SPRING 2010 UNDERGRADUATE COURSE DESCRIPTIONS

GSC 27999-01 (CRN 23946)  Gender Studies Gateway Course
For all Majors & Minors
No Hours/No Credits  Co-Requisite Course for Pre-approval Registration
All Gender Studies Majors and Minors are pre-approved for this Gateway Course once they have finalized meeting procedures with the Gender Studies Academic Advisor. Every Gender Studies Major and Minor MUST REGISTER FOR THIS COURSE ONCE A SEMESTER in order to obtain pre-approved permission to register for Gender Studies Courses other than those specifically requesting Department Approval.

GSC 10002/20002  Introduction to Feminist/Gender Theory
MW 11:45 am – 1:00 pm  Fulfills Introductory Course Requirement for Undergraduate Majors and Minors
Fulfills Theory Requirement for Majors
Jacquilyn Weeks/GSC
This course surveys developments in contemporary feminist theory. Although many people assume that “feminism” refers to a single, stable ideology, we will see how second-wave feminist arguments about political voice and psychological development blossom into highly fragmented third-wave schools of thought. Feminists continue to argue extensively about how gender relates to power, economics, social interaction, sexuality, identity, and the environment. And because all good theoretical discussions need a fun test case, we’ll be using these competing theories to perform a close reading of *Buffy the Vampire Slayer* season four. By the end of the course, we will be able to conduct an informed discussion about major feminist arguments and ask insightful questions like: “What does it mean to be a Prada clad-superhero(ine)?” “How does ecofeminism apply to Willow’s practice of witchcraft?” “What kind of conflict in masculinity is enacted by Spike as he negotiates life with a behavior modification chip?” Tentatively, the course will be structured around two exams, one short paper, small homework assignments, and mini-quizzes.

GSC 20466-02  Marriage and the Family
TR 11:00 am – 12:15 pm  Fulfills Social Science Requirement for Undergraduate Majors (Juniors/Seniors only)
Juliana Sobolewski/SOC
The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and caregiving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about 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 for understanding how family life is linked to the social structure, to economic, cultural, and historical events and transitions, and to societal factors like race, class, and gender.
GSC 20503  
**Autobiography and Subjectivity**  
**TR 2:00 pm – 3:15 pm**  
**Fulfills Humanities Requirement for Undergraduate Majors**  
**Barbara Green/ENGL**

Life-writing is a capacious term that can be used to describe a variety of private and public statements about the self. Some of these are easily recognizable as artistic representations of subjectivity (for example, memoirs, diaries, letters, self-portraits) and some less so (for example, legal testimony, graphic novels, blogs, even medical forms have been read as part of the complex project of articulating subjectivity). This course will attend to a wide variety of forms of life-writing in order to trace shifting notions of what counts as a self and track the complex project of defining and representing subjectivity. A broad range of critical approaches to subjectivity and definitions of the autobiographical project will assist us as we attempt to map changing notions of the self. Many, but not all, of our primary materials will be drawn from the twentieth century, some from the current decade: texts may include selections of writings by Wordsworth and Rousseau, Art Spiegelman’s graphic novel *Maus*, Harriet Jacobs’ *Incidents in the Life of a Slave Girl*, Virginia Woolf’s *Sketch of the Past*, Maxine Hong Kingston’s *The Woman Warrior*, selections from Samuel Delany’s *The Motion of Light in Water*, Alison Bechdel’s *Fun Home*, photography by Cindy Sherman, Jo Spence and others, self-portraits by Frieda Kahlo, considerations of Web projects, My Space sites, political and legal testimony or “witnessing”, and other examples of autobiography “at work” will also be considered. Requirements: participation, short commentaries, and three essays: two around 5 pages, and one of eight to ten pages.

