

# SPRING 2017

## UNDERGRADUATE COURSE DESCRIPTIONS

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

**GSC 27999-01 (CRN 22641)**

**For ALL Majors & Minors**

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

All Gender Studies Majors and Minors are pre-approved for this Gateway Course 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**

**Danielle Green/PhD English**

**Eric Lewis/PhD English**

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

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**

### **Marriage and the Family**

**MW 5:05pm-6:20pm**

**Kelcie Vercel/SOC**

**Attributes: Gender & Society, 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.

**GSC 20521**

### **Anthropology of Human Sexuality**

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

**Agustin Fuentes/ANTH**

**Attributes: Gender & Society**

Sexuality is complex and multi-faceted...it is simultaneously biological, cultural, and experiential. It is an important part of the human existence and a central facet of every day life. This course will examine human sexuality in an anthropological context, with a focus on contemporary issues in USA society. We will review sexuality in an evolutionary perspective via a comparison to sexual behavior in other animals and the ideas around the evolution of human sexuality. We'll also cover the physiology of sex and the development of the reproductive tract. The remainder of the course will consist of the evaluation of human sexual practice, sexual preference, mate choice, gendered sexuality, and related issues of human sexuality in our own (USA) and other societies. In short, we will ask "what is human sexuality and why should we care?"

**GSC 20522**

### **Medieval Literatures: From Arthur to Zelda**

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

**Marjorie Housley/ENG**

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

What can texts from the medieval period tell us about the modern world? In this course, we will examine the "modern medieval" by starting at its source. This course will cover a variety of literary texts from medieval Britain, Ireland, and Scandinavia (c. 700–1300). We will examine the ways that these cultures identified themselves, as well as the ways they thought about one another. At the end of the semester, we will turn to modern conceptions of the medieval to investigate how modern writers and artists create and re-create the medieval. How are gender, sexuality, and identity constructed in medieval literature, and how do modern adaptations use the medieval to rethink modern identity? Modern texts

will include YA literature like the Lioness Quartet, modern classics like The Hobbit and Lord of the Rings, video games like The Legend of Zelda, and major television and film franchises like Game of Thrones.

**GSC 20656**

**Latinos, Literacy and Gender in American Schooling Contexts**

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

**Erin Moira Lemrow/ILS**

**Attributes: Gender & Society**

This course explores topics related to language and identity in literacy research, theory, and practice. This course specifically foregrounds issues related to the Latin@ experience in American schooling contexts with a focus on gender, and other identity markers that intersect with gender such as race, class, ethnicity, and (dis)ability. From an educational perspective, in South Bend and across the nation, Latin@ students and students from minority, non--dominant, English language learner, immigrant, high poverty, and special needs backgrounds lag behind the mainstream in standardized literacy test scores and in graduation rates. This course will aim to counter that reality and further explore how Latin@ identities factor into conceptualizations and practices of play, literacy activities, language use, and classroom behaviors of both teachers and students. How might we learn approaches to language and literacy education that narrow the achievement gap as they extend to the language and literacy development of all learners? Moreover, what is the impact upon students when we view identity differences not as deficits, but as deep wells or resources, thus creating schooling experiences that engage students, foster growth and inform equity?

**GSC 30537**

**Fashioning American Identities**

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

**Sophie White/AMST**

**Attributes: Arts & Culture, Fulfills University Fine Arts and History Requirements**

Did Puritans really only wear black and white, or did they wear fashionable lace, silk ribbons and bright colors? Did early settlers wash their bodies to get clean? What role did fashion play in the making of the American Revolution? And how did slaves and Native Americans adorn their bodies? This course will address such questions by focusing on dress and material culture. We will consider the role of dress in the construction of colonial identities, and examine the ways that bodies operated as sites for negotiating gender, class and ethnic encounters.

**GSC 30625**

**US Sex, Sexuality and Gender from 1880**

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

**Gail Bederman/HIST**

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

Topics may include representations of sexuality in movies and advertising; new courtship practices among unmarried heterosexuals (from courting to dating to hooking up); changing concepts of same-sex love (from inversion to homosexuality to gay liberation to LGBTQ); the demographic shift to smaller families; the twentieth-century movements for and against birth control and legal abortion; and the late-twentieth-century politicization of sexual issues.

