

# Fall 2017

## UNDERGRADUATE COURSE DESCRIPTIONS

### **Gender Studies Pre-Registration Approval Course**

**GSC 27999-01 (CRN 12864)**

**For all Majors & Minors**

**No Hours/No Credits    Co-Requisite Course for Pre-Registration Approval**

All Gender Studies Majors and Minors are pre-approved for this Gateway Course once they have finalized meeting procedures with the Gender Studies Academic Advisor. Every Gender Studies Major and Minor **MUST REGISTER FOR THIS COURSE ONCE A SEMESTER** in order to obtain pre-approved permission to register for Gender Studies Courses other than those specifically requesting Department Approval.

**GSC 10001/20001**

### **Introduction to Gender Studies**

**TR 12:30pm-1:45pm**

**Pamela Butler/GS**

**TA – Marisol Fonseca / PhD in Literature**

**TA – Marjorie Housley / PhD in English**

**Attributes: Fulfills Introductory Course Requirement and University Social Science Requirement**

This course introduces students to the interdisciplinary field of gender studies, presenting current research and debates regarding differences among gender, sex, and sexuality through an intersectional lens, with attention paid to the cognates of race and ethnicity. Through careful consideration of historical developments in our understandings of gender, students will ask questions in a systematic way about how gender is constructed and how it impacts society and influences the creation and valuation of texts. We will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

This course will show how research on gender is done by taking up debates and discourses around gender from sociology, anthropology, film and visual culture, history, literature, philosophy, political science, psychology, theology, and other fields which engage gender as a salient research topic. This course introduces students to social science methodologies, as well as close textual analysis; students will produce: an autoethnography, ethnographic participant observation and/or interviews, a survey questionnaire, data analysis, and content & textual analysis of a cultural artifact.

**GSC 20466**

### **Marriage and the Family**

**MW 3:30pm -4:45pm**

**Abigail Ocobock/SOC**

**Attributes: Religion & Family, Fulfills University Social Science Requirement**

The family is often considered the most fundamental social institution. It is within the family that early socialization and care-giving usually take place, shaping our ideas about the world, yet we often find it difficult to see how a social institution as private as the family is shaped by historical and social forces. This course will give students the opportunity to learn about the diverse forms the family has taken over time and social context. This knowledge will be useful in examining ongoing debates about social policy and the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools to understand how family life is linked to social structure; to economic, cultural, and historical events and transitions; and to status characteristics like race, class, and gender.

**The Sociology of Sexuality****MW 11:00-12:15am****Abigail Ocobock/SOC****Attributes: Gender & Society**

When people think about sexuality, they often adopt a biological view—seeing sexuality as “driven” by hormones and nature. This course adopts a different approach by viewing sexuality through the lens of sociology—as shaped by social processes, including social interaction, institutions, and ideologies. It will focus on examining three aspects of sexuality: 1) The social, historical, and cultural factors that shape sexual behaviors, desires, identities, and communities; 2) The ways in which sex and sexuality are constantly regulated and contested at multiple levels of society, including within families, schools, workplaces, and religious and political institutions; and 3) The sources and effects of sexual inequality. While our focus will be on sexuality, we will also study how other identities (gender, race, class, religion, etc.) influence and affect it. Students will be encouraged to question taken-for-granted assumptions about sex and sexualities and formulate critical perspectives on issues pertaining to sexuality in today’s public discourses. This course is sex-positive in that it assumes that knowledge about sexuality is empowering, not dangerous. The readings and discussions will be frank, and students will be assisted in developing a language for, and comfort level with, discussing a wide range of sexual topics in a respectful and sociological way. In the process, students will be challenged to improve their critical thinking, researching, writing, and public speaking skills.

