**Gender Studies Pre-Registration Approval Course**  
GSC 27999-01 (CRN 22789)  
For ALL Majors & Minors  
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.

**GSC 10001/20001**  
**Introduction to Gender Studies**  
MW 12:30-1:45pm  
Suzanne Garcia/GSC – MFA Creative Writing  
Angel Matos/ 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.

Writing Women in Medieval England

GSC 20516
TR 12:30-1:45pm
Marjorie L. Harrington/ENGL
Attributes: Arts & Culture, Religion & Family
This course explores medieval texts written both by and about women, from household letters and medical texts to religious treatises and devotional works. Key themes shared by these texts include the representation of women, gender, and sexuality; the conflict between and possible resolution of religious ideals and the secular life; and the problem of women's self-definition in a culture in which definitions of creativity and authority commonly excluded women. By tracing these themes across a range of canonical and non-canonical works, this course will illuminate the complex role of women in medieval literature and demonstrate the vital importance of medieval writings by and about women to our own age.

Decadent Modernity

GSC 20517
MW 8:00-9:15am
David Thomas/ENGL
Attributes: Arts & Culture, Diversity
As a term in European cultural history, decadence most often indicates a late-nineteenth-century movement in which writers and artists provoked the respectable middle class with racy, sordid, overblown and/or absurdist subject matter and methods. This course explores that environment but also takes a broader view, examining alternative visions of decadence over the last two centuries and more, where decadence becomes one way of viewing secular modernity more generally. Our materials include fiction, poetry, drama, philosophy, visual arts, cinema and criticism. Early on, we lay conceptual groundwork with texts by Freud and Nietzsche. Well-known authors (in addition to Freud and Nietzsche) include Charles Baudelaire, Oscar Wilde, Joris-Karl Huysmans, Walter Pater, Virginia
Woolf, and Patrick Süskind. We also read several lesser-known authors and study films by Ken Russell, Peter Greenaway and Sally Potter. Please note that our discussion matter is not for the prudish or faint-hearted. Bring a tolerance for the grotesque and a readiness to think carefully about authors who deliberately challenge deeply held Western attitudes concerning morality and values. Assignments include two written exams (one or more in take-home format), an interpretive paper, and bi-weekly reflective writings.

**Description.**

**GSC 20518**

**Medievalism in Contemporary Culture**

MW 5:05-6:20pm  
Leanne MacDonald/ENGL  
Attributes: Arts & Culture, Diversity

Considering how far removed we are from the historical Middle Ages, references and portrayals of this era surface surprisingly often in our contemporary imagination. Whether it is a blockbuster film, a massively popular HBO series, an insult in a religious debate, or a beloved historical novel, the 'medieval' remains current in many areas of society. In this course, we will examine the concept of 'medievalism' by considering contemporary texts and films that engage with the Middle Ages alongside texts written in medieval England. This will enable us to assess how these use an imagined version of the medieval era to grapple with modern issues. Topics to be discussed include the place of perennial heroes such as King Arthur and Robin Hood, Walt Disney's use of the medieval past in animated films, gender and sexuality in medieval and modern literature, and alternative models of time in text, film, and drama.

**GSC 20519**

**Blood, Guts, and Glory: The Anthropology of Sport**

MW 3:30-4:45pm  
Gabriel A. Torres/ANTH  
Attributes: Gender & Society, Diversity

This course introduces students to fundamental anthropological concepts in order to better understand the interrelatedness of sport, culture, and society; moreover, this course serves an introduction to the critical concept of embodiment, which addresses the intersections between biology, culture, and aesthetic experience. We first review the evolutionary, prehistoric, and historic foundations for sport in play and ritual. We then explore the ways in which contemporary sporting practices—from everyday practices to highly ritualized events—are entangled with broader social and cultural phenomena. Drawing on examples from around the world, the course focuses on the sporting intersections of gender, race, and nationality. We also address question of social justice and liberation in sports. Finally, students are encouraged to think critically about their own sporting experiences and how sports impact their lives. By the end of the course, students should be able to: (1) explain the evolutionary, prehistoric, and historic foundations of sporting practices; (2) analyze how cultural notions of gender, race, and nationalism are reified and challenged through sporting practices; (3) formulate critiques of how sports are embodied as a result of historical, political, and economic processes; and (4) employ qualitative research methods to complete an ethnography of sport.
Paleo Parenting
MW 9:30-10:45am
Lee Gettler/ANTH
Attributes: Religion & Family

This course examines the origins, causes, environmental settings and cultural factors within which natural selective forces converged throughout human evolution to create the human infant, one of the most vulnerable, slowest developing, and energetically demanding mammal infants of all. We consider who the caregivers are, and how and why they might "share care" which was needed to keep our highly vulnerable infants and children alive, and to nurture them throughout their exceedingly long childhoods. Specifically, we trace the origins of modern parenting systems from their mammalian base paying especial attention to the transaction between infant care practices themselves and how they relate to, if not depend on, the emergence of other characteristics that define us as human. These include bipedalism, empathy, learning, food sharing, and a "theory of mind". Here we will examine not only the unique roles that mothers and fathers and other important caregivers (allmothers) play but the underlying biology that both inclines that care but also responds to it biologically. We also emphasize the manner in which social values, ideologies, cultural expectations, social roles, and economic pressures assert critical influences on caregiver physiology and behavior.

