

# GSWS and GSWS ‘Cross-Listed’ Graduate Courses Spring 2023

The courses compiled here fulfill various GSWS graduate certificate requirements, in addition to offering studies of interest to students of gender and sexuality studies. For more info: <https://www.gsws.pitt.edu/academics/graduate-studies>.

## GSWS SEMINARS

These courses fulfill GSWS certificate requirements: GSWS 2252 is required for every certificate student and also operates as an overview of the field for any grad student who is interested; GSWS 2240 fulfills the requirement of taking an additional seminar in GSWS (not based in another department and cross-listed).

### **Course: GSWS 2252-1210: Theories of Gender and Sexuality**

**Instructor:** Nancy Glazener

**Meets:** Thursday 6-8:50, 402E Cathedral of Learning

**CRN:** 31759

#### **Description:**

This course provides an overview of important topics and controversies in gender and sexuality studies, emphasizing emerging directions in scholarship and the foundational readings that have prepared the way for them. Gender and sexuality studies are interdisciplinary fields in conversation with feminist theory and queer theory as well as a host of academic disciplines. Drawing on readings from a variety of disciplines and sampling a range of methodologies, this course works through some of the key moments, movements and problems that shape contemporary thinking about gender and sexuality. The course invites students to think through materials and ideas in relation to their own research, interests and commitments.

### **Course: GSWS 2240-1010: Special Topics: Gender, Trauma, and Disability**

**Instructor:** Bridget Keown

**Meets:** Tuesday 6-8:50, 402E Cathedral of Learning

**CRN:** 25168

#### **Description:**

This course will help students explore the history, social construction, and lived experience of disability and trauma through a framework that incorporates gender and queer theory, critical race studies, and feminist critiques of science and technology. Through readings drawn from theoretical texts, primary sources, and works of literature, students will engage analytically with issues in the past and present, consider the medical and social construction of “normal,”

“health” and “ability.” Together, we will produce work that interrogates how normative power and privilege are reinforced, and the impact on those who are disenfranchised as result of physical, cognitive, and psychological difference. At the same time, we will consider how individuals and communities that identify as disabled have responded to lived events through art, literature, and activism. We will also examine those who are psychologically and physically affected by the experience of trauma and the narratives that shape those experiences. This class is intended and intentionally designed for students who identify as disabled, as well as those who do not identify as or feel disabled. As such, this class will utilize a number of approaches to learning, technologies, and meeting formats. While some classes will be organized as lectures, most meetings will be focused on a class discussion, led by students. Class time will also be used to discuss assignments and to work collectively to support students in the development of their final projec

## **GSWS CROSS-LISTED COURSES**

These courses count toward GSWS graduate certificate requirements. If you know of a course coming up that seems to be significantly GSWS-related and isn't on this list, please contact Laura Lovett ([lll49@pitt.edu](mailto:lll49@pitt.edu)).

### **ANTH 2755: The Art of Publication**

**Instructor:** Nicole Constable

**Meets:** Thursday 3-5:30, 3301 Posvar

#### **Description:**

This graduate course is intended as a workshop for refining papers for publication as journal articles or edited book chapters. The course is intended for graduate students who have a good idea at the outset of what they plan to publish and have the support of their advisor in this plan. We will go through the process of identifying suitable publication venues, revising drafts and figures for publication, and understanding what to expect from the peer-review process. Because the class involves substantial peer feedback, students are asked to commit to supporting their fellow students' revision process as well as devoting time to their own. The aim is for every student to submit a paper for publication by the end of the semester.

\* For GSWS requirements, the paper must meet at least 2 of the following criteria: critically examine the social construction of women, gender, and/or sexuality; critically examine cultural assumptions about women gender, and/or sexuality; explore the disciplinary production of knowledge or the use of methodologies and theories from the vantage point of women, gender, and/or sexuality.

### **EFOP 2129 – Social Justice in Higher Education Settings**

**Instructor:** Gina Garcia

**Meets:** Tu. 6:00-8:40 pm, 5404 Posvar

#### **Description:**

This course is designed to expand students' understanding of their own privileged and minoritized identities around race, class, gender, socioeconomic status, sexual orientation, ability, and religion, while encouraging the development of a social justice orientation. This course draws on current theories and practical examples for addressing oppression and discrimination within postsecondary institutional contexts and challenges students to develop an orientation for praxis and liberation. Students are required to reflect critically and thoughtfully on their own social identities while incorporating current theories and practices for liberating subjugated students and communities within higher education contexts.

Furthermore, students should aim to develop future programs, policies, and practices that promote social justice.

### **EFOP 2133 – Gender in Higher Education**

**Instructor:** Maureen Porter

**Meets:** Wed. 3:00-5:40 pm, A214 Langley Hall

#### **Description:**

This seminar examines the role that gender plays in the lives as students, researchers, educators, and policy makers. Major topics may include: changing trends of participation and success in k-16 schooling; childhood and professional socialization; media and curricular bias; coming of age; embodiment, sexuality, and sexual harassment, gender and the educational professions; feminist and anti-bias teaching; leadership and transnational communities of practice; activism and engaged feminist scholarship.

