

Fall 2022 Version 26 September 2022

M 9-11:50 AM Social Science Building 102

Office SSB 275 | MC 0532 | dredgekang@ucsd.edu

Office Hours: M 12:00-1:00 PM or by appointment in Social Sciences Building - Anthropology 275

Office Hours: Th 10:00-11:00 AM or by appointment in Arts & Humanities Building - Literature 286

Prerequisites: Graduate standing or permission of the instructor required.

Maximum Enrollment: 20 (14 ANT/6 CGS)

Course Description:

This course frames gender embodiments and experience as particularly situated in historical and cultural contexts. It is not intended as a survey of gender variance in all places and at all times nor as a course in contemporary American trans theory and politics. However, the cases selected cover both a wide variety of gender variant forms and world areas, including the US. The seminar examines gender variance comparatively to question and decenter modern Western, and especially, Anglo American analytical frameworks. Every week, we will read ethnographic accounts and watch films of gender diversity as practical accomplishments that complicate notions of sex, gender, and sexuality to interrogate the assumed relationships between sex and gender (i.e. the idea of transgenderism as a crossing from one gender to an “opposite” one: male to female or female to male), investigate the relationship between gender identity and sexuality, and elaborate the particularities of local sex/gender/sexuality systems in a manner that accounts for intersectional analysis. This will allow us to examine how gender variance operates within gender systems in relation to other social formations and processes such as kinship, race, religion, medicine, law, economy, 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 contemporary US women, gender, and sexuality studies.

Learning Outcomes:

Course Objectives:

- To acquire an advanced knowledge of 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.

Name: Feel free to call me whatever you feel comfortable with: Dredge (like “dredge” as in “dredge your chicken in batter before frying it”), Professor Dredge, Professor Kang, Professor, Dr. Kang (강 is pronounced like Gahng, as in first part of “Gangnam Style”), etc. Similarly, use any pronoun you want to refer to me. As long as it is polite, I don't care.

Fall 2022 Version 26 September 2022

Communication: Email communication is preferred (*please do not send messages through Canvas but send them directly to me*). I do not check my Canvas inbox. Please note that it may take up to **48 hours** to get a response to your email. If you have a question, please **first consult documents on Canvas** (e.g. syllabus, assignment instructions, discussion board), **before emailing me**. Office hours are good for talking about your project or graduate career, post-career advice, my/your perspective on a particular issue or concern). *If you want to ask me questions in person around class time, please wait until after class as I may answer your question during class*. There is only a 10 minute gap between classes so I will be setting up my presentation beforehand. I may also ask you to take the question outside the seminar room so that the next professor can set up for their class. *If you would like for me to follow-up with something specific, please write the request on a piece of paper and hand it to me when discussing the issue with me*. to do dine/coffee with a professor when my schedule permits. *If you want to ask me questions in person around class time, please wait until after class as I may answer your question during class*. There is only a 10 minute gap between classes so I will be setting up my presentation beforehand. I may also ask you to take the question outside the lecture hall so that the next professor can set up for their class. *If you would like for me to follow-up with something specific, please write the request on a piece of paper and hand it to me when discussing the issue with me*. Please **include ANTH 208 or CGS 208 in the subject line** of your email. You do not need to write “Dear Professor” and other niceties in your email. Just ask away.

Late Work: As graduate students, I expect professionalism but do not penalize late work. Please let me know as soon as possible about any anticipated late submissions.

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 be contentious or conflict with others 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 engaging in other unprofessional behavior may suffer a reduction 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: Plagiarism is the use of someone else’s work or ideas as one’s own. UCSD expects that both faculty and students will honor academic integrity to 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. Using the UCSD writing services are fine. It is also against university policy to submit the same paper for credit in more than one course . *However, as a graduate course, I encourage students to use this opportunity to build on, revise, and develop projects that may include prior writing and work.*

Writing Assistance: The UCSD Writing Hub (a unit within the Teaching + Learning Commons) supports all writers on campus for any project (<https://writinghub.ucsd.edu>). Please make use of these services if you believe they will be beneficial to your success in this course and your university career.

Fall 2022 Version 26 September 2022

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, or <http://osd.ucsd.edu>.

*Please note that I have a number of disabilities that may impact class instruction including left temporal lobe epilepsy (seizure disorder that also effects short term / episodic memory and emotion regulation), severe cervical stenosis (affects the use of my arms and hands that makes it hard for me to do precise work like using a mouse), and blepharitis of both eyes (limits my exposure to bright lights and electronic screens). As I sometimes have seizures, this means that I may be required to cancel class on short notice or may not be able to communicate my inability to cancel class. If I do not show up to class, you are excused after 20 minutes. In these rare instances, I will provide a Zoom-Canvas means to cover the material we missed. If I have a seizure during class, I ask that you **do NOT call 911**. I ask that you consult <https://www.cdc.gov/epilepsy/about/first-aid.htm> to determine how to respond. As I have sensitivity to screens, I often require minimizing my exposure to these, which may delay activities like responding to emails.*

UCSD currently requires masks in class. Some of my treatments are immunosuppressive, so I ask that you continue to mask in my near presence during the Covid epidemic, such as during office hours.

