

Fall 2018

UNDERGRADUATE COURSE DESCRIPTIONS

Gender Studies Pre-Registration Approval Course

GSC 27999-01 (CRN 12431)

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

Chamara Moore – PhD English

Dominique Vargas – PhD 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.

Anthropology of Your Stuff**MW 12:30pm-1:45pm****Meredith Chesson/ANTH****Attributes: Gender & Society**

Have you ever pondered how people live(d) in a world without television, YouTube, smartphones, and automobiles? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1970s and 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.

Marriage and the Family**MW 2:00pm-3:15pm****Abigail Ocobock/SOC****Attributes:****Religion & Family, Gender & Society** **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.

GSC 20531

Health & Culture: Intro to Medical Anthropology

MW 11:00am-12:15pm

Natalie Porter/ANTH

Attributes: Gender & Society

This course uses anthropological concepts to explore how different social groups experience and manage health, illness, healing, and the body. Drawing on classic and contemporary texts, films, and popular media, students will examine a variety of systems used to define and manage good and poor health. Through critical readings and class discussions, students will consider how social practices, transnational flows, and class, race, and gender inequities shape bodily knowledge and experience. Ethnographic and interpersonal encounters with traditional healers, shamans, alternative and complementary medical practitioners, and medical doctors will prompt students to think about healing systems – including biomedicine – as social institutions, as well as sources of power and authority, which dictate the contours of bodies and embodied identities.

GSC 20555

GSC 21555

GSC 22555

**Frankenstein in Contexts:
Politics, Literature, Film and Science**

MW 2:00pm-3:15pm

Lab – Tuesday 5:00pm-7:30pm

Discussion – Friday 2:00pm – 2:50pm

Eileen Hunt Botting/POLS

Greg Kucich/ENGL

Attributes: Arts & Culture

This course explores the impact of politics, literature, film, and science on the making of Mary Shelley's *Frankenstein* and the novel's impact on politics, literature, film, and science since its publication. While the novel remains at the center of the course throughout the semester, the course will consistently situate it in dynamic relation with the following relevant works: political theory by such writers as Hobbes, Locke, Rousseau, Burke, Wollstonecraft and Godwin; literary texts by such authors as Wordsworth, Coleridge, Byron, and Percy Shelley; scientific writings by such figures from Shelley's time as Erasmus Darwin and Humphry Davy and more recent work in the history of science and bioethics; film and theatrical adaptations of the novel from the nineteenth-century to the present. Students will assimilate this demanding amount of material through the division of the course into four broad categories of analysis: Political Theory and the French Revolution; Gender and Family; Race, Refugees, and Human Rights; History of Science and Bioethics. Each category will include readings, lectures, and discussion across the disciplinary frameworks (literature, film, politics, and science) established as modes of inquiry for this course. Students are also required to attend a film lab that will feature a significant number of films inspired by *Frankenstein*. Writing assignments will consist of three 5-page papers, linked to the course's main categories of analysis, and students will be required to utilize the interpretive tools of at least two of the course's disciplinary frameworks for each paper. A final examination will enable students to integrate their considerable range of knowledge

acquisition with their interdisciplinary thinking skills in understanding both the making and the impact of the Frankenstein story.

20644

Feminist Philosophy and Science Fiction

MW 12:30pm-1:45pm

Michael Rea/PHIL

Attributes: Arts & Culture, Fulfills University 2nd Philosophy Requirement

The science fiction genre is rich with stories that explore classic philosophical questions, exploit timeless philosophical puzzles and paradoxes, or thematically engage large-scale philosophical movements and worldviews. In this class, we will examine the way in which several core problems of philosophy are raised in contemporary works of science fiction, and we will look carefully at more systematic discussions of those problems by well-known historical and contemporary philosophers. We will focus mainly on questions about human persons--for example, questions about the nature of the self and personal identity over time, the possibility of free action, artificial intelligence, the nature and significance of gender differences, etc. Course Requirements: Three or four short papers (4 pages max), a final exam, and class participation. Texts: Readings posted on Sakai, and maybe some films to be watched outside of class. SF readings will include authors such as Philip K. Dick, Robert Heinlein, Ursula K. LeGuin, Cordwainer Smith, Roger Zelazny, Ted Chiang, and Greg Egan. In this course we will examine some central feminist themes and issues by way of a philosophical examination of science fiction texts. Readings will include short science fiction stories, two or more science fiction novels, and a variety of texts in feminist philosophy and philosophy of gender.

