

Women's and Gender Studies Program

Graduate Courses

Spring 2011

ARCH 881 Sec. 001 **Women in Design** Credits: 3
Kuska TR 12:30 – 1:45 p.m. Class No. 1687

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

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

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

Gender and Sexuality in the Ancient World

CLAS/WMNS 840 Sec. 001 Credits: 3
Duncan MWF 2:30 – 3:20 p.m. Class No. 19473

Women's studies, gender studies, and the study of ancient sexuality have been the site of a great deal of important and interesting research in the field of Classics in the last thirty years. This seminar aims to introduce students to some of the central figures, debates and questions in these fields. The course will expose students to a wide range of ancient texts in translation and visual material, as well as to recent scholarship on these primary materials. This is an upper-level undergraduate/lower-level graduate seminar. All students will take a turn leading class discussion on one day (with a fellow student). All students will write three short (5-page) papers; they will also take a midterm exam and a final exam. Graduate students will be expected to produce a 15-page final paper as well.

COMM 850 Sec. 101 **Seminar in Gender & Communication** Credits: 3
Woods W 6:00 – 8:40 p.m. Class No. 12199

What do feminist methods and methodologies bring to research in communication? What do rhetorical perspectives bring to the study of gender in historical and contemporary contexts? Together, we will explore these questions in order to better inform scholarship at the nexus of rhetoric, identity, and feminism. This seminar is designed with three aims in mind. First, we will become acquainted with the interdisciplinary feminist theories most often utilized in analyzing gendered norms in language, communication, and power relationships. Second, we will examine how feminist rhetorical scholars have developed their own approaches, and explore field-specific tensions in these perspectives. Finally, we will look to a series of case studies to see how individuals and groups negotiate gender, race, class, ethnicity, ability, and sexuality in

public culture. The work of this course is to put theory and text in dialogue with the aim of developing novel approaches to student research projects. Course requirements include response papers, one in-class presentation, and a final paper drafted for conference submission.

Modern and Contemporary Women Writers: 20th Century Lesbian Literature

ENGL/WMNS 814B Sec.001

Credits: 3

DiBernard

TR 2:00 - 3:15 p.m.

Class No. 3526

Aim: We will read and discuss a wide range of lesbian literature written in the U.S. in the 20th and 21st centuries, including autobiographical writings, poetry, novels, short stories, speeches, manifestoes, and essays. [One geographical exception is the British novel The Well of Loneliness, acknowledged as the first "out" lesbian novel in English.] Our reading will encompass literature by lesbians of different ages, lesbians of color, European-American lesbians, Jewish lesbians, lesbians with disabilities, lower income lesbians, and economically privileged lesbians. We will consider such questions as what is a lesbian? what qualifies as lesbian literature? how does the author's "politics of location" affect her writing? where are we located as readers of this writing? The course will be arranged historically so that we can look at the changes in the definition of "lesbian" throughout the 20th and into the 21st century in the U.S., moving into transgender and queer identities as well. We will use some ideas from queer theory to look at issues of identity and pedagogy, but our attention will primarily be on the personal experience, the human experience, expressed in the writing. I believe, with Adrienne Rich, that "Theory—the seeing of patterns, showing the forest as well as the trees—theory can be a dew that rises from the earth and collects in the rain cloud and returns to earth over and over. But if it doesn't smell of the earth, it isn't good for the earth." ("Notes toward a Politics of Location," Blood, Bread, and Poetry, Norton 1986, pp. 213-14).

I expect this to be an exciting, challenging class, characterized by open discussions and a feeling of community. I hope you will want to join such a group.

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

Requirements: A weekly reading journal; reports on out-of-class events; a project that includes an oral report; a final paper.

Tentative Reading List: Lillian Faderman, Odd Girls and Twilight Lovers; Radclyffe Hall, The Well of Loneliness; Ann Bannon, Beebo Brinker or another "pulp" novel; Audre Lorde, Zami; writing by Adrienne Rich, including "Compulsory Heterosexuality and Lesbian Existence;" Pat Parker, Movement in Black; Leslie Feinberg, Stone Butch Blues; Chrystos, Not Vanishing; Eli Clare, Exile and Pride; Amelia Montes, stories and theory. Also articles on lesbian and queer theory on E-Reserve

ENGL 914 Sec.001

Women of the Harlem Renaissance

Credits: 3

Honey

T 2:00 - 4:45 p.m.

Class No. 12182

Aim: This seminar will focus on women writers and celebrities of the Harlem Renaissance, a period roughly defined as the 1920's extending into the 1930's. We will be looking at the legacy of slavery and Reconstruction as it affected cultural production of African American women in the early twentieth century as well as themes emerging from the Harlem Renaissance itself. We

will also be looking at the larger context for black women writers at this time, including the issues of feminism and modernism. Finally, we will be locating the Harlem Renaissance in the African American literary tradition generally and black women's writing specifically. There will be an emphasis in the course on the dynamic relationship between American modernism and the New Negro movement, highlighting revised visions of modernism that incorporate Harlem Renaissance writers. We will examine this revision in light of New Negro women writers, who are just beginning to enter this long overdue conversation.

Teaching Method: Discussion.

Requirements: A seminar paper of 20-25 pages in length on a related topic of the student's choice; a prospectus describing this paper with working bibliography will be due at mid-term time.

