

# WOMEN'S AND GENDER STUDIES PROGRAM

## Spring 2014 Undergraduate Courses

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### Cross-Cultural Mentoring II

ANTH/WMNS 409 Sec. 001  
Willis

Mo 3:30PM – 5:05PM

Credits: 3  
Class No. 4069

plus at least one hour per week at North Star High School (to be arranged)

**Course Description:** This course is a service learning opportunity with class time AND mentoring time each week. You will be paired with a North Star or Lincoln High School student from a minority, immigrant, refugee or low income family and will meet with your mentee at North Star at least once a week between 8:00 am and 3:00 pm. **Although we can consider single semester participation, we prefer that you make a 2-semester commitment to this mentorship because of the needs of the students.** During the fall semester, we will meet as a class once a week for an hour and a half. We will read and discuss several ethnographies of recent U.S. immigrant communities. As you begin your mentoring, you will also use our group meetings to report progress, and for us to brainstorm and share resources with each other. Mentees will need different things, so you might be called upon to help with homework, help your student get a job, fill out financial aid forms or college applications, figure out how to keep a student motivated for schoolwork, as well as to be a friend. During the second semester, you will get 3 credits by continuing your mentoring, meeting once a week as a group, and possibly doing additional reading and research on your mentee's culture or on mentoring. The fall semester CCMII satisfies the ACE 8 student learning outcome. We ask you to be flexible and we can be as well; for example you can begin mentoring in the fall OR spring and you can take the second semester as an independent study or internship based on hours required for graduation. The courses can be used for the certificate in civic engagement offered out of the office of the Vice Chancellor for Student Affairs, Center for Civic Engagement.

**Requirements:** **In the fall:** read several ethnographies, meet weekly, write a weekly journal on your mentoring experience, research your mentee's culture, and present a PowerPoint to the class. **In the spring:** meet at least once a week, write a weekly journal, write a final reflection on your mentoring experience.

For those of you who want to put some of your WGS study into practice, this is an excellent opportunity! UNL students are paired with mentees of the same sex, and a gender lens is definitely useful in this work. In addition, you will be learning about another country and possibly a culture and religion within that country through research as well as interaction with your mentee (and through our readings first semester and the reports of your student colleagues). WGS students have found it a powerful learning experience. One mentor wrote:

*"Looking back at my journals I have come to the conclusion that this has been my most challenging class but it has been the most rewarding I have had thus far in my academic career. There has been no other setting in my learning experience that has made me look this deep into the world around me and there has never been a class that has made me look inside myself and see my own flaws, strengths and privileges as this one has."*

If you have questions or want more information, and to get permission to register, please email Professor Mary Willis, [mwillis2@unl.edu](mailto:mwillis2@unl.edu)

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**Women, Crime and Justice**

**CRIM 339**  
**Sec. 001 Wulf-Ludden**

**TuTh 8:00 – 9:15 AM**

**Credits: 3**  
**Class No. 8764**

*Note: Women's and Gender Studies majors and minors may take this course without the specified prerequisite. To obtain the class permission code, call the School of Criminology and Criminal Justice at 402-472-3677 and specify you are a WGS major or minor.*

**Course Description:** This course is designed to provide you with a general understanding of women's roles in the United States' criminal justice system. We will explore three general topics this semester. First, we will examine women's roles as offenders. What kind of crimes do they commit? What are women's correctional facilities like? Second we will look at female officials in the justice system (lawyers, judges, police officers, etc.). What unique challenges do they face? Do they perform their jobs differently than men in the same position? Finally, we will examine women as victims of crime. Who are they? How are they treated by justice officials?