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 harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, 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. This also applies to lesbian, gay, bisexual, transgender, and other gender/sexual variant students. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

UCSD Principles of Community: As a reminder, please review the UCSD Principles of Community. 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 race, immigration status, religion, gender identity, or other social factor that may limit their life opportunities. If you would like to express your concerns or report inappropriate conduct, please contact your IA or me as soon as possible after the incident about the issue.

*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.

Assessment:

Due Date	Value	Assignment
*Varies or	20	Brief Lecture / Reading Presentation Comparative Book Review or Book Project
11/21 or	20	Cognitive Mapping Exercise (req for ANTH) Annotated Bibliography or Interview Project
11/28	20	Final Presentation
12/09 5:00p	40	Final Paper or Project
Total	100	

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

Brief Lecture / Reading Presentation:

Students will make a 20 to 30 minute presentation on the readings for the week in pairs (or groups of three) using PowerPoint / Google Slides / or similar presentation software that works across platforms (not that Apple software is often not compatible with other PCs). Students should also identify and read at least one book review on the assigned ethnography. 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).

While this is a graduate seminar (which typically does not structure lectures and discussions), my goal here is also about graduate professionalization. Here are some possible slides topics. I have based this on 1) how to think about questions that are required for grant applications regarding ethnographic dissertation funding and 2) how you might present this topic to undergraduate students for a lecture.

1 Main Research Questions (Frame as questions even if the author does not.)

List at least one.

How were questions conceived or reworked?

What are alternatives that you might consider? Why?

2 Context / Setting / Location-Duration

Briefly describe the place and period.

How does the research fit the context? Why is this setting relevant to answer these questions?

What are alternatives that you might consider?

Fall 2022 Version 26 September 2022

3 Theoretical Orientation / Analytical Framework

List key theorist names and briefly describe their contributions.

What are the debates addressed or stakes of the research? How might this research offer new insights?

What are alternatives that you might consider?

4 Methods / Sources / Evidence / Triangulation / Training

List in detail and describe the methods used (this is often the most important part of a proposal).

What is the research competence of the author (local experience, language proficiency, methods training, local collaborations, etc.)?

What are alternatives that you might consider? How might you improve on this research project?

5 Research Ethics and Social Implications

How does the author account for power differentials and inequality?

What are the potential harms and benefits of the research?

What are alternatives that you might consider?

6 Key Findings (Overall Book Arguments and Chapter Assertions)

State the primary argument of the book.

State at least one assertion per chapter.

How does this extend or expand existing scholarship? How does this move the literature forward?

7 Potential Alternative Interpretations

Is there a different way to interpret the evidence provided? What are alternatives that you might consider?

8 Potential Applications and Social Benefits

What are the potential practical applications or policy implications of the findings?

How might this research be used to improve the lives of vulnerable and marginalized individuals and populations?

9 Updates

Do a Google Scholar search based on this text.

How has the research been updated or evaluated, if at all?

What is new in relation to the topic, population, or location?

10 Media Supplement

How does the media pairing extend your understanding from the reading? What else might be useful as a complement to the reading?

11 Discussion Questions

Develop at least 3 questions would you like to pose for discussion in the seminar?

At least 1 question from 1 to 4, 5 to 8, and 9 to 10.

Create a slide presentation that summarizes your narrative response in approximately 20 to 30 minutes. Do not simply copy your text onto slides.

Develop a presentation that highlights your most relevant responses for 1 to 9, showcases 10, and poses 3 questions from 11.

Fall 2022 Version 26 September 2022

Prepare a handout (double-sided if at all possible, to save paper). The handout can be a printout of the slides, an outline of the reading / key quotes / concepts, or other format that will help other students follow your 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.

Note: Do not read from your slides and handouts. Rather, use them as a guide to structure what you present and 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 slides and handouts in the discussion thread for Reading Presentations on Canvas. *Please also print or photocopy (double-sided) enough copies for the entire class.*

Comparative Book Review (alternative A)

Students will write a 4 to 6 page book review (approximately 1000 to 1500 words) on 2 or 3 of the ethnographies assigned. The review does not summarize the manuscripts but rather critically engages with the material. Reviews assesses the argumentation, structure, and content and then highlight key contributions of the manuscripts.

Book review advice can be found on the following sites:

<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>

Creative Book Project (alternative B)

Develop a short essay or creative project related to one of the books we read for class (should be submitted before we discuss the book). In the essay, specify how the population, setting, or other aspect of the sex/gender system has changed how you think about your work. Alternatively, produce an object, performance, creating writing piece, etc. that demonstrates this in an artistic manner. *If doing the latter, please be able to show the class what you have worked on before we discuss the film for the week.*

Cognitive Mapping Exercise: (required for ANTH students, optional for CGS and other 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.

