

Fall 2016

UNDERGRADUATE COURSE DESCRIPTIONS

**Gender Studies Pre-Registration Approval Course
13068)**

GSC 27999-01 (CRN

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

TR 12:30pm-1:45pm

Pamela Butler/GS

TA - Danielle Green/PhD English

TA – Eric Lewis/PhD English

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

This course introduces students to the interdisciplinary field of gender studies, presenting current research and debates regarding differences among gender, sex, and sexuality through an intersectional lens, with attention paid to the cognates of race and ethnicity. Through careful consideration of historical developments in our understandings of gender, students will ask questions in a systematic way about how gender is constructed and how it impacts society and influences the creation and valuation of texts. We will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. 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.

This course will show how research on gender is done 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. This course introduces students to social science methodologies, as well as close textual analysis; students will produce: an autoethnography, ethnographic participant observation and/or interviews, a survey questionnaire, data analysis, and content & textual analysis of a cultural artifact.

GSC 20466

Marriage and the Family

MW 11:00am -12:15pm

Elizabeth McClintock/SOC

Attributes: Religion & Family, 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 30541

Gender and Popular Culture

MW 11:00am -12:15pm

Perin Gurel/AMST

Attributes: Arts & Culture, Gender & Society

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 30546

Catholics in America

TR 9:30-10:45am

Kathleen Cummings/AMST

Attributes: Religion & Family, Fulfills University History Requirement

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

experience. In addition we will study the representation of Catholics in American film, material culture relating to Catholic devotional life and the sacraments.

GSC 30561

U.S. Labor History, 1775-1945: People, Places, and Political Economy

TR 11:00am-12:15pm

Dan Graff/HIST

Attributes: Gender & Society

This course explores how Americans asked and answered “the labor question”—who did the work, under what terms, and who reaped the rewards? – from the American Revolution to the end of World War II. We will study the diversity of the working-class experience in the US by exploring the past from multiple perspectives, as well the relationship between work and the wider culture as the U.S. emerged, first, as the world’s first democratic republic, followed by its rise as the dominant industrial power. The workers, workplaces, communities, institutions, and issues will range widely over the semester, but we will investigate some core themes for the duration: issues of power, structure, and agency, from the workplace to Washington, DC; workers’ wide-ranging efforts to forge organizations, namely labor unions, to represent their collective interests; intersections between class, race, and gender at work, at home, at play, and in politics; and tensions between capitalism, industrialization, and democracy in U.S. History.

GSC 30582

Laboring Women

MW 2:00-3:15pm

Sophie White/AMST

Attributes: Gender & Society, Fulfills University History Requirement

What did shopping, tavern-keeping, and midwifery have in common in early America? They could all be considered legitimate forms of women’s and girls’ labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions of “women’s work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women’s labor in work and their laboring in childbirth.

GSC 30590

Warriors, Wives, and Queens: Gender and Sexuality in African History

TR 9:30am-10:45am

Paul Ocobock/HIST

Attributes: Arts & Culture, Religion & Family, Gender & Society, Fulfills University History Requirement

An indomitable African queen holding court before a host of men on bended knee; a young boy bracing himself to bravely face the initiation knife; a teenage girl possessed by spirits restoring her people’s faith; a migrant labor hundreds of miles from home longing for the girl he left behind; a prostitute selling her body to pay for her children’s school fees- these are but a few tales of African men and women whose lives we will explore in this course. Gender, generation, and sexuality are powerful lens through which we can examine the past. We will investigate the new possibilities and challenges that arose between and among men and women during the era of the Atlantic slave trade, imposition of European colonial rule, path to independence, and triumph of globalization. During these critical moments in the history of Africa, we will consider how men and women defined and achieved their masculinity, femininity, and maturity. We will explore these histories by analyzing primary historical

sources, interpreting African art at the Snite Museum, and reading novels by African authors and scholarship by the most innovative historians in the discipline.

