

*MA Curriculum for the Academic Year 2015-16*

**A. MA Program**

**Fall Term**

Mandatory courses:

**Academic Writing Part I** – 1 CEU credit (**David Ridout, Andrea Kirchknopf, Sanjay Kumar**) (2 ECTS).

(Mandatory for 1 year program, the first year students in 2 year MA in Critical Gender Studies program; 1<sup>st</sup> year Matilda students (2 ECTS per term), compulsory for GEMMA students in the first year, and for those GEMMA students in the second year who intend to defend their thesis at CEU.)

This course is designed to help students develop the academic research and writing skills they will need to complete the thesis and other requirements for the MA degree. The fall semester, led by instructors from the Center for Academic Writing, focuses on technical writing skills including organization of arguments, critical reading, quoting sources and avoiding plagiarism. The second half of the course, which extends into the winter semester, incorporates assignments geared towards the development of the thesis topic, situating research within existing scholarship, and preparing for the final stages of thesis research and writing.

**Foundations in Gender Studies I** – 4 CEU credits (8 ECTS). (**Dominika Gruzziel**) Mandatory for students in the 1 year program and for the first year students in the 2 year programs Critical Gender Studies, MATILDA (4 ECTS) and GEMMA (8 ECTS). Core course in feminist history for the 1<sup>st</sup> year GEMMA students. **MATILDA students take Dominika Gruzziel’s class, other students can register with either of the two groups.**

This is an introductory course which is designed to familiarize students with some of the basic concepts and arguments in the broad interdisciplinary field of “gender studies.” The first part of the course will address the notions of sex and gender in an effort to introduce students to the variety of ways in which, throughout the past decades, thinking about these issues has changed. In the second part of the course we’ll explore several different types of argumentations on the meaning of gender, the woman question and women’s emancipation. We’ll follow a historical path and review liberal/neo-liberal, socialist/Marxist, radical, post-colonial/post-socialist views, and third-wave feminism. We’ll identify the key trends in each set of arguments and try to follow how they got transformed as they traveled to different locations and through time. In the third part of the course we address three popular concepts, which students will encounter in the rest of their studies and while writing their MA theses: “patriarchy,” “equal opportunities and “intersectionality”. By the end of the course students will be able to use these terms in a thoughtful and nuanced way informed by their scholarly critique and history. This theoretical overview will be supplemented next term (in Foundations in Gender Studies II: Identity, “Experience,” and Power/Knowledge) with analysis of Postmodern and Post-structural

Feminism, transnational feminism, as well as various theories concerning feminist epistemology.

**Foundations in Gender Studies I** – 4 CEU credits (8 ECTS). (**Andrea Pető**) Mandatory for students in the 1 year program and for the first year students in the 2 year programs Critical Gender Studies (CGS), and GEMMA (8 ECTS). Core course in feminist history for the 1<sup>st</sup> year GEMMA students. MATILDA students take Dominika Gruziel’s class, other students can register with either of the two groups.

This course is designed to introduce students to the state of the art in contemporary feminist critique as well as to basic concepts of gender studies. This double goal will be achieved by reviewing, positioning and reinterpreting those key debates which, by shifting positions, have created a watershed in the way categories, methods and theories are being approached in feminist research. As our starting point we will of course take the works of “second wave” feminists while interrogating how they encountered feminism and how that influenced their lives. As the course evolves we will also follow the afterlife of their concepts in order to explore how theories have travelled through space and time. The course’s further aim is to acquaint students with a wide range of methodological and theoretical issues, and will encourage them to contextualize and position their research topics in an interdisciplinary and intersectional perspective. The course’s unique format supports its stated goals: the students will be immersed in the debates through dialogically arranged films and texts; and thus engaged into a critical analysis of how stories and narratives about thinking about key concepts have altered with time.

**Methods Elective** (methods courses are designated with an “M”) – 2 credits to be fulfilled in *either* the fall or winter term for 1 year students. 2 credits to be taken by students in 2-year program (CGS; see specific requirements by track). 10 ECTS to be taken by first year GEMMA students including compulsory spring course, Advanced Topics in Gender Studies.

**Public lecture series** - 1 CEU credit (2 ECTS) per term. Mandatory for 1 year MA students, 2 year MA in their first year, 1st y MATILDA and 1st year PhD students; Core course in feminist theory for 1st year GEMMA.

