

Term Information

Effective Term Summer 2021
[Previous Value](#) [Spring 2020](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	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

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 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- WGSST 3280 Winnubst-Chen Syllabus SP20.docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 3280 SP21 DL.docx: DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 03:53 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 04:54 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 05:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 05:08 PM	ASCCAO Approval

Professor Jian Neo Chen
Email: chen.982@osu.edu
WGSST 3280 (33467)

Trans Identities, Movements, Knowledges Introduction to Trans Studies (Spring 2021) Online Course

This course explores the social conditions; histories; and cultural, political, and scientific forces that have shaped the emergence of self-claimed trans identities and movements in the U.S. by the 1990s and critical transgender studies by the first decade of the twenty-first century. We will trace the construction of transsexuality following the second world war and the claiming of contemporary transsexual, transgender, trans*, non-binary, and other gender nonconforming identities. We will engage with textual and visual materials across forms/genres, disciplines, and sectors, including scientific studies, legal discourse, popular and literary memoirs, documentary and narrative cinema, activist literature and media, and scholarship. The course will engage with the histories and experiences of black indigenous people of color and the analysis of race and racism, settler colonialism, and empire as vital to understanding gender and gender identity in the US.

Course Learning Outcomes

Expected Overall Learning Outcomes

- 1) Students develop dynamic social and historical understandings of LGBTQ+ identities, cultural imaginations, and political movement building;
- 2) Students engage with intersectional LGBTQ+ worldviews that offer strategies for critical and creative reflection, analysis, and production; and
- 3) Students build a relational sense of inquiry, care, empowerment, and public dialogue attuned to historically shaped social differences.

The course fulfills the College of Arts and Sciences (CAS) General Education (GE) requirement through the categories “Cultures and Ideas” and “Diversity.” As outlined by CAS, the goals and expected learning outcomes for the course through these categories include the following.

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Social Diversity in the U.S.

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Materials for Purchase

Assigned books to be purchased through [Barnes & Noble OSU Bookstore](#) or ordered through independent presses (such as [Sibling Rivalry Press](#) and bookstores (such as [Two Dollar Radio](#)):

- 1) Jorgensen, Christine. *Christine Jorgensen: A Personal Autobiography*. New York, NY: Paul S. Eriksson, Inc., 1976.
- 2) Stryker, Susan. *Transgender History: The Roots of Today's Revolution*. New York, NY: Seal Press, 2017.
- 3) Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston, MA: Beacon Press, 1999.
- 4) Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.
- 5) Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press, 2015.

*Ebooks can be used instead of print books.

**All other materials listed on course schedule below provided through Carmen, online links, and OSU Secured Media Library.

Course Structure and Technology

Structure: The content and interaction in this course will be entirely online over the sixteen-week semester. Course readings (other than the books you need to purchase), instructor lectures, assignments, and additional course resources will be available on [CarmenCanvas](#). Streamed film and media content will be available on [OSU Secured Media Library](#), [OSU library video streaming](#) services, and linked social media. Lectures will focus on developing themes and methods, guiding critical and creative engagement, and framing assigned materials and will be delivered using [Microsoft Sway](#) with textual, visual, and audio information. While course materials, lectures, assignments, and resources will be delivered asynchronously on a weekly basis based on regular student access within a guided timeframe, synchronous weekly online discussion will be held using [CarmenZoom](#) for those who can attend live—and recorded and released for asynchronous written or video response for those who cannot attend the live meeting.

Technology: For help with your password, university e-mail, Carmen Canvas or Zoom, Microsoft Office 365 (including Sway), Secured Media Library, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help> and support for urgent issues is available 24x7.

