FALL 2008 COURSE DESCRIPTIONS

GSC 27999-01  Gender Studies Gateway Course
CRN 14940
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. 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 1:30-2:45 pm
Fulfills Introductory Course Requirement for Majors or Minors
Abigail Palko/GSC
This course is intended to give students a familiarity with the development, context, and major issues of gender studies. Our sex has been described as the first and most formative aspect of our identity—from the moment we are born we are categorized as either a girl or a boy. But while sex is determined (not always clearly) by our biological characteristics, the lived experience—gender—is influenced by many more factors. The complexity of what gender is and how it affects us is what we will study in class. What does it mean to be a “girl” or a “boy”? How does one experience differ from the other? What about individuals who do not feel comfortable in their sex category? Gender is a complex and contested aspect of human life at which cultural norms, individual experience, nature, nurture, biology, desire and power all intersect. In class we will identify and analyze our own assumptions about what gender means while moving toward a thorough knowledge of how “gender” has been understood, performed, and deployed in history. We will be examining literature, political theory, film, visual art, critical theory and history to understand why “Gender Studies” is a useful field of knowledge, and what gender means to ourselves and to those around us.

GSC 20177   American Men, American Women
TR 3:30 – 4:45 pm
Fulfills Humanities or Diversity Requirement for Majors
Heidi Ardizzone/AMST
What does it mean to be male or female in America? How different are our ideas about gender from those of other cultures? This course will focus on the 20th century and look at the origins and development of masculine and feminine roles in the United States. How much have they changed over time and what aspects have been retained? We will explore the ways that cultural images, political changes, and economic needs have shaped the definition of acceptable behavior and life choices based on gender. Topics will range from Victorian ideals through the Jazz Age and war literature to movie Westerns, '50s television families, and '60s youth culture; and into recent shifts with women's rights, extreme sports, and talk shows.
GSC 20466  
**Marriage and the Family**  
MW 11:45 – 1:00 pm  
**Fulfills Social Science Requirement for Majors**  
Julie Sobolewski/SOC  
This course is an introduction to sociological aspects of modern families. We will begin with a historical examination of the family and the effects of broad social forces on the organizations and diversity of contemporary families. This course will examine the relationships between families and other societal institutions including economic, educational and legal/political institutions. We will also study the internal dynamics of families, including family formation and dissolution, violence, childbearing and childrearing.

GSC 20550  
**The Literature of Sport**  
MW 8:00-9:15  
**Fulfills Humanities or Diversity Requirement for Majors**  
Matt Benedict/ ENGL  
Sports and athletics have held prominent roles in human societies since the beginnings of civilization. Across centuries, nation states have used athletic competition for a variety of purposes, from paying homage to distant gods to demonstrating superiority over neighboring tribes/cultures. And the individuals, the "warriors", who excel on those "fields of battle", are venerated as heroes, champions, "gods". In this course, we will analyze a variety of literature related to sports and athletics, from depictions of wrestlers on temple walls in Ancient Egypt, to Grantland Rice's New York Herald Tribune "Four Horsemen" article, to films/novels/non-fiction (e.g., Fever Pitch by Nick Hornsby, Counting Coup by Larry Colton, Chariots of Fire, and Hoop Dreams), to podcasts of ESPN "SportsCenter". (The bulk of the texts will be from the later half of the 20th and the beginning of the 21st centuries; we will also make use of The Joyce Sports Research Collection in the Hesburgh Library.) Our investigation of the literature of sport will cover a range of topics – race, gender, class, globalization, and the purposes and functions of athletic competition, to name a few – including the rise of the "super star" athlete as a "god". Required work: quizzes, two essays, midterm, final examination.

GSC 20601  
**Globalization and Social Movements**  
TR 2:00-3:15 pm  
**Fulfills Social Science or Diversity Requirement for Majors**  
Jackie Smith/SOC  
Globalization has impacted many dimensions of social life, and it is linked to new types of conflicts and inequality that affect democracy and political participation in every country of the world. This course examines the driving forces behind globalization -- particularly its economic and institutional dimensions-- and we consider how these are affecting women, indigenous peoples, workers, and the wider social and natural environments. We will pay particular attention to how women’s mobilizations in different countries have contributed to other social movements, and how feminist critiques of power have affected a variety of social movements and institutions. Readings will cover a
range of different social movements, such as those working to protect the environment, advocating for economic justice, address social problems such as extreme poverty and public health, and fighting for the rights of women and working people.