Elective courses:

**Feminist Literary Studies** – 4 CEU credits (8 ECTS). (**Vera Eliasova**)

The course introduces students to major theories, concepts, and debates of feminist literary studies. The readings will be mainly theoretical. The survey of selected feminist literary theories is hardly conclusive, but it seeks to provide a solid overview of those theories that have crucially changed the way we interpret literature in relation to gender. Most of the readings will cover the second half of the twentieth century, the time of groundbreaking contributions to feminist literary theory debates. Since theory and fiction should be always read in conversation, the theoretical framework will be supplemented by fictional texts that are likewise considered as significant landmarks in literature by women.

**Gendered Memories of the Holocaust** — 4 CEU credits (8 ECTS) (**Andrea Pető**) (*cross-listed with the Jewish Studies*)

The course aims to interrogate the emerging field created by the intersection of Jewish Studies, Memory Studies and Gender Studies to study the literary and artistic representation of the Holocaust. The course covers the topics of how Memory of Holocaust is inscribed, framed, mediated and performed. It consists of two parts: an overview and theoretical introduction is followed by the analyses of the different forms, and sites of representation: literature, ego documents, films, internet, textbooks, statues, monuments, photos, oral histories, you-tube

videos. The course also offers training how to use the Shoah Visual History Archive for research from a gender perspective and a chance for creative experimentation with film making. The course will be held on Tuesday and Wednesday. Generally on the first day the required readings will be discussed on Wednesday film screenings and exercises will deepen the students' critical engagement with the material.

**Anthropology of the Erotic Other** – 4 CEU credits (8 ECTS). (**Hadley Z. Renkin**)

The purpose of this course is to explore how our understanding of the meanings of sexuality and the erotic have been and continue to be produced through the concrete conjunctions of sexual desires and practices with a range of gendered, raced, classed, and geopolitical differences, and how this has shaped the definition and disciplining of a wide variety of internal and external erotic Others, with critical consequences for people's lives, and senses of identity, community, and politics. From the United States to New Guinea to Eastern Europe, and from Foucault to Fascism to (post)Fordism, the class will draw upon material from anthropology, history, and cultural studies, to investigate and compare these understandings of erotic difference and their consequences across time and space, focusing on how different understandings of sexual identities, communities, and politics constitute, intersect with, and support or contest, broader systems of power and meaning, inclusion and exclusion. The course is meant both to destabilize our often unquestioned assumptions about sexuality and the erotic, and render more visible their mutual constitution with other critical vectors of social, cultural economic, and political difference. Discussion topics will include: colonial sex and exotic others; erotic outlaws and social control: national sexualities; erotic spatialities past and present; class erotics; HIV/AIDS; global sexual frictions; and transgender Others.

**The Nature of Performativity** —4 CEU credits (8 ECTS). (**Eszter Timár**)

The course examines the concept of performativity, one of the important terms in our research of gender and sexuality. The course traces its development in philosophy, its introduction to feminist and queer inquiry, and examines its complicated relationship to the concept of nature: we will look at the development of the concept of performativity in speech act theory and deconstruction which enabled its productive work in Gender Studies exemplified by the work of Judith Butler and Eve Kosofsky Sedgwick who look at ways in which performativity helps us better understand gendered embodiment and affect. We will also trace the queerness of performativity to discussions of femininity and theatricality. We will close with readings from new materialism to see how performativity helps reconfigure the concept of nature.

**Gender and International Development (P)** - 4 CEU credits (8 ECTS). (**Sara Meger**)

This course examines the gendered impacts of development initiatives and how these are shaped by global political and economic conditions. A strong emphasis will be placed here upon understanding how transnational development trajectories have varying impacts upon different groups of women and men. While women's experience of the masculinist structures which regulate international politics and development are therefore investigated, we also consider the ways in which groups of men are made vulnerable or empowered through the privileging of particular masculine "norms" within the global political and economic order. We will therefore engage with debates on the gendered nature of equity and representation within global politics and also investigate the ways in which vulnerable groups might position themselves to negotiate or resist seemingly exploitative global structures.

