

# Women's Studies Fall 2002

**WSTD-002-001**

TR 12-1

**GENDER AND SOCIETY**

Barron ([dbarron@sas](mailto:dbarron@sas))

201 Rec T 1-2

202 Rec R 1-2

*General Requirement I: Society*

This course examines the impact of sex and gender roles on contemporary American society. Differentiation by sex is the central organizing principle of nearly every human society. How can we understand the relationship between biological sex and socially constructed gender? How do maleness and femaleness affect the balance of power and resources in our society? How much has changed since the beginning of the Women's Movement of the 1960s? The course will examine key issues of gender difference and inequality including family life, paid work, economic status, violence, body image, sexuality, and reproduction. The course will examine men's roles and women's roles, treating gender as an interactive and dynamic concept.

**WSTD-004-401**

TR 3-4:30

**THE FAMILY**

Gager ([gager@ssc](mailto:gager@ssc))

Cross Listed: SOCI-004

*General Requirement I: Society*

*Fulfills College Quantitative Data Analysis*

Historical and cultural development of the family, analysis of sexual codes; discussion of role differences between men and women; factors involved in mate selection and marital adjustment, analysis of family disorganization with both individual and societal implications.

**WSTD-006-301**

TH 9-10:30

**WRITING ABOUT LITERATURE AND SOCIETY:  
HETEROSEXUALITY & NARRATIVE IN 20<sup>TH</sup> CENTURY  
AMERICA**

Harzewski ([sharzews@english](mailto:sharzews@english))

Cross Listed: ENGL-003

*Fulfills College Writing Requirement*

In a twentieth-century American context, this course examines heterosexuality as a code, commodity, institution, and performance. We will investigate how heterosexuality

functions as a type of narrative the past century has revised considerably. An exploration of the bonds and binds between men and women, the course considers how and why individuals, including ourselves, have co-opted or resisted certain "straight" narratives as a means of self-fashioning. Readings will be drawn from diverse genres: novels, poems, diaries/journals, short stories, Internet sites, marriage and etiquette manuals, book reviews, and social theory. Literary voices may include Sylvia Plath, T.S. Eliot, Anais Nin [there are two dots over the "i" in Anais], Henry James, Adrienne Rich and Toni Morrison. Writing activities will vary (listserv posts, essays, an imitative style exercise), but distinctions between writing deliberately intended to be read vs. presented will receive special attention. In order to explore how to maximize writing delivered aloud, each student will contribute an oral presentation. We will also develop strategies for writing within limited time and length parameters. No midterm or final exam. (This course will be cross-listed with Women's Studies.)

**WSTD-006-308**  
MW 3-4:30

**WRITING ABOUT LITERATURE AND SOCIETY**  
Schultz ([klou@dept.engl](mailto:klou@dept.engl))

Cross Listed: ENGL-003/AFAM-008  
*Fulfills College Writing Requirement*

What are the meanings of "race" and "gender," in contemporary America? The rich African-American literary tradition can aid us in understanding the construction of such identities in America and where we've arrived, particularly in regard to racial relations, in the 21st century. In addition, these texts reflect the contestation of those identities at work within our society. How do race, class, and sexuality mitigate gendered identities? In this class we will ask how these poems, novels, essays, and plays represent what it means to "be a man" or about the "place of women" in the African-American context, as well as in the larger society. This wide variety of 19th and 20th century literature will be of interest to anyone who wants to learn more about American literature, Afro-American Studies, gender studies, and different genres of writing. With the primary goal of improving your writing, this class will include writing assignments on summary, argument, revision, research, and documentation. Possible authors include: Amiri Baraka, William Wells Brown, Ralph Ellison, Ernest Gaines, Nikki Giovanni, Gayl Jones, Nella Larsen, Harryette Mullen, Alice Walker, and Ida B. Wells. We may also view the film "Guess Who's Coming to Dinner"?

**WSTD-008-401**  
MWF 2-3

**HUMAN REPRODUCTION AND  
SEX DIFFERENCES**  
Waldron ([iwaldron@sas](mailto:iwaldron@sas))

Rec 402 M 3-4  
Rec 403 W 1-2

Cross Listed: BIOL-008  
*General Requirement V: Living World*

This course will discuss human reproduction, including anatomy, physiology, hormonal control, genetics, development, infertility, contraception, sexual behavior, sexually transmitted diseases such as AIDS, and relevant basic molecular and cellular biology. In addition, this course will discuss sex differences and similarities in health and mortality, including relevant basic biology of the cardiovascular system and cancer.