**“La Bourgeoisie” Race, Class, and Sex in France Today****MW 2:00-3:15pm****Alison Rice/ROFR****Attributes: Arts & Culture**

This course will focus on contemporary French-language texts that evoke immigrants and their offspring in France today. We will pay special attention to depictions of men and women of Maghrebian origin who have climbed the social ladder in various professions to gain notoriety and respect, and we will examine the textual depictions of sexual differences and gendered expectations in French society, especially when it comes to individuals who are perceived as “foreigners.” (Taught in French)

**Introduction to Fiction: Writing Women****MW 8:00am-9:15am****Abigail Burns/ENGL****Attributes: Arts & Culture**

In this course, we will explore the fundamental elements of craft in fiction, including but not limited to narrative, point of view, dialogue, and voice. This course is a workshop geared toward generative processes and revision. Throughout the semester, we will read contemporary fiction and essays written by women to ground our own creative work, with an eye toward the different ways in which women are represented in both literature and the publishing industry. We will ask how politics, both feminist and otherwise, can or should inform our writing.

**Novels of London****TR 9:30am-10:45am****Elizabeth Evans/ENGL****Attributes: Arts & Culture, Fulfills University Literature Requirement**

In the Sherlock Holmes story “The Scandal of Bohemia,” Irene Adler dresses in men’s clothes to walk alone in London and outsmarts the detective. Over a hundred years later, an adaptation of the story on BBC’s Sherlock makes Irene Adler a London dominatrix dependent on her smart phone. Why? This course explains how one Irene Adler became the other by examining gender, technology, and London as they evolved in British novels from 1900 to the present day.

Comparison of Arthur Conan Doyle’s stories and BBC’s Sherlock set the stage. We’ll then read novels by early 20th-century literary icons H. G. Wells and Virginia Woolf, who, in very different ways, imagine London, men and women’s places within the city, and the consequences of new technologies, from telegrams to airplanes. The second half of the semester will be devoted to novels of our time, most likely by Zadie Smith, Nick Hornby, and Tom McCarthy. We’ll pay additional attention to how many of our novels, both popular and experimental, find another life in film.

**Labor & America Since 1945****TR 9:30-10:45am****Daniel Graff/HIST****Attributes: Gender & Society, Fulfills University History Requirement**

This course explores the relationships among and between workers, unions, employers, and government policymakers since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe’s unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, unions like the United Auto Workers, the United Steel Workers, and the International Brotherhood of Teamsters who together represented 35% of eligible workers at their peak in 1955, and whose leaders ensured that at least some of the heady postwar profits made it into the wallets of workers and their families – and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. Fast-forward to today, however, and the labor movement appears marginal to the American political economy, as unions represent only 8% of workers in the private sector. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades.

What accounts for the decline of organized labor since 1970, and why have the people of the mythic “land of milk and honey” experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is “globalization,” and what has been its impact upon American workers and their unions?

Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and others. It will also address the prospects for working people and labor unions in the twenty-first century.

**Handmade in America – Cancelled by Gender Studies****TR 3:30-4:45pm****Pamela Butler/GS****Attributes: Arts & Culture**

Historically, crafting and decorative arts have been central to how America is defined through such categories as gender, race, and citizenship. Today, leisure craft activities like knitting, quilting, and scrapbooking continue to be exemplary sites for the formation and negotiation of American identity. This course asks how these "crafting" activities and cultures shape contemporary understandings of Americanness, focusing on their role in defining some foundational binaries of U.S. social and political life, including labor/leisure, production/consumption, male/female, art/craft, white/black, and citizen/foreigner.

**Global Activism****MW 2:00-3:15pm****Luc Reydam/POLS****Attributes: Gender & Society**

*Take action now!* This course is about transnational networking, organizing, and campaigning for social change, with equal attention for conceptual and substantive issues. Conceptual issues include framing, strategies, tactics, and actors. The issue areas examined are labor, human rights, women's rights, the environment, peace and disarmament, and anti-globalization. The course zooms in on specific campaigns like global warming, violence against women, and ban-the-bomb. Counter-campaigns are also reviewed and readings on any given issue or campaign always include a critical or dissident voice.

**Film and Popular Music****MW 2:00-3:15pm****M 3:30-6:00pm Lab****Pamela Wojcik /FTT****Attributes: Arts & Culture**

This course examines the use of popular music in American film. Students will learn about the distinction between the classical film score and uses of popular music in film. We will consider how changes in the film industry, including horizontal integration, impact the use of popular music; why and how the film industry resisted rock and roll; narrative uses of film music; uses of pop music to signify time periods, subcultures, racial identities, queer identities, and more. We will look at uses of pop music in classical Hollywood, the film musical, rockumentaries, biopics of musicians, and the use of prerecorded music as soundtrack. Throughout, we will attend to ways in which gender, race, and sexuality are expressed musically. Students will see a wide range of films, including American Graffiti, Saturday Night Fever, Do the Right Thing, Pride, Goodfellas, Round Midnight, Truth or Dare, and Hard Days Night.

