

Deviant Bodies: The Anthropology of Gender & Race

Instructor: Nadja Eisenberg-Guyot (they, them, theirs)

Office Hours: Wednesdays, 2-4pm, Roberts 303

If you cannot make these office hours or prefer to meet virtually, please email me to schedule a Zoom meeting

Course Description

What is the relationship between white supremacy, racial capitalism, and the construction of gender difference, gender deviance, and racial hierarchy? How can we think about gender non-normativity as a challenge to racial capitalism and its regimes of value, while simultaneously recognizing the dangers of recuperating white gender nonconformity into the ruling racial regime? In this course, students will encounter scholars from a range of disciplines—anthropology, Black studies, history, performance studies, and comparative literature—exposing the colonial invention and imposition of race/sex difference as a foundational move of colonialism, transatlantic slavery, and capitalism. In the second half of the course, taking cues from Ferguson's *Aberrations in Black*, Williamson's *Scandalize My Name*, and McMillan's *Embodied Avatars*, we will consider the (trans) liberation politics that coalesce through antinormative gendered positions refuting racial capitalism's regimes of value.

Course Objectives

1. To understand the relationship between settler colonialism, transatlantic slavery, racial capitalism, and the production of gender difference and heteropatriarchy;
2. To situate contemporary projects for gender liberation within an anticolonial, anti-capitalist, anti-imperialist and anti-racist revolutionary frame;
3. To explore Black and trans feminist intellectual production beyond the framework of intersectionality;
4. To explore a range of disciplinary approaches to understanding the relationship between race, class, and gender;
5. To produce knowledge about gender relevant to broader struggles for liberation.

A Note On Classroom Culture And Creating Liberated Spaces

In a world structured by white supremacy, settler colonialism, heteropatriarchy, capitalism, and ableism, there is no such thing as a truly liberated or safe space entirely free from hierarchy and other forms of domination. The classroom and university are not divorced from the world at large, but rather are inextricably bound to it, and thus are implicated in the reproduction of epistemic and material violence. Nonetheless, in this classroom, we will strive together to make our community as oriented toward collective liberation as possible: we will prioritize the analyses and worldviews of marginalized and oppressed people, and we will work to interrogate and undo white supremacy culture as it shows up in our relationships with each other and to course materials. Students should not censor themselves or each other from raising questions or perspectives on course material. However, obviously and intentionally racist, sexist, homophobic, transphobic, xenophobic, ableist, and classist commentary will *not* be tolerated in this classroom. Students struggling to understand whether or not (or why) their views are demeaning or hostile to oppressed people are encouraged to talk to the professor outside of class.

If you are experiencing disrespect or harassment in this class (or other classes), or are experiencing classroom discussion as oppressive or derogatory, you are encouraged to come speak to me so that I can support you and help find a solution.

Assignments

Work for the course includes the following assignments:

1. *Weekly reading reflections:* These short responses to the assigned readings will be due each Monday at 5pm, reflecting on the readings for the upcoming class, starting in the **second week of class**. Options for reading reflections are varied: you can write + post a 200 word response, record a TikTok video, or record a 1-minute audio file. Your response should analyze the readings in light of a particular question or theoretical/historical problem or question. More information about this assignment (including where and how to submit) is available at the end of the syllabus.

2. *Final paper.* Students will write a 7-10 page (double-spaced) final paper engaging with course themes and assigned readings. We will spend the semester together developing theses, outlining papers, and engaging in peer-review before the final deadline.

Date	Assignment	Description
10/5	Thesis Workshop (in class)	Please bring a tentative thesis statement and topic description for your final paper to class for discussion.
11/2	Outline Workshop (in class)	Please bring to class a “thick outline” of your paper, including: a thesis statement, outline, and evidence/texts that you will use.
11/16	Rough Draft Peer Review (in class)	Please bring 3 hard copies of your rough draft of your paper to class. Papers should be at least 50% complete for peer review.
11/30	Semi-Final Peer Review (in class)	Please bring 3 hard copies of your rough draft of your paper to class. Papers should be at least 75% complete for peer review.
12/14	Final Paper	Submit a word document (.doc or .docx) via email

Calculating your Final Grade

Weekly Reading Reflection	30%
Class Attendance & Participation	40%
Peer Review Process/Paper Workshops	10%
Final Paper	20%

Course Materials

The following text is available online as an eBook via the Haverford College Library:

Gill-Peterson, Julian (Jules) (2018). *Histories of the Transgender Child*.

The rest of the course materials will be available on Moodle.

Haverford-wide policies are included on the final page of the syllabus. Please do not hesitate to reach out to me if you have any questions, concerns, or comments about these policies.

UNIT ONE, Weeks 1-4, Foundations

Week 1

	Readings
8/31	Combahee River Collective (1979). “The Combahee River Collective Statement.”
	<i>Note: this will be distributed in-class & read during class time; no assigned readings outside of class.</i>

Week 2

	Readings
9/7	Jones, Claudia (1949). “An End to the Neglect of the Problems of the Negro Woman.”
	Beal, Francis (1969). “Double Jeopardy: To Be Black and Female.”
	Lindsey, Lydia (2019). “Red Monday: The Silencing of Claudia Jones in 20 th Century Feminist Revolutionary Thought.” <i>The Journal of Intersectionality</i> 3(1):10-20.
	<i>Note! Don’t forget to submit your reading reflection HERE by 5pm on Monday!</i>

Week 3

	Readings
9/14	McClintock, Anne (1995). <i>Imperial Leather: Race, Gender, and Sexuality in the Colonial Context</i> , Introduction & Chapter 1. Morgan, Jennifer (2004). <i>Laboring Women: Reproduction and Gender in New World Slavery</i> , Introduction, Chapters 1 & 5.

