

## SPRING 2008 COURSE DESCRIPTIONS

### **GSC 27999-01                      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. 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.

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### **GSC 10002/20002                      Introduction to Feminist/Gender Theory**

**TR 11:00 am – 12:15 pm**

**Fulfills Introductory Course Requirement for Minors**

**Fulfills Theory Requirement for Majors**

**Krista Duttenhaver/GSC**

Intended as a broad survey of Feminist and Gender Theory, this course is designed not only for Gender Studies concentrators, but also for anyone who is interested in exploring the ways in which the categories of gender and sex influence and shape nearly every facet of human existence. Theorizing about gender lends itself naturally to practical application in everyday life and to an interdisciplinary approach that both employs and calls into question methods, perspectives, and critical tools from a variety of fields in the humanities, social sciences, and natural sciences. In this course, you will examine topics ranging from Buffy the Vampire Slayer to feminist epistemology, from gender's intersections with race and sexuality to gender's intersections with religion and politics, and from the "Mommy Wars" and "lifestyle feminism" to pivotal debates about essentialism and constructivism. By the end of the class, you should have assembled a methodological "tool kit" that will enable you to apply a critical, "gendered" perspective in venues both inside and outside academic life.

### **GSC 20102                                      Theories of Sexual Difference**

**MWF 5:10 pm – 6:00 pm**

**Fulfills Humanities Requirement for Majors**

**Janet Kourany/PHIL**

An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? Most important, what does equality mean for people characterized by such differences? These are the questions we shall pursue in this course, and we shall pursue them systematically, devoting attention even to the male/female sex difference itself and the current debates over intersexuals, transsexuals, and transgendered persons. Our goal will be to formulate a clear and well-justified philosophical outlook on sex/gender difference, drawing on work within the natural and social sciences as well as philosophy, and within such areas as feminist theory and men's studies.









reading, students in this course will examine how the literature presents colonialism, The Great War, the deterioration of aristocratic class values and privilege in both Britain and Ireland, the destruction of the metropolis and the home during the London air raids of World War II, and the shift in personal values vis-à-vis alcohol consumption and marital infidelity. The course will look at these modernist works in light not only of the alienating circumstances they represent, but also of the effect that alienation has on the interpersonal connections between individuals.

The literary works chosen here represent a version of modernism that is not merely a movement dominated by privileged white males. In addition to the primary literary texts, students will read essays on feminism, masculinity, and gender/sexuality in an effort to trace the connections between formal literary trends and gender construction. Along that vein, the course will address the following additional topics and questions: What is subjectivity, and how do these authors experiment with its representation? Is there a difference between female and male subjectivity in these works? Whose voice do we hear – who gets to speak? What is not said and why? In the process of addressing these questions, students will be asked to consider not only historical context but also formal qualities of all the course readings.

**GSC 30512 Stein, Weil, Arendt**

**MW 1:30 pm – 2:45 pm**

**Fulfills Humanities Requirement for Majors**

**Ann Astell/THEO**

Three Women Thinkers of the Early Twentieth Century: Stein, Weil, Arendt Like Sylvie Courtine-Denany's *Three Women in Dark Times: Edith Stein, Simone Weil, and Hannah Arendt* (Cornell UP, 2000), this course groups together three extraordinary Jewish women philosophers of the World War II period. All three studied under noted male philosophers-Husserl, Alain, and Heidegger, respectively-and they developed their original insights on empathy (Stein), decreation and affliction (Weil), and "natality" (Arendt) partly as a response to their teachers. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas and Dionysius the Areopagite (Stein), St. Augustine (Arendt), and Pascal (Weil). The answers they gave to God and others testify to the heroism and brilliance of their spiritual searches for truth.

**GSC 30560 American Catholic Experience**

**MWF 10:40 m – 11:30 am**

**Fulfills Humanities or Diversity Requirement for Majors**

**Kathleen Cummings/HIST**

This course is a survey of the history of Roman Catholicism in America from colonial times to the present. We will explore the development of the American Catholic Church from its origins as a collection of small mission outposts to its current position as a national church that has assumed a leadership position in the Church universal. Throughout this time period, the meaning of American Catholicism has been continually refined and reshaped, both by events in American society and by developments within the Roman Catholic Church. We will consider how variables of region, race, gender, and ethnicity have shaped the American Catholic experience. Among the themes we will

explore are immigrant and ethnic Catholicism, education, women in the Church, social reform, and devotional and parish life. Throughout we will chart the historical development of a Catholic presence in the historical and social life of the United States.