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**Gender, Economics, and Social Provisioning**

**ECON/WMNS 445A Sec. 101**  
**May**

**TuTh 9:45-10:30AM**

**Credits: 3**  
**Class No. 5273**

Introduction to the field of feminist economics. Critiques of economic theory and methodology along with gender and household decision-making, the care economy, international migration, development, globalization, the feminization of labor markets, and macroeconomics.  
*Prerequisites: ECON 211 or ECON 212.*

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**Lesbian and Gay Literature**

*This class counts toward the LGBTQ/Sexuality Studies minor.*

**ENGL/WMNS 212**  
**Sec. 001 Staff**

**TuTh 2:00PM – 3:15PM**

**Credits: 3**  
**Class No. 17419**

*No course description available.*

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**ENGL/WMNS 215**  
**Sec. 001 – Honey**

**Introduction to Women's Literature**  
**TuTh 2:00PM – 3:15PM**

**Credits: 3**  
**Class No. 4063**

**Course Description:** This course will cover a variety of women writers, primarily from the early twentieth century up to the present day and primarily American, as a lens through which to view the field of Women's Literature. The reading list is ethnically diverse and also represents women of different social/economic groups, geographic regions, and affectional preferences. This reflects the huge variation encompassed by the word "women." One prominent theme of the course will be girls and young women coming of age. Students' individual responses to the texts will be at the heart of this

course. Although I will provide the class with historical and critical frameworks that shape our understanding of these writers, it is the students' interaction with them that will form the basis of our discussions.

**Teaching Method:** Discussion, small group work, student presentations, and extensive writing by students.

**Requirements:** One oral presentation on a woman writer; three 4-6 page papers. Daily attendance required.

**Tentative Reading List:** *The Awakening* Kate Chopin; *O Pioneers* Willa Cather; *The Color Purple* Alice Walker; *Their Eyes Were Watching God* Zora Neale Hurston; *The Joy Luck Club* Amy Tan; *American Indian Stories* Zitkala-Sa; *Paper Wings* Marly Swick; *A Gate at the Stairs* Lorrie Moore.

**Sec. 002 – Montgomery**                      **TuTh 11:00AM – 12:15PM**                      **Class No. 4064**  
*Contact the English Department for a description.*

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**Survey of Women's Literature**

**ENGL/WMNS 315A Sec. 001**                      **TuTh 12:30PM – 1:45PM**                      **Credits: 3**  
**Deb**                      **Class No. 4642**  
*Contact the English Department for a description.*

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**Women in Popular Culture**

**ENGL/WMNS 315B**                      **MoWeFr 9:30AM – 10:20PM**                      **Credits: 3**  
**Sec. 001 – Owen**                      **Class No. 10017**  
*Contact the English Department for a description.*

**Sec. 002 – Owen**                      **MoWeFri 11:00AM – 12:20PM**                      **Class No. 4065**  
*Contact the English Department for a description.*

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**Film Directors: Women Filmmakers**

**ENGL 239**                      **We 1:30PM-4:40PM**                      **Credits: 3**  
**Sec. 001 – Foster**                      **Class No. 4138**  
*Note: This course has a special fee of \$30.*

**Aim:** This course will focus on the history of women film directors from the birth of cinema in the 1890's to the present. Women made considerable contributions to the art of filmmaking in all periods of cinema history, especially in the early days of film when there were many, many female directors. The history of women in early cinema has been neglected until very recently. One of the most interesting aspects of the class is discovering how film history in being actively rewritten to include the work of women and minority film directors. This is an exciting class in which we study the history of women as film directors and utilize feminist approaches to their work. We will study films from directors such as Alice Guy Blaché, Lois Weber, Maya Deren, Ida Lupino, Claire Denis, Lucrecia Martel, Agnes Varda, Kasi Lemmons, Sofia Coppola and many others. The course covers an international spectrum of women

filmmakers; therefore we discuss nationality, race, class, sexuality, and other identity markers. This is a very exciting and unique class that covers rare films by neglected and forgotten women in film history, as well as the films of contemporary women directors.

**Teaching Method:** Classes typically include a brief opening lecture, a film screening (with running analytical commentary), and a class discussion of the film director, her work, and her place in history. We also discuss the reading materials after we view the film. We do a significant amount of reading about women in film history, analysis of films, biographical material, and interviews with women directors. Prior knowledge of film or women's history is not necessary. Developing analytical writing skills as a writer and class participant is crucial.

**Requirements:** Formal weekly papers of 3-5 pages, weekly reading assignments, active discussion. Participation is key. Students should be ready to study many different types of films directed by women, from early silent films to documentaries, and from art-house films to mainstream cinema.

**Tentative Reading List:** Anthony Slide, [The Silent Feminists](#); and Karen Ward Mahar, [Women Filmmakers in Early Hollywood](#); and additional readings in the form of online readings including interviews, biography, feminist theory, film analysis, etc.