**Gender, Sexuality, and the Non/Human** - 4 CEU credits (8 ECTS). (**Hyaesin Yoon**)

This course explores how human relationships with the non/human are interlaced with various forms of difference and of power relations – such as sex/gender, sexuality, race, and disability, as well as capitalism and political ecology. The course approaches the boundaries of “the human” as performative measures for human engagement with both non-human others (such as animals and machines) and the others within the human (such as quasi-humans, and the non-humanness of humans). Extending feminist and queer criticisms on “the Man” as the universal human subject, this course invites interdisciplinary conversations with posthumanist theories, postcolonial criticisms, animal studies, disability studies, and media studies.

**Capitalism and Gender in the Neoliberal Era** - 4 CEU credits (8 ECTS) (**Andrew Ryder**)

This course deals with contemporary theories of economic and social relations, and their role in producing gender identity and practices around the globe. We will attend to the oppression of women, as well as the regulation of sexual identities, in the current period of neoliberal consensus. While the course mainly presents writings by materialist feminists from the U.S., we also consider an international perspective on labor relations. These authors consider ideologies of gender as conducive to the reproduction of global capitalism, including its implication in racial oppression, compulsory heterosexuality, and colonization projects, as well as conditioned by class struggle. The course also reconsiders housework and other reproductive labor. Comprehension of the material entails serious engagement with socialist feminism, Black feminism, the LGBT movement, standpoint theory, social reproduction theory, third-wave feminism, world-systems theory and queer theory. Authors may include Angela Y. Davis, John D’Emilio, Lise Vogel, Donna Haraway, Maria Mies, Nancy Fraser, Judith Butler, Johanna Brenner, Silvia Federici, and Martha E. Gimenez.

**Gender and Nationalism** – 2 CEU credits (4 ECTS). (**Elissa Helms**)

This course examines some of the major theoretical approaches to and empirically grounded analyses of the ways in which national/ist discourses and practices are gendered and sexualized. The course approaches the concept of nation and its close variants – ethnic and cultural groups, nation-states, citizenship and notions of belonging – as historically contingent and continuously reproduced through discourse and practice on a variety of levels of power. In keeping with anthropological approaches, we concentrate on both conceptual/discursive frameworks and material effects in the everyday lives of people belonging to various socially defined groups. We consider both men and women, masculinities and femininities, as well as sexuality as they intersect with national, ethno-national, and nation-state formations. Particular areas of focus include reproduction, kinship, ethnicity, war violence, sexuality and notions of modernity and culture. Geographically and historically the course takes a broad, comparative view, even as we pay particular attention to certain contexts such as the former Yugoslavia where the professor has particular expertise.

**Introduction to Queer Theory** — 2 CEU credits (4 ECTS). (**Eszter Timár**) Core course in feminist theory for GEMMA students.

This course will look at the political stakes in the division between heterosexuality and other forms of sexuality in particular and interrogates the category of “normal” in general. It is organized around some key concepts fuelling both the thinking of sexuality and the directions of LGBT movements since 1969. The objective of the course is to give an introduction to the poststructuralist body of queer theory. The purpose of the course is to foster critical thinking about the aspects of our, and others', lives we think of as “sexuality” as well as to highlight some basic heteronormative assumptions in modern social thought.

**Discourse Analysis (“M”)** – 2 CEU credits (4 ECTS) (**Erzsébet Barát**). Mandatory for MATILDA students. Core course in feminist methodology for the first year GEMMA students.

This course is one of the mandatory courses in the field of methodology. It focuses on the interdisciplinary category of ‘discourse’ that conceptualizes the use of various sign systems as an integral part of social events. The major aim on the one hand is to explore how discourse as an explanatory category in different disciplines of humanities and social sciences has emerged to go beyond the dichotomy of text/context. As an introductory course to qualitative research, its objective is to compare the (enabling) limits of different approaches to discourse, both in terms of their theoretical and methodological differences. In the second half of the course we shall study samples of analysis to demonstrate and explore the value systems and sets of beliefs informing the linguistic devices the ‘data’ draws on as well as that of the particular approach to discourse itself. The actual sample analyses will include research that argues for a *relative but relevant* distinction of sexuality and gender.

**On Love in the 20th Century: The Politics of Sexuality and Intimacy in the Age of the Self** – 2 CEU credits (4 ECTS). (**Irina Costache**)

The 20<sup>th</sup> Century more than any other period in human history defined “love” as a fundamental object of scrutiny, reform, preoccupation and anxiety. This course examines the main theoretical approaches and identifies key historical transformations of the interrelated concepts of love and romance, sexuality and intimacy, family and marriage.