**GSC 30561 United States Labor History**

**MWF 12:50 pm – 1:40 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Dan Graff/HIST**

The Labor Question – Who does the work? – is central to any society, and this course explores how that question has been answered throughout the history of the United States of America. “Working for a Living in the USA” will introduce you to the major themes, events, organizations, individuals, and scholarly controversies in American Labor History, from 1776 to the present. We will study the diversity of the working-class experience in the US by exploring the past from multiple perspectives, and we will analyze competing interpretations put forth by labor historians over the past half-century. 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 US history.

**GSC 30562 Sport in American History**

**MW 3:00 pm – 4:15 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**John Soares/HIST**

Sport, a major part of American entertainment and culture today, has roots that extend back to the colonial period. This course will provide an introduction to the development of American sport, from the horse-racing and games of chance in the colonial period through to the rise of contemporary sport as a highly-commercialized entertainment spectacle. Using a variety of primary and secondary sources, we will explore the ways that American sport has influenced and been influenced by economics, politics, popular culture, and society, including issues of race, gender and class. Given Notre Dame’s tradition in athletics, we will explore the university’s involvement in this historical process.

**GSC 30563 Marriage & Family in US History**

**MW 4:30 pm – 5:45 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Michael DeGruccio/HIST**

From the heated trenches of America’s “culture wars” few things are as polarizing as marriage and the family. At the extremes, some harken back to less troubled days when one man and one woman made enduring commitments to each other; others imagine a narrative of progress with women throwing off the shackles of patriarchy, as both men and women forged new kinds of relationships informed by individual needs. Through intensive reading and writing students will grapple with these conflicting narratives of

decline and triumph. We will explore Native-American families, polygamy, free-love communities, Cold War homemakers, the black family, and gay marriage. In all of these we will flesh out the ways in which defining "the family" has always been entangled with citizenship, national politics, and religious intolerance.

**GSC 30564 US South: Race & Cult. To 1865**

**MW 8:00 am – 9:15 am**

**Fulfills Humanities or Diversity Requirement for Majors**

**Erin Miller/HIST**

This course traces the roots of southern, antebellum culture by exploring the centrality of the relationships between sex, manliness, and slavery in the development of south from 1619 to 1865. By examining how European men viewed their own sexuality and that of European women in contrast to that of African men and women this course seeks to examine the complex racial and gendered identities at the center of southern culture. The underlying current of the class is to understand the complexity with which racial and gendered identities defined relationships and culture in the south. Using primary and secondary sources, we will critically engage the debates about slavery, racism, gender, and class in southern culture. We will reevaluate the historiographic arguments on American racism. We will take the notion of "southern gentlemen" to task, juxtaposing their responsibility as patriarchs to the ugly underbelly of slavery, race, and sexual exploitation. Our efforts in this class will be to understand the contours of the relationships between sexual control, manliness, and racism. We will explore the daily lives of men and women who lived during the time. A variety of perspectives will constitute our sources about slavery, including those of blacks, free and enslaved, as well as planters, abolitionists, women, and yeomen.

**GSC 30565 Andean History & Ethnohistory**

**MWF 11:45 am – 12:35 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Karen Graubart/HIST**

The Andean countries are modern-day Ecuador, Peru and Bolivia. This region is marked by geographic extremes (snow-capped mountain ranges, arid deserts, rainforests and lots of rocky terrain in between), as well as a complex and sometimes violent political and social history. In this course we will survey the ways that Andean peoples have adapted to and contributed to the formation of their societies, from pre-Columbian civilizations, most notably the Inca, to the invasion of Europeans in the 16th century, to the modern states struggling with questions of political integration, economic development and foreign intervention. We will pay close attention to the construction of hierarchies within societies and empires, including class formation, slavery and the production of gendered and sexual roles. Our readings will come when possible from primary sources, including archaeological artifacts (some from our Snite collection) and first person accounts, to allow for an ethnohistorical approach to these complex cultures.





**GSC 30609 Gender and Archaeology**

**TR 12:30 pm – 1:45 pm**

**Fulfills Social Science or Diversity Requirement for Majors**

**Meredith Chesson/ANTH**

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. 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; construction of race, gender and class relations in the past (and present); and the complex relationship between feminism, archaeology, and the politics of reconstructing the lives of women, men, and children in archaeology and the archaeological past.