GSC 30531

Global Activism

MW 9:30am -10:45am

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.

GSC 30532

Food, Work & Power in U.S. History

TR 9:30am -10:45am

Daniel Graff/HIST

Attributes: Gender & Society, Fulfills University History Requirement

This social, cultural, and political history course explores the work (paid and unpaid) central to the production, processing, distribution, sale, preparation, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the interstate highway, and everywhere Americans

have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries, while case studies of specific workers in varied contexts will facilitate in-depth explorations of particular periods illuminative of both continuity and change in the relationship between food, labor, and power in American history.

GSC 30546

Catholics in America

TR 12:30pm -1:45pm

Kathleen Cummings/AMST

Attributes: Religion & Family, Fulfills University History Requirement

This course explores the relationship between Catholicism and national identity in the American past and present. It asks what the presence of Catholics (since 1850, the nation's largest religious denomination) has meant for the American experience, considering, among others, the following themes: mission, migration, education, citizenship, religious life, reform, and politics. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, race, class, gender and sexuality as variables that have shaped the American Catholic experience. In addition we will study the representation of Catholics in American film, material culture relating to Catholic devotional life and the sacraments.

GSC 30569

Post-Soviet Russian Cinema (in English)

MWF 12:50pm -1:40pm

Melissa Miller/RU

Attributes: Arts & Culture, Fulfills University Fine Arts Requirement

No prerequisite. 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.

GSC 30582

Laboring Women in Early America

MW 11:00am -12:15pm

Sophie White/AMST

Attributes: Gender & Society, Fulfills University History Requirement

What did shopping, tavern-keeping, and midwifery have in common in early America? They could all be considered legitimate forms of women's and girls' labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or

unpaid, and how changing definitions of “women’s work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women's labor in work and their laboring in childbirth.

GSC 30596

(Gendered) Bodies in the Islamic Tradition

TR 12:30pm -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.).

GSC 30599

Women & Politics

MW 12:30pm -1:45pm

Christina Wolbrecht/POLS

Attributes: Gender & Society

This course examines the relationship between women and American politics, in terms of both women’s impact on politics and the ways in which political institutions and public policies affect women’s lives. To this end, we explore three broad topics: the American women’s movements (causes, forms, and consequences), the various roles women play in the American political system (such as voter, candidate, and office-holder), and gender-related public policy. This course will be conducted in seminar fashion, meaning that learning will take place through careful reading, thoughtful, informed discussion, and analytic writing assignments.

GSC 30634

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.

GSC 30636

Sex and Gender in Greco-Roman Antiquity

MW 9:30am-10:45am

Elizabeth Mazurek/CLAS

Attributes: Arts & Culture, Fulfills University History Requirement

This course examines the differing roles and stereotypes, forms of behavior, and values associated with women and men in Greco-Roman antiquity. Special attention is given to the preoccupations of the Greeks and Romans with the categories of ‘female’ and ‘male’ and to the dynamics of relations and relationships between women and men. The course both deepens knowledge of Greco-Roman society and provides an informed background for contemporary gender debates.

GSC 30900

Provincializing Feminism

MW 12:30pm-1:45pm

Julia Kowalski/KSGA

Attributes: Gender & Society

Mainstream American narratives about feminism and women’s rights often assume that the varied social movements gathered under the label “feminism” first emerged in Western Europe and the United States, spreading outwards over the course of the 20th and 21st century. However, scholars have long critiqued this story. In this course, we will read texts from gender studies, history, anthropology, and women’s rights activists around the world that complicate this narrative, showing that global feminisms have many roots and many branches. In turn, we will explore how these alternate genealogies complicate how we think about the concepts that have historically been central to feminism, including gender, rights, equality, independence, freedom, and agency.