- Self-Service and Chat support: <https://osuitsm.service-now.com/selfservice/>
- Phone: 614-688-HELP (4357)

- Email: 8help@osu.edu
 - TDD: 614-688-8743
- 1) Technology skills necessary for this specific course:
 - Basic computer or tablet and web-browsing skills
 - Online written communication and word processing
 - Using CarmenCanvas and CarmenZoom
 - Navigating Microsoft Sway lectures
 - Using OSU Secured Media Library and OSU library video streaming services
 - 2) Necessary equipment:
 - Internet: stable connection with enough bandwidth for navigating online lectures; streaming videos; participating in online meetings, discussions, and assignments; reading and downloading materials; and staying in communication
 - Computer or tablet: current Mac (OS X) or PC (Windows 7+)
 - Webcam and microphone: built-in or external webcam and microphone for online meetings and (optional) video comment in discussions
 - 3) Necessary software:

Please make sure you have access to the following software for the course.

 - [CarmenCanvas](#)
 - [CarmenZoom](#)
 - [Microsoft Office 365](#) (free for OSU students), including Sway and Microsoft Word
 - Video streaming capability:
 - a. [Adobe Flash Player](#)
 - b. [OSU Secured Media Library](#)
 - c. [OSU library video streaming services](#) (see course schedule for more details)

Course Assignments and Requirements

- 1) Weekly online discussions (35%)

Attend and participate in weekly online discussions of course materials, developing themes and methods from lecture, and student-driven topics and questions. A synchronous, live discussion led by the instructor will be held online using CarmenZoom on the same day and time each week. For those who cannot attend the scheduled Zoom discussion, a video recording of the live discussion will be released for viewing and asynchronous participation through an online written or video response on CarmenCanvas Discussion Board.
- 2) Short written exercises (30%)

At moments of transition between areas in the course schedule, students will be asked to respond within a one-week timeframe to written prompts (four total) aimed at deepening critical and creative reflection, analysis, and production. These prompts and responses will be delivered through CarmenCanvas Assignments and Discussion Board.
- 3) Exploratory final project (35%)
 - a. Abstract (10%)

Due: _____
on CarmenCanvas Assignments

- b. Project write-up (25%) Due: _____
on CarmenCanvas Assignments

Mid-point in the semester, students will be asked to provide a preliminary description of a critical, creative, and/or activist project of interest that would allow them to explore a LGBTQ+ related social or historical issue, body of work, and/or community-based formation more in-depth. The description will include a projected timeline, initial sources, and possible methods to be investigated. At the conclusion of the course, the project write-up to be submitted as a final will provide a description of findings based on more substantial engagement with sources, methods, and insights. The final write-up can be written in the form of a critical essay, creative piece, and/or journalistic field observations.

Grading Scale

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72		

Attendance and Participation Requirements

As this is a distance-education course, your attendance is based upon your participation in the online aspects of this course. Below are expectations for your online participation.

- 1) Engage with instructor's lectures:
Each week, there will be a Microsoft Sway lecture linked on Carmen which will introduce and develop key concepts, contexts, and frameworks for the course. Lectures will be available by *Tuesday at 12 noon EST* of each given week as a way to guide the asynchronous pacing of the course. You will be responsible for actively engaging with the information in each lecture. Aspects of the lectures will be developed further in weekly online discussions, short written exercises, and the exploratory final project. As indicated in the course schedule, it is recommended that you read at least a portion of assigned course readings and films for each given week before viewing lectures.
- 2) Use CarmenCanvas *at least* twice per week:
Make sure that you use CarmenCanvas at least twice a week to stay in communication with the instructor and teaching associate and to access materials (readings, films, lectures, and recorded live Zoom discussions), discussion board postings, assignments, and other information. Given the nature of the online class, you will most likely need to log in more frequently than twice a week.

Communicating with the Instructor

- 1) Email and general communication: I will be available via email (chen.982@osu.edu) for more specific questions about the course. I will respond to emails within 48 hours during the week (Mon.-Fri.).
- 2) General questions: I will set up a Q & A forum on CarmenCanvas Discussion Board for general class questions. If you think that your question applies to the class overall, please post it there. Likewise, if you have a general question that you think might have been answered already, please check the forum and the syllabus before posting another question

or emailing. I will check and respond to questions posted to the Q & A forum once mid-week and once at the end of the week Monday through Friday.

