

History 346, Fall 2019: Trans/Gender in Historical Perspective
Tues/Thurs 11:00-12:15

Professor A. Finn Enke

Office Hours, TTR 12:30-1:00 and by appt

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Throughout recorded history, humans have conceptualized the sex/gender categories of maleness and femaleness. Simultaneously, many cultures have elaborated more than two categories for sex and gender, and often recognized a degree of fluidity and malleability in sex/gender embodiments. Even cultures that have appeared to mandate a binary sex/gender system have, within sanctioned contexts, permitted a wide range of gender variation. And no matter how broadly a given culture may define sex and gender categories, humans have exceeded or even refused those definitions.

This course focuses on a sample of cultural and historical contexts that illuminate some ways people have articulated sex/gender variation; our contexts include the TransAtlantic world, Europe, Southern Africa, and North America. We will consider the perspectives of people who themselves passed, crossed, transitioned, transed, or otherwise exceeded binary sex/gender appearances.

Alongside, we will consider the ways that dominant social institutions reinforced sex/gender norms and occasionally permitted variation of those norms. We also ask larger questions such as: How have sex/gender been infused with notions of age, race, dis/ability, nationality, legal status? How have contacts across cultures through migrations and colonization affected people's understanding of sex/gender possibilities?

Our sources include social histories, medical and legal perspectives, gender theory, popular culture, and the work of contemporary trans activists.

Required Course Books

(available at Room of One's Own on Gorham; and on Reserve at College Library)

Clare Sears, *Arresting Dress: Cross -Dressing, Law, and Fascination in 19th C. San Fran*
Qwo-Li Driskill, *Asegi Stories: Cherokee Queer and Two Spirit Memory*
Amanda Lock Swarr, *Sex in Transition: Remaking Race and Gender in South Africa*

Required Course Reader

available at Student Print on East Campus Mall; and on Reserve at College Library

Recommended Text: (also avail. Room of One's Own and on Reserve)

Susan Stryker, *Transgender History*

Course Requirements:

You must fulfill all requirements in order to receive a passing grade.

Attendance at lectures and discussions sections is required.

Please do not schedule appointments, meetings, or trips during lecture or discussion section.

Lectures (15%): Attendance will be taken. You should come to lectures having read the material for that day, and be ready to actively engage in lecture discussions. Lectures offer history and perspectives that are not present in your reading. In-lecture writing and drawing also gives you the opportunity to actively engage with and reflect on aspects of the reading and lecture material.

Attendance and Participation in Discussion Sections: 25%

Your teaching assistant, Ezra Gerard, will clarify the components and expectations for your section participation grade. It will include in-class writing as well as discussion of texts based upon your thorough reading.

Three Exams: 1st, 2nd and 3rd = 10% each (total 30%).

Exams will be based on lecture material, readings, films, and discussions. Study guides for the exams will provide a list of possible terms and questions that might appear on the exam. The first and third exam will be take home exams. See schedule for dates.

Three Engagement-Analysis Papers: 10% each (total 30%)

These short papers encourage you to actively engage the readings and use writing as a thinking tool in order to strengthen your comprehension, integration and analysis of the content and issues involved. They are designed to help you synthesize readings and lecture in preparation for exams. They are due Sept 19, Oct 31, and Dec. 10.

Accessibility: Everyone, regardless of disabilities or special needs, is welcome in this course. Please let me know if you need any accommodations in the instruction or evaluation procedures in order to facilitate your full participation. The McBurney Center provides useful assistance and documentation.

Computers: If you must use a laptop during lecture, I ask that you sit in the first row.

Cell Phones: Your cell phones must be turned off before lecture starts, and keep them in your bag for the duration of lecture.

4-credit course Status: This course meets as a group (or with dedicated online time) for 4 hours per week and carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

Learning Goals and Outcomes:

Students in this class should come away with a nuanced understanding of diverse contexts, practices, and meanings associated with trans, nonbinary, creative, and cross-gender embodiments. This should include:

- *understanding the significance of historical context
- *gaining the ability to ask contextually appropriate questions of our texts
- *gaining a deeper appreciation of historical analysis and the craft of the historian
- *developing facility with a variety of culturally and historically specific vocabularies
- *improving analytical skills and the ability to read primary and secondary sources
- *improving written and verbal communication skills

Class Schedule:

UNIT ONE Introduction: Transgender History: Concepts, Cultures, and (Mis)Understanding

- Sept 5 Introduction to Trans/Gender in Historical Perspective
- Sept 10 Clare Sears, *Arresting Dress*: Introduction, Chapters 1, 2
- Sept 12 Clare Sears, *Arresting Dress*: Chapters 3, 4
- Sept 17 Clare Sears, *Arresting Dress*: Chapters 5, 6, and Conclusion
- Sept 19 ENGAGEMENT ANALYSIS PAPER DUE, hard copy, hand in at lecture**
- Sept 24 Jim Sweet, "Mutual Misunderstanding: Gesture, Gender and Healing"
Scott Larson, "Histrionics of the Pulpit: Trans Tonalities of Religious Enthusiasm"
- Sept 26 Scott Larson, "'Indescribable Being': Theological Performances of Genderlessness"
- Oct 1 Joy Ladin, excerpt from *The Soul of a Stranger*
Anguksuar, "A Postcolonial Colonial Perspective on Western
[Mis]Conceptions of the Cosmos"
- Oct 3 Deborah Miranda, "Extermination of the *Joyas*"
- Oct 8 Driskill, *Asegi Stories*, "Introduction" (3-20), Chapter 2 (39-100)
- Oct 10** Driskill, *Asegi Stories*, chapter 3
- Oct 15 TAKE HOME EXAM ONE DUE (no new reading)**

UNIT TWO: Creating Transgender as a Medico-Legal Category

- Oct 17 Richard von Krafft-Ebing, "Psychopathia Sexualis with Special Reference to Contrary Sexual Instinct: A Medico-Legal Study."
- Oct 22 Katie Sutton, "'We Too Deserve a Place in the Sun': The Politics of Transvestite Identity in Weimar Germany"
- Oct 24** primary source tba
- Oct 29 Amanda Lock Swarr, *Sex in Transition: Remaking Gender and Race in South Africa*
- Oct 31** **ENGAGEMENT ANALYSIS Key Terms Paper Due (no new reading)**
- Nov 5 *Sex in Transition: Remaking Gender and Race in South Africa*
- Nov 7 *Sex in Transition: Remaking Gender and Race in South Africa*
- Nov 12 Zara Saeidzadeh, "Understanding Socio-Legal Complexities of Sex Change in Postrevolutionary Iran"
- Nov 14** **IN CLASS EXAM TWO**

UNIT THREE: TransActios, Trans Articulations

- Nov 19 Fisher, "Pauli Murray's Peter Panic"
Fisher, "Challenging Dissemblance in Pauli Murray Historiography"
- Nov 21 Feinberg, "A Movement Whose Time Has Come"
- Nov 26 Kai Pyle, "Naming and Claiming: Recovering Ojibway and Plains Cree Two-Spirit Language"
- Nov 28** **National Holiday, NO CLASS**
- Dec 3 Driskill, *Asegi Stories*, 4, 5, Epilogue
- Dec 5 Marlon Bailey, "Gender/Racial Realness: Theorizing the Gender System in Ballroom Culture"
- Dec 10** **LAST CLASS, ENGAGEMENT ANALYSIS PAPER DUE (no new reading)**

TAKE-HOME EXAM DUE Dec 12, 1:00 pm.