GSC 30113  Gender & American Catholicism
TR 9:30-10:45 am
Fulfills Humanities Requirement for Majors
Kathleen Cummings/AMST
This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics' understanding of gender differences; the experience of women in religious communities and in family life; women’s involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology, and the emergence of the "new feminism" as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women's relationship to the institutional church over the last three centuries.

GSC 30224  Today’s Gender Roles
TR 9:30 – 10:45 am
Fulfills Social Science Requirement for Majors
Joan Aldous/SOC
Current changes in male and female roles and the reasons for these changes are examined. Existing gender differences, various explanations for them, and proposals for change are discussed and evaluated. This course is concerned with current changes in male and female roles in the light of social science, primarily sociological evidence. Such issues as the source of male and female role differences, the range of roles open to women and men and the consequences of changing roles and institutions like paid work and the family are considered. The class format is primarily group discussions supplemented by some lectures presentations from visiting scholars.

GSC 30430  Islam and Modernity
TR 11:00 – 12:15 pm
Fulfills Humanities or Diversity Requirement for Majors
Asma Afsaruddin/MELC
Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will address this timely topic and discuss the most important "hot-button" issues involved: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts in which these issues have been debated will also receive attention. What internal resources exist within Islamic thought which are being drawn upon by modernists to make a strong case for an essential compatibility between Islam, modernity, and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions
centered around such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

GSC 30502 American Film
TR 2:00 – 3:15 pm
Fulfills Humanities Requirement for Majors
William Krier/ENG
How the themes of "love" and "desire" are explored in selected American novels, and movie adaptations of those novels, written in the Twentieth Century. Presentations and discussions of the several genres of film produced in America since the early 1900s.

GSC 30506 Theology of Marriage
TR 12:30 – 1:45 pm
Fulfills Humanities Requirement for Majors
Paulinus Odozor/THEO
This course seeks to introduce participants to the principal elements in the Catholic Tradition on marriage by examining the sources of this tradition in sacred scripture, the work of ancient Christian writers, the official teachings of the Church and recent theological reflection. The method employed in the course is thus historical, scriptural, and thematic. The readings selected for this course are intended to expose students to contemporary discussion in moral theology apropos of these issues, and provide them with the necessary theological tools to critically evaluate a wide variety of ethical positions dealing with marriage in the Catholic tradition.

GSC 30513 History of TV
MW 1:30-2:45pm
GSC 31513 History of TV/LAB
T 7:00 – 9:00 pm
Fulfills Humanities Requirement for Majors
Christine Becker/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; how historical patterns of television consumption have shifted due to new technologies and social changes; and how television programming has both reflected and influenced cultural ideologies through the decades. In regard to the latter, we will pay close attention across the semester to television's shifting standards of gender representation, from the depiction of wives and mothers on the 1950s domestic sitcom to the "single working girl" comedy of the 1970s. We will also look at the intersection of gender and racial identities on television, such as the image of African-American masculinity during the civil rights era and the demographic fragmentation of today's viewers among gender and racial lines. 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 and strive to elucidate its impact on American culture.

**GSC 30514**  
**Women’s Voices in French Prose from the 20th Century**  
**TR 12:30 – 1:45 pm**  
**Fulfills Humanities Requirement for Majors**  
**Catherine Perry/ROFR**  
This course examines the gendered notions of "voice" and “silence" in the narrative prose of French and Francophone women authors of the 20th to 21st centuries. Works by Anna de Noailles, Gerard d'Houville (Marie de Regnier), Colette, Simone de Beauvoir, Anne Herbert, Marguerite Duras, Nicole Brossard, Sylvie Germain, Amelie Nothomb, and essays in French feminist criticism.