Power and Identities
TR 12:30-1:45pm
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.

Race & Ethnicity in Latin America
TR 11:00am-12:15pm
Karen Graubart/HIST
Attributes: Gender & Society, Diversity

This seminar examines the historical production of "race," ethnicity, and indigeneity in the Latin American context, with special attention to the roles played by gender and sexuality. We will begin with the creation of "Indians" by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and
solidarity. We will then investigate the degree to which "race" and "ethnicity" were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking; the gendered and sexualized aspects of slavery also clearly affected the production of race in the African diaspora. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, marriage and family practices, political representation, and racism.

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.

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, 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.
### Bodies in the Islamic Tradition

**MW 12:30 -1:45pm**  
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

**TR 11:00am-12:15pm**  
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.

### US Sex, Sexuality and Gender from 1880

**TR 2:00-3:15pm**  
Gail Bederman/HIST  
**Attributes: Gender & Society, Religion & Family, Diversity, University Requirement History**

Topics may include representations of sexuality in movies and advertising; new courtship practices among unmarried heterosexuals (from courting to dating to hooking up); changing concepts of same-sex love (from inversion to homosexuality to gay liberation to LGBTQ); the demographic shift to smaller families; the twentieth-century movements for and against birth control and legal abortion; and the late-twentieth-century politicization of sexual issues.

### (En)Gendering Revolution: Literature of the Irish Fight for Independence

**TR 2:00-3:15pm**  
Abigail Palko/GSC  
**Attributes: Arts & Culture, Diversity, University Requirement Literature**

British colonization of Ireland (the only European nation to be colonized by a European imperial power) spanned centuries - and Irish resistance was equally sustained - by both men and women. The final
opening volley launched with the 1916 Easter Rising and independence was achieved with the 1919-21 War of Independence (though challenged with the 1921-22 Civil War). As a newspaper headline proclaims, “Secret exploits of women who were crucial to freedom fight”: contrary to misconceptions that they were passive beneficiaries of the Irish fight for independence, women were active in paramilitary organizations like Cumann na mBan, undertook intelligence work, fought alongside Irish men (176 women applied for military pensions for active service performed between 1916 and 1923), and recorded their experiences in journalistic and fictional accounts.

This course will survey literary responses (both contemporaneous and retrospective) to the Easter Rising, the War of Independence, and the Civil War as we celebrate the centenary of the events leading to the founding of the Irish Republic. As we engage with close textual readings, our prime focus will be on parsing out gendered differences in ways that men and women fought for Ireland as well as in how they describe the fight. No prior knowledge of Irish history is presumed.

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<th>GSC 30629</th>
<th>Gay &amp; Lesbian America</th>
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<td>TR 11:00am-12:15pm</td>
<td>Jason Ruiz/AMST</td>
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<td>Attributes: Gender &amp; Society, Diversity</td>
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This course investigates the historical, political, and cultural dimensions of gay and lesbian identities in the United States from the early twentieth century to the present. It considers such matters as the medicalization of homosexual people and practices, the emergence of “gay liberation,” the constructedness of the categories “gay” and “lesbian,” and the recent movement of GLBT politics to the center of American public life.

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<th>GSC 30630</th>
<th>Gender and American Catholicism</th>
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<td>TR 9:30-10:45am</td>
<td>Kathleen Cummings/AMST</td>
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This course surveys gender and American Catholicism, focusing on the following themes: the role of religious belief and practice in shaping Catholics' understanding of gender differences; gender in the context of family and religious life; masculinity, sport, and American culture; embodiment; gender, education, and work; gender and sainthood; and Catholicism and feminism. The class format will involve discussion of assigned primary and secondary sources, supplemented by occasional background lectures. We will take several field trips, including a visit to the Notre Dame Archives for a presentation on Catholic material culture, a tour of the Basilica of the Sacred Heart to enhance our understanding of church architecture and devotional life before the Second Vatican Council, an evening at South Bend's Catholic Worker House, and a visit to Catholic Chicago, an interactive exhibit at the Chicago History Museum. This course will survey American attitudes, beliefs, and practices regarding race and ethnicity from the late 19th century to the present, including a consideration of the development and changing meaning of the concept of "racism." A major emphasis will be to trace the shifting constructions of ethnicity over time and the constantly evolving understandings of what race entails, how racial boundaries are demarcated and crossed, and how all these definitions are historically and culturally flexible. Another central theme will be to trace how various European groups transformed themselves from racial-ethnic outsiders to being "white," a process that simultaneously expanded the bounds of inclusion for some and solidified the terms of exclusion for others.
Black Atlantic