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### Women of the Great Plains

GPSP/GEOG/WMNS 377 Sec. 700

Buller

Online

Credits: 3

Class No. 4159

**Course Description:** Who is a woman of the Great Plains? Such a question frequently conjures up an image of a female with specific characteristics regarding her race, class, ethnicity, and religion as well as the place and time in which she lived. But these perceptions are often inaccurate. This new interdisciplinary online course—framed by humanistic and post-colonial perspectives—examines gender throughout time and space in the American and Canadian Great Plains. Various disciplines—such as anthropology, communication, economics, geography, history, literature, and sociology—inform explorations of gender in relation to the community, environment, politics, popular culture, social justice, work, and violence.

The course will use personal narratives; print and digital copies of scholarly works, such as articles from *Great Plains Quarterly* and *Plains Song Review*; images from the Joslyn Art Museum website; digital projects from the Plains Humanities Alliance; and online resources from the Library of Congress and South Dakota State Historical Society Archives.

**Instructor contact info:** Rebecca A. Buller at [rbuller2@unl.edu](mailto:rbuller2@unl.edu)

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### Women in European History

HIST/WMNS 329

Medici-Thiemann

TuTh 11:00AM – 12:15PM

Credits: 3

Class No. 23626

**Course Description:** This course examines women's history in Europe from the Middle Ages to the 20<sup>th</sup> century. Students will gain an understanding of the changing views of and roles for women in European society. We will explore women's lives in the European past and how women accessed power and agency in their own lives, communities, and on a wider scale. The course will focus on the themes of

women's work, education, legal status, and relationships, as well as the emergence of a feminist consciousness. We will also look at women's place in major European movements such as the Renaissance, Reformation, Enlightenment, Nationalism, and Imperialism. Students will also learn about methods and sources in women's history and build historical skills, such as analyzing primary and secondary sources and understanding various historical practices and debates. The course will include analysis and discussions of primary and secondary sources, writing assignments, and two written exams.

**Readings:** Selections from a variety of primary sources, including Margery Kempe, *The Book of Margery Kempe* (1436); Joseph Swetnam, *The Arraignment of Lewd, Idle, Froward, and Unconstant Women* (1615); Mary Prince, *The History of Mary Prince A West Indian Slave* (1831), Marie-Jeanne Phippon Roland, *The Memoirs of Madame Roland: A Heroine of the French Revolution* (1795); Virginia Wolf, *A Room of One's Own* (1929). Secondary readings from the textbook as well as other essays and articles.

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### **African American Women's History**

**HIST/ETHN/WMNS 356 Sec. 001**  
**Jones**

**MoWeFr 10:30AM – 11:20AM**

**Credits: 3**  
**Class No. 4887**

**Course Description:** 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 in the American colonies to freedom in the United States. 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. Foremost, the course will approach black women's history through biographies and autobiographies. 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.

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### **Sexuality in Nineteenth and Twentieth Century America**

**HIST/WMNS 402 Sec. 001**  
**Holz**

**MoWeFr 11:30PM – 12:20PM**

**Credits: 3**  
**Class No. 23397**

***This class counts toward the LGBTQ/Sexuality Studies minor.***

**Course Description:** In recent decades, the study of human sexuality has emerged as among the most vibrant areas of scholarly inquiry, one which cuts across academic disciplines. Yet, for as knowledgeable as we are becoming in this important area of inquiry, many are still surprised to discover that sexuality itself has a history all its own, one which bears little resemblance to the nostalgic ("such things didn't happen in my day") reconstructions of the past. Consequently, one of the primary goals of this upper-division course is to assess sexuality's larger historical sweep, one which is not simply a tale of the march forward of "progress" (from the dark days of repression to today's supposed tolerance and sexual liberation) but rather something much more complex.

Sexuality's larger historical eras therefore—including, though certainly not limited to, the Age of Victorianism, the New Morality, as well as the Sexual Revolutions of the 1960s—constitute the course's larger narrative framework. However, three topics in particular will serve as the course's driving focus: the history of birth control (contraception and abortion); the history of homosexuality and gay and lesbian identities, communities, and practices; and the intersections between sex, art, and the media.

