


 GENDER STUDIES Program


 Fall 2013  
**UNDERGRADUATE COURSE DESCRIPTIONS**
**GSC 27999-01 (CRN 13566)****GSC Pre-Registration Approval****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 (CRN 13646/10175)****Introduction to Gender Studies****MWF 2:00p-2:50p****Attributes: Fulfills Introductory Course Requirement for Undergraduate Majors and Minors****Abigail Palko/GSC****TA Kristi Donaldson/SOC****TA Robinson Murphy/ENG**

As an academic discipline, Gender Studies traces its origins back through Women's Studies to sociology and English departments, the disciplines that first started asking questions in a systematic way about how gender impacted society and influenced the creation and valuation of texts. Today, the scope of inquiry into gender is truly interdisciplinary (and we will discover the broad range of its interdisciplinarity), while methodologically, it still depends heavily on the tools borrowed from the social sciences and it aspires to the paradigmatic shift prompted by feminist questionings of canonicity in the humanities. In this course, students will read classic gender texts and study the ways the resulting gender lens of inquiry is applied to other questions. Students will produce: an autoethnography, ethnographic participant observation and/or interviews, a survey questionnaire, and content & textual analysis of a cultural artifact. Guest lecturers from a variety of disciplines will discuss unique features of their disciplines, as well as highlight the strengths and weaknesses of specific methodologies available for use in their field. This course provides students with an introduction to the field of gender studies as practiced across a range of disciplines and in relation to various kinds of texts, issues, and contexts. Students will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Students will consider the ways in which gender identities and roles are produced and performed, and the ways that ideology and representation shape our understanding of gender. The course will show how research on gender is done across disciplines, highlighting differences in methodology and research questions; it thus provides students with the opportunity to learn about the unique character and approach of different disciplines 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. Theories, criticism, films, literature, art, and everyday life will be analyzed through a perspective informed by gender. 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.

**GSC 20466 (CRN 13055) Marriage and the Family**

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

**Attributes: Religion & Family, Diversity**

**Elizabeth McClintock/SOC**

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 20511 (CRN 16440) Latina Theatre**

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

**Cancelled by Theatre Department**

**Attributes: Arts & Culture, Diversity**

**Anne Garcia-Romero/FTT**

~~Latina/o theatre continues to expand throughout the U.S. theatre world since its rise to prominence in the 1970s. A significant aspect of this growth includes an increasing number of plays written by Latinas. This course is designed to introduce students to theatrical texts by U.S. Latina playwrights. Many of these playwrights hail from multi-cultural backgrounds and within their plays, engage equally with a variety of cultural complexities that complicate definitions of Latina/o culture and identity. Starting with works by the Obie Award winning playwright, Maria Irene Fornes, this course will examine the trajectory of U.S. Latina theatre from the late 20th century to the present. Playwrights explored in this course also include Quiara Alegria Hudes, Cusi Cram, Elaine Romero, Caridad Svich and Karen Zacarias.~~

**GSC 20530-01 (CRN 16442) Art, Vision, and Difference**

**MW 9:30-10:45am**

**Attributes: Arts & Culture, Diversity, Fulfills University Fine Arts Requirement**

**Elyse Speaks/GSC**

Art and visual culture have shaped our conceptions of ourselves and others. In this course, we will explore the role played by art objects like painting, sculpture, photography, craft, film and video in informing our (often implicit) assumptions regarding such concepts as femininity and masculinity. We will ask how art contributes to, reflects, or affirms specific gendered stereotypes of places, roles, and values. Some topics we will discuss include the body and standards of beauty; the role of the sex of the artistic maker; the hierarchy of the arts; art's relationship to domesticity and public spaces; and the potential for art to challenge assumptions and accepted norms. This course will not be a survey, but will instead be based on close examination of specific works and writings that have been especially significant in defining aesthetic concerns relating to such ideas and values. No prior art history knowledge is required; assignments will include a midterm, a non-cumulative exam, and a short writing assignment.

