

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	Anthropology 98T
<i>Course Title</i>	The Anthropology of Gender Variance Across Cultures: From Third Gender to Transgender
<i>Indicate if Seminar and/or Writing II course</i>	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis x

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This seminar builds on Foundations of Society and Culture as anthropology constitutes one of the social sciences. The seminar incorporates concepts, theories, and research pertaining to gender as a major organizing principle in all known societies. Since the class materials span many decades of research, historical foundations and their critical analysis of this particular field of inquiry are essential in understanding its development and scholarly evolution. Social analysis of cultural contexts builds dynamically on historical foundations including social theory, literary criticism, and socio-political implications.

3. "List faculty member(s) who will serve as instructor (give academic rank):
Muriel Vernon, PhD Candidate (instructor), Douglas Hollan, PhD (faculty sponsor).

Do you intend to use graduate student instructors (TAs) in this course? Yes No X

If yes, please indicate the number of TAs

3. Indicate when do you anticipate teaching this course over the next three years:

2011-2012	Fall	_____	Winter	_____	Spring	x
	Enrollment	_____	Enrollment	_____	Enrollment	18

3. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed.

Present Number of Units:

Proposed Number of Units: 5

1. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

The seminar increases general knowledge about gender as a major social institution and organizing principle by critically examining individual and collective experiences which fall outside of heteronormative structures of gender and sexuality. The seminar mirrors current societal debates concerning an increasingly visible transgender population whose socio-economic, political, legal, religious, and class-related struggles resemble pathways of achieving equality of many other racial, ethnic, religious, or sexual minorities before them.

Integrative Learning

This seminar lends itself well to be cross-listed in anthropology as well as Women’s Studies and LGBT Studies. Although the majority of the readings stem from anthropological work, the various disciplinary perspectives drawn upon in this seminar illuminate its cross-disciplinary engagement with the topic. Students will conduct a one-time, short, ethnographic interview which will provide the basis for assignment # 1. The hands-on experience of engaging with a transgender/gender-queer person exposes students to real-life issues of transgender individuals and the transgender community.

Ethical Implications

The subject matter of the seminar is intended to increase ethical consciousness about issues of minority populations such as exclusion, prejudice, discrimination, etc. Transgender issues make for a rather salient example of prevailing social injustice which is inextricably tied to ethical considerations of socially diverse populations in general. Ethical considerations specific to this population are easily applicable to other minority groups, communities, or subsets of the general population.

Cultural Diversity

This seminar is particularly focused on increasing tolerance and better understanding of a socially and culturally marginalized subset of the general population. Exposing students to every-day issues of people with whom they may never had personal contact but who nonetheless live amongst them greatly increases student consciousness of respecting and accepting cultural diversity. The anthropological, ethnographic record considered in this seminar surveys gender variance in many different cultural contexts around the world thus evincing transgenderism as cross-cultural phenomenon.

Critical Thinking	The intellectual niveau of the class readings require an in-depth engagement with the topic at hand. Students will be incorporating their own interview data with the theoretical concepts and ideas proposed in the literature for the second writing assignment which was designed specifically for the purpose of developing critical analytical skills.

Rhetorical Effectiveness	Students are expected to gradually adopt the genre-specific jargon of gender studies in verbal participation as well as writing exercises. Since aspects of gender figure prominently into major debates within the social sciences, this seminar serves as an excellent primer to partake in future discussions of related topics.

<input type="checkbox"/> Problem-solving	Students are responsible for contacting and arranging to meet their respective interview partners. Designing interview questions and preparing for unpredictability in qualitative research is a highly valuable lesson in solving problems related to research methodology and data analysis.