**GSC 30515**  
**Men, Women & Work**  
**MW 11:45 – 1:00 pm**  
**Fulfills Humanities Requirement for Majors**  
**Sophie White/AMST**  
Why does Wal-Mart’s current advertising campaigns idealize the ‘stay-at-home mom’? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls’ contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

**GSC 30516**  
**Gender and Science**  
**TR 2:00 – 3:15 pm**  
**Fulfills Humanities Requirement for Majors**  
**Janet Kourany/PHIL**  
Thanks to former Harvard University President Lawrence Summers and his suggestion, back in 2005, that women are neither motivated enough nor smart enough to succeed in science (at least not as motivated and smart as men), widespread attention has again been directed to the “gender gap” in science. But the full story has yet to be told. In this course we shall try to uncover at least key elements of that story, especially the key factors, past and present, that have kept the female/male success gap in science in place. We shall concentrate, however, on the importance of closing that gap: the significant difference it has made to both scientific knowledge and the society shaped by that knowledge when the gap has been narrowed. In the process we shall find reason to
challenge the prevailing house philosophy in both science and philosophy of science, the one that assumes that such differences as gender have no bearing on the production of scientific knowledge.

This will be a discussion class informed by readings drawn from a variety of sources, including natural and social scientists as well as historians and philosophers of science, and the requirements will include three papers.

Text: J. Kourany (ed.), *The Gender of Science* as well as articles placed on e-reserve.

GSC 30517  Garden to Ecosystem: Nature Poetry, 1650-2008
TR 2:00 – 3:15 pm
**Fulfills Humanities Requirement for Majors**
**John Sitter/ENGL**
What is “nature poetry”? Nature is, says one writer, “perhaps the most complex word in the language.” For our purposes it will primarily mean the found rather than the built environment, as we study poetry seeing and celebrating the natural world from the middle and late 17th century (Andrew Marvell, Anne Finch) to the present moment (Gary Snyder, Pattiann Rogers). But large questions about the changing, sometimes contradictory meanings of Nature will also be with us as we compare poetic representations across four centuries. For example: Does Nature include humans? Is it an ideal or a collection of facts? If it often means the opposite of Art why have so many thinkers seen the world as a vast poem or the poem as a miniature world? How does the old stereotype of Nature as feminine and Culture as masculine undergo revision in the work of modern women poets? How can poetry help in reimagining human ethics and aesthetics in an age of ecological challenge? These kinds of questions and close reading of poems will inform our discussions. Other writers to be studied will include some of the following: Alexander Pope, Charlotte Smith, William Wordsworth, John Clare, Emily Dickinson, G.M. Hopkins, Thomas Hardy, Robert Frost, Robinson Jeffers, Ted Hughes, Maxine Kumin, A.R. Ammons, Wendell Berry, Seamus Heaney, and Mary Oliver.
Requirements: engaged discussion, a report, four essays of about 1,000 words, a midterm and a final examination.

GSC 30518  Consumerism in the US - 1880 to Present
TR 12:30 – 1:45 pm
**Fulfills Humanities Requirement for Majors**
**Tim Gloege/HIST**
This course will explore the creation of contemporary consumer culture in the United States. Beginning in the late 1880s, the nature of buying, selling and consuming was fundamentally transformed in the United States. After a brief examination of the broader history of consumption, this course will explore the changes in production, marketing, retailing, and consumption from the Gilded Age to the present. Next it will trace the ways in which those changes have influenced broader cultural, institutional, and political developments throughout the twentieth century. A particular emphasis will be placed on the ways in which patterns of consumption helped define and
redefine categories of race, class and gender.

GSC 30519       Fairy Tale Metamorphoses:
TT 11:00 – 12:15 pm  Damsels in Shining Armor and Knights in Distress?
Fulfills Humanities Requirement for Majors
Jacquilyn Weeks/GSC
Whether or not they involve actual fairies, “fairy tales” always explore the boundaries of human experience – emotionally and physically. Children are abandoned in the woods, women are trapped behind glass or walled up in towers, men sent on impossible quests, yet the protagonists always find some way of adapting and overcoming the most impossible odds. This astonishing resilience of spirit is accompanied by a shocking mutability of form: men become beasts, and sometimes beasts become men, women put on armor and march off to battle, mermaids walk on land, and occasionally Little Red Riding Hood turns out to be a werewolf. In this course, we’ll be looking at contemporary films, novels, short stories, and at least one graphic novel, all of which will inspire us to ask complex questions about social norms, gender roles, and the mutability of the human body. What is life like for an ugly princess? The reading list is quite extensive because we’ll be taking a survey-view of contemporary fairy tale writing, but many of the pieces that we’ll be looking at are quite short. Authors under consideration will include: Patricia C. Wrede, Tanith Lee, Holly Black, Neil Gaiman, Bruce Coville, Patricia McKillip, Jay Williams, and Robin McKinley.