### **EFOP 3151 – Theoretical Frameworks for the Study of Higher Education**

**Instructor:** Gina Garcia

**Meets:** Tu. 3:00-5:40 pm, 5404 Posvar

#### **Description:**

This course provides doctoral and advanced master's students with a general understanding of theory and its application to the study of higher education. This includes an overview of major paradigms, schools of thought, and theoretical frameworks commonly used in the study of higher education. Through an examination of both conceptual and empirical work, students gain an understanding of important theoretical bodies of knowledge and how to apply them to their scholarship and practice. The course has an interdisciplinary orientation, drawing on sociology, psychology, anthropology, gender studies, cultural studies, and race studies.

## **ENGLIT 2800 Children's Literature**

**Instructor:** Courtney Weikle-Mills

**Meets:** Tu. 2:00-4:50 pm; 512 CL

### **Description:**

This course will focus on how literature for young people asks and answers questions related to ethics and justice, historically and currently. We will build on children's literature scholar Marek Oziewicz's argument that we are experiencing a "big bang of justice," that has yielded multiple alternatives to the appetite for retributive justice dominating mainstream Western justice-thinking. Combining Oziewicz's observation with the concept of multiple childhoods, we will consider cultural differences when it comes to justice, as well as what it means to seek justice in specific arenas or forms: social, environmental, global, poetic, and educational. Children's literature is a rich site for such an exploration because of its reckonings with age and other inequalities, its identification as a moral genre, its connection with social movements, and its frequent imagining of alternative worlds. How do books and media for children and youth give body and shape to demands for justice? What does it mean to consider justice for children, who are often excluded from rights that adults enjoy? Can art and literature do justice to historical children? What does justice look like across global borders? Drawing from scholarship in Black and indigenous studies, disability studies, postcolonial studies, and gender studies, among other fields, we will consider justice writing within multiple genres, including fantasy and speculative fiction, social realism, and horror/dystopia.

The course is appropriate for graduate students who specialize in children's literature and childhood, as well as students across the humanities and humanistic social sciences who are interested in thinking about how attention to age and/or childhood might enrich other critical, creative, or practical interests, including investments in ethics, justice, and equality. Students will be encouraged to develop final projects that speak to their central areas of focus.

## **FRENCH 2225 Gender & Sexuality in the French Renaissance**

**Instructor:** Todd Reeser

**Meets:** Tuesday 2:30PM-5:00PM; 1325 CL

MRST x-listed

**Taught in French**

### **Description:**

What does it mean when a group of Renaissance explorers accidentally "discover" a lost island populated entirely by "*hermaphrodites*"? When Marie (who was assigned female at birth) one day accidentally sprouts "*des membres virils*" in a small village in eastern France? When Louise Labé conveys her poetic ecstasy? When male poets write lengthy poems in the voice of a woman in love with another woman? When Rabelais's male characters attach enormous

decorated codpieces to their outfits? When Marguerite de Navarre's women characters seem unable to talk directly about sexual assault?

These kinds of textual questions will lead us to ask some big questions about historical approaches to gender and sexuality: How do today's concepts of "queer," "feminist," "gender fluidity," "trans\*," "intersex," "masculinity," "sexuality," "homosexuality," "heterosexuality," and "gender" relate to early modern France? Can we even use these terms and the concepts they designate to talk about the Renaissance in the first place? In this graduate seminar, we will examine and interrogate key cultural constructs of gender and sexuality conveyed in texts of the sixteenth century. How do they resemble—and *not* resemble—our own? When and how do they presage the constructs that we live with in the 21<sup>st</sup> century?

This central issue will lead us to consider many of the main cultural and literary currents of the period—such as Humanism, Neoplatonism, the *querelle des femmes*, marriage, medicine, friendship, kingship—and thus provide students with little or no background in Renaissance studies an understanding of the century's context. No previous knowledge of the Renaissance will be assumed. We will read both canonical and non-canonical writers, but we will also use various cultural discourses to organize our thinking (e.g. medicine, travel narratives, poetry). The course thus aims to give students the opportunity to think about how to go about studying questions of gender and sexuality when such questions are at the fore in the Humanities and in popular culture. Taught in French, primary texts all read in French. Non-French graduate students have the option of writing final papers in French or English.

### **FRENCH 2715: Animality, Sex, Gender**

**Instructor: Kaliae Ung**

**Meets:** Wednesday 3:30PM–6:00PM; 1325 CL

**Taught in English**

#### **Description:**

In recent years, we have come to realize that our destiny as humans is closely linked with that of the bee, the earthworm, or other animals. How should we consider gender and sexuality in this new paradigm, when cloning appears as a possible option for the preservation of species? This graduate seminar focuses on recent theoretical, literary, and cinematic texts that put animality into relation with gender and sexuality. Queer studies, gender studies, feminist studies, and trans studies have been radically rethought through the category of animality. How, for instance, is the category of woman linked with animals as a tentative gesture to redefine the "female" seventy years after Simone de Beauvoir's seminal work *The Second Sex*? The critical apparatus will allow us to open the word "female" to a plurality of meanings, freeing it from the constraints of a female body often characterized by the violence it is subjected to (Catherine Malabou). Thinking of oneself as an animal also means changing one's perception of the world and finding new ways to care for it. Students will be introduced to

