Gender Studies Pre-Registration Approval Course
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
MW 12:30-1:45pm
Catherine Brix/GSC – PhD in Literature
Melissa McCoul/ GSC – PhD English

Attributes: 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.

**Marriage and the Family - GSC 20466**

**MW 8:00-9:15am**

Karen Michalka/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.

**Women and Philosophy – GSC 20554**

**MW 2:00-3:15pm**

Lynn S. Joy/PHIL

**Attributes: Gender & Society, University 2nd Philosophy**

This course begins by asking what roles a philosopher's own life and personal identity should play in defining and evaluating his or her philosophical achievements. How were the works of past philosophers influenced by their ways of life? We will consider the lives and writings of both men and women philosophers, including David Hume, John Stuart Mill, Emilie du Chatelet, Edith Stein, Simone de Beauvoir, and Elizabeth Anscombe. The final part of the course will focus on contemporary philosophy today. How can philosophy today better understand the relationship between its specialized disciplines and the actual lives of its practitioners, especially women? In this part of the course, we will discuss the professional challenges faced by contemporary women in the philosophical profession. Phil. 20439 fulfills the University's second Philosophy course requirement. Its main textbook is Karen J. Warren's anthology of both historical and contemporary readings, An Unconventional History of Western Philosophy: Conversations between Men and Women Philosophers (2009).

**Power and Identities – GSC 23901 – Canceled by Sociology Department**

**TR 3:30-4:45pm**

Mary Ellen Konieczny/SOC

**Attributes: Gender & Society, Diversity**

How do an individual’s social identities—as son or daughter, mother or father, or person of a particular race, class, sexual orientation, nation, or part of the world—matter in social interactions involving relations of power? People live in social worlds in which they inevitably engage with power relations. We experience this in our families, our work, our experience as citizens, and even in our leisure pursuits. This college seminar course thus explores various ways of thinking about the distribution and exercise of power in modern societies, and how power is related to identities and to the self. We begin by examining the problem of authority in intimate life and in work settings; we then explore institutions of power in American society, past and present, and their effects on individuals in social groups. From there, we move on to examine power relations in global settings, especially in cases involving poverty, religious resurgence, and gender, and how these cases expand our understanding of the relation of power and culture.
Dublin Streets to Caribbean Beaches: Reading Joyce and Walcott – GSC 30535
TR 2:00-3:15pm
Abigail Palko/GSC
Attributes: Arts & Culture, Diversity, University Literature Requirement
This course begins with the premise that the twentieth-century situations of Ireland and the Caribbean bore more than a passing resemblance to each other. In a 1979 interview, Derek Walcott (the first Caribbean writer to be awarded the Nobel Prize for Literature) claimed affinity with Irish writers on the grounds of a shared colonial background: “I’ve always found some kind of intimacy with the Irish poets because one realised that they were also colonials with the same kind of problem that existed in the Caribbean… Now, with all of that, to have those astounding achievements of genius, whether by Joyce, or Yeats, or Beckett, illustrated that one could come out of a depressed, deprived, oppressed situation, and be defiant and creative at the same time.” To explore this assertion, we will read selected writings of James Joyce (Irish novelist, short story writer, and essayist) and Derek Walcott (St. Lucian poet, playwright, and essayist). This comparative reading will highlight their common themes of ethnicity, postcolonial constructions of masculinity, cultural chauvinism, and political inequality. Both work within and against the traditional Western canon, and so our primary focus on their epics, Ulysses and Omeros (we will read selections from each), will consider the ways that Joyce and Walcott are writing back to the imperial center/rewriting the imperial canon, employing its literary techniques and traditions in their works. Both writers thematically investigate the dichotomy between colonizer and colonized, the interplay between their own culture and Western civilization writ large, and the influence of island geography on their societies. Their writing exposes the lasting wounds—personal, cultural, and political—inflicted by British colonialism in their native lands and the ways that anxieties of masculinity were exacerbated by and contributed to this domination. Our readings of Joyce’s and Walcott’s texts will be guided throughout by the theoretical lens of masculinity studies. This course is open to students interested in exploring the ways that masculinity studies serves as a useful lens for reading Joyce and Walcott and for analyzing the political and cultural ties between their homes (as well as their problematic relationships to those homes); no prior knowledge is assumed.

