GSC 27999-01 (CRN 23724) Gender Studies Gateway Course
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
MW 1:55-2:45pm
Attributes: Fulfills Introductory Course Requirement for Undergraduate Majors and Minors
Karen Monique Gregg (Gender Studies TA – PhD Sociology)
Daniel Hicks (Gender Studies TA – PhD Philosophy)
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 take up debates and discourses around gender from anthropology, film and visual culture, history, sociology, literature, political science, philosophy, theology, and other areas of study, thus providing students with an introduction to those fields as well as gender studies. 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 20221 Gender Roles and Violence
MWF 8:30-9:20am
Attributes: Gender & Society
Mark Gunty/SOC
Much of the violence in contemporary society - whether it is domestic abuse, school shootings, gang warfare, video games, or inter-ethnic conflict - has something to do with gender. This course explores the connection between gender role socialization and the expression of conflict or aggression. Through readings, discussions, films and projects, students will be encouraged to examine sex differences in violent behavior as the outcome of
complex processes. We will try to understand those processes better and develop the ability to describe the causes and their effects.

**GSC 20466  Marriage and the Family**

**TR 9:30-10:45am**  
**Attributes: Religion & Family, Diversity**  
**Laura Hunter/SOC**

The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and care-giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about 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 for understanding how family life is linked to the social structure, to economic, cultural, and historical events and transitions, and to societal factors like race, class, and gender.

**GSC 20503  Autobiography and Subjectivity**

**TR 3:30-4:45pm**  
**Attributes: Arts & Culture, Diversity**  
**Barbara Green/ENG**

Life-writing is a capacious term that can be used to describe a variety of private and public statements about the self. Some of these are easily recognizable as artistic representations of subjectivity (for example, memoirs, diaries, letters, self-portraits) and some less so (for example, legal testimony, graphic novels, blogs, oral narratives delivered on Oprah, even medical forms have been read as part of the complex project of articulating subjectivity). This course will attend to a wide variety of forms of life-writing in order to trace shifting notions of what counts as a self and track the complex project of defining and representing subjectivity. A broad range of critical approaches to subjectivity and definitions of the autobiographical project will assist us as we attempt to map changing notions of the self. Many, but not all, of our primary materials will be drawn from the twentieth and twenty first centuries: texts may include selections of writings by Wordsworth and Rousseau, Art Spiegelman’s graphic novel Maus, Harriet Jacobs’ Incidents in the Life of a Slave Girl, Virginia Woolf’s Sketch of the Past, Maxine Hong Kingston’s The Woman Warrior, selections from Samuel Delany’s The Motion of Light in Water, photography by Cindy Sherman, Jo Spence and others, self-portraits by Frieda Kahlo, considerations of Web projects, My Space sites, political and legal testimony or “witnessing”, and other examples of autobiography “at work” will also be considered.

**GSC 20505  Seduction and the 1790’s Novel**

**TR 3:30-4:45pm**  
**Attributes: Arts & Culture**  
**Essaka Joshua/ENG**

When Lionel reflects, in Charlotte Smith's *Desmond* (1792), "I found that if I would really satisfy myself with a certain view of Geraldine, I must seek some spot, where, from its elevation, I could, by means of a small pocket telescope, have an uninterrupted view of these windows," and the eponymous heroine of Mary Hays's *Memoirs of Emma Courtney* (1796) observes "I shall, I suspect, be impelled by an irresistible impulse to seek you […]. Though you have condemned my affection, my friendship will still follow you," they represent an extreme unrequited devotion that is part of the period's preoccupation with passion. The novel of the 1790s teems with rapists, stalkers, abusive employers, weeping men and fighting women who confront prison, madness, murder, jealousy and suicidal melancholy. This course aims to explore the significance of passion for understanding developments in the representation of femininity, masculinity, social virtue and humanitarian reform at the end of the eighteenth century.
### GSC 20506  Anthropology of Gender
**MW 8:00-9:15am**
**Attributes: Gender & Society, Diversity**
**Deb Rotman/ANTH**

Gender is a fundamental organizing principle in societies through time and across space. Gender is a cultural construction that is grounded in perceived biological differences. Gender shapes what it means to be masculine and feminine; how economic resources and social power are distributed; and how marriage, kinship and reproduction are understood, among many other things. Are there gender universals? What role do politics and economic systems play in the determinations of gender? We will use interdisciplinary examples from economics, political science, anthropology, psychology, art, architecture, and history to explore the various ways in which gender defines differences, organizes societies, and shapes human experiences.

