

SPRING 2014

UNDERGRADUATE COURSE DESCRIPTIONS

Gender Studies Pre-Registration Approval Course (CRN 23081)

GSC 27999-01

For ALL Majors & Minors

No Hours/No Credits Co-Requisite Course for Pre-approval Registration

All Gender Studies Majors and Minors are pre-approved for this Gateway Course once they have finalized meeting procedures with the Gender Studies Academic Advisor. Every Gender Studies Major and Minor **MUST REGISTER FOR THIS COURSE ONCE A SEMESTER** in order to obtain pre-approved permission to register for Gender Studies Courses other than those specifically requesting Department Approval.

Introduction to Gender Studies - GSC 10001/20001

MWF 2:00-2:50pm

Kristi Donaldson/GSC – PhD student Sociology

Robinson Murphy/ GSC – PhD student English

Attributes: Fulfills Introductory Course Requirement, University Requirement Social Science

As an academic discipline, Gender Studies traces its origins back through Women's Studies to sociology and English departments, the disciplines that first started asking questions in a systematic way about how gender impacted society and influenced the creation and valuation of texts. Today, the scope of inquiry into gender is truly interdisciplinary (and we will discover the broad range of its interdisciplinarity), while methodologically, it still depends heavily on the tools borrowed from the social sciences and it aspires to the paradigmatic shift prompted by feminist questionings of canonicity in the humanities. In this course, students will read classic gender texts and study the ways the resulting gender lens of inquiry is applied to other questions. Students will produce: an autoethnography, ethnographic participant observation and/or interviews, a survey questionnaire, and content & textual analysis of a cultural artifact. Guest lecturers from a variety of disciplines will discuss unique features of their disciplines, as well as highlight the strengths and weaknesses of specific methodologies available for use in their field. This course provides students with an introduction to the field of gender studies as practiced across a range of disciplines and in relation to various kinds of texts, issues, and contexts. Students will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Students will consider the ways in which gender identities and roles are produced and performed, and the ways that ideology and representation shape our understanding of gender. The course will show how research on gender is done across disciplines, highlighting differences in methodology and research questions; it thus provides students with the opportunity to learn about the unique character and approach of different disciplines by taking up debates and discourses around gender from sociology, anthropology, film and visual culture, history, literature, philosophy, political science, psychology, theology, and other fields which engage gender as a salient research topic. Theories, criticism, films, literature, art, and everyday life will be analyzed through a perspective informed by gender. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather

than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

Gendering Christianity – GSC 20100

MW 3:30-4:45pm

Mary R. D'Angelo/THEO

Attributes: Religion & Family, University Requirement Theology

This course is an introduction to feminist and gender-based approaches to Christianity. It addresses major topics of theological thinking (such as sin, salvation, images of God, Christology) relating historical development and contemporary rereadings. These topics will be considered in light of contemporary issues of gender and sexuality (e.g. eating disorders, sexual violence, the status of gays and lesbians, ecofeminism etc.). The approach will be both critical (i. e. analytic) and constructive. Course materials will include two novels as well as theological writings and videos on contemporary issues.

Theories of Sexual Difference – GSC 20102

MW 5:05-6:20pm

Janet A. Kourany/PHIL

Attributes: Gender & Society, University Requirement 2nd Philosophy

What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? Most important, what does equality mean for people characterized by such differences? These are the questions we shall pursue in this course, and we shall pursue them systematically, devoting attention even to the male/female sex difference itself and the current debates over intersexuals, transsexuals, and transgendered persons. The style of the course will be discussions, and these will be informed by readings drawn from a variety of sources, including natural and social scientists as well as philosophers, and both feminists and contributors to men's studies. Requirements will include three papers as well as active participation in discussions.

Marriage and the Family - GSC 20466

TR 3:30-4:45pm

Elizabeth McClintock/SOC

Attributes: Religion & Family, Diversity, University Requirement Social Science

The family is often considered the most fundamental social institution. It is within the family that early socialization and care-giving usually take place, shaping our ideas about the world, yet we often find it difficult to see how a social institution as private as the family is shaped by historical and social forces. This course will give students the opportunity to learn about the diverse forms the family has taken over time and social context. This knowledge will be useful in examining ongoing debates about social policy and the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools to understand how family life is linked to social structure; to economic, cultural, and historical events and transitions; and to status characteristics like race, class, and gender.