GSC 30554       Colonial Latin America
MW 11:45 - 12:35
HIST 32901       Colonial Latin America Tutorial
F 12:50-1:40 pm
Fulfills Humanities or Diversity Requirement for Majors
Karen Graubart/HIST
When Columbus stepped ashore in the Caribbean in 1492, he set in motion a process that led to the creation of wealthy Spanish and Portuguese empires in the Americas, the genocide of countless numbers of indigenous men and women, the enslavement of millions of African men and women, and the eventual formation of a variety of independent states competing in the world economy. In this semester-long survey, we will examine topics in this history that will allow us to consider how history is produced as well as what happened in the past, from various perspectives, from elite colonial administrators and merchants to indigenous peasants and formerly enslaved men and women. Most weeks' assigned readings include primary texts -- sources written by participants in these events -- and written assignments and discussion sections will concentrate upon the use of these sources.

GSC 30556       The U.S. Civil War Era, 1848-1877
MW 4:30 - 5:45 pm
Fulfills Humanities or Diversity Requirement for Majors
Michael Degruccio/HIST
Through intensive reading and writing students will explore the social and cultural history of America's most costly war. We will focus on various topics as they relate to the
war: antebellum origins, religion, gender, Lincoln's reasons for waging war, dead bodies, freedmen's families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really "won" and "lost" the war.

GSC 30568
MW 11:45 – 1:00 pm
Topics: Film & Popular Music

GSC 31568
M 9:00 – 11:00 am
Topics: Film & Popular Music/LAB

GSC 30569
MW F 3:00 – 3:50 pm
Post-Soviet Russian Cinema (in English)
Fulfills Humanities or Diversity Requirement for Majors
Alyssa Gillespie/FTT

Freed from the constraints of Soviet-era censorship, in the period 1990-2005 Russian filmmakers exploited the unique qualities of the film medium in order to create compelling portraits of a society in transition. The films we will watch cover a broad spectrum: reassessing Russia's rich pre-Revolutionary cultural heritage as well as traumatic periods in Soviet history (World War II, the Stalinist era); grappling with formerly taboo social issues (gender roles, anti-Semitism, alcoholism); taking an unflinching look at new social problems resulting from the breakdown of the Soviet system (the rise of neo-fascism, the war in Chechnya, organized crime); and meditating on Russia's current political and cultural dilemmas (the place of non-Russian ethnicities within Russia, Russians love-hate relationship with the West). From this complex
cinematic patchwork emerges a picture of a new, raw Russia, as yet confused and turbulent, but full of vitality and promise for the future. Film screenings Mon. evenings 7:30 - 10:00 p.m. (optional; films will be available on reserve). You can find complete info about the course on the course website at http://www.nd.edu/~adinega/russfilm/index.html

GSC 30571 Mixed Race America
TR 12:30-1:45 pm
Fulfills Humanities or Diversity Requirement for Majors
Heidi Ardizzone/AMST
Despite popular images of American as a “melting” both of races and ethnicities, our institutions, values, and practices have often tried to create or maintain spatial and social distance between groups defined as racially different. This course will explore that ways in which Americans have transgressed those boundaries or found other ways of interacting across cultural lines, primarily in the 19th and 20th centuries. We will examine popular cultural perceptions of people of mixed ancestry, their social experiences, the development of various mixed-ancestry communities, and historical attempts to limit interracial socializing, relationships, and marriage. These issues were and are deeply imbedded in debates over the meaning of race, gender expectations and ideas about sex and sexuality. We will also pay close attention to how minority communities have understood people of mixed ancestry in the United States, and how mixed-race identities intersect with African American, Native American, Asian, White, and Latino identities.

GSC 30572 The City in American Culture
TR 12:30 – 1:45pm
Fulfills Humanities or Diversity Requirement for Majors
Collin Meissner/AMST
Jane Jacobs wrote in The Death and Life of Great American Cities that all cities are governed by a marvelous and complex order. This order, she said, is composed of movement and change, and though it is life, not art, we may call it the form of the city, and liken it to the dance. The City in American Culture looks closely at the origins and continuation of that dance as it analyzes some of the forces which have shaped and continue to shape America’s cities and their surrounding metropolitan areas. The course will center on a number of literary and nonliterary texts and be guided by a series of questions such as: does urbanization thrive on a culture of poverty? Are twentieth-century gated communities a continuation of the brownstone mansion?” Does the American Dream require vivid urban poverty? Is there such a thing as enough? Who live in cities today? How are societal changes and the goals of urban development rewriting the role of cities? How has gentrification and evolving patterns of metropolitanism/cosmopolitanism effected the modern city and its composite neighborhoods? Why and how do cities compete for target communities such as arts,
gay/lesbian, minority, young, urban and professional? The course will have a written, research, and a practical/experiential component.