GSC 30513  
**History of TV**  
**TR 11:00 am – 12:15 pm**  
**W 5:00 pm – 6:45 pm**  
**Fulfills Humanities Requirement for Undergraduate Majors**  
**Jorie Lagerwey/FTT**

This course analyzes the history of television, spanning from its roots in radio broadcasting to the latest developments in digital television. In assessing the many changes across this span, the course will cover such topics as why the American television industry developed as a commercial medium in contrast to most other national television industries, and how historical patterns of television consumption have shifted due to new technologies and social changes. We will also consider how television programming has both reflected and influenced cultural ideologies and constructions of race, gender and ethnicity. Through studying the historical development of television programs and assessing the industrial, technological and cultural systems out of which they emerged, the course will piece together the catalysts responsible for shaping this highly influential medium. This course fulfills the Fine Arts requirement. Class and Lab held in the Browning Cinema, DPAC.

GSC 30578  
**Survey of French Literature II**  
**TR 3:30 pm – 4:45 pm**  
**Fulfills Humanities or Diversity Requirement for Undergraduate Majors**  
**Catherine Perry/ROFR**  
**Taught in French**

This course is designed as an introduction to French and Francophone literatures from the 18th century to the present. It will cover works of representative authors (such as Montesquieu, Graffigny, Voltaire, Sand, Zola, Colette, Makine, and Djaqvan), focusing this semester on the theme of
the "other" in literature. 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 a final exam will be required, as will active and assiduous participation in class discussions.

GSC 30581 Screening ‘the Irish Troubles’
TR 11:00 am - 12:15 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
Briona Nic Dhiarmada/IRST
This course will look at how political conflict in Ireland from the 1916 Rebellion and the War of Independence up to and including what became known as ‘The Troubles’ in the North of Ireland has been represented on the screen. Students will analyze a wide variety of cinematic texts, mainstream commercial Hollywood features as well as independent Irish and British films. Documentary film will also be analyzed. Certain seminal events such as Bloody Sunday and the 1981 Hunger Strikes which have a diverse representational history on screen will be given particular attention. Gender roles and representations will be central to this course. Among the films discussed will be Mise Eire, Saoirse, Michael Collins, The Wind that Shakes the Barley, Some Mother’s Son, In the Name of the Father, Bloody Sunday.

GSC 30609 Gender and Archaeology
MW 11:45 am – 1:00 pm
Fulfills Social Science Requirement for Undergraduate Majors
Meredith Chesson/ANTH
In this course, students will explore the potential for studying and reconstructing a prehistory of people through archaeology. We will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of "doing" engendered archaeology, and the intersection between political feminism, archaeological knowledge production, and the politics of an engendered archaeology. Topics for consideration include feminist perspectives on science, anthropology, and archaeology; concepts of gender in prehistory and the present; women's and men's relations to craft production, state formation, and space; and the complex relationship between feminism, archaeology, and the politics of women and men in archaeology and the archaeological past. Under the broad theoretical, political and historical umbrella of feminism, archaeologists today are negotiating their own paths toward an engendered past from multiple directions, and this course will explore the diversity of these approaches toward creating a prehistory of people.

GSC 40505 Seduction and the Novel: The 1790's
TR 2:00pm – 3:15pm
Fulfills Humanities Requirement for Undergraduate Majors
Essaka Joshua/ENG
When Lionel reflects, in Charlotte Smith's Desmond (1792), "I found that if I would really satisfy myself with a certain view of Geraldine, I must seek some spot, where, from its elevation, I could, by means of a small pocket telescope, have an uninterrupted view of these windows," and the eponymous heroine of Mary Hays's Memoirs of Emma Courtney (1796) observes "I shall, I suspect, be impelled by an irresistible impulse to seek you […]. Though you have condemned my affection, my friendship will still follow you," they represent an extreme unrequited devotion that is part of the period's preoccupation with passion. The novel of the 1790s teems with rapists, stalkers, abusive employers, weeping men and fighting women
who confront prison, madness, murder, jealousy and suicidal melancholy. This course aims to explore the significance of passion for understanding developments in the representation of femininity, masculinity, social virtue and humanitarian reform at the end of the eighteenth century.