GSC 33656

Rhetorics of Gender & Poverty

MW 12:30pm -1:45pm

Connie Mick/PS

Attributes: Gender & Society, Fulfills University Literature Requirement

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.

GSC 35000

Internship

Department Approval Required

This course connects students with a community-based partner organization related to the student's interests in career development and social justice. In collaboration with the Director of Undergraduate Studies, students choose a community partner organization for which they serve as an unpaid intern. In fall/spring semesters, students perform 6–8 hours of internship service per week for their chosen internship site, completing a minimum of 80 total hours. During summer session, students work 5–8 weeks full time, as defined by the internship site. Work on-site is overseen by a designated agency supervisor; coursework is supervised and evaluated by the Director of Undergraduate Studies. Students are expected to complete a short set of readings before the internship begins. Additional assignments include: weekly journal entries; a final reflection paper that summarizes the internship experience and explores its connections to the student's Gender Studies education; an updated resume that includes the internship. This course may be taken during any of the three academic sessions in junior or senior year, and may be counted as an elective towards any Gender Studies undergraduate degree.

GSC 40001

Perspectives on Gender

TR 3:30pm-4:45pm

Barbara Green/ENGL

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.

GSC 40337

Thinking with Abbeys

TR 3:30pm-4:45pm

Margaret Doody/ENGL

Attributes: Arts & Culture

The startling success of the TV series *Downton Abbey* in the USA as well as in England demonstrates the enduring appeal in the English speaking world of an abbey as an image connected with change. What do we keep of the past and what do we discard? The Dissolution of

the Abbeys in the 1530s under Henry VIII was a monumental change, religious and social, as well as the most sweeping and immediate privatization. Private owners took over land once used for education, medical care and care of the poor. The buildings were often torn down for sale of valuables (such as lead roofing); some were reconditioned as private abodes. Through the following centuries, to own an abbey became a sign of great wealth and status. The treatment of Church lands in France during the early French Revolution revived questions regarding England's own history. In the late 18th and early 19th century abbeys begin to figure in English literature as settings, as social signs, and as bones of contention. They are associated with issues of class, gender and sexuality, not least in the notorious real-life case of Sir Francis Dashwood and the "Hellfire Club" of Medmenham Abbey. Abbeys are signs of change, as well as of economic and political power and power shifts. They exhibit or stand for personal growth or loss, acquisition and dispossession, and conflicting aesthetic and moral values. To William Gilpin the travel writer they are aesthetic adornments; their ruins are a benefit to the "picturesque" but the institutions were rightly destroyed. Abbeys raise questions of social usefulness or waste. We will pursue some persistent questions that seem constantly to be raised by literary contemplation of abbeys. What does England want to keep, and what should be changed and modified? Who is disinherited and why? Who is in power and why? Frustration and anxiety are often associated with contemplating an abbey. Authors use both real and imaginary places; women writers, not least Jane Austen--are particularly skillful in creating imaginary estates with developed social, economic and historical backgrounds. The "Gothic" mode is only one approach to the puzzles and hidden pain associated with the inheritance of an abbey and the endeavor to suppress the past. As we learn how to think with an abbey, students will be invited to explore the use and significance of abbeys in fiction (both high and low) of the late eighteenth and early nineteenth centuries and of our own times. Texts will include *Downton Abbey* (script by Julian Fellowes); William Wordsworth, *Tintern Abbey*; William Gilpin, *Observations* (selected travel writings); Charlotte Smith, *Ethelinde*; Regina Maria Roche, *The Children of the Abbey*; Mrs. Carver, *The Horrors of Oakendale Abbey*; Jane Austen, *History of England*, *Northanger Abbey*, *Emma*; Thomas Love Peacock, *Nightmare Abbey*; Sir Walter Scott, *The Lay of the Last Minstrel*, *The Monastery*; Margaret Powell, *Below Stairs*.