**Post-Soviet Russian Cinema****MWF 12:50-1:40pm****Melissa Miller/RU****Attributes: Arts & Culture, Fulfills University Fine Arts Requirement**

Freed from the constraints of Soviet-era censorship, between 1990 and 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. Short readings supplement the film component of the course. Films will be available on reserve and via streaming video.

**Captives and Slaves in the New World****MW 2:00pm-3:15pm****Sophie White/AMST****Attributes: Gender & Society, Fulfills University History Requirement**

This interdisciplinary course will foreground the lives of the enslaved in colonial America and the Caribbean (inc. Haiti). We will consider indigenous Native-American and West African practices pertaining to enslavement and captivity, as well as the development of hereditary slavery in the colonies. Throughout, we will maintain a focus on understanding the lived experience of individuals who were captured/enslaved, with special emphasis on gender and material culture.

**Gendered Bodies in the Islamic Tradition****TR 12:30-1:45pm****Catherine Bronson/MELC****Attributes: Gender & Society, Religion & Family**

This interdisciplinary course offers a topical survey of the relationships between biological sex, culturally bound notions of “masculinity” and “femininity,” and the gendered body in the Islamic tradition. The primary aim of the course is to explore the intersection of religion and social constructions of gender and the body in a variety of historical and cultural contexts in the Muslim World. Students read and interpret religious texts and commentaries, literary and legal texts, women’s writings, and media in English translation. Coursework focuses on increasing students’ understanding of the diversity of scholarly views on women’s bodies as sites of piety and sites of political and social contestation (reproductive rights, public vs. private space, etc.).

**US Sex, Sexuality and Gender to 1880****MW 9:30am-10:45am****Gail Bederman/HIST****Attributes: Gender & Society, Religion & Family, Fulfills University History Requirement**

Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex!); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890.

**Consuming America****TR 11:00am-12:15pm****Emily Remus/HIST****Attributes: Gender & Society, Fulfills University History Requirement**

This course traces the rise of consumer society in the United States from the colonial era through the late twentieth century. It asks how Americans came to define the “good life” as one marked by material abundance and how transformations in buying and selling have shaped American culture, politics, and national identity. One of our aims will be to develop a usable historical definition of consumer society and to evaluate when such a society emerged in the United States. We will examine the role that consumption has played in defining and policing ideals of gender, race, sexuality, and class. We will also consider how Americans have used consumer practices and spaces to advance political claims and notions of citizenship. The course is organized around key turning points in American consumer capitalism: the consumer boom of the eighteenth century; the market revolution and feminization of consumption; the birth of the department store; the rise of mass consumption and commercial leisure; the development of modern advertising and sales; the spread of chain stores and shopping malls; and the globalization of American consumer culture. In addition to recent scholarship and text-based primary sources, we will analyze artifacts of consumer culture, such as advertisements, catalogs, product labels, broadsides, film, and television.

**Rhetorics of Gender & Poverty****MW 12:30 -1:45pm****Connie Mick/PS****Attributes: Gender & Society**

This course explores the rhetorical history and dynamics of what has been called the feminization of poverty, comparing statistics and stories in scholarly and popular media that often tell conflicting narratives of who is poor and why. We will ask how the picture of poverty has evolved over time from Dorothea Lange’s 1936 documentary photograph of the “Migrant Mother” to Ronald Regan’s 1976 reference to the “Welfare Queen” to the 2008 film *Slumdog Millionaire*. What does poverty look like in modern media (news, books, films, theatre, etc.)? Who gets to tell that story? How can we contribute to that conversation? These questions will be grounded in theories and research on the intersection of gender, poverty, and rhetoric. They will also be framed by students’ original community-based research supported by local community partners whose social service addresses gender and poverty. Final projects can be expressed as traditional research or creative works.