Please be advised that the reading and writing for this class is heavy. Requirements for the course include: extensive reading of primary and secondary sources (including several full-length books), several papers (both formal and informal), quizzes, an in-class written exam, and active participation in classroom discussion. Graduate students will be expected to fulfill several additional requirements.

This course can be applied to the LGBTQ/Sexuality Studies minor.

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### Women and Politics

**POLS/WMNS 338 Sec. 001**  
**Kang**

**MoWeFr 12:30PM – 1:20PM**

**Credits: 3**  
**Class No. 4066**

**Course Description:** This course searches for women in the political realm, questioning what counts as political. It examines the exclusion and rise of women in politics. It assesses what effects, if any, women have in politics. In surveying women as political actors, this course takes into account the intersectionality of women's multiple identities and the experiences of women in American politics, comparative politics, and international politics. Students with questions about the course may send an email to the instructor at [akang2@unl.edu](mailto:akang2@unl.edu)

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### Women in the Biblical World

**RELG/JUDS/WMNS 340**  
**Sec. 001 Crawford**

**TuTh 11:00AM – 12:15PM**

**Credits: 3**  
**Class No. 10042**

**Course Description:** What does the bible have to say about women? This course will examine the portrayal of women in the biblical literature, and the significance of that portrayal in contemporary society. The focus of the course will be on texts from the bible which feature women, but we will also look at some sources from outside the bible, and utilize some secondary material. Prior knowledge of the Bible or of ancient Israel is not expected.

**Number and types of assignments:** Midterm and a final, a short paper, and an in-class report.

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### Women in Contemporary Society

**SOCI 200**

**Credits: 3**

**Course Description:** This course will focus on the maintenance and change of women's roles in society through such institutions as the economy, family, education, politics, and religion. Various theoretical explanations of women's status are discussed. These perspectives are applied to an overview of research on women from diverse ethnic, racial, and class backgrounds, older women, house workers, lesbians, and women as victims.

**Sec. 001 - Leite** **TuTh 9:30AM – 10:45AM** **Class No. 3948**

**Sec. 101 – Kasabian** **Th 6:30PM – 9:20PM** **Class No. 3949**

To really understand the status of women in society, we have to look beyond the XX chromosomes. We will discuss women, and men, but more importantly, how these are socially constructed, and relational, taking a gendered approach to our topics. We will start generally, gradually becoming more specific, investigating social phenomena through lecture, discussion, and writing.

**200X Sec. 900 – Bosch** **Online** **Class No. 9407**  
*Contact instructor for course description.*

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### **Woven and Nonwoven Textile Design**

**\*TMFD 325 Sec. 001** **Credits: 3**  
**Weiss** **MoWe 3:00PM - 5:50PM** **Class No. 5994**

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

**Prerequisites:** Junior standing; TXCD 206

**Contact the TXCD department for Class number: 472-2911**

**Aim:** Creative application of woven and non-loom textile construction techniques. The goals of this course are 1) to build the student's textile vocabulary so fibers can be used as a means of expression, 2) to strengthen the student's understanding of the design process as one of exploration and discovery and 3) to build the student's critical thinking ability in relation to observing, analyzing and evaluating contemporary textile art, with an emphasis on the contributions of women artists.

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### **History of Textiles**

**TMFD 408** **Credits: 3**  
**Sec. 001 Crews** **MoWeFr 9:00AM – 9:50AM** **Class No. 5995**

**Course Description:** Study of textiles in the context of artistic, social, political and economic developments in the cultures of Europe, Asia, Africa and the Americas. Emphasis is placed on the evolution of textile design and stylistic differences and similarities between cultures. The course opens with an examination of how and why textiles were women's work for the first 20,000.

