

# ANTH/CGS 208: Gender Variance

Version 15 September 2017

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Office Hours: Thursday 1:00-3:00 or by appointment

**2017 Fall | Tuesday 3:00p-5:50p | SSB 269 (Spiro Library)**

Prerequisites: Graduate standing or permission of the instructor required.

Maximum Enrollment: 20 (14 ANT/6 CGS)

## **Course Description:**

This course frames gender variance as locally situated rather than trans-historical and cross-cultural. The seminar examines transgenderism and gender variance more broadly in a global context that includes, but does not privilege, Western analytical frameworks. We will read ethnographic accounts of gender diversity that complicate notions of sex, gender, and sexuality. In particular, we will interrogate the assumed relationship between sex and gender and the idea of transgenderism as a crossing from one gender to an opposite one (i.e. male to female or female to male), investigate the relationship between gender identity and sexuality, and examine the particularities of local gender forms in cultural context. This course is not intended as a survey of gender variance in all places and at all times nor as a course in American trans theory and politics. However, the cases selected cover both a wide variety of transgendered forms and world areas, including the US. Reading ethnographies will allow us to examine how gender variance as a practical accomplishment operates within wider sex/gender systems and in relation to other social formations and processes such as medicine, law, religion, economy, kinship, race, nation, and globalization. In so doing, the course challenges analytical frameworks distinguishing sex, gender, gender identity, and sexuality that are often taken for granted in American women, gender, and sexuality studies.

## **Learning Outcomes:**

Course Objectives:

- To acquire an advanced knowledge of transgenderism and gender variance cross-culturally. Students should be able to demonstrate an understanding of the critical meanings of key terms such as sex, gender, gender identity, and sexuality.
- To acquire a deep knowledge of selected ethnographic case studies of gender variance and their socio-cultural context. Students should be able to demonstrate an understanding of how concepts such as sex, gender, and sexuality vary across languages, cultures, and geographical regions.
- To be able to identify and evaluate key approaches and theories related to transgenderism and their relationship to women, gender, and sexuality studies more broadly. Students should be able to articulate key concepts and apply them analytically.
- To expand one's capacity to use ethnographic knowledge and gender theory in contemporary social debates. Students should be able to demonstrate the capacity to form their own informed opinion within debates about genders and sexualities.
- To develop social science knowledge and methodology, critical analysis, writing, and presentation skills.

**Communication:** Email communication is preferred. Please note that it may take up to **48 hours** to get a response to your email. Please **include ANTH 208 or CGS 208 in the subject line** of your email. If you have a question, please first consult documents on TritonEd, such as the syllabus. You do not need to write "Dear Professor" and other niceties in your email. Just ask away.

**Electronic Devices:** Please set mobile phones and other devices to silent. Laptops with silent keyboards can be used for note taking but all social media and messaging should be turned off.

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**Assignments:** All written assignments should be typed, double-spaced with standard margins, and use a common font and point size. Place your name and title in the top margin so that it appears on every page. Except for the presentations and final paper, assignments are to be submitted **30 minutes prior to class on which they are due on TritonEd**. Papers are only uploaded onto TritonEd, no hard copy is required. Please attach files as Word documents rather than cutting and pasting text in the comments box. Also, note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files, they should all be attached before submitting. Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate.

**Late Work:** I generally do not provide deadline extensions. *Students will be penalized 10% for each 24 hour period (including weekends) in which the assignment is late. Assignments will not be accepted more than 72 hours late.* If you know that you will be absent on the due date of an assignment, please be responsible and make arrangements to submit your work in advance. Students who would like accommodation for religious observances should submit their requests for a change of due dates in writing to me *by the end of week 2*. Please note that accommodated due dates will most likely be earlier for assignments. *Students who add after the course has begun must complete missed assignments by the end of week 3.* Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. If not completed by the following quarter, incompletes will automatically convert to F grades.

