**Introduction to Gender Studies**

**GSC 10001**

TR 12:30pm-1:45pm

TBA

TBA

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.

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**The Anthropology of Your Stuff**

**GSC 10601**

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.

Marriage and the Family

GSC 20466
MW 2:00pm – 3:15pm
Abigail Ocobock/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.

Blood, Guts, and Gore: The Anthropology of Sport

GSC 20519
TR 11:00am – 12:15pm
Cara Ocobock/ANTH
Attributes: Gender & Society

This course introduces students to fundamental anthropological concepts in order to better understand the
interrelatedness of sport, culture, and society; moreover, this course serves an introduction to the critical
concept of embodiment, which addresses the intersections between biology, culture, and aesthetic
experience. We first review the evolutionary, prehistoric, and historic foundations for sport in play and
ritual. We then explore the ways in which contemporary sporting practices—from everyday practices to
highly ritualized events—are entangled with broader social and cultural phenomena. Drawing on
examples from around the world, the course focuses on the sporting intersections of gender, race, and
nationality. We also address question of social justice and liberation in sports. Finally, students are
encouraged to think critically about their own sporting experiences and how sports impact their lives.
By the end of the course, students should be able to: (1) explain the evolutionary, prehistoric, and historic
 foundations of sporting practices; (2) analyze how cultural notions of gender, race, and nationalism are
reified and challenged through sporting practices; (3) formulate critiques of how sports are embodied as a
result of historical, political, and economic processes; and (4) employ qualitative research methods to
complete an ethnography of sport.
## GSC 20534
### The Great Remembering: The Work of Women’s Writing

**MW 12:30pm – 1:45pm**  
**Anila Shree/ENGL**  
**Attributes: Arts & Culture**

When I say woman writer, do you think Jane Austen? The story of women’s writing is a history of forgetting. A monumental tragedy that should remind us that the historical marginalization of women still shapes our social, literary, and political landscape. This course will begin a process of remembering by focusing on the figure of the woman who writes. Hers is a history of desiring change – in herself, her community, and her place in the world. But what happens when women write back to power? How did women writers conceive of the power of writing? In what ways was women’s writing an act of self-assertion and political resistance? What role did women writers and characters play in the expansion of our idea of the social, literary, political possibilities of the work of writing? Writing oneself into existence is a multi-faceted process – it’s energizing as well as traumatic, liberating as well as dangerous. The course will focus on literary representations of these experiences. Readings will include literary texts by Margaret Cavendish, Jane Austen, Mary Shelley, Virginia Woolf, Audre Lorde, and other multimedia texts such as films, podcasts, and songs.

## GSC 20535
### (Un)Sustainable Philosophies

**TBA**  
**Charlene Brecevic/PHIL**  
**Attributes: Gender & Society**

One may reasonably argue that Earth has seen better days. Some biologists have estimated that three quarters of animal species will become extinct within the next three hundred years. Many climate models predict that the Arctic Ocean will be ice-free within the next several decades. The oceans are filled with billions of pounds of plastic. Food and water scarcity, rising sea levels, and extreme weather patterns due to climate change will likely displace millions of people by 2050. Despite the doom and gloom, many scientists believe that all may not be lost if humans seriously engage in concerted, widespread efforts to minimize their impact on the environment by creating more sustainable ways of existing. The aim of this course is to ask how our ways of thinking about nature, material things, and ourselves supports and/or obstructs our ability to engage in more sustainable practices. Our questions will include, but are not limited to: What is nature and how are humans connected to, distinct from, or part of this nature? What does it mean to be sustainable? If our aim is to exist more sustainably, how should we think about nature to help achieve this end? What is waste, exactly? Whose way of life is being preserved by our present sustainability efforts in the West? How does gender, race, and culture shape how one is affected by (un)sustainable practices? To what extent are the formal structures of oppression conserved across sexism, racism, and environmental destruction? This course will draw heavily on ecofeminist philosophy to help answer these important questions.
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<tbody>
<tr>
<td>GSC 30531</td>
<td>Global Activism</td>
<td>MW</td>
<td>9:30am – 10:45am</td>
<td>Luc Reydams/POLS</td>
<td>Gender &amp; Society</td>
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<td></td>
<td><em>Take action now!</em> 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.</td>
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<tr>
<td>GSC 30569</td>
<td>Post Soviet Russian Cinema</td>
<td>MW</td>
<td>12:30pm – 1:45pm</td>
<td>Melissa Miller/ RU</td>
<td>Arts &amp; Culture</td>
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<td>Freed from the constraints of Soviet-era censorship, between 1990 and 2005 Russian filmmakers exploited the unique qualities of the film medium in order to create compelling portraits of a society in transition. The films we will watch cover a broad spectrum: reassessing Russia’s rich pre-Revolutionary cultural heritage as well as traumatic periods in Soviet history (World War II, the Stalinist era); grappling with formerly taboo social issues (gender roles, anti-Semitism, alcoholism); taking an unflinching look at new social problems resulting from the breakdown of the Soviet system (the rise of neo-fascism, the war in Chechnya, organized crime); and meditating on Russia’s current political and cultural dilemmas (the place of non-Russian ethnicities within Russia, Russians’ love-hate relationship with the West). From this complex cinematic patchwork emerges a picture of a new, raw Russia, as yet confused and turbulent, but full of vitality and promise for the future. Short readings supplement the film component of the course. Films will be available on reserve and via streaming video.</td>
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<tr>
<td>GSC 30582</td>
<td>Laboring Women in Early America</td>
<td>MW</td>
<td>2:00pm – 3:15pm</td>
<td>Sophie White/ AMST</td>
<td>Gender &amp; Society</td>
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<td>What did shopping, tavern-keeping, and midwifery have in common in early America? They could all be considered legitimate forms of women’s and girls' labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions of “women’s work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women's labor in work and their laboring in childbirth.</td>
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### Captives and Slaves in the New World  
**GSC 30595**

