popular culture’ mean? And even if we do figure this one out, where do we start?
This course, very simply, is a place to start. Analysis of Popular Culture will introduce a set of basic questions and theories we can use to approach popular culture and how it is produced – all with an eye toward understanding how popular culture meanings are created and placing ourselves within them. We have a few things, starting with the fact that no one is immune. We also will work together to:
1. Figure out the meanings of “popular,” “culture,” and “rhetoric”
2. Examine the relationship between producers and consumers
3. Explore the role of business in the production of culture
4. Consider coolness, individuality, rebellion, and resistance on behalf of consumers
5. Investigate the political climate of pop culture, news and infotainment
6. Always keep in mind issues of race, gender, class, sexuality, age, and their construction

Inquiry Attribute

CMN 596.01 ANALYSIS OF ONLINE IDENTITY
This course will explore how digital media technologies inform strategies of self-presentation and practices of identity formation. We will situate contemporary practices of self-presentation within sociological theories of identity. Students will be encouraged to examine how the internet and mobile technologies challenge traditional understandings of concepts such as anonymity, authenticity, reputation, and privacy. Drawing on the current digital media landscape, we will explore how the emergence of an “attention economy” has encouraged practices of “micro-celebrity” and “self-branding.” Students will be asked to think critically about the ways in which traditional identity markers – such as race, gender, and class – are both challenged and reproduced in digital environments.

CMN 772.01 YOUTH AND MEDIA
This course will situate contemporary debates about youth and media in historical and theoretical context by examining the ways in which media texts and technologies construct and reflect ideas about youth culture. With a focus on western societies, we will examine the cultural, economic, and political factors that contributed to the social construction of adolescence as distinct lifecycle stages in the twentieth centuries. In particular, we will look at how media industries have worked to define and commodify this life stages, thereby creating expectations about what it means to “grow up” in North America. We will explore representation in media targeted at young people, including texts created by Disney, Nickelodeon, and MTV, paying particular attention to constructions of gender, race, sexuality, and class. We will examine how “moral panics” about youth culture and counter cultural movements are reflected and reproduced in current fears about the effects of media technologies and texts on teenagers. We will conclude by investigating how these various interventions play out in discussions about young people’s media production, particularly in a digital environment in which young people are simultaneously constructed as sophisticated “digital natives” and vulnerable victims of media messages.

Writing Intensive

ECON 625.01 ECONOMIC HISTORY OF THE UNITED STATES
This course studies the development of the U.S. economy from colonial times to the 21st century. The role that institutions, innovations and government policy play in economic development is a central theme of the course. Western settlement, slavery and abolition, the rise of manufacturing and the corporate business, emergence of affluence and consumer society, and the Great Depression are some of the topics addressed. Prereq: ECON 401 or 402;/or permission.

EDUC 444B BE THE CHANGE YOU WISH TO SEE: ACTIVE CITIZENSHIP IN A MULTICULTURAL WORLD
The overall goal of this Inquiry seminar will be to apply multidisciplinary perspectives to an examination of how the knowledge and skills of active citizenship are acquired and exercised in a pluralistic democracy. The primary organizing concept of the course will be that of the deliberative community. As such, community is a fundamental component of democratic practice and citizenship. Students will participate in community-based activities that require engagement, collaboration, deliberative dialogue, public reasoning, collective action, and civic agency. Specifically, course content will draw on theories, concepts, and practices associated
with civic engagement, deliberative democracy, human development and diversity, and social justice.

Inquiry (Discovery), Social Sciences (Discovery)

EDUC 500.04 EXPLORING TEACHING
Students who are enrolled in EDUC 500, Exploring Teaching, will be placed in a school to gain experience as teaching assistants. For most students, this is their first formal introduction to the teaching profession. The course involves a minimum of seven hours a week: approximately five hours per week in a school and two hours weekly for a seminar. Students are required to complete 60 hours of fieldwork by the end of the semester. The major purpose of Exploring Teaching is to help students make a realistic career decision by analyzing personal and professional goals relating to teaching. This section—section 4—has an explicit social justice orientation. Successful completion of this course is required before further coursework can be taken in the Teacher Education Program.

EDUC 717.01 GROWING UP MALE IN AMERICA
An integrative view of growing up male in the American culture from birth through adulthood. Analysis of major perspectives on male development and the implications in parenting with specific emphasis on male education. Participants are expected to develop awareness of their own development as a male or alongside males, using current male development perspectives as a guide. They also create an awareness of how this will affect their behavior toward boys in their classrooms.