**Human Trafficking****R 5:00-6:30pm****Christine Cervenak/CSC****Attributes: Gender & Society**

The seminar will explore a number of overarching themes necessary to understand the complex dimensions of human trafficking, both in the United States and around the world. By the end of the course, students should expect to have a foundational understanding of human trafficking and modern-day slavery, especially related to:

- Various typologies of slave-like exploitation today, along with forces that promote them;
- Legal frameworks, policy initiatives and civil society responses to fight modern slavery; and
- Current debates over effective strategies to combat human trafficking and support survivors.

Students will have an opportunity to engage a range of professionals involved in addressing human trafficking in the Midwest. Teams of students will carry out semester-long community-based research projects on trafficking. This course would be particularly relevant for students who may work with or on behalf of vulnerable populations—e.g., migrants, including refugee camp residents, communities in conflict and post-conflict settings, people emerging from natural disasters, those living in extreme poverty.

**Internship****Department Approval Required**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose an organization or business in the South Bend area for which they serve as a non-paid intern, performing 6-8 hours of internship service per week for their chosen internship site. The hours per week may be spread across several days, or completed in one long block. The student will be expected to complete a minimum of 80 total hours. This course serves an elective in either the Gender Studies supplementary major or the Gender Studies minor.

**Anthropology of Everyday Life****TR 11:00am-12:15pm****Meredith Chesson/ANTH****Attributes: Gender & Society**

Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cellphones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? What new stuff will people invent and sell next? In asking and answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be?

This course combines lectures, discussions, and interactive small group activities to explore the nature and breadth of peoples' relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples' identities in the deep past, recent history, and today. Since everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities, and compare today's practices to those of people who lived long ago. Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples) think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines, including history, economics, psychology, and anthropology, and resonates with classics, art history, and gender studies.

## Perspectives on Gender

**TR 11:00am-12:15pm**

**Mary Celeste Kearney/FTT**

**Attributes: Fulfills Minor/Major Theory Requirement**

This interdisciplinary seminar provides students with an overview of key concepts and terms in gender theory. Students will read prominent feminist and queer theorists of gender, analyze their arguments, and learn to critique and apply them. We will begin with early feminist explorations of gender. However, we will also explore contemporary theories, including those from outside feminist theory that move our understanding of gender outside heteronormativity and beyond the binaries of male/female and masculine/feminine. Our constant concern is to consider what these theories mean in their specific sociohistorical contexts and to contemplate their potential implications for our own and others' lives, not to mention culture and society at large. This seminar requires close reading and discussion of theoretically rigorous and critically sophisticated texts and thus requires the active participation of committed students.

## Engendering Renaissance: Chicago, Harlem, and Modern America(s)

**MW 2:00pm-3:15pm**

**Cyraina Johnson-Roullier /ENGL**

**Attributes: Arts & Culture**

In answering the question, "What was American modernism?" most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the "lost generation" in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question, "What was American modernism?" to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912-1925, and the Harlem Renaissance of 1920-1929. In "engendering renaissance," these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of "American" within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of "American" at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of "American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of "American" in the 21st. Course Requirements: two 5-7 page papers, group presentation, several short in-class writing assignments Course Texts: Required texts may include Walt Whitman, "Song of Myself"; Jose Martí, "Our America"; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Willa Cather, *The Song of the Lark*; Waldo Frank, *Our America*; Sherwood Anderson, *Winesburg, Ohio*; Randolph Bourne, "Trans-National America"; Booker T. Washington, *Up From Slavery*; W.E.B. DuBois, *The Souls of Black Folk*; Anna Julia Cooper, *A Voice From the South*; Jean Toomer, *Cane*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & Passing*.



**The Giant of the South: Brazil in the 21st Century****MW 2:00pm-3:15pm****Marcio Bahia/ROPO****Attributes: Gender & Society**

What are the new challenges for the Brazilian Democracy and human development post- impeachment? What are the current issues in race, religion, class, gender and politics that are shaping the present and the future of the Giant of the South? Offered in English.