**GSC 30637**

**Women's Voices? (Im)personations of Gender in the Irish Tradition**

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

**Sarah McKibben/IRLL**

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

This class looks at verbal performance by “women” — that is, compositions by known women poets, storytellers and singers, and works purporting to be by women or adopting the voice or perspective of women. Grasping gender as itself a sort of performance (following the germinal work of Judith Butler), we’ll think about what work women’s voices do in a wide range of compositions from medieval to contemporary, helped along by relevant literary, anthropological and cultural criticism. How do women speak? How do “women” speak? Are these works subversive of our expectations or conservative in their relation to the status quo? How can we acknowledge and deconstruct misogyny not as inevitable but as historically and contextually conditioned and subject to demystifying critique? What vantage can we gain on Irish literary history by asking these historical, theoretical and political questions? How do tradition and the canon look when we view them through a gendered lens? What kind of impersonations might we engage in when we read...and write? Genres considered include courtly love poetry, contemporary feminist verse, oral lament, modern love poetry, bardic verse, storytelling, early modern allegorical poetry, folk song, medieval allegory, and contemporary comic verse. Your own work for the course will include papers of literary/cultural analysis, presentations, and creative writing options. NOTE: no knowledge of Irish (Gaelic) is assumed or necessary; enthusiastic participation is!

**GSC 30638**

**American Feminist Thought, from Abigail Adams to Sheryl Sandberg**

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

**Emily Remus/HIST**

**Attributes: Gender & Society**

This course traces American feminism from the margins of democratic thought in the eighteenth century to the center of modern political discourse and culture. Drawing on primary sources and recent scholarly work, we will investigate how the goals and meaning of feminism have changed over time, as well as how the boundaries drawn around who could and could not claim the title of “feminist” have shifted. We will approach feminism as an argument—not a received truth—responsive to contemporary historical developments and marked by divisions of race, class, sexual orientation, age, and religion. Course readings are organized around major turning points in the American feminist movement and chart significant continuities and contradictions that have animated each new wave, including questions of gender difference, economic dependence, reproductive rights, marriage, subjectivity, and citizenship.

**GSC 30639**

**Political Theory and Feminist Political Critique**

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

**Karie Cross/POLS**

**Attributes: Gender & Society**

Political theory has a “canon,” made up of predominantly white male authors writing on the great topics of politics: the concept of justice, the meaning of the good life, and how best to arrange society. Feminist thinkers are concerned not with women’s issues, but rather with ensuring that these big ideas like justice account for all of the human experience. This course will proceed chronologically through the history of feminist political thought with an eye to the ways in which feminist thinkers expand the

relevant range of experiences, overturning the power hierarchies which block inclusive political participation. Students will master major concepts within feminist political thought, gain familiarity with its history, and sharpen critical thinking skills by coming up with their own feminist critiques of current issues.

Instead of reading only feminist theorists, we will begin each major section of the course with the thinkers that feminists engage with. For example, for the section on liberal feminism, we will read John Rawls before encountering criticisms coming from Susan Moller Okin and Martha Nussbaum. Furthermore, before reading the feminist theorists themselves, we as a class will brainstorm feminist critiques of “the canon” on our own, aiding students’ development of their own feminist lenses over the course of the semester.

The goal for this class is broad exposure to a multi-vocal, multi-sited progression of feminist critique over time. To that end, we will cover a great many works by feminists of all stripes, rather than analyzing a few works in depth. Students will be assigned short selections from major books, with the understanding that the instructor will provide the necessary context for the arguments covered in the readings.

**GSC 35000**

### **Internship**

#### **Department Approval Required**

**Pamela Butler/GS**

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 40001**

### **Perspectives on Gender: Theory and Practice**

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

**Barbara Green/ENG**

**Attributes: Theory Course Requirement**

This course encourages you to develop your own perspective on gender and gender issues by reading across a span of thinkers who have engaged issues related to sex and gender including: debates over women’s rights, difference, the body, sexuality, gender performance, gender surgery, gay marriage, masculinity, race, transgender politics, and more. Students will read and analyze texts by diverse writers from the 19th century to the present day, speaking from perspectives informed by suffrage and abolition movements, second wave feminism, third wave feminism, Black liberation and Black pride movements, gay liberation and queer pride movements, and men’s movements; and from disciplines such as political science, anthropology, psychology, literary criticism, film theory, history, biology, sociology, cultural studies, and more. Throughout, students will consider how ideas about gender have changed over time and why, how the ideas and debates relate to their lives and everyday practices, and which ideas can or should be put into practice and how.

**Thinking with Abbeys****TR 12:30pm-1:45pm****Margaret Doody/ENG****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*.