Tentative Reading List: I have not yet decided on the reading, but some probable choices include *Plum Bun* by Jessie Fauset; *Quicksand* and *Passing* by Nella Larsen; *Their Eyes Were Watching God* by Zora Neale Hurston; *Shadowed Dreams: Women's Poetry of the Harlem Renaissance* ed. Honey; *Women of the Harlem Renaissance* by Cheryl Wall; *Color, Sex, and Poetry* by Gloria Hull; *Black Pearls: Blues Queens of the 1920s* by Daphne Duval Harrison; *Portraits of the New Negro Woman: Visual and Literary Culture in the Harlem Renaissance* by Cherene Sherrard-Johnson; and *Double-Take: A Revisionist Harlem Renaissance Anthology* eds. Patton and Honey.

Seminar in Ethnic Literature: Gender and Sexuality in Latina/o Literature

ENGL 945 – Sec. 001

Credits: 3

Vigil

W 2:00 - 4:45 p.m.

Class No. 12184

Aim: The aim of this course is to provide students with a solid theoretical, historical, and literary grounding in issues of gender and sexuality within 19th and 20th century Latina/o literature. Students will look at how Chicana/o, Puerto Rican, Dominican American, Central American, and Cuban American authors have intervened in dominant discourses surrounding gender and sexuality while proposing new ways of representing and thinking about the intersections between race, class, gender, and sexuality. Emphasis will be placed on looking at works that reflect a wide range of national backgrounds, historical moments, and literary genres. Theoretical readings will help us place literary works within the appropriate political and historical contexts as well as to connect our readings to important and ongoing conversations within Latina/o literary studies.

Teaching Method: This class will be a seminar with a mix of student- and professor-led discussions.

Requirements: Bi-weekly response papers, one classroom presentation, one 20-page seminar paper.

Tentative Reading List: María Amparo Ruíz de Burton, *Who Would Have Thought It?*; Emma Pérez, *Blood Memory*; Junot Díaz, *Drown*; Achy Obejas, *Memory Mambo*; John Rechy, *City of Night*; Helena María Viramontes, *Their Dogs Came With Them*; Cherrie Moraga, *The Hungry Woman*; and others.

Sexuality in Nineteenth and Twentieth Century America

HIST/WMNS 802 Sec. 001

Credits: 3

Holz

MWF 2:30 – 3:20 p.m.

Class No. 8057

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 indeed 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 practices and communities, and the intersections between sex, art, and the media.

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.

Native American History: Indian Education in the 19th Century

HIST 864 Sec. 001

Credits: 3

Smith

MWF 9:30 – 10:20 a.m.

Class No. 4165

Contact Margaret Jacobs to see if the course counts toward the WGS Graduate Specialization.

PSYC 871 Sec. 001

Human Sexuality and Society

Credits: 3

Esseks

TR 2:00 – 3:15 p.m.

Class No. 6882

Crosslisted with EDPS and SOCI

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.

SPAN 870 Sec. 001

Women Writers of Spanish America

Credits: 3

Nickel

MWF 1:30 – 2:20 p.m.

Class No. 11834

Aim: To investigate the factors that influence women writers in Spanish America and to read and analyze poems, plays, short stories, and novels by authors such as Sor Juana Inés de la Cruz, Gabriela Mistral, Lusia Bombal, Elena Garro, Isabel Allende, Nellie Campobello, Luisa

Valenzuela, Griselda Gambarro, and Cristina Peri-Rossi.

Organization: Chronological study of the conditions under which women authors wrote and characteristics of women's writing with the analysis of works by authors from various times and regions.

Grading: Class participation, oral reports, a midterm and a final exam, a research paper.

Special Topics: Literacy, Gender and Ethnicity in Schools

TEAC 840D Sec. 101

Credits: 3

Raible

R 5:00 – 7:50 p.m.

Class No. 7629

Families in the United States are changing drastically, and schools need to keep up with these changes. *Family diversity* includes traditional and non-traditional families such as: interracial families, blended families, and families formed through adoption, foster care, kinship care, and alternative reproductive technologies, as well as by LGBT parents.

This course grows out of my research with families formed through *transracial* adoption and *transnational* adoption (the adoption of children of one race or country by parents of another race or country). As a multicultural educator, I am concerned with helping schools to find innovative ways to support and affirm all children and their diverse families.

Inquiry Questions that guide the course, which I see as an exploration of related themes, concepts, and ideas: How are U.S. families changing? How do our ideas about *identity* and *culture* expand in response? How do we learn to 'do' race and culture? What do *race* and *adoption* mean to the families involved with transracial adoption? How are schools addressing family diversity? How can we (as individuals and as professionals) better understand and support family diversity?

We will investigate these questions through a shared experience of provocative readings, discussions, and films related to the topic of transracial adoption.

TXCD 808 Sec. 001

History of Textiles

Credits: 3

Crews

MWF 9:00 – 9:50 a.m.

Class No. 7835

Aim: Textiles in the context of artistic, social, political and economic developments in the cultures of Europe, Asia, Africa and the Americas. Emphasis on evolution of textile design and stylistic differences between cultures.

Teaching Method: Slide lecture, experiential labs and discussion

Tentative Reading List: Elizabeth Barber, Women's Work in the First 20,000 Years and Jennifer Harris, Textiles: 5,000 Years.

Independent Study

WMNS 896 Sec. 001

Credits: 1 - 6

Jacobs

Arranged

Class No. Suppressed

Prerequisite: PERMISSION OF WOMEN'S AND GENDER STUDIES PROGRAM DIRECTOR, MARGARET JACOBS, 472-9300.

Internship in Women's and Gender Studies

WMNS 897 Sec. 001

Credits: 1 - 6

Jacobs

Arranged

Class No. Suppressed

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 office at 472-9392, Margaret Jacobs at mjacobs3@unl.edu, or Rose Holz at rholz2@unl.edu.