

## Fall 2019

# UNDERGRADUATE COURSE DESCRIPTIONS

**GSC 10001**

### **Introduction to Gender Studies**

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

**Pamela Butler/GS**

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

This course introduces students to the interdisciplinary field of gender studies, presenting current research and debates regarding differences among gender, sex, and sexuality through an intersectional lens, with attention paid to the cognates of race and ethnicity. Through careful consideration of historical developments in our understandings of gender, students will ask questions in a systematic way about how gender is constructed and how it impacts society and influences the creation and valuation of texts. We will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

This course will show how research on gender is done by taking up debates and discourses around gender from sociology, anthropology, film and visual culture, history, literature, philosophy, political science, psychology, theology, and other fields which engage gender as a salient research topic. This course introduces students to social science methodologies, as well as close textual analysis; students will produce: an autoethnography, ethnographic participant observation and/or interviews, a survey questionnaire, data analysis, and content & textual analysis of a cultural artifact.

**GSC 20466**

### **Marriage and the Family**

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

**Elizabeth McClintock/SOC**

**Attributes: Religion & Family**

The family is often considered the most fundamental social institution. It is within the family that early socialization and care-giving usually take place, shaping our ideas about the world, yet we often find it difficult to see how a social institution as private as the family is shaped by historical and social forces. This course will give students the opportunity to learn about the diverse forms the family has taken over time and social context. This knowledge will be useful in examining ongoing debates about social policy and the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools to understand how family life is linked to social structure; to economic, cultural, and historical events and transitions; and to status characteristics like race, class, and gender.

GSC 20531

**Health & Culture: Introduction to Medical Anthropology**

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

**Natalie Porter/ANTH**

**Attributes: Gender & Society**      **Cancelled by Primary Department**

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

GSC 30531

**Global Activism**

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

**Luc Reydams/POLS**

**Attributes: Gender & Society**

*Take action now!* This course is about transnational networking, organizing, and campaigning for social change, with equal attention for conceptual and substantive issues. Conceptual issues include framing, strategies, tactics, and actors. The issue areas examined are labor, human rights, women's rights, the environment, peace and disarmament, and anti-globalization. The course zooms in on specific campaigns like global warming, violence against women, and ban-the-bomb. Counter-campaigns are also reviewed and readings on any given issue or campaign always include a critical or dissident voice.

GSC 30593

**Art, Vision and Difference**

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

**Elyse Speaks/ARHI**

**Attributes: Arts & Culture**

Art and visual culture have shaped our conceptions of ourselves and others. In this course, we will explore trends in contemporary art in order to consider the role that looking and visual subjects play. By closely examining our relationship to art objects like paintings, sculptures, photographs, crafts, and videos, we will ask how art contributes to, reflects, or affirms specific stereotypes of places, roles, and values. Some topics we will discuss include the body, standards of beauty, and explorations of gender and sexuality; craft and ornament; race and identity (and its popular manifestation in genres like hip-hop); performance art and multiculturalism; and the role of art in relation to issues of social justice and ethics. Most of our focus will be on contemporary American art and culture (post 1970), and many of the objects and paintings that we examine will explicitly challenge our conception of what constitutes “good” art. The artwork will often appear to be explicitly deskilled, unattractive, or otherwise antithetical to our understanding of aesthetics. We will consider why such approaches to art making might be adopted and, furthermore, why it is reasonable to alter our conception of “art” to accommodate such frameworks. While this course

will be challenging, no prior art history knowledge is required; assignments will include exams and short papers.

**GSC 30597**

### **Gay Rights & the Constitution**

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

**Sotirios Barber/POLS**

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

This course will review decisions of the U.S. Supreme court regarding the constitutional rights of homosexuals. It will assess the Court's decisions in light of (1) background theories of constitutional interpretation; (2) the principles of the American Founding; and (3) present day moral arguments for and against gay rights. Readings will consist of Supreme Court cases, selections from the Ratification debate and the philosophic writings that influenced the Founding, and the writings of present-day moral philosophers on both sides of the issues. Grades will be based on mid-term and final exams, with an optional term paper for one quarter of the course grade. Course texts will be announced. Address questions to Professor Barber at [flaxbar@msn.com](mailto:flaxbar@msn.com).