GSC 30573  Literature of Immigration: The Latino/a
Crosslist cancelled by English
MW 11:45 – 1:00 pm  —— Transnational Experience
Fulfills Humanities or Diversity Requirement for Majors
Javier Rodriguez/ENGL
The literature of Latina/o immigration and migrancy brings together a range of contemporary concerns, from identity, to the transnational, to definitions of the literary. How does international movement inflect notions of American identity? How do writers create and describe communities in constant movement? How are struggles against poverty interwoven with discussions of gender and cultural discrimination? How might literature itself respond to these concerns? Finally, how do these experiences shape our conceptions of the literary itself? In this course, we will read a range of recent materials dealing with immigration between Mexico and Latin America and the United States, as well as with intra-national migrancy. Key texts will include: Luis Alberto Urrea, The Devil’s Highway; Julia Alvarez, How the Garcia Girls Lost Their Accents; Cristina Garcia, Dreaming in Cuban; Tomas Rivera, ...and the Earth did not devour him; Luis Rodriguez, Music of the Mill; and Elva Treviño Hart, Barefoot Heart: Stories of a Migrant Child. In addition, we will draw upon various critical readings such as María Herrera Sobek’s Northward Bound: The Mexican Immigrant Experience in Ballad and Song.

GSC 30600  Modern Political Thought
TR 2:00 – 3:15 pm
Fulfills Social Science or Diversity Requirement for Majors
Eileen Botting/POLS
In this course, students will learn the focal ideas and arguments that helped shape the development of Western modernity--and its notions of freedom, equality, citizenship, rights, democracy, nationality, justice, and cosmopolitanism--through close readings of classic texts of European and American political thought. Hobbes's Leviathan, Locke's Second Treatise of Government, Rousseau's Second Discourse and Social Contract, plus several historical and political essays by Kant will offer students the opportunity to understand the evolution of the vastly influential "social contract" tradition and the variants of democracy that have sprung from it. In addition, we will read contemporary works of political theory by John Rawls, Susan Okin, and Martha Nussbaum that both build on and move beyond the early modern social contract tradition in order to engage pressing issues of social justice that are inflected by race, ethnicity, nationality, class, sex, and gender.

GSC 30602  Advanced Human Ethology
MW 1:30 – 2:45 pm
Fulfills Social Science or Diversity Requirement for Majors
James McKenna/ANTH
This class is intended for students who completed Human Ethology, a prerequisite for enrollment. It provides the opportunity to discuss the material and topics presented in the lecture course and will culminate with each student choosing a research topic and presenting it in the form of Powerpoint to the class. A second requirement in addition to weekly readings, discussion and or reviews of many articles read previously will be the completion of a significant observational study of some aspect of human behavior covered by class material. The topics to be investigated include but are not limited to the evolutionary and cultural perspectives on human aggression, sleep, laughter, grief, sex differences in behavior, institutional sports, play, parenting, infant care practices, or communication (especially non-verbal). The class fulfills a methods requirement for the anthropology major.

GSC 30604      Global Issues and the United Nations
TR 11:00 – 12:15 pm
Fulfills Social Science or Diversity Requirement for Majors
Jackie Smith/IIPS
It’s Your World . . . LEARN About it!
This MULTI-MEDIA Course- Includes Live Video-Conferences with United Nations Ambassadors and UN Secretariat Officials. A Special relationship between Notre Dame and the UN makes it possible for you to learn about the UN in a context where you can ask questions of the people who make the organization run. This course introduces students to the operations of the United Nations and its potential for contributing to a more peaceful, equitable, and sustainable world. We take up the world’s most pressing issues—such as peace and security, nuclear disarmament, poverty, economic and gender inequalities, and environmental degradation -- to explore how the world’s governments have attempted to addressed global problems. Has the UN been an effective place for managing these issues? How might it be improved? What unique roles do civil society groups, or non-governmental organizations (NGOs), play in the pursuit of the United Nations’ mission and goals? To help us consider these questions, we will meet via video conference with United Nations ambassadors, UN officials, and representatives from civil society groups. Students will have opportunities to ask questions of distinguished guest speakers, who will be joining us from the United Nations headquarters in New York. In addition to gaining an understanding of contemporary global issues, students will learn about the practical, day-to-day operations of this important world body. They will also have a chance to offer their own proposals for improving the ability of the world community to address major problems.