**GSC 30610 Gender and Violence**

**Cancelled by Anthropology Department**

~~**MW 1:30 pm – 2:45 pm**~~

~~**Fulfills Social Science or Diversity Requirement for Majors**~~

~~**Cynthia Mahmood/ANTH**~~

~~This seminar interrogates the intersections among male, female, violence, and nonviolence. How is gender related to war and peace across cultures? We explore the biological, psychological, ritual, spiritual, social, political, and military entanglements of sex, gender and aggression in this course. We examine the lived realities of women and men in zones of conflict as both survivors and perpetrators of violence, and consider the potential of each as peace builders.~~

**GSC 30612 Archaeology African Diaspora**

**MW 11:45 am – 1:00 pm**

**Fulfills Social Science or Diversity Requirement for Majors**

**Mark Hauser/AFST**

This course is designed to serve as an in-depth undergraduate level introduction to archaeological perspectives on the African Diaspora. In this course, we examine the formation and transformation of the Black Atlantic World beginning with the transatlantic slave trade to the middle of the 19<sup>th</sup> century through the study of archaeological and historical sources. The emphasis in this course is on English-speaking African America, where the vast majority of archaeological investigations have been undertaken. A major objective of this course is to understand the material world of communities of the African Diaspora within the context of the history and historiography of the Black Atlantic. This course is organized around the following themes: 1) Diaspora and the Atlantic World; 2) Material Life of the Diaspora; 3) Diverse Communities of the Diaspora; 4) Intersections of Race, Class, Gender, and Representation.

**GSC 30613** **Comparative Slavery**

**MW 3:00 pm – 4:15 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Mark Hauser/AFST**

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the Ancient World, Africa, Asia and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: person-hood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology, gender studies, and history for our case studies in understanding this particular social form.

**GSC 30614** **Global Sociology**

**MW 3:00 pm – 4:15 pm**

**Fulfills Social Science or Diversity Requirement for Majors**

**Jackie Smith/SOC**

Global level changes have profound impacts on societies and on people's everyday practices. This course explores the major economic and institutional changes that have helped shape the world in which we live. Students will become familiar with the workings of global institutions like the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization. We explore important topics such as immigration, inequality, gender, human rights, environmental degradation, and development as we consider how the global system affects other levels social organization and practice. How, for instance, does the World Trade Organization affect democracy within countries? Do U.S. policies within the World Bank contribute to environmental protection? What happens when international trade agreements come into conflict with international human rights norms? How has globalization affected the ways people engage in political action?

Kroc MA Addendum: Global changes have important implications for the types and intensities of conflicts around the world, and it is difficult to address these conflicts without an understanding of how they are embedded within a broader, global system. This course helps students analyze the ways power operates in the world economy and political system and its impacts on conflict and peace processes in diverse settings.

**GSC 30615****Gender and Peace Studies****TR 12:30 pm – 1:45 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 re-imagining concepts of gendered identity to inform future work in peace building.

**GSC 30651****Contemporary Political Thought****TR 12:30 pm – 1:45 pm****Fulfills Social Science Requirement for Majors****Dana Villa/POLS**

A survey of important trends in political theory during the twentieth century. Readings from Nietzsche, Max Weber, Carl Schmitt, Hannah Arendt, Leo Strauss, Isaiah Berlin, Michel Foucault, and Richard Rorty.

**GSC 33652****Senior Seminar: Transnational Social Movements****TR 2:00 -3:15 pm****Fulfills Social Science or Diversity Requirement for Majors****Luc Reydam/POLS**

Last year colleges across the US held action weeks to “Save Darfur”; at Notre Dame the Student Senate adopted a “Fair Trade Coffee” resolution; “Men Against Violence” ran the “No Matter What you Do...Be A Man Against Violence” poster campaign; for a couple of days some students and faculty could be seen wearing “Gay? Fine by me” orange T-shirts; anti-abortion activists planted thousands of small wooden crosses on the Main Quad. Coincidence? Isolated local events? Or part of a something larger?

The seminar considers transnational social activism from the angles of international relations theory (impact on relations between states) and organizational sociology (structure and strategies) and explores the following questions: Who are the different actors involved and how are they organized? How integrated are they? Are the actors principled or market-based (self-interested)? Who are the targets and how do they respond? Which are the main issue areas? How are issues framed? How do states respond? How democratic are such movements? How successful are they? What explains their success? How does transnational social activism relate to traditional institutional politics? Is this a progressing/expanding phenomenon with perhaps applications in other fields such as “global governance”, global terrorism, and the global economy?

Apart from gaining inside into the world of transnational social activism the goal of this *writing* seminar is to learn the *skill* of researching, writing, and presenting an *academic paper*. The emphasis will be on writing as a sustained *process* with measurable *progress*.

A seminar – as opposed to a lecture course - is horizontally structured, with the instructor in the dual role of facilitator and participant. Information, knowledge, and critique are exchanged *reciprocally* (↕ and ↔). As the semester progresses students increasingly take ownership of the seminar. Its success depends therefore on the contributions of *all* participants.