**GSC 30516 (CRN 18641)****Gender, Race and Science****MW 5:05-6:20pm****Cancelled by History Department****Attributes: Gender & Society, Fulfills University 2<sup>nd</sup> Philosophy Requirement****Janet Kourany/PHIL**

~~Thanks to former Harvard University President Lawrence Summers and his suggestion, back in 2005, that women are neither motivated enough nor smart enough to succeed in science (at least not as motivated and smart as men), widespread attention has again been directed to the “gender gap” in science. At the same time, widespread attention continues to be absent regarding what might be called the “race gap” in science. In this course we shall try to uncover some of the key factors, past and present, that have kept the female/male and minority/majority (especially black/white) success gap in science in place. We shall focus, however, on the significance of those gaps: the difference it has made or might make to both scientific knowledge and the society shaped by that knowledge when those gaps are narrowed. In the process we shall find reason to question the prevailing house philosophy in both science and philosophy of science, the one that assumes that such differences as gender and race have no bearing on the production of scientific knowledge. This will be a discussion class informed by readings drawn from a variety of sources, including natural and social scientists as well as historians and philosophers of science, and the requirements will include three papers.~~

**GSC 30532 (CRN 19192)****Food, Work & Power in U.S. History****MW 12:30-1:45pm****Attributes: Gender & Society, Race, Class, Diversity****Daniel Graff/HIST**

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, 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 drive-through window, 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.

**GSC 30536 (CRN 16682)****Schooling Masculinities****MW 8:00-9:15am****Attributes: Gender & Society, Race, Class, Diversity****Kevin Burke/AMST**

This course will examine the ways in which schooling and education come to de/re/form American concepts of masculinities. Along the way we will leverage queer, feminist and poststructural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think Glee or Awkward!) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we ‘teach’ gender through the null, hidden, and intended curriculum enacted nationwide?

**GSC 30541 (CRN 19193)****Gender and Popular Culture****MW 3:30-4:45pm****Attributes: Arts & Culture, Gender & Society****Perin Gurel/AMST**

This course will explore how popular culture, constructed through as well as against folk and high cultures, operates at the intersection of gender with race, class, sexuality, religion, and nationality in the United States. Approaching gender and popular culture theoretically, historiographically, and ethnographically, we will consider how mass media in its commodified form has helped construct gendered identities, communities, and power structures in the United States since the late nineteenth century. For example, we will consider the media consumption practices of working-women at the turn of the century alongside their political activism and class consciousness. Similarly, we will discuss the popularity of the trilogy The Hunger Games and its feral heroine

Katniss in relation to feminism, fandom, and genre adaptation. Along the way, we will consider popular culture's ideological and hegemonic potential in relation to gender justice. Do negative representations harm the cause of women's and/or minority rights? Can mass media spur or prevent violence? What do the rise of the Internet and social media activism mean for the intersections of popular culture and social justice? Assignments include a weekly media journal, two curated multimedia projects, and a final analytical paper.

**GSC 30542/ Lab 31542 (CRN 19537/19539) Women and Media Culture**

**MW 2-3:15pm / Lab T 6:30-8:30**

**Attributes: Arts & Culture, Race, Class, Diversity**

**Mary Celeste Kearney/FTT**

This course introduces students to critical analyses of women's relations to media culture. Focusing on contemporary U.S. film, television, magazines, and the Internet, we will explore the dominant strategies used by the commercial media industries to represent women and women's issues, particularly in relation to feminist ideologies and the postfeminist sensibility. In addition, we will examine how women participate in media culture via their role as consumers, as well as how some women have created alternatives to mainstream culture by creating their own media texts. We will problematize the notion of women's common identity through intersectional explorations of race, class, and sexuality, paying close attention to how such identities impact the representation of women in media and women's reception practices.

**GSC 30578 (CRN 16443) French Literature & Culture II**

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

**Attributes: Arts & Culture, Diversity, Fulfills University Literature Requirement**

**Catherine Perry/ROFR**

This course is designed as an introduction to French and Francophone literatures and cultures from the 18th century to the present. It covers works of representative writers (such as Montesquieu, Graffigny, Voltaire, Sand, Dumas, Zola, Eberhardt, Colette, Camus, Makine, Le Clézio, Nothomb, Schmitt, and new contemporary writers). This semester it will focus on the theme of the "other." 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 active and assiduous participation in class discussions will be required.