GSC 30595

Captives and Slaves in the New World

MW 11:00am-12:15pm

Sophie White/AMST

Attributes: Gender & Society, Fulfills University History Requirement

This interdisciplinary course will foreground the lives of the enslaved in colonial America and the Caribbean (inc. Haiti). We will consider indigenous Native-American and West African practices pertaining to enslavement and captivity, as well as the development of hereditary slavery in the colonies. Throughout, we will maintain a focus on understanding the lived experience of individuals who were captured/enslaved, with special emphasis on gender and material culture.

GSC 30624

US Sex, Sexuality and Gender to 1880

TR 12:30pm-1:45pm

Gail Bederman/HIST

Attributes: Gender & Society, Religion & Family, 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 30633

“Le Selfie”: Francophone Autobiographical Literature, Film & Music

MW 2:00-3:15pm

Alison Rice/ROFR

Attributes: Arts & Culture

Pre-Requisites: French 27500

In this course taught in French, we will examine contemporary depictions of the self in various forms, ranging from literary texts to cinematic creations to musical compositions. We will study the works of such authors as Maryse Condé and Amélie Nothomb alongside films by Abd Al Malik and Marjane Satrapi as well as lyrics and video clips by MC Solaar and Stromae, among others, in an effort to determine how individuals perceive themselves and create public perceptions of their personae through these various forms of self-expression. An important part of this course will consist of close examinations of gendered expectations and their different articulations through these diverse media.

GSC 30634

Consuming America

TR 5:05pm- 6:20pm

Emily Remus/HIST

Attributes: Gender & Society

This course traces the rise of consumer society in the United States from the colonial era through the late twentieth century. It asks how Americans came to define the “good life” as one marked by material abundance and how transformations in buying and selling have shaped American culture, politics, and national identity. One of our aims will be to develop a usable historical definition of consumer society and to evaluate when such a society emerged in the United States. We will examine the role that consumption has played in defining and policing ideals of gender, race, sexuality, and class. We will also consider how Americans have used consumer practices and spaces to advance political claims and notions of citizenship. The course is organized around key turning points in American consumer capitalism: the consumer boom of the eighteenth century; the market revolution and feminization of consumption; the birth of the department store; the rise of mass consumption and commercial leisure; the development of modern advertising and sales; the spread of chain stores and shopping malls; and the globalization of American consumer culture. In addition to recent scholarship and text-based primary sources, we will analyze artifacts of consumer culture, such as advertisements, catalogs, product labels, broadsides, film, and television.

GSC 30635

Roots of Human Trafficking

TR 3:30-4:45pm

Mariana Candido/HIST

Attributes: Gender & Society

This course explores human trafficking in the modern world. It will examine labor exploitation and commercialization in European and Islamic empires in a historical perspective; and emphasize the role of gender and sexuality in historical and modern forms of slavery. We will discuss how imperialism led to the expansion of human trafficking and how women, men and children experienced labor exploitation in different ways. We will examine how forced labor was behind the car and bicycle industries and chocolate consumption . Today more than 27 million people are held, sold, and trafficked as slaves around the world. This course will discuss similarities and differences between contemporary and historical slavery and analyze why and how it persists nowadays. Readings will include accounts of people held in bondage, case studies, and reports.

GSC 30636

Sex and Gender in Greco-Roman Antiquity

MW 3:30-4:45pm

Elizabeth Mazurek/CLAS

Attributes: Arts & Culture

This course examines the differing roles and stereotypes, forms of behavior, and values associated with women and men in Greco-Roman antiquity. Special attention is given to the preoccupations of the Greeks and Romans with the categories of ‘female’ and ‘male’ and to the dynamics of relations and relationships between women and men. The course both deepens knowledge of Greco-Roman society and provides an informed background for contemporary gender debates.