GSC 40503

The French at Work: Unemployment and Precarious Jobs

MW 2:00pm-3:15pm

Sonja Stojanovic/ROFR

Attributes: Arts & Culture

The enviable "French work week," long lunch-breaks, the numerous holidays and paid vacations come readily to mind when we think about French attitudes towards work. In this course, we will focus, however, on a crucial contemporary social issue: unemployment and the rise of so-called precarious jobs. Through French literature and film, and with a particular emphasis on representations of gender and racial disparity in certain types of precarious work (nannies, maids, security guards, and nuclear plant workers, among others), we will examine what it takes to work in France today. *Taught in French.*

Gender and Peace Studies**TR 11:00am-12:15pm****Susan St. Ville/IIPS****Attributes: Gender & Society**

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 peacebuilding 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 spend time considering the efforts of the international community to enhance "gender mainstreaming" through UNSCR1325 and other initiatives. We will consider also the increased roles in peacebuilding 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 peacebuilding initiatives by women. Our study of women's peacebuilding in particular sites will position us in the final section of the course to think still more critically about concepts of gender and power. Critics of contemporary gender theory frequently charge that in its radical questioning of concepts of the self and identity, gender theory has lost its ability to be politically effective. In light of our analyses, we will take up this challenge asking whether and in what ways "gender" remains a useful tool for students of peace studies and what possibilities our inquiry might open for reimagining concepts of gendered identity to inform future work in peacebuilding.

Writing India**MW 9:30am-10:45am****Elizabeth Evans/ENG****Attributes: Arts & Culture**

This course approaches "writing India" by two paths. It examines representations of India, where "India" may designate a location, idea, or fantasy, and it considers how literature about the nation helps to *create* the nation. These paths come together in the Indian novel in English, which often turns on the self-reflective question: "What is India(n)?" The course emphasizes the relationship between nation and narration, between colonial discourse and postcolonial politics, and the ongoing, dynamic role of gender. It begins with the colonial encounter, investigating two crucial side effects of British occupation of India: the formative influence of the British novel in Indian literary culture and the continuing relevance of "India" (both nation and idea) for British national identity. Primary texts will likely include Rudyard Kipling's *Kim* and E.M. Forster's *A Passage to India*, which we'll read alongside significant work by critics such as Edward Said. It then turns to the postcolonial period to examine how Indian novelists respond – in the language of the erstwhile occupier – to colonial representations of India. These novels (focusing on Salman Rushdie's *Midnight's Children* and Arundathi Roy's *The God of Small Things*) revisit colonial and national history, re-imagining how history and nation come together to shape the

idea of India. The last part of the course focuses on the contemporary moment, analyzing how post-millennial representations grapple with contemporary India's emergence as a global force, even as long-standing social divisions remain powerfully relevant in very local ways. Our texts will include novels (likely Aravind Adiga's *The White Tiger* and Rupa Bajwa's *The Sari Shop*), creative nonfiction (as by Katherine Boo and V.S. Naipaul), and film (Danny Boyle's *Slumdog Millionaire*). Throughout the semester, we'll examine the role of gender as it intertwines with narratives of the nation, with colonial discourse, and with postcolonial politics and as it intersects with categories of religion, class, and caste.

GSC 40604

The Archeology of Death

MW 9:30am-10:45am

Meredith Chesson/ANTH

Attributes: Gender & Society

While many anthropologists may argue that there are very few universals throughout human cultures today and in the past, one fact of life is shared by everyone: death. Drawing upon ethnographic and archaeological case studies of mortuary practices, this course explores the social, economic, political, and ritual structures associated with how people in the past (and even today) dealt with their dead. Topics to be covered include how death and mortuary practices resonate strongly with issues of gender, race, class, sexuality, ethnicity, and notions of personhood; the notion of social memory; power and inequality; and the ethics of studying the dead. While we will focus on archaeological approaches to understanding what people do with and believe about the dead, the breadth of the case studies encompass many disciplines, including classics, art history, gender studies, history, and anthropology.