TR 3:30-4:45pm
Mariana Candido/HIST
Attributes: Gender & Society, Diversity

This course examines the formation of the Black Atlantic World, focusing on the experiences of Africans. While the Atlantic ocean can be seen as a frontier and a zone of interaction, in this course we will explore how it operated as a powerful connector between people, crops, religions, pathogens, and labor systems. Topics to be explored include the coastal cities and states in Africa, the rise and effects of the transatlantic slave trade; the gendered nature of forced and voluntary migrations; the Columbian exchanges; comparative slavery; African culture survivals and creations in the New World; Emigration to Africa; Afro religions, different strategies of accommodation, resistance and rebellion, and the creation of the idea of racial democracy. In all of these themes, we will explore how gender and ethnic affiliations shaped experiences. Emphasis will be placed on links between blacks in Africa and Latin America, the cultural, economic and political influences they had and continue to have on each other.

Beyond Love and Trouble: Constructing Gender in the Africana World

TR 2:00-3:15pm
Jacquetta E. Page/AFST
Attributes: Arts & Culture, Diversity
Pre-Requisite: GSC 10001/20001 (or a 20xxx-level AFST course)

What constitutes black manhood and black womanhood? Does this traditional identity binary exhaust ways to express gender in the Africana world? Why is the relationship between these two designations so often represented as volatile and adversarial in nature? The mere size and scope of the African Diaspora makes it difficult to address completely how ideas of gender have helped shape Africana identity, particularly in the locations in which members of the Diaspora have settled in the West.

In this course, we will attempt to begin this discussion by investigating some of the key religious and sociopolitical movements, (Pan-Africanism, Black Nationalism, Post-colonialism, the Sexual Revolution) Institutions (The Black Church, The Academy, The Family), and academic inquiries (Queer Theory, black feminist/Womanist thought, cultural and ethnic studies), that have made interventions in the establishment of fixed and monolithic gender identities among Africana peoples. We will also discuss the impact that literary and multimedia representations of gendered Africana people continue to have, both inside and outside Africana communities, and interrogate who has the power to create and contest them.

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: Theory and Practice**

TR 11:00-12:15pm  
Mary Celeste Kearney/FTT  
**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.

**GSC 40337**

**Thinking with Abbeys**

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.

Sinatra
TR 12:30-1:45pm
R 4:00-6:00pm LAB
Pamela Wojcik/FTT
Attributes: Arts & Culture, Diversity
This course examines the career and image of Frank Sinatra. As an entertainer who worked in numerous media – radio, the music industry, television, cinema, and live performance -- Sinatra provides a lens through which to examine American 20th century media. Moreover, as an iconic figure, Sinatra enables an explanation of masculinity, American identity, ethnic identity, race, liberalism, and more. Sinatra will be paired with various other performers, especially Bing Crosby, Dean Martin, and Gene Kelly, to consider his star image comparatively. Sinatra will be situated within discourses on Italian immigration, urbanism, the Depression, prohibition and war. Students will listen to Sinatra music and radio programs, watch Sinatra films and TV shows, and read a wide range of materials – including contemporary accounts of Sinatra performances, analyses of his career and meaning, essays and articles about the star system, recording technology, film genre, acting styles, the mob, and more. Throughout, we will consider what model of American masculinity Sinatra embodies – ranging from early concerns that his female fans and lack of military service rendered him effeminate to his image as family man, and later incarnation as playboy.

Gender and Irish Drama
TR 3:30-4:45pm
Susan Harris/ENGL
Attributes: Arts & Culture, Diversity
In this course, we will examine the relationship between national and sexual politics through our study of gender and twentieth-century Irish drama. Beginning with the first controversies surrounding the representation of women on the Irish stage at the beginning of the twentieth century, we will study representations of gender and sexuality in the major canonical figures of the Irish renaissance--W. B. Yeats, J. M. Synge, Sean O'Casey--while investigating lesser-known female and queer Irish playwrights from that time such as Lady Augusta Gregory, Lennox Robinson, and Teresa Deevy. We will also look at how the treatment of gender and sexuality changes in the work of postwar and contemporary Irish playwrights, including Samuel Beckett, Brendan Behan, Brian Friel, Anne Devlin, Frank McGuinness, and Marina Carr. Along with the plays we will study their historical and cultural context and the
sometimes quite vehement responses that these plays evoked in their audiences. Students will write three papers and do one in-class presentation.