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<tbody>
<tr>
<td>MW 11:00am – 12:15pm</td>
<td>Captives and Slaves in the New World</td>
<td>Sophie White/AMST</td>
<td>Gender &amp; Society</td>
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This interdisciplinary course will foreground the lives of the enslaved in colonial America and the Caribbean (inc. Haiti). We will consider indigenous Native-American and West African practices pertaining to enslavement and captivity, as well as the development of hereditary slavery in the colonies. Throughout, we will maintain a focus on understanding the lived experience of individuals who were captured/enslaved, with special emphasis on gender and material culture.

### The Black Atlantic  
**GSC 30632**

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<tr>
<td>TR 12:30pm – 1:45pm</td>
<td>The Black Atlantic</td>
<td>Mariana Candido/HIST</td>
<td>Gender &amp; Society</td>
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This course examines the formation of the Black Atlantic World, focusing on the experiences of Africans. While the Atlantic ocean can be seen as frontier and a zone of interaction, in this course we will explore how it operated as powerful connector between people, crops, religions, pathogens, and labor systems. Topics to be explored include the coastal cities and states in Africa, the rise and effects of the transatlantic slave trade; the gendered nature of forced and voluntary migrations; the Columbian exchanges; comparative slavery; African culture survivals and creations in the New World; Emigration to Africa; Afro religions, different strategies of accommodation, resistance and rebellion, and the creation of the idea of racial democracy. In all of these themes, we will explore how gender and ethnic affiliations shaped experiences. Emphasis will be placed on links between blacks in Africa and Latin America, the cultural, economic and political influences they had and continue to have on each other.

### American Feminist Thought From Abigail Adams to Sandberg  
**GSC 30638**

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<tr>
<td>MW 11:00am – 12:15pm</td>
<td>American Feminist Thought</td>
<td>Emily Remus/HIST</td>
<td>Gender &amp; Society, Fulfills University History Requirement</td>
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This course traces American feminism from the margins of democratic thought in the eighteenth century to the center of modern political discourse and culture. Drawing on primary sources and recent scholarly work, we will investigate how the goals and meaning of feminism have changed over time, as well as how the boundaries drawn around who could and could not claim the title of “feminist” have shifted. We will approach feminism as an argument—not a received truth—responsive to contemporary historical developments and marked by divisions of race, class, sexual orientation, age, and religion. Course readings are organized around major turning points in the American feminist movement and chart significant continuities and contradictions that have animated each new wave, including questions of gender difference, economic dependence, reproductive rights, marriage, subjectivity, and citizenship.
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.

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.

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

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<td>GSC 30664</td>
<td><strong>Gender, Sexuality, &amp; the State</strong></td>
<td>TR 11:00am – 12:15pm</td>
<td>Ashley Bohrer/IIPS</td>
<td>Gender &amp; Society</td>
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This course provides an overview of the complex ways in which gender and sexuality are relevant to a study of the state, both domestically and on the international stage. This course will look at the gendered and sexual dynamics of war, state-building, nationalisms, international governance, as well as feminist and queer social movement responses to the state.