<input type="checkbox"/> Library & Information Literacy	Students are encouraged to read beyond the class materials, especially for the ethnographic interview write-up. Instructional meetings with a librarian in the library will be arranged based on assessments of student needs for such.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------------------|---------|
| 1. Lecture: | 3 | (hours) |
| 1. Discussion Section: | _____ | (hours) |
| 1. Labs: | _____ | (hours) |
| 1. Experiential (service learning, internships, other): | * (see below) | (hours) |
| 1. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week	3	(HOURS)
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(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | _____ | (hours) |
| 1. Reading | 8 | (hours) |
| 1. Group Projects: | _____ | (hours) |
| 1. Preparation for Quizzes & Exams: | _____ | (hours) |
| 1. Information Literacy Exercises: | _____ | (hours) |
| 1. Written Assignments: | 4 | (hours) |
| 1. Research Activity: | _____ | (hours) |

(B) TOTAL Out-of-class time per week	12	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)
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*** Students will have to conduct a one-time interview with a research participant outside of the class room setting. This experiential learning assignment may take up to 3 hours. For that week, the workload will increase to about 18 hours.**

The Anthropology of Gender Variance Across Cultures: From Third Gender to Transgender

Muriel Vernon
Department of Anthropology, UCLA
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Sample Syllabus

Seminar Description:

This seminar surveys transgenderism from an anthropological perspective, introducing students to concepts, theories, and ethnographic studies of gender variance, gender-non-conformity, and alternative gender roles which challenge the Western/Euro-American binary model of sex and gender. The aims of this seminar are to engage students critically with various cultural models of gender, the cultural “institutionalization” of third or alternative genders, the multiple possibilities as well as constrains and limitations of gender expressions, the cultural meanings and contexts of occupying a gender non-conforming social status, and the medicalization, marginalization, and stigmatization of gender non-conformity.

Some central questions which will be addressed in this seminar are:

- 1) Why is it useful to study gender roles cross-culturally?
- 2) How does culture inform normative notions of sexuality and gender?
- 3) How are gender identities shaped/informed by culture?
- 4) What are the social effects of occupying an alternative gender status?
- 5) How do alternative gender identities challenge the sex/gender binary?

Seminar Time Line:

This class will meet once a week for 3 hours of discussion

Seminar Requirements and Method of Evaluation:

Assignment # 1 (20% of grade): Students will write a 5-page double-spaced paper choosing one or more non-Western cultural sex/gender model and compare it to the Western/Euro-American sex/gender model. Student papers should demonstrate a clear understanding of culture-bound foundations of gender and sexuality and illustrate their arguments with ethnographic examples.

Assignment # 2 (20% of grade): Students will write a 5-8 page double spaced paper based on an open-ended interview with a person who self-identifies as transgender, gender-queer, or feels that they occupy any kind of marginal/alternative gender status or role. Specifics on how to locate possible interview partners and obtain consent will be

discussed in the seminar. Students are encouraged to contact transgender support groups, NGOs, or LGBT activist-run organizations, and paper topics should focus on addressing legal, medical, psychological, socio-cultural, socio-economic, religious, or political issues pertaining to person's gender identity within the context of the seminar (i.e. what cultural/legal/societal norms are challenged by the person's gender expression/identity, why, how? etc.)

Final (40% of grade): Student will write a 12-15 page double spaced paper integrating theoretical and ethnographic material from the readings with their own interview data from assignment # 2. The ultimate goal of this assignment is to connect especially the "theorizing" aspect of the literature with a person's lived experience of embodying a gender variant/gender-non-conforming status. Students are encouraged to take into consideration subjective experiences of their interview partners within larger theoretical frameworks as to advance a distinct emic/etic perspective and an interpretative approach. Students may "couple up" to read and critique each others' drafts for the final paper. Because students will have received critical comments on both previous papers from the instructor, the final paper should reflect improvements in analytical and comparative writing skills, giving students the opportunity to build dynamically on their previous work.

Discussion Participation (20% of grade): Students should prepare discussion questions for each meeting based on the readings. The discussion topic for each week is given in the syllabus and should inspire the students' questions. Discussion questions should be critically focused on the readings and tie into greater, overarching themes of the seminar.

Assignment # 1 is due in week 5, assignment # 2 is due in week 8, final paper is due in Week 11.

