

## SPRING 2019 GENDER STUDIES UNDERGRADUATE COURSES

GSC 10001	Introduction to Gender Studies
GSC 20466	Marriage and the Family
GSC 20532	Gender and Sexuality in Islam
GSC 20656	Latinos, Literacy, and Gender
GSC 30537	Fashioning American Identities
GSC 30541	Gender and Popular Culture
GSC 30625	US Sex/Sexuality/Gender from 1880
GSC 30638	American Feminist Thought
GSC 30640	Back by Midnight/Broken Mirrors
GSC 30642	Bodies in European History
GSC 30645	Gender Beyond Binaries
GSC 30646	Global Modern Art
GSC 30648	History of Modern Africa
GSC 30649/60649	Space, Place and Landscape
GSC 30658/60658	Literary Geographies of Gender
GSC 35000	Internship
<del>GSC 40001/60001</del>	<del>Perspectives on Gender: Theory and Practice</del>
GSC 40143	Queer Plots: Narrative and Sexuality 20/21 Fiction
GSC 40510	Sinatra
GSC 40524	Pícaras and Outlaws
GSC 40525	Women and Magazines
GSC 40526	African American Musicals in Theatre, Film and Television
GSC 40536	Crime, Heredity, and Insanity
GSC 40537	Gender, Sexuality, and Colonization
GSC 40538/60538	Feminism and Philosophy
GSC 43302	Gender, Space, and the City
GSC 43521	Topics in Contemporary Art: Art and the Everyday
GSC 43524	How Did I Get Here and Where am I Going?
GSC 43526	Politics of Religion & Women's Rights
GSC 43527/63527	Morality, Parenting and Nature Connection in the Anthropocene
GSC 43604/63604	Gender and Archaeology
GSC 46000	Directed Readings
GSC 47000	Special Studies
GSC 48000	Capstone Essay
GSC 48002	Senior Thesis
GSC 53656/63656	Girlhood Studies (Interdisciplinary Seminar)

# SPRING 2019

## UNDERGRADUATE COURSE DESCRIPTIONS

GSC 10001

### Introduction to Gender Studies

TR 12:30pm-1:45pm

Chamara Moore/PhD in English

Dominique Vargas/PhD in English

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

This course provides students with an introduction to the interdisciplinary field of gender studies. It also serves as an introduction to gender itself—gender as identity, as a social/cultural formation, as a mode of self-expression, and as a critical lens through which to better understand the world.

We will explore how gender is experienced, produced, and performed at the intersection of culture, politics, and the body, always in conjunction with other factors of power and difference such as race, nation, sexuality, dis/ability, and socioeconomic class. We will ask how institutions like government, work, and family interact with gender in the U.S. and in local contexts around the world. We will think critically about how ideology (systems of ideas and knowledge) and representation (portrayals in media, political discourse, and everyday life) shape our understanding of gender.

The study of gender reaches into, across, and beyond academic disciplines. This course will explore how research on gender is done both within the interdisciplinary field of gender/women/sexuality studies and across many other fields, taking up debates and conversations about gender from history, sociology, anthropology, biology, literature, philosophy, political science, geography, and other disciplines that engage gender as a subject of knowledge.

GSC 20466

### Marriage and the Family

TR 12:30pm-1:45pm

Elizabeth McClintock/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 20532**

**Gender and Sexuality in Islam**

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

**Catherine Bronson/MELC**

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

This interdisciplinary course offers a topical survey of the relationships between biological sex, culturally bound notions of “masculinity” and “femininity,” and gender in the Islam. Herein, we will explore the pivotal role of religion in defining and constructing notions of gender performativity and sexuality. Students read and interpret religious texts and commentaries, literary and legal texts, and women’s writing to understand how religion and the religious construct, reconstruct, and deconstruct gender norms in a variety of historical and cultural contexts in the Muslim World. No previous study of Islam is assumed; students will acquire the requisite introductory knowledge at the outset of the course.

