Graduate Minor Courses

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

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

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

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

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

GSC 63505  Seminar: Gender and Sexuality in Modern Art
MW 1:30 pm – 2:45 pm
Fulfills Humanities Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Kathleen Pyne/ARHI
In this course we will examine many of the major figures --- both men and women artists --- of nineteenth- and early twentieth-century European and American art, in terms of the current debates about the roles of the gender and sexuality in modern art. The selected readings will explore a broad range of discussion in this field, as well as the theoretical sources of these studies. The most important of these issues will include theories of sexuality and gender derived from the writings of Freud and Foucault; the role of sexuality and gender in the formation of the avant-garde; the problem of feminine subjectivity; typologies of the woman artist; the maternal body in modern art; gender and sexuality in the artist's self-performance of artistic identity; and the role of the primitive in modern artistic identity.

GSC 63553  Gender and Power: Sexual Imperial Politics and Ancient Judaism and Christian Origins
T 3:30 pm – 6:00 pm
Fulfills Humanities or Diversity Requirement for Undergraduate Majors
Fulfills Course Requirement for Gender Studies Graduate Minor
Mary Rose D'Angelo/THEO
This course explores Roman and particularly Augustan propaganda on what are now termed "family values" as the context for the moral apologetic of early Judaism, Christian origins and second century Christianity. The focus will be on reading Roman period texts that propound or celebrate imperial moral standards and the Jewish and Christian texts that respond to the moral claims made in justification of the imperial rule. The material will be organized chronologically according to the Roman imperial dynasties: Augustus and the Julio-Claudians (31BCE-68CE, e.g. Augustus, Dionysius of Halicarnassus, Seneca, 2 Maccabees, Sibylline Oracles 3, Philo, Paul), the Flavians (69-96; e.g. Musonius Rufus, Josephus, Sibylline Oracles 4, Mark, Matthew) and Nerva, Trajan and Hadrian (96-138, e.g. Pliny the Younger, Dio Chrysostom, Plutarch, Sibylline Oracles 5, 4 Maccabees, Pastorals, Luke-Acts, Hermas). Art, visual imagery and epigraphical sources will also play a major role in the course. Students may choose to focus on any Jewish or Christian author from 2 Maccabees through the end of the second century CE. In special cases, students may treat third century texts. All of this material is heavily inflected by gender; students who wish to take the course for GS credit will find plenty of material in both primary and secondary literature, and must make gender the focus of their written work and presentations. All texts are available in translation, and masters students in Biblical Studies and graduate students from other areas or departments are welcome. But CJA doctoral students must work in at least one original language. About 40 minutes at the beginning or end of each class session will be devoted to translation from Greek or Latin. Students who do not read these languages need not attend the reading session, so the actual seminar period is about two hours and twenty minutes.
Goals:
*to become conscious of the workings of Roman politics, especially sexual politics, in the context of Christian origins.
*to learn to see past the dichotomy between "Hellenistic" and "Jewish" backgrounds of early Christianity and recognize ancient Jews and Christians as Roman subjects

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to represent the early Jewish and Christian texts and their authors as creative agents, addressing Roman politics from within.
*to recognize a dialectic of accommodation and resistance in the moral apologetic of these texts, especially in the area of gender roles and sexuality.

Requirements: Participation in class discussions, short presentations and occasional quizzes (50%). Seminar paper (50%).