

# GeNder Studies Program Undergraduate Courses Spring 2020



**GSC 10001**

## **Introduction to Gender Studies**

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

**Briannna McCaslin/SOC**

**Laura Mercado Ortiz/ENG**

**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 10601**  
**GSC 20601**

## **The Anthropology of Your Stuff**

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

**Meredith Chesson/ANTH**

**Attributes: Gender & Society**

Have you ever pondered how people live(d) in a world without television, YouTube, smartphones, and automobiles? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1970s and 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 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 the most fundamental institution of all known societies, and the study of families is a core area of sociological inquiry. The word "family" is one that is pervasive in society, but it can have multiple meanings in various contexts, and it is a more difficult concept to define than we may initially think. What "family" means changes over time and varies across cultures, and there is much continual debate about what a family should be. By the end of this course, you should have a much broader understanding of what a "family" is and the significance of families for our society. It is within the family that socialization occurs and the family is the site where we derive many of our personal experiences, which may give the impression that "family" is very personal. Yet, the institution of the family is fundamentally intertwined with larger institutions such as the economy, the workplace, and the state. Additionally, families can both reflect and reinforce societal inequities, such as those based on class, race, and gender. We therefore assess these linkages by taking a sociological approach to studying the family.

**GSC 20520**

### **Paleo Parenting**

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

**Lee Gettler/ANTH**

**Attributes: Religion & Family**

This course examines the origins, causes, environmental settings and cultural factors within which natural selective forces converged throughout human evolution to create the human infant, one of the most vulnerable, slowest developing, and energetically demanding mammal infants of all. We consider who the caregivers are, and how and why they might "share care" which was needed to keep our highly vulnerable infants and children alive, and to nurture them throughout their exceedingly long childhoods. Specifically, we trace the origins of modern parenting systems from their mammalian base paying especial attention to the transaction between infant care practices themselves and how they relate to, if not depend on, the emergence of other characteristics that define us as human. These include bipedalism, empathy, learning, food sharing, and a "theory of mind". Here we will examine not only the unique roles that mothers and fathers and other important caregivers (allomothers) play but the underlying biology that both inclines that care but also responds to it biologically. We also emphasize the manner in which social values, ideologies, cultural expectations, social roles, and economic pressures assert critical influences on caregiver physiology and behavior.

### Race and Racism

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

**Agustin Fuentes/ANTH**

**Attributes: Gender & Society**

This is not an easy topic and has no easy mode of analysis. Yet, understanding Race and racism is one of the most pressing matters for our society. In order to do this we engage contemporary issues of race and racism through the lens of anthropology. We'll tackle human diversity via biology, history and contemporary society in order to see what Race is and what it is not ... demonstrating why racism matters. Examining the processes, structures and impacts of racism enables us to dive deep into the complexities of systemic violence, and engage the diverse histories and complicated issues and practices of our very problematic contemporary reality.

### The Victorian Marriage Plot

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

**Sara Maurer/ENG**

**Attributes: Arts & Culture**

While stories of falling in love and getting married have been told and retold throughout history, the mobility, technology, liberal theories, and modernizing economy of Victorian culture make Victorian marriage plots especially rich and strange. This class will explore the remarkable pressure put on stories of courtship and commitment in Victorian fiction, poetry, and prose. We'll examine how female writers try to reverse literary traditions which allow men to speak of love but require men to remain silent, and how male writers respond to new ideas about a less differentiated, more equal marriage partnership. We'll look at the literature shaped by the competing demands of Victorian domestic ideals, Victorian notions that companionate marriage was the best avenue to mature self-realization, and a persistent Victorian traditionalism that valued the practices of the past. We'll read plots of love, marriage, bigamy, divorce, artistic development, and vampires in Charlotte Bronte's *Jane Eyre*, Anne Bronte's *The Tenant of Wildfell Hall*, and Bram Stoker's *Dracula*. We'll get to know newlyweds, prostitutes, princesses, nuns, madwomen, and the occasional goddess in poems by Elizabeth Barrett Browning, Alfred Lord Tennyson, Robert Browning, Christina Rossetti, Dante Gabriel Rossetti, Augusta Webster, Adelaide Procter, William Morris and Michael Field, always focusing on the questions of how literature addresses the problems troubling modern marriage, and how literature imagines new possibilities for human connection.