GSC 40781

You Can't Always Get What You Want: Political Disappointment and Disillusion in 20th-Century America

TR 3:30am-4:45am

Sara Marcus/ENGL

Attributes: Arts & Culture; Gender & Society

This seminar explores literature and culture connected with 20th-century US social movements and their periodic failures. The 20th century included periods when major expansions in American democracy seemed possible, even inevitable. But these periods often ended without delivering on their transformative potential. In this class, we will analyze political disappointment and disillusion as it turns up in fiction and poetry, journalism and memoir, music and film, feminist best sellers and classics of psychoanalytic theory, by Ralph Ellison, Sigmund Freud, Audre Lorde, Tillie Olsen, Ezra Pound, Adrienne Rich, Nina Simone, Richard Wright, and others. In all of this, we will explore how individuals and collectives work to produce political meaning in and out of season. Course requirements will include two substantive essays, presentations, and active participation in online and in-class discussions.

GSC 43103
GSC 41103

Mexican Immigration: A South Bend Case Study

TR 12:30pm-1:45pm

Lab - TBA

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.

GSC 43523

Gender & Sexualities in Family

MW 3:30pm-4:45pm

Abigail Ocobock/SOC

Attributes: Gender & Society

Gender and sexuality are often taken for granted categories in social life and this is nowhere truer than in families, where the operation of gender and sexuality are usually invisible or appear as natural and private. Studying families offers a lens through which to explore and better understand gender and sexuality as complex social processes that structure our everyday lives. But families do not just reflect broader gender and sexual structures and inequalities – they also create and perpetuate them. As such, we will consider both how gender and sexuality affect our family aspirations and experiences, and how gender and sexuality get produced and reproduced within families. Some specific areas of family life we will explore include: dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and

family care, and sexual desires and practices. We will draw on empirical studies about a variety of different kinds of families, including heterosexual, LGBTQ, and polygamous families. This is a discussion-based, seminar course that requires high levels of class participation.

GSC 46000

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.

GSC 47000

Special Studies

Department Approval Required

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

GSC 48000

Capstone Essay

Department Approval Required

Fulfills Senior Capstone Project Requirement for Undergraduate Majors

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.

GSC 48001

Senior Thesis

Department Approval Required

Fulfills Senior Capstone Project Requirement for Undergraduate Majors

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).

GSC 53607

LGBT in the 20th-Century USA

MW 2:00pm-3:15pm

Gail Bederman/HIST

Attributes:

Arts & Culture, Religion & Family, Gender & Society, Interdisciplinary Seminar

This course covers the varied experience of Lesbian, Gay, Bisexual and Transgender (and other gender-fluid) Americans over the course of the twentieth century. As much as possible, it will focus on the voices of LGBT people themselves, in the context of the changing meanings of what it was to claim those identities. To do this we will draw on primary sources—art, music, film, literature, interviews and oral histories, memoirs and autobiographies, plays, films. The focus will be on the ways people understood who they were--and what homosexual/gay/lesbian/queer/transsexual/transgender/et al identities meant to them--and how these identities changed over the course of the twentieth century, using a wide variety of primary sources and relevant disciplinary frameworks.

GSC 53700

Foundations in Gender Studies

W 3:15pm-5:45pm

Elizabeth Evans/ENG

This course introduces students to the interdisciplinary field of Gender, Women's, and Sexuality Studies (GWSS) by focusing on key concepts in feminist and queer research. We will discuss major figures in the development of the field, examine current theoretical debates and methodologies, and consider relevant pedagogical philosophies. The course offers a strong interdisciplinary underpinning for future research and teaching in GWSS and for GWSS-informed work across the disciplines. Course expectations include extensive reading, vigorous participation in discussion, and a final paper on a gender-focused topic of the student's choice. Students will have the option to satisfy some of the written requirement for the course by designing their own undergraduate GWSS or GWSS-informed syllabus along with two lesson plans.