**GSC 30637**

### **Warrior Queens to Punk Poets**

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

**Sarah McKibben/IRLL**

**Attributes: Arts & Culture**

This class looks at how women's voices emerge in Irish literature/art from the bloodthirsty warrior queens and powerful sovereignty goddesses of medieval saga to today's activist punk poets and videographers, exploring both how women are represented by others and how they choose to answer back. We will consider key genres of Irish verbal art in a wide range of compositions from medieval to contemporary. We will be 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, all read in English. Your own work for the course will include papers of literary/cultural analysis, a presentation, and a creative writing option for those who want to flex those muscles.

**GSC 30659**

**Gender at Work in US History**

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

**Daniel Graff/HIST**

**Attributes: Gender & Society**

Gender has been fundamental to the organization of nearly all human societies, but what gender has meant in terms of identity, opportunity, and economic activity has varied widely across time and space. This course will explore gender at work in US history, taking a chronological approach to show gender's evolution and ongoing intersections with class, race, age, religion, region, and sexuality from 1776 to the near present. The term "gender at work" expresses a double meaning here -- first, it connotes that this is a labor history course, with an emphasis on the ways gender has operated at the workplace; second, it suggests the ubiquity of gender in shaping Americans' lives, experiences, and imaginations not only at the workplace, but also in formal politics, informal communities, and every space in between. By exploring the ways gender has been both omnipresent and contingent throughout US history, students should better understand and grapple with seemingly intractable contemporary conundrums involving questions of equal opportunity and pay, household division of labor, work-life balance, and the proper relationships among employers, workers, households, and government.

**GSC 30660**

**Making of the Atlantic World: Gender, Ethnicity, and Slavery**

**MW 11:30am-12:20pm**

**Karen Graubart/HIST**

**Mariana Candido/HIST**

**Attributes: Gender & Society**

This course is a survey-style introduction to the early modern Atlantic world, the global region brought together beginning in the fifteenth century by commercial interests, military conquest, and the African slave trade. Using gender, race, and slavery as our primary lenses, it explores the diverse relations among and between Europeans and Africans before that trade commenced, and examines how the Iberian conquest of the Americas radically transformed them. It also examines the vast Atlantic diasporas of Africans scattered around the American continents, of indigenous natives of the southern Americas to Europe and west-central Africa, and Europeans in Africa and the Americas. Students will learn about the life experiences of the men and women who crossed the Atlantic, the effects of these conquests and trade relations on the regions, the development of theories of race, ethnicity, and gender that emerged, and the larger structures of global trade and contact in the early modern world. We require two kinds of readings: (1) historiographic debates that highlight the active conversations between historians on this emerging topic, and (2) primary sources that require students to read carefully and critically, and come to an understanding of how historians ask and answer questions about a past that is largely undocumented.

**GSC 30661**

**Mad in America: Gender, Mental Health, and Popular Culture**

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

**Lindsey Breitwieser/GS**

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

This course examines the relationship between madness and its social, historical, and scientific contexts from the birth of the asylum to contemporary psychopharmacology. Through critical engagement with literary, media, scientific, and academic texts, we will see how madness and mental illness are simultaneously biochemical and socially constructed. Our overarching question is, what are the ways psychology, medicine, and neuroscience might be entangled with gendered, racial, dis/abled, colonial, and sexual power structures? To answer this question, we will look to the production of madness as a way to marginalize individuals who deviate from behavioral and cognitive norms. At the same time, we will emphasize positive experiences of psychological difference and Mad Pride in order to discover ways that madness enables creativity, self-expression, and resistance.

