

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3280
Course Title Introduction to Trans Studies
Transcript Abbreviation Trans Studies
Course Description Examination of intersecting state, social, and cultural institutions that shape transgender struggles through gender identity, gender, race, indigeneity, migration, and socio-economic class. Emphasizes trans of color, queer of color, indigenous, and women of color feminist approaches that engage histories of race and white supremacy, settler colonialism, and empire.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Students are encouraged to take WGSST/English 2282: Introduction to Queer Studies
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand the historical and social movements that led to the cultural visibility of transgender lives.
- Analyze the intersecting state and cultural institutions that shape transgender experience.
- Explore the development of transgender identities in various media, including literature, film, memoir, and digital media.
- Synthesize and apply knowledge from diverse disciplines to understand the complex ways that race, class, nationality, and sexuality intersect with transgender identities in the contemporary world.
- Engage ongoing histories of race and settler colonialism, white supremacy, and empire in the configurations of transgender identity.
- Analyze the norms, particularly those grounded in cisnormativity, that guide contemporary conceptions of the human condition.
- Enhance awareness of, and respect and appreciation for, the diversity of individuals and experiences within society, particularly in the United States.
- Write about and conduct research on the issues pertaining to trans/cis gender, sexuality, race, class, and nationality in contemporary world.

Content Topic List

- western science and sex/gender
- transgender history
- coloniality
- transgender liberation social movements
- racialized histories of gender

Sought Concurrence

No

Attachments

- WGSST 3280 Winnubst-Chen Syllabus SP20.docx: WGSST 3280 Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - All Courses.xlsx: WGSST Full Curriculum Map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - UG Major.xlsx: WGSST major curriculum map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

COURSE REQUEST
3280 - Status: PENDING

Last Updated: Heysel, Garrett Robert
04/11/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	04/11/2019 09:51 AM	Submitted for Approval
Approved	Winnubst, Shannon	04/11/2019 09:52 AM	Unit Approval
Approved	Heysel, Garrett Robert	04/11/2019 10:40 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/11/2019 10:40 AM	ASCCAO Approval



SYLLABUS: WGSST 3280

INTRODUCTION TO TRANS STUDIES

SPRING 2020

Course overview

Classroom Information

Format of instruction: Lecture

Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Location: TBD

Instructor

Instructor: Jian Chen

Email address: chen.982@osu.edu

Office hours: Wednesdays 2-5 pm and by appointment.

Course description

This course introduces transgender social identities, cultural strategies, and political concerns and movement building spanning key moments that include popular media coverage of Christine Jorgenson's medically assisted gender transition during the 1950s; Compton's Cafeteria (San Francisco) and Stonewall (New York City) uprisings in the 1960s; the emergence of self-claimed transgender identities, cultural production, and transgender studies by the 1990s; and the flourishing of radically diverse transgender practices of identity and embodiment in the second decade of the twenty-first century. Each moment of mainstream and/or subcultural visibility will provide an entryway into understanding intersecting state, social, and cultural institutions that shape transgender experiences and struggles through gender identity, gender, race, indigeneity, migration, and socio-economic class. We will center transgender voices and forms of cultural expression, including literary and popular memoir, documentary film, performance, speculative fiction, and video games, that attempt to intervene in and rework what is considered "real" at the enforced borders between normal/abnormal and natural/unnatural. The course will emphasize trans of color, queer of

color, indigenous, and women of color feminist approaches that engage with ongoing histories of race and white supremacy, settler colonialism, and empire.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand the historical and social movements that led to the cultural visibility of transgender lives.
- Analyze the intersecting state and cultural institutions that shape transgender experience.
- Explore the development of transgender identities in various media, including literature, film, memoir, and digital media.
- Synthesize and apply knowledge from diverse disciplines to understand the complex ways that race, class, nationality, and sexuality intersect with transgender identities in the contemporary world.
- Engage ongoing histories of race and settler colonialism, white supremacy, and empire in the configurations of transgender identity.
- Analyze the norms, particularly those grounded in cisnormativity, that guide contemporary conceptions of the human condition.
- Enhance awareness of, and respect and appreciation for, the diversity of individuals and experiences within society, particularly in the United States.
- Write about and conduct research on the issues pertaining to trans/cis gender, sexuality, race, class, and nationality in contemporary world.

Course materials

Required

- 1) Assigned books to be purchased through Barnes & Noble OSU Bookstore (<https://ohiostate.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=33552>) or independent bookstore (such as Two Dollar Radio <https://twodollarradio.com/pages/headquarters>)
 - a. Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.
 - b. Justice, Daniel Heath. *Kynship: The Way of Thorn and Thunder*. Albuquerque, NM: University of New Mexico Press, 2011.
 - c. Thom, Kai Cheng. *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*. Montreal, Canada: Metonymy Press, 2016.
- 2) Assigned reading materials made available on OSU Carmen Canvas under "Files": <https://carmen.osu.edu/#>.