Religion, Gender and Family – GSC 20513

TR 12:30-1:45pm

Mary Ellen Konieczny/SOC

Attributes: Religion & Family, Diversity

We are all members of families, and at Notre Dame we are perhaps particularly attuned to the roles that religion can play in families' milestone events, traditions, and everyday routines. In this course, we will examine sociological theories and empirical research about the relation of

religion to issues of gender and family. We will consider topics such as religious participation and the construction of gender identities; modern women's participation in conservative religious groups and gender ideologies; the role of faith in families' routines, parenting practices, and work-family balance; religion and the control/expression of sexuality; and the contributions and limits of feminist theory in understanding the interrelationship of religion, gender, and family in contemporary societies. We will explore these themes from psychological, economic, and sociocultural perspectives. We will also examine how marriage, work and childrearing are related to religion historically and sociologically. The empirical research considered in this course draws substantially from Western contexts, but we will also explore cases from societies across the globe.

Fashioning American Identities – GSC 30537

TR 9:30-10:45am Canceled by American Studies Department

Sophie White/AMST

Attributes: Arts & Culture, University Requirement Fine Arts, University Requirement History

~~Did Puritans really only wear black and white, or did they wear fashionable lace, silk ribbons and bright colors? Did early settlers wash their bodies to get clean? What role did fashion play in the making of the American Revolution? And how did slaves and Native Americans adorn their bodies? This course will address such questions by focusing on dress and material culture. We will consider the role of dress in the construction of colonial identities, and examine the ways that bodies operated as sites for negotiating gender, class and ethnic encounters.~~

The Child in Cinema – GSC 30544/GSC 31544

TR 3:30-4:45pm/Lab T 5:00-7:30pm

Pamela Wojcik/FTT

Attributes: Arts & Culture, Diversity

This course examines the figure of the child across a range of film styles. It is not a course in the genre of children's film. Rather, it explores the ways in which children are represented in films aimed at adults. It asks: What different meanings are ascribed to children at different historical moments, in different nations, in different genres? How do we define the child? What kind of narratives are organized around children? How does the presence of children alter or impact a genre? The class will consider the child in Depression Era dramas and musicals, Italian Neorealism, the French New Wave, African American cinema, sci-fi, horror films, and more. We will consider the child star, cute children, spunky children, tomboys, transgender children, children in poverty, suburban children, urban children, wild children. We will consider stars such as Shirley Temple, Tatum O'Neal, and Mickey Rooney; directors such as Chaplin, Spielberg, De Sica, Truffaut, and Wes Anderson; and films such as *Wild Child*, *Boyz n the Hood*, *Ma Vie en Rose*, *The Tin Drum*, *The Omen*, *Paper Moon*, *E.T.*, *Moonrise Kingdom*, and *Beasts of the Southern Wild*. Students will be expected to see one or two films a week.

Women in Medieval Europe – GSC 30545

MW 12:30-1:45pm

Hannah W. Matis/HIST

Attributes: Religion & Family, Gender & Society

In this course we will explore medieval conceptions of marriage, gender roles, and sexuality. The period to be studied ranges from the late antique period up until the fifteenth century. We will first examine the spread of Christian influence on the practices of marriage, divorce, and child-bearing in the late antique world and how the heritage of the Roman empire impacted the early medieval world with respect to the status of women. We will look at how women's daily lives changed over the course of the medieval period, touching on a variety of topics, including

parenthood, contraception, rape/abduction, and prostitution. We will also look at the changing roles of women within the church: the important place of royal women in supporting and propagating Christianity, conceptions of female sanctity, the complex relationship between female and male monastic communities, and the increasing place of laywomen in the late medieval church. The course will largely consist of readings of primary sources in translation and classroom discussion, with lectures and other readings to supplement the primary readings and place them in historical context.

Catholics in America – GSC 30546

TR 9:30-10:45am

Kathleen Cummings/AMST

Attributes: Religion & Family, Diversity

This course explores the relationship between Catholicism and national identity in the American past and present. It asks what the presence of Catholics (since 1850, the nation's largest religious denomination) has meant for the American experience, considering, among others, the following themes: mission, migration, education, citizenship, religious life, reform, and politics. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, race, class, gender and sexuality as variables that have shaped the American Catholic experience. In addition we will study the representation of Catholics in American film, material culture relating to Catholic devotional life and the sacraments.