**GSC 40189 US Sex/Sexuality/Gender from 1880**

**TR 11:00 am – 12:15 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Gail Bederman/HIST**

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

**GSC 40251 Fashioning Identity in Colonial America**

**TR 2:00 pm – 3:15 pm**

**Fulfills Humanities Requirement for Majors**

**Sophie White/AMST**

This course will focus on dress and material/visual culture in Colonial North America. It will provide an introduction to methodology, and offer an overview of key themes in the history of dress (the production, marketing and acquisition of cloth and clothing) and will assess the importance of fashion to commerce and politics. We will evaluate the role of dress in the construction of colonial identities, and we will examine the ways that dress operated as a visual locus for racial, class and ethnic encounters.



**GSC 40551 Migrating Melodramas**

**TR 12:30 pm – 1:45 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Belkys Torres/ILS**

This course examines how various forms of popular culture from Latin America and the Caribbean migrate to the U.S. and are reappropriated by Latina/o cultural producers. Focusing particularly on theories of melodrama as a feminine discursive space, we will analyze several works of Latina/o literature which underscore women's active interpretation and reappropriation of music, film, and television. While this is a literature-based course, students will also examine how hybrid cultural products such as contemporary music, films, and telenovelas produce a transnational imaginary that connects Latinas/os in the U.S. with Latin America and the Caribbean. We will read *Loving Pedro Infante* by Denise Chávez, *Woman Hollering Creek and Other Stories* by Sandra Cisneros, *The Mambo Kings Play Songs of Love* by Oscar Hijuelos, and *Tomorrow They Will Kiss* by Eduardo Santiago as the literary frameworks that will guide our discussions.

**GSC 40552 Films of Pedro Almodovar**

**TR 2:00 pm – 3:15 pm**

**Fulfills Humanities or Diversity Requirement for 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 43201 Families & Their Interrelation**

**TR 9:30 am – 10:45 am**

**Fulfills Social Science or Diversity Requirement for Majors**

**Joan Aldous/SOC**

This course brings together three fundamental elements of everyone's daily living and society's functioning: families, gender and jobs. Families have always had to work to obtain the food, clothing and shelter essential to their survival. Customarily, this work has been divided according to gender and age. Our focus will be on the ways family members' paid work affects family life, and how jobs may vary according to historical era, social class, gender, and ethnicity of the employed worker.

We will be looking at how changes in the two genders' relations to the paid labor force are affecting domestic behaviors. How much jobs pay and the hours at work jobs require influence women's and men's power to affect the family's division of labor, and so the kinds of tasks men and women perform around the house. More importantly, however, are the expectations we have learned from childhood about what men and women should do with respect to household and child care. And what goes on in families has an effect on members' job-related behaviors like getting to work on time, being on the job during required work hours and following instructions from higher-ups in the workplace. We

shall also not overlook other family-work relations, such as the different kinds of jobs women and men hold, their wages and the hours and days they work, which can be affected by their family lives.

**GSC 43500** **Images of Women in American Cinema**

**MW 1:30 pm – 2:45 pm**

**Fulfills Humanities Requirement for Majors**

**Carol Susan Meaney Halperin/AMST**

In viewing any film, we must ask ourselves what the filmmakers want us to think. To answer that question for a specific genre, we will be studying portrayals of 20<sup>th</sup> century-women in film and how these images have evolved in reaction to, and as a backlash against, the modern feminist movement. In her book *Devil in the Shape of a Woman*, author Carol Karlsen proves that “the history of witchcraft is primarily a history of women.” This course delves into the further assertion that “we still live with witches in our culture, however much their shape may have changed over time.” Indeed, there is both a dread of and fascination with powerful and frightening women that continues to be perpetuated in America, particularly as reflected through the medium of film. We will begin by studying the alleged sins of the original 17th Century witches, and we will see in what ways their collective transgressions and disgrace were resurrected in pop culture during and after the modern feminist movement, as warning and reprimand for future generations of would-be witches. We will try to identify our own views and/or biases about the roles of women in America by considering both conservative and liberal perspectives.

**GSC 43549** **Race, Gender & Women of Color**

**TR 2:00 pm – 3:15 pm**

**Fulfills Humanities or Diversity Requirement for Majors**

**Heidi Ardizzone/AMST**

This seminar analyzes 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 Americans? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

**GSC 45001** **Gender Studies Senior Internship**

**Department Approval Required**

**Fulfills Senior Capstone Project Requirement for Majors**

**Krista Duttenhaver/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 a minimum of 4 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

