

# ANSC/CGS 117: Transgenderisms

Version 16 January 2018

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**Winter 2018 | Tuesday 5:00-7:50 | Center for Engaged Teaching, Literature Building Suite 210**

**Office Hours:** If you cannot make these times, please make an appointment.

Tuesday 4:00-5:00 Literature 210: Center for Engaged Teaching, Teaching Lab

Thursday 3:30-4:30 Social Science Building 275

## **Course Description:**

This course frames transgenderism as locally situated rather than trans-historical and cross-cultural. The seminar examines 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:**

The goal of this course is to increase knowledge about transgenderism and to increase student commitment to valuing diversity, equity, and inclusion in line with the UCSD Principles of Community. Students will use ethnographic case studies to critically evaluate the analytical categories of sex, gender, and sexuality cross-culturally.

- 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.

## **Important Dates to Remember:**

Last Day to Add

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Last Day to Change Grading Option or Drop without "W"

## Assessment:

	Grade	Due
Gender Workbook Assignment	5	1/16*
Paper 1	10	2/13
Paper 2	10	2/27
Cognitive Mapping Paper	20	3/13
Gender Workbook Assignment 2	10	3/15
Final Project	25	3/19
Participation	25	***
	<b>100+</b>	

\*1/25 at 5:00 PM if you add the course after this date

\*\*During your discussion section

A+ 97-100	A 93-96	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	Pass	D 60-69	F 0-59

Pass/Not Pass: Students taking this grading option need to achieve **70** points for a Pass. Grade and P/NP students will be grouped separately for the Group Project. *This is intentional to prevent students from participating in a group without contributing their fair share of the work.*

Assignment instructions and assessment preparations are posted separately on TritonEd.

**Absence, Late Work, and Related Policies:** Attendance is not required but expected.

**All work is submitted through TritonEd.** Please attach assignment files as Word documents or PDFs rather than including text in the comments box to ensure that the system has saved your submission and that it can be read by your TA. 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 the assignment.

**Assignments must be uploaded on TritonEd 30 minutes prior to class on dates which they are due unless otherwise noted.** Please make sure you are submitting the assignment under the correct gradebook link. Please attach assignment files as Word documents or PDFs rather than including text in the comments box to ensure that the system has saved your submission and that it can be read by your TA. 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 the assignment. *Only 1 person needs to submit a group assignment, but should submit all components for the entire group.* If you are having difficulty accessing TritonEd or upload your assignment under the wrong assignment link, email your assignment to your TA so that it is time stamped. **Late assignments are docked 10% per 24-hour period after they are due based on the time of submission on TritonEd. Assignments will not be accepted if overdue by more than three days.** *Students who add after the course has begun must complete missed assignments by the end of the third week.* Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances,

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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.

**Communication:** Email communication is preferred. Please note that it may take up to **48 hours** to get a response to your email from your TA or professor. Please **include ANSC/CGS 117 in the subject line** of your email. If you have a question, please first consult documents on TritonEd (e.g. syllabus, assignment instructions), ask another student, then ask your TA, or the professor. When writing me, you do not need to write “Dear Professor” and other niceties in your email. Just ask away.

**Professionalism Policy:** 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 through a withdrawal of attendance and participation points. 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.**

**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 immigration status, religion, gender identity, or other social factor that is used to limit their life opportunities.*** If you would like to express your concerns or report inappropriate conduct, please contact your TA or me as soon as possible about the issue or after the incident.

**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. It is also against university policy to submit the same paper for credit in more than one course. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. *Submitting assignments online through TritonEd TurnItIn automatically checks for potential violations against all assignments previously submitted to the BlackBoard platform and anything openly available on the internet, including samples of firewalled written assignments.* **All suspected instances of plagiarism will be reported. A verdict of violation of academic integrity for any course assessment will result in failure of this course.** Additional information is available at <http://academicintegrity.ucsd.edu/>.

**Tutoring:** The Office of Academic Support & Instructional Services (OASIS) offer free, one-on-one tutoring for students (<https://students.ucsd.edu/sponsor/oasis/>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

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**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>.

**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 or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

**Critical Gender Studies Program:** Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Often students have taken three or four classes out of interest yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact Joje Reyes-Alonzo, Critical Gender Studies Program Advisor, via email at [cgs@ucsd.edu](mailto:cgs@ucsd.edu).