Women in Russian History – GSC 30547

TR 3:30-4:45pm

Maria A. Rogacheva/HIST

Attributes: Gender & Society, Diversity

Despite their prominent role in Russian history, women have often been left out of the traditional historical narrative. This course aims to restore the balance and introduce students to the political, social, and cultural transformation of Russia from the time of Catherine the Great through the Soviet period from a uniquely different perspective: through the eyes of Russian women. In this course we will examine the experiences of women from different backgrounds – the daughters of nobles and the poor peasantry, the Russian intelligentsia and the working class, the empresses and members of the royal family. We will start by focusing on the roles and status of women in Imperial Russia. Then we will move on to study the Soviet project: its promise to emancipate women and the pitfalls of women's liberation in the Soviet context. In particular, we will address issues such as women's participation in the Russian Revolution and the shifting relations between women and men under socialism and in post-Soviet Russia. We will read and discuss memoirs, diaries, literary works, books and chapters by and about women; we will also watch Russian and Soviet movies.

The Literatures of Sixteenth and Seventeenth Century Ireland – GSC 30548

TR 2:00-3:15 pm

Sarah McKibben/IRLL

Attributes: Arts & Culture, Diversity, University Requirement Literature

This new course will explore the various literatures that emerge at a time of dramatic change in early modern (16-17th-century) Ireland, including works originally written in Irish and English ranging from courtly poetry of praise and love for noble patrons to rather less savory justifications of colonial violence. In tandem with our reading of primary materials (using English translations), we will examine the historiography of the period ranging from older texts to podcasts of papers given in the last two years to grasp key debates and shifts in scholarly understanding; in so doing, we will take up longstanding areas of debate regarding the

characteristics of this colonial encounter, the degree to which comparisons are useful or apt, the nature of Irish literary culture, the characteristics of the age, and, if we're feeling cocky, the modern. My own particular topics of interest include poet-patron relations, the imposition of English law, and native mechanisms of legitimation; others will emerge as we read a variety of texts together. While you need not know any Irish (Gaelic) to take this course, you should be prepared to conjoin history and theory, poetry and politics, through historicized close reading while working across genres to produce original criticism in the form of several papers whose topics you will develop yourself. In fact, that's the whole point: finding your own passion and doing work that only you can do! The course will count toward the IRL minor and major, and will satisfy the literature requirement.

Post Soviet Russian Cinema – GSC 30569

TR 11:00-12:15pm

Alyssa W. Gillespie/RU

Attributes: Arts & Culture, Diversity, University Requirement Fine Arts

Freed from the constraints of Soviet-era censorship, between 1990 and 2005 Russian filmmakers exploited the unique qualities of the film medium in order to create compelling portraits of a society in transition. The films we will watch cover a broad spectrum: reassessing Russia's rich pre-Revolutionary cultural heritage as well as traumatic periods in Soviet history (World War II, the Stalinist era); grappling with formerly taboo social issues (gender roles, anti-Semitism, alcoholism); taking an unflinching look at new social problems resulting from the breakdown of the Soviet system (the rise of neo-fascism, the war in Chechnya, organized crime); and meditating on Russia's current political and cultural dilemmas (the place of non-Russian ethnicities within Russia, Russians' love-hate relationship with the West). From this complex cinematic patchwork emerges a picture of a new, raw Russia, as yet confused and turbulent, but full of vitality and promise for the future. Short readings supplement the film component of the course. Films will be available on reserve and via streaming video.

US Sex, Sexuality and Gender to 1880 – GSC 30624

TR 9:30-10:45am

Gail Bederman/HIST

Attributes: Gender & Society, Religion & Family, Diversity, University Requirement History

Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex!); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890.

Gender and Rock Culture – GSC 30626/31626

TR 11-12:15pm/Lab T 8:00-10:30pm

Mary Celeste Kearney/FTT

Attributes: Arts & Culture

This course provides students with a broad, foundational understanding of the concepts, theories, and methodologies used in critical analyses of rock's various gendered constructions. Rather than taking a musicological perspective, this course uses a socio-cultural approach to examine a

myriad of gendered sites within rock culture, including performance, music video, and rock journalism. Therefore, music and song lyrics will not be our only or primary objects of study; our exploration of rock's gendered culture will also include studies of the various roles, practices, technologies, and institutions associated with the production and consumption of rock music. In focusing on these various sites within rock culture, a synthetic, interdisciplinary approach is employed which draws on theories and methodologies formulated in such fields as popular music criticism, musicology, cultural studies, sociology, ethnography, literary analysis, performance studies, and critical media studies. In turn, the course is strongly informed by feminist scholarship and theories of gender.