GSC 40508  Jane’s Heirs
TR 9:30 am – 10:45 am
Fulfills Humanities Requirement for Undergraduate Majors
Abigail Palko/GSC

What is it about Jane Eyre that has so captured our collective imagination for the past one hundred and fifty years? In this course, we will celebrate Charlotte Brontë’s cultural legacy and assess the enduring appeal of her mousy governess. We will begin by carefully reading Jane Eyre; we will supplement our understanding of the novel by applying selected theoretical approaches (specifically feminist, gender, cultural, and Marxist theories) to the novel. As we work with Brontë’s text, we will explore as well the historical parameters under which she worked, attempting to account for her success. We will then sample the richly varied film and novel adaptations of Brontë’s novel (including Rebecca, Wide Sargasso Sea, and The Autobiography of My Mother) to interrogate the story’s continuing hold on our imagination. Our readings of these derivative texts will focus on their constructions of femininity and masculinity and their questioning of social mores to reveal the gendered concerns driving them. Throughout the semester, we will interrogate the ways in which people respond to the literary canon so that their literary intervention and reinventions assure a classic like Jane Eyre’s lasting relevance.

GSC 40509  Screen Culture: Vampiric Convergence
MW 1:30 pm -2:45 pm
GSC 41504  Lab
M 7:00 pm – 9:00 pm
Fulfills Humanities Requirement for Undergraduate Majors (Seniors only)
Jim Collins/FTT

This course will focus on the current mania for vampire narratives in order to develop a more sophisticated understanding of how genre works in convergence cultures. We’ll set up shop by looking closely at the origins of the genre through a close reading of Stoker’s Dracula. Once we establish our operating definition of genre, we’ll explore the ways in which vampire texts since the eighties have become increasingly self-conscious about their own history (most spectacularly in the form of Rice’s The Vampire Lestat). We’ll then turn to the Twilight, True Blood, and Vampire Diaries phenomena and investigate the elaborate interplay between the publishing, film, television, music, and new media industries. Central questions: How do cross-media franchises work at the beginning of the twenty-first century? How has quality television become franchise television? How has the entire category of genre been changed profoundly by new delivery systems and ever more active fan communities? What does the increasing diversification of audiences for vampire narrative tell us about how gender and generation factor into both "genericity" and convergence?
GSC 40552   Films of Pedro Almodovar
MW 3:00 pm – 4:15 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
Carlos Jerez-Farran/ROSP
Taught in Spanish.
This course is an introduction to contemporary Spanish culture and society through a selection of Pedro Almodovar's most representative cinematic output. Discussions focus on important features such as postmodernist aesthetics, questions of national identity, pop culture, the controversial representation of gender roles and sexuality in general, and the celebration of heterodox desires vis a vis repressive social conventions.

GSC 40555   History of Sport and the Cold War
MW 3:00 pm – 4:15 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
John Soares/HIST
This course explores the ways that sport reflected the political, ideological, social, economic and military struggle known as the Cold War. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies of nations, and also illuminated relations among allies. Using a variety of readings, media accounts and film clips, this course looks at a number of crucial teams, athletes and events from the Cold War, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, "ping pong diplomacy," Olympic boycotts, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more. The role of gender in the Cold War will be considered in the ways Communist societies sought to develop successful female athletes to bolster Communist claims to gender equality while enhancing the "sex appeal" of Communism among various Western constituencies. We will explore gender construction in the United States and other democracies in discourses idealizing "girl-next-door" Western athletes, and related criticisms of drug use, extreme training and the resultant "mannishness" of Communist bloc athletes which challenged the gender expectations of the mostly white male elites who wielded so much influence in Olympic sports.