**WSTD-009-301**                      **LAW AND SOCIAL POLICY ON SEXUALITY & REPRODUCTION**  
T 1:30-4:30                      Tracy([lawproject@aol.com](mailto:lawproject@aol.com)) Wharton ([ljwharton@aol.com](mailto:ljwharton@aol.com))

This course will examine how statutory law, court decisions and other forms of social policy, encourage or discourage various forms of sexuality, reproduction and parenting. Such issues as contraception, abortion, gay and lesbian rights, reproductive technology, family violence, and welfare and family policies will be covered.

**WSTD-075-401**                      **JAZZ, STYLE AND HISTORY**  
MWF 11-12                      Muller ([camuller@sas.upenn.edu](mailto:camuller@sas.upenn.edu))

Cross Listed: MUSC/COML/FOLK-075

This course examines jazz performance as a twentieth century American musical discourse, one that covers and critiques the standard textbook/mediated narratives of jazz history. One goal of the course is to think about how our knowledge of jazz might be reshaped by including women musicians and gender in the narrative. Another is to begin to think about jazz as a musical language that reaches far beyond the borders of the United States, largely through the networks of the entertainment industry.

**WSTD-082-401**                      **DO THE RITE THING:  
RITUAL IN AMERICAN LIFE**  
R 2-5                      Paxton ([fpaxton@LearnLink.Emory.Edu](mailto:fpaxton@LearnLink.Emory.Edu))

Cross Listed: FOLK-082

Starting with birth and working chronologically through a series of case studies, this course invites students to examine the centrality of ritual in modern American life. We will look closely at rituals that celebrate the human lifecycle as well as overtly competitive sporting and political rituals. We will explore rituals that unfold at the local level as well as those that most Americans experience only via the media. Rituals under

examination will include birthday parties, Bar and Bat Mitzvahs, Halloween, Quinceañeras, Proms, graduations, rodeos, Homecomings, weddings, Greek initiations, beauty pageants, reunions and funerals. Students will be encouraged to critically examine their own ritual beliefs and practices and to consider these and other theoretical questions: What is the status of ritual in post-industrial culture? What distinguishes popular from official ritual and secular from religious ritual? How do sociological variables such as race, class, gender, sexuality, and religion shape people's understanding of, and participation in, modern American rituals? What role does ritual play in family life? How do contemporary rituals bond Americans at the local and/or national level? All students will be expected to conduct original research on a ritual of their choosing.

**WSTD-090-401**

TBA

**WOMEN AND LITERATURE**

Barnard ([rbarnard@dept.english](mailto:rbarnard@dept.english))

Cross-Listed: ENGL-090

*Distribution III: Arts and Letters*

Focusing on literature by and/or about women, this course examines women as readers, writers, and subjects of literature. Works studied vary considerably from semester to semester and may include a wide range of works from various countries and in various genres, often selected to allow for examination of theoretical issues such as feminist humor, feminist literary theory, women and popular culture, and the place of women in the literary mainstream. Often special attention is paid to the experience of minority women.

**WSTD-093-401**

MWF 1-2

**LITERATURE AND SOCIETY**

Clarke ([clarkej2@dept.engl](mailto:clarkej2@dept.engl))

Cross Listed: ENGL/AFST-093

This is an intermediate-level course studying some aspect of the relations between literature and society. Possible versions are "The Literature of the Holocaust" and "Literature & the Idea of the University."

**WSTD-110-401**

T 2-5

**NO PLACE LIKE HOME:**

**WRITING ABOUT THE AMERICAN FAMILY**

Paxton ([fpaxton@LearnLink.Emory.Edu](mailto:fpaxton@LearnLink.Emory.Edu))

Cross Listed: FOLK-109

*FULFILLS THE COLLEGE WRITING REQUIREMENT*

Consider the following snapshots: Sister Sledge are back in their hometown and launching into one of their trademark opera-length remixes of “We Are Family.” The crowds on Benjamin Franklin Parkway are loving it; kids rush the stage, grandmas take turns on the mike, strangers dance with one another. One hundred miles south in Washington DC, staff at Family Values Inc. are lobbying politicians to support their “Families First” bill that will allow parents to pull their kids out of Sex Ed. classes. Across the river, students at Georgetown University’s Queer Alliance are hanging banners around campus that read “Hate Is Not a Family Value.” Three blocks away, one billboard summons all good mothers to take care of the family wash with Tide, while another promises that “YOUR FAMILY will be safe in OUR SUV!”