Internship - GSC 35000

Department Approval Required

Abigail Palko/GSC

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose an organization or business in the South Bend area for which they serve as a non-paid intern, performing 6-8 hours of internship service per week for their chosen internship site. The hours per week may be spread across several days, or completed in one long block. The student will be expected to complete a minimum of 80 total hours. This course serves an elective in either the Gender Studies supplementary major or the Gender Studies minor.

Sexual Renunciation & Spiritual Transformation/Early&Medieval Church – GSC 40575

MW 9:30-10:45 am

Katie Ann-Marie Bugyis/MI

Attributes: Religion & Family, Diversity

To many, contemporary believers and non-believers the practice of sexual renunciation as a necessary, ideal, or even desired marker of one's religious identity is difficult to imagine, let alone celebrate or embrace. Though many ordained clergy and vowed religious in the Catholic church, other Christian denominations, and other faith traditions take vows of celibacy, their numbers are dwindling; people of faith have been finding other ways to mark their religious commitments explicitly and exteriorly. But, in the history of the Christian church, from the early fourth century through the late middle ages, the celibate life was championed as the most exemplary witness to a new life in Christ; the transformation of self wrought through baptism could only be fully effected and perfected through the spiritual discipline of virginity. By means of the renunciation of one's sexual desires, one could come closer to reclaiming humanity's original, pure state at creation or to achieving the perfection of human nature promised at the resurrection. More significantly, the denial of sexuality invested its practitioners with significant spiritual authority, the power to overcome societal and ecclesiastical limitations placed on their gender, and sometimes even the confines of their very sexed bodies. They embodied the baptismal promise recorded in St. Paul's letter to the Galatians: "For as many of you as have been baptized in Christ, have put on Christ. There is neither Jew nor Greek: there is neither bond nor free: there is neither male nor female" (Gal 3.27-28). This course will be dedicated to providing a historical and theological account for the roots, growth, and flowering of this ascetic practice from its scriptural progenitors through its late medieval inheritors. It will focus on the primary sources related to this topic: treatises on virginity, consecration rituals, homilies, letters of spiritual guidance, martyr acts, saints' lives, visionary accounts, and autobiographies, but these sources will be supplemented by relevant secondary literature. Through a variety of sources, this course seeks to understand not only the multiple and changing ways in which the discipline of virginity was theologized and practiced in the early and medieval church, but also how it empowered and spiritually authorized its practitioners to perform pastoral and liturgical

acts customarily read as sacerdotal in nature, such as founding ecclesial communities, preaching, proclaiming the gospel, anointing the sick, forgiving sins, and interceding on behalf of souls in purgatory. Often irrespective of geographical location, class, gender, or prior sexual experience, men and women alike could serve as Christ for others through the spiritual transformation wrought by sexual renunciation, for they became Christ in their very flesh.

Knighthood & 'Chivalry' – GSC 40576

TR 2:00-3:15pm

Jonathan Boulton/HIST

Attributes: Gender & Society, Diversity, University Requirement History

The principal object of this course is to introduce students to the history, historical sources, and modern historiography of the status that by 1050 conveyed to its occupants the title chevalier in French and from 1066 the title cniht or knyght in English: a status that from c. 1160 was increasingly regarded by theorists as embodying both the social function and the ideals of the nobilities of Latin Christendom. It will examine knighthood from a military, social, and cultural/ideological perspective, beginning by tracing the history first of the noble and then of the non-noble type of mounted warrior in Francia, then of their joint development of the classic forms of knightly warfare and related war-games (the tournament and the joust), and finally of the complex process through which the highest stratum of simple knights was raised into the nobility. It will next examine the history of the non-military aspects of the culture of the nobility during the same period, especially those associated with courtliness and the emergence of the doctrine of fin'amor or 'courtly love', which encouraged noble knights to devote themselves to the service of a lady of high rank to obtain inspiration to perform feats of arms. It will then go on to examine the different codes of conduct proposed by clerical theorists, first for noble lords, and then for noble knights in general: codes expressed in contemporary didactic treatises, legal documents, and Arthurian romances, the most important of which will be read. The course will conclude with an examination of the decline of military knighthood, and a review of the history of our modern understanding of what historians called 'chivalry' as a cultural phenomenon in works composed between 1759 (when the modern historiographical tradition began) and the present. Students will be required to read the material to be discussed before each class, present in rotation oral introductions of individual works, participate actively in discussions, and to write a final paper of 15 to 20 pages.