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<tr>
<td>GSC 30665</td>
<td><strong>Feminist, Queer, Crip: Introduction to Disability Studies</strong></td>
<td>TR 11:00am – 12:15pm</td>
<td>Lindsey Breiwieser/GSC</td>
<td>Gender &amp; Society</td>
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Disability is a key aspect of human experience, and this course will examine its importance and complexity from a feminist perspective. Students will investigate cultural meanings and representations of disability, social justice and human rights issues, and current bioethical debates about autonomy, care, and physical and mental difference. These will enable students to think critically about conventional conceptualizations of the body, mind, and self. Some of the topics covered will be disability and the family, the disability rights movement in America, the human-technology interface, and more.

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<tr>
<td>GSC 30666</td>
<td><strong>Women’s Suffrage: Gender, Politics and Power</strong></td>
<td>MW 11:00am – 12:15pm</td>
<td>Christian Wolbrecht/POL</td>
<td>Gender &amp; Society, Fulfills University Social Science and History Requirements</td>
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In 2020, the United States is commemorating the centennial of the 19th Amendment, which prohibited the denial of voting rights on the basis of sex. In this course, we will take the occasion of the centennial to explore the place of women’s suffrage in the development of American democracy and the political empowerment of women. We will examine such topics as the meaning of citizenship, the place of voting in the American democratic system, the woman suffrage movement and other feminist movements, the anti-suffrage movement and other conservative movements, and the participation of women in various
political roles, including as candidates and office-holders. We will approach these topics with an explicitly intersectional lens, exploring the ways in which gender, race/ethnicity, and class, in particular, shape politics and power in the United States. Students in this course will also participate in a DPAC Learning Beyond the Classics film course (4-6 weeks) on women’s suffrage.

Rethinking Crime and Justice: Explorations from the Inside Out

M 4:30pm – 10:00pm
Pamela Butler/GSC
Jay Brandenberger/CSC
Attributes: Gender & Society

This course begins with a study of the U.S. criminal legal system—its history, its goals, its effects, and how it is embedded in larger systems of power linked with race, gender, and economics. Our greater purpose, however, is to get at deeper concerns about violence, harm, and justice: what we want a justice system to accomplish, why punishment is at center of our current system, and our own responsibility for that system that operates in our names. As part of the national Inside-Out Prison Exchange Program, the course involves inside students (who are incarcerated at the Westville Correctional Facility in Westville, IN) and outside students (who are enrolled at Notre Dame, St. Mary’s, or Holy Cross) learning with and from each other and breaking new ground together. Each week, campus students travel to Westville for class with the incarcerated students; all are responsible for the same reading and writing assignments, and all participate together in class activities and discussions. Together, we will examine myths and realities related to crime and punishment, explore the effects of the criminal legal system and its policies, and develop ideas for responding more effectively to violence and harm in our communities. Apply online via the CSC website: socialconcerns.nd.edu.

Gender and Medicine in America

TR 2:00pm-3:15pm
Laurel Daen/AMST
Attributes: Gender & Society

This course examines gender and medicine in America from the colonial era to the present. We will explore how gender has shaped medical ideas and practices and how women have participated in health care as providers, consumers, patients, and reformers. We will pay particular attention to how gender has intersected with race, class, ethnicity, and ability to affect health outcomes and highlight the experiences of black, Native, immigrant, working-class, and disabled women.

Global Women’s Health

T 11:00am – 12:45pm
Maria Alexandrova/
Attributes: Arts & Culture, Religion & Family, Gender & Society

Women's health is a multidimensional paradigm. In this course you will discover a global perspective on selected topics in women's health. Women's health conditions, programs, and services in developed and developing countries will be explored. You will discuss global women's health issues within context of race, ethnicity, culture, class, and societal roles. The combination of lecture, media viewing, guest-speakers, readings, class discussions, other learning activities, and assignments are anticipated to prompt
your critical thinking. You will also discover topics that you might explore for your future development as scholar, researcher, and global health leader and advocates.