**GSC 33657**

**The Samurai: Classic Japanese Literature**

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

**Michael Brownstein/LLEA**

**Attributes: Arts & Culture**

The sword-wielding samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how Japanese think of themselves and how others think of Japan even in modern times. Who were the samurai? How did they see themselves? How did other members of Japanese society see them in the past? How did the role and the image of the samurai change over time? To answer these questions, we will explore the depiction of samurai in various kinds of texts: episodes from quasi-historical chronicles, 14th century Nō plays, 18th century Kabuki and puppet plays (many Kabuki plays, a theater of live actors, were first written for the puppet theater). While some of these texts emphasize themes loyalty, honor, and military prowess, others focus on the problems faced by samurai in their domestic lives. The last part of the course will be devoted to the most famous of all samurai stories, “The Revenge of the 47 Samurai”. Students will read eyewitness accounts of this vendetta, which occurred in 1703, and then explore how the well-known Kabuki/puppet play Chūshingura (A Treasury of Loyal Retainers, 1748) dramatizes the conflicting opinions surrounding it. All readings will be English translation and no previous knowledge of Japan is required.

**GSC 33662**

**Animal Encounters**

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

**Natalie Porter/ANTH**

**Attributes: Gender & Society**

**Cancelled by Primary Department**

~~How do humans relate to nonhumans across cultures and ecologies, as beings to think with, live with, love, kill, and consume? This course introduces multispecies studies—a field of research and writing that examines nonhuman life forms as objects of analysis and as beings with political lives and importance. We will explore how multispecies scholars engage with nonhumans in multiple worlds, from blasted landscapes and built environments to atmospheric spaces and microbial seas.~~

~~As we look at nonhumans in these diverse arenas, we will critically interrogate longstanding binary distinctions between nature and culture, human and nonhuman, and consider alternative ways of apprehending and engaging with life in its myriad forms. Drawing from anthropology as well as philosophy, and feminist science studies, we will foreground nonhumans in debates about race and classification, gender and sex, language and communication, ethics and technology, sustainability and collapse. We will approach these debates from an anthropological perspective that focuses on the ways that we shape our bodies and worlds with and alongside other species.~~

**GSC 33663**

### **Anthropology of Everyday Life**

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

**Meredith Chesson/ANTH**

**Attributes: Gender & Society**

Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cellphones? 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 33664**

### **Banned Books and Beyond: Censorship in Modern Japanese Literature**

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

**Marianne Tarcov/LLEA**

**Attributes: Gender & Culture**

This course will look at two kinds of censorship: morality censorship, which regulates material related to sexuality and public decency, and political censorship, which regulates subversive material. This course will explore the surprisingly symbiotic relationship between censorship and literature, where both systems are dependent one upon the other. Does modern literature actually need censorship to create a certain relationship to the state and to political expression?

Course texts will include books censored or banned for obscenity, such as Mori Ogai's *Vita Sexualis* and Tanizaki Jun'ichirō's *Naomi*, as well as works that were regulated for politically subversive content, such as Proletarian and Anarchist literature. We will go from the prewar period to wartime censorship, followed by censorship under the US Occupation of Japan, and finally into

the present day by looking at the Rokudenashiko case, in which a feminist artist was arrested for disseminating images of her own vagina.

**GSC 35000**

### **Internship**

#### **Department Approval Required**

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

**GSC 40001**

### **Perspectives on Gender**

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

**Gail Bederman/HIST**

**Attributes: Fulfills Minor/Major Theory Requirement**

This interdisciplinary seminar provides students with an overview of key concepts and terms in gender theory. Students will read prominent feminist and queer theorists of gender, analyze their arguments, and learn to critique and apply them. We will begin with early feminist explorations of gender. However, we will also explore contemporary theories, including those from outside feminist theory that move our understanding of gender outside heteronormativity and beyond the binaries of male/female and masculine/feminine. Our constant concern is to consider what these theories mean in their specific sociohistorical contexts and to contemplate their potential implications for our own and others' lives, not to mention culture and society at large. This seminar requires close reading and discussion of theoretically rigorous and critically sophisticated texts and thus requires the active participation of committed students.