### The Fashioned Self: Clothing, Gender, and Identity

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

**Stacy Sivinski/ENGL**

**Attributes: Arts & Culture**

As Virginia Woolf once wrote, "Vain trifles as they seem, clothes... change our view of the world and the world's view of us." Indeed, rather than slipping passively into the background, articles of clothing typically assume complex, active, and extraordinarily visual cultural roles. Especially within a literary context, garments take on a special significance by allowing characters to craft their identities through a process of self-fashioning that grants them a degree of control over how they will be read. Throughout this course, we will explore the social meaning woven into the fabric of clothing in order to better

understand how fashion helps uphold or contest dominant understandings of gender, race, and class. Although our discussions will primarily draw from works of fiction such as Emile Zola's *The Ladies' Paradise*, Bret Easton Ellis' *American Psycho*, and Chimamanda Ngozi Adichie's *Americanah*, we will also be analyzing films, magazines, and recent texts on fashion sustainability while considering the social implications of clothes.

**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 Latino/a 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, Latino 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 further explore how Latino 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 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, and nationality in the United States. Approaching gender and popular culture from a variety of theoretical and methodological perspectives, we will consider how culture in its commodified form has helped construct gendered identities, communities, and power structures in the United States. For example, we will examine how popular media texts may influence ideas about gender and how fans may transform and use mass culture texts for different purposes. Along the way, we will consider popular culture's ideological potential in relation to gender justice. Do negative representations harm the cause of women's and/or minority rights? What do the rise of the Internet and social media activism mean for the intersections of popular culture and social justice? Assignments include mini essays, a multimedia essay, and a final creative project accompanied by an analytical paper.

**GSC 30557**

### **Paradoxes of Human Rights**

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

**Julia Kowalski/KSGA**

**Attributes: Gender & Society**

Contemporary human rights activists argue that human beings share a set of fundamental rights. But what happens when the seemingly universal concept of “human rights” is translated across different social, historical, and cultural contexts? In this class, we will look at how claims about human rights take shape as people engage tensions between universal models of the human and the diverse realities of everyday lives. When people advocate for social justice in terms of human rights, what arguments do they make about what it means to be human? What visions of justice do they produce? Such questions are central if we want to understand the potential of human rights projects to build a better world. Drawing on research from scholars in anthropology, history, and political theory, this course explores how human rights take shape within social and historical contexts.

**GSC 30586**

### **Crimes of Passion: Gender & Sexuality in Classical Japanese Literature**

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

**Michael Brownstein/LLEA**

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

In Japan’s classical literature, love is often seen as a kind of “demonic” or spiritual possession, an out-of-body passion so powerful that it transcends even death. In this course we will explore how this view of love was depicted in Japanese fiction and drama, beginning with an abridged edition of Murasaki Shikibu’s epic of courtly love, *The Tale of Genji* (ca. 1000 A.D.). We will then read a selection of medieval Nō plays, which typically dramatize the problem of love-as-obsession from a Buddhist perspective. Finally, we will explore how the relationship between love and death was depicted in the Early Modern period (17th–19th centuries), in Ihara Saikaku's *Five Women Who Loved Love* (1685) and *The Life of an Amorous Woman* (1686), and plays written for the puppet theater by Chikamatsu Monzaemon, such as *The Love-Suicides at Amijima* (1721).