- 3) Class announcements: I will send all important class-wide messages through the CarmenCanvas Announcements. Please check [your notification preferences](#) to ensure you receive these messages.
- 4) Office hours: I will hold online office hours using CarmenZoom every week for one hour immediately following the scheduled online live Zoom discussion for students who would like to speak with me directly.
- 5) Grading and feedback: For assignments, you can generally expect feedback within seven days.

Course Guidelines and Policies

1) Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in online written discussions as if you were writing a research paper, your posts and responses should still attend to issues of grammar, spelling, and punctuation. Informality (including an occasional emoji) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels welcome and where people can disagree amicably. Remember that sarcasm doesn't always come across online, so let's try to avoid it.
- **Citing your sources:** When we have academic discussions, make sure to cite your sources to back up what you say. (For the novels or other course materials, list at least the title, author, and page numbers. For online sources, include a link.)
- **Backing up your work:** It is a good idea to compose your discussion posts and assignment responses in a word processor where you can save your work, before copying it into CarmenCanvas.

2) Intellectual openness and respect

This course provides a forum for sharing a variety of positions, interpretations, and contexts in approaching the histories, theories, and perspectives introduced. Students are encouraged to share their questions and ideas in class. Since there will be differences and disagreements, students are expected to show respect to the comments and positions of all course participants. Disrespect, intimidation, and/or hate based on racism, white supremacy, sexism, misogyny, transphobia, homophobia, Islamophobia, antisemitism, or other forms of religious bigotry, and/or ablism will not be tolerated. Given the nature of online communication, please be extra sensitive to the content and tone of your writing, as it is much easier to be misunderstood online than in face-to-face interactions. Students are strongly encouraged to share their insights, questions, and concerns about the course with the instructor.

3) Disability and COVID-related accommodations

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 ask 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.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

- 4) **Trigger warning**
Some contents in this course may be triggering to some students due to descriptions or depictions of state, public, interpersonal, and sexual violence, abuse, and self-harm and its aftermath. As the instructor, I will do my best to flag potentially triggering components as they may arise in the course material. If needed, please take care of yourself while watching/reading this material (scanning ahead to see if there might be triggering material and assessing possible impact; taking breaks for quiet time, body movement, nourishment; debriefing with a friend; contacting a Sexual Violence Support Coordinator at 614-292-1111 or Counseling and Consultation Services at 614-292-5766; and/or contacting the instructor). Expectations are that we all will be respectful of our classmates while engaging with course material and discussing it online and that we will strive to create a safer online space for each other. Failure to show respect to each other may result in dismissal from the class.
- 5) **Statement on 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.
- 6) **Academic Misconduct 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.

Departmental and University Resources

The [Writing Center](#) offers free help with writing at any stage of the writing process for any member of the university community. Appointments are available in-person at various locations on-campus, as well as online. You may schedule an in-person or online appointment by visiting <http://cstw.osu.edu/writing-center> or by calling 614-688-4291.

Counseling and Consultation Services provides a wide range of resources for undergraduate students. For more information, call 292-5766 or visit <https://ccs.osu.edu/>.

The Student Advocacy Center should be the first stop for a student who has experienced a hardship (ex., prolonged illness, death in the family, unexpected onset of physical or mental disability) during the semester and needs assistance filing petitions for potential extensions. 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/>, call (614) 292-1111, or email advocacy@osu.edu.

Veteran Learning Community: Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources>. The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

Arts & Sciences Advising and Services: Reach out to Arts & Sciences Advising and Services on OSU's main campus if you have questions about fulfilling General Education requirements, exploring or declaring a major, planning your degree progress, applying to graduate, or other aspects of your academic career. You can make appointments with Arts & Sciences Advising and Services by calling 614-292-6961, or you can seek walk-in help at 100 Denney Hall (West Lobby), 164 Annie & John Glenn Ave. Please visit <http://artsandsciences.osu.edu/about/college/contacts/advising> for more information.