**GSC 40503**

### **The French at Work – Unemployment and Precarious Jobs**

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

**Sonja Stojanovic/ROFR**

**Attributes: Arts & Culture**

The enviable “French work week,” long lunch-breaks, the numerous holidays and paid vacations come readily to mind when we think about French attitudes towards work. In this course, we will focus, however, on a crucial contemporary social issue: unemployment and the rise of so-called precarious jobs. Through French literature and film, and with a particular emphasis on representations of gender and racial disparity in certain types of precarious work (nannies, maids,

security guards, and nuclear plant workers, among others), we will examine what it takes to work in France today. *Taught in French*.

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

### **The Movie Musical**

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

**Lab – M 3:30pm**

**Pam Wojcik/FTT**

**Attributes: Arts & Culture**

This course provides a survey of the movie musical. Rather than chronologically, the course proceeds through various topics to consider the meaning of the genre, its ideology, its form. We will consider the history of the musical and its intertextual relation to vaudeville, Broadway, rock and roll, and pop music. The class will look at musicals from Hollywood, but will also consider the French musical, East German communist films, black cast musicals, and postmodern musicals. We will consider different subgenres of the musicals, such as the backstage musical, the rock musical, the folk musical, and the fairytale musical. The class will NOT examine animated or Disney musicals. 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, Jacques Demy, and Bob Fosse; composers like Rogers and Hammerstein and Stephen Sondheim; and stars such as Fred Astaire, Gene Kelly, Judy Garland, 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 40539**  
**GSC 41539**

### **Women and Television**

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

**Lab – W 5:00pm-7:30pm**

**Mary Kearney/FTT**

**Attributes: Arts & Culture**

This course provides students with an introduction to critical and cultural approaches to feminist/queer studies of television, including historiography, textual analysis, industry studies, and reception studies. Our primary objective will be considering the relationship between gender, feminism, and television, with particular emphasis on U.S. television's industrial history, representational strategies, and reception practices. In addition to performing close textual and contextual analyses of gendered televisual representations, we will investigate various representations of feminism on television, including those deemed "postfeminist." We will also examine the gendered construction of television production and reception, with a particular focus on women's involvement in both.



**Gendered Glissandos:****Slipping Stereotypes in Contemporary Francophone Literature and Film****MW 11:00am-12:15pm****Alison Rice/ROFR****Attributes: Arts & Culture****Cancelled by Primary Department**

~~Recent French language literary and cinematic texts reveal that stereotypes regarding race, class, and sex in a variety of countries and settings are not stable. Many factors ranging from climate change to migration to social media are affecting the way individuals react to traditional expectations and encouraging more fluid definitions of identity. Instead of fitting neatly into the projections that their family, religion, society, and nation have imposed upon them, protagonists creatively embody other forms of behavior and belief, incorporating many influences from around the world into their actions and values. In this course, we will examine short stories, novels, advertisements, films, and essays to determine how depictions of gender and sexuality are evolving on the page and screen in a world of increasing international movement and influence. We will take a close look at the creative work of women authors and filmmakers in an effort to discern how they are making great strides in disciplines that have long been dominated by men in the French-speaking world. Expectations include three 5 page written compositions as well as an oral presentation and in class assignments. *This course will be taught in French.*~~

**Mexican Immigration****TTH 12:30pm-1:45pm****Lab - TBA****Karen Richman/ILS****Attributes: Gender & Society**

Mexican immigrants are the fastest growing immigrant group in South Bend. This course combines experiential learning, research and service to understand and assist the Mexican immigrant community in South Bend. The course aims to understand and share information about who these new immigrants are, why they have come to the Midwest, and Chicago and South Bend, in particular, and how they are adapting and contributing to South Bend economic and social life. Students will contribute to documentation of the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homelands. Kinship networks, economic relations, political activities and religious practices simultaneously involve Mexicans in home and diaspora locations. Mexican migrants allegedly sent home about \$23 billion in 2007. The Mexican government encourages the mobility of its people and offers novel ways to unify those abroad in a borderless nation. Understanding the relationship between Mexicans' immigrant integration and transnational allegiance is a key goal of the course. The course begins with a visit to the Mexican immigrant enclave of South Bend. Documentary film screenings, guest lectures and campus-wide events on immigration will complement readings about Mexican-U.S. migration and the history and sociology of the local community. Students will volunteer as tutors, interpreters, translators, assistants and teachers at local organizations while learning ethical fieldwork methods in preparation for community research. Working collaboratively, students will design research plans to gather data on issues of their choosing including history of Mexican settlement in South Bend,

immigrants' local and transnational households, political involvement, youth, gender, employment and business, health care, education, cultural beliefs and practices and religious life. The products of the experiential research will be published in Volume Four of the Latino Studies Student Research Series and shared with local residents, agencies and the community at large.