**Evolutionary and Medical Perspectives on Fatherhood and Male Physiology – Cancelled by Dept.****TR 12:30-1:45pm****Lee Gettler/ANTH****Attributes: Religion & Family, Gender & Society**

~~Among mammals, invested fathers are incredibly rare, and in most species mothers get no assistance when raising offspring. Thus, to the extent that many human fathers help raise their children, humans are an exceptional species. Yet we know that there is great variation within our own culture and across cultural boundaries in the way that humans cooperate to raise offspring to adulthood. This provides the opportunity to explore many important questions regarding fatherhood and the way humans raise their children from an anthropological perspective: What role did fathers play in helping to propel our species to evolutionary success (there are 6+ billion of us and our hominin relatives are extinct, with Great Apes moving towards extinction)? Or were grandmothers the key to our success, with men being more cads than dads? We know that mothers respond physiologically to pregnancy, birth, and breastfeeding, but have evolutionary processes also shaped men's biology to respond to parenthood? How does fatherhood affect men's health? Regardless of whether fathers mattered during human evolution, do they matter now, to the well being of their children and their partners? Nearly half of all men in this country become fathers before age 45, is fatherhood considered a component of masculinity and manliness? Should it be? These questions and more will be explored through an evolutionary anthropological gaze on the world of fathers, past and present.~~

**Gender and Sexuality in American Drama****TR 3:30pm-4:45pm****Susan Harris/ENGL****Attributes: Arts & Culture**

Ever since Nora Helmer walked out on her husband and slammed the door in Henrik Ibsen's 1879 play *A Doll's House*, modern drama has been closely connected with the struggles to redefine gender and sexuality that have shaped the twentieth and twenty-first century. In this course, we will look at how this story plays out on the American stage, as we examine the works of American playwrights who have participated in the many long-running debates about gender and sexuality in modern and contemporary America. We will read both canonical modern playwrights--Eugene O'Neill, Tennessee Williams, Lillian Hellman, Arthur Miller, Edward Albee, Lorraine Hansberry, etc.—and a variety of contemporary playwrights, including but not necessarily limited to Tony Kushner, Larry Kramer, David Mamet, Sara Ruhl, Melissa George, and Susan Lori-Parks. Students will write at least two papers, keep a journal, and give at least one in-class presentation.

### Cold War Media

**MW 3:30-4:45pm**

**T 8:00-10:30pm LAB**

**Michael Kackman/FTT**

**Attributes: Arts & Culture**

This course explores the popular media culture of the US Cold War, focusing particularly on the two decades spanning from the post-WWII era through the late 1960s. The course draws on research in media studies, social and cultural history, American studies, sociology, international relations, gender studies, and other fields. We'll consider the interplay between such issues as postwar suburbanization, the emergence of television, domestic gender and sexual norms, teen culture, the US civil rights movement and foreign policies related to the developing world.

### Mexican Immigration: A South Bend Case Study

**TR 12:30-1:45pm**

**Karen Richman/ILS**

**Attributes: Gender & Society**

Mexican immigrants are the fastest growing immigrant group in South Bend. This course combines experiential learning, research and service to understand and assist the Mexican immigrant community in South Bend. The course aims to understand and share information about who these new immigrants are, why they have come to the Midwest, and Chicago and South Bend, in particular, and how they are adapting and contributing to South Bend economic and social life. Students will contribute to documentation of the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homelands. Kinship networks, economic relations, political activities and religious practices simultaneously involve Mexicans in home and diaspora locations. Mexican migrants allegedly sent home about \$23 billion in 2007. The Mexican government encourages the mobility of its people and offers novel ways to unify those abroad in a borderless nation. Understanding the relationship between Mexicans' immigrant integration and transnational allegiance is a key goal of the course. The course begins with a visit to the Mexican immigrant enclave of South Bend. Documentary film screenings, guest lectures and campus-wide events on immigration will complement readings about Mexican-U.S. migration and the history and sociology of the local community. Students will volunteer as tutors, interpreters, translators, assistants and teachers at local organizations while learning ethical fieldwork methods in preparation for community research. Working collaboratively, students will design research plans to gather data on issues of their choosing including history of Mexican settlement in South Bend, immigrants' local and transnational households, political involvement, youth, gender, employment and business, health care, education, cultural beliefs and practices and religious life. The products of the experiential research will be published in Volume Four of the Latino Studies Student Research Series and shared with local residents, agencies and the community at large.