GSC 40563   Marriage, Divorce, and Family in Muslim Societies
TR 3:30 pm – 4:45 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
Li Guo/MELC
High rates of divorce, often taken to be a modern and western phenomenon, were also typical of pre-modern Muslim societies. How was that possible, insofar as "Marriage is half [fulfillment of one’s] religious duties," as the Prophet Muhammad once famously dictated? What, then, is the Islamic ideal of marriage? What were the patriarchal models advocated by medieval Muslim jurists and moralists? Did the historical reality of marriage and family life in the Islamic Near East have anything in common with these models? Do the assumptions about the legal inferiority of Muslim women and their economic dependence on men hold truth? These are the questions this course will try to address. To that end, we will read and discuss a wide range of primary sources (all in English translation)—the Koran and Hadith (Muhammad’s saying and deeds), legal writings, narrative (chronicles, belles-lettres) sources, and documentary (archives, contracts) materials—as well as recent scholarship on the subject. While our theoretical framework is that of social history, we will also pay close attention to intimate accounts of, and reflections on, individual medieval lives. We will conduct case studies as for group projects. While the focus is on the Islamic Near East (700-1500), we will extend our inquiry to include the
modern Middle East as well. No knowledge of Arabic is required. For students who have taken two years of college Arabic and are interested in reading some course materials in the Arabic original, we will organize a reading group (meets one hour a week, earning an extra credit).

GSC 43503  Seminar: Gender and Sexuality in Modern Art  
MW 1:30 pm – 2:45 pm  
Fulfills Humanities Requirement for Undergraduate Majors  
Kathleen Pyne/ARHI  
In this course we will examine many of the major figures --- both men and women artists --- of nineteenth- and early twentieth-century European and American art, in terms of the current debates about the roles of the gender and sexuality in modern art. The selected readings will explore a broad range of discussion in this field, as well as the theoretical sources of these studies. The most important of these issues will include theories of sexuality and gender derived from the writings of Freud and Foucault; the role of sexuality and gender in the formation of the avant-garde; the problem of feminine subjectivity; typologies of the woman artist; the maternal body in modern art; gender and sexuality in the artist's self-performance of artistic identity; and the role of the primitive in modern artistic identity.

GSC 43549  Race, Gender & Women of Color  
MW 3:00 pm – 4:15 pm  
Fulfils Humanities or Diversity Requirement for Undergraduate Majors  
Heidi Ardizzone/AMST  
This seminar analyses dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the U.S. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other American? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

GSC 43552  Seminar on German Women Writers  
MW 3:00 pm – 4:15 pm  
Fulfills Humanities or Diversity Requirement of Undergraduate Majors  
Denise DellaRossa/GE  
Participants in this seminar will explore the rich literary history of female writers from German-speaking Europe. We read works of many genres (drama, short story, novella, novel, letter) by women from the early Middle Ages to the present. In the process, we encounter Europe's first playwright, one of the 21st Century's brightest young literary stars, and an array of intriguing women who lived in the interim. We scrutinize and apply various theoretical and critical approaches to women's literature, both in writing and in lively debates.

GSC 43652  Families, Employment and Their Interrelations with Gender  
TR 9:30 am – 10:45 am  
Fulfills Social Science Requirement for Undergraduate Majors  
Joan Aldous/SOC  
The title of the course, which is cross-listed in Sociology and Gender Studies, is “Families, Employment, and Their Interrelations with Gender”. The purpose of the course is to look at how the two genders’ relations in the paid labor force are affecting family behaviors, and the reverse. The
expectations we have learned from childhood, and the education we are receiving about the tasks men and women should do with respect to household and childcare affect the kind of jobs we look for.

The kinds of jobs people seek and obtain vary according to gender, even though women and men have the same education. Recently, however, women have been obtaining more education than men, but they still tend to go into jobs that pay less money and have fewer opportunities for promotions than those of men. Women continue to be the persons most involved in the household work and childcare. Thus, as we will learn, women with families tend to have less freedom and less opportunity to choose applying within a range of jobs, and women’s wages even within the same jobs tend to be less.