GSC 30655

Nabokov

TR 3:30-4:45pm

Sergey Karpukhin/RU

Attributes: Arts & Culture

Taught in English. Intended for those who are interested in the works of the Russian-American novelist Vladimir Nabokov (1899-1977), the course spans both the Russian- and English-language parts of the writer's career and focuses on his achievement as an innovative stylist and thinker. Students will learn more about the "Nabokov effect," or the tension between realism and its subversion in literature; the writer's love of pattern; and the system of cognitive challenges and rewards in his prose. We will also discuss Nabokov's views on sex in literature and his ideas on the relationship between sexuality and art. The purpose of the course is to delineate Nabokov's creative philosophy and to demonstrate its relevance for the contemporary reader from the perspectives of history (the "nightmare of history" in the European 20th century), art (the connection between art and play), and cognition (the evolutionary advantages of sophisticated artistic endeavor). The writing component will include two 7-9-page papers and weekly quizzes.

GSC 33656

Rhetorics of Gender & Poverty

MW 12:30 -1:45pm

Connie Mick/CSC

Attributes: Gender & Society

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 33660

Masterpieces in Japanese Literature

MW 2:00pm-3:15pm

Michael Brownstein/LLEA ——— Cancelled by Primary Department

Attributes: Arts & Culture

~~This course was designed as a survey of Japanese poetry, fiction, and drama from the earliest times through the mid-18th century, and satisfies the University Literature Requirement. All texts are in English; no special knowledge of Japan or Japanese is required. The course is divided into three parts. In Part I we will begin with the development of court poetry (waka) as found in the Manyoshu (Collection of Ten Thousand Leaves), the Kokinshu (the first Imperial Anthology of poetry), and the Tales of Ise. The centerpiece of this unit, however, is Murasaki Shikibu's epic of courtly love, The Tale of Genji (ca. 1000 A.D.). In addition to social and historical factors influencing the development of a courtly aesthetic, we will also consider the influential role played by Buddhism and Chinese literature. In Part II, we will look at how Japanese literature developed during the medieval period (13-16th centuries) of the samurai warrior aristocracy with readings of plays from the Noh theater, linked verse (renga) and~~

philosophical essays such as *An Account of My Hut* and *Essays in Idleness*. In Part III, we will study the "popular" literature of the 17th and 18th centuries: the fiction of Ihara Saikaku, the plays of Chikamatsu Monzaemon, and the haiku poetry by Matsuo Basho.

GSC 33661

Human Trafficking: Causes, Responses and Current Debates

Thursday 5:00pm- 6:30pm

Christine Cervenak/CSC

Attributes: Gender & Society

The seminar will explore a number of overarching themes necessary to understand the complex dimensions of human trafficking, both in the United States and around the world. By the end of the course, students should expect to have a foundational understanding of human trafficking and modern-day slavery, especially related to:

- Various typologies of slave-like exploitation today, along with forces that promote them;
- Legal frameworks, policy initiatives and civil society responses to fight modern slavery; and
- Current debates over effective strategies to combat human trafficking and support survivors.

Students will have an opportunity to engage a range of professionals involved in addressing human trafficking in the Midwest. Teams of students will carry out semester-long community-based research projects on trafficking. This course would be particularly relevant for students who may work with or on behalf of vulnerable populations—e.g., migrants, including refugee camp residents, communities in conflict and post-conflict settings, people emerging from natural disasters, those living in extreme poverty.

Apply online via the CSC website: socialconcerns.nd.edu to the comments section. Students must complete and application and be selected. CSC Department approval required.

GSC 35000

Internship

Department Approval Required

TBA/GS

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

Mary Celeste Kearney/FTT

Attributes: Fulfills Minor/Major Theory Requirement

This interdisciplinary seminar provides students with an overview of key concepts and terms in gender theory. Students will read prominent feminist and queer theorists of gender, analyze their arguments, and learn to critique and apply them. We will begin with early feminist explorations of gender. However, we will also explore contemporary theories, including those from outside feminist theory that move our understanding of gender outside heteronormativity and beyond the binaries of male/female and masculine/feminine. Our constant concern is to consider what these theories mean in their specific sociohistorical contexts and to contemplate their potential implications for our own and others' lives, not to mention culture and society at large. This seminar requires close reading and discussion of

theoretically rigorous and critically sophisticated texts and thus requires the active participation of committed students.