### GSC 30255  Men and Women in Modern Japanese Literature
**TR 3:30-4:45pm**
**Attributes: Arts & Culture, Diversity**
**Deborah Shamoon/LLEA**

In 20th century Japan, as old roles such as samurai and geisha waned, both men and women had to re-define the characteristics and meaning of masculinity and femininity. This course will look at constructions of gender in modern Japanese literature by both female and male authors. As we discuss both normative and deviant depictions of male and female roles, some topics we will address include: men and women at work and at war, marriage and family life, homosociality and homosexuality. Students will also gain familiarity with some of the major authors, genres, and literary movements of modern Japanese literature. Texts will include Kokoro by Natsume Soseki, Confessions of a Mask by Mishima Yukio, Diary of a Vagabond by Hayashi Furiko, and short stories by Higuchi Ichiyo, Kono Taeko, and Oe Kenzaburo. Knowledge of Japanese is not required.

### GSC 30309  Labor and America since 1945
**MW 1:30-2:45pm**
**Attributes: Gender & Society, Diversity**
**Daniel Graff/HIST**

“Labor & America since 1945” explores the relationships among and between workers, unions, employers, and government policymakers since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe’s unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, unions like the United Auto Workers, the United Steel Workers, and the International Brotherhood of Teamsters who together represented 35% of eligible workers at their peak in 1955, and whose leaders ensured that at least some of the heady postwar profits made it into the wallets of workers and their families – and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. Fast-forward to today, however, and the labor movement appears marginal to the American political economy, as unions represent only 8% of workers in the private sector. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic “land of milk and honey” experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is “globalization,” and what has been its impact upon American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and others. It will also address the prospects for working people and labor unions in the twenty-first century.
GSC 30425  Love, Death, Exile in Arabic Literature and Cinema  
TR 2:00-3:15pm  
Attributes: Arts & Culture, Diversity  
Li Guo/MELC  
This course explores literary and artistic presentation of the themes “love, death, and exile” in Arabic literature and popular culture from pre-Islamic era to the present day. Through close readings of Arabic poetry, essays, short stories, and novels (in English translation), and analyzing a number of Arabic movies (with English subtitles), we discuss the following issues: themes and genres of classical Arabic love poetry; gender, eroticism, and sexuality in Arabic literary discourse; alienation, fatalism, and the motif of al-hanin ila al-watan (nostalgia for one’s homeland) in modern Arabic poetry and fiction.

GSC 30524  Women & Documentary  
MW 11:45am-1:00pm  
Attributes: Arts & Culture, Diversity  
Danielle Beverly/FTT  
Women shoot film! Women direct! Women run sound! They ask questions! Hard ones! When only 6% of Hollywood fiction films were directed by women in 2007, how is it that the number of documentaries crafted by women was estimated to be as high as 50% that same year? In “Women & Documentary” we will explore some of the most potent, groundbreaking, funny, inspiring and thought-provoking American and international documentaries made by women. We will learn why the form has routinely attracted female filmmakers, what advantages they bring to the genre, and why the documentary film industry has welcomed women in all roles. Social justice, autobiographical, cinéma-vérité and traditional forms will be featured, including works by Barbara Kopple, Sadie Benning, Pirjo Honkasalo, Emiko Omori, Agnes Varda and Jill Godmilow. Academy Award winners, to a girl with a toy camera – you’ll find them all in this course.