This course gives you the opportunity to discuss the assigned reading material and to see whether it applies to a woman and man job holder, each in a different partnership whom you will be interviewing for an interview report. This latter report will be based upon your initial study of the research that is done on some aspect of family life and paid work relations. The latter would include such programs as family leave, varying hours on the job, childcare opportunities, and flexibility of job requirements. All in all, the course can be a demanding one but one that also expands your perspectives on the interrelations of family life, employment requirements and opportunities as they are affected by gender.

GSC 45001 Gender Studies Senior Internship
Department Approval Required
Fulfills Senior Capstone Project Requirement for Undergraduate Majors
Jacquilyn Weeks/GSC
In collaboration with the Gender Studies internship advisor, students choose an organization or business in the South Bend area for which they serve as a non-paid intern. In addition to performing 6-8 hours of internship service per week for their chosen internship site, students write either a research paper which analyzes the roles of gender, sexuality, and/or intersectionality at the internship site and in the broader profession to which it belongs, or propose and complete an applied project that meets a particular need at their internship site. This course may be taken in either the fall or spring semester of the senior year. 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 fulfills the senior capstone project requirement for Gender Studies supplementary majors, or can be taken as an elective in either the Gender Studies supplementary major or the Gender Studies minor.

GSC 47000 Special Studies
Department Approval Required
Students conduct an independent research project supervised by the instructor. Permission of the instructor is required.

GSC 48001 Gender Studies Senior Thesis
Department Approval Required
Fulfills Senior Capstone Project Requirement for Undergraduate Majors
In collaboration with the Gender Studies academic advisor, students choose a Gender Studies faculty member who will guide them through the semester-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 primary and supplementary majors. 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 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 thesis to be accepted by Gender Studies, the minimum page requirement is 30 pages.
Graduate Minor Courses

GSC 60505   Bodily Fear, Fantastic Fiction
T 2:00 pm – 4:30 pm
Fulfills Humanities Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Margaret Doody/ENGL
This course deals with the body’s fearful and fascinated consciousness of change in relation to organic and inorganic beings. In short stories and novels we see the development of relations with animals, ghosts, fairies, demons, angels and goblins. But the human or humanoid can also identify itself with an inanimate object, or even merge with it. Compelling clutter abounds. “Character” becomes a questionable concept as beasts, material objects and spirits become quasi-humanoid. The course reading centers in the late 18th and 19th century, but we start with The Golden Ass, that profoundly influential novel written by a North African member of the Roman empire who offers us a destabilizing fiction of metamorphosis, a story exhibiting the instability of all sorts of boundaries and classes, including formal boundaries between human and animal. Theoretical material includes work by Freud and Darwin, as well as commentary by Bakhtin, Todorov, de Certeau, and Haraway, but it is nowhere assumed that the critics are superior to the novelists and story-writers, who are also powerful theorists in their own way.

GSC 60506   Victorian Literature
MW 11:45 am – 1:00 pm
Fulfills Humanities Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Chris VandenBossche/ENGL
This course will explore the Victorian concern with the ways literature seeks to act on its readers as well as the ways it portrays agency, the capacity for action, transformation, and reform. We will focus in particular on the period between the two great Reform Bills, of 1832 and 1867, during which recurrent debates about reform shaped conceptions of gender, class, and nation. The course will cover the range of major authors and genres, including works by Matthew Arnold, Charlotte Brontë, Robert Browning, Elizabeth Barrett Browning, Thomas Carlyle, Charles Dickens, George Eliot, John Stuart Mill, William Morris, Christina Rossetti, John Ruskin, and Alfred Tennyson. Students will complete a series of assignments (bibliography, prospectus, etc.) leading up to completion of a substantial research essay.