GSC 40533

Love Stories From Africa

MW 12:30-1:45pm

Z'etoile Imma/ENGL

Attributes: Arts & Culture

It could be argued that within the canon of Anglophone African literature, African women writers show a particular attentiveness to the dynamics of love, romance, and intimacy. In this course, we will study postcolonial and contemporary African fiction written by women as a site to examine the politics of romantic love. We will consider the following critical questions: What do these literary representations centered on love tell us about the economics of gender, sexuality, class, power, and desire in contemporary Africa? How have African women writers (re)configured the romantic genre? In what ways do these African love stories extend, transform, or critique theories of African, Western, and transnational feminisms and sexual politics? How might a love story from Africa circulate a response to colonialism and its aftermath; and how do these imaginings of love take up issues of race, migration, violence, poverty, xenophobia, and globalization? How do African women writers employ “the love story” as a means to envision new possibilities and radical futures for their communities, countries, and continent? Readings may include texts by Ama Ata Aidoo, Bessie Head, Zoe Wicomb, Yvonne Vera, Chimamanda Adichie, Leila Aboulela, Monica Arac de Nyeko, and others.

GSC 40534

Gender and Sexuality in American Drama

MW 12:30-1:45pm

Susan Harris/ENGL

Attributes: Arts & Culture

Ever since Nora Helmer walked out on her husband and slammed the door in Henrik Ibsen’s 1879 play *A Doll’s House*, modern drama has been closely connected with the struggles to redefine gender and sexuality that have shaped the twentieth and twenty-first century. In this course, we will look at how this story plays out on the American stage, as we examine the works of American playwrights who have participated in the many long-running debates about gender and sexuality in modern and contemporary America. We will read both canonical modern playwrights--Eugene O’Neill, Tennessee Williams, Lillian Hellman, Arthur Miller, Edward Albee, Lorraine Hansberry, etc.—and a variety of contemporary playwrights, including but not necessarily limited to Tony Kushner, Larry Kramer, David Mamet, Sara Ruhl, Melissa George, and Susan Lori-Parks. Students will write at least two papers, keep a journal, and give at least one in-class presentation.

GSC 40535

Woolf and Bloomsbury

TR 3:30-4:45pm

Barbara Green/ENGL

Attributes: Arts & Culture

The modernist feminist writer Virginia Woolf lived and worked with a loose collective of writers, painters, and social thinkers that we call the “Bloomsbury Group,” though many members of the group disliked the phrase. We will look at the novels, essays, art, and political writings of some of the members of Bloomsbury —Virginia Woolf, E. M. Forster, Roger Fry, Leonard Woolf, Vanessa Bell, Clive Bell, Lytton Strachey and others — to explore the complex moments of cross-fertilization, critique, and revision that define their encounters. In addition, we will attend to a few areas that have

dominated discussions of Bloomsbury modernism: ideas of nation, “civilization,” and critiques of Empire; the formation of literary modernism’s often tense relation to mass culture; the development of modern discourses of sexuality; the relationship between literature and the modern metropolis; and explorations of women’s “experience” of modernity. Because members of the Bloomsbury Group worked in a number of fields beyond the literary — painting, economics, social thought, publishing, and interior design to name a few — students will find that they can easily develop projects that engage more than one area of interest.