GSC 30525  Rebel Youth in Latino/a America  
TR 3:30-4:45pm  
Attributes: Arts & Culture, Diversity  
Jaime Pensado/HIST  
This course will explore the history of youth and youth movements of Latino descent in the United States during the 20th century with particular emphasis on the historical evolution of two representative communities: Mexican Americans in the South West and Puerto Ricans in New York. How was youth discovered and defined as an age group in these two “communities”? More specifically, what did it mean to be a “pelona” or a “flapper” of Mexican descent during the roaring 1920s, a “pachuco” in East Los Angeles during WWII, a “rebel without a cause” of Puerto Rican descent in postwar New York, a young Chicano/a or a young Mexican American during the 1960s and 1970s, a young Nuyorican or a member of the Young Lords Movement in Spanish Harlem in the same turbulent period, a so-called “cholo” in the streets of San Antonio and Los Angeles during the 1980s, or a Latino/a hip-hop artist in the Bronx and Miami during the 1990s? Did young people construct these identities and/or labels different in any way or fashion, as the media, the state, the conservative right, the left, or the cultural industry? Moreover, what were some of the social and political consequences that negative as well as positive perceptions of Latino/a youth had on mainstream America? Finally, how did young people of Latin American descent organize politically to challenge ‘labels’ imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals; if so, how? To answer these broad historical questions, students will be asked to critically evaluate theoretical approaches to the study of youth, learn the history of Latino/as in the United States, explore the political thought of various youth movements, and examine different aesthetic expressions of Latino/a youth. In addition, students will be required to analyze relevant primary sources, including political manifestoes, memoirs, newspapers accounts, photographs, television images, documentaries, and films. The course will conclude with a brief exploration of youth culture in the United States today with particular emphasis on media
representations of Latino/a youth produced in commercial Hollywood films, MTV videos, and Television shows.

GSC 30526  Military Regimes and “Dirty Wars” in Latin America
TR 12:30-1:45pm
Attributes: Gender & Society, Diversity
Lourdes Hurtado/HIST
Between 1964 and 1990 most South American countries lived under dictatorial military regimes. Under the premise that they were assuming office in order to save their nations, the South American militaries established authoritarian regimes characterized by widespread repression, human rights violations, impunity, and the glorification of militarized masculinity. During these processes of political unrest, violence targeted differently to men and women. In the case of Peru, violence was not only gendered but also racialized since most victims were indigenous men and women from the countryside. Authoritarianism, however, was resisted by different sections of society and a particular type of motherhood -embodied by the women who looked for their missing children- acquired “subversive” connotations in countries like Argentina and Peru. This course on Military Regimes and ‘Dirty Wars’ in South America focuses on military institutions and the mechanisms they used to establish cultures of fear and death in their countries. It also discusses how the militarization of these societies in the context of the Cold War, led to the configuration of stereotypical types of masculinity and femininity that did not fit in the military’s vision of their national states and that enabled them to justify their physical annihilation.

GSC 30527  Feminism and American Empire
MW 3-4:15pm
Attributes: Gender & Society, Diversity
Pamela Butler/AMST
Since the earliest movements for women's rights in the US, American feminisms have been defined in relation to empire. And since the earliest days of westward expansion, American imperial projects have interacted with multiple feminisms around the world. This course investigates the connections between feminism and US empire, asking (1) how US empire has been central to a wide range of feminist political and intellectual work -- both within and outside the US -- since the mid nineteenth century, and (2) how discourses of feminism and female empowerment have been mobilized in the service of American imperialism. Our study will take two overlapping paths. First, students will read primary and secondary materials that document and analyze American feminist movements in the nineteenth, twentieth, and twenty-first centuries that have (a) utilized the tools of US empire and/or (b) sought to "civilize" or "save" non-white and non-American women, as part of their strategies for claiming political and citizenship rights. Examples will include nineteenth-century suffrage movements and missionary projects; twentieth century struggles over birth control and abortion rights; and contemporary feminist debates about such issues as hijab, genital cutting, reproductive justice, and war. At the same time, students will read a wide variety of feminist work, produced both within and outside the US, that critiques or resists both US imperialism and imperial feminisms. This study will include historical and contemporary anti-racist, anti-imperial, and transnational feminisms based in the US (such as Black, Chicana, Asian American, and Native American feminist scholarship and activism), as well as feminist work taking place in regions directly impacted by US empire, such as Puerto Rico, the Philippines, and the Middle East. Evaluation will be based on a reading journal, 4 in-class quizzes, and a final research paper.