**GSC 20656**

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

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

**Erin Moira Lemrow/ILS**

**Attributes: Gender & Society, Fulfills University Social Science Requirement**

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 History Requirement and Art Requirement**

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 30541**

**Gender and Popular Culture**

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

**Perin Gurel/AMST**

**Attributes: Arts & Culture, Gender & Society**

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 30625**

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

**TR 2:00pm-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 30638**

**American Feminist Thought:  
From Abigail Adams to Sheryl Sandberg**

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

**Emily Remus/HIST**

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

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 30640**

**Back by Midnight and Broken Mirrors:  
The Fairy Tale in the European Tradition**

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

**Denise M. Della Rossa/GE**

**Attributes: Arts & Culture**

Fairy tales are a staple of popular culture with roots in the folklore tradition. In this course we will investigate the enduring transnational popularity of the fairy tale and the extent to which they reflect child-rearing, political or social norms. We will read and analyze classic European fairy tales in their historical and cultural context, as well as discuss the theoretical function and meaning of fairy tales. Taught in English. No German language ability required.

**GSC 30642**

**From Humors to Hysteria:  
Human and Political Bodies in European History 1517-1918**

**MW 9:25am-10:15am**

**Katie Jarvis/HIST**

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

Between the early rumblings of the Reformations and the last cannon shot of World War I, Europeans profoundly changed how they conceptualized bodies as experience and metaphors. During these four centuries, Europeans grounded the ways in which they interacted with each other and the world in bodily imaginings. On an individual level, the living, human body provided a means of accessing and understanding the material or spiritual world. On a collective scale, the physical body, its adornments, and its gestures provided markers that Europeans used to fracture society along axes of gender, sexuality, class, race, mental aptitude, and even sacrality. Drawing in part from their myriad imaginings of the human body, Europeans constructed metaphorical political bodies. The body politic assumed diverse forms spanning from divine right monarchs to revolutionary republics to modern nation states. Our course will lay bare the human body as culturally constructed, while fleshing out how Europeans' evolving visions affected political imaginings.

**GSC 30645**

**Gender Beyond Binaries**

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

**Pamela Butler/GSC**

**Attributes: Gender & Society**

In the U.S. today, the most powerful system organizing gender is a binary one, characterized by two supposedly opposite and unequal categories (male/female; man/woman; boy/girl). But where did that system come from? What keeps it going? And what effects does it have on our lives and our communities? The first half of this course is a genealogical history of binary gender's dominance within what is now the United States, beginning with the earliest contacts of European settler colonialism. We will discover how the binary gender system has been constructed and maintained, interdependent with a network of other binary oppositions central to Euro/American systems of social organization and control, such as west/east, civilized/savage, independent/dependent, and human/non-human. Along the way, we will learn about societies that have been organized by non-binary gender systems, as well as those with no recognizable gender systems at all. In the second half of the course, we will explore art, activism, and social movements that have challenged the gender binary, advocated for its destruction, and/or imagined other ways of being.

At the center of our learning will be the experiences and voices of individuals whose gender does not fit neatly within an M/F binary gender system, both within and outside the United States. Reading social activism alongside feminist, queer, and trans theory, literature, art, and scholarly research, we will assess whether and why we need (or want) gender categories at all.

**GSC 30646**

### **Global Modern Art**

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

**Nicole Woods/ARHI**

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

This course will study the history of art in the twentieth-century from a global perspective, focusing on several cities and regions that were crucial to the development of modernism, including: Paris, Moscow, Berlin, Zurich, London, Rome, Buenos Aires, Rio de Janeiro, New York City, Mexico City, Johannesburg, and Tokyo. Spanning the decades 1900-1989, the course will examine a wide variety of figures, movements, and practices within the visual arts, situating them within the social, political, and historical contexts in which they arose. The history of these artistic developments (e.g., abstraction, the readymade, conceptual, feminist, postcolonial) will be traced through the rise of mass-media technologies (such as photography, radio, video, and cinema) and the aesthetic accomplishments of the avant-garde. Exploring the forces of late-industrial capitalism, urbanization, and postmodernism, we will attempt to understand how artistic innovations of the century fundamentally altered, negotiated, and framed the ways in which we understand and represent the world.