ENGL 419.02 INTRODUCTION TO LITERARY ANALYSIS
This course aims to improve your academic reading, writing, speaking, thinking, and vocabulary skills and provide increased familiarity with various authors and literary works in English across periods and genres. The class will combine lecture and discussion, is writing-intensive, and serves as a prerequisite, with a minimum grade of C, to declare an English major. It may also count towards the major or minor in Women’s Studies and as a Discovery course. Our texts include Kelly J. Mays, The Norton Introduction to Literature, Portable 11th edition, The Little Seagull Handbook, and the MLA Handbook for Writers of Research Papers.

ENGL 514W SURVEY OF BRITISH LITERATURE: THE ROMANTICS TO NOW
This course is a chronological exploration of literature written over more than 200 years of British Imperial expansion and contraction. We will read and discuss poems, plays, essays, and fiction from the periods literary critics have called “Romantic,” “Victorian,” “Modern” and “Postmodern.” We will explore shifts in literary style as well as the historical contexts for these aesthetic movements, including the rise and decline of Empire, the struggle to abolish slavery, the crises of war, and the various civil rights movements of the 20th and 21st centuries.

ENGL 521.01 NATURE WRITERS
Literary writings on the natural environment by naturalists and observant others concerned about the environment. Our main text is the Norton Book of Nature Writing, a non-fiction collection, to be supplemented by one single-author book and the writing and research guides Rules for Writers (or The Little Seagull Handbook), The MLA Handbook for Writers of Research Papers,
and They Say, I Say. We will read selections by Gilbert White, Henry David Thoreau, Annie Dillard, Jamaica Kincaid, Ralph Waldo Emerson, John Muir, John Burroughs, Aldo Leopold, Rachel Carson, Terry Tempest Williams, and/or Bill Bryson, and other things from time to time, such as news articles.  
*Humanities (HUMA) Discovery*

**ENGL 550.01 INTRODUCTION TO THE LITERATURE AND CULTURE OF RACE**  
This course introduces students to readings across the field of ethnic literature and culture in order to form their capacity to speak and think critically about race relations in America. Readings will include those in race theory, racial construction and authenticity, histories of raced subjects in America, the rise of ethnic studies, white ignorance and whiteness studies, the intersectionality of race with gender, sexual orientation, economic class, religion, and faith. Includes Asian American, African American, Native, and Latino/a literature. Writing intensive.  
*Inquiry (Discovery)*

**ENGL 773.01 BRITISH LITERATURE OF THE 20TH CENTURY: LITERARY MODERNISMS: RETURN, REVOLT, RECYCLE**  
This course focuses on the art and literature of modernity, a literary period with contested boundaries extending from the late 19th century into the 20th. We will discuss experimental writers and artists such as T.S. Eliot who sought to revitalize what he thought of as effete modern culture by looking backward to the past, and writers such as Mina Loy and Virginia Woolf who experimented with revolutionary manifestos and political tracts. We will read late modernists including Mulk Raj Anand who turned their gaze toward imperial culture, and 21st century performance artists such as Kabe Wilson who recycle texts of high modernism. We will also focus on the cultural and geopolitical contexts in which these experiments were made, including imperial expansion and contraction, the rise of fascism, world wars, struggle for suffrage, and struggles over national belonging.  
*Writing Intensive Attribute*

**FREN 765.01 18TH CENTURY FRENCH LITERATURE**  
This course addresses the social, political, and religious issues that preoccupied many eighteenth-century thinkers by exploring the concept of “otherness” and “foreignness” in 18th-century literature and visual arts. We will consider a variety of texts and books (treatises, pamphlets, novels, encyclopedias, plays, and paintings) in which the issues of foreignness and otherness are central. The Persians in Charles de Montesquieu’s novel, the Peruvian princess in Françoise de Graffigny’s novel, the Native American visitor in Voltaire’s philosophical tale, the Tahitians in Diderot’s imaginary dialogues, the slaves in Olympe de Gouges’ plays, and the Senegalese girl adopted by a Parisian family in Claire de Duras’ novel are characters who play a crucial role in presenting how early modern European culture dealt with those whose origins were perceived as “other.” The course is taught in French but for students who understand French well enough and are not majors or minors in French, the materials can be read and the papers written in English.  
*Writing Intensive Attribute*

**HDFS 545.03 INTIMATE RELATIONSHIPS AND FAMILIES**  
Family Relations is designed to provide a systematic exploration of contemporary families and to broaden students’ understanding of interpersonal relationships and family dynamics. Family systems theory and other conceptual approaches will inform our study of the inner workings of
families and relationship issues such as gender roles, communication, marital satisfaction and parenting challenges. An emphasis on family strengths will provide an appreciation of the positive qualities of a variety of family forms and analyses of stresses, conflict and violence will encourage a realistic look at the challenges modern families face.