**GSC 43525**

### **Philosophy, Gender & Feminism**

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

**Michael Rea/PHIL**

**Sara Bernstein/PHIL**

**Attributes: Arts & Culture**

This course will survey a variety of philosophical issues pertaining to gender and feminism. Topics we expect to cover include the metaphysics of gender (e.g., the sex-gender distinction, the nature of masculinity and femininity, gender essentialism vs. gender constructivism); implicit bias and hermeneutic injustice; sexual harassment, violence, and the nature of consent; gender, feminism, and religion; and intersectionality.

**GSC 43527**

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

**TTH 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 46000**

### **Directed Readings**

**Department Approval Required**

Reading and research on specialized topics that are immediately relevant to the student's interests and not routinely covered in the regular curriculum. Letter grade given.

**GSC 47000**

### **Special Studies**

**Department Approval Required**

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

**GSC 48000**

### **Capstone Essay**

**Department Approval Required**

**Fulfills Senior Capstone Project Requirement for Undergraduate Majors**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the semester-long composition of a

capstone essay. The capstone essay is an original and professional piece of scholarly writing based on the student's interdisciplinary research in their primary and supplementary majors. The capstone essay may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for Gender Studies supplementary majors. It can only be taken in the fall semester of the senior year. In the spring semester of the junior year, interested students should speak to the Gender Studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the essay to be accepted by Gender Studies, the minimum page requirement is 20 pages.

**GSC 48001**

### **Senior Thesis**

#### **Department Approval Required**

#### **Fulfills Senior Capstone Project Requirement for Undergraduate Majors**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the year-long composition of a senior thesis. The senior thesis is an original and professional piece of scholarly writing based on the student's interdisciplinary research in their gender studies major, ideally incorporating any additional fields of study they are pursuing. The Gender Studies senior thesis may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for Gender Studies majors. It is taken in the fall semester of the senior year (3 credits) and finished in the spring semester (3 credits). In the spring semester of the junior year, interested students should speak to the Gender Studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the thesis to be accepted by Gender Studies, the minimum page requirement is 30 pages (excluding notes and bibliography). All students registered for the Senior Thesis will participate in a mandatory Thesis Writing Workshop which will meet at times determined by the Director of Undergraduate Studies in Gender Studies (usually 5-6 meetings spread out between August and March).

**GSC 53657**

### **Feminist & Queer Prison Studies Interdisciplinary Seminar**

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

**Pamela Butler/GS**

**Attributes: Gender & Society**

In recent years, scholars and activists have begun to understand sites of confinement—such as the prison, the asylum, and the refugee camp—as sites that produce and police genders and sexualities. This interdisciplinary seminar introduces students to feminist and queer work in the emerging field of critical prison studies, focusing on scholarship and arts that reach across and beyond disciplines to explore histories, experiences, and politics of confinement. At shifting intersections of racism, ableism, militarism, capitalism, and the state, institutions and practices of confinement raise complex questions about gender, sexuality, and academic knowledge production. Our readings will explore these questions, integrating the work of free-world academics with theory, research, art, and personal narrative produced by prisoners and survivors. In addition to the structural and interpersonal violences that characterize incarceration and confinement, we will focus on the creative, joyful, and loving ways that humans in confinement craft identities, have sex, build relationships, and create communities of care. Throughout the semester, we will consider how

disciplinary norms and boundaries delineate the limits of inquiry, and we will center critically interdisciplinary work that unsettles the institutional organization of knowledge.

**GSC 53700**

**Foundations in Gender Studies**

**W 3:30pm-6:00pm**

**Elizabeth Evans/ENG — Canceled by Primary Department**

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