**UCSD Principles of Community:** As a reminder, please review the UCSD Principles of Community regularly. The Principles can be found online at <https://ucsd.edu/about/principles.html>. The goals of the Principles include:

- Fostering inclusiveness, respect, and a welcoming environment
- Promoting collaborative attitudes and actions

*I support the education and social advancement of all students regardless of immigration status, religion, gender identity, or other factor that is used to limit their life opportunities.*

**Disability Access:** Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs is necessary for appropriate planning for the provision of reasonable accommodations. Students are required to present their AFA letters to the instructor and to the OSD Liaison in the department so that accommodations may be arranged. Documentation should, if at all possible, be provided before any activity in which accommodation is requested. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); [osd@ucsd.edu](mailto:osd@ucsd.edu), or <http://osd.ucsd.edu>.

**Professionalism Policy:** *As this is a graduate course, attendance and participation in expected but not graded.* Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be open to hearing various points of view that may conflict and be contentious but *do not expect to feel comfortable at all times*. Expect to be challenged mentally and emotionally. Students who are habitually disruptive in class by talking out of turn, bullying other students, or other unprofessional behavior may suffer a reduction

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in their final class grade. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. *Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.*

**Academic Conduct Policy:** UCSD expects that both faculty and students will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Plagiarism is the use of someone else's work or ideas as one's own. All suspected instances of plagiarism will be reported (<http://academicintegrity.ucsd.edu/>). Verification will result in a 0 grade for the assignment. It is against policy to submit the same paper for credit in more than one course.

**Title IX Compliance:** Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual misconduct, physical and/or psychological abuse will not be tolerated.* This includes sexual assault, dating violence, domestic violence, and stalking. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, *I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at ([sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

\*This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. Please note that I will always consult students in class before making a major change.

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## Assessment:

Due Date	Value	Assignment
*Varies	10	Reading Presentation
*Varies	10	Book Review
<i>Or preferably</i> 11/28/2017	10	Cognitive Mapping Exercise
12/5/2017	20	Final Presentation
12/11/2017 5:00p	60	Final Paper or Project
<b>Total</b>	<b>100</b>	

A+ 97-100   A 93-96   A- 90-92   B+ 87-89   B 83-86   B- 80-82   *Unsatisfactory*

### **Reading Presentations: 10%**

Students will make a 15 minute presentation on the readings for the week in pairs (or groups of three). Students should also identify and read at least one book review. The presentation should summarize the main contributions of the book, link them to the themes being discussed in the course, and provide a preliminary critique of the book (including those identified in the book reviews). Prepare a handout of 1-2 pages (double-sided). The handout can include an outline of the reading, key quotes and concepts, or other format that will help other students follow the presentation. It should end with critiques identified by the book review and you. Finally, provide at least 3 open ended discussion questions to consider for class. You may use presentation software (PowerPoint, Prezi, etc.) or audiovisual materials that can be played in the seminar room, but neither is required. Note: Do not read from your handouts. Rather, use them as a guide to structure what you discuss. Look up the pronunciation of words and names you are not familiar with. Practicing what you will say in advance may make you feel more confident for the presentation. Pairs/groups should coordinate which aspect of the readings each will cover.

Presenters are responsible for co-facilitating discussion on the day of their presentation. Students will sign-up for these presentations on the first day of class.

\* Post the handout in the discussion thread for Reading Presentations on TritonEd **3 hours before class** to give me time to review them. *Please also print or photocopy (double-sided) enough copies for the entire class.*

### **Book Review: 10% (option 1)**

Students will write a 2 to 4 page book review (approximately 500 to 1000 words). The review does not summarize the manuscript but rather critically engages with the material. Reviews assesses the argumentation, structure, and content and then highlight key contributions of the manuscript. The review should be completed on a different book than the one for the reading presentation.

<https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews>

<http://www.wendybelcher.com/writing-advice/how-to-write-book-review/>

<https://chroniclevitae.com/news/82-how-to-write-a-book-review-the-gordin-method>

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\* Book reviews should be submitted on TritonEd at least 30 minutes prior to the class on which the book will be discussed. Reviews will not be accepted after the books have been discussed in class.