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*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.*

**Please see the attached class schedule for a listing of the readings, lectures, and other class activities by date. Additional instructions for assignments are posted on TritonEd.**

## **WEEK 1: Introduction**

Review Syllabus, Introductions, and Group/Presentation Sign-Up

Key terms in Gender and Trans Studies: Genderbread Person and Trans Umbrella

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

Film: *A Place in the Middle*, directed by Hamer and Wilson, USA, 2014 (<https://vimeo.com/121840165>)

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## WEEK 2: Questioning Gender

Bornstein 2013 *My New Gender Workbook: A Step-by-Step Guide to Achieving World Peace Through Gender Anarchy and Sex Positivity*

=Assignment: Workbook Selections (*no judgment*, just complete the quizzes/exercises posted on TeD)

## WEEK 3: Transgender Theory

(Group A1) Herdt 1993 "Introduction" In *Third Sexes and Third Genders*

(Group B1) Towle & Morgan 2002 "Romancing the Transgender Native: Rethinking the Use of the Third Gender Concept"

(Group A2) Wood 1999 *When Men are Women: Manhood among Gabra Nomads of East Africa*  
Chapter 5 D'abella: Men Who Are Women p. 166-199

(Group A2) Wekker 2006 *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*  
Chapter 5: The Mati Work p.171-222

## WEEK 4: Sworn Virgins of Albania

Young 2001 *Women Who Become Men: Albanian Sworn Virgins*: p. 55-93

Chapter 4 Who are the Sworn Virgins? p. 55-98

Chapter 5 Living as Men p. 69-93

In class film screening and discussion: *Virđžina*, directed by Karanović, Yugoslavia, 1992

## WEEK 5: Brazilian Travesti

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

Chapter 4 The Pleasure of Prostitution

Chapter 5 Travesti Gendered Subjectivity

In class film screening and discussion: *Madame Satã*, directed by Ainoz, Brazil | France, 2002

## WEEK 6: US Ballroom Scene

(Group A) hooks 1992 "Is Paris Burning?"

(Group A) Bailey 2013 *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit*  
Chapter 2 "Ain't Nothing Like a Butch Queen": The Gender System in Ballroom Culture

(Group B) Butler 1993 "Gender is Burning: Questions of Appropriation and Subversion"

(Group B) Valentine 2007 *Imagining Transgender: An Ethnography of a Category*  
Chapter 3 "'I Know What I Am': Gender, Sexuality, and Identity"

On Library Reserve (watch before class):

<http://reserve.ucsd.edu/ares/ares.dll?Action=10&Form=60&Value=42986>

*Paris is Burning*, directed by Livingston, USA, 1990 [Library Course Reserves]

*The Aggressives*, directed by Peddle, USA, 2005 [Library Database]

=Cognitive Mapping Instructions

## WEEK 7: Indian Hijras

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

Chapter 3: Cartographies of Sex/Gender

Chapter 4: Sacred Legitimization, Corporeal Practice: Hindu Iconography and Hijra Renunciation

In class film screening and discussion: *Bombay Eunuch*, directed by Shiva, MacDonald, and Gucovsky,  
India | USA, 2001

*Being Laxmi*, directed by Nick Francis, UK | India, 2015

### WEEK 8: Alternative Trans Modernities

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

Chapter 3: Gender Ambivalence in Tom and Dee Identities

Chapter 5: Gender Dynamics between Toms and Dees: Subversion or Conformity?

**Group B)** Swarr 2012 *Sex in Transition: Remaking Gender & Race in South Africa*

Chapter 1: Prescribed Gender and Enforcing Sex

Chapter 2: Medical Experimentation and the Raced Incongruence of Gender

Lecture: Kang - What's in a Name?

Video: I'm Fine (สบายดีค่ะ), Tanwarin Sukkhapsit 2008 Thailand

Video: Draft Day, Josh Kim 2013 Thailand, Korea

### WEEK 9: Trans Iran

Najmabadi 2014 *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*

Chapter 5: Verdicts of Science, Rulings of Faith

Chapter 6: Changing the Terms: Playing "Snakes and Ladders" with the State

In class film screening: *Be Like Others*, directed by Eshaghian, Canada | Iran | UK | USA, 2008

### WEEK 10: Conclusions

Tuvel 2017 In Defense of Transracialism

Discussion of Cognitive Mapping Exercise

=Cognitive Mapping Reflection Paper (3-4 pages plus documentation)

Presentations by Students who chose Option 2 or 3 for the Final Project

#### Final Project

Option 1: Final Paper: Comparative Transgenderisms (8-10 pages)

In what ways are the analytic categories: sex, gender identity, and sexuality linked or distinct? Analyze at least 3 examples of case studies from class in a paper.

Option 2: Transnational Transgender Project

Revise the Genderbread Person or the Transgender Umbrella and write a short paper (2-3 pages) describing your modifications and how they are relevant to the global case studies from the readings. Graphics will be shared in class.

Option 3: Transgender Narratives Response Paper (1-2 pages).

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Write a short review of a first person narrative book by a trans or gender expansive person. A brief review (2-3 minutes) will be presented in class.