- 3) Assigned screening materials made available through OSU Secured Media Library or online sources.
 For Secured Media Library access and guide, use <https://resourcecenter.odee.osu.edu/secured-media-library/how-use-secured-media-library>. (Be sure you have the latest version of Flash player installed on your computer for video streaming.)

Grading and instructor response

Grades

Assignment or category	Points
Class attendance & participation	300
In-class presentation	150
In-class midterm	250
Final paper project	300
Total	1000

See course schedule, below, for due dates

1. Class attendance & participation (300 points): In addition to regular attendance, the course requires engaged participation that includes quiet reflection, active listening, speaking during discussions, and in-class individual and group exercises.
2. In-class presentation (150 points): Each student will prepare and deliver a 10-15 minute in-class presentation summarizing and analyzing the main themes of an assigned piece on the syllabus and posing and facilitating one discussion question with classmates. The presentation provides an opportunity for students to engage publically with classmates through the organized presentation of their ideas.
3. In-class midterm (250 points): The in-class midterm (1 hour 20 min.) draws from key critical terms, approaches, and content introduced in the class through lectures, assigned course materials, and discussions. It asks students to describe the significance of key terms and concepts and to respond to questions using intersectional critical trans approaches related to specific course content. The study required by the midterm highlights and provides a toolkit of concepts, methods, and cultural examples that will shape students' ongoing critical thinking and practices.

4. Final paper project (300 points): The final paper project asks students to critically describe, analyze, and build on an aspect of trans theory of embodiment, history, or social struggle using formal essay or creative self-reflexive writing styles. The project encourages students to understand and use the critical approaches and content presented in the course through engagement with an issue or set of questions that they have identified related to course themes. A delimited amount of research is required for the final project. The required format for the final paper is 7-10 pages, double-spaced, 1 inch margins, 12-point font, with bibliography in MLA or Chicago style.

Late assignments

Late assignments will be deducted 20 points for every day they are late.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Contact Preference

Email is the best way to get ahold of me outside of class.

Grading and feedback

For large assignments, you can generally expect feedback within 10 days.

E-mail

I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The quality of your learning experience will be heavily reliant on your thoughtful and regular participation. Please arrive promptly, complete readings before class meetings, participate actively in discussions, and provide thoughtful engagement with lectures, readings, discussion topics, and other class materials. Excessive absences will result in a failing participation grade (no more than 3 missed classes).

Discussion and communication guidelines

I care deeply about creating a learning environment that is built on shared respect and a desire to learn together well and with academic rigor. Please, let all of us remember that there are very likely survivors of violence in our class, and people who have experienced the effects of racism, sexism, homophobia, transphobia, and ableism – all topics we will discuss in class. I cannot guarantee that this class is a safe space, but I can work hard with you all to help us create a space of respect and learning. A feminist and queer analysis relies on all of us reflecting on how systems of oppression affect ourselves and others who are different from ourselves, so be ready to be challenged and open for the task of thinking about the world in a new way!

Course schedule (tentative)

Week 1: Introduction

Tuesday, January 7, 2020

Introductions, Syllabus & framework, Assessment, Opening discussion

Thursday, January 9, 2020

Screaming Queens. Dir. Victor Silverman & Susan Stryker. Frameline, 2005. Streaming. [OSU Secured Media Library]

Week 2: Transgender Liberation & History

Tuesday, January 14, 2020

- 1) Stryker, Susan. "A Hundred Years of Transgender History." *Transgender History*. Berkeley, CA: Seal Press, 2008. 31-58.
- 2) Feinberg, Leslie. *Transgender Liberation: A Movement Whose Time Has Come*. New York: World View Forum, 1992.

Thursday, January 16, 2020

- 1) *Major!* Dir. Annalise Ophelian and StormMiguel Florez. 2016. Streaming. [OSU Secured Media Library]

Week 3: Western Science and Gender/Sex

Tuesday, January 21, 2020

[Meyerowitz](#), Joanne. "From Sex to Gender." *How Sex Changed: A History of Transsexuality in the United States*. Cambridge, MA: Harvard University Press, 2002. 98-129.

Thursday, January 23, 2020

Jorgensen, Christine. *Christine Jorgensen: A Personal Autobiography*. New York: Routledge, 2007 [1967]. Selections.

Week 4: Western Science and Gender/Sex

Tuesday, January 28, 2020

Aizura, Aren. "The Romance of the Amazing Scalpel: Race, Labor, and Affect in Thai Gender Reassignment Clinics." *Mobile Subjects: Transnational Imaginaries of Gender Reassignment*. Durham, NC: Duke University Press, 2018. 174-206.