**GSC 30648**

### **History of Modern Africa**

**MW 12:50pm-1:40pm**

**Paul Ocobock/HIST**

**Attributes: Arts & Culture, Gender & Society, Fulfills University History Requirement**

Welcome to Modern Africa. This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. We investigate the ways in which Africans shaped and were shaped by the transformative events of the period. At the turn of the twentieth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule. They resisted and collaborated, rendering uncertain the power of colonialism and certain its ultimate collapse. By the 1960s, most Africans were free of foreign rule. Since then they of have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to an emerging neoliberal economic order. In recent years, while some have ignited brutal wars and endured devastating famines, they have also inspired the world with their triumph over apartheid, emergent, vibrant democracies, and rich cultures. Together, we will explore these dramatic moments as well as the complex and painful forms of inequality that lay beneath – whether racial, gendered, sexual, or economic. We will approach these unsettling issues with respect for another and the past. To do so, we analyze a variety of texts from primary documents, fiction written by Africans, film, and graphic novels. We will also train ourselves to be historians of Africa, researching the lives and labors of everyday African peoples and using historical writing to understand their influence over the past and present.



**GSC 30649**

**Space, Place and Landscape**

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

**Deb Rotman/ANTH**

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

In this course, we will explore human relationships to the built environment and the complex ways in which people consciously and unconsciously shape the world around them. Cultural landscapes are not empty spaces, but rather places we imbue with meaning and significance. We are particularly interested in the ways in which the built environment has worked as an agent of cultural power as well as how social relations (notably class, gender, and ethnicity) have been codified and reproduced through landscapes. We will examine how people perceive, experience, and contextualize social spaces at the intersection of symbolic processes, senses of place, memory, and identity formation as well as how these change through time and across space. As an interdisciplinary endeavor, we will draw from history, geography, art, environmental science, architecture, landscape studies, anthropology, and urban planning, among other disciplines. Students will undertake a significant original research project that investigates the human experience through space, place, and landscape.

**GSC 30658**

**Literary Geographies of Gender:**

**Computer-Assisted Study of Gender and Geography in 19<sup>th</sup> and 20<sup>th</sup> Century Fiction**

**R 5:05pm-6:15pm**

**Elizabeth Evans/ENGL**

**Attributes: Arts & Culture**

In this course, students and the professor will operate as a research team, each taking on particular tasks according to individual interests and all working towards a common goal: understanding how the geography of nineteenth- and twentieth- century British fiction was influenced by gender. Do novels show that men had more freedom of mobility than women? How did the author's gender influence what places and kinds of places they represented? Did the importance of gender change throughout the centuries, as it's often assumed? We'll strategize how to test large-scale hypotheses about gender, geography, and time using a variety of resources and techniques, including a large collection of geographic data extracted from British novels. The Center for Digital Scholarship instructional team will offer workshops on digital tools including Voyant, GIS (geographic information system), information visualization, machine learning (such as topic modeling and document clustering and classification), and on scholarly research. In consultation with the professor, students will be able to choose how they contribute to the project, gaining experience that will support their own research interests and professional aims. This is a 1-credit course but, with the instructor's permission, students may opt to take it for 2 or 3 credits. While prior experience with digital tools, programming, and/or nineteenth- and twentieth-century fiction would be useful for the group, the course has no prerequisites. Everyone will join the class with different background knowledge and will learn through hands-on experience. Students may be at any stage of university education, from first year through graduate studies.

