

Fall 2015

UNDERGRADUATE COURSE DESCRIPTIONS

GSC 27999-01 (CRN 13222)

GSC Pre-Registration Approval

For all Majors & Minors

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

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.

GSC 10001/20001

Introduction to Gender Studies

MW 12:30-1:45pm

Abigail Palko/GSC

TA – Angel Matos/PhD English

TA – Suzanne Garcia/MFA Creative Writing

Attributes: Fulfills Introductory Course Requirement, Fulfills University Social Science Requirement

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.

GSC 20102

Theories of Sexual Difference

MW 5:05-6:20pm

Janet Kourany/PHIL

Attributes: Gender & Society, Fulfills University 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.

GSC 20466 Marriage and the Family

MW 11:00am -12:15pm

Elizabeth McClintock/SOC

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

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.

GSC 20509 Caribbean Women Writers

MW 3:30-4:45pm

Abigail Palko/GSC

Attributes: Arts & Culture, Diversity, Fulfills University Literature Requirement

The Caribbean has fascinated Europe since Columbus's 15th century voyages, rapidly inspiring the Shakespearean figures of Caliban, Prospero, and Miranda. In the 20th century, Caribbean (male) intellectuals appropriated these tropes, figuring themselves as Caliban to Europe's Prospero. This new configuration of power, however, still silenced Miranda, an exclusion that Caribbean women have sought to rectify for the past four decades. This course will begin with two plays written by men in order to contextualize the trope of Caliban and Miranda, illustrating the ways in which the Caribbean has figured in Western imaginations since its "discovery"; it will then focus on the development of women's voices in their attempts to define and describe their unique concerns. Novels have been chosen to represent the diversity of authors at work in this region; as such, they come from six different islands (plus the US and France) with varied cultures and traditions, representing three of the dominant linguistic traditions (English, French, and Spanish) in the Caribbean. Readings are grouped thematically, exploring themes such as colonization, madness, childhood, memory, and subjugation (also touching on family relationships, love, and sexuality), with the objective of arriving at a fundamental, but necessarily incomplete, understanding of this complex region and its concerns as expressed in its radical rereading of Western culture. As early as our reading of Sylvia Wynter's essay "Beyond Miranda's Meanings: Un/silencing the 'Demonic Ground' of Caliban's 'Woman'," we will begin to see why the course title is necessarily problematic and to explore the various restrictions of women's voices in the Caribbean and the implications of overcoming them.

GSC 30309 Working in America Since 1945

MW 12:30-1:45pm

Daniel Graff/HIST

Attributes: Gender & Society, Diversity, Fulfills University History Requirement

"Labor & America since 1945" explores the relationships among and between workers, unions, employers, and government policymakers since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequalled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, unions like the United Auto Workers, the United Steel Workers, and the International Brotherhood of Teamsters who together represented 35% of eligible workers at their peak in 1955, and whose leaders ensured that at least some of the heady postwar profits made it into the wallets of workers and their families – and not just the wallets of

union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. Fast-forward to today, however, and the labor movement appears marginal to the American political economy, as unions represent only 8% of workers in the private sector. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic “land of milk and honey” experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is “globalization,” and what has been its impact upon American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and others. It will also address the prospects for working people and labor unions in the twenty-first century.

GSC 30541

Gender and Popular Culture

MW 2:00-3:15pm

Perin Gurel/AMST

Attributes: Arts & Culture, Gender & Society, Diversity

This course will explore how popular culture, constructed through as well as against folk and high cultures, operates at the intersection of gender with race, class, sexuality, religion, and nationality in the United States. Approaching gender and popular culture theoretically, historiographically, and ethnographically, we will consider how mass media in its commodified form has helped construct gendered identities, communities, and power structures in the United States since the late nineteenth century. For example, we will consider the media consumption practices of working-women at the turn of the century alongside their political activism and class consciousness. Similarly, we will discuss the popularity of the trilogy *The Hunger Games* and its feral heroine Katniss in relation to feminism, fandom, and genre adaptation. Along the way, we will consider popular culture's ideological and hegemonic potential in relation to gender justice. Do negative representations harm the cause of women's and/or minority rights? Can mass media spur or prevent violence? What do the rise of the Internet and social media activism mean for the intersections of popular culture and social justice? Assignments include a weekly media journal, two curated multimedia projects, and a final analytical paper.