**GSC 30623**

### **Social Justice and the Politics of Reproduction**

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

**Pamela Butler/GSC**

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

**Pre-requisites: Introduction to Gender Studies (GSC 10001 or GSC 20001)**

Moving beyond a simplistic "pro-choice versus pro-life" framework, this course invites students to study the complex ways in which reproduction is political - how fertility, pregnancy, childbirth, abortion, adoption, parenting, and caregiving are defined by power relations, shaped by material conditions, and linked with the unequal distribution of resources and life chances on a global scale. What factors influence a person's ability to have children, to not have children, and to raise children they do have in safe and sustainable communities? How do the structural violences of capitalism, racism, ableism, and imperialism shape meanings and experiences of reproduction in the U.S., in local contexts around the world, and across national borders? How have diverse social movements organized to fight reproductive oppression and to build more just futures? Our exploration of these questions will lead us to a wide variety of historical and contemporary sites where reproduction intersects with systems of power and practices of resistance. At

the heart of our inquiry will be the understanding, established by gender studies scholars and activists, that reproduction is a key aspect of social justice, and we will focus in particular on the intersections of gender and sexuality with economic, racial, environmental, and decolonial justice. Students will contribute to the course syllabus by sharing their own research on contemporary issues, policy, and activism. Our learning will be discussion-based, collaborative, and exploratory.

**GSC 30624**

### **US Sex, Sexuality and Gender to 1880**

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

**Gail Bederman/HIST**

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

Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex!); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890.

**GSC 30635**

### **The Roots of Human Trafficking**

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

**Mariana Candido/HIST**

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

This course explores human trafficking in the modern world. It will examine labor exploitation and commercialization in European and Islamic empires in a historical perspective; and emphasize the role of gender and sexuality in historical and modern forms of slavery. We will discuss how imperialism led to the expansion of human trafficking and how women, men and children experienced labor exploitation in different ways. We will examine how forced labor was behind the car and bicycle industries and chocolate consumption. Today more than 27 million people are held, sold, and trafficked as slaves around the world. This course will discuss similarities and differences between contemporary and historical slavery and analyze why and how it persists nowadays. Readings will include accounts of people held in bondage, case studies, and reports.

**GSC 30637**

### **Sex and Power in Irish Literature: From Warrior Queens to Punk Poets**

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

**Sarah McKibben/IRLL**

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

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 30641**

### **Faith and Feminism**

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

**Kathleen Cummings/AMST**

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

"Faith and Feminism in America" examines the relationship between religious beliefs and practices and the feminist movement in the United States from the publication of Elizabeth Cady Stanton's *The Woman's Bible* (1895-1898) until the present day. Topics explored include: the role of religious belief and practice in shaping understandings of gender difference; women's leadership in American churches; feminist critiques of organized religion; religious critiques of feminism; and feminist spirituality. To reflect the professor's expertise and Notre Dame's institutional context, many of readings and class sessions will focus on Christianity and in particular Catholicism. There will be ample opportunities to explore the intersection of faith and feminism in the lives of American Jewish and Muslim women.

**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 20th and early 21st centuries from a global perspective, focusing on several cities and regions that were crucial to the development of modernism and postmodernism, including: Paris, Tokyo, Moscow, Berlin, Zurich, London, Rome, Buenos Aires, Rio de Janeiro, New York City, Mexico City, Dakar, and Johannesburg. Spanning the decades 1907-2010, 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) alongside the aesthetic accomplishments of the avant-garde. Exploring the forces of feminism, late-industrial capitalism, urbanization, and the global AIDS crisis, we will attempt to understand how artistic innovations fundamentally altered, negotiated, and framed the ways in which we understand and represent the world. The class will also participate in film screenings at the Browning Cinema, DPAC.

**GSC 30648**

### **History of Modern Africa**

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

**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 30662**

### **Introduction the Feminist Political Thought**

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

**Colleen Mitchel/POLS**

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

What does it mean to be a "feminist" and how has the understanding of feminism changed throughout history? This course will familiarize students with the major themes and movements in the history of feminist political thought through a survey of both historical and contemporary texts. We will discuss the kinds of issues that are important for feminist thinkers, such as equality, the family, the public/private distinction, patriarchy, sex, pornography, violence, power, inclusion, empowerment, and recognition. We will also study intersectionality and the relationship between race, class, and gender identity, as well as how intersectionality can be used as a lens through which to view political life. Readings for this course will include works by such feminist thinkers as Mary Wollstonecraft, Elizabeth Cady Stanton, Sojourner Truth, Simone de Beauvoir, Betty Friedan, Shulamith Firestone, Judith Butler, Susan Moller Okin, Catharine MacKinnon, Audre Lorde, bell hooks, and Patricia Hill Collins.