GSC 30625  US Sex, Sexuality and Gender since 1880
TR 9:30-10:45am
Attributes: Religion & Family, Gender & Society, Diversity
Gail Bederman/HIST
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 33653  
Can Latin American Social Inequality Be Tamed?  
MWF 3:00-3:50pm  
Attributes: Gender & Society  
Juliana Martinez Frazoni/SOC  
Scholarly interest in Latin American welfare regimes has grown significantly in recent years. By addressing the most unequal region in the planet, experts grapple with the complex and dynamic relationship between social policies and structures as played out through families and labor markets. We will concern ourselves with novel research addressing gender relations as organizational pillars of welfare regimes and engage in South-South comparisons as we look beyond the largest and most studied Latin American countries (e.g., Argentina and Chile). Drawing from the work of leading scholars in the area, we will examine theories, methods, findings and policy implications of contemporary research as we struggle to understand one of the world’s most daunting ethical and political questions: “can social inequality be tamed?”

GSC 35500  
Anthropology of Everyday Life  
MW 1:30-2:45pm  
Attributes: Gender & Society, Diversity  
Meredith Chesson/ANTH  
Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cell phones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? What new stuff will people invent and sell next? In asking and answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be? This course combines lectures, discussions, and interactive small group activities to explore the nature and breadth of peoples’ relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples’ identities in the deep past, recent history, and today. Since everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities, and compare today’s practices to those of people who lived long ago. Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples) think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines, including history, economics, psychology, and anthropology, and resonates with classics, art history, and gender studies.

GSC 40000-01/02  
Feminist and Gender Theory  
MW 3:00-4:15pm  
Attributes: Fulfills Theory Requirement for Undergraduate Majors  
Pam Wojcik/GSC/FTT  
Feminist and Gender Theory teaches students prominent feminist and gender theories across disciplines. It will familiarize students with different ideas about feminism and gender, as well as different approaches to topics in feminism and gender studies. This course is required for all gender majors.

GSC 40502  
Women and Magazines  
TR 12:30-1:45pm  
Attributes: Arts & Culture  
Barbara Green/ENG  
This course will explore women’s print culture by focusing on women as producers and consumers of periodicals. Some of the key figures in what is sometimes called a “female” modernism made their living by
publishing literary pieces and journalism in periodicals or through serving as literary editors: Djuna Barnes, Rebecca West, Virginia Woolf, Jesse Fauset, to name a few; and many of the key texts of literary modernism made their first appearance in periodicals. In addition, the periodical press has been called the medium that best “articulates the unevenness and reciprocities of evolving gender ideologies” and thus is ideal for a study of the role literary culture plays in constructing and diagnosing the contradictions of femininity in modernity. The period between the coincident rise of the New Woman and New Journalism in the 1880s and the dominance of the “woman’s magazine” in the interwar years is extraordinarily rich in examples of diverse approaches to understanding femininity presented in the press. As we consider the connections between women and periodical culture from various angles (reception, circulation, representations of women journalists, the centrality of Little Magazines, “slick” magazines and women’s magazines as key venues for publishing modernist texts, etc.) we will meet the modern woman journalist and her close relations: female editors, “sob sisters,” “stunt girls,” “agony aunts” to name a few. We will take a good look at a variety of publication venues—modernist “Little Magazines,” feminist periodicals, so-called “women’s magazines” as well as the daily press. We will be working with periodicals in various formats: microfilm, digitalized texts, edited collections, and bound volumes. One brief essay, two mid-length (8–10 page) essays and one group presentation.