GSC 30615      Gender and Peace Studies
MW 11:45 – 1:00 pm
Fulfills Social Science or Diversity Requirement for Majors
Susan St. Ville/IIPS
This course will place the resources of gender theory into conversation with peace studies. In so doing it will highlight both how the category of "gender" serves as a useful analytical tool for peace scholars while at the same time noting how specific situations of conflict and peace building call into question and so prompt a reshaping of prominent
concepts in gender theory. In the first section of the course we will consider how
attention to the social marginalization of women has clarified the differential effects of
war and peace efforts. Topics to be covered include women's greater vulnerability to
personal and systemic forms of violence in conflict situations, the sexual politics of
warfare including the use of sexual violence as a tool of war, and the role of women as
perpetrators of violence. We will consider also the increased roles in peace building that
have emerged for women as a result of the attention to gender, including formal calls for
women to be included in peace processes, the recognition of gender-based war crimes,
and grass-roots peace building initiatives by women. In this section, we will draw heavily
on first-hand accounts from specific contexts of conflict, most notably Northern Uganda
and Afghanistan. Our study of women's peace building in particular sites will position us
in the final section of the course to think still more critically about concepts of gender and
power. Critics of contemporary gender theory frequently charge that in its radical
questioning of concepts of the self and identity, gender theory has lost its ability to be
politically effective. In light of our analyses, we will take up this challenge asking
whether and in what ways "gender" remains a useful tool for students of peace studies
and what possibilities our inquiry might open for reimagining concepts of gendered
identity to inform future work in peace building.

GSC 30616 Anthropology of War and Peace
TR 3:30 – 4:45 pm
Fulfills Social Science or Diversity Requirement for Majors
Carolyn Nordstrom/ANTH
This class will explore the human capacity for war and for peace. Research suggests that
for 90% of human history (which extends back tens of thousands of years) there was no
war. Today, war is firmly entrenched in the world. At the same time, peace is critical to
human advancement, social stability, and, some would argue, cultural creativity.
Anthropology provides a unique perspective on violence and conflict resolution as
anthropologists often go to the frontlines to document the experience of war and
peacebuilding firsthand. They observe and collect stories of war and peace told by those
directly involved; across cultural, ethnic, gender, and age differences--they interview
soldiers and civilians, rogues and heroes, adults and children. The course will explore
examples of the many forms of war in the world today, from tribal conflicts through
guerrilla warfare to conventional and nuclear war. It will also study societies without war
and populations with innovative ideas about peace. In all cases, we will pay careful
attention to the gendering of war and peace. Questions about war and peace are really
questions about the human condition. The class will discuss such issues as what is the
place of war and peace in human society; whether violence is inherent in human nature or
learned; and what the future of war and peace is likely to be on our planet. We will
investigate answers that range from four-star generals to tribal elders; from arms
merchants to ND students.

GSC 30617 Archaeology of Everyday Life
Crosslist cancelled by Anthropology
MW 3:00 – 4:15 pm
Fulfills Social Science or Diversity Requirement for Majors
Meredith Chesson/ANTH
While archaeology is most famous for investigating the temples and tombs of “lost civilizations,” the vast majority of the archaeological record encompasses the material traces of ordinary people in their everyday lives. In this course, students will explore the archaeological remains of peoples’ houses, daily tasks, deaths, jobs, communities, and religions. We will pay particular attention to how archaeologists reconstruct the social, economic, ritual, and political fabric of daily life in the archaeological past, and thus will be drawing on anthropological frameworks for understanding issues of identity, gender, sexuality, race, mortuary practices, constructing communities, and social differentiation.