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### **Introduction to Women's Studies**

**WMNS 101** **Credits: 3**

**Sec. 001 Harris** **TuTh 11:00AM – 12:15PM** **Class No. 4112**

**Course Description:** WMNS 101 is an introductory course to women's studies, a class that investigates personal, interpersonal, and institutional dimensions of women's experiences from a variety of perspectives. Our course will implement both an interdisciplinary and international approach to these

topics as we explore these topics. We will also begin by incorporating history into our studies as we examine the historical figures, events, and connections that relate to our modern-day understanding of feminism and women's studies; it is vital to understand this historical background before we then begin to read and discuss numerous articles, essays, theories, and memoirs that cross generations and disciplines. We will investigate theoretical perspectives, diversity and difference, representation in language and culture, socialization, work and employment, families, sexualities, bodies, violence against women, as well as several films and documentaries which show women's studies issues in global practice. Our class will utilize multiple forms of media including images, the internet, poetry, literature, memoirs, film, documentaries, and contemporary texts as we further our understanding and awareness that women's studies is much more than just the study of women. Class will include presentations, book clubs, lectures, active discussion, and media viewings. Assignments will include reading, internet exercises, quizzes, discussion forums, a midterm, and a final paper.

**101X Sec. 900 Nichols**

**Online**

**Class No. 9382**

*Computer, E-mail and Internet required.*

**Course Description:** This section of WMNS 101 will introduce students to basic concepts in the field of women and gender studies, through an examination of the development of the field, various theoretical lenses, and global perspectives, both historical and contemporary. Feminist theory examines the power relationships constructed in society and culture through intersections of gender, race/ethnicity, class, sexuality, gender performance, age, and able-bodiedness. The multiplicity of cultural views and categories is evident in the variety of topics this course will cover, which include gender, sexuality, masculinity, women and work, families, rape, body image, transnational feminism, and race. In addition, by moving beyond a national context, students will learn how to apply these concepts in an increasingly globalized world, and offer more nuanced critiques of theory and the position of women in contemporary topics and debates. The goal of the course is students learn the analytical methods of women and gender studies; be exposed the variety of writing style, fields, and source bases that constitute women and gender studies; and be able to apply what they learn to contemporary issues.

**Is WMNS 101 Online right for you? Please consider the following:**

- **Time:** this course has similar time needs as an in-class 3 credit hours course: 2-3 hours of studying = 6-9 hours + equivalent in-class lecture time which would be 3 hours for a 3 credit hour course = you should expect to provide 9-12 hours per week working on WMNS 101X. This time is complete various items such as the weekly readings, and the writing assignments (including a term paper), and discussion board postings.
- **Course Structure:** All students in the course will progress through the course work at the same pace, engaging in critical reading, online discussion, and regular writing projects. This course has clear, regular deadlines for work.
- **Course Work Expectations:** WMNS 101X shares similar philosophy, goals, and objectives as a traditional, face-to-face section of WMNS 101. However, given that most Women's and Gender Studies courses at UNL rely heavily on discussion-based learning and opportunities for students to grapple with new and challenging ideas (rather than memorization), the online version of the course has a substantial written component, both in regular blog posts and through online discussion on a social networking website.
- **Computer Literacy and Access:** Online courses require some basic computer literacy and regular access to a computer with high-speed internet. Basic computer literacy means you are comfortable with email, web browsing, word processing, and playing audio/video files. Basic computer literacy

also means you can and will contact the UNL Helpdesk for assistance if you run into technical problems.

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### Introduction to LGBT Studies

**WMNS 201 Sec. 101**

**Kazyak**

**TuTh 9:30AM – 10:45AM**

**Credits: 3**

**Class No. 4184**

*This class counts toward the LGBTQ/Sexuality Studies minor.*

**Course Description:** This interdisciplinary course is designed to introduce you to the study of sexuality with perspectives from lesbian, gay, bisexual, transgender, and queer scholarship. You will engage with theoretical and empirical scholarship that addresses key topics in LGBT Studies, including: the changing historical configurations of same-sex desires and practices; regulations of bodies and sexuality by science, law, and culture; constructions of LGBTQ identities and communities; and histories of LGBTQ politics and activism. We will grapple with questions like: Have “heterosexuality” and “homosexuality” always existed? How do people make sense of their sexuality – and what shapes these understandings? What kinds of oppression or discrimination do people experience on the basis of sexual or gender identity? How do sexual minorities build communities and subcultures? How have sexuality and gender been intertwined? What are the current legal protections for sexual minorities — and how do those shape the relationships and families of LGBT people?