GSC 40512 Monstrous Mothers of Literature
TR 3:30-4:45pm
Attributes: Arts & Culture, Diversity
Abigail Palko/GSC
Images of terrible, horrifying mothers have long abounded in literature and have dominated media portrayals of motherhood for decades. Consider the mothers in Matilda or Coraline, or real-life examples like Nadya Suleman (the infamous Octomom) or Michelle Duggar: not only do a multitude of examples of “bad” mothering exist, but women’s attempts to mother are also scrutinized in excruciating detail. In this course, we will read a selection of texts (novels, plays, poems), ranging from Greek tragedies and Beowulf to 20th-century poetry and novels to interrogate the literary use of maternal motifs. What purpose is served by making a fictional mother monstrous? What literary effect is created? We will examine contemporary American culture (magazines, blogs, movies) to theorize possible impacts on the role of the modern mother, as well as the implications for American masculinity. What does it say about society that these images are so popular? And what is the connection between a woman’s reproductive power and the urge to label her “monstrous”?

GSC 40513 Harlem/Renaissance/Chicago
TR 2:00-3:15pm
Attributes: Arts & Culture, 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 other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question ”What was American modernism?” to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912-1925, and the Harlem Renaissance of 1920-1929. In “engendering renaissance,” these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of “American” within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of “American” at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of “American in the early 20th century, while
suggesting new ways to engage the global social and cultural challenges facing the idea of “American” in the 21st.

GSC 40514  Gender and Irish Drama  
MW 3:00-4:15pm  
Attributes: Arts & Culture, Diversity  
Susan Harris/ENG  
This course will examine constructions of gender in the works of Irish playwrights.

GSC 40515  Representations of Gender in Crisis Events  
TT 9:30-10:45am  
Course Cancelled  
Attributes: Gender & Society, Diversity  
Amanda McKendree/GSC/Kaneb Center  
This course explores the intersection of gender and crisis in broad political, economic, historical, and cultural contexts. Embracing the recognition that the interplay of gender and crisis is both complex and contentious, the purpose of this course is to explain, analyze, compare, and critique theories pertaining to gender and crisis, evaluate research findings that relate gender and crisis in differing cultural settings, and apply theories and research to different public crisis events and evaluate their consequences. Specifically, students will gain a gendered perspective of crisis through analyzing case studies, evaluating theories of crisis and gender, and producing independent research papers.

GSC 40601  Gender and Health  
TR 3:30-4:45pm  
Attributes: Gender & Society, Diversity  
Vania Smith-Oka/ANTH  
This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include: medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; national and international health and development policies.

GSC 43301  Seminar: Narratives of Modern Art  
MW 1:30-2:45pm  
Attributes: Arts & Culture, Diversity  
Kathleen Pyne/ARHI  
In this seminar we will examine several of the most engaging recent approaches to European and American art of the nineteenth and twentieth centuries. The selected readings will explore a broad range of artists and topics in this field, and they will introduce us to the cultural theories of modernism that drive these art historical studies. We will focus especially on current debates about the role of gender in impressionist and modernist art; the roles of formalism and abstraction in modernist art; the relation between modern art and late capitalism; and theories of sexuality, primitivism, and the avant-garde.

GSC 43505  American “Chicks” in a Global World: The Politics of PostFeminist Culture  
MW 11:45am-1:00pm  
Attributes: Arts & Culture, Diversity  
Pamela Butler/AMST  
Senior Seminar  
Since the mid 1990s, a new wave of American popular culture has featured (and been marketed toward) the figure of the "chick": a single woman in her twenties or thirties who finds individual empowerment, sexual agency, and self esteem as she navigates the muddy waters of careers, relationships, and shopping. Most academic readings of this cultural explosion have understood it as a symptom of *postfeminism*: the myth that the political goals of American feminism have been accomplished, and that women in the US can now seize
freedom by making empowered choices at work, at home, and at the mall. Our study of "chick" culture will use this academic literature on postfeminism as a starting place. We will then expand existing critiques of postfeminist culture by putting them in conversation with critical race and transnational feminist scholarship, in order to critically read various examples of postfeminist popular culture. We will assess how these examples -- including film (chick flicks), literature (chick lit), video games (action chicks), and music (rock chicks), as well as television, video, and internet texts -- define "Americanness" in relation to social and political formations such as gender, generation, race, sexuality, globalization, and political economy. Throughout the semester, students will keep a reading journal and be responsible for occasional presentations of course readings. The seminar work will culminate with a final research paper, or a creative project accompanied by a critical essay.