Gendered Bodies in the Islamic Tradition – GSC 30596
MWF 12:50-1:40pm
Catherine Bronson/MELC
Attributes: Religion & Family, Gender & Society, Diversity
This interdisciplinary course offers a topical survey of the relationships between biological sex, culturally bound notions of “masculinity” and “femininity,” and the gendered body in the Islamic tradition. The primary aim of the course is to explore the intersection of religion and social constructions of gender and the body in a variety of historical and cultural contexts in the Muslim World. Students read and interpret religious texts and commentaries, literary and legal texts, women’s writings, and media in English translation. Coursework focuses on increasing students’ understanding of the diversity of scholarly views on women’s bodies as sites of piety and sites of political and social contestation (reproductive rights, public vs. private space, etc.).

Gay Rights & The Constitution – GSC 30597
TR 11:00a-12:15p
Sotirios Barber/POLS
Attributes: Religion & Family, Gender & Society
This course will review decisions of the U.S. Supreme court regarding the constitutional rights of homosexuals. It will assess the Court's decisions in light of (1) background theories of constitutional interpretation; (2) the principles of the American Founding; and (3) present day moral arguments for and against gay rights. Readings will consist of Supreme Court cases, selections from the Ratification debate and the philosophic writings that influenced the Founding, and the writings of present-day moral philosophers on both sides of the issues. Grades will be based on mid-term and final exams, with an optional term paper for one quarter of the course grade. Course texts will be announced. Address questions to Professor Barber at flaxbar@msn.com.
Thinking with Abbeys –GSC 40337
MW 12:30-1:45pm
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.

Locating Women’s Poetry – GSC 40519
T 3:30-6:15pm
Briona Nic Dhiamada/IRLL
Attributes: Arts & Culture, Diversity
This course will look at the work of contemporary women poets through the mediating prisms of gender, national, regional and linguistic identities. It will locate their work in relation to the traditional canon and examine the poetic strategies used by these diverse poets. Poets studied will include Eavan Boland, Nuala Ni Dhomhnaill, Maire Mhac an tSaoi, Maedhbh McGuckian, Eilean Ni Chuilleanain, Moya Cannon, Vona Groarke, Paula Meehan, Dorothy Molloy, Collette Bryce and Martina Evans.

**Gender and Peace Studies – GSC 40565**

**MW 11:00-12:15pm**

Susan St. Ville/IIPS

Attributes: Gender & Society, Diversity
This course will draw on both gender and peace theory to examine the intersections of gender, violence, and power. We will study the gendered dynamics of war and peace at local, national, and transnational levels in order to better understand gender in violence and peacebuilding interventions. In the first section of the course, we will examine gendered dynamics throughout stages of war and peace from the buildup to war through long-term peace. Topics to be covered include masculinity and femininity under nationalism and militarization, gendered vulnerability in wartime, sexual violence as a tool of warfare, gender and peace negotiations, and postwar renegotiations of gender and community. This course will pay particular attention to the emerging changes for women in both war and peace, with increased military involvement by women, formal calls for women to be included in peace processes, the recognition of gender-based war crimes, and grassroots peace initiatives by women. We will be drawing on material from cases such as former Yugoslavia, Afghanistan, West Africa, and the United States. In the second section of the course, we will examine different potential frameworks for making issues of gender central to discussions of war and peace. We will ask in what ways “gender” remains a useful tool for students of peace studies and what possibilities our inquiry might open for reimagining concepts of gendered identity to inform future work in peacebuilding.

**Philosophical Women Theologians: Edith Stein and Simone Weil- GSC 40569**

**TR 2:00-3:15pm**

Ann Astell/THEO

Attributes: Religion & Family
This course pairs two extraordinary Jewish women philosophers of the World War II period who died during the period of Nazi persecution—Stein (1891-1942) in Auschwitz, and Weil (1901-1943) in England. Both studied under (and with) noted male philosophers—Husserl, Heidegger, Scheler, Von Hildebrand, and Alain, among others—and they developed their original insights on empathy and education (Stein), decreation and affliction (Weil) partly in response to their teachers. Both women struggled with their Jewish identity—Weil exemplifying an unconventional Christian Platonism and mysticism, Stein becoming a Catholic nun and canonized saint. Both wrote (auto)biographies. Literary and artistic criticism, meditations on mystical writings and experiences, and creative expressions (poetry and plays), as well as important essays on politics, philosophy, and theology belong to their fertile writings. Their lives and letters have inspired, in turn, the creative expressions of others: novels, plays, and poetry. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas, Dionysius the Areopagite, St. John of the Cross (Stein), St. Francis, Bernanos, Marx, and Pascal (Weil). The answers they gave to God and others testify to the
heroism and brilliance of their spiritual searches for truth and help to explain their continuing influence within the Church.