Thursday, January 31, 2020

Becoming Chaz. Dir. Fenton Bailey and Randy Barbato. Virgil, 2011. Streaming. [OSU Secured Media Library]

Week 5: Western Science and Gender/Sex

Tuesday, February 4, 2020

- 1) Gill-Peterson, Julian. "The Racial Plasticity of Gender in the Child." *Histories of the Transgender Child*. Minneapolis: University of Minnesota Press, 2018.
- 2) Sedgwick, Eve. "How to Bring Your Kids up Gay." *Social Text*, No. 29 (1991): pp. 18-27.

Thursday, February 6, 2020

Paris Is Burning. Dir. Jennie Livingston. Lionsgate, 1990. Streaming. [OSU Secured Media Library]

Week 6: Racial and Indigenous Histories of Gender/Sex

Tuesday, February 11, 2020

Snorton, C. Riley. "A Nightmarish Silhouette: Racialization and the Long Exposure of Transition." *Black on Both Sides: A Racial History of Trans Identity*. Minneapolis, MN: University of Minnesota Press, 2017. 139-157.

Thursday, February 13, 2020

Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.

Week 7: Racial and Indigenous Histories of Gender/Sex

Tuesday, February 18, 2020

Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.

Thursday, February 20, 2020

Driskill, Qwo-Li. "The Queer Lady of Cofitachequi and Other Asegi Routes." *Asegi Stories: Cherokee Queer and Two-Spirit Memory*. Tucson, AZ: University of Arizona Press, 2016. 39-67.

Week 8: Midterm

Tuesday, February 25, 2020

In-Class Midterm (Keywords & Short Essay Format)

Thursday, February 27, 2020

Justice, Daniel Heath. *Kynship: The Way of Thorn and Thunder*. Albuquerque, NM: University of New Mexico Press, 2011.

Week 9: Racial and Indigenous Histories of Gender/Sex

Tuesday, March 3, 2020

Justice, Daniel Heath. *Kynship: The Way of Thorn and Thunder*. Albuquerque, NM: University of New Mexico Press, 2011.

Thursday, March 5, 2020

Fajardo, Kale B. "Queering and Transing the Great Lakes: Filipino/a Tomboy Masculinities and Manhoods across Waters. *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 20, No. 1-2 (2014): pp. 115-140.

Week 10: Spring Break

Tuesday, March 10, 2020

No class meeting

Thursday, March 12, 2020

No class meeting

Week 11: Race, Diaspora, and Decolonization

Thursday, March 17, 2020

Thom, Kai Cheng. *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*. Montreal, Canada: Metonymy Press, 2016.

Thursday, March 19, 2020

Thom, Kai Cheng. *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*. Montreal, Canada: Metonymy Press, 2016.

Week 12: Race, Diaspora, and Decolonization

Tuesday, March 24, 2020

Mala Mala. Dir. Antonio Santini and Dan Sickles. Strand Releasing, 2014. Streaming.
[OSU Secured Media Library]

Thursday, March 26, 2020

Ochoa, Marcia. "Belleza Venezolana: Media, Race, Modernity, and Nation in the Twentieth-Century Venezuelan Beauty Contest." *Queen for a Day: Transformistas, Beauty Queens, and the Performance of Femininity in Venezuela*. Durham, NC: Duke University Press, 2014. 21-58.

Week 13: Race, Diaspora, and Decolonization

Tuesday, March 31, 2020

cárdenas, micha. "Trans of Color Poetics: Stitching Bodies, Concepts and Algorithms." *Scholar and Feminist Online* (Summer 2016): 1-24.

cárdenas, micha. "Pregnancy: Reproductive Futures in Trans of Color Feminism." *TSQ: Transgender Studies Quarterly*, Vol. 3, No. 1-2 (2016): pp. 48-57.

Thursday, April 2, 2020

Piepzna-Samarasinha, Leah Lakshmi. *Care Work: Dreaming Disability Justice*. Vancouver, Canada: Arsenal Pulp Press, 2018. Selections.

Week 14: Trans Struggles

Tuesday, April 7, 2020

Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press, 2015. Selections.

Thursday, April 9, 2020

- 1) Gossett, Che. "Silhouettes of Defiance: Memorializing Historical Sites of Queer and Transgender Resistance in an Age of Neoliberal Inclusivity." *Transgender Studies Reader 2*. Ed. Susan Stryker and Aren Aizura. New York: Routledge, 2013. 580-590.
- 2) Spade, Dean. "Administrating Gender." *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of Law*. Brooklyn, NY: South End Press, 2011. 73-93.

Week 15: Trans Struggles/ Conclusion

Tuesday, April 14, 2020

- 1) Koyama, Emi. "The Transfeminist Manifesto." *Catching a Wave: Reclaiming Feminism for the Twenty-First Century*. Ed. Rory Dicker and Alison Piepmeier. Lebanon, NH: Northeastern University Press, 2003. 244-259.
- 2) Current Issues (student initiated materials)

Thursday, April 16, 2020

Trans Video Games @Video Games Lab

Week 16-17: Finals

Monday, April 27, 2020

Final Projects Due @Carmen Assignments

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic

misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.