This course is divided into four sections. In the first section, we will consider the different ways that same-sex relationships have been understood in different cultures and historical time periods. In this section we will also consider the role that science has played (and continues to play) in shaping how we think about bodies, gender, and sexuality. In the second section of the course, we will focus on LGBT subcultures and activism starting in the early 20<sup>th</sup> century in the United States. The third part of the course focuses on the identities and experiences of contemporary gay, lesbian, bisexual, transgender, and straight individuals. In the last part of the course, we will focus on scholarship relevant to recent legal decisions and debates that are currently happening around sexuality. We discuss sexual privacy, marriage, and parenting. Throughout the course, we will consider the intersection between sexual identity and other axes of differences such as gender, race, class, geography, and religion.

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### Women, Gender and Science

**WMNS/AGRI/NRES 385X Sec. 900**

**Woudenberg**

**Online**

**Credits: 3**

**Class No. 9383**

**Course Description:** This course will explore historical and contemporary perspectives about science through the lens of sex (male vs. female) and gender (men vs. women). It will highlight specific accomplishments of women in science and describe potential barriers women may encounter as they pursue a career in science. The course offers an opportunity to explore a much broader view of science than classically presented. The online format will be multi-media “lectures” and readings followed by in-class discussion of readings and topics through Discussion Board. Expectations include short writing assignments, a research paper of your choice on a related topic, and an interview of a female scientist.

Topics include theories on gender neuroplasticity, biological determinism, gender and scientific subjectivity and biases, race and cultural considerations, language and gender norms. Current statistics will be analyzed about women in various science disciplines and gender-related trends in early math and

science education. Strategies for the inclusion of diverse participants in the process of science will be emphasized.

Please contact the instructor for any questions or concerns: Dr. Donna Woudenberg, 402.730.5996, [dwoudenberg2@unl.edu](mailto:dwoudenberg2@unl.edu)

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#### Independent Study

**WMNS 399 Sec. 001**

**Kalisa**

**Arranged**

**Credits: 1 - 6**

**Class No. 4412**

*Prerequisite: Permission of Women's and Gender Studies' Director, Chantal Kalisa. (402) 472-9300 or [mkalisa2@unl.edu](mailto:mkalisa2@unl.edu)*

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#### Honors Course

**WMNS399H**

**Kalisa**

**Arranged**

**Credits: 1- 6**

**Class No. Suppressed**

*Prerequisite: Open to candidates for degree with distinction, high distinction or highest distinction in the College of Arts and Sciences; junior standing or above, with the consent of the instructor.*

**Course Description:** This course allows WGS majors and minors and LGBTQ Sexuality Studies minors to get credit for their work on an honor's thesis. For more information, contact the WGS Director Chantal Kalisa (402) 472-9300 or [mkalisa2@unl.edu](mailto:mkalisa2@unl.edu)

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#### Senior Seminar

**WMNS 400 Sec. 001**

**Jones**

**Mo 2:30PM – 5:10PM**

**Credits: 3**

**Class No. 4068**

*Note: This course is required for all Women's and Gender Studies majors; you cannot graduate without taking this class. Women's and Gender Studies minors and LGBTQ/Sexuality Studies minors are also welcome. If you plan to graduate in May, August or December 2014, you should take the Senior Seminar this semester. The Class number will be suppressed in the Class Schedule, so you must contact Professor Jeanette Jones at [jjones11@unl.edu](mailto:jjones11@unl.edu) to obtain the Class number before you register for the class.*

**Course Description:** The Senior Seminar is meant to be a "capstone" experience for students. For probably the first time in your college experience, you will be working with only Women's & Gender Studies students. One of the main goals of the course is to give you the opportunity to do a major research project in WGS. I intend to focus the course readings on the historical construction and representation of the female body in science, medicine, and popular culture, and I encourage everyone to pursue a research project related to this field. At the beginning of the semester, I will be working with each of you to choose a topic and develop your research plan. We will also integrate the research and writing/creation of your project into our class activities, so that you receive regular feedback from your classmates and me.