HIST 498.01: GLOBAL HISTORY OF CHILDHOOD
Childhood is commonly assumed to be “natural” and unchanging. Yet historical studies have shown us that the meaning and experience of childhood, adolescence, and young adulthood are constructed daily, and differently, around the world. Exploring a variety of historical analyses and firsthand accounts, we will consider questions such as: Did childhood exist in the past, or is it a modern invention? Are there “natural” or universal stages of human development? In which ways is childhood the product of society, culture, and history? We explore the impact of religion, science and medicine, social reform movements, government and law, markets, educators, parents, and communities on children's experiences in a variety of geographic and historical settings, in addition to learning about numerous ways in which children and youth have contributed to social change.

Historical Perspectives (Discovery)

HIST 665.01 THEMES IN WOMEN’S HISTORY: GENDER AND POLITICS
An exploration of women in European politics from 1750 to 2014. This is not a survey that follows a textbook. Instead we will ask questions. Why did women march from Paris to Versailles on a rainy October afternoon in 1789 demanding bread and then return home the next evening with the king? What did the German Socialists mean when they celebrated Rosa Luxemburg as the last heroic man still alive at the end of the First World War? Or How has the European Union assured more than the right to vote to women in all of the member countries? There are no prerequisites. No background in European History is required. You must be willing to read and discuss plays by the German playwright Bertolt Brecht, essays by the political philosophers Jean Jacques Rousseau and Mary Wollstonecraft, and the diary of Simone de Beauvoir. We will focus on revolutionary crowds, feminism and suffrage, socialism and liberalism, and student activism.

MGT 598.02 TOP/SOCIAL ENTREPRENEURSHIP
This course is an exciting opportunity for students from any UNH college to learn about and gain the tools, skills needed to become part of the powerful and growing global movement of social entrepreneurs. While traditional entrepreneurship focuses more on wealth creation for the individual entrepreneur, Social Entrepreneurship is about harnessing the tools, techniques and approaches of entrepreneurial business and using them not only for personal financial gain, but also to help address some of the world’s most pressing social and environmental issues, such as poverty, hunger and climate change. Through a wide range of outside guest speakers, videos, readings, in class exercises and limited lectures, this course will help you understand more about some of the world’s most pressing social and environmental issues, and the entrepreneurial ideas, process, steps, and strategies required for creating new social ventures that can make significant and lasting impact on these issues. This class is very much focused on “learning by doing” and is designed for students from any UNH college, encouraging students from different disciplines and backgrounds to work together. Prior business classwork is not a pre-requisite! This course will also provide a valuable way for students to prepare to enter the 2016 Social Venture Innovation Challenge (to be held in November 2016 and/or the Holloway Prize Competition
Social Venture Track (to be held in the spring semester of 2017). These competitions offer substantial cash and in-kind prizes, as well as the chance to connect with expert mentors and advisors from the community. Prereq: permission.

**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*

**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*

**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 645.01 CLASS, STATUS AND POWER**
This course explores sociological perspectives on the economic, social, and political dimensions of inequality. Theories of social stratification, key sociological concepts, and empirical evidence concerning the extent and nature of inequality are a central focus. The semester begins with an introduction to globalization. We will consider how the world economy is implicated in inequality and social change and how it links individuals and communities from diverse nations. For the remainder of the semester, we will investigate how the institutions of education, work, and politics either mediate or perpetuate patterns of inequality in the United States. Here, we will focus mainly on inequalities of class, race, and gender while probing the macro and micro-level processes that generate and reproduce social stratification. We will explore how parenting styles and family dynamics affect children’s experiences at school, their learning, and the repertoire of strategies they use to navigate the opportunity structure. We will also assess the nation’s long
effort to end racial segregation in our schools, workplaces, and communities, and we will consider how segregation relates to inequality. Women’s educational and professional gains of the last fifty years coexist uneasily with an enduring pay gap and a glass ceiling that inhibits their movement to top positions. The course provides an opportunity to assess contemporary gender inequality and its roots in the spheres of work, family, and culture. Finally, the specific laws and policies that affect the distribution of resources and opportunities are forged in the political arena. We will consider how politics work in the United States and whose interests they serve. Together, the course topics and readings tap issues that are central to the sociology of inequality and social stratification. By semester’s end, students should have a solid understanding of the area’s main contributions and its enduring questions.