Week 4

	Readings
9/21	Oyewumi, Oyeronke (1997). <i>The Invention of Women: Making an African Sense of Western Gender Discourse</i> , Chapters 1 & 4.

Week 5

	Readings
9/28	Snorton, C. Riley (2017). <i>Black on Both Sides: A Racial History of Trans Identity</i> , Part 1

Week 6

	Readings
10/5	Schuller, Kyla (2017). <i>The Biopolitics of Feeling: Race, Sex, & Science in 19th Century America</i> , Introduction & Chapter 1. <i>In class: paper topic & thesis workshop</i>

OCTOBER 8-18: FALL BREAK, NO CLASS

Week 7

	Readings
10/19	Jackson, Zakiyya Iman (2020). <i>Becoming Human: Matter and Meaning in an AntiBlack World</i> , Introduction & Chapter 1.

UNIT 2: Weeks 8-11, *Histories of the Transgender Child*

Week 8

	Readings
10/26	Valentine, David (2007). <i>Imagining Transgender</i> , Chapter 4 (pages 143-172). Swarr, Amanda (2012). <i>Sex in Transition: Remaking Gender and Race in South Africa</i> , Chapters 2 & 3.

Week 9

	Readings
11/2	Gill-Peterson, <i>Histories of the Transgender Child</i> , Introduction & Chapter 1. <i>In class: paper outline workshop</i>

Week 10

	Readings
11/9	Gill-Peterson, <i>Histories</i> , Chapters 2 & 3.

Week 11

	Readings
11/16	Gill-Peterson, <i>Histories</i> , Chapters 4 & 5, Conclusion. <i>In class: Rough Draft Peer Review Workshop</i>

UNIT 3: Weeks 12-14, Toward Liberation

Week 12

	Readings
11/23	Ferguson, Roderick (2004). <i>Aberrations in Black: Toward a Queer of Color Critique</i> , Introduction, Chapters 3 & 4, Conclusion.

Week 13

	Readings
11/30	Hartman, Saidiya (2018). "The Anarchy of Colored Girls Assembled in a Riotous Manner." <i>South Atlantic Quarterly</i> 117(3): 465-490. <i>In class: Semi-Final Draft Peer Review Workshop</i>

Week 14

	Readings
12/7	McMillan, Uri (2015). <i>Embodied Avatars: Genealogies of Black Feminist Art & Performance</i> , Introduction, Chapters 2 & 4, Conclusion.

TUESDAY, 12/14: FINAL PAPERS DUE AT 11:59PM

Weekly Reading Reflections Assignment Description

Starting in the second week of class, you will be asked to post a brief response to the assigned readings for that week no later than Monday at 5pm. (For example, on Monday, September 6th, you will post your response to the readings we will be discussing on Tuesday, September 7th.) These responses will form the basis of our class discussion (and occasional lecture) on Tuesdays, so please think carefully about how what you share will be taken up in the classroom (for example, is it truly something you want to talk about? How would you approach the conversation your reflection sparked?).

I will collect these reading responses in Google Drive Folders created for each week. I encourage you to read, listen, or watch the contributions of your classmates prior to coming to class.

There are a myriad of ways to share your thoughts:

1. **Written Response:** A maximum of 200 words, please! Share your thoughts in written form by writing in a Google Doc or uploading a document into the appropriate Google Drive folder for that week. Please name your document according to the following format: "FullName_Date," e.g., "NadjaEisenberg-Guyot_9.6"
2. **Audio Clip:** A maximum of 60 seconds! Share your thoughts in audio form by recording and uploading your audio clip into the appropriate Google Drive folder for that week. Please name your document according to the following format: "FullName_Date," e.g., "NadjaEisenberg-Guyot_9.6"
 - a. If you have an iPhone, there is already a "Voice Memo" app on your phone which you can use to complete this assignment.
 - b. If you have an Android, here is a free voice recording app: https://play.google.com/store/apps/details?id=com.media.bestrecorder.audiorecorder&hl=en_US
 - c. If you do not have a smartphone, you can use this website on your computer (using your computer microphone and Chrome or Firefox internet browsers): <https://online-voice-recorder.com>
3. **TikTok Video:** A maximum of 90 seconds! Share your thoughts in video form by recording a TikTok, tagging me (@nadjaguyot), and hashtagging your video with: #ANTHH319.
 - a. If your TikTok is set to private, you will have to follow me so that I can follow you back and watch your videos.
 - b. If you would like to share your TikTok videos with the whole class, I have made a spreadsheet where everyone can share their TikTok handles, so that we can all follow each other. You can add your TikTok information [HERE](#) (the link is also available on Moodle).

Grading Rubric

Excellent (10/10): The student has substantively engaged with the temperature check question and given an informed and thoughtful opinion on the topic. It is clear from the response that the student has listened to the lecture, completed the readings, and watched the assigned videos. The reflection is submitted on time.

Good (8/10): It is clear from the recording that the student has listened to the lecture, completed the readings, and watched the assigned videos. The reflection is submitted on time.

Adequate (5/10): It is clear from the recording that the student has engaged with some of the assigned materials. The reflection is submitted within the week.

Poor (3/10): The student shares their own opinion on the topic but hasn't engaged with assigned course materials. The recording is submitted more than a week late.

Haverford-Wide Policies & Procedures

Accommodations & Wellness

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Sexual Violence and Discrimination

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX

Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>