**ACE Outcome #10:** Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

Students will achieve ACE Outcome #10 by writing a final research paper or submitting a final project that requires the synthesis, interpretation, presentation, and reflection on primary and secondary sources related to the representation of the female body in science, medicine, and/or popular culture. Students will: (1) present a paper/project proposal; (2) compose a working (and later annotated) bibliography of primary and secondary sources used to compose the final paper/project; (3) collect, synthesize, and interpret data and/or primary and secondary sources and create a scholarly product-a full-length draft of the final paper/project; (4) conduct and submit a written peer-review of a classmate's final paper/project; (5) reflect on instructor's comments on your first draft and your peer review, revise and submit and final paper/project. The various elements of the scholarly product account for 60% of the overall course grade.

**Reading List:** Londa Schiebinger, *Nature's Body: Gender and the Making of Modern Science* (2nd Edition: Rutgers, 2004), Emily Martin, *The Woman in the Body: A Cultural Analysis of Reproduction* (Beacon, 2001), Jennifer Terry and Jacqueline L. Urla, eds., *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture* (Indiana, 1995), Rose Weitz, ed., *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior* (2nd Edition: Oxford, 2003), and Janell Hobson, *Venus in the Dark: Blackness and Beauty in Popular Culture* (Routledge, 2005)

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#### Internship in Women's and Gender Studies

**WMNS 497 Sec. 001**

**Kalisa**

**Arranged**

**Credits: 1 - 6**

**Class No. 4070**

*If the internship is with an organization that deals with issues of sexuality, this class can count toward the LGBTQ/Sexuality Studies minor. You will want to meet with an advisor first.*

**Course Description:** Students may gain practical knowledge in applying concepts learned in WGS classes in a service-learning opportunity with such organizations as Voices of Hope, Friendship Home, the YWCA, Planned Parenthood, and the ACLU. The internship will engage students with particular issues including workplace discrimination against women, prejudice faced by lesbian and gay couples, violence against women, and women's reproductive health. Together with an on-site internship supervisor and a WGS faculty member, students will design and sign a contract that defines the number of hours to be spent at the organization, types of work, assignments, and how the student will be evaluated and graded. For more information, contact the Women's and Gender Studies Director Chantal Kalisa [mkalisa2@unl.edu](mailto:mkalisa2@unl.edu) or Associate Director Rose Holz at [rholz2@unl.edu](mailto:rholz2@unl.edu).

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#### Special Topics in Masculinities

**WMNS 492 Sec. 001**

**Deeds**

**TuTh 6:00PM – 7:15PM**

**Credits: 3**

**Class No. 22016**

**Course Description:** This course is an introduction to the field of men's studies from its beginnings in the 1970's to the present. Drawing from multiple disciplines we will examine the history of men's movements, the definitions of masculinities, and the intersection of masculine identity with race/ethnicity, sexual orientation, gender performance, age, and other characteristics. Class will include readings and discussion, films, guest speakers, and other experiential activities. Requirements include reading, discussing, and active participation, a service learning project, a weekly reflective journal, five

observation assignments, and a final research paper. Graduate students will also select one day to facilitate a discussion of the day's reading assignment.

**Required books and other reading:**

Kilmartin, Christopher. (2010). *The Masculine Self* (4th Ed.). Sloan Publishing.

Kimmel, Michael. (2010). *Men's Lives* (8<sup>th</sup> Ed.). Allyn & Bacon.

*Note:* There will also be some required reading of articles, chapters, and websites available through Blackboard.

**Instructor Contact Info:** Jan Deeds, 402-472-2598, [jdeeds1@unl.edu](mailto:jdeeds1@unl.edu)

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**Special Topics: Gender and Global Food Politics**

**WMNS 498 Sec. 001**

**Woudenberg**

**Th 2:00PM – 4:50PM**

**Credits: 3**

**Class No. 4334**

**Course Description:** The class starts from two questions:

1. Where does our food come from and how does it get to our tables?
2. What differing gender roles are involved in that process?

These might seem like very simple questions but as we explore them together in this class, we find ourselves exposed to and drawn into complex structures of power and inequality on a local, national, and global scale. Through an examination of food production, distribution, and consumption, we see how the feminist understanding of “the personal is the political” plays out.

In the last decade, a number of scholars, writers, and social critics have produced significant critiques of our increasingly industrialized food system. Yet most of the new writing on food lacks an analysis of gender. In our class we will work together to look at the gendered politics of food, including the impact of these issues on women, how women participate in the local and global politics of food, and how gender intersects with other systems of power in the politics of food.