In other words, it’s a typical day for the American family, a unit that while difficult to pin down, is nonetheless center-stage in popular culture. But what exactly do we mean when we say we’re family? And what are family values? Why do some households seem more like families than others? Has the American family always looked the same? Are we even sure there is such a thing as the American family?

“No Place Like Home” is an interdisciplinary writing course that invites students to examine the evolution of American family life from 1900 to the present. Our approaches will be as varied as the families we study: we will explore how novelists, playwrights, and poets have depicted the American family; how advertisers and politicians have appealed to it; how legislators have defined it; how Hollywood has imagined it; and how academics and journalists alike have pronounced it to be alternately ailing and thriving.

With each new perspective will come a new set of questions about writing: How is the screenwriter’s art different from that of the speechwriter? What differentiates the poet’s family snapshot from that of the advertiser? How do pundits and playwrights alike use words to communicate their vision of the American family? Over the course of the semester, students will be given the opportunity to experiment with numerous writing genres, including creative non-fiction, autobiography, and journalism. Students in this course can expect to learn a great deal about how language can be used to reflect, critique, and re-imagine the world around them.

Because this is a writing-intensive course, students will be expected to complete formal and/or informal writing assignments on a weekly basis. Early on in the semester, these assignments will be short and will focus on very specific writing skills. For example: students might be asked to describe a family ritual in which they have participated; summarize the main arguments of a scholarly essay on American families; write a one-page response to a poem or painting depicting family life; or work in groups to generate an ad campaign for a “family product” of their choosing. Towards the end of the course, students will be given the freedom to generate their own essay topics, select their own readings, and choose between a number of formats for their final papers (eg: comparison paper *or* close reading of a text *or* ethnographic narrative *or* research paper proposal *or* literature review).

All students will be asked to compile a portfolio of their work over the course of the semester and to turn this in at the end of term along with a letter detailing what they have learned about writing during the course. Detailed instructions on portfolios and all other assignments will be handed out in class.

**WSTD-122-401**

TR 9-10:30

**SOCIOLOGY OF GENDER**

Roth ([silkerot@ssc](mailto:silkerot@ssc))

Cross-Listed: SOCI-122

*General Requirement I: Society*

The assignment of gender roles and the creation of gender identities have profound consequences for women and men at every level of society: from their intimate relations: to how they manage and participate in the institutions of society; to their place in society's stratification systems. In this course we will examine four aspects of gender relations: historical and cross-cultural examples of gender roles; gender relations in contemporary American institutions; theories of sex differences, and the many specific topics to be covered are: women and the economy, women and the professions, working class women, minority women, violence against women, changing male identities, the nature of male power, and women's liberation movements.

**WSTD-129-601**

T 5:30-8:10

**WOMEN AND GENDER IN THE MIDDLE EAST**

Gursan-Salzmann

Cross Listed: AFST/ANTH-129

Middle Eastern women have long been a subject of great fascination to outsiders whose popular image is generally reduced to two extreme dimensions: one, veiled and oppressed, entrenched in domestic chores and living a life of seclusion from public sphere. The other, emancipated, professional, and actively engaged in public life, not too dissimilar in life style to western women. The social realities are, however, far from both stereotypes. The Middle Eastern women live in a complex world balanced by work, Islamic law and patriarchal family structure. This course is an introduction to an anthropological perspective on Islamic women in the Arab and non-Arab Middle East. Discussion of key issues and concepts include: what exactly is a Middle Eastern Woman, tradition versus modernity, the "language" of dress, its connection to honor and modesty. Is the veil a source of protection of virtue? Does women's labor affect gender roles and relations? These issues and others will be contextualized and compared cross-culturally, using ethnographic and historical sources from Egypt, Turkey and Iran with references to other Middle Eastern and Central Asian cultures.

**WSTD-168-601**

W 5:30-8:10

**WOMEN IN ANCIENT EGYPT**

Houser ([jennifer.houser@yale.edu](mailto:jennifer.houser@yale.edu))

Cross-Listed: AMES-168

This class will examine the many roles played by women in ancient Egypt. From goddesses and queens, to wives and mothers, women were a visible presence in ancient Egypt. We will study the lives of famous ancient Egyptian women such as Hatshepsut, Nefertiti and Cleopatra. More independent than many of their contemporaries in neighboring areas, Egyptian women enjoyed greater freedoms in matters of economy and law. By examining the evidence left to us in the Literature (including literary texts and non-literary texts such as legal documents, administrative texts and letters), the art, and the archaeological record, we will come away with a better understanding of the position of women in this ancient culture.

**WSTD-187-401**

TR 1:30-3

**POSSESING WOMEN**

Chance ([lchance@sas](mailto:ichance@sas))

Cross Listed: COML/AMES-187

A man from Tennessee writes *Memoirs of a Geisha*. A Japanese novelist tells the story of the "comfort women" who served the Japanese army. A tenth century courtier poses as woman writing the first woman's diary. Poets from Byron to Robert Lowell, through Ezra Pound to Li Po, have written as though they were women, decrying their painful situations. Is something wrong with this picture, or is "woman" such a fascinating position from which to speak that writers can hardly help trying it on for size? In this course we will look at male literary impersonators of women, as well as women writers. Our questions will include who speaks in literature for prostitutes--whose bodies are in some sense the property of men--and what happens when women inhabit the bodies of other women via spirit possession. Readings will draw on the Japanese tradition, which is especially rich in such cases, and will also include Western and Chinese literature, anthropological work on possession, legal treatments of prostitution, and film. Participants will keep a reading journal and write a paper of their own choosing.

**WSTD-199**

Arranged

**INDEPENDENT STUDY**

Kurz ([dkurz@sas](mailto:dkurz@sas))

**WSTD-233-401**

MW 3-4:30

**RENAISSANCE DRAMA: SEX IN THE CITY**

Howard ([jhoward@dept.engl](mailto:jhoward@dept.engl))

Cross Listed: ENGL-233

Focusing on Renaissance dramatists other than Shakespeare, this course examines these writer from different perspectives. A sample offering: "Theater and Society," which examines Renaissance drama as it reveals a society which saw itself both through and as

theater. This particular course investigates different kinds of plays as "social" and "political" theater and studies the first "domestic" tragedies.

**WSTD-234-601**

**A WOMAN'S WORLD: INTERNATIONAL  
FICTION, FILM, & THEORY**

R 6-8:40

Sadashige ([sadashig@sas](mailto:sadashig@sas))

Cross Listed: FILM-207

In this course we will survey written and cinematic productions by women from a variety of geographical and cultural zones that will inform, complicate, and perhaps challenge our ideas about gender, sexuality, and selfhood. Works will include Anchee Min's powerful memoir Red Azelea, Silences of the Palace-Moufida Tlatli's moving exploration of memory and motherhood, and Deepa Mehta's controversial film Fire, which was banned in India. The inclusion of theoretical essays in our syllabus will help deepen our understanding and appreciation of such literary and filmic works.

**WSTD-238-401**

**IMAGES OF WOMEN IN THE MIDDLE EAST IN  
POST COLONIAL LITERATURE**

TR 1:30-3

Nassif ([mmn@sas](mailto:mmn@sas))

Cross Listed: AMES-238/COML-236

This course is designed to study the images of women in the Middle East. We will study different texts that represent different geographical and ideological entities. We will start by reading the memoirs of Hoda Sharawi, whose struggles in the early 20th century established the feminist movement in Egypt. We will then explore different Arabic works-some are in translation, written by female authors from Morocco, Egypt and Lebanon. These will examine the issues of identity, gender, sexuality, and nationalism. Different perspectives will be provided by looking at other works written in English. Gates of Damascus, written by a European travel writer, will provide the point of view of an outsider, while Habibi will reflect the dilemma of a Palestinian American teenager's search for identity. A supplementary packet will provide essays that represent various examples of feminist and postcolonial critical theory that will aid the students' appreciation of the context in which the texts were created.

**WSTD- 249-401**

**PHILOSOPHY OF EDUCATION**

TR 3-4:30

Detlefsen ([detlefse@phil.upenn.edu](mailto:detlefse@phil.upenn.edu))

Cross Listed: PHIL-249

Is the purpose of education to allow individuals to better themselves by pursuing personal tastes and interests (regardless of individual contingencies, such as ethnicity or gender), or should education be primarily aimed at creating good citizens or good members of a

group? Is there a way of reconciling these two aims? Assuming that adult relations with children are inherently paternalistic, is it possible for children to be educated for future autonomy to pursue major life goals free from such paternalistic control; and if so, how? Do adult relations with children differ in the education of boys and of girls? How much, if any, control over education can be allocated to the state, even when this conflicts with the educational goals parents have for their children? Such questions are especially relevant in multicultural or pluralistic societies in which some groups within a liberal state are non-liberal (in terms of their treatment of females, for example). Should a liberal democratic state intervene in education to ensure the development of children's personal autonomy, or must toleration of non-liberal groups prevail even at the expense of children's autonomy?

These are among the questions we shall ask and try to answer. We shall begin with a brief overview of the educational theories of some key historical figures before turning to current debates surrounding the role and purpose of education in multicultural, liberal-democratic societies.

**WSTD-260-401**  
MW 3-4:30

**ADVANCED TOPICS IN NARRATIVES**  
Clarke ([clarkej2@dept.engl](mailto:clarkej2@dept.engl))

Cross Listed: ENGL/AFST/LTAM-260; AFAM-262

We will explore how novels work, asking what they do to us and for us. Why are some narrators unreliable, withholding or confused while others "know" everything? Critical works may include *The Political Unconscious*; Mary Poovey, *Uneven Developments*. E. Said, *Culture and Imperialism*; E Sedgwick, *The Epistemology of the Closet*. Novels may include Austen, *Persuasion*; Woolf, *Mrs. Dalloway*; Joyce, *Portrait of the Artist as a Young Man*; Kincaid, *Autobiography of My Mother*.

**WSTD-271-401**  
R 1:30 - 4:30

**Ethnicity**  
Paley ([jpaley@sas](mailto:jpaley@sas))

*Distribution. I: Society*

Cross-listed: AFAM-272, ANTH-371, ASAM-271, LTAM-270, URBS-270

With the variety of people populating U.S. cities today, understanding how power and inequalities operate among ethnic groups is essential to understanding the dynamics of urban life. Taking up such contemporary themes as the 1991 conflict in Crown Heights and the Haitian refugee crisis, this course asks a student to conceptualize identity, ethnicity, race, and gender through the theoretical framework of the "cultural production of difference in the context of power." After tracing the history of migrations at the turn of the century, the course problematizes classical paradigms of ethnicity by making central the experiences and writings of African American, Asian American, Native American, Latino women and men.

**WSTD-281-401**  
TR 3-4:30

**TOPICS IN AFRICAN AMERICAN LITERATURE**  
Fausti ([mafausti@dept.engl](mailto:mafausti@dept.engl))

Cross Listed: ENGL/AFAM-281

When offered, the topic for this course changes. Recent topics this course has addressed include "Black Literature and Music," "Dialogue and Revision in Afro-American Narrative," "Black Literature: The Spirit in the Text," "Black Looks: Twentieth-Century African American Narrative," "Modern Afro-American Women's Narratives" and "Filming Black Words: Hollywood Adaptations of Afro-American Narratives." Consult the Program for current detailed course descriptions.

**WSTD-345-401**  
TR 10:30-12

**HISTORY OF WOMEN IN AMERICA**  
Brown ([kabrown@sas](mailto:kabrown@sas))

Cross-Listed: HIST-345  
*Distribution II: History and Tradition*

This course will survey the history of women in America from settlement through 1848. Emphasis will be placed on woman's role and function both within the family and society at large; both on the process of role change and on religious and political reforms.

**WSTD-371-401**  
TR 10:30-12

**FEMINIST THEATER AND PERFORMANCE**  
Malague ([rmalague@dept.engl](mailto:rmalague@dept.engl))

Cross Listed: THAR-375/ENGL-371

What is "feminist theatre"? This course will explore that deceptively simple but hotly debated question by focusing on the creative and political efforts of female playwrights and performers. Our readings will provide background on feminist theatre history and theory, from which we will examine diverse-and divergent-approaches to "feminist" playwriting, acting, and directing. We will consider a wide range of artists, from the Pulitzer prize-winning Wendy Wasserstein to the NEA grant-losing Holly Hughes; we will also examine the recent phenomenon of Eve Ensler's THE VAGINA MONOLOGUES. The course will be conducted in seminar format with heavy emphasis on discussion; readings will be supplemented by shared viewing of live and video performances.

**WSTD-397-401**  
MW 3:00 – 4:30

**WOMEN IN KOREA FROM PRE-MODERN  
TO THE PRESENT**  
Ahn ([taeyoonahn@hotmail.com](mailto:taeyoonahn@hotmail.com))

Cross-Listed: AMES-397/691

Women's lives in Korea have been shaped by various socio-historical factors and have transformed continuously over the change of its history. Although the historical research on women of Korea is still described as "having just begun," the study of women's history is not a branch of social or political "mainstream" history, but can offer important insights and understanding into the society. This course is designed to introduce students to a broad range of Korean women's lives in terms of status and roles within the family and society, work, education, and norms of behavior according to the historical changes as well as their social class. The main focus will be to examine the ways in which the historical and social factors such as Confucianism, colonialism, nationalism, modernization and industrialization have operated with respect to the construction of gender and sexuality. The course will also shed light on not only the aspects of subordination and disadvantage that Korean women have had but also the accomplishments that they have made by examining various activities such as in political movement, religion, arts, literary works, domestic affairs, and so forth. No previous knowledge of either Korean history or language is presumed.

**WSTD-400-301**

F 2-5

**SENIOR THESIS**

Kurz ([dkurz@sas](mailto:dkurz@sas))

This seminar is for senior undergraduate Women's Studies majors who are writing their theses. The seminar will help students decide on their theses topic and methodology. The seminar will also focus on drawing conclusions from primary and secondary sources of data.

**WSTD-407-401**

T 2-5

**GENDER IN LATIN AMERICA**

Farnsworth-Alvear ([farnswor@sas](mailto:farnswor@sas))

Cross Listed: HIST/LTAM-407

This seminar will explore ideologies of masculinity and femininity in Latin America from the colonial period to the present. Themes include Mestizaje and the conquest, slavery and the culture of honor, organizing by working-class women and the political activism of mothers facing authoritarian governments. Readings are chosen for methodological innovation and the authors' contributions to theorizing gender relations as well as for their substantive treatment of women's and men's interaction in specific countries.

**WSTD-409-640**

W 6-9

**Securing a Future for Women's Pasts: Mainstreaming Women's History into American Public Culture**

Little ([lbraitman@att.net](mailto:lbraitman@att.net))

The course will examine the complex process of mainstreaming women's history into American public culture. We will work with primary and secondary sources from women's and preservation history, public policy, material culture, and cultural resource management. Case studies from historic sites, house museums, and history museum exhibitions will be highlighted. Examples will include the Women's Rights National Historic Park at Seneca Falls, Walker building (Madame C.J Walker), Hull House (Jane Addams), and Paulsdale (childhood home of Alice Paul). The re-installation of the First Ladies Hall at the Museum of American History (Smithsonian) will be a key illustration of the challenges women's history confronts in the context of collection development and exhibition. We will focus on two problematic issues: 1) the critical role women played in saving some key historical sites and 2) the interpretation of women's history at traditional male sites such as Mt. Vernon, The Alamo, Frederick Douglas Home and Pennsbury Manor.

**WSTD-422-640**

R 6:00-8:40

**HISTORY OF SEXUALITY**

Rabberman ([rabberma@sas](mailto:rabberma@sas))

In this course, we will explore some of the most pressing, controversial, and intriguing questions that historians of sexuality have debated in the past few decades. Rather than simply debating changes in sexual practices over time, we will discuss the ways in which different societies in the past and present constructed sexual norms and understood normality and deviance in sexual terms. We will focus special attention on the following questions: To what extent are sexual identities constructed by different cultures, rather than simply being determined biologically? What influence do social, economic, and political conditions have on social constructions of sexuality? How have different societies used sexual norms to mark "natural" practices from "deviant" ones, and how are these norms connected to societies' power structures? We will explore case studies from Classical Greece through the contemporary United States. Our readings will explore topics such as medieval and modern views of the body, gender, sexuality, and science; prostitutes in medieval and Victorian England; same-sex relationships from classical Greece to medieval Europe to the contemporary United States; expectations for sexuality within and outside marriage; hermaphrodites; and sexual deviants, among others. Students will be expected to participate actively in class discussions, and to complete short response papers and a longer research paper.

**WSTD-425-401**

M 3-6

**TOPICS IN GENDER THEORY**

Meyer ([mwmeyer@phil.upenn.edu](mailto:mwmeyer@phil.upenn.edu))

Cross Listed: PHIL-485

*Distribution I: Society*

Do, or can, feminist theories have political effects in transforming the social and economic forms of women's subordination? This course will focus on the debate within

feminist theory between a politics of claiming identity or essentialism versus a politics of subverting gender norms. We will show how gendered bodies and sexual differences are constructed through various social practices and discourses. We will examine what kinds of resistance can be mounted against the forces that maintain gender oppression. For example, what are the effects of new reproductive technologies on a woman's freedom to control her body or on her continued subordination? Lastly, by claiming sexual differences we will discuss how we will need to revise our concepts of justice, community, and rights.

**WSTD-499**

Arranged

**INDEPENDENT STUDY**

Kurz ([dkurz@sas](mailto:dkurz@sas))

**WSTD-502-401**

TBA

**FOLKLORE FIELDWORK**

Hufford ([mhufford@sas](mailto:mhufford@sas))

Cross Listed: FOLK-502

"Fieldwork" is the term folklorists and scholars in related fields use to describe the process by which they arrive at their discipline's subject matter. This includes everything from the pragmatic issues of collecting and documenting materials to the complex relations involved when people study people. Readings, short writing assignments, and class discussions will probe this spectrum of concerns comprehensively. Brief exercises are planned to experience different aspects of fieldwork. On this background of theory and practice, students will work toward designing a fieldwork based project and draft a funding proposal.

**WSTD-511-401**

W 2-5

**ANTHROPOLOGY OF SEX AND GENDER**

Sanday ([psanday@sas](mailto:psanday@sas))

Cross Listed: ANTH-411

This course surveys psychoanalytic and social theories of sex and gender. We begin with the social organization and construction of sexual expression and engendered subjectivity. The social ordering of power through the mechanisms of sexual behavior and engendered subjectivity is next. In addition to reading anthropological analyses of sex and gender in specific ethnographic contexts, students will become familiar with relevant theorists such as Baals and Strathern. Short papers will be assigned in which students apply specific theories to interpret case material. Advanced undergraduate and graduate students are welcome.

**WSTD-535-401**

M 2-5

**PROBLEMS IN ANCIENT HISTORY**

McInerny ([jmcinern@sas](mailto:jmcinern@sas))

Cross Listed: ANCH/HIST-535

*Distribution II: History & Tradition*

In this seminar we will be examining the administration of Greek sanctuaries as reflected in the large body of sacred laws that survive. Some topics will include: the support of priests, payment for sacrifice, the leasing of temple land for pasture, access to sanctuaries, calendars of sacrifice, the role of rural sanctuaries and the rise of panhellenic sanctuaries and international politics.

Our evidence will be taken from around the Greek world, with special attention to Delphi, Thasos and Athens.

**WSTD-537-401**

T 2-4

**BOCCACCIO VISUALIZED**

Kirkham ([vkirkham@sas](mailto:vkirkham@sas))

Cross Listed: ITAL-537/COML-536

This course will present Giovanni Boccaccio and his literary corpus from three visual perspectives. Focus will be on the Decameron, with selections from Boccaccio's literary criticism, biographies, and mythography (Defense Of Poetry, Life of Dante, Life of Petrarch, Concerning Famous Women, the epic Teseida). As we read we shall 1) look at portraits of Boccaccio, 2) look at Renaissance illustrations of his writings, 3) search for visual intertexts--i.e., explore how images and material artifacts in Boccaccio's culture could have influenced his writing, and how our recovery of those icons serves us as literary interpreters.

**WSTD-532-401**

R 2-5

**ADVANCED TOPICS IN WORK AND GENDER**

Leidner ([rleidner@sas](mailto:rleidner@sas))

Cross Listed: SOCI-541

*Distribution I: Society*

This seminar examines the relevance of gender to the organization and experience of paid and unpaid work. Combining materialist and social constructionist approaches, we will consider occupational segregation, the relation of work and family, gender and class solidarity, the construction of gender through work, race and class variation in work experiences, and related topics.

**WSTD-599**

Arranged

**INDEPENDENT STUDY**

Kurz ([dkurz@sas](mailto:dkurz@sas))