**GSC 30582 (CRN 16996) Laboring Women in Early America**

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

**Cancelled by American Studies Department**

**Attributes: Gender & Society, Diversity, Fulfills University History Requirement**

**Sophie White/AMST**

~~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 30588 (CRN 18642) Childhood and the Irish Family**

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

**Attributes: Religion & Family, Arts & Culture, University Lit Requirement**

**Abigail Palko/GSC**

Ireland famously (or infamously) voted in 2004 to end the automatic citizenship right for all babies born in Ireland; supporters of the legislation argued that women were travelling to Ireland to give birth specifically to obtain an EU passport for their children. This was certainly not the first time that constructions of the family

created conflict in Ireland (we might think of the 1937 Constitution and the series of divorce laws enacted by the State, or the Ann Lovett case and the various child abuse scandals), nor that representations and understandings of childhood were contentious topics of public discourse. Thus the 2009 release of the Ryan Report has been seen as signaling a new openness in Ireland to discussing formerly taboo topics. This course is an interdisciplinary exploration of the intersections of childhood and the construction of the family in twentieth-century Irish society. The central focus of this exploration will be literary representations of the family (texts to be read may include James Joyce, *Portrait of the Artist as a Young Man*; Kate O'Brien, *The Land of Spices*; Hugo Hamilton, *The Speckled People: A Memoir of a Half-Irish Childhood*; Patrick McCabe, *The Butcher Boy*; Mary Leland, *The Killeen*; and Emma Donoghue, *Stir-fry*); we will also examine media depictions of the family. Topics to be covered include: education; child abuse; traditional roles of the mother and father in the family; teenage pregnancy and the Magdalene laundries; censorship issues.

**GSC 30589 (CRN 19194)**

**Gender & Politics in Asia**

~~TR 2:00-3:15pm~~

**Cancelled by History Department**

**Attributes: Gender & Society, Race, Class, Diversity**

**Jayanta Sengupta/HIST**

~~This course will introduce students to the changes and continuities in the lives of women in modern South Asia in the period from the 1800s to the present day, which covers the period of British colonial rule and the postcolonial careers of the nation states of India, Pakistan and Bangladesh. Using gender as a lens of examining the past, we will primarily focus on how debates concerning the “nature” and condition of women, as well as those surrounding notions of “masculinity” and “femininity,” have shaped both the encounter between colonialism and nationalism and social and cultural change under the postcolonial regimes. Some of the questions that will come up for in-depth analysis are: what was the social status of women in pre-colonial India? Why was the “condition of women” such a central question to both British colonialism and Indian nationalism? How did education—both English and indigenous—impact the everyday lives of women? How did the concepts of love, marriage, sexuality and family evolve under colonial rule? Was Gandhi a “liberator” of Indian women? To what extent were South Asian women able to impact and shape gender issues on their own? How did South Asian women forge their own version of feminism, as distinct from Western feminism? How did the Partition of India impact women’s lives? How have women risen to the position of heads of state (e.g., Indira Gandhi, Benazir Bhutto, Sheikh Hasina) in the South Asian nation states, something that has happened less often in the West? How have women’s lives been affected by electoral democracy, religious fundamentalism, and globalization?~~

**GSC 30590 (CRN 19195)**

**Warriors, Wives & Queens: Gender & Sexuality in African History**

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

**Attributes: Gender & Society, Religion & Family, Arts & Culture, Race, Class, Diversity**

**Paul Ocobock/HIST**

An indomitable African queen holding court before a host of men on bended knee; a young boy bracing himself to bravely face the initiation knife; a teenage girl possessed by spirits restoring her people’s faith; a migrant laborer hundreds of miles from home longing for the girl he left behind; a prostitute selling her body to pay for her children’s school fees – these are but a few tales of African men and women whose lives we will explore in this course. Gender, generation, and sexuality are powerful lens through which we can examine the past. We will investigate the new possibilities and challenges that arose between and among men and women during the era of the Atlantic slave trade, imposition of European colonial rule, path to independence, and triumph of globalization. During these critical moments in the history of Africa, we will consider how men and women defined and achieved their masculinity, femininity, and maturity. We will explore these histories by analyzing primary historical sources, interpreting African art at the Snite Museum, and reading novels by African authors and scholarship by the most innovative historians in the discipline.