Topics that will be discussed in class include psychoanalysis, history of sexuality, the global “sexual” revolution, the movement for sexual rights, socialist sexualities, and contemporary re-appropriations of *love* in political philosophy.

The course combines feminist theory with historical analysis in order to underline not only the changing nature of love but also the wider historical contexts that shaped such redefinitions.

**Making of the Modern Body** - 2 CEU credits (4 ECTS) (**Emese Lafferton**) (*cross listed to History Department*)

Do bodies have histories? How are modern bodies different? It is generally acknowledged that the human body and the everyday experience of embodiment was for a long time largely ignored in both classical historical scholarship and sociological theory. In the past decades, however, the history and sociology of the human body have emerged as distinct areas of study. The course provides an introduction to this comparatively new and growing field. It explores some of the ways in which the human body has been and is being used as a social and political resource in European societies. Chronologically, the course will focus upon the modern period from the 17th century on, though with some reference made to classical and medieval frameworks. The course surveys how the making of the modern world transformed the everyday experience of our bodily existence, and concepts and images of the body. The lectures begin by exploring the sociogenesis of the 'civilized' body (the gradual historical involvement of the self-disciplined modern wo/man with internalized values and inhibitions), and discuss how modern techniques of power (e.g. of bureaucracy, administration and institutions) produced 'docile', disciplined bodies through which surveillance of the body politic could be achieved. The course then examines how gender, racial and class differences were constructed through different scientific and political endeavours focused on the body in order to legitimate the social order or respond to social change. Our contemporary bodily experience is explored through the study of how consumerism has reshaped our attitudes to and uses of our bodies (including topics such as diet, exercise, body building, clothing, and plastic surgery). Finally, the social role of modern medicine is studied critically through the focus on how women and men's bodies have been medicalized and related to pathology in medical knowledge and practices. Topics discussed in this section include bodily disabilities, illnesses and bodily

experiences related to aging, and technological and moral issues concerning organ transplantation. The course is intended to be comparative, both geographically and chronologically. The geographical focus will primarily be the western body (within the contexts of Europe and North America), with some additional discussion of the colonial body.

**Women's and Gender History: An Introduction to Theory, Methodology and Archives (M)** – 2 CEU credits (4 ECTS). Core course in feminist history for the 1<sup>st</sup> year GEMMA students. Mandatory for MATILDA students (**Francisca de Haan**) (*Cross-listed with the History Department*)

This course is designed to provide students with a basic understanding of the (sub)field of women's and gender history and its main concepts, theories and approaches, and to familiarize them with the challenges and (hopefully) excitement of finding women in the archives.

The first part of the course will address the history of women's and gender history, including the development of some of the main concepts and the debates around them. What is "women's" history; what is "gender?" Does the concept of gender "work" everywhere? How have post-colonial and global perspectives influenced women's history? And what is the state of women's history in the region?

The second part of the course focuses on archives – both theoretically and practically. We will first read and discuss recent literature that historicizes archives and approaches them as "artifacts of history" (Antoinette Burton, 2005). Then we will become acquainted with a few of the main women's archives worldwide – both in the conventional sense and online archives. Students will apply the knowledge acquired here by writing and presenting a research paper about the state of women's history in their country and/or finding women in the archives in the region and/or the country they come from.

*Cross-listed courses from other departments:*

(Additional elective courses taught in other departments will be added to this curriculum through cross-listing. Details to come.)

**Human Rights and Emerging Technologies (P)** - 4 CEU credits (8 ECTS). (**Judit Sándor**) (*Cross-listed from the Political Science Department*)

At the beginning of the 21st century the emerging new technologies have become inherently political. Neuroscience, genetics (genetic testing, screening, and DNA fingerprinting), the various assisted reproductive technologies, nanotechnology, robotics, information technologies, and their combination – all of these scientific and technological fields now constitute subjects of governance. Furthermore, as these technologies are increasingly used by governments, it has become difficult to scrutinize or control them, to limit their use or to apply equal access to them. In this process of scrutiny a human rights approach may provide some guidance. Human rights have developed an established set of norms, a specific language, an institutional network and infrastructure for thinking about new technologies, their relevance, or the potential challenges posed by their application. Another benefit of this approach is to provide an alternative to the prevailing economic and technocratic model of innovation.