GSC 60556   Modern Irish Drama and the World Stage
MW 3:00 pm - 4:15 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Susan Harris/ ENGL
When W. B. Yeats, Lady Gregory, and Edward Martyn decided to launch their first effort at an Irish theater in 1897, they were responding not only to a reawakening of Irish national feeling, but to the phenomenon of radical and often national “free theaters” springing up all over Europe during the preceding decades. In this course, we will consider the Irish dramatic revival in both its national and international contexts. While investigating the
relationship between the major Irish revival dramatists and the Irish cultural and national politics that so often shaped their plays' reception in Ireland, we will look at how Irish playwrights responded and contributed to international developments in twentieth-century theater. We will also consider whether or how transformative events in international politics--possibly including but not limited to the Bolshevik revolution of 1917, the Spanish civil war, the second world war, the Holocaust, the beginning of the cold war and the development of nuclear weapons--should be considered part of the story of twentieth century Irish drama. As part of this investigation we will read Irish playwrights who have been traditionally overlooked, and study some of the 'alternative' Irish theatres that competed with the Abbey Theater. The theoretical questions about gender, sexuality, and the body that are always raised by theatrical performance will be foregrounded in our discussions of all this material. Students will be required to make at least one in-class presentation, to keep a reading journal, and to produce a 20-30 page seminar paper at the end of the term.

GSC 60650 Peace Research Methods
TR 2:00 pm - 3:15 pm
Fulfills Social Science Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Jackie Smith/IIPS
This course introduces students to the most commonly used social science research methods, and provides an opportunity for students to gain experience developing their own research design. We devote special attention to the application of research principles and practices to research projects in the areas of peace and conflict resolution, particularly feminist theory and its contributions to critical research strategies. The aim of the course is to provide students with the basic tools needed to develop their own research projects and to strengthen their skills in reading published research articles. Among the methods we will cover are: ethnography, survey research, interviews, document/content analysis, and evaluation research. Students will also be introduced to the processes of writing grant proposals and publishing research results.

GSC 63500 Core Graduate Seminar: Gender and Space
TR 2:00 pm – 3:15 pm
GSC 61500 Lab
T 5:00 pm – 8:00 pm
Fulfills Humanities Requirement for Undergraduate Majors
Fulfills Core Seminar Requirement for Gender Studies Graduate Minor
Pamela Wojcik/GSC/FTT
This course will investigate the many intersections and problematics of gender, place, and space. Space, place and gender have been key topics in areas such as architecture, law, history, sociology, urban studies, area studies, literary criticism, cultural studies, film studies, and gender; and the class will draw from those various disciplines. Students will address the issue of gender, place and space through a variety of disciplinary approaches, investigating a wide range of real and imagined places and spaces, including masculine spaces, feminine spaces, queer spaces, or virtual spaces; spaces such as the home, the office, the railroad, the apartment, the skyscraper, the museum, the store, the church; the urban, the rural, the suburban; spaces as represented in various texts and discourses; uses of space; theories of space, and more. The course will pay particular attention to how space and place are produced and negotiated as spaces of fantasy in mid-20th century American films and popular literature, including the

GSC 63505  
**Seminar: Gender and Sexuality in Modern Art**

MW 1:30 pm – 2:45 pm  
Fulfills Humanities Requirement for Undergraduate Majors

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

GSC 63553  
**Gender and Power: Sexual Imperial Politics and Ancient Judaism and Christian Origins**

T 3:30 pm – 6:00 pm  
Fulfills Humanities or Diversity Requirement for Undergraduate Majors

Mary Rose D’Angelo/THEO  
This course explores Roman and particularly Augustan propaganda on what are now termed "family values" as the context for the moral apologetic of early Judaism, Christian origins and second century Christianity. The focus will be on reading Roman period texts that propound or celebrate imperial moral standards and the Jewish and Christian texts that respond to the moral claims made in justification of the imperial rule. The material will be organized chronologically according to the Roman imperial dynasties: Augustus and the Julio-Claudians (31BCE-68CE, e.g. Augustus, Dionysius of Halicarnassus, Seneca, 2 Maccabees, Sibylline Oracles 3, Philo, Paul), the Flavians (69-96; e.g. Musonius Rufus, Josephus, Sibylline Oracles 4, Mark, Matthew) and Nerva, Trajan and Hadrian (96-138, e.g. Pliny the Younger, Dio Chrysostom, Plutarch, Sibylline Oracles 5, 4 Maccabees, Pastorals, Luke-Acts, Hermas). Art, visual imagery and epigraphical sources will also play a major role in the course. Students may choose to focus on any Jewish or Christian author from 2 Maccabees through the end of the second century CE. In special cases, students may treat third century texts. All of this material is heavily inflected by gender; students who wish to take the course for GS credit will find plenty of material in both primary and secondary literature, and must make gender the focus of their written work and presentations. All texts are available in translation, and masters students in Biblical Studies and graduate students from other areas or departments are welcome. But CJA doctoral students must work in at least one original language. About 40 minutes at the beginning or end of each class session will be devoted to translation from Greek or Latin. Students who do not read these languages need not attend the reading session, so the actual seminar period is about two hours and twenty minutes.