GSC 40579

Race, Law and Utopia in Atlantic America

MW 2:00-3:15pm

Cyraina Johnson- Roullier/ENGL

Attributes: Arts & Culture

Is it possible to think of the 21st century as a post-racial, post-feminist world? In her provocative 2012 study, *Body as Evidence: Mediating Race, Globalizing Gender*, Janell Hobson suggests that rather than having been eradicated, millennial hopes that the historical difficulties represented by race and gender have lost their significance in the present day are as far, if not even further away from the mark as they have ever been. For Hobson, policing the body, whether that be in terms of its race, its gender, or its sexuality, has remained paramount. “[W]hile the early-twenty-first century discourse of ‘postracial’ and ‘postfeminist’ often declares the loss of meaning attached to race and gender,” she argues, “...the global scope of our media-reliant information culture insists on perpetuating raced and gendered meanings that support ideologies of dominance, privilege, and power.” In Hobson’s view, the body and how it is imagined rests at the center of such ideologies, pointing also to a number of crucial questions that become particularly important when considering the significance of race and gender through the lens of modernity. How might a reconsideration of race point also to a rethinking of gender and vice-versa? What does race actually mean? How does/can it alter the way we understand gender? Is it possible to think race beyond the idea of race? What might a new conception of race actually look like, and how might this influence our thinking on gender? How are the problems of race and gender intertwined, and how is/has the body been imagined in and through them? What can such questions tell us about today’s racial and gendered realities, both inside and outside the university, both in the past and the present? This course takes a step backward to investigate these and other like questions in the context of the utopic impulse and its emphasis on the imagination in several 19th-century American authors whose work may be viewed as participating in a broad yet under-acknowledged vision of race, gender and Atlantic modernity that seeks to interrogate hierarchies of race and gender as these have been constructed and maintained within dominant ideologies. Grounding our analysis in a number of 16th-, 17th- and 18th-century political philosophical texts on law and utopia and drawing on insights from critical race theory, gender studies, feminist theory, theories of law and literature, and utopian studies, our goal will be to gain a more nuanced understanding of our racialized past and its troubled link to questions of gender both then and now, so that we may better hope to imagine—and reimagine—the shape of our collective democratic future in the 21st century’s global community.

GSC 40580

Religion, Gender and Development

MW 9:30-10:45am

Atalia Omer/IIPS

Attributes: Religion & Family, Gender & Society

Is religion an obstacle or opportunity for women’s empowerment? Religion is often seen as institutionalizing and perpetuating patriarchy and thus operating in contradiction to women’s agency,

rights, and equality. This course will grapple with the tensions and contradictions between the imperative of gender justice foregrounded in the Sustainable Development Goals and religions' competing conceptions of women's roles. The course will overcome some of this dichotomizing of secular and religious paradigms of development by looking at the theoretical and practical work of religious feminists. In responding to the question "is religion an obstacle or opportunity for women's empowerment?" we will debate why feminists and religious actors are hesitant to collaborate on development agenda and what does this indicate about the potential relations between development and religious reform.

GSC 40604

Archaeology of Death

MW 11:00am-12:15pm

Meredith Chesson/ANTH

Attributes: Gender & Society

While many anthropologists may argue that there are very few universals throughout human cultures today and in the past, one fact of life is shared by everyone: death. Drawing upon ethnographic and archaeological case studies of mortuary practices, this course explores the social, economic, political, and ritual structures associated with how people in the past (and even today) dealt with their dead. Topics to be covered include how death and mortuary practices resonate strongly with issues of gender, race, class, sexuality, ethnicity, and notions of personhood; the notion of social memory; power and inequality; and the ethics of studying the dead. While we will focus on archaeological approaches to understanding what people do with and believe about the dead, the breadth of the case studies encompass many disciplines, including classics, art history, gender studies, history, and anthropology.

GSC 40608/41608

Queer Media Studies

MW 3:30-4:20pm

M 5-7pm Lab

Mary Kearney/FTT

Attributes: Arts & Culture

Pre-requisites: GSC 10001 or 20001

This course introduces students to the critical analysis of queer media culture. Focusing primarily on media texts produced in the United States, we will explore the dominant strategies used by the media industries to represent members of the LGBTQI community and their issues, as well as those utilized by lesbian, gay, bisexual, transgendered, queer, and intersexed folks in practices of self-representation. Important to this project are historical shifts in the representation of non-straight individuals, in particular their growing visibility in commercial media culture and the mainstreaming of queerness. In addition, we will examine media reception practices among queer folks, as well as the alternative media economies developed by members of the LGBTQI community. Key to this course is an exploration of the intersections of queer identity, queer politics, and media culture. In order to ensure that our analyses of queer media culture are not essentialist, we will take an intersectional approach to identity, keeping in mind the interdependencies of sexuality, gender, race, ethnicity, class, and age.