**GSC 35000**

**Internship**

**Department Approval Required**

**Pamela Butler/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 40001**

**Perspectives on Gender: Theory and Practice**

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

**Mary Kearney/FTT**

**Attributes: Theory Course Requirement**

**Cancelled by Gender Studies Program**

~~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.~~

**GSC 40143**

**Queer Plots: Narrative and Sexuality in 20<sup>th</sup> & 21<sup>st</sup> Century Fiction**

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

**Susan Harris/ENGL**

**Attributes: Arts & Culture**

How do you tell a story that is supposed to be unspeakable? In this course, we will investigate the ways in which gay, bisexual, lesbian, and transgendered writers have transformed narrative conventions as they explore their experiences and their identities through fiction. Beginning with the short fiction of Oscar Wilde at the end of the 19th century and continuing through the modern and postwar eras into the contemporary period, we will look at GBLT British, Irish and American writers whose work engaged with or dramatically departed from the dominant conventions that typically shaped fictions of identity formation, of love and marriage, of sexual experience, of political protest, and of death and loss. We will also investigate the public responses to some of these fictions, and the changing discourses about gender identity, homosexuality, and sexual orientation that have shaped both the realities and the fictions of GBLT writers over the past 125 years. Students will write three papers and be responsible for one in-class presentation.



GSC 40510  
GSC 41510

### Sinatra

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

**Lab – TR 3:30pm-5:30pm**

**Pamela Wojcik/FTT**

**Attributes: Arts & Culture**

This course examines the career and image of Frank Sinatra. As an entertainer who worked in numerous media – radio, the music industry, television, cinema, and live performance -- Sinatra provides a lens through which to examine American 20<sup>th</sup> century media. Moreover, as an iconic figure, Sinatra enables an explanation of masculinity, American identity, ethnic identity, race, liberalism, and more. Sinatra will be paired with various other performers, especially Bing Crosby, Dean Martin, and Gene Kelly, to consider his star image comparatively. Sinatra will be situated within discourses on Italian immigration, urbanism, the Depression, prohibition and war. Students will listen to Sinatra music and radio programs, watch Sinatra films and TV shows, and read a wide range of materials – including contemporary accounts of Sinatra performances, analyses of his career and meaning, essays and articles about the star system, recording technology, film genre, acting styles, the mob, and more. Throughout, we will consider what model of American masculinity Sinatra embodies – ranging from early concerns that his female fans and lack of military service rendered him effeminate to his image as family man, and later incarnation as playboy.

GSC 40524

### Pícaras and Outlaws: Tales of Latina Feminisms

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

**Sarah Quesada/ENGL**

**Attributes: Arts & Culture**

This is a course on how women in the Americas but more precisely Latina women have transgressed normalized and heteronormative boundaries throughout the ages; from 17th century to contemporary times in film, narrative, and popular culture. From Lieutenant Nun: Memoire of Basque Transvestite in the New World to Real Women Have Curves, we will read and engage in some of the most daring accounts of women power in the Latinx tradition. This class surveys Latina women writers of Chicana, Cuban, Puerto Rican descent mainly, with a brief incursion into Central America.

GSC 40525

### Women and Magazines

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

**Barbara Green/ENGL**

**Attributes: Arts & Culture**

This course will explore women as producers (journalists, editors, illustrators) and consumers of modern periodicals including little magazines like *The Little Review*, slick magazines like *Vanity Fair*, fashion magazines like *Vogue*, women’s domestic magazines like *Good Housekeeping*, feminist papers like *Votes for Women* or *The Freewoman*, and more. We’ll pay special attention to modern women writers who made their living writing for magazines—Djuna Barnes, Rebecca West, or Jesse Fauset, for example—and explore the ways in which modern periodicals (both “big” and “little”) considered the rise of modernism in relation to changing gender roles and feminist concerns. Since the periodical press has been called the medium that best “articulates the unevenness and reciprocities of evolving gender ideologies,” we’ll consider

changing articulations of “modern” femininity in a wide range of periodical genres. We’ll learn how to read modern periodicals from various angles, taking into consideration reception, circulation, seriality, temporality, illustration, and advertisement, and we’ll meet the modern woman journalist and her close relations: “sob sisters,” “agony aunts,” “stunt girls.” We’ll be exploring new digital archives for the most part to access these early twentieth century publications. We will also read one novel in installments throughout the semester to more closely participate in the serial reading practices that would have organized an early twentieth-century reader’s relationship with her favorite publication. Assignments will include one group presentation and linked essay, one essay of 8-10 pages, and a few shorter exercises.