**MW 9:25-10:15am****Attributes: Gender & Society****Gail Bederman/HIST**

What does American history look like when we consider it from the point of view of the nation's women? How did women's experiences differ from men's, during these four centuries? How did women themselves shape the political, economic, and social trends that made the United States what it is today? We start with Indian women's contact with European settlers, move chronologically through the usual topics (colonial society; claiming rights after the American Revolution; slavery; Civil War & Reconstruction; the Industrial Revolution(s); the growth (and then decline) of the federal government and welfare state over the twentieth century; World Wars; Cold War; 1960s; Reagan Revolution, etc.) As we compare women's and men's experiences of these events, we will focus on three main topics: First, women's work: how did women support themselves (and their children) during these centuries? Second, rights and equality: Did women usually have same rights as men? If not, how did their rights differ? When/how did women obtain equal social, political and legal rights? Third, women and politics: How much influence did women have on government, over these centuries? How influential were women reformers, and what did they want to reform? What (if anything) counted as "feminism" during these centuries, and when/how did women explicitly begin to claim equal rights for women? In all these focuses—both revisiting the narrative of US history, and considering work, politics and feminism—we will carefully consider how region, religion, race, class, and ethnicity shaped women's options, experiences, and efforts to improve their lives and society.

**TR 2:00-3:15pm****Attributes: Arts & Culture, Race, Class, Diversity****Sarah McKibben/IRLL**

This class explores the nature of the early modern (sixteenth- to seventeenth-century) colonial encounter between the aggrandizing English state and the adjacent Irish polity through the lens of Irish and English poetry and prose, asking how older Gaelic power relations and sociocultural forms were altered (queered) by English claims, and how Irish literati responded by challenging (queering) English authority in turn. Using feminist, postcolonial and queer theory, we will ask how we can make sense of the forms of relation operative prior to and as transformed by the colonial encounter, particularly in the male homosocial bonds described by Eve Sedgwick, which become queered (troubled, stigmatized, rendered illegitimate), as Alan Bray and Jonathan Goldberg have argued in an English and New World context, when they threaten extant power relations. We will also take up longstanding areas of debate regarding the characteristics of this colonial encounter, the degree to which comparisons are useful or apt, the nature of the so-called bardic mentalité, and, if we're feeling cocky, the modern. My own particular topics of interest include poet-patron relations, the imposition of English law, and native mechanisms of legitimation; others will emerge as we read a variety of texts together. That reading will include bardic professional poetry, state papers, annals, settler-colonial and administrative screeds, English poetry, maps, and works of history and literary criticism. While you need not know any Irish (Gaelic) to take this course, you should be prepared to conjoin history and theory, poetry and politics, through historicized close reading while working across genres to produce original criticism in the form of several papers whose topics you will develop yourself. The course should satisfy the literature requirement and count toward the IRLL minor and major.

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

**Attributes: Gender & Society, Race, Class, Diversity**

**Connie Mick/PS**

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 33657 (CRN 19198)**

**The Samurai in Classical Japanese Literature**

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

**Attributes: Arts & Culture, Race, Class, Diversity**

**Michael Brownstein/LLEA**

The sword-wielding samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how the Japanese think of themselves and how others think of Japan even in modern times. Who were the samurai? How did they see themselves? How did other members of Japanese society see them in the past? How did the role and the image of the samurai change over time? To answer these questions, we will explore the depiction of samurai in various kinds of texts: episodes from quasi-historical chronicles, 14th-century Noh plays, 17th-century short stories, and 18th-century Kabuki and puppet plays. While some of these texts emphasize themes of loyalty, honor, and military prowess, others focus on the problems faced by samurai in their domestic lives during times of peace. The last part of the course will be devoted to the most famous of all stories, *The Revenge of the 47 Samurai*. Students will read eyewitness accounts of this vendetta, which occurred in 1702, and then explore how the well-known Kabuki/puppet play *Chushingura* (*A Treasury of Loyal Retainers* 1748) dramatizes the conflicting opinions surrounding it. All readings will be in English translation and no previous knowledge of Japan is required.

**GSC 35000 (CRN 15573)**

**Internship**

**Department Approval Required**

**Abigail Palko/GSC**

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.