GSC 30619 Critical Approaches to the Anthropology of Race
MW 11:45 am-1:00 pm
Fulfills Social Science or Diversity Requirements for Majors
Mark Hauser/AFST
While issues of Race and Racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. As a lived experience, race is simultaneously a very real social construct and a very artificial biological one. How can this be? Why do we care so much about classifications/divisions of humanity? How is this phenomena particularly gendered? This course will tackle the Anthropology of Race from a critical perspective. It will examine race as a lived phenomenon and the ways it intersects with gender. We will learn about the biology of human difference and similarity, how societies view such similarities and differences, how our social and scientific histories create these structures, and why this knowledge is both extremely important and too infrequently discussed.

GSC 30620 Anthropology of the Muslim
MW 3:00 pm – 4:15 pm
Fulfills Social Science or Diversity Requirement for Majors
Noor O’Neill Borbieva/ANTH
This course will be a survey examination of ethnographic work on the Muslim world appropriate for students with all levels of background in anthropology and Islam. The course will look at the Muslim world broadly defined, including ethnographic work on the Middle East, Central Asia, South Asia, Southeast Asia, Europe, Africa, and North America. The course will consider many aspects of life in Muslim societies, not just religion, including trade, travel, identity, literature, and politics. Because of its relevance to current events, a significant portion of the course will deal with gender relations and constructions of masculinity/femininity in the Muslim context. We will consider such questions as the impact of religion on gender relations, negotiations between textual traditions and "popular" traditions in determining gender relations, and the circumstances in which gender constructions in the Muslim world attract attention from the "West." The aim of this course is to give students an understanding of a wide array of approaches to ethnography. Lectures and supplementary reading material will situate the central texts in the dominant theories and assumptions of the discipline.
GSC 30652  Kinship & Comparative Social Organization  
TR 11:00 – 12:15 pm  
Fulfills Social Science Requirement for Majors  
Deborah Rotman/ANTH  
The course uses a broad cross-cultural comparative perspective to identify and analyze the major forms of human social organization. Emphasis is on kinship terminology, descent, marriage, residence units, economic exchange, political structure, and social inequality, among other topics.

GSC 40378  Media Stardom & Celeb Culture  
MW 3:00 – 4:15 pm  
GSC 41378 Media Stardom & Celeb Culture/LAB  
T 9:00 – 11:00 pm  
Fulfills Humanities Requirement for Majors  
Christine Becker/FTT  
Much of America's contemporary popular culture, movies, TV, music, even sports revolves around stars, and yet few of us understand the implications of, or even the reasons for, our society's fascination with fame and celebrity. This course interrogates the cultural phenomenon of stardom from a variety of historical and theoretical perspectives. Across the semester, we will explore how stardom developed as a concept across the twentieth century, learn how to "read" star images, look at the development of the Hollywood star system, consider what the popularity of certain film stars might tell us about the issues of social identity, examine stardom as a global phenomenon, and question why celebrity is such an obsession today. Overall, our goal will be to develop tools for investigating the cultural significance of stardom and to use those tools to uncover what stardom and celebrity reveal about both our society and ourselves. In regard to content of special interest to Gender Studies students, the course considers how stars of the past and the present represent cultural standards of masculinity and femininity, uphold or challenge conventions of sexual identity, and help audiences to define their own gender, class, and racial identity.

GSC 40553  Beyond the Islands  
TR 9:30 – 10:45 am  
Fulfills Humanities or Diversity Requirement for Majors  
Marisel Moreno/ROSP  
This course examines the literary and cultural production of Latinos/Latinas from the Spanish-speaking Caribbean. Issues of migration, transnationalism, and transculturation will be explored through the analysis of texts by Puerto-Rican, Cuban-American, and Dominican-American authors.

GSC 40554  Identity and Gender in Modern Irish Women’s Poetry
TR 5:00 – 6:15 pm  
**Fulfills Humanities or Diversity Requirement for Majors**  
**Briona Nic Dhiarmada/IRLL**  
This course interrogates issues of gender and identity in the work of contemporary Irish women poets. We examine the ways in which contemporary poets write from a constellation of identities - sexual, cultural and linguistic and will focus in particular on the ways how question as they articulate versions of identity in specific cultural and literary forms. Drawing on recent theoretical work in gender studies, feminist theory and postcolonial studies, among others, this course examines texts which question and problematize essentialist notions of cultural and gender identity. We will also explore tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary Irish-language writing. We read, among others, poets such as Eavan Boland, Nuala Ní Dhomhnaill, Máire Mhac an tSaoi, Maedhbh McGuckian, Paula Meehan, Eiléan Ní Chuilleáin.