**GSC 40526**

### **African American Musicals in Theatre, Film and Television**

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

**La Donna Forsgren/FTT**

**Attributes: Arts & Culture**

This course traces the development of African American musicals as they cross different social, cultural, and aesthetic boundaries. The course invites students to contextualize a variety of musical performance traditions—ranging from 19<sup>th</sup> c. blackface minstrelsy to today’s television hip hopera *Empire*—through the lens of black feminist and queer theories. In so doing, students will engage in critical discussions about how individual artists, spectators and African American musical productions more broadly have signified, reaffirmed, and challenged dominant US society’s understandings of race, class, gender, and sexuality.

**GSC 40536**

### **Crime, Heredity, and Insanity in American History**

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

**Linda Przybyszewski/HIST**

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

This course gives students the opportunity to learn more about how Americans have thought about criminal responsibility and how their ideas have changed over time. Historians contend that the 19<sup>th</sup> century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. The earlier religious emphasis on the sinfulness of all mankind, which made the murderer into merely another sinner, gave way to a belief in the inherent goodness of humankind. But if humans were naturally good, how are we to explain their evil actions? And crime rates varied widely by sex and race; European women were said to have been domesticated out of crime doing. What do those variations tell us about a common human nature? The criminal might be a flawed specimen of humankind born lacking a healthy and sane mind. Relying in part upon studies done in Europe, American doctors, preachers, and lawyers debated whether insanity explained criminality over the century and how it expressed itself in different races and sexes. Alternative theories were offered. Environment, heredity, and free will were all said to have determined the actions of the criminal. By the early 20<sup>th</sup> century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists now treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before? Can it explain the turbulent debates in the late 20<sup>th</sup> and early 21<sup>st</sup> Centuries over variations in crime rates by race? Can it explain why men, not women, are still more likely to commit murder?

GSC 40537

### Gender, Sexuality, and Colonization in Latin America

TR 11:00am-12:15pm

Karen Graubart/HIST

Attributes: Gender & Society

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish colonial world. This will entail thinking about gender and sexuality in the societies which “encountered” each other in the New World, and also thinking about how that encounter produced new forms of gendered and sexual relations. Among the questions we’ll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and *casta* (a status attributed to mixed race peoples), as well as gender and class, determine people’s sense of themselves and their “others”? What were normative and non-normative sexual roles in the pre-modern Americas, and how did a European Catholic conquest affect these?

GSC 40538

### Feminism and Philosophy

MW 12:30pm-1:45pm

Sara Bernstein/PHIL

Attributes: Gender & Society

This course will examine numerous topics related to feminism from a contemporary analytic philosophical perspective, including the nature of sex and gender, gender equality, misogyny, implicit bias, epistemic harm, intersectionality, and sexual consent. Readings will be drawn from philosophy, fiction, history, and contemporary media. This course is geared towards seniors with significant course experience in either philosophy or gender studies.

GSC 43302

### Gender, Space, and the City

TR 2:00pm-3:15pm

Elizabeth Evans/ENGL

Attributes: Arts & Culture

This research seminar examines how British literature shaped and was shaped by two pivotal transformations in the nineteenth and twentieth centuries: the growing dominance of the city in national life and rapidly changing roles for women. As Britain’s population became increasingly urban, the city was variously imagined as a center of learning and industry, theater for conspicuous consumption, and cesspool of poverty and vice. Women, who often had the most to gain from expanded opportunities for work, education, and pleasure, were also believed to have the most to lose. The advent of world war brought new dangers and opportunities to the “home front,” the memory of which continue to hold powerful places in British culture. Throughout this tumultuous history, fiction writers were some of the most influential of social observers; their depictions of the city as a whole – and of men and women’s occupations of particular urban spaces – produced as much as they described the meaning of modern urban life. While gender will be at the forefront of our investigation, we’ll see that ideas about class, race, nationality, war, and work also influenced conceptions of the city, and of men and women’s roles within it. Our readings will include theoretical explorations of how city living impacts individual psychology and social life, as well as such novels as Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886), H. G. Wells’s *Ann Veronica* (1909), Virginia Woolf’s *Mrs. Dalloway* (1925), Graham Greene’s *The Ministry*