Annotated Bibliography (alternative A)

Students will write a paragraph about each reading for the course. The paragraph will provide a one or two sentence summary of the ethnography and then provide a one or two sentence summary about how it might be relevant to their masters or doctoral project.

Creative Interview Project (alternative B)

Do an interview of 3 individuals of your choosing. Ask them questions about gender variance that you are interested in (please submit your questions). Then draw a diagram, schema, or other model based

Fall 2022 Version 26 September 2022

on what you gained from the interviews. For example, you can create a taxonomic tree or revise the Genderbread Person.

Final Paper/Project Presentation

Students will give a 10-20 minute (depending on the number of students and projects) conference paper or art critique 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, 15-20 minutes is constituted by approximately 7 to 8 pages. Audiovisual materials are optional but strongly suggested.

Final Paper or Project

The final paper or project is meant to build on work throughout the course. Students will write a conference paper of 7-8 pages (approximately 1750 to 2000 words) or produce a product of equivalent effort. *It is encouraged for students to work on topics related to their own research projects, theses, grant applications, preliminary fieldwork, comprehensive examinations, etc. As this is a graduate course, students are encouraged to build on or revise prior work that will help them achieve master/doctoral program milestones.*

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 readings from the syllabus, outside sources (e.g. autobiographies), or a combination of the two.

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 or two additional texts* in conversation with at least one ethnography read for the course. In so doing, it should identify, develop, and critique common themes and concerns between the texts (e.g. how are hijras conceived in contemporary literature). For guidance on writing reviews, see: <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, painting, sculpture, 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.

CLASS SCHEDULE

Books are available at the UCSD bookstore.

Most books are also available online via library.ucsd.edu.

Films are posted on Canvas (except *Paris is Burning*, which is linked below).

WEEK 1 Sept 26

Review Syllabus, Introductions, and Presentation Sign-Up

Key terms in trans studies: Genderbread Person (<https://www.genderbread.org/>)

and Trans Umbrella (<https://www.transhub.org.au/101/what-is-trans>)

Contrast to: <https://www.focusonthefamily.com/get-help/who-is-included-in-the-transgender-umbrella/>

Writing about trans people:

References: <https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/>

<https://transjournalists.org/style-guide/>

*I have some of my own preferences such as “gender inclusive” to “gender neutral” and “genderqueer” / “gender expansive” to “non-binary” / “gender non-conforming” as I’m not fond of “non” identities.

Herdt 1993 “Introduction” In *Third Sexes and Third Genders*

Towle & Morgan 2002 “Romancing the Transgender Native: Rethinking the Use of the Third Gender Concept”

Optional: Bornstein 2013 *My New Gender Workbook* - worksheets

Screening in Class: A Place in the Middle (Dean Hamer and Joe Wilson 2014) 25 mins

<https://aplaceinthemiddle.org/> or

https://vimeo.com/121840165?embedded=true&source=vimeo_logo&owner=38244804

WEEK 2 Oct 03

Young 2001 *Women Who Become Men: Albanian Sworn Virgins*

Virdžina, directed by Karanović, Yugoslavia, 1992

Matt

WEEK 3 Oct 10

Kulick 1998 *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*

Madame Satã, directed by Ainouz, Brazil | France, 2002

Jun

WEEK 4 Oct 17

Reddy 2005 *With Respect to Sex: Negotiating Hijra Identity in South India*

Bombay Eunuch, directed by Shiva, MacDonald, and Gucovsky, India | USA, 2001

Naki

WEEK 5 Oct 24

Sinnott 2004 *Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand*

Iron Ladies, directed by Thongkongtoon, Thailand, 2000

Gin

Cognitive Mapping Exercise Instructions Part 1 (terms): Approximately the last 25 minutes. If you are not planning on doing this exercise you are free to leave or stay.

Fall 2022 Version 26 September 2022

WEEK 6 Oct 31

Swarr 2012 *Sex in Transition: Remaking Gender & Race in South Africa*
A Normal Daughter, directed by Lewis, South Africa, 1997

Frances

Cognitive Mapping Exercise Instructions Part 2 (interviews): Approximately the last 25 minutes. If you are not planning on doing this exercise you are free to leave or stay.

WEEK 7 Nov 07

Bailey 2013 *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit*
Paris is Burning, directed by Livingston, USA, 1990

https://search-library.ucsd.edu/permalink/01UCS_SD1/ld412s/alma991021637659706535

Wren

WEEK 8 Nov 14

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

John

WEEK 9 Nov 21

Valentine 2007 *Imagining Transgender: An Ethnography of a Category (selections)*

Introduction

1. Imagining Transgender

3. "I Know What I Am": Gender, Sexuality, and Identity

4. The Making of a Field: Anthropology and Transgender Studies

Kang 2014 *Conceptualizing Thai Genderscapes: Transformation and Continuity in the Thai Sex-Gender System*

[Discussion of Cognitive Mapping Exercise](#)

Wrap Up

WEEK 10: Nov 28

Student Presentations