**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: Theory and Practice**

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

**Pamela Wojcik/FTT**

**Attributes: Theory Course 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 40531**

**GSC 41531**

### **Media and Identity**

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

**T 5:00pm-7:30 Lab**

**Mary Kearney/FTT**

**Attributes: Arts & Culture**

This course focuses on critical analyses of identities in media culture. Taking a cultural studies approach, we will interrogate theories and popular discourses of identity while exploring how identities are constructed, negotiated, resisted, and transformed within media culture. Our primary questions in this course are: What is identity? How do our identities inform our various relationships to media culture? And, how does media culture impact the construction of our identities? Our sites of analysis will be media representation (narrative, performance, aesthetics), media production (industrial and alternative), and media consumption (reception practices and audiences). We will examine a broad array of media forms, including film, television, the Internet, and popular music. Conventional demographic identities, such as gender, age, race, sexuality, class, and religion, are central to the course, although other identities, including geographic, lifestyle, and virtual identities, will be examined also. We will strive toward critical analyses that understand identities as socially constructed, not biologically determined, and intersectional, not autonomous.

**GSC 40534**

**Gender and Sexuality in American Drama**

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

**Susan Cannon Harris/ENGL**

**Attributes: Arts & Culture**

Ever since Nora Helmer walked out on her husband and slammed the door in Henrik Ibsen's 1879 play *A Doll's House*, modern drama has been closely connected with the struggles to redefine gender and sexuality that have shaped the twentieth and twenty-first century. In this course, we will look at how this story plays out on the American stage, as we examine the works of American playwrights who have participated in the many long-running debates about gender and sexuality in modern and contemporary America. We will read both canonical modern playwrights--Eugene O'Neill, Tennessee Williams, Lillian Hellman, Arthur Miller, Edward Albee, Lorraine Hansberry, etc.--and a variety of contemporary playwrights, including but not necessarily limited to Tony Kushner, Larry Kramer, David Mamet, Sara Ruhl, Melissa George, and Susan Lori-Parks. Students will write at least two papers, keep a journal, and give at least one in-class presentation.

**GSC 40535**

**Woolf and Bloomsbury**

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

**Barbara Green/ENG**

**Attributes: Arts & Culture**

The modernist feminist writer Virginia Woolf lived and worked with a loose collective of writers, painters, and social thinkers that we call the "Bloomsbury Group," though many members of the group disliked the phrase. We will look at the novels, essays, art, and political writings of some of the members of Bloomsbury - Virginia Woolf, E. M. Forster, Roger Fry, Leonard Woolf, Vanessa Bell, Clive Bell, Lytton Strachey and others - to explore the complex moments of cross-fertilization, critique, and revision that define their encounters. In addition, we will attend to a few areas that have dominated discussions of Bloomsbury modernism: ideas of nation, "civilization," and critiques of Empire; the formation of literary modernism's often tense relation to mass culture; the development of modern discourses of sexuality; the relationship between literature and the modern metropolis; and explorations of women's "experience" of modernity. Because members of the Bloomsbury Group worked in a number of fields beyond the literary - painting, economics, social thought, publishing, and interior design to name a few - students will find that they can easily develop projects that engage more than one area of interest.