This course deals with the status of, and current challenges to, human rights in this context. By analyzing relevant texts and landmark cases, new generations of human rights will be explored. Is it possible to interpret human rights norms on the level of the human cells? Should access to transplantation, tissues in biobanks, umbilical cord blood, or the results of stem cell research be based on principle of solidarity? Or do we have to acknowledge that we are inevitably drifting towards a more commercial paradigm? The course will focus on recently emerged new technologies and their implications in the domain of human rights, such as right to privacy, international, national and personal security and DNA testing. The main methodology of this course is qualitative analysis of

normative texts and cases that contain elements from both the human rights and public policy.

**Colonialism and Post-Colonialism** 4 CEU credits (8 ECTS) (**Prem Kumar Rajaram**)  
(*Cross-listed from the Sociology Department*)

**Comparative Masculinities: Sex and Gender in Europe and the Mediterranean** 2 CEU credits (4 ECTS) (**Daniel Monterescu**) (*Cross-listed from the Sociology Department*)

**Equality Policy in Comparative Perspective** - 2 CEU credits (4 ECTS) (**Andrea Krizsán – Violetta Zentai**) (*Cross-listed from the School of Public Policy*)

The main aim of this course is to familiarize students with how the abstract legal principle of equality is turned into policy and practice in Europe and beyond. Starting from what equality means as a basic legal principle and right in modern democratic systems, the course will move on to critically analyze the policy visions, policy approaches and policy tools used to put equality into practice. The literature to which the course refers will be interdisciplinary in nature with some texts of political philosophy, and legal theory, but mainly political science and policy theory writings.

The course will look at all grounds of inequality but especially at race and ethnicity, gender and disability, and devote special attention to the intersection between different inequality axes. The course will focus primarily on policy practice in Europe and North America. Students will be encouraged to bring documents, issues and cases from the policy environments with which they are most familiar.

### Internship

**Guided Internship** - 8 CEU credits. Mandatory and open for MA 2 year students in their 2nd year Applied Gender Studies track (the internship itself may be scheduled in the period between spring of year 1 and early autumn year 2)

**Internship Analysis Workshop** - 2 CEU credits (**Hadley Renkin**) Mandatory and open for MA 2 year students in their 2nd year Applied Gender Studies track

## ***Winter Term***

### Mandatory courses for the 1 year and 1<sup>st</sup> year students in 2 year MA Program in Critical Gender Studies:

**Methods Elective** – 2 credits to be fulfilled in **either** the fall or winter term.

**Foundations of Gender Studies II**- 2 CEU credits (4 ECTS). (**Hyaesin Yoon**) Mandatory for students in the 1 year program and for the first year students in the 2 year programs Critical Gender Studies and GEMMA. Core course in feminist history for the 1st year GEMMA students. (Students register with one of the two groups)

Built upon Foundations I, this course explores the major contributions in feminist scholarship that shaped the field of Gender Studies after the first and second waves of feminism. In particular, the course focuses on feminist inquiries that emerge from questioning the universal category of *woman*, tracing the multiple (and sometimes conflicting) ways of addressing the question of *difference* in order to rearticulate key concepts such as sexuality, embodiment,

power, knowledge, and language. The curriculum is designed to discuss both the potential and the challenge of feminist engagements with poststructuralist theories, psychoanalysis, postcolonial criticism, and new materialist discourses. In this, the course invites reflection on *theory* in the context of transnational knowledge production, rather than in binary opposition to *praxis*.

**Foundations of Gender Studies II** - 2 CEU credits (4 ECTS). (**Hadley Z. Renkin**)

Mandatory for students in the 1 year program and for the first year students in the 2 year programs Critical Gender Studies and GEMMA. Core course in feminist history for the 1st year GEMMA students. (**Hadley Z. Renkin**) (students register with one of the two groups)

Feminist theory and practice has changed tremendously since the days of first and second wave feminism - as evidenced by the emergence of the term “Gender Studies” itself (from what had often originally been “Women’s Studies”). In this course, we will explore some of the ways in which feminist thinking has, since the late 1970s, grown, changed, fractured, and striven for unity in response to challenges to universal concepts of “woman”, shifting understandings of gender and sexual difference, new thinking about power and agency, and sweeping reconceptualizations of the relationships between gender, bodies, and the borders of the human. Through close reading and in-depth discussion of key texts, we will trace these turns and their implications for how we see feminism as both academic discipline and political practice.