Seminar Readings:

All articles and book chapters will be digitally available from the course website. The textbook will be available from the UCLA bookstore or it can be purchased online

Gayatri Reddy. 2005. *With Respect to Sex: Negotiating Hijra Identity in South India*. Chicago: The University Press of Chicago

Seminar Schedule, Weekly Readings, and Discussion Topics

Week One: Introduction

Discussion Topic: Historical overview of “third gender” and “transgender” scholarship approaches. Introduction to changing terminologies and categorizations in studies of gender diversity.

- Herdt (1993). “Introduction: Third Sexes and Third Genders”

Week Two: Critical Approaches to “Transgender” and “Third Gender” Categories

Discussion Question: How are the uses and abuses of “third” and “transgender” concepts evident in historical reconstructions, past and present comparative ethnography, and social theory?

- Towle and Morgan (2002). “Romancing the Transgender Narrative: Rethinking the Use of the ‘Third Gender’ Concept”
- Valentine (2007). “Imagining Transgender” (Chapter 1)
- Kessler & McKenna (1978). “Cross-Cultural Perspectives on Gender” (Chapter 2)
- Feinberg (1996). “Our Sacred Past” (Chapter 5)

Week Three: Ethnographies Part I – Gender Diversity in Polynesia, Eastern Europe, South East Asia, Africa, and the Middle-East.

Discussion Question: How are gender non-conforming identities situated within cultural contexts and social space? Discussion focus on kinship relations, social role, and the gendered division of labor.

- Besnier (1993). “Polynesian Gender Liminality Through Time and Space”
- Gremaux (1996). “Woman becomes Man in the Balkans”
- Johnson (1997). “Gender, History, and Power: The Politics of Identities and Identifications” (Ch.2)
- Carrier & Murray (1989). “Woman-Woman Marriage in Africa”
- Wikan (1977). “Man Becomes Woman: Transsexualism in Oman as a Key to Gender Roles”

Week Four: Ethnographies Part II – Gender Diversity in South America and Contemporary North America

Discussion Question: What is the value of ethnographic fieldwork in understanding etic/emic perspectives on gender diversity? Discussion emphasis on the relationship between ethnographers and informants.

- Kulick (1998). “Becoming a Travesti” (Chapter 2), “Travesti Gendered Subjectivity” (Chapter 5)
- Valentine (2007). “Making Community” (Chapter 2).

Week Five: Ethnographies Part III - Native American Gender Diversity

Discussion Question: How have anthropologists conceptualized the most well known “third gender” institution of the Berdache over time? Discussion emphasis on historicity of scholarship.

- Devereux (1937) “Institutionalized Homosexuality Among The Mojave”
- Williams (1986) “Of Religions and Dreams: The Spiritual Basis of the Berdache Tradition” (Chapter 1), “ Sacred People: Berdache Mystical Power and ceremonial Roles” (Chapter 2)
- Roscoe (1988). “We’wha, the Celebrated Lhamana” (Chapter 2)
- Whitehead (1981) “The Bow and the Burden Strap: A New Look at Institutionalized Homosexuality in Native North America”

Assignment # 1 due

Week Six: Ethnographies Part IV – South East Asian Gender Diversity

Discussion Question: How have notions of modernity and intersectionality influenced anthropological fieldwork? Discussion focus on examination of contemporary ethnography including methodology, data collection, and analysis.

- Reddy (2005) “With Respect to Sex: Negotiating Hijra Identity in South India”

Week Seven: Biological Perspectives on Sex, Gender Diversity, and Intersexuality

Discussion Question: What can anthropologists learn from contrasting culturally constructed and biological perspectives on gender and sexuality? Discussion focus on the duality/dichotomy of sex/gender paradigms.

- Fausto Sterling (2000) “Dueling Dualisms” (Chapter 1), “Of Gender and Genitals” (Chapter 3), “Should there only be two Sexes?” (Chapter 4)

Week Eight: Gender Diversity as Pathology – Transsexualism

Discussion Question: How has medicalization of gender diversity affected its cultural impact? Discussion focus on gender diversity as controversial medical issue/diagnosable pathology.