GSC 30578

French Literature & Culture II

TR 2:00-3:15pm

Catherine Perry/ROFR

Attributes: Arts & Culture, Diversity, Fulfills University Literature Requirement

This course is designed as an introduction to French and Francophone literatures and cultures from the 18th century to the present. It covers works of representative writers (such as Montesquieu, Graffigny, Voltaire, Sand, Dumas, Zola, Eberhardt, Colette, Camus, Makine, Le Clézio, Nothomb, Schmitt, and new contemporary writers). This semester it will focus on the theme of the "other." The juxtaposition of works by male and female authors who wrote on similar themes will also enable us to examine how literature represents the intersection of gender and sexuality with ethnicity, class, and nationality across several centuries and cultures. The course will be conducted in French. A series of mini-essays, a term paper, and active and assiduous participation in class discussions will be required.

GSC 30599

Women and Politics

MW 3:30-4:45pm

Christina Wolbert/POLS

Attributes: Gender & Society, Diversity

This course examines the relationship between women and American politics, in terms of both women's impact on politics and the ways in which political institutions and public policies affect women's lives. To this end, we explore three broad topics: the American women's movements (causes, forms, and consequences), the various roles women play in the American political system (such as voter, candidate, and office-holder), and gender-related public policy. This course will be conducted in seminar fashion, meaning that learning will take place through careful reading, thoughtful, informed discussion, and analytic writing assignments.

GSC 30624**US Sex, Sexuality and Gender to 1880****MW 2:00-3:15pm****Gail Bederman/HIST****Attributes: Gender & Society, Religion & Family, Diversity, Fulfills University History Requirement**

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.

GSC 33656**Rhetoric's of Gender & Poverty****MW 12:30 -1:45pm****Connie Mick/IPSM****Attributes: Gender & Society, Diversity**

This course explores the rhetorical history and dynamics of what has been called the feminization of poverty, comparing statistics and stories in scholarly and popular media that often tell conflicting narratives of who is poor and why. We will ask how the picture of poverty has evolved over time from Dorothea Lange's 1936 documentary photograph of the "Migrant Mother" to Ronald Regan's 1976 reference to the "Welfare Queen" to the 2008 film *Slumdog Millionaire*. What does poverty look like in modern media (news, books, films, theatre, etc.)? Who gets to tell that story? How can we contribute to that conversation? These questions will be grounded in theories and research on the intersection of gender, poverty, and rhetoric. They will also be framed by students' original community-based research supported by local community partners whose social service addresses gender and poverty. Final projects can be expressed as traditional research or creative works.

GSC 33657**The Samurai in Classic Japanese Literature****MW 2:00-3:15pm****Michael Brownstone/LLEA****Attributes: Arts & Culture, Diversity, Fulfills University Literature Requirement**

The sword-wielding samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how the Japanese think of themselves and how others think of Japan even in modern times. Who were the samurai? How did they see themselves? How did other members of Japanese society see them in the past? How did the role and the image of the samurai change over time? To answer these questions, we will explore the depiction of samurai in various kinds of texts: episodes from quasi-historical chronicles, 14th-century Noh plays, 17th-century short stories, and 18th-century Kabuki and puppet plays. While some of these texts emphasize themes of loyalty, honor, and military prowess, others focus on the problems faced by samurai in their domestic lives during times of peace. The last part of the course will be devoted to the most famous of all stories, *The Revenge of the 47 Samurai*. Students will read eyewitness accounts of this vendetta, which occurred in 1702, and then explore how the well-known Kabuki/puppet play *Chushingura* (*A Treasury of Loyal Retainers* 1748) dramatizes the conflicting opinions surrounding it. All readings will be in English translation and no previous knowledge of Japan is required.

GSC 35000**Internship****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.

GSC 40001**Perspectives on Gender****MW 12:30-1:45pm****Alison Rice/ROFR****Attributes: Fulfills Minor/Major Theory 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.