**Socialization and the Life Course****MW 2:00-3:15pm****Jessica Collet/SOC****Attributes: Gender & Society**

Socialization is a fundamental concept in sociology. It is our discipline's contribution to the "nature-nurture" debate. Students will come away from this course with a deep appreciation for the countless ways in which external stimuli – society, culture, language, interaction with others – constantly molds, shapes, and influences everything from our beliefs about the world and ourselves to our actions and emotions. In short, this course focuses on how our social world affects us over the entire course of our lives, from the very moment we are born until we are no longer counted among the living.

**Family, Gender and Employment****TR 12:30-1:45pm****Elizabeth McClintock/SOC****Attributes: Gender & Society, Religion & Family**

This course addresses the competing responsibilities of employment (“work”) and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents’ relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

**Directed Readings****Department Approval Required**

Reading and research on specialized topics that are immediately relevant to the student's interests and not routinely covered in the regular curriculum. Letter grade given.

**Special Studies****Department Approval Required**

Students conduct an independent research project supervised by the instructor. Permission of the instructor is required.

**Capstone Essay****Fulfills Senior Capstone Project Requirement for Undergraduate Majors****Department Approval Required**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the semester-long composition of a capstone essay. The capstone essay is an original and professional piece of scholarly writing based on the student's interdisciplinary research in their primary and supplementary majors. The capstone essay may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for Gender Studies supplementary majors. It can only be taken in the fall semester of the senior year. In the spring semester of the junior year, interested students should speak to the Gender Studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the essay to be accepted by Gender Studies, the minimum page requirement is 20 pages.

**Senior Thesis****Fulfills Senior Capstone Project Requirement for Undergraduate Majors  
Department Approval Required**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the year-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 gender studies major, ideally incorporating any additional fields of study they are pursuing. 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 majors. It is taken in the fall semester of the senior year (3 credits) and finished in the spring semester (3 credits). In the spring semester of the junior year, interested students should speak to the Gender Studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the thesis to be accepted by Gender Studies, the minimum page requirement is 30 pages (excluding notes and bibliography). All students registered for the Senior Thesis will participate in a mandatory Thesis Writing Workshop which will meet at times determined by the Director of Undergraduate Studies in Gender Studies (usually 5-6 meetings spread out between August and March).

**Gender Print Culture Modernity  
Interdisciplinary Seminar****MW 3:30-4:45pm****Barbara Green/ENGL****Attributes: Arts & Culture**

Both the rapid transformation of existing communication technologies and the emergence of new media made possible the expression of new gender norms and roles in modernity. At the center of the course will be the complex and varied periodical culture of modernity: little magazines that advanced literary and artistic experiments; “slicks” that advertised a “modern” lifestyle; feminist papers; women’s magazines, and more. We’ll explore the “mediamorphosis” of modernity (during the period 1880 to 1940 or so) by taking up a few key sites of experiment and contest. These will include the role of the feminist periodical press in advancing a counter public sphere; the role of the little magazines such as the Little Review and the New Freewoman in entwining questions of literary experiment with the cultivation of new identity categories for modern (‘advanced’) women and men; the role of popular magazines in circulating a “pulp modernism” marked as masculine; the circulation of images of a “queer” modernity in the pages of British Vogue. We’ll also consider literary representations of women’s encounters with new information systems: novels of the “typewriter girls” and secretaries of modernity; “new woman” novels of encounter with the “new journalism” and more. Readings may include theoretical texts on the public sphere and on modernism’s relation to mass culture by Habermas, Huyssen; key works from the “new periodical studies” by Ann Ardis, Catherine Keyser, Sean Latham, David Earle, Mark Morrisson, Lucy Delap, Maria DiCenzo, Mary Chapman, and more; exploration of a number of modern periodicals, some housed on the Modernist Journals Project; novels such as *The Typewriter Girl* (Grant Allen) or *The Story of a Modern Woman* (Ella Hepworth Dixon). Requirements include leading a discussion, the production of a research essay, brief response papers.