Perspectives on Gender: Theory and Practice - GSC 40001

MW 9:30-10:45am

Alison Rice/ROFR

Attributes: Fulfills Theory Course Requirement

This course encourages you to develop your own perspective on gender and gender issues by reading across a span of thinkers who have engaged issues related to sex and gender including: debates over women's rights, difference, the body, sexuality, gender performance, gender surgery, gay marriage, masculinity, race, transgender politics, and more. Students will read and analyze texts by diverse writers from the 19th century to the present day, speaking from perspectives informed by suffrage and abolition movements, second wave feminism, third wave feminism, Black liberation and Black pride movements, gay liberation and queer pride movements, and men's movements; and from disciplines such as political science, anthropology, psychology, literary criticism, film theory, history, biology, sociology, cultural studies, and more. Throughout, students will consider how ideas about gender have changed over time and why, how the ideas and debates relate to their lives and everyday practices, and which ideas can or should be put into practice and how.

Gender and Violence – GSC 40221

TR 5:05-6:20pm

Cynthia Mahmood/ANTH

Attributes: Gender & Society, Diversity

This seminar interrogates the intersections among male, female, violence, and nonviolence. How is gender related to war and peace across cultures? We explore the biological, psychological, ritual, spiritual, social, political, and military entanglements of sex, gender and aggression in this course. We examine the lived realities of women and men in zones of conflict as both survivors and perpetrators of violence, and consider the potential of each as peace builders.

Thinking with Abbeys –GSC 40337

TR 2:00-3:15pm

Margaret Doody/ENGL

Attributes: Arts & Culture, Diversity

The startling success of the TV series *Downton Abbey* in the USA as well as in England demonstrates the enduring appeal in the English speaking world of an abbey as an image connected with change. What do we keep of the past and what do we discard? The Dissolution of the Abbeys in the 1530s under Henry VIII was a monumental change, religious and social, as well as the most sweeping and immediate privatization. Private owners took over land once used for education, medical care and care of the poor. The buildings were often torn down for sale of valuables (such as lead roofing); some were reconditioned as private abodes. Through the following centuries, to own an abbey became a sign of great wealth and status. The treatment of Church lands in France during the early French Revolution revived questions regarding England's own history. In the late 18th and early 19th century abbeys begin to figure in English literature as settings, as social signs, and as bones of contention. They are associated with issues of class, gender and sexuality, not least in the notorious real-life case of Sir Francis Dashwood and the "Hellfire Club" of Medmenham Abbey. Abbeys are signs of change, as well as of economic and political power and power shifts. They exhibit or stand for personal growth or loss, acquisition and dispossession, and conflicting aesthetic and moral values. To William Gilpin the travel writer they are aesthetic adornments; their ruins are a benefit to the "picturesque" but the institutions were rightly destroyed. Abbeys raise questions of social usefulness or waste. We will pursue some persistent questions that seem constantly to be raised by literary contemplation of abbeys. What does England want to keep, and what should be changed and modified? Who is disinherited and why? Who is in power and why? Frustration and anxiety are often associated with contemplating an abbey. Authors use both real and imaginary places; women writers, not least Jane Austen--are particularly skillful in creating imaginary estates with developed social, economic and historical backgrounds. The "Gothic" mode is only one approach to the puzzles and hidden pain associated with the inheritance of an abbey and the endeavor to suppress the past. As we learn how to think with an abbey, students will be invited to explore the use and significance of abbeys in fiction (both high and low) of the late eighteenth and early nineteenth centuries and of our own times. Texts will include *Downton Abbey* (script by Julian Fellowes); William Wordsworth, *Tintern Abbey*; William Gilpin, *Observations* (selected travel writings); Charlotte Smith, *Ethelinde*; Regina Maria Roche, *The Children of the Abbey*; Mrs. Carver, *The Horrors of Oakendale Abbey*; Jane Austen, *History of England*, *Northanger Abbey*, *Emma*; Thomas Love Peacock, *Nightmare Abbey*; Sir Walter Scott, *The Lay of the Last Minstrel*, *The Monastery*; Margaret Powell, *Below Stairs*.