GSC 40143**Queer Plots: Narrative and Sexuality in 20th and 21st Century Fiction****MW 11:00am-12:15pm****Susan Harris/ENGL****Attributes: Arts & Culture**

How do you tell a story that is supposed to be unspeakable? In this course, we will investigate the ways in which gay, bisexual, lesbian, and transgendered writers have transformed narrative conventions as they explore their experiences and their identities through fiction. Beginning with the short fiction of Oscar Wilde at the end of the 19th century and continuing through the modern and postwar eras into the contemporary period, we will look at GBLT British, Irish and American writers whose work engaged with or dramatically departed from the dominant conventions that typically shaped fictions of identity formation, of love and marriage, of sexual experience, of political protest, and of death and loss. We will also investigate the public responses to some of these fictions, and the changing discourses about gender identity, homosexuality, and sexual orientation that have shaped both the realities and the fictions of GBLT writers over the past 125 years. Students will write three papers and be responsible for one in-class presentation.

GSC 40513**Engendering Renaissance: Chicago, Harlem and Modern America's****MW 2:00-3:15pm****Cyraina Johnson-Roullier/ENGL****Attributes: Arts & Culture, Diversity**

In answering the question, "What was American modernism?" most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the "lost generation" in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question, "What was American modernism?" to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912-1925, and the Harlem Renaissance of 1920-1929. In "engendering renaissance," these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of "American" within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of "American" at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of "American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of "American" in the 21st. Course Requirements: two 5-7 page papers, group presentation, several short in-class writing assignments Course Texts: Required texts may include Walt Whitman, "Song of Myself"; Jose Martí, "Our America"; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Willa Cather, *The Song of the Lark*; Waldo Frank,

Our America; Sherwood Anderson, Winesburg, Ohio; Randolph Bourne, "Trans-National America"; Booker T. Washington, Up From Slavery; W.E.B. DuBois, The Souls of Black Folk; Anna Julia Cooper, A Voice From the South; Jean Toomer, Cane; Jessie Fauset, Plum Bun; Nella Larsen, Quicksand & Passing

GSC 40531/41531

Media and Identity

TR 11:00am-12:15pm

Lab T 5:00-7:30pm

Mary Kearney/FTT

Attributes: Arts & Culture, Diversity

This course focuses on critical analyses of identities in media culture. Taking a cultural studies approach, we will interrogate theories and popular discourses of identity while exploring how identities are constructed, negotiated, resisted, and transformed within media culture. Our primary questions in this course are: What is identity? How do our identities inform our various relationships to media culture? And, how does media culture impact the construction of our identities? Our sites of analysis will be media representation (narrative, performance, aesthetics), media production (industrial and alternative), and media consumption (reception practices and audiences). We will examine a broad array of media forms, including film, television, the Internet, and popular music. Conventional demographic identities, such as gender, age, race, sexuality, class, and religion, are central to the course, although other identities, including geographic, lifestyle, and virtual identities, will be examined also. We will strive toward critical analyses that understand identities as socially constructed, not biologically determined, and intersectional, not autonomous.

GSC 40606/41606

Cinemascinities

TR 2:00-3:15pm

Lab T 4:00-6:00pm

Pam Wojcik/FTT

Attributes: Arts & Culture, Diversity

What is a man? How has our notion of masculinity changed? How do different masculine ideals -- the rebel hero, the breadwinner, the action man, the playboy, the cowboy, the executive, the man-child -- relate to each other. How do we define white masculinity as different from black masculinity or straight masculinity in opposition to gay masculinity? Can we consider both Fred Astaire and Arnold Schwarzenegger masculine ideals? What does it mean to consider masculinity as in crisis? Or as performance? This class considers the complex and changing constructions of masculinity in American cinema. We will look at the ways in which ideals of masculinity shift historically; how different film genres define masculinity; how different male stars embody different masculine values; how masculinity gets associated with the power of looking and speaking in cinema; what constitutes masculinity in crisis and masculine performance. We will see a wide range of films from the silent era to the present, including westerns, film noir, musicals, romantic comedies, action films, bromances, and more. We will consider such stars as Erroll Flynn, John Wayne, Arnold Schwarzenegger, Frank Sinatra, Rock Hudson, Sidney Poitier, Will Smith, and Seth Rogen.