**GSC 40541**

**Transnational / Transgender**

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

**Pamela Butler/GSC**

**Rebecca Wiegel/THEO**

**Attributes: Gender & Society**

The interdisciplinary field of transnational transgender studies reveals how concepts, systems, and experiences of gender cross political and geographic boundaries, and how people move within, across, and against the gender categories available to them. Centering transgender knowledges and practices, this course explores how gender moves across space and time. How and why have some persons transitioned across gender boundaries, and what happens when they do? How do ideas about gender travel across national borders, and how are those ideas (and those borders) transformed along the way? What does

transgender studies have to do with nation-states, economics, and global political dynamics? How have political and economic structures of movement - such as empire, migration, globalization, settler colonialism, and tourism - shaped gender in local and global contexts? And what social movements, cultures, visions, forms of resistance, and possible futures emerge out of these encounters? This seminar is discussion-based and centered on collaborative learning. Students will pursue independent research on a topic related to transnational transgender studies, share their research in class, and help to lead and facilitate class discussions.

**GSC 40567**

### **Feminist & Multicultural Theologies**

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

**M. Catherine Hilkert/THEO**

**Attributes: Religion & Family**

An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women's spirituality.

**GSC 40579**

### **Law and Utopia in Atlantic America**

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

**Cyraina Johnson-Roullier/ENG**

**Attributes: Arts & Culture**

Is it possible to think of the 21st century as a post-racial, post-feminist world? In her provocative 2012 study, *Body as Evidence: Mediating Race, Globalizing Gender*, Janell Hobson suggests that rather than having been eradicated, millennial hopes that the historical difficulties represented by race and gender have lost their significance in the present day are as far, if not even further away from the mark as they have ever been. For Hobson, policing the body, whether that be in terms of its race, its gender, or its sexuality, has remained paramount. "[W]hile the early-twenty-first century discourse of 'postracial' and 'postfeminist' often declares the loss of meaning attached to race and gender," she argues, "...the global scope of our media-reliant information culture insists on perpetuating raced and gendered meanings that support ideologies of dominance, privilege, and power." In Hobson's view, the body and how it is imagined rests at the center of such ideologies, pointing also to a number of crucial questions that become particularly important when considering the significance of race and gender through the lens of modernity. How might a reconsideration of race point also to a rethinking of gender and vice-versa? What does race actually mean? How does/can it alter the way we understand gender? Is it possible to think race beyond the idea of race? What might a new conception of race actually look like, and how might this influence our thinking on gender? How are the problems of race and gender intertwined, and how is/has the body been imagined in and through them? What can such questions tell us about today's racial and gendered realities, both inside and outside the university, both in the past and the present? This course takes a step backward to investigate these and other like questions in the context of the utopic impulse and its emphasis on the imagination in several 19th-century American authors whose work may be viewed as participating in a broad yet under-acknowledged vision of race, gender and Atlantic modernity that seeks to interrogate hierarchies of race and gender as these have been constructed and maintained within dominant ideologies. Grounding our analysis in a number of 16th-, 17th- and 18th-century political philosophical texts on law

and utopia and drawing on insights from critical race theory, gender studies, feminist theory, theories of law and literature, and utopian studies, our goal will be to gain a more nuanced understanding of our racialized past and its troubled link to questions of gender both then and now, so that we may better hope to imagine - and reimagine - the shape of our collective democratic future in the 21st century's global community. Course Texts: To be determined, but will most likely include some of the following, either in their entirety or in the form of relevant excerpts: Plato's Republic; Niccolo Machiavelli, The Prince; Thomas More, Utopia; Francis Bacon, The New Atlantis; James Harrington, Oceana; Thomas Hobbes, Leviathan; Robert Filmer, Patriarcha, Or The Natural Power of Kings; John Locke, Two Treatises of Government; Montesquieu, The Spirit of the Laws; Jean-Jacques Rousseau, The Social Contract or The Discourse on Inequality; Alexis de Toqueville, Democracy in America; Thomas Jefferson, Notes on the State of Virginia; Adam Smith, The Wealth of Nations; Frances Wright, Views of Society and Manners in America; Nathaniel Hawthorne, Blithedale Romance; Moncure Conway, Pine and Palm; Walt Whitman, Democratic Vistas; Frances Ellen Watkins Harper, Iola Leroy; Pauline Hopkins, Contending Forces or Of One Blood; Sutton Griggs, Imperium in Imperio; W.E.B. DuBois, The Souls of Black Folk. Course Requirements: To be determined, but will most likely include two five-page essays, an oral presentation and two or three digital projects.