Goals:
*to become conscious of the workings of Roman politics, especially sexual politics, in the context of Christian origins.
*to learn to see past the dichotomy between "Hellenistic" and "Jewish" backgrounds of early Christianity and recognize ancient Jews and Christians as Roman subjects
*to represent the early Jewish and Christian texts and their authors as creative agents, addressing Roman politics from within.
*to recognize a dialectic of accommodation and resistance in the moral apologetic of the these texts, especially in the area of gender roles and sexuality.

Requirements: Participation in class discussions, short presentations and occasional quizzes (50%). Seminar paper (50%).
Gender Studies at Notre Dame

Gender Studies is an interdisciplinary academic program in the College of Arts and Letters at Notre Dame. Gender Studies analyzes the significance of gender—and the cognate subjects of sex, sexuality, race, ethnicity, class, religion, and nationality—in all areas of human life, especially in the social formation of human identities, practices, and institutions. Gender Studies gives scholars the methodological and theoretical tools to analyze gender and its cognates in their chosen disciplines in the arts, humanities, social sciences, and natural sciences. Gender Studies also provides its students and alumni with an intellectual framework in which the analysis of gender and its cognates can be creatively and critically applied to their personal, familial, professional, and civic roles. In the context of the Catholic identity of Notre Dame, Gender Studies facilitates the study of the intersection of gender and religion in the shaping of ethics, culture, and politics. Alongside our diverse array of courses drawn from across the university, our summer internship and academic-credit internship programs emphasize the holistic and practical life applications of a Gender Studies education at Notre Dame.

Requirements for a Supplementary Undergraduate Major in Gender Studies (24 credit hours):
- Introduction to Gender Studies (Fall)
- Introduction to Feminist and Gender Theory (Spring)
- 1 Gender Studies “Diversity” course
- 1 Gender Studies “Humanities” course
- 1 Gender Studies “Social Science” course
- 1 Gender Studies Capstone Project: Gender Studies Senior Internship (Fall or Spring) or Gender Studies Senior Thesis (Fall)
- 2 Gender Studies courses of your choosing

Requirements for an Undergraduate Minor in Gender Studies (15 credit hours):
- 1 introductory Gender Studies course: Introduction to Gender Studies (Fall) or Introduction to Feminist and Gender Theory (Spring)
- 4 Gender Studies courses of your choosing

Requirements for Graduate Minor:

Terminal Master’s Student Track:
- 9 credit hours of Gender Studies graduate courses - three in the "Interdisciplinary Core Seminar" in Gender Studies and six in courses either cross-listed with the Program or approved by the Graduate Minor Committee, and
- 2 semesters of participation in the Gender Studies Research Workshop, including a presentation of a research paper in this forum.

Doctoral Student Track:
- 9 credit hours of Gender Studies graduate courses - three in the "Interdisciplinary Core Seminar" in Gender Studies and six in courses either cross-listed with the Program or approved by the Graduate Minor Committee, and
- 3 semesters of participation in the Gender Studies Research Workshop, including a presentation of a research paper in this forum, and
- Evidence of substantial research in a gender-related area (such as a published article, a conference paper, a master’s qualifying paper, or a dissertation chapter).
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