GSC 40607

Modernism at Home

TR 12:30-1:45pm

Barbara Green/ENGL

Attributes: Arts & Culture, Diversity

How did the moderns conceive of the "home"? What is the relationship between domesticity and modernity? This course will explore the many notions of a modern home that made their way into the novel during the first decades of the twentieth century. Moderns often viewed the idea of home as a laboratory for lifestyle experiences, as a venue for contemplating the relationship of interiors and interiority, or a site for innovative design. Home could be a site of boredom or comfort, a haunted place or one conceived of as revolutionary and new. We will read a number of modern novels -- both experimental modernist novels and more popular, often more realist, modern texts -- in order to take up the representations of home, family and domestic life. To support our reading of modern fictions, we will also consult theories of place and pace, architecture history and history of modern interior design, modern women's magazines, narratives of domestic service, home-making guides and other bits of nonfiction prose that introduce readers to radical changes in idea of home -- from technological innovation to shifts in ritual and behavior. Texts may include Virginia Woolf, To the Lighthouse,

E.M. Foster's Howard End, Rebecca West's The Return of the Soldier, Elizabeth Bowen's The Death of the Heart, D.H. Lawrence, Women in Love, Katherine Mansfield, E.M. Delafield, Elizabeth Taylor's At Mrs. Lippincote's and Enid Bagnold, The Square, Dorothy Canfield's The Home-Maker.

GSC 43103

Mexican Immigration: A South Bend Case Study

TR 12:30-1:45pm

Karen Richman/IILS

Attributes: Gender & Society, Diversity

Mexican immigrants are the fastest growing immigrant group in South Bend. This course combines experiential learning, research and service to understand and assist the Mexican immigrant community in South Bend. The course aims to understand and share information about who these new immigrants are, why they have come to the Midwest, and Chicago and South Bend, in particular, and how they are adapting and contributing to South Bend economic and social life. Students will contribute to documentation of the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homelands. Kinship networks, economic relations, political activities and religious practices simultaneously involve Mexicans in home and diaspora locations. Mexican migrants allegedly sent home about \$23 billion in 2007. The Mexican government encourages the mobility of its people and offers novel ways to unify those abroad in a borderless nation. Understanding the relationship between Mexicans' immigrant integration and transnational allegiance is a key goal of the course. The course begins with a visit to the Mexican immigrant enclave of South Bend. Documentary film screenings, guest lectures and campus-wide events on immigration will complement readings about Mexican-U.S. migration and the history and sociology of the local community. Students will volunteer as tutors, interpreters, translators, assistants and teachers at local organizations while learning ethical fieldwork methods in preparation for community research. Working collaboratively, students will design research plans to gather data on issues of their choosing including history of Mexican settlement in South Bend, immigrants' local and transnational households, political involvement, youth, gender, employment and business, health care, education, cultural beliefs and practices and religious life. The products of the experiential research will be published in Volume Four of the Latino Studies Student Research Series and shared with local residents, agencies and the community at large.

GSC 43520

Sociology of Gender

W 12:30-3:15pm

Elizabeth McClintock/SOC

Attributes: Religion & Family, Diversity, Fulfills Senior Seminar Requirement

Gender is arguably the most fundamental social division and axis of inequality in human society. Although gender categories differ cross-culturally, all societies use gender as a key organizing and stratifying principle. But what exactly is gender and how does it relate to biological sex? What is the history of gender as a category of analysis in sociology and how have gender scholars influenced other sociological sub-fields? In this course we will read foundational tracts on theorizing gender and gendering theory, we will consider feminist methodological critiques, and we will examine empirical manifestations of gender and of gender inequality across varied arenas of social life and sociological research.

GSC 46000

Directed Readings

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.

GSC 47000

Special Studies

Department Approval Required

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

GSC 48000**Capstone Essay****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.

GSC 48001**Senior Thesis****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 year-long composition of a senior thesis. The senior thesis is an original and professional piece of scholarly writing 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). 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 thesis to be accepted by Gender Studies, the minimum page requirement is 30 pages (excluding notes and bibliography). All students registered for the Senior Thesis will participate in a mandatory Thesis Writing Workshop which will meet at times determined by the Director of Undergraduate Studies in Gender Studies (usually 5-6 meetings spread out between August and March).