GSC 43451  
**Sociology of Divorce and Remarriage**  
MW 1:30 – 2:45 pm  
**Fulfills Social Science Requirement for Majors**  
**Julianna Sobolewski/SOC**  
This course describes the adversity and reorganization of family life through marital discord, divorce, nonmarital births, single parenthood, and remarriage, with a particular focus on how these processes affect children. Through weekly lectures, readings, and discussions, students will become familiar with current research and policy related to these topics.

GSC 43501  
**Seminar: Topics in Medieval Art**  
TR 12:30 – 1:45 pm  
**Fulfills Humanities Requirement for Majors**  
**Danielle Joyner/ARHI**  
Between 1175 and 1195, Herrad, Abbess of the Augustinian community at Hohenbourg, oversaw the compilation of texts and images into a tremendous manuscript that she named the *Hortus Deliciarum*, the “Garden of Delights.” Likening herself to a bee collecting nectar from the flowers of various authorities, Herrad combined narrative, diagrammatic, and allegorical imagery with excerpts from over 50 texts to create a history of the world from Creation to Judgement Day. Working through the highlights of this 320-plus folio manuscript, which is reproduced in facsimile version, this course will examine the world according to Herrad as it was vividly captured in *Hortus Deliciarum*. We will examine how she adopts and adapts different visual traditions to narrate a compelling and memorable history. Using texts in translation and secondary studies, we will consider certain philosophical and theological issues relevant for the Hohenbourg community and for a more general study of the twelfth century. We will explore questions concerning time and history, the relationship of an individual to the universe, and the nature of the group-identity constructed in these pages. Finally, we will examine how this exemplary manuscript increases our understanding of the lives and learnings of women in the twelfth century.
GSC 43502   Honors Seminar: Hitchcock
MW 1:30 – 2:45 pm

GSC 41502   Honors Seminar: Hitchcock/LAB
MW 3:00 – 4:15 pm

Fulfills Humanities Requirement for Majors
Department Approval Required
Pamela Wojcik/FTT

This course aims to teach honors students research methods, project development and advanced writing techniques through an examination of Alfred Hitchcock. Students will see numerous Hitchcock films and TV shows, and read and research extensively in the literature on Hitchcock. Students will consider different approaches to Hitchcock, including auteurist, generic, feminist, psychoanalytic, and queer methodologies. Students will also consider the work of Hitchcock collaborators, including James Stewart, Cary Grant, and Bernard Hermann. By invitation only.

GSC 43550   The Meaning of Things
MW 1:30 – 2:45 pm

Fulfills Humanities or Diversity Requirement for Majors
Sophie White/AMST

“The Meaning of Things” asks how objects as diverse as an ‘heirloom’ quilt, a pair of jeans or an iPod acquire meaning and value. This course will introduce students to a range of practices relating to consumption in American history from the colonial period to the present. We will investigate the gendered aspects of production, marketing, buying and using goods as these impact not only on gender, but also on the construction of class, ethnic and ‘racial’ identities. Students will work on small collaborative projects as a foundation for writing substantive individual research papers on a topic of their choice.

GSC 43551   The Ethics of Gender and Race
MW 1:30 – 2:45 pm

Fulfills Humanities or Diversity Requirement for Majors
James Sterba/PHIL

This course is concerned with two central ideas - equal opportunity and discrimination. It focuses on what constitutes equal opportunity with respect to gender and race and how best to achieve it, as well as what constitutes sexual and racial discrimination and how best to avoid it. It begins by considering arguments of those who hold that feminist causes discriminate against men and that affirmative action programs discriminates against whites, and then considers opposing arguments. The goal of the course is to help students make up their own minds about which views on these topics are most morally defensible.

GSC 43650   Self, Society & Environment
TR 2:00 – 3:15 pm

Fulfills Social Science Requirement for Majors
Andrew Weigert/SOC

This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different
environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology knowledge perspectives and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change.

GSC 45001 Gender Studies Senior Internship
Fulfills Senior Capstone Project Requirement for Majors
Department Approval Required
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 bloc. 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 Gender Studies 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
Fulfills Senior Capstone Project Requirement for Majors
Department Approval Required
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.