**Girls’ Media & Cultural Studies – GSC 40573**
TR 11:00-12:15pm  
W 5:00-7:00pm Lab  
Mary Celeste Kearney/FTT  
Attributes: Arts & Culture, Diversity  
Co-Requisite: FTT 41428  
Pre-Requisite: GSC 10001/20001
This course introduces students to critical analyses of girls’ media culture. During the first half of the semester we will focus on constructions of girls and girlhood in intellectual theory, popular discourse, and media texts (particularly U.S. film and television), paying attention to shifts in such constructions as a result of sociohistorical contexts and the rise of feminist ideologies. The second half of the semester will be devoted to exploring the media and cultural practices of female youth, examining the expansion of girls’ culture beyond consumer-oriented activities, such as magazine reading and music listening, to those involving media production, such as filmmaking and blogging. In addition to problematizing girls’ sex and gender identity through intersectional explorations of age and generation, and vice versa, we will pay special attention to how issues of race, class, and sexuality impinge upon the formation of girls’ identities, female youth cultures, and the representation of girlhood in popular culture.

**Gender and Space – GSC 40605/41605**
T 3:30-6:15pm  
T 6:30-8:30 Lab  
Pam Wojcik/FTT  
Attributes: Arts & Culture, Senior Seminar
This course will investigate the many intersections and problematics of gender, place, and space. Space, place and gender have been key topics in areas such as architecture, law, history, sociology, urban studies, area studies, literary criticism, cultural studies, film studies, and gender; and the class will draw from those various disciplines. Students will address the issue of gender, place and space through a variety of disciplinary approaches, investigating a wide range of real and imagined places and spaces, including masculine spaces, feminine spaces, queer spaces, or virtual spaces; spaces such as the home, the office, the railroad, the apartment, the skyscraper, the museum, the store, the church; the urban, the rural, the suburban; spaces as represented in various texts and discourses; uses of space; theories of space, and more. The course will pay particular attention to how space and place are produced and negotiated as spaces of fantasy in mid-20th century American films and popular literature, including the films Baby Face, How to Succeed in Business, The Boys in the Band, The Killing of Sister George, All That Heaven Allows, That Funny Feeling, The Lady Vanishes, and Rear Window; and the novels, The Girls in 3B, The Women’s Room, Fear of Flying, The Fountainhead, The Best of Everything.

**Gender & Sexuality In US History – GSC 43518**
TR 11:00a-12:15pm  
Gail Bederman/HIST  
Attributes: Religion & Family, Gender & Society  
Department Approval Required
The aim of the course is for each student to write a 25-page journal article-type research paper on a subject of their own choosing relating to gender, women or sexuality in U.S. History (or, in gender, women or sexuality history in some other part of the globe, if the student has the language skills and historical background in that area.) All papers must be based primarily on research in primary sources.
To aid students in conceptualizing and drafting their papers, we will read a selection of journal articles on various topics in US gender, women’s and sexuality history—topics to be tailored to the interests of the students taking the class. Don’t worry if you haven’t written a lengthy history paper before: we’ll pay a lot of attention to the various elements that go into a journal-style history article, as well as to strategies for locating a coherent body of primary sources to analyze. This class is also open to Gender Studies concentrators who have taken any U.S. History class at Notre Dame, and (with permission) to any student who has previously taken a U.S. women’s or sexuality class with Professor Bederman.

**Gender and Archaeology – GSC 43604**

MW 9:30-10:45am  
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.

**Anthropology of Reproduction – GSC 45106**

TR 12:30-1:45pm  
Vania Smith-Oka/ANTH  
**Attributes: Gender & Society, Diversity**

In this course we will examine a variety of issues related to reproduction. We will concentrate on anthropological studies related primarily to reproductive health throughout the life cycle, such as pregnancy and childbirth, midwifery, reproductive freedom, and the politics of the nation-state as they affect women’s and men’s reproductive lives. We will use ethnographic readings and examples from around the world to illustrate our discussions and gain an understanding of the complex intertwining of local and global politics regarding reproductive experiences and choices.

**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.

**Capstone Essay - GSC 48000**

**Fulfills Senior Capstone Project Requirement for Undergraduate Majors**

**Department Approval Required**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the semester-long composition of a capstone essay. The capstone essay is an original and professional piece of scholarly writing based on
the student's interdisciplinary research in their primary and supplementary majors. The capstone essay 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 supplementary majors. It can only be taken in the fall semester of the senior year. In the spring semester of the junior year, interested students should speak to the Gender Studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the essay to be accepted by Gender Studies, the minimum page requirement is 20 pages.

**Gender Studies Senior Thesis - GSC 48002**

**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.