foundational thought in ecocriticism (Rachel Carson, Stéphanie Posthumus), in which “ecology is composed through histories of interaction, relationality, interconnection, and materiality” (EvaHayward). Starting with Deleuze’s notion of “becoming-animal,” we will study animals as beings of language, but also as ontological beings larger than the metaphors and allegories with which they are associated, in order to approach animal studies and queer studies as drafting an “ethics of difference” (Donna Haraway) and redefining our idea of Nature (Bruno Latour). Primary materials might include French, German, Latin American, and American texts read in English, as well as films (Boon Joon-ho, Lucile Hadzihalilovic, Jean Cocteau, Wes Anderson).

### **LING 2235 Language, Gender, and Sexuality**

**Instructor:** Matthew Kanwit

**Meets:** TuTh 4:00-5:15

#### **Description:**

The course considers the ways in which linguistic patterns are sensitive to the social categories of gender and sexuality, including intersectional categories such as race, class, and age, and the role of power and privilege in these patterns. The main questions considered are: How does language categorize the gender/sexuality world in both grammar and interaction? How do speakers display, create, and orient to gender, sexuality, and desire in interaction? How and why do people display different ways of speaking based on their gender/sexual identities?

### **PIA 2210 Race, Gender, Law, and Policy**

**Instructor:** Lisa Nelson

**Meets:** Tues. Noon-3:00 pm, 3610 Posvar

#### **Description:**

This course focuses on the definition, protection and conflicts of identity, gender, sexuality, race, religion, and ethnic, in law and policy in the United States. The course considers the historical and philosophical justifications that have been used to broaden the definition and protection of identity and engages in an analysis of how these efforts continue today. From desegregation of the past to race conscious admissions of today, the way we define and remedy racial discrimination involves complicated considerations of our legal definition of equality and the institutionalization of policy in the public and private sectors with Constitutional limits in mind. Similarly, policy guarantees against gender discrimination and the broadening of LBGTQIA+ rights once relied on biological justifications, but now claims of gender fluidity alter the kinds of legal and policy protections we are able to seek. The landscape of expanding legal and policy accommodation of emerging forms of identity also includes a consideration of conflicts and intersectionalities with other existing protections for identity. Religious exercise and practice, for example, can clash with those seeking accommodation of LBGTQIA+ rights, while law and policy struggles to strike a balance. This course will engage legal analysis, case-based examples and structured student debates on emerging policy issues involving identity and its place in American society today.

## **SPAN 2452/FMST 2341 Contemporary Latin American Film: Queer Diaspora**

**Instructor:** Junyoung Verónica Kim

**Meets:** Tues 6:00-8:55pm, 219 CL

### **Description:**

Situated at the intersection(s) of queer studies, diaspora studies, critical race theory and media studies, this course deploys queer diaspora as a critical methodology through which to explore the dynamic connections between biopolitics (race-gender-sexuality), geopolitics (imperialism, settler colonialism, racial capitalism), and aesthetics (affect, art, film). By mobilizing queer/ing as an epistemological analytic rather than an ontological category, this course calls attention to the ways in which the term *queer* signals life and death questions of apprehension and value production: how one signifies or how groups of living beings are made to signify (or signify otherwise) within a given set of significations. How can *queer/ing* diaspora challenge notions of patriarchal heteronormative reproduction, as imagined in ideas of kinship, lineage, and belonging, which function in dominant conceptualizations of diaspora? That is, how might a queer lens unearth alternative practices and conceptions of space (nation, family), time (history, lineage), and embodiment (race, gender, disability)? Moreover, what are the ways in which sexuality is integral to notions and processes of citizenship, nation, state, land, diaspora, home? By focusing on film, visual culture, and media, this course explores the ways in which queer diasporic aesthetic practices allow us to draw alternative cartographies, center South-to-South connections, and interrogate and complicate the economies of feeling (e.g nostalgia, loss, gratitude, attachment) that structure our understanding of diaspora(s). We will examine the diasporas that are imagined through the following cartographic sites – the Americas, the Pacific and Indian Oceans, the Transpacific (Asia-Latin/America), the Black Atlantic, Afro-Asia, Global Asias etc. – by analyzing several media from various locations and productions that include videos by Richard Fung, Steve McQueen’s television series *Small Axe* (2020), Justin Chon’s and Kogonada’s television series *Pachinko* (2022), and films, such as Aurora Guerrero’s *Mosquita y Mari* (2012), Fatih Atkin’s *The Edge of Heaven* (2007), Hong Khaou’s *Monsoon* (2020), and Daniel Kim’s documentary *Halmoni* (2017). Theoretical and critical texts will be culled from Amitav Ghosh, Sara Ahmed, David Eng, José Esteban Muñoz, Gayatri Gopinath, Keguro Macharia, Kara Keeling, C. Riley Snorton, Ella Shohat and others. This course will be taught in English.