**Academic Writing Part II – Thesis Development** - 1 CEU credit (2 ECTS) Mandatory for 1-year program, first year students in 2 year MA in Critical Gender Studies program, 1st yr Matilda students, compulsory for GEMMA students in the first year, and for those GEMMA students in the second year who intend to defend their thesis at CEU. (**Andrea Pető**)

**Thesis Writing Workshop Group 1, 2** – 4 CEU credits (8 ECTS) (**Francisca de Haan**). Mandatory for all **graduating** MA students. (NB: the workshop will meet March 21-25 for second year students in 2-year programs. One-year students take TWW in May. Details TBA)

This course is a practical workshop designed to help students further their thesis writing in a timely manner, to become aware of potential problems and areas of weakness in their writing at an early stage, and to practice presenting their thesis project to their peers as a lead-up to the oral presentation they will have to make at their thesis defense. Students circulate a draft chapter from the heart of the thesis – analysis of empirical material or central chapters of theoretical analysis but NOT introductory context, literature review, theoretical concepts, or methodology – for presentation, discussion, and critical feedback from their peers. Thesis supervisors are also invited to attend and offer feedback. Students also learn from reading and assessing their classmates’ work and from listening to the feedback and suggestions offered to others. The class is organized in one-hour sessions, one per student with their draft chapter. Instructors assign additional short writing tasks such as written feedback on peer work or memos responding to feedback. The course takes place late in the winter term of the second year of the program assuming a June defense according to the CEU calendar.

Elective courses:

**Feminism and Masculinities** - 4 CEU credits (8 ECTS). (**Barát Erzsébet**)

The course is designed to introduce students to the scholarly investigation of the social and cultural construction of masculinity in the past three decades from a feminist perspective. That is, our aim is to explore what feminist men’s studies has to say about what it means to be a man in the past three decades of Euro-America and the relevant histories of those meanings. The course is designed to help students explore the major classic essays that explore masculine hegemony and also suggest possible ways of its redistribution. These works are from the early

years of men's studies focusing on the concrete social and historical institutions of male chauvinism to contemporary criticism of various attempts at revalidating a reactionary male identity in contemporary anxieties about 'demasculinization' of men.

**Feminist Biopolitics and Cultural Practice - 4 CEU credits (8 ECTS). (Hyaesin Yoon)**

This course examines how the biopolitical operations of gender, sexuality, race, species, and disability im/materialize through various forms of cultural practice. The course engages with conversations between feminist and queer theories on one hand and biopolitical theories concerning the relationship of life (and death) to the political on the other. In particular, it pays attention to entwinement among the biological, technological, and cultural as an important constituent of biopolitics, as most dramatically shown in – but not limited to – the emergence of bioarts and biomedica. From this perspective, the course explores a number of sites of cultural practice, including digital archive, exhibit, dance, tattoo, biometrics, prosthetics, and graphic medicine as topoi of feminist criticisms and creative interventions.

**Gender, Peace and Security(P) - 4 CEU credits (8 ECTS). (Sara Meger)**

What effect does gender relations have on war, peace and security policy?

This course aims to uncover the dynamic impact that gender has in the causes of war and armed conflict, as well as the behaviours of actors in 'wartime' and 'peacetime.' Through an exploration of topics such as the nature of warfare, terrorism, military prostitution, and sexual violence in war, this course introduces students to connections between security and sex/gender relations. We will consider the merits of different analytical approaches to gender as applied to conventional security issues, as well as feminist critiques of the concepts of 'peace' and 'security'.

**Commodification of the Human Body (P) - 4 CEU credits (8 ECTS) (Judit Sándor) (*cross listed to Political Science Department*)**

Commodification of the human body is not a new phenomenon but recently one can observe an increasing commodification of human body, in many different fields in the same time. While prostitution, organ trafficking, human trafficking still pose serious global challenges, new fields, such as surrogacy, egg sale, biobanks, stem cell markets further complicate the uses and misuses of the human body. In biotechnology the human body is to fulfill various scientific and commercial purposes ranging from essential life-saving treatments to aesthetic enhancement. Reflecting on these complex phenomena, this course will apply human rights and gender analysis to academic texts and judicial cases on the commodification and commercialization of the human body. These will provide a rich repertoire of social and legal questions for the lectures, seminars and occasionally to film sessions during the winter semester.