### **Cognitive Mapping Exercise: 10% (option 2: recommended, especially for anthropology students)**

Students will interview three of their peers to identify the gender/sexuality categories relevant to them and assess the relationships between various gender and sexuality categories. Requires documentation and a short reflection paper (approximately 500 to 1000 words). Additional instructions will be provided in class.

### **Final Paper Presentation: 20%**

Students will give a 10-20 minute (depending on the number of students) conference paper style presentation during the last week of the course based on a draft of their final papers/projects. Papers should make an original claim, provide an unconventional analysis, or reinterpret existing knowledge. That is, papers should make some kind of argument rather than simply describing a situation or its context. If reading, 15 minutes is constituted by approximately 6 to 7 pages. Audiovisual materials are optional but suggested.

### **Final Paper or Project: 60%**

The final paper or project is meant to build on work throughout the course. Students will write a final paper of 12-20 pages (approximately 3000 to 5000 words) or produce a product of equivalent effort. *It is encouraged for students to work on topics related to their own research projects, preliminary fieldwork, and comprehensive examinations.*

#### Option A: Topic of Choice

Papers can consider a geographic region (USA, Native America, Southeast Asia, Caribbean, Latin America, Africa, Islamic world, etc.), a topical area (medicine, law, politics, religion, globalization etc.), or their intersection/comparison (e.g. gender confirmation surgery in Latin America vs. Southeast Asia). The paper must not simply be descriptive but make an original argument addressing how cultural, social, political, or economic factors shape local forms of gender variance or make a claim that deconceptualizes, reinterprets, or reevaluates the literature. The paper can be focused on outside sources or readings from the syllabus.

#### Option B: Mini-Review Article

Review articles summarize the current state of a field (e.g. like comprehensive exams). The mini-review article final paper is like an extended book review that places *at least one additional text* in conversation with at least two ethnographies read for the course. In so doing, it should identify, develop, and critique common themes and concerns between the texts.

<https://www.lib.utexas.edu/lsl/help/modules/review.html>

#### Option C: Policy Paper or Grant Proposal (*please discuss with me in advance of submission*)

A similar length policy paper or grant proposal related to gender variance broadly conceived can be substituted for a final paper. Please state your intended audience or funding source.

#### Option D: Creative Project (*please discuss with me in advance of submission*)

A creative project can be substituted for a final paper. This may include original art, performance, a series of photographs, video, Tumblr, blog, etc. The final product should demonstrate effort similar to that of a final paper. Projects without text or speech should include a brief critical reflection on the relationship between the product and course topics broadly conceived.

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## CLASS SCHEDULE

### **WEEK 1**

Review Syllabus, Introductions, and Presentation Sign-Up  
A Place in the Middle  
Key terms in trans studies

### **WEEK 2**

Young 2001 *Women Who Become Men: Albanian Sworn Virgins*  
*Virdžina*, directed by Karanović, Yugoslavia, 1992

### **WEEK 3**

Kulick 1998 *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*  
*Madame Satã*, directed by Ainouz, Brazil | France, 2002

### **WEEK 4**

Reddy 2005 *With Respect to Sex: Negotiating Hijra Identity in South India*  
*Bombay Eunuch*, directed by Shiva, MacDonald, and Gucovsky, India | USA, 2001

### **WEEK 5**

Sinnott 2004 *Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand*  
*Iron Ladies*, directed by Thongkongtoon, Thailand, 2000

### **WEEK 6**

Swarr 2012 *Sex in Transition: Remaking Gender & Race in South Africa*  
*FILM?*

### **WEEK 7**

Bailey 2013 *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit*  
*Paris is Burning*  
*The Aggressives*  
*Or new one?*

### **WEEK 8**

Najmabadi 2014 *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*  
*Be Like Others*, directed by Eshaghian, Canada | Iran | UK | USA, 2008

### **WEEK 9**

Davis 2017 *Beyond Trans: Does Gender Matter?*  
Discussion of Cognitive Mapping Exercise  
Wrap Up

### **WEEK 10**

Student Presentations