of Fear (1943), Elizabeth Bowen's *The Heat of the Day* (1948), and Andrea Levy's *Small Island* (2004). Requirements of the course include vigorous participation in class discussion and scholarly research that will culminate in a researched essay of at least 15 pages. Students interested in this seminar may wish to consider also enrolling in the 1-credit course "Literary Geographies of Gender: Computer-Assisted Study of Gender and Geography in 19th- and 20th-Century Fiction," which takes a different methodological approach to similar issues.

**GSC 43521**

### **Topics in Contemporary Art: Art and the Everyday**

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

**Elyse Speaks/ARHI**

**Attributes: Arts & Culture**

This seminar on contemporary art will look at the home as it relates theoretically, materially, and historically to recent artistic practices. By examining artwork that takes the home as its source, subject, or material point of departure, we will consider how this site has been mined for its position as a place outside of the realm of professional artistic practices. Looking at the use of domestic materials and objects in art, as well as works that mimic domestic routines (housekeeping, childrearing, etc.) will play a large role in our investigations. Consideration will also be given to the ways in which artists have incorporated subsets of the domestic, such as the everyday, the amateur and the banal into their creative processes and products.

**GSC 43524**

### **How Did I Get Here and Where Am I Going?**

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

**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 43526**

### **Politics of Religion and Women's Rights**

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

**Shanna Corner/SOC**

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

What is the relationship between religion, secularism, and women's human rights? This course uses a sociological lens to explore important aspects of the cultural politics of religion, women's human rights, and the relationship between them. We will problematize and move past binary explanations to examine deeper tensions involved in both these relationships and efforts to study them. As part of this course, we

will read and compare key literature from the sociology of human rights, secular studies, and feminist and transnational feminist theory. Discussion of questions explored in class will be facilitated through investigation of efforts to develop specific women's right norms within the United Nations as well as efforts to implement them within particular contexts. Students will also spend two hours a week at local nonprofit organizations as part of the course's community-base-learning component. Students' activities at their site placements will further enhance their abilities to engage and critique the issues and arguments we investigate.

**GSC 43527**

**Morality, Parenting and Nature Connection in the Anthropocene**

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

**Darcia Narvaez/PSY**

**Attributes: Religion & Family**

The course explores the cognitive and emotional aspects of moral mindsets, how they are fostered by families and cultures, what their effects are on people and planet. We develop our ecological mindset and nature connection so that we can live sustainably as members of the bio community. We examine basic needs and what is needed to prepare ourselves and others for recovering optimal human nature and planetary health in this Anthropocene age.

**GSC 43604**

**Gender and Archaeology**

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

**Meredith Chesson/ANTH**

**Attributes: Gender & Society**

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.

**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 53656**

### **Girlhood Studies Interdisciplinary Seminar**

**T 2:00pm-5:00pm**

**Mary Kearney/FTT**

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

This seminar introduces students to the broadly international and interdisciplinary field of girlhood studies. In this course we will consider girlhood as a socially constructed lifestage and category of identity intersected by other identity categories and impacted by a variety of social structures and institutions, including the family, education, labor, and media. Students will read both foundational and contemporary



theories of girls, girlhood, and girls' culture from a variety of cultural and historical contexts, while forming their own theoretical perspectives on these social phenomena. We will explore girlhood from numerous disciplinary and interdisciplinary lenses, including history, sociology, education, religion, the arts, politics, economics, media, and STEM. Students' final project for this course can be focused on research, the creative arts, and/or community service. This class will fulfill the Interdisciplinary Seminar requirement. It will be taught in Spring 2019 in conjunction with the fifth Gender Studies international conference, which will be co-hosted by the International Girls Studies Association.