**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  
Gail Bederman/HIST  
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 40573/41573 Girls’ Media and Cultural Studies**

*TR 2:00pm – 3:15pm  
T 5:00pm-7:00pm Lab  
Mary Kearney/FTT  
Attributes: Arts & Culture  
Pre-Requisites: GSC 10001/20001*

This course introduces students to critical analyses of girls’ media culture. During the first half of the semester we will focus on constructions of girls and girlhood in intellectual theory, popular discourse, and media texts (particularly U.S. film and television), paying attention to shifts in such constructions as a result of sociohistorical contexts and the rise of feminist ideologies. The second half of the semester will be devoted to exploring the media and cultural practices of female youth, examining the expansion of
girls’ culture beyond consumer-oriented activities, such as magazine reading and music listening, to those involving media production, such as filmmaking and blogging. In addition to problematizing girls’ sex and gender identity through intersectional explorations of age and generation, and vice versa, we will pay special attention to how issues of race, class, and sexuality impinge upon the formation of girls’ identities, female youth cultures, and the representation of girlhood in popular culture.

Archaeology of Death

GSC 40604

TR 11:00am-12:15pm
Meredith Chesson/ANTH
Attributes: Gender & Society

While many anthropologists may argue that there are very few universals throughout human cultures today and in the past, one fact of life is shared by everyone: death. Drawing upon ethnographic and archaeological case studies of mortuary practices, this course explores the social, economic, political, and ritual structures associated with how people in the past (and even today) dealt with their dead. Topics to be covered include how death and mortuary practices resonate strongly with issues of gender, race, class, sexuality, ethnicity, and notions of personhood; the notion of social memory; power and inequality; and the ethics of studying the dead. While we will focus on archaeological approaches to understanding what people do with and believe about the dead, the breadth of the case studies encompass many disciplines, including classics, art history, gender studies, history, and anthropology.

Pre-Requisites: any one of these courses for ANTH majors/minors: ANTH 10109, 10195, 20201, 20202, 20203, 30101, 30102, 30103, or by permission: for Gender Studies, no ANTH prereqs necessary, but one would be preferred

Sociology of Sexuality

GSC 40623

MW 9:30am-10:45am
Abigail Ocobock/SOC
Attributes: Gender & Society

When people think about sexuality, they often adopt a biological view—seeing sexuality as “driven” by hormones and nature. This course adopts a different approach by viewing sexuality through the lens of sociology—as shaped by social processes, including social interaction, institutions, and ideologies. It will focus on examining three aspects of sexuality: 1) The social, historical, and cultural factors that shape sexual behaviors, desires, identities, and communities; 2) The ways in which sex and sexuality are constantly regulated and contested at multiple levels of society, including within families, schools, workplaces, and religious and political institutions; and 3) The sources and effects of sexual inequality. While our focus will be on sexuality, we will also study how other identities (gender, race, class, religion, etc.) influence and affect it. Students will be encouraged to question taken-for-granted assumptions about sex and sexualities and formulate critical perspectives on issues pertaining to sexuality in today’s public discourses. This course is sex-positive in that it assumes that knowledge about sexuality is empowering, not dangerous. The readings and discussions will be frank, and students will be assisted in developing a language for, and comfort level with, discussing a wide range of sexual topics in a respectful and sociological way. In the process, students will be challenged to improve their critical thinking, researching, writing, and public speaking skills.
Family, Gender and Employment

TR 11:00am-12:15pm
Elizabeth McClintock/SOC
Attributes: Religion & Family, Gender & Society

This course addresses the competing responsibilities of employment (“work”) and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents’ relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

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.

Special Studies

Department Approval Required

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

Capstone Essay

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 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.

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 addition 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 53515
The Science-Gender Connection (Interdisciplinary Seminar)
MW 5:05pm – 6:20pm
Janet Kourany/PHIL
Attributes: Gender & Society

Through much of its history, academia has been gendered in a particular way—male dominated, focused on men’s interests, and privileging those interests—and much of it still is. In response, the area of enquiry known as women’s studies or gender studies emerged in the 1970s as part of the feminist movement. In this course we will explore gender, the concept that lies at the heart of this area of enquiry. We shall find that this concept is as complex and multi-faceted as the diverse disciplines from which it now draws and as political as its feminist origins suggest. We shall also find that it is fraught with controversy. Though the disciplines that contribute to the idea of gender comprise nearly all of academia, we will concentrate on the sciences, from which the concept of gender first emerged. No particular scientific background will be presupposed, however, and visits from science faculty will be organized to help us understand the terrain. We will start with the gendered origins of the concept—the gender of science—and then proceed to the science that developed as a result—the science of gender; and we will conclude with some questions concerning the connection between the two—the gender of science and the science of gender.

This course will be run as a seminar. Students will lead class discussions, present the results of individual research projects to the group, and have the opportunity to further develop those projects using feedback from the group. Throughout, our aim will be for each student to develop a fully informed and defensible response to the controversial terrain we shall be exploring.