**GSC 40513 (CRN 19199)**

**Harlem/Renaissance/Chicago**

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

**Attributes: Arts & Culture., Race, Class, Diversity**

**Cyraina Johnson-Roullier/ENG**

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 20<sup>th</sup>-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 20<sup>th</sup> century, while suggesting new ways to engage the global social and cultural challenges facing the idea of “American” in the 21<sup>st</sup>.

**GSC 40563 (CRN 19200)**

**Family in Muslim Societies**

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

**Attributes: Religion & Family, Gender & Society, Diversity, Fulfills University History Requirement**

**Li Guo/MELC**

High rates of divorce, often taken to be a modern and western phenomenon, were also typical of pre-modern Muslim societies. How was that possible, insofar as “Marriage is half [fulfillment of one’s] religious duties,” as the Prophet Muhammad once famously dictated? What, then, is the Islamic ideal of marriage? What were the patriarchal models advocated by medieval Muslim jurists and moralists? Did the historical reality of marriage and family life in the Islamic Near East have anything in common with these models? Do the assumptions about the legal inferiority of Muslim women and their economic dependence on men hold truth? These are the questions this course will try to address. To that end, we will read and discuss a wide range of primary sources (all in English translation)—the Koran and Hadith (Muhammad’s saying and deeds), legal writings, narrative (chronicles, belles-lettres) sources, and documentary (archives, contracts) materials—as well as recent scholarship on the subject. While our theoretical framework is that of social history, we will also pay close attention to intimate accounts of, and reflections on, individual medieval lives. We will conduct case studies as for group projects. While the focus is on the Islamic Near East (700-1500), we will extend our inquiry to include the modern Middle East as well. No knowledge of Arabic is required. For students who have taken two years of college Arabic and are interested in reading some course materials in the Arabic original, we will organize a reading group (meets one hour a week, earning an extra credit).

**GSC 40573 / Lab 41573 (CRN 19540/19542)**

**Girls’ Media and Cultural Studies**

**MW 11-12:15pm / Lab W 6:30-8:30pm**

**Attributes: Arts & Culture, Race, Class, Diversity**

**Mary Celeste Kearney/FTT**

This course introduces students to critical analyses of girls’ media culture. During the first half of the semester we will focus on constructions of girls and girlhood in intellectual theory, popular discourse, and media texts (particularly U.S. film and television), paying attention to shifts in such constructions as a result of sociohistorical contexts and the rise of feminist ideologies. The second half of the semester will be devoted to exploring the media and cultural practices of female youth, examining the expansion of girls’ culture beyond consumer-oriented activities, such as magazine reading and music listening, to those involving media production, such as filmmaking and blogging. In addition to problematizing girls’ sex and gender identity through intersectional explorations of age and generation, and vice versa, we will pay special attention to how issues of race, class, and sexuality impinge upon the formation of girls’ identities, female youth cultures, and the representation of girlhood in popular culture.

**GSC 40604 (CRN 19541)**

**The Archaeology of Death**

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

**Attributes: Gender & Society, Race, Class, Diversity**

**Meredith Chesson/ANTH**

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 43510**

**Economics of the Family**

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

**Attributes: Religion & Family**

**Kasey Buckles/ECON**

This course will use economic theory and empirical economic research to study the family. Topics will include household decision making; the determinants of marriage and fertility; how marriage, fertility, and family structure are related to other outcomes; and public policies that affect the family and family formation. Students will learn to read and evaluate empirical economic research. This is a writing-intensive seminar course. Econometrics is a prerequisite. (ECON 30331)

**GSC 43652 (CRN 16982)**

**Family, Gender, and Employment**

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

**Attributes: Gender & Society, Religion & Family**

**Elizabeth McClintock/SOC**

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.

**GSC 45103 (CRN 15621)**

**Mexican Immigration: A South Bend Case Study**

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

**Attributes: Gender & Society, Race, Class, Diversity**

**Karen Richman/IILS**

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 46000 (CRN 15090)**

#### **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 (CRN 10930)**

#### **Special Studies**

##### **Department Approval Required**

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

#### **GSC 48000 (CRN 15574)**

#### **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.

#### **GSC 48001**

#### **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 (2 credits) and finished in the spring semester (1 credit). 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).