**Lives Pursued on the Margins:**
**Women in the American Civil Rights Movement**

TR 3:30-4:45pm  
Stuart Greene/AFST  
**Attributes:** Arts & Culture, Gender & Society, Diversity

This course explores the roles that women played in building capacity, community, and agency in a grassroots movement that advanced civil and human rights. We will explore ideas of power and marginality and consider these “marginal” spaces as sites of openness and possibility, while also exemplifying sources of unspeakable pain through absences, erasures, and oppressions (McKittrick, 206, p. 55). Thus, we will also focus on the barriers women faced, how they responded to them through political and religious writings, the arts, and the literary imagination. Less visible, but no less important, were women’s participation in labor issues and who used their independent businesses to create change. Examining the grassroots movement will provide a lens through which to understand the extent to which resistant civil rights movements and leadership occurred in unexpected places and offer a more robust model of leadership than the one presented in dominant narratives about the Civil Rights Movement. Thus we will explore the ways women created spaces to empower, encourage, motivate, sustain, and strive for justice through performance, music, poetry, the visual arts, and family.

**Evolutionary and Medical Perspectives on Fatherhood and Male Physiology**

MW 12:30-1:45pm  
Lee Gettler/ANTH  
**Attributes:** Religion & Family, Gender & Society

Among mammals, invested fathers are incredibly rare, and in most species mothers get no assistance when raising offspring. Thus, to the extent that many human fathers help raise their children, humans are an exceptional species. Yet we know that there is great variation within our own culture and across cultural boundaries in the way that humans cooperate to raise offspring to adulthood. This provides the opportunity to explore many important questions regarding fatherhood and the way humans raise their children from an anthropological perspective: What role did fathers play in helping to propel our species to evolutionary success (there are 6+ billion of us and our hominin relatives are extinct, with Great Apes moving towards extinction)? Or were grandmothers the key to our success, with men being more cads than dads? We know that mothers respond physiologically to pregnancy, birth, and breastfeeding, but have evolutionary processes also shaped men's biology to respond to parenthood? How does fatherhood affect men's health? Regardless of whether fathers mattered during human evolution, do they matter now, to the well-being of their children and their partners? Nearly half of all men in this country become fathers before age 45, is fatherhood considered a component of masculinity and manliness? Should it be? These questions and more will be explored through a evolutionary anthropological gaze on the world of fathers, past and present.
Feminist & Multicultural Theologies
MW 12:30-1:45pm
M. 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.

Writing India
TR 5:05- 6:20pm
Elizabeth Evans/ENGL
Attributes: Arts & Culture, Diversity

This course approaches “writing India” by two paths. It examines representations of India, where “India” may designate a location, idea, or fantasy, and it considers how literature about the nation helps to create the nation. These paths come together in the Indian novel in English, which often turns on the self-reflective question: “What is India(n)?” The course emphasizes the relationship between nation and narration, between colonial discourse and postcolonial politics, and the ongoing, dynamic role of gender. It begins with the colonial encounter, investigating two crucial side effects of British occupation of India: the formative influence of the British novel in Indian literary culture and the continuing relevance of “India” (both nation and idea) for British national identity. Primary texts will likely include Rudyard Kipling’s Kim and E.M. Forster’s A Passage to India, which we’ll read alongside significant work by critics such as Edward Said. It then turns to the postcolonial period to examine how Indian novelists respond – in the language of the erstwhile occupier – to colonial representations of India. These novels (focusing on Salman Rushdie’s Midnight’s Children and Arundathi Roy’s The God of Small Things) revisit colonial and national history, re-imagining how history and nation come together to shape the idea of India. The last part of the course focuses on the contemporary moment, analyzing how post-millennial representations grapple with contemporary India’s emergence as a global force, even as longstanding social divisions remain powerfully relevant in very local ways. Our texts will include novels (likely Aravind Adiga’s The White Tiger and Rupa Bajwa’s The Sari Shop), creative nonfiction (as by Katherine Boo and V.S. Naipaul), and film (Danny Boyle’s Slumdog Millionaire). Throughout the semester, we’ll examine the role of gender as it intertwines with narratives of the nation, with colonial discourse, and with postcolonial politics and as it intersects with categories of religion, class, and caste.

Interdisciplinary Approaches to Reproduction
W 1:00-3:30pm
Gail Bederman/HIST
Attributes: Religion & Family, Diversity, Senior Seminar

This class introduces students to a broad range of interdisciplinary investigations into the study of reproduction. We will consider both the dominant feminist framework of “reproductive rights,” and the official Roman Catholic position; historical and demographic scholarship on reproduction, both in the
This course addresses the competing responsibilities of employment (“work”) and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents’ relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

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.
Gender Studies 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 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.