GSC 40816

Dearly Beloved: The History and Politics of Marriage in the United States

TR 9:30-10:45am

Pamela Butler/GS

Pre-requisites: GSC 10001 or GSC 20001—Cancelled by Gender Studies

Although we often think of marriage as a “natural” or timeless institution, the social, political, and economic meanings of marriage in the US have actually changed dramatically and often over the last two centuries, and varied across America’s diverse social and geographic spaces. This course explores those changes and differences, asking what role marriage has played in the definition and re-definition of categories like citizenship, capitalism, gender, race, love, and family in the US. As we chart the history of marriage as an institution, we’ll focus in particular on the relationship between marriage and the state, and on protest movements since the 19th century that have questioned or challenged the politics of marriage, including abolitionist, anarchist, feminist, Marxist, civil rights, and queer political thought and activism.

GSC 43103

Mexican Immigration: A South Bend Case Study

TR 12:30-1:45pm

Karen Richman/ILS

Attributes: Gender & Society

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

MW 12:30-1:45pm

Elizabeth McClintock/SOC

Attributes: Gender & Society

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 43521

Sem: Topics: Art and the Home

MW 12:30-1:45pm

Elyse Speaks/ARHI

Attributes: Arts & Culture

This seminar on contemporary art will look at the everyday as it relates theoretically, materially, and historically to recent artistic practices. By examining artwork that takes the everyday as its source, subject, or material point of departure, we will consider how this site has been mined for its position as a place outside of the realm of professional artistic practices. Looking at the use of domestic materials and objects in art, as well as works that mimic domestic routines (housekeeping, childrearing, etc.) will play a large role in our investigations. Consideration will also be given to the ways in which artists have incorporated subsets of the everyday, such as the amateur and the banal, into their creative processes and products.

GSC 43523

Gender and Sexualities in the Family

MW 12:30-1:45pm

Abigail Ocobock/SOC

Attributes: Gender & Society

Gender and sexuality are often taken for granted categories in social life and this is nowhere truer than in families, where the operation of gender and sexuality are usually invisible or appear as natural and private. Studying families offers a lens through which to explore and better understand gender and sexuality as complex social processes that structure our everyday lives. But families do not just reflect broader gender and sexual structures and inequalities – they also create and perpetuate them. As such, we will consider both how gender and sexuality affect our family aspirations and experiences, and how gender and sexuality get produced and reproduced within families. Some specific areas of family life we will explore include: dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and family care, and sexual desires and practices. We will draw on empirical studies about a variety of different kinds of families, including heterosexual, LGBTQ, and polygamous families. This is a discussion-based, seminar course that requires high levels of class participation.

GSC 45106

Anthropology of Reproduction

MW 9:30-10:45am

Vania Smith-Oka/ANTH

Attributes: Gender & Society

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.

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).

GSC 53515

The Science-Gender Connection

TR 2:00pm- 3:15pm

Janet Kourany/PHIL

Attributes: Gender & Society, Interdisciplinary Seminar

Through much of its history, academia has been gendered in a particular way—male dominated, focused on men’s interests, and privileging those interests—and much of it still is. In response, the area of enquiry known as women’s studies or gender studies emerged in the 1970s as part of the feminist movement. In this course we will explore *gender*, the concept that lies at the heart of this area of enquiry. We shall find that this concept is as complex and multi-faceted as the diverse disciplines from which it now draws and as political as its feminist origins suggest. We shall also find that it is fraught with controversy.

Though the disciplines that contribute to the idea of gender comprise nearly all of academia, we will concentrate on the sciences, from which the concept of gender first emerged. No particular scientific background will be presupposed, however, and visits from science faculty will be organized to help us understand the terrain. We will start with the gendered origins of the concept—the gender of science—and then proceed to the science that developed as a result—the science of gender; and we will conclude with some questions concerning the connection between the two—the gender of science and the science of gender.

This course will be run as a seminar. Students will lead class discussions, present the results of individual research projects to the group, and have the opportunity to further develop those projects using feedback from the group. Throughout, our aim will be for each student to develop a fully informed and defensible response to the controversial terrain we shall be exploring.