This is an interdisciplinary class. We will use the insights from our own disciplines and stores of knowledge but also rely on the scholarship of many others from various disciplines to gain greater insight into the working of gender and global food politics.

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**OTHER UNDERGRADUATE COURSES OF INTEREST**

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

**Special Topics: Body Language: Love, Politics, and the Self in French Literature**

**FREN/ENGL/MODL 398 (001)**

**Peterson**

**MoWeFr 12:30PM - 1:20PM**

**Credits: 3**

**Class No. 17367**

**Course Description:** What kinds of knowledge might arise from or be created by the body? This course will explore representations of the body in French literature and culture from the sixteenth to the twentieth century. Each unit will focus on a different century, tracing the status of the body through various societal, political, medical, and sexual configurations. You will learn, both in your writing and in

class discussion, to make connections across disciplines and to question the boundaries between interior and exterior. Readings will be supplemented by illustrations, film clips and short creative writing assignments. *In English.*

**Course Goals and Objectives:** Over the course of the semester, you will:

- Analyze the themes of love, politics, sexuality, medicine, and the self in various **constellations (both synchronic and diachronic)**
- Assess the relationship between internal and external 'self', and trace the changes this relationship has undergone throughout centuries of French culture
- Configure various manifestations of body and culture into a distinct "language", which we will define more closely throughout the course
- Interpret the appearance of "body language" in various French texts and films
- Relate the impact of "body language" to the modern body and its place in contemporary French culture

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**Race Gender and Media**

**JOMC 422 Sec. 101**  
Kimbrough

**Tu 5:30PM – 8:20PM**

**Credits: 3**  
**Class No. 10161**

Multicultural and gender diversity issues within the mass media. Broadcast news, print, and advertising media messages of racial, ethnic, and gender based minorities including African Americans, Hispanic Americans, Asian Americans, Native Americans, and women.  
Open to non-College of Journalism and Mass Communications majors.

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**Psychology of Diversity**

**PSYC 330 Sec. 001**  
Hope

**TuTh 2:00PM - 3:15PM**

**Credits: 3**  
**Class No. 4880**

***This class counts toward the LGBTQ/Sexuality Studies minor but DOES NOT count toward the Women's and Gender Studies major or minor.***

**Course Description:** This is a team taught course that covers the psychology related to race/ethnicity, gender and sexual orientation. The course focuses on what psychological sciences tell us about the experiences of individuals who vary in their identities across these three dimensions within the historical and cultural context. Psyc330 is intended for majors and non-majors. There are no prerequisites. The class meets the requirement for ACE 9. For more information, contact Deb Hope [dhope1@unl.edu](mailto:dhope1@unl.edu)

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**Human Sexuality and Society**

**PSYC 471**  
Sec. 001 – Esseks

**Crosslisted as CYAF, EDPS and SOCI 471**  
**TuTh 2:00PM – 3:15PM**

**Credits: 3**  
**Class No. 3906**

***This class counts toward the LGBTQ/Sexuality Studies minor.***

**Course Description:** 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

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**Marriage and Family**

**SOCI 225**

**Credits: 3**

**Sec. 001 Warner**

**TuTh 9:30AM – 10:45AM**

**Class No. 3959**

**Course Description:** This course will provide an overview of the family from a sociological perspective. We will focus on current changes in the American family ideals. We first look at what the concept of family has meant historically, the changing structure of families, and the meaning of family. Focusing on contemporary American society, we will examine sexuality and love, through cohabitation, marriage, parenting, divorce, and remarriage. In the second half of the course we will look at how social structures shape restructure the family: gender and family, ethnicity and family, and economy and family.

Classroom Format: Lecture and class discussion.

**Sec. 101 Schmitz**

**We 6:30PM – 9:20PM**

**Class No. 4226**

*No course description available*

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**Clothing and Human Behavior**

**TMFD 123 Sec. 900**

**Credits: 3**

**Easley**

**Online Class**

**Class No. 9366**

**Course Description:** Analysis of social, cultural, aesthetic, and economic influences on clothing and human behavior.