**Gender and Irish Drama****TR 3:30-4:45pm****Susan Harris/ENG****Attributes: Arts & Culture**

In this course, we will examine the relationship between national and sexual politics through our study of gender and twentieth-century Irish drama. Beginning with the first controversies surrounding the representation of women on the Irish stage at the beginning of the twentieth century, we will study representations of gender and sexuality in the major canonical figures of the Irish renaissance--W. B. Yeats, J. M. Synge, Sean O'Casey--while investigating lesser-known female and queer Irish playwrights

from that time such as Lady Augusta Gregory, Lennox Robinson, and Teresa Deevy. We will also look at how the treatment of gender and sexuality changes in the work of postwar and contemporary Irish playwrights, including Samuel Beckett, Brendan Behan, Brian Friel, Anne Devlin, Frank McGuinness, and Marina Carr. Along with the plays we will study their historical and cultural context and the sometimes quite vehement responses that these plays evoked in their audiences. Students will write three papers and do one in-class presentation.

**GSC 40518**

**Lives Pursued on the Margins:  
Women in the American Civil Rights Movement**

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

**Stuart Greene/AFST**

**Attributes: Gender & Society**

This course explores the roles that women played in building capacity, community, and agency in a grassroots movement that advanced civil and human rights. We will explore ideas of power and marginality and consider these “marginal” spaces as sites of openness and possibility, while also exemplifying sources of unspeakable pain through absences, erasures, and oppressions (McKittrick, 206, p. 55). Thus, we will also focus on the barriers women faced, how they responded to them through political and religious writings, the arts, and the literary imagination. Less visible, but no less important, were women’s participation in labor issues and who used their independent businesses to create change. Examining the grassroots movement will provide a lens through which to understand the extent to which resistant civil rights movements and leadership occurred in unexpected places and offer a more robust model of leadership than the one presented in dominant narratives about the Civil Rights Movement. Thus we will explore the ways women created spaces to empower, encourage, motivate, sustain, and strive for justice through performance, music, poetry, the visual arts, and family.

**GSC 40522**

**Prisons and Policing in the United States**

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

**Pamela Butler/GS**

**Attributes: Gender & Society**

Scholars and activists use the concept of the “carceral state” to describe the official, government use of policing, surveillance, and mass imprisonment to exercise control over society. This course examines the histories, cultures, politics, and economics of prisons and policing in the United States, in order to determine how the U.S. carceral state has been a factor in the social construction of race, gender, and citizenship.

We will study the genealogy of the U.S. carceral state -- beginning with the surveillance embedded in the earliest practices of slavery and settler colonialism, tracing its development through the 19th and early 20th centuries, and concluding with the rise of the modern prison industrial complex. We will then focus on contemporary U.S. prisons, policing, and surveillance, using case studies including the “war on drugs,” immigrant detention, sex-crime regulation, and police violence. Finally, we will consider alternatives to prisons and policing, as we learn about academic research and activist movements working to end state and police violence, abolish prisons, and create opportunities for restorative justice.

Over the course of the semester, students will learn about the historical development and ongoing maintenance of the carceral state, using an intersectional framework that highlights the ways in which prisons and policing have both shaped, and been shaped by, race, gender, citizenship, and economics. Along the way, students will ask and address such questions as: How does the U.S. carceral state function as a tool for social control? What histories, policies, and ideologies underlie the carceral state? How have individuals and organizations worked to transform or abolish the carceral state? How have art and cultural production been used to normalize and/or critique the carceral state? And can we imagine a world without prisons or police?

**GSC 40529**  
**GSC 41529**

### **The Movie Musical**

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

**Pamela Wojcik/FTT**

**T 6:00pm-8:00pm Lab**

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

This course examines the musical on film from the earliest sound films to the present. The class will look at musicals from Hollywood, but will also consider the French musical, Bollywood musical films, and postmodern musicals. We will consider different subgenres of the musicals, such as the backstage musical, the animated musical, the fantasy musical, the black cast musical, the folk musical, and the rock musical. In addition to considering the influence of Broadway on the movie musical, we will consider the ways in which the musical's life has been extended in contemporary digital culture through flash mobs, indie online musicals and more. We will look at the different styles of different Hollywood studios, such as MGM and Fox; the role of producers, such as Arthur Freed; the role of directors like Busby Berkeley, Vincente Minnelli, and Bob Fosse; composers like Rogers and Hammerstein and Stephen Sondheim; and stars such as Fred Astaire, Gene Kelly, Judy Garland, Frank Sinatra, Judy Holliday, Lena Horne, Carmen Miranda, and Barbra Streisand. Throughout, we will attend to questions of race and gender, including a consideration of how romance works in the musical, how masculinity and musical spectacle work together, the queerness of the musical, the representation of women, the role of African American performers, and questions of diversity and spectatorship. The class will have weekly screenings and additional films to be viewed online.