- Meyerowitz (2002) “Sex Changes” (Chapter 1)
- American Psychiatric Association (2000) “Diagnostic Criteria for Gender Identity Disorder”
- Bockting & Ehrbar (2005). “Commentary: Gender Variance, Dissonance, or Identity Disorder?”
- Butler (2006) “Undiagnosing Gender”

Assignment # 2 due

Week Nine: Transgender Voices – Gender Benders, Rebels, and Radicals

Discussion Question: What can anthropologists learn from transgender perspectives on gender variance and diversity? Discussion focus on transgender activism, reaction against medical model of gender variance as pathology.

- Bornstein (1994). “Gender Outlaw” (Chapters 1-4 [these are very short])
- Califia (1997). “Trashing the Clinic and Burning Down the Beauty Parlor: Activism Transmutes Pitiably Patients into Feisty Gender Radicals” (Chapter 7), “The Future of Transgenderism” (Chapter 8)
- Wilkins (1997). “Interview with a Menace” (Chapter 17).

Week Ten: Changing Cultures, Changing Genders – The Sacred Man-Woman Past and the Modern Notion of Gender Queerness

Discussion Question: What is the relationship between identity politics, representation, and transgendered subjectivity? Discussion focus on bringing together the past and present – the interrelationship of “native” and “modern” homosexuality/transsexuality, and queer identities.

- Williams (1986). “Persistence and Change in the Berdache Tradition Among Contemporary Lakota Indians”
- Valentine & Wilchins (1997). “One Percent of the Burn Chart: Gender, Genitals, and Hermaphrodites with Attitude”
- Chao (2001) “Drink, Stories, Penis, and Breasts: Lesbian Tomboys in Taiwan from 1960's to the 1990's”
- Butler (1993) “Critically Queer”

Week Eleven: Finals

Assignment # 3 due.



New Course Proposal

Anthropology 98T Anthropology of Gender Variance across Cultures from Third Gender to Transgender

Course Number Anthropology 98T

Title Anthropology of Gender Variance across Cultures from Third Gender to Transgender

Short Title GENDR VARIANCE-CLTR

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Survey of transgenderism from anthropological perspective to introduce students to concepts, theories, and ethnographic studies of gender variance, gender-nonconformity, and alternative gender roles that challenge Western/Euro-American binary model of sex and gender. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows.

Syllabus File [Anthropology 98T syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Douglas Hollan is the faculty mentor for this seminar.

Grading Structure 5-page paper - 20%; 5 to 8-page paper - 20%; 12 to 15-page paper - 40%; discussion/participation - 20%

Effective Date Winter 2012

Discontinue Date Spring 2012

<u>Instructor</u>	Name	Title
	Muriel Vernon	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Anthropology

<u>Contact</u>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704

Status: Added to SRS on 5/21/2011 9:38:23 PM

Changes: Title, Description, Quarters Taught

Comments: Edited course description into official version; corrected title.

Role: Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441

Status: Added to SRS on 5/20/2011 10:07:19 AM

Changes: Short Title, Discontinue Date

Comments: Added a short title.
Discontinue term changed from 12 Summer to 12 Spring, as per Leann.

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

Status: Returned for Additional Info on 5/19/2011 5:11:30 PM

Changes: No Changes Made

Comments: Routing to Registrar's Office

Role: FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918

Status: Approved on 5/19/2011 2:09:31 PM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

Status: Returned for Additional Info on 5/18/2011 4:52:44 PM

Changes: No Changes Made

Comments: Routing to Vice Chair Muriel McClendon for FEC approval

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Approved on 5/16/2011 11:05:51 AM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen Komar, chair, CUTF Faculty Advisory Committee.

Role: Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Submitted on 5/16/2011 11:04:56 AM

Comments: Initiated a New Course Proposal

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