Student Services—Buckeye Link: Buckeye Link (<http://buckeyelink.osu.edu>) is the online portal where students manage course enrollments, make tuition payments, view course grades, and more. If you experience trouble with your Buckeye Link account, e-mail buckeyelink@osu.edu or call 614-292-0300, 614-292-5587, or 800-678-6440 (toll free). Should any concerns arise with respect to your status as a student in this course, contact Student Academic Services by phone at 614-292-6446 or in person at 281 W. Lane Ave. (Monday-Thursday, 9 a.m. – 5 p.m.; Friday, 9 a.m. – 4 p.m.) Visit <http://ssc.osu.edu> for more information.

Course Schedule and Assignments

***All weekly assigned reading materials are available on CarmenCanvas or by purchase on your own. All assigned screening materials can be accessed using [OSU Secured Media Library](#), [OSU library video streaming](#) services, and linked social media. Be sure you have the latest version of [Adobe Flash Player](#) installed on your computer for videostreaming.

WEEK 1 Transsexual Memoir, Science, and the Law (Jan 11-15)

- 1) Jorgensen, Christine. *Christine Jorgensen: A Personal Autobiography*. New York, NY: Paul S. Eriksson, Inc., 1976.
- 2) Additional material

WEEK 2 Transsexual Memoir, Science, and the Law (Jan 18-22)

- 1) Jorgensen, Christine. *Christine Jorgensen: A Personal Autobiography*. New York, NY: Paul S. Eriksson, Inc., 1976.
- 2) Additional material

WEEK 3 Transsexual Memoir, Science, and the Law (Jan 25-29)

- 1) Jorgensen, Christine. *Christine Jorgensen: A Personal Autobiography*. New York, NY: Paul S. Eriksson, Inc., 1976.

- 2) Additional material

WEEK 4 Transsexual/ Transgender History, Identity, and Liberation (Feb 1-5)

- 1) Stryker, Susan. *Transgender History: The Roots of Today's Revolution*. New York, NY: Seal Press, 2017.
- 2) Additional material

WEEK 5 Transsexual/ Transgender History, Identity, and Liberation (Feb 8-12)

- 1) Stryker, Susan. *Transgender History: The Roots of Today's Revolution*. New York, NY: Seal Press, 2017.
- 2) Additional material

WEEK 6 Transsexual/ Transgender History, Identity, and Liberation (Feb 15-19)

- 1) Stryker, Susan. *Transgender History: The Roots of Today's Revolution*. New York, NY: Seal Press, 2017.
- 2) Additional material

WEEK 7 Transsexual/ Transgender History, Identity, and Liberation (Feb 22-26)

- 1) Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston, MA: Beacon Press, 1999.
- 2) Additional material

WEEK 8 Transsexual/ Transgender History, Identity, and Liberation (Mar 1-5)

- 1) Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston, MA: Beacon Press, 1999.
- 2) Additional material

WEEK 9 Transsexual/ Transgender History, Identity, and Liberation (Mar 8-12)

- 1) Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston, MA: Beacon Press, 1999.
- 2) Additional material

WEEK 10 Trans BIPOC Formations (Mar 15-19)

- 1) Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.
- 2) Additional material

WEEK 11 Trans BIPOC Formations (Mar 22-26)

- 1) Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.
- 2) Additional material

WEEK 12 Trans BIPOC Formations (Mar 29- April 2)

- 1) Mock, Janet. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books, 2014.
- 2) Additional material

WEEK 13 Trans and Disability (April 5-9)

- 1) Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press, 2015.
- 2) Additional material

WEEK 13 Trans and Disability (April 12-16)

- 1) Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press, 2015.
- 2) Additional material

WEEK 15 Conclusion (April 19-23)

- 1) Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press, 2015.
- 2) Additional material

WEEK 16 Finals Week



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:614-292-5766). 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:614-292-5766) 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/>.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 3280

Instructor: Professor Jian Neo Chen

Summary: Trans Identities, Movements, Knowledges

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365 Secured Media Site
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools requiring an account are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly breakdown and this is good to go!

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>