Feminist & Multicultural Theologies – GSC 40567

MW 3:30-4:45pm

Catherine Hilkert/THEO

Attributes: Religion & Family, Diversity

An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Using writings of feminist, womanist, Latina, mujerista, Asian, and “Third World” theologians, the course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women’s spirituality.

Gender and Health – GSC 40601

TR 12:30-1:45pm

Vania Smith-Oka/ANTH

Attributes: Gender & Society, Diversity

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include: medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; national and international health and development policies.

Body Politics – GSC 43514

TR 3:30-4:45pm

Abigail Palko/GSC

Attributes: Gender & Society, Diversity, Senior Seminar

Although specific bodies can - and do - vary greatly, our embodiment is a hallmark and defining feature of our humanity. This course begins by defining body politics as both the regulatory practices and policies through which society regulates the human body (that is, the power to control bodies), and, from the opposite perspective, the individual's struggle to control their own body (through resistance and protest against these powers). Topics to be considered might include: reproduction, medicine, and the raced body; disability; transgender bodies; hunger strikes; the relationship of feminism and body politics. We will read scholarship that unpacks how the body is perceived, represented, and symbolically charged and novels/films that engage artistically with the body; throughout, our primary ethical precept will be the inherent dignity of the human body. Course assignments will include a book review, several short response papers, and a substantial individual research project on a topic of the student's choice.

Gender and Archaeology – GSC 43604

MW 12:30-1:45pm

Meredith Chesson/ANTH

Attributes: Gender & Society, Diversity

Under the broad theoretical, political and historical umbrella of feminism, archaeologists today are negotiating their own paths toward an engendered past from multiple directions, and this course will explore the diversity of these approaches toward creating a (pre)history of people. We will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of "doing" engendered archaeology, and the intersection between political feminism, archaeological knowledge production, and the politics of an engendered archaeology. Topics for consideration include feminist perspectives on science, anthropology, and archaeology; concepts of gender in prehistory and the present; women's and men's relations to craft production, mortuary practices, and space; construction of race, gender and class relations in the past (and present); and the complex relationship between feminism,

archaeology, and the politics of reconstructing the lives of women, men, and children in archaeology and the archaeological past.

Gender and Sexuality, Modern Art – GSC 43605

TR 12:30-1:45pm

Kathleen Pyne/ARHI

Attributes: Arts & Culture, Diversity

In this course we will examine many of the major figures --- both men and women artists --- of nineteenth- and twentieth-century European and American art, in terms of the current debates about the roles of the gender and sexuality in modern art. The selected readings will explore a broad range of discussion in this field, as well as the theoretical sources of these studies. The most important of these issues will include theories of sexuality and gender derived from the writings of Freud and Foucault; the role of sexuality and gender in the formation of the avant-garde; the problem of feminine subjectivity; typologies of the woman artist; the maternal body in modern art; gender and sexuality in the artist's self-performance of artistic identity; and the role of the primitive in modern artistic identity.

Directed Readings - GSC 46000

Department Approval Required

Reading and research on specialized topics that are immediately relevant to the student's interests and not routinely covered in the regular curriculum. Letter grade given.

Special Studies - GSC 47000

Department Approval Required

Students conduct an independent research project supervised by the instructor. Permission of the instructor is required.

Gender Studies Senior Thesis - GSC 48001

Department Approval Required

Fulfills Senior Capstone Project Requirement for Undergraduate Majors

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the year-long composition of a senior thesis. The senior thesis is a professional piece of scholarly writing featuring original research based on the student's interdisciplinary research in their gender studies major, ideally incorporating any additional fields of study they are pursuing. The Gender Studies senior thesis may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for Gender Studies majors. It is taken in the fall semester of the senior year (2 credits) and finished in the spring semester (1 credit). For the thesis to be accepted by Gender Studies, the minimum page requirement is 30-50 pages (excluding notes and bibliography). In the spring semester of the junior year, interested students should speak to the DUS about planning their thesis topic and research and securing a faculty advisor. In the fall semester of the senior year, students will identify (in consultation with the DUS and their thesis advisor) a second Gender Studies faculty member to serve as a research consultant. By the end of the fall semester, students submit to the DUS a working bibliography and a 1-2 paragraph summary of the project's direction to date (including total number of pages drafted); this prospectus is approved by both their thesis advisor and the second faculty member and is required for a passing grade on the fall semester. The thesis is due, approved by the thesis advisor, by the second Friday in April. Students are expected to submit their thesis to the Genevieve D. Willis Senior Thesis Prize Competition.