**Re-imagining Social Movements: Activism, Resistance, and Cultural Change (P) – 4 CEU credits (8 ECTS). (Hadley Z. Renkin)**

Social movements and social activism are critical to political engagement and social transformation. Traditional social science approaches to social movements and social change have tended to frame forms of collective resistance and protest primarily as either irrational, spontaneous reactions to oppression, or as rational expressions of reasoned dissent. In this course, we will challenge such views, employing an anthropological perspective which takes cultural practice as analytically central in order to see social movements instead as practical struggles over cultural meaning. We will first critically review the dominant theoretical frameworks which have shaped interpretations of social activism and social movements. We will then explore more recent theories of power, politics, and social change, in order to locate social movements within complex cultural structures of power, domination, and transformation.

For each segment of the class, we will first examine a specific theoretical framework from which questions of social actions, movements, and change have been addressed. We will then go on to explore, through concrete ethnographic examples, the ways in which these perspectives enable - and foreclose - particular understandings of the nature of social movements, and of their implications.

**Critical Policy Studies (P) - 2 CEU credits (4 ECTS). (Sara Meger)** Mandatory for students in the Applied Track of the 2-year program in Critical Gender Studies.

This course applies a critical gender lens to the study of global politics and policy-making. The aim is to introduce students to the varying ways that gendered norms, concepts, individuals, and structures have shaped global social and political issues, as well as our responses to them. This course provides both an historical and theoretical overview of the forces that shape global policy today, as well as an analytical focus on some of the contemporary issues of global policy, including: terrorism, human trafficking, climate change, development, human rights, the global financial crisis.

**Critical Interdisciplinary Approaches to Doing Research in Gender Studies (“M”) – 2 CEU credits (4 ECTS).** Mandatory for 2 year MA 1st year students, open to PhD students. Core course in feminist theory for the 1<sup>st</sup> year GEMMA students (**Jasmina Lukic**)

The aim of the course is to investigate theoretical and methodological problems related to the knowledge production in post-disciplinary age. At the core of the course is the close examination of the concept of interdisciplinarity and its different interpretations, as well as terminological and conceptual differences between inter-, multi- and transdisciplinarity. Intersectionality as an interpretative method proper to both gender studies and interdisciplinary research *per se* is also being discussed, and various examples of interdisciplinary and intersectional work are presented.

**Qualitative Methods: Interviewing and Oral History (“M”) – 2 CEU credits (4 ECTS).** (4 ECTS for GEMMA students) Core Course in feminist methodology for the 1<sup>st</sup> year GEMMA students (**Andrea Pető**)

This course is designed for those who want to use interviewing as a method collecting empirical material for their thesis. The course also discusses ethical dimensions of research and writing. Given that oral history is a technique and a way of constructing histories the course tries to offer an overview of different ways of how to construct the information and how to analyze it in a wider methodological context. The course consists of two parts: lectures are followed by seminars where participants will have the chance to practice making and analyzing interviews. Students will also develop interviewing and digital skills. Special sessions will introduce the students to available on-line interview data bases and qualitative software programs analyzing texts. The readings are available at the course website (moodle) and all assignments should be uploaded or posted there. If you have problems with the moodle (you uploaded the wrong file etc) contact Gabor Acs, [acsg@ceu.edu](mailto:acsg@ceu.edu) directly.

**Gender and Sexuality in Education (P) - 2 CEU credits (4 ECTS). (Dorottya Rédai)**

Education is one of the major fields where subjectivities and social inequalities are re/produced on institutional, curricular and interpersonal levels. This course is designed to provide an introduction to some key concepts and debates in the huge field of gender and education, with a special focus on gendered and sexual subjectivities in compulsory education. It also offers an outlook on topics such as gendered inequalities in higher education; affirmative action, school

segregation and integration; and sex education. A brief introduction to ethnographic educational research methodology is included in the course. We will work on gender and sexuality in education with an intersectional approach and a focus on qualitative research. Our texts are mostly from Anglophone countries, due to the large body of research carried out in the areas the course is engaged with. However, students will be encouraged to contextualise readings and critically reflect on their personal educational experiences and their regional/national educational environment in relation to the issues discussed.

