

#TransJusticeSyllabus

**Sociologists for Trans Justice
2017-2018**

Compiled by:

Committee for Advancing Trans and Intersex Studies in Academia
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Should you want to contribute to the syllabus or have any questions, please contact the committee chairs, