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.
GSC 20175  Role of Black Outsiders  
TR 3:30 pm – 4:45 pm  
Fulfills Humanities or Diversity Requirement for Majors  
Jacquetta Page/AFST  
They go by many names: bohos, artists, radicals, intellectuals, TRAs, mixies, and Afro-punks. They are members of the African Diaspora who defy the stereotypical construction of Black people that the media and a history of marginalization by the “mainstream” culture have created. People who look like them and with whom they share the same politicized racial identity often ostracize them. Are these individuals dangerous outsiders, who by eschewing the communal traditions that led to the securing of civil rights for a united African American population are imperiling Black identity with a quest for individual freedom? Or, are they renegades, whose explorations outside of accepted constructions of Black identity challenge entrenched ideas of race, class, sexuality and gender, not only for African Americans, but for everyone living in a postmodern multicultural world?

These are some of the questions we will explore in this course. It is an investigation into the lives, works, and legacies of members of the African Diaspora who are clearly into “some other mess”: that is, those who insist on doing their own thing in a world that still takes issue with individual freedom of expression for some marginalized peoples. The assertion of the right to individual expression raises questions that are at the heart of the American ideal of integration and the African American construct of Community. By critically engaging the works, lives, and writings of Black Outsiders, we will begin to understand their role within the Diaspora, the larger American society, and a shrinking world impacted by globalization.

GSC 20178  Women in Islamic Societies  
TR 12:30 pm – 1:45 pm  
Fulfills Humanities or Diversity Requirement for Majors  
Asma Afsaruddin/MELC  
This course is a broad survey of women’s and gender issues in various Islamic societies, with a focus on the Arab Middle East. The first half of the semester will concentrate on the historical position of women in Islamic societies, defined by the normative values in diverse circumstances and who gets to do the interpreting have had an important impact on women’s societal roles. The second half of the course will privilege women’s voices and agency in articulating their gendered identities and roles in a number of pre-modern and modern Islamic societies. Our sources for discovering these voices are women’s memoirs, fiction, magazine articles, and public speeches. We will also focus on how historical phenomena such as Western colonialism, nationalist liberation movements, civil and other forms of war have given rise to women’s organized movements and a feminist socio-political consciousness in many cases.
Marriage and the Family

GSC 20466    MW 11:45 am – 1:00 pm
Fulfills Social Science Requirement for Majors
Juliana Sobolewski/SOC

The family is typically thought of as the primary and most fundamental of social institutions. It is within this institution that early socialization and care-giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give you 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 - that is, gaining knowledge about national family trends and patterns in the U.S. - you should be better able to see how family life is linked to larger social factors like race, class, and gender. This will also help in viewing the family, which can be very personal, in more objectives terms.

Reinventing the Fairytale

GSC 20549    MW 1:30 pm – 2:45 pm
Fulfills Humanities or Diversity Requirement for Majors
Jacqui Weeks/ENGL

For this course, we will be focusing on four primary fairy tales: "Cinderella," the frame narrative for *The Arabian Nights*, "Beauty and the Beast," and "The Pied Piper of Hamelin." We will examine the same stories over and over because the differences between versions are just as important as the central plot. In pursuit of interesting revisions, we will look at films, novels, music, story recordings, picturebooks, short stories, and poems - always asking ourselves how each media affects our perception of the story being narrated. Hopefully, we will also begin to see patterns between different texts and different kinds of texts. Fairy tales have always had the capacity to teach audiences about the world they inhabit, and we will be looking for the messages hidden between the lines. We will also learn to identify the ways in which narratives have shifted over the centuries, from traditional oral performances to contemporary written media and film. The course will draw on larger themes of gender relations, power hierarchies, national identities, the importance of oral cultures and the written word, and aspects of narrativity. Because of that, we will be exploring materials generally covered by other disciplines such as history, anthropology, philosophy, gender studies, peace studies, political theory, developmental psychology, and sociology. You will be expected to contribute to the class out of your own field of specialization while learning the skills necessary to negotiate literary theory.

Note: The idea that fairy tales are for children or are somehow "innocent" is a fairly recent development. Fairy tales were designed to deal with the extreme experiences of human emotion, and several of the stories that we will be looking at deal frankly and explicitly with sex, murder, child abuse, rape, and other "adult" topics.
In 1948, Alfred Kinsey conducted the first sex study in the United States and brought the discussion of sexual behavior to the forefront with the unveiling of his findings. This course is designed to be an in depth sociological study into the sexual behavior in America through a theoretical and historical analysis. The course will concentrate on analyzing sexual behavior in America through the findings of major studies, the social construction of sexuality, the social control of sex, sex and the law, and current issues dealing with sexual behavior.

In 20th century Japan, as old roles such as samurai and geisha waned, both men and women had to re-define the characteristics and meaning of masculinity and femininity. This course will look at constructions of gender in modern Japanese literature by both female and male authors. As we discuss both normative and deviant depictions of male and female roles, some topics we will address include: men and women at work and at war, marriage and family life, homosociality and homosexuality. We will also cover some of the major authors, genres, and literary movements of modern Japanese literature.

The primary goal of this class is to become familiar with major works of modern Japanese fiction, and to analyze those works in terms of feminist, queer, and gender theory. In addition to the primary texts, we will also read some short selections by prominent theorists in these fields. The secondary goal is to practice writing analytically about what you have read, and to learn how to incorporate critical theory into your writing.

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors as well as the work of female authors.

Objectives: This course is offered by the Department of Romance Languages and Literatures and is cross-listed with the programs in English, Medieval Studies, and Gender Studies. It is designed as an introduction to the study of women and literature of the Renaissance period in Europe. This course will treat the subject of the "Renaissance woman" in several ways. First, there will be a “cultural studies” element that includes a brief historical overview of the condition of women of different social classes during this period, focusing on topics such as their education, the role of marriage, and the convent as an alternative to married life. To further our cultural studies, artistic and musical representations of women will be examined, and we will watch the film “Elizabeth”
which dramatizes the life of Queen Elizabeth I. The main focus of this course, however, is literary. To that end, we will first survey how women were viewed in the literature written by men in various European countries. Here we shall read excerpts from Dante and the courtly love tradition, Petrarch and the Petrarchists, Shakespeare, Rabelais, Ronsard, and the Anti-Petrarchists. We shall also attend a performance of Shakespeare’s The Taming of the Shrew. Afterwards, we shall study the literature created by women during the Renaissance in Europe. During this part of the course, we shall consider some of the problems generated by women’s writing, using Virginia Woolf’s A Room of One’s Own as a point of departure for our discussions. At the end of the course, we will resume our study of the image of the Renaissance woman by reading a modern play about Shakespeare’s daughter, Susanna Hall, that treats some of the issues facing women at that time. All foreign texts will be read in English translation. Throughout, a close reading of the texts will be emphasized.

GSC 30508  Survey of French Literature II  
TR 3:30 pm – 4:45 pm  
Fulfills Humanities Requirement for Majors  
Catherine Perry/ROFR  
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 Djavann), 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 30509  Everybody’s Shakespeare  
TR 2:00 pm – 3:15 pm  
Fulfills Humanities Requirement for Majors  
Jacqueline Brogan/ENG  
A close analysis of Shakespeare's plays (including tragedies, comedies, and romances), as well as a number of contemporary "re-visions" of those works by authors of varying cultural, ethnic, or gender backgrounds.

GSC 30511  Modern British & Irish Literature  
TR 9:30 am – 10:45 am  
Fulfills Humanities Requirement for Majors  
Sian White/ENGL  
By the first half of the twentieth century, Europe had been manifestly affected by industry and the metropolis, by scientific theory and psychoanalysis, by mechanical transportation and communication devices. Such a climate challenged traditional values, social mores, class distinctions, gender roles, and conceptions of nation, propriety and home. The literature from the first half of the century suggests that the increasingly alienating world forces interpersonal connection to take place under new circumstances, often outside of the traditional settings regulated by marital, social and religious convention. Through close
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 thing are as polarizing as marriage and the family. At the extremes, some hearken 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 30566   20th Century Irish Literature
MW 3:00 pm – 4:15 pm
Fulfills Humanities or Diversity Requirement for Majors
Julieann Ulin/ENGL
This course is designed to meet the University’s literature requirement and will explore the centrality of emigration and immigration in the literary production of Irish fiction and drama by both writers in Ireland and abroad. The course will range from the nationalist movements of the early 20th century and their demand for a stop to emigration from Ireland to the early 21st century, which has seen a tremendous influx of immigrants, refugees and asylum seekers into Ireland. Special attention will be paid to the homeless Irish woman and the immigrant Irish woman, domestic violence, the concept of emigration as liberatory or as exile, the problems of the returnee, and fantasies of gender and ethnic essentialism and of a threatened “authentic” home and nation. The course will be reading-intensive, and will emphasize close reading skills, cultural analysis and historical contexts for each text. Students will write weekly short papers (3 pages) that perform literary analysis and incorporate historical readings and/or literary theory from library reserves.

Course texts will include W. B. Yeats’s and Lady Gregory’s Cathleen ni Houlihan, Joyce’s Dubliners, Brian Friel’s Philadelphia, Here I Come, Maeve Brennan’s The Rose Garden, Betty Smith’s A Tree Grows in Brooklyn, Eugene O’Neill, Long Day’s Journey Into Night, Edna O’Brien, Down by the River, Marina Carr’s By the Bog of Cats and Roddy Doyle’s The Woman Who Walked into Doors.

GSC 30567   Reading the Unwritten Story: Mother-Daughter Relationships in 20th Century Irish Fiction
TR 2:00 pm – 3:15 pm     Fulfills Humanities or Diversity Requirement for Majors
Abigail Palko/IRST
While the role of father-son relationships (and their attendant conflict) in Irish literature of the twentieth century has been well established, the Irish mother-daughter relationship is, as Anne Fogarty notes, “an unwritten story in Ireland” – not because it really is unwritten, but because it has not been well charted in literary studies. The dilemmas that the family poses and that daughters face are fruitful topics for exploration; Declan Kiberd notes that “for some women writers the family was a trap, for others it remained…a zone of resistance.” Students in this course will undertake a chronological reading of twentieth century Irish women writers, tracing the developing mode(s) of representation employed to depict Irish maternity and analyzing their place in the Irish literary canon. Such a reading will also permit them to explore the relationships between these images and other pertinent themes, such as political and social issues, expressions of sexuality, the role of religion in Irish society, and images of nationhood.

Authors to be read include: Elizabeth Bowen, Clare Boylan, Maeve Brennan, Lara Harte, Molly Keane, Mary Lavin, Dorothy Macardle, Edna O’Brien, and Kate O’Brien. Course requirements include short response papers (1-2 page each), a short paper (3-4 pages), a research paper (8-10 pages), and midterm and final exams.
GSC 30601 Feminist Political Thought
TR 3:30 pm – 4:45 pm
Fulfills Social Science or Diversity Requirement for Majors
Ruth Abbey/POLS
In many countries of the western world, feminism has had a powerful impact on the conduct of practical politics. The purpose of this course is to consider the ways in which feminist thought has influenced political theory. We open our study by plunging into a controversial contemporary debate: what is the relationship between feminism and multiculturalism? Then, returning to some of the earliest feminist critiques of modern politics by Mary Wollstonecraft, John Stuart Mill and Harriet Taylor, we examine a range of feminist approaches to politics, asking what unifies them and where and why they diverge from one another. One of the guiding questions of this course will be the extent to which feminist approaches pose a fundamental challenge to traditional political theory: Can feminist theories of politics just ‘add women and stir’? Or do feminist approaches compel us to new or different methodologies, conceptual tools and even definitions of politics? We also ask how meaningful it is to speak of feminism in the singular: given the immense variety displayed by feminist thinking, should we talk about feminisms?

GSC 30607 Introduction to South Asian Politics
TR 2:00 pm – 3:15 pm
Fulfills Social Science or Diversity Requirement for Majors
Vinetta Yadav/POLS
This course will present an overview of the politics of modern South Asia focusing on Afghanistan, Bangladesh, India and Pakistan. We will begin by studying the impact of the British colonial experience, the rise of nationalism and the emergence of independent nation states. To develop a broad understanding of the political and economic experience of the region we will spend time analyzing the four countries individually before moving on to explore four important themes in Political Science. First, regime choice and regime survival in the four countries. Second, the role of women in the development experience. Third, identity politics and the emergence of violent domestic and international movements. Fourth, international relations focusing on the role of three key actors - the US, China and the Middle East in regional politics.

GSC 30608 Anthropology of Reproduction
MW 11:45 am – 1:00 pm
Fulfills Social Science or Diversity Requirement for Majors
Vania Smith-Oka/ANTH
In this course we will examine a variety of issues related to reproduction. We will concentrate on anthropological studies related primarily to reproductive health throughout the life cycle, such as pregnancy and childbirth, midwifery, reproductive freedom, and the politics of the nation-state as they affect women’s and men’s reproductive lives. We will use ethnographic readings and examples from around the world to illustrate our discussions and gain an understanding of the complex intertwining of local and global politics regarding reproductive experiences and choices.
GSC 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 19th 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.
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.
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.


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 40478   Cultures of Fear: Horror Film
TR 3:30 pm – 4:45 pm
R 5:00 pm – 6:15 pm
Fulfills Social Science Requirement for Majors
Devorah Snively/ANTH
Horror and fear play seminal roles in the construction of cultural mythos and practice. In the modern and post-modern eras, the horror film and a culture of fear have come to prominence as core elements of cinematic expression. In this course we will examine the construction and application of central themes in the scope of international horror cinema and how they reveal salient aspects of cultural similarities and differences including: gender, sexuality, violence and socio-political climates. Students will contextualize the films via texts drawing from anthropology, film studies, basic film production and culture theory. Course work will include research papers and the production of a short visual piece representing the students' interpretations of "What is scary?"

GSC 40500   Love and the Novel
MW 3:00 pm – 4:15 pm
Fulfills Humanities Requirement for Majors
Margaret Doody/ENG
Beginning with The Symposium and ending with selected modernist writings, how Eros has appeared and been expressed in the West.

GSC 40550   Nebraska vs. Fields: 1920 Case Study
TR 3:30 pm – 4:45 pm
Fulfills Humanities or Diversity Requirement for Majors
Gail Bederman/HIST
In 1921, Dr. Leslie S. Fields of Omaha Nebraska was sentenced to one-to-ten years in prison for performing an illegal abortion resulting in the death of twenty-year-old Miss Ruth Ayer. Although the case has long been forgotten, a complete, word-for-word transcript of Fields's five-day trial recently surfaced on Ebay. This hitherto-unknown, and never-before-analyzed document opens a window into the histories of gender, law, medicine, society and culture in the American heartland at the end of the Progressive era. Students in this class will begin the work of unpacking and analyzing the history and context of the story told by that trial transcript. The first half of the class will be devoted to understanding the broader historical context of the law, medicine, politics, women, and abortion during the early twentieth century; to that end, a number of secondary source books and articles will be read and students may be asked to locate and read a variety of relevant primary and secondary sources to help us understand the larger historical context. During the last half of the class, each student will research and write an in-depth report on one person, aspect or issue raised by the case of the State of Nebraska vs. Leslie S. Fields.
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 20th 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
spring semester of the senior year. 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 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. 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 is usually 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.