**Neo-Victorian Cultures - 2 CEU credits (4 ECTS). (Andrea Kirchknopf)**

This course explores how contemporary adaptive media appropriate the nineteenth century to address our own preoccupations with gender, sexuality, race, class, science, technologies, religion, imperialism, and consumerism. The aim of the course is to familiarize students with the theoretical, social, and political contexts and critical discourses of this neo-Victorian enterprise. The course incorporates a variety of cultural products from postmodern fiction and graphic novels, through films, to exhibition spaces and theme parks. These texts are mainly approached via literary and cultural studies, utilizing further interdisciplinary frameworks of trauma, adaptation and memory studies that draw on a wide range of fields including psychology, film studies, philosophy, and history. This course investigates reasons and trajectories of post-millennial connections to the Victorian age, ways in which different cultural concepts are transposed and transformed, and the critical consciousness of our own investment into the mediation and dissemination of historical narratives.

**Postcolonial Theory, Gender, and Cinema - 2 CEU credits (4 ECTS). (László Strausz)**

Throughout the course, we will investigate problems surrounding national cinemas and canons in conjunction with issues of self-representation, self-articulation and gender. The above questions closely correlate with the topics of postcolonial theory, thus during the first part of the semester we will confront the central theoretical concepts of the postcolonial tradition. During the second part of the course, through select case studies the group will investigate how problems of cinematic representation and gender correlate with the issues of visual (de)colonialization. These case studies will include, but are not limited to Black American cinema and the Civil Rights Movement, Latin American cinema of resistance during the late 1960s, contemporary Iranian cinema, questions of postcoloniality and post-1989 Eastern European cinemas.

**Qualitative Research Methods (M) – 2 CEU credits (4 ECTS). (Elissa Helms)** Mandatory for students in the Applied track of the 2-year program in Critical Gender Studies. Core course in feminist methodology for the 1<sup>st</sup> year GEMMA students.

This 2 credit course is designed to familiarize students with some of the most commonly used methods of qualitative social science research and to equip them with the skills they will need to formulate research questions, carry out the research, and analyze data for their MA (or PhD) theses. Through practical exercises, we will focus on interviewing, participant observation and ethnographic research, and analysis of texts including fieldnotes and interview transcripts. We will also consider the ethical dimensions of research and writing, especially from a feminist perspective. Students who have already chosen a thesis research topic will be able to get the most out of this course, although having a thesis topic is not a requirement – the course can also help students think about possible topics. This course is mandatory for students in the applied track of the 2-year MA in Critical Gender Studies who will be expected to apply ethnographic methods to their internship experiences.

Cross-listed courses from other departments:

**Roma Inclusion Policies in Europe: Governance Puzzles** - 2 CEU credits (4ECTS)  
(**Krizsán Andrea-Zentai Violetta**) (*Cross-listed from the School of Public Policy*)

**Labor History in Global Perspective, 19<sup>th</sup> and 20<sup>th</sup> Centuries** - 2 CEU credits (4 ECTS) (**Susan Zimmermann**) (*Cross-listed from the History Department*)

**The Making of Modern Medicine** - 4 CEU credits (8 ECTS) (**Emese Lafferton**)  
(*Cross-listed from the History Department*)

***Spring Term***

**Thesis Writing Workshop Group 3, 4** – 4 CEU credits (8 ECTS) (**Francisca de Haan**).  
Mandatory for all **graduating** MA students. For 1-year MA students and GEMMA, Matilda defending in September. Takes place: May 5-13. Details TBA)

**Advanced Topics in Gender Studies MA (“M”)** - 2 CEU credits (4 ECTS). Mandatory for 1st y students in Research Track of Critical Gender Studies, 1st y GEMMA, optional for MATILDA students Spring term. Core course in feminist methodology for the 1st year GEMMA students. (**Jasmina Lukic**)

This course focuses on specific problems of research and research design. Using examples from some well-known cases of feminist research, and some classical texts/masterpieces in women’s studies/gender studies, the course will discuss various aspects of creating a research proposal, from initial stages of choosing the topic to formulating the main research questions, to setting an interpretative framework and choosing a proper methodology. Students will be required to relate readings and the discussion in the class to their research projects and to present an outline of their thesis proposal at the end of the course.