GENDER STUDIES

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Minor in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Studies Minor Steering Committee.

Wabash College students who participate in the Minor in Gender Studies will enhance their preparation for careers in a wide variety of areas. These include, but are not limited to, human services, law, government, teaching, the arts, clinical work, social work, public relations, advertising, and journalism. Some graduates with expertise in Gender Studies may pursue further study of gender as graduate students in a wide range of academic fields.

Application

Students are encouraged to declare the Minor in Gender Studies by the end of their sophomore year (although they are free to declare any time before fall semester of their senior year).

Requirements for the Minor

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN-101</td>
<td>Introduction to Gender Studies</td>
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Electives 3 credits from at least two different departments. 1

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>GEN-102</td>
<td>Human Sexual Behavior</td>
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<td>GEN-105</td>
<td>Fatherhood</td>
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<td>GEN-200</td>
<td>Topics in Ethics &amp; Social Philosophy</td>
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<tr>
<td>GEN-209</td>
<td>Special Topics: Behavioral Sciences</td>
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<tr>
<td>GEN-230</td>
<td>Topics in Modern Europe</td>
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<tr>
<td>GEN-277</td>
<td>Special Topics</td>
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<tr>
<td>GEN-300</td>
<td>Studies in Multicult/Nat’l Lit</td>
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<tr>
<td>GEN-302</td>
<td>Adv Topics: World&amp;Comp History</td>
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<tr>
<td>GEN-303</td>
<td>Gender and Communication</td>
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<tr>
<td>GEN-304</td>
<td>Studies in Special Topics</td>
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<td>GEN-324</td>
<td>Advanced Topics: American History</td>
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<tr>
<td>GEN-400</td>
<td>Seminar in English Lit</td>
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<td>GEN-487</td>
<td>Independent Study</td>
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Capstone 2

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN-490</td>
<td>Gender Studies Capstone</td>
<td>1</td>
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Total Credits 5

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1 A rationale of the courses and description of planned senior capstone project should be submitted in the Spring semester of the student's junior year to the Gender Studies Minor Steering Committee chair.

2 This may be either an independent study project that explores the student’s chosen focus in greater depth or, if enough students are completing minors, a seminar class in which students will explore their topics comparatively. These will be assigned as GEN-490 Gender Studies Capstone Independent Study courses, and must be approved by the Committee Chair. Students should expect to complete the capstone by the fall semester of their senior year.

Each student’s program will be approved and supervised by the Gender Studies Minor Steering Committee, and a member of this committee may serve as secondary field examiner on the senior oral examination.

Occasional courses (Special Topics or other courses of particular relevance to Gender Studies) may also count toward this requirement with the approval of the Gender Studies Minor Steering Committee. Interested students should consult with a member of the Gender Studies Minor Steering Committee for advice regarding relevant courses and the frequency of offerings. Students should also consult the Academic Bulletin and semester-by-semester information from the Registrar’s office regarding when courses are offered.

GEN-101 Introduction to Gender Studies

This course introduces students to the interdisciplinary field of gender studies by exploring questions about the meaning of gender in society. The course will familiarize students with the central issues, questions and debates in Gender Studies scholarship by analyzing themes of gendered performance and power in law, culture, education, work, health, social policy and the family. Key themes may include but are not limited to the relationship between sex and gender, the legal and social workings of the private / public distinction, the way that disciplinary practices code certain behaviors as masculine or feminine, the intersection of gender with race and ethnicity, the gendered structure of power, the tension between difference and equality, the production and circulation of gender expectations in the media, and the contested role of the law in achieving equality. By course end, students will understand central themes and debates in the field of gender studies, demonstrate a facility with basic terms and concepts of the field, apply methods of analyzing gender to society and to their own life experiences and communicate effectively about these issues in writing and speech.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts, History/Philosophy/Religion

GEN-102 Human Sexual Behavior

An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences.