**GSC 40601**

### **Gender and Health**

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

**Vania Smith-Oka/ANTH**

**Attributes: Gender & Society**

This course examines the intersection of gender, health policy, and health care organization around the world. Gender is frequently a central contributing (though sometimes ignored) factor to people's health. Men and women have different biologies, and it thus stands to reason that their lives (social, economic, political, and biological) would have an effect on their health. What causes men to have different illnesses than women? What places one gender at greater risk for illness than the other? How do men and women across the world experience health policies? Are they affected and constrained by similar factors? How do their work lives affect their experiences with health? How is the body medically produced? How do poverty and development play a role in people's well-being? Through an inquiry-based approach, these and other topics will be addressed in this class.

**GSC 40626**

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

**MW 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 19th c. blackface minstrels 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 43510**

### **Economics of the Family**

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

**Kasey Buckles/ECON**

**Attributes: Religion & Family**

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

**GSC 43524**

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

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

**Amy Langenkamp/SOC**

**Attributes: Gender & Society**

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

**GSC 43528**

### **History of American & European Fashion**

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

**Linda Przybyszewski/HIST**

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

This seminar examines the rise of the modern fashion and garment industries in Europe and North America during the late 19th through the 20th century. While fashion is often viewed as a subject of interest only to women, this course contends that it has held significant meaning in the lives of both men and women, and of different classes and races. Clothing could signify who was praised as beautiful, modern, and respectable, or who was damned as immoral. We will trace such economic shifts as the movement from custom-made women's clothing to mass-produced ready-to-wear and the invention of the department store, and consider the impact of mass consumption on modern peoples. We will read how the aesthetics and practicality of women's and men's dress were criticized by reformers, and how American home economists taught the art of dressing according to standards of efficiency and beauty. We will address the impact of technological innovations, such as the removable collar and the stiletto heel, and of political concerns, such as the world wars and the Civil Rights Movement. We will pay particular attention to the dress revolutions of the 1920s and 1960s, and the question of whether they signaled concrete liberation or merely a fantasy of liberation.

**GSC 43540**

**Archives and Power**

**W 12:30pm-3:15pm**

**Karen Graubart/GSC**

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

This seminar is an introduction to the critical study of archives, particularly for those interested in historical research. Historians are generally aware that archives are not mere repositories of information, but we do not always think about the ways buildings and institutions guide our research. We will read theoretical critiques of archives, with special attention to the ways that archives marginalize, naturalize, or silence certain bodies and practices. Part of the seminar will center Atlantic history, colonial Latin America, and the history of slavery. We will also carry out a practicum, visiting archives on campus and nearby as well as those hosted online, to see how these issues play out in particular ways. Open to graduate students as well as advanced undergraduates (who should contact professor for more information).

**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**

**Departmental Approval Required**

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

**GSC 48002**

**Gender Studies Senior Thesis**

**Department Approval Required**

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the year-long composition of a senior thesis. The senior thesis is an original and professional piece of scholarly writing based on the student's

interdisciplinary research in their gender studies major, ideally incorporating any additional fields of study they are pursuing. The Gender Studies senior thesis may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for Gender Studies majors. It is taken in the fall semester of the senior year (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 53659**

**The Human and Its Others  
Interdisciplinary Seminar**

**W 2:00PM-4:45PM**

**Lindsey Breitwieser/GSC**

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

This course introduces students to core theoretical understandings of humanity, personhood, agency, and animacy. Grounded in a decolonial, crip, queer, and anti-racist feminist perspective, we will discuss humanity's socioscientific construction and ideological ties. The first part of the course investigates what it means to be a person and what populations have been excluded from this realm through discourses of monstrosity, animality, and madness. The next part focuses on the materiality of the human, the construction of the body, and humanity's entanglement with nature, non-human animals, and things. The final part asks students to develop their understanding of these frameworks further by applying them to emerging scholarship that puts non-humans and the inanimate at the center of analysis.