GSC 43600  Global Sociology
MW 3:00-4:15pm
Attributes: Gender & Society, Diversity
Jackie Smith/SOC
The course is designed as a broad overview of sociological analysis that extends beyond traditionally accepted national and local boundaries. It provides a perspective on the discipline as one that seeks to understand human society as a nested collection of interdependent societies. In particular, the course draws from world systems theory and institutional approaches -- as well as from related disciplines such as anthropology -- to consider how the “development project” of the 20th century evolved over time. The impacts of global economic integration on cultural and institutional change, inequality, and on changing identities and forms of collective action (including social movements) are phenomena we explore in the course. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world as well as for those who expect to do further research in the field.

GSC 43652  Families, Employment and Their Interrelations with Gender
TR 9:30-10:45am
Attributes: Gender & Society, Diversity
Joan Aldous/SOC
The title of the course, which is cross-listed in Sociology and Gender Studies, is “Families, Employment, and Their Interrelations with Gender”. The purpose of the course is to look at how the two genders’ relations in the paid labor force are affecting family behaviors, and the reverse. The expectations we have learned from childhood, and the education we are receiving about the tasks men and women should do with respect to household and childcare affect the kind of jobs we look for. The kinds of jobs people seek and obtain vary according to gender, even though women and men have the same education. Recently, however, women have been obtaining more education than men, but they still tend to go into jobs that pay less money and have fewer opportunities for promotions than those of men. Women continue to be the persons most involved in the household work and childcare. Thus, as we will learn, women with families tend to have less freedom and less opportunity to choose applying within a range of jobs, and women’s wages even within the same jobs tend to be less. This course gives you the opportunity to discuss the assigned reading material and to see whether it applies to a woman and man job holder, each in a different partnership whom you will be interviewing for an interview report. This latter report will be based upon your initial study of the research that is done on some aspect of family life and paid work relations. The latter would include such programs as family leave, varying hours on the job, childcare opportunities, and flexibility of job requirements. All in all, the course can be a demanding one but one that also expands your perspectives on the interrelations of family life, employment requirements and opportunities as they are affected by gender.

GSC 45001  Gender Studies Senior Internship
Department Approval Required
Fulfills Senior Capstone Project Requirement for Undergraduate Majors
Abigail Palko/GSC
In collaboration with the Gender Studies internship advisor, students choose an organization or business in the South Bend area for which they serve as a non-paid intern. In addition to performing 6-8 hours of internship service per week for their chosen internship site, students write either a research paper which analyzes the roles of gender, sexuality, and/or intersectionality at the internship site and in the broader profession to which it belongs, or propose and complete an applied project that meets a particular need at their internship site. This course may be taken in either the fall or spring semester of the senior year. The hours per week may be spread across several days, or completed in one long bloc. The student will be expected to complete a minimum of 80 total hours. This course fulfills the senior capstone project requirement for Gender Studies supplementary majors, or can be taken as an elective in either the Gender Studies supplementary major or the Gender Studies minor.

**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 48001**  Gender Studies Senior Thesis
**Department Approval Required**
**Fulfills Senior Capstone Project Requirement for Undergraduate Majors**
In collaboration with the Gender Studies academic advisor, students choose a Gender Studies faculty member who will guide them through the semester-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 primary and supplementary majors. 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 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 thesis to be accepted by Gender Studies, the minimum page requirement is 30 pages.