Prerequisites: none

Credits: 0.5-1

Distribution: Behavioral Science
GEN-105 Fatherhood
An introduction to the psychological research into issues surrounding fatherhood. Topics to be covered include the role of fathers in children’s development, the effect of being a father on adult development, men’s views on fatherhood, the effect of fatherhood on romantic relationships, and balancing work and home life.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

GEN-200 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-209 Special Topics: Behavioral Sciences
Various topics at the intermediate level may be offered from time to time. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

GEN-230 Topics in Modern Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-231 Intermediate Topics in Political Theory
This is an intermediate-level course that focuses on a specific topic in political theory. Topics vary from semester to semester. Please check the Registrar’s page for course descriptions.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

GEN-270 Special Topics: Lit/Fine Arts
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-277 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

GEN-300 Studies in Multicult/Nat'l Lit
Toni Morrison and the African American Novel. This course is about one thing, reading Toni Morrison’s novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison’s mastery of craft and subject in the production of amazing stories that speak the “truth in timbre. The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people’s lived experience in language. Jewish American Literature. The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen. African American Literature: Introduction. This course explores various genres of African American Literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history. Pen and Protest: Literature and Civil Rights. This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies.
Prerequisites: ENG-105,106,107,109,160,214,215,216,217,218,219,220,260, or 297
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-302 Adv Topics:World&Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion

GEN-303 Gender and Communication
As a culture, we often take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process—providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
GEN-304 Studies in Special Topics
Please refer to the Registrar’s page for course description.
Prerequisites:
Credit: 1
Distribution: Literature/Fine Arts

GEN-324 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
Prerequisites: HIS-240, 241, 242, 244, or 245
Credit: 1
Distribution: History/Philosophy/Religion

GEN-400 Seminar in English Lit
Two sections of ENG 497 are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester. Reading the Black Book. Read any good Black books lately? This is a provocative question on so many different levels. For one, it takes for granted that there is such a thing as a “Black book” and, two, should this be the case, that some of them might actually be good. What is at stake here is how we think of race and literary production as well as race as a critical approach to reading literature. In short, can we think of race as both a category of literary production and a tool of literary interpretation? Nobel Prize Laureate Toni Morrison admits to writing Black books. As such, Morrison’s readers are expected to understand the various and varying ways that race matters in her work. However, scholar Kenneth Warren argues that African American literature is over. This course will take a deep dive into the murky waters that is the meaning and significance of race in African American letters. Students will be introduced to Black literary theory and cultural production. In addition to Morrison and Warren, students will read scholars like Houston Baker, Henry L. Gates, John Cullen Gruesser, Arna Bontemps, Robert Hemenway, and others. Students will come to understand African American literary theories such as: Ethiopianism, Double-Consciousness, New Negro, Blues People, Signifying, and call-and-response. This course is meant to help students grapple with the different ways of reading the Black book. The Body of the Other in Black Postcolonial Literature. How do Black and Postcolonial authors write about colonial power, political violence, and their effects on the body? We will study authors from the Caribbean, South Africa, India, Ireland, and England, and we will focus on gender roles and race, with a special emphasis on the theory of the postcolonial body. Corporeality has been a central issue in the dialogue between the center of the empire (e.g., London) and the "margins" (e.g., British colonies). How do colonial and postcolonial authors describe colonizing and colonized bodies? To understand and enjoy the texts, we will also study the political context of British imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism. We will discuss the themes of the exoticized body, the dislocated body, the traumatized body, and the emasculated body, and we will focus on the intersections between gender and postcolonial theory.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credit: 0.5-1

GEN-488 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credit: 0.5-1

GEN-490 Gender Studies Capstone
Seminar in Gender Studies
Prerequisites: Take GEN-101., Take 2 credits from GEN.
Credit: 1

Gender Studies (GEN) Minor Steering Committee
Adriel M. Trott, Philosophy, chair Agata Szczeszak-Brewer, English, Fall
Jennifer Abbott, Rhetoric Natalie Aikens, English Crystal Benedicks, Philosophy Lorraine Krall McCrary, Political Science Eric Olofson, Psychology Michelle Rhoades, History Sabrina Thomas, History

The Gender Studies Minor Steering Committee is typically composed of faculty who teach regularly for the minor. In order to develop a stable sense of identity for this interdisciplinary program, the general expectation is that to teach for the minor, faculty will serve on the committee. We recognize that this creates an additional obligation for those faculty, but the expectations for steering committee members are light. Faculty serving on the committee, and thus teaching for the minor, are expected to:
• teach a course once every three years
• attend a meeting once a semester to meet with students and to discuss any administrative concerns regarding the minor
• publicize the minor with students

In the event that a faculty member who is unable to meet these obligations wishes to offer or cross-list a gender studies course, they are welcome to submit their courses to the steering committee for consideration. While we make exceptions for extenuating circumstances, we encourage faculty who plan to teach courses that they want cross-listed on a regular basis to join the committee. The minor values regularity and predictability of courses and commitment of faculty above a wide range of offerings.