**SW 697.01 SPECIAL TOPICS/SOCIOLOGY OF FASHION**
This course examines these issues surrounding fashion within a sociological framework. We will analyze and interpret the multiple levels of meanings of the clothing we put on our backs. We will discover how these meanings have changed over time, what changes them, and what the consequences of this have been. Students will be asked to take a sociological point of view, but also to connect these issues with their personal biographies and social locations.

We all have bodies and we all wear clothes. Yet the cloth and fibers we use to cover our flesh are not merely coverings. These vestments are imbued with rich symbolism. They have connections to our identities and statuses (achieved and ascribed). They are markers of who we are, what we want to be, and how we want others to see us. Our clothes are, on one hand, frivolous: they express our fantasies and aspirations, tie into fickle fads and foolish trends, and they allow us to play with identities and social selves. Yet on the other hand, fashion is serious, as the multibillion-dollar industries involved with the production and consumption of fashion indicate. Fashion is linked to history, social class, sex, gender, race, ethnicity, sexual orientation, gender identity, age, and culture. It is also tied to authority, power, globalization, consumption, labor, trade, technology, and the environment.

*Writing Intensive Attribute*

**SW 840.01 IMPLICATIONS OF RACE, CULTURE, AND OPPRESSION FOR SOCIAL WORK PRACTICE**
This foundation course is designed to increase students’ awareness of historical, social, political, economic and cultural aspects of micro- and macro-level oppression directed at minorities. Course materials focus on insidious societal forces that shape and profoundly alter life experiences of large numbers of people, with special attention to social relationships that promote the welfare of some, while limiting opportunities and choices for others, including racial and ethnic minorities, children, women, the poor, persons with disabilities, GLBTQ individuals, and others. Students consider practice issues in multicultural SW.

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.

**CLAS 550B IDENTITIES AND DIFFERENCE IN THE ANCIENT WORLD: SLAVES AND MASTERS**

Students explore the different ways slavery developed in the Greek and Roman worlds with an emphasis on the connections to other historical developments such as the practice of warfare, changes in political systems, and ancient views about human rights. To better understand the development of Greek and Roman slavery, we look at how the ancient systems compare to slavery in the American South and modern human trafficking.

*Historical Perspectives (Discovery)*

**CMN 515.01/02 ANALYSIS OF NEWS**

The 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.

**ENGL 650.01 515.01/.02 STUDIES IN AMERICAN LITERATURE AND CULTURE: GRAPHIC NARRATIVES & COMICS**

This course introduces students to the medium of graphic narratives and comics. Through participatory lecture and discussion, we will discuss primary sources in relation to visual culture; popular culture; the medium’s formal properties; and some graphic narrative theory. Questions that might drive daily discussions: What are graphic narratives? How do you analyze them? How is analyzing this medium different from analyzing literature or film? What issues benefit the most/least from comics’ unique format? How is race, ethnicity, gender, sexual orientation, history (public and private), heroes, and trauma imagined and depicted in graphic narratives?

Requirements: short informal papers, formal papers, leading a class discussion, an annotated bibliography, drawing exercises (these ungraded). Examples of possible required reading: Will Eisner’s A Contract With God; Art Spiegelman’s Maus I & II; David Small’s Stitches; Craig Thompson’s Habibi; Alison Bechdel’s Fun Home; David Mazzucchelli’s Asterios Polyp; Adrian Tomine’s Killing & Dying; Derf Backderf’s My Friend Dahmer; Alan Moore & Brian Bolland’s Batman: The Killing Joke; Gene Yang’s The Shadow Hero.

*Writing Intensive*

**GEOG 650.01 FIELD METHODS IN GEOGRAPHY**

A survey of selected geographical field methods and the application of these methods - both qualitative and quantitative. It is designed around a series of field techniques, research and lab exercises, and the classroom setting which will introduce students to techniques widely used in gathering and analyzing spatial data in the geographical context. Special fee.

**PSYC 791W.01 TOP/PSYC OF SUSTAINABILITY**

This course teaches about environmental change and behavior change through the lens of psychology. This will be a fun course with lots of films and class discussions. We will review what you know in psychology, both research and theory, and how to apply it to making the world greener. Our textbook is Psychology for Sustainability (4th ed., 2016) by Britain Scott, Elise Amel, Susan Koger, and Christie Manning. Here are the chapters: “what on earth are we doing?
How did we get here? Where do we go from here? Developing an ecological world view. Psychology can help change the planet. The power of the (unsustainable) situation. It’s not easy thinking green. Putting the “I” in the environment. Making ourselves sick: health costs of unsustainable living. Healing the split between planet and self: we all need to walk on the wild side. Getting psyched for sustainability: being the change we want to see.” We will also keep a portfolio recording our efforts toward community partnership.

*Writing Intensive Attribute*