**GSC 40565**

### **Gender and Peace Studies**

**MW 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.

**GSC 40573**  
**GSC 41573**

### **Girls' Media & Cultural Studies**

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

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

**Mary Kearney/FTT**

**Attributes: Arts & Culture**

**Pre-requisite: GSC 10001 or GSC 20001**

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 40581**  
**GSC 41581**

### **Seminar on Alfred Hitchcock**

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

**M 5:00pm-7:30pm**

**Susan Ohmer/FTT**

**Attributes: Arts & Culture**

This seminar offers an opportunity to study the work of one filmmaker in depth and to think critically about the methods we use to study film and television texts, industries, and audiences. The director of 64 films and many television programs, whose career began before the era of synchronized sound in the 1920s and continued through the color and widescreen spectacles of the 1960s and 1970s, Hitchcock also wrote and produced many of his works. This unusual degree of control inspired critics to classify him as an "auteur" and to analyze the themes, visual elements, character types, and narrative structures that appear again and again in his films. These recurring elements have also spurred analyses that employ other theoretical frameworks, such as feminist, psychoanalytic, ideological, industrial, and cultural studies perspectives. The massive amount of critical writing on Hitchcock enables us to understand his

work more deeply, and also to compare and contrast the assumptions and approaches used in different forms of theory. Our class will take both a critical and a metacritical approach to Hitchcock as we study his reputation as a director, his films and television programs, and the theories that have been deployed to understand his work.

**GSC40816**

**Dearly Beloved: The History and Politics of Marriage in the United States**

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

**Pamela Butler/GS**

**Attributes: Arts & Culture**

Although we often think of marriage as a “natural” or timeless institution, the social, political, and economic meanings of marriage in the US have actually changed dramatically and often over the last two centuries, and varied across America’s diverse social and geographic spaces. This course explores those changes and differences, asking what role marriage has played in the definition and re-definition of categories like citizenship, capitalism, gender, race, love, and family in the US. As we chart the history of marriage as an institution, we’ll focus in particular on the relationship between marriage and the state, and on protest movements since the 19th century that have questioned or challenged the politics of marriage, including abolitionist, anarchist, feminist, Marxist, civil-rights, and queer political thought and activism.

**GSC 43510**

**Economics of the Family**

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

**Kasey Buckles/ECON**

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

**Pre-requisite: ECON 30331**

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.

**GSC 43522**

**Seminar: Topics in Modern Art – Gender and Performance Art**

**R 4:00pm-6:30pm**

**Nicole Woods/ARHI**

**Attributes: Arts & Culture**

This seminar considers the theoretical and cultural implications of the genre of performance art as it emerged around shifting notions of the body in the 20th century. It will examine the historical precedents of “live-art” practice in Futurism, Dada, Surrealism, Gutai, and ‘Action’ painting, and it will study the expansion of traditional media (as performance/performative) into new forms of cultural expression in Happenings and Fluxus, Feminism and Institutional Critique, Multiculturalism and Identity Politics, among others. Seminar discussion will emphasize formal analysis, theoretical exploration, and social context. Readings will include critical histories, theories, and artists’ writings.

**GSC 43523**

**Gender & Sexualities in Family**

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

**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 43524**

**How Did I Get Here and Where am I Going?**

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

**Amy Langenkamp/SOC**

**Attributes: Gender & Society**

Though sociologists are not fortune tellers, life course sociology has documented the human life course enough to reliably understand how and why people's lives are patterned in certain ways. This course seeks to understand how and why people change or remain the same throughout their lives. We will explore how lives are shaped by specific historical contexts, how individuals actively construct their life course within historical and social constraints, how our lives are intertwined (and how this shapes human action), and how the impact of life transitions on life trajectories is contingent on the timing of a particular change in a person's life. We will investigate patterns common in the different stages of our life course as well as life course pathways related to family relationships, education, health and religion. Including all of these elements of life course sociology gives a fuller understanding of how individual lives are lived within our communities as well as global contexts, and also how lives are rooted in intersections of gender, class, race, sexual orientation and other statuses.

**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 48002**

### **Gender Studies 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 53604**

### **Gender and Archaeology**

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

**Meredith Chesson/ANTH**

#### **Attributes: Gender & Society, Fulfills Interdisciplinary Seminar Requirement**

Under the broad theoretical, political and historical umbrella of feminism, archaeologists today are negotiating their own paths toward an engendered past from multiple directions, and this course will explore the diversity of these approaches toward creating a (pre)history of people. We will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of "doing" engendered archaeology, and the intersection between political feminism,

archaeological knowledge production, and the politics of an engendered archaeology. Topics for consideration include feminist perspectives on science, anthropology, and archaeology; concepts of gender in prehistory and the present; women's and men's relations to craft production, mortuary practices, and space; construction of race, gender and class relations in the past (and present); and the complex relationship between feminism, archaeology, and the politics of reconstructing the lives of women, men, and children in archaeology and the archaeological past.