Dietrich College of Humanities and Social Sciences

Gender Studies Minor

Fall 2016 Course Descriptions

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Information is subject to change
76-241  Introduction to Gender Studies  
Instructor: Pierce Williams  
Meetings: MWF 9:30 a.m. to 10:20 a.m.  
Prerequisite: 76-101 Interpretation & Argument (course can be taken concurrently with 76-101).

What is gender? What is sex? And how do we “perform” these identities in everyday life? Covering topics such as pornography, feminism, bros, queer theory, and transgender rights, this course will introduce you how power and inequality have historically and structurally impacted categories of gender in American society. We will read novels, scholarly texts, and even blogs in an effort to understand how gender intersects with other forms of identity (such as race, class, sexuality, ability, and nationality).

Through a combination of class discussions, written essays, and short presentations, we will ultimately understand gender as a social construct that nonetheless is meaningful, personal, and significant for all members of society.

76-344  Censored Texts  
Instructor: Kathleen Newman  
Meetings: MW 12:00 p.m. – 1:20 p.m.  
Prerequisites: 76-101 Interpretation & Argument

Censorship? Banned books? Book burnings? Could it happen here? Over the last century some of the most important films and books have book banned, censored, protested and withdrawn from high schools and in rare cases, college courses or public libraries. But artists don't like to be silenced, and many of them have found ways to tell their stories, regardless of the consequences. In this course we will read a handful of books that have all been challenged by parents, school boards, and/or library patrons. This year is a special Sci-Fi/Fantasy version of the course! We will read texts including Shirley Jackson's The Lottery and Other Stories, J.D. Madeleine L’Engle A Wrinkle in Time, J.K. Rowling, Harry Potter and the Sorcerer's Stone, Salman Rushdie's Satanic Verses, Margaret Atwood's The Handmaid's Tale, Octavia Butler's Kindred, and Chuck Palahniuk's, Fight Club. We will also celebrate the American Library Association's banned book week, which is September 25th to October 1.

76-338  The Rise of the Blockbuster Film  
Instructor: Rich Purcell  
Meetings: MW 10:30 a.m. to 11:50 a.m.  
W (screening) 6:30 p.m. to 9:20 p.m.  
Prerequisite: None

This course will focus on the American film industry during the 1970s and into the early 1980s. When Steven Spielberg's Jaws, understood as the first American blockbuster, was released in 1975 it radically changed the global distribution and marketing of film. Spielberg's film - like many blockbusters after it - was a mix of transgressive cinematic genres, advanced filmmaking techniques, and classical Hollywood narrative and form. While this class is focused on a "national" cinema our approach to the blockbuster will attend to this mix, which is the product of transnational and transhistorical economic and aesthetic forces. To that end we will screen films from Hollywood's "Golden Age," other national cinemas, as well as genres associated with "grindhouse" and the avant-garde film.
76-381  Mad-Men, Television, and the History of Advertising
Instructor: Kathleen Newman
Meetings: M 6:30 p.m. to 9:20 p.m.
Prerequisites: 76-101 Interpretation & Argument

Don Draper, cigarette in one hand, drink in the other, on the prowl for his next conquest - be it client or lover - may be one of the coolest characters ever created for American television. But is it just the suave style of Mad Men that has made it so popular? What is the secret to the show's success? In this class we will explore the rise and fall of the 20th century advertising model of mass culture by watching episodes from seven seasons of Mad Men, analyzing the show, and reading about the history of advertising as well as analyses of the show itself. Texts for the course will include Richard Ohmann's essay "Where did Mass Culture Come From?", Michael Schudson's Advertising: The Uneasy Persuasion, Archie Boston's Fly In The Buttermilk: Memoirs of an African American in Advertising, Design & Design Education, Susan Faludi: Backlash: The Undeclared War Against American Women, Scott F. Stoddart, editor, Analyzing Mad Men: Critical Essays on the Television Series and Lilly J. Goren and Linda Beail, editors, Mad Men and Politics: Nostalgia and the Remaking of Modern America.

76-410  The Long Eighteenth Century
Instructor: Kristina Straub
Meetings: TR 3:00 p.m. to 4:20 p.m.
Prerequisites: 76-101 Interpretation & Argument

This course offers students a chance to understand how English literature became modern. We will explore the cultural and historical processes by which we get from Shakespeare to Austen by looking at the historical development of two media forms, the stage play and the novel. Since this archive includes an impossible amount of material to cover in a semester's work, we will focus on some points of connection and synergy between these forms. For example, we will read a novel and a play by Aphra Behn, a poet, playwright, spy and one of the inventors of the modern novel. Eliza Haywood was both an actress and a prolific and successful novelist of the early 18th century. One of the "fathers" of the modern novel, Henry Fielding, cut his literary teeth writing plays for the Haymarket Theatre, which he also managed (and Haywood acted in). Frances Burney wrote a wildly successful novel, Evelina or a Young Lady's Entrance into the World, but she also wrote plays and was part of London literary circles that included famous actors, musicians, and other performers for the stage. We will end with Austen's novel, Mansfield Park, which stages on its pages an amateur production of a play in order to reflect the pleasures and dangers of theatricality. We will look at the interplay between theater and print fiction and how they mutually inform and help to define each other. We will ask how public theatrical institutions and performances and the technology of print contributed to the modern world of proliferating media forms.

79-327  Modern Girlhood: Historical and Contemporary Perspectives
Instructor: Carrie Hagan
Meetings: TR 1:30 p.m. to 2:50 p.m. (Mini Two)
Prerequisite: None

Through primary documents, film and popular media, material culture, and interdisciplinary scholarship from the emerging field of girl(hood) studies, this course will examine historical conceptions of girlhood and accounts of girls' lives, to contemporary concerns and representations. In seeking to understand the meaning and experience of "modern" girlhood, our focus will primarily be on the 20th and 21st century American experiences, though at times we may look to perspectives from earlier periods and elsewhere in the world. Because there is no single experience or
representation of girlhood, we will pay attention to the ways that girlhood is lived and constructed through the frameworks of race, class, culture, and geographic specificity.

**79-331 Body Politics: Women and Health in America**

**Instructor:** Lisa Tetrault  
**Meetings:** MW 1:30 p.m. to 2:50 p.m.  
**Prerequisite:** None

Women's bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women's health in the nineteenth and twentieth centuries in order to understand why women's bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, while also examining women's organizing around them. This course is open to all students.

**79-333 Sex, Gender & Anthropology**

**Instructor:** Shawn Alfonso-Wells  
**Meetings:** TR 12:00 p.m. to 1:20 p.m.  
**Prerequisite:** None

This course introduces students to an anthropological perspective on the relationship between sex (biological) and gender (cultural). In order to understand the various debates we will examine the ideas of manhood, womanhood, third genders and sexuality in cross-cultural perspective. The focus will be on non-western cultures and will examine the construction of status, sexuality, and gender roles within the broader context of ritual, symbolism, marriage, kinship. Utilizing film, the popular media, and anthropological case studies this course will provide students with ways to understand and question how and why we express ourselves as "men," "women," and "other."

**79-420 Historical Research Seminar**

**Instructor:** Steven Schlossman  
**Meetings:** TR 3:00 p.m. to 4:20 p.m.  
**Prerequisites:** None

The purpose of this research seminar is to help you conceptualize, design, organize, and execute a substantial research project that embodies and extends the knowledge and skill set you have been developing as a History major at Carnegie Mellon. The identification and collection of relevant primary source data, and the positioning of your project within a relevant historiography, are integral parts of this intellectual task. Along the way, we will strive to hone your written and oral presentation skills, deepen your command of research methodologies and strategies, and sharpen your abilities as a constructive critic of others' research. The seminar seeks to develop these intellectual skills through a combination of in-class, student-led discussions of everyone's research-in-progress, and regular individual consultations with the instructor.

**82-344 U.S. Latinos: Language and Culture**

**Instructor:** Therese Tardio  
**Meetings:** MWF 11:30 a.m. to 12:20 p.m.  
**Prerequisite:** None
This course is part of the post-intermediate, 300-level program that forms the introduction to the major or minor in Hispanic Studies. Students may begin with any one of the three courses at this level or they may be taken concurrently. This course provides an introduction to and analysis of the cultures and histories of U.S. Latinos. The course will trace the historical trajectories of these groups, both those dating back centuries, such as Mexican-Americans and certain Caribbean populations, and those with more recent, quickly growing populations, such as Salvadoran and Honduran immigrants, in an effort to understand how their identities are forged and transformed over time, considering both internal and external perspectives. Our exploration of U.S. Latino history and cultures will compare and contrast the experiences of people from the above-described categories and analyze the dynamic tension amongst them, with other minority groups, and with the mainstream US society. We will examine a wide variety of materials, including texts, film, art, music etc. in order to gain a better understanding of Latino populations in the United States. Ultimately, we seek to question and to understand the complexities of Latinidad in the 21st century U.S. The course will be taught in Spanish.


**Instructor:** Therese Tardio  
**Meetings:** MWF 1:30 p.m. to 2:20 p.m.  
**Prerequisite:** None

This course proposes to problematize socio-political and historico-cultural issues concerning U.S. Latinos and Hispanic immigrants in the United States. This will involve the analysis and application of assimilation, transculturation and bilingualism theory, and rhetorical/translational problematics of the material under examination. Also of interest will be an ongoing class discussion of Latinos/Hispanics in history, the media, entertainment, politics, and education. Students will consider the question of the "borders," geographical, political and societal, that may or do exist between U.S. mainstream society, Latinos and Hispanic immigrants, and strategies employed by hyphenated-Americans for overcoming, subverting or undermining this situation. Materials for the course will include literature, film, essays, and music by and about Latinos and Hispanics in the United States. FALL 2016: Mapping Dreams and Nightmares: Transfronteriza Aesthetics on the US-Mexico Border This course will focus on the US-Mexico border, with particular emphasis on visual representations of the border from both the US and Mexico, and on the unique, vibrant fronteriza cultures that result in the space ¿betwixt and between¿. The course will emphasize key moments and events in the history of the border, including for example the Mexican Revolution, the creation of the border patrol in the 1920s, the Bracero program, Operation Wetback, the Chicano movement, Operation Gatekeeper, and will consider how visual and textual representations have responded to and been conditioned by the political and economic relationship between the US and Mexico, particularly in the wake of neoliberal policies. We will draw on a wide variety of materials, including film, video, visual arts, performance, border theory, and literary and journalistic texts.

**85-221 Principles of Child Development**

**Instructor:** David Rakison  
**Meetings:** TR 1:30 p.m. to 2:50 p.m.  
**Prerequisite:** None

This course is about normal development from conception through adolescence. Topics include physical, perceptual, cognitive, emotional and social development. Students will learn facts about children at various points in development, theories about how development works, and research methods for studying development in infants and children. Students will be encouraged to relate the facts, theories and methods of developmental psychology to everyday problems, social issues and real world concerns.
This course is devoted to the investigation of psychological gender rather than biological sex. That is, sex differences will be explored from a social psychological (e.g., socialization) perspective. Implications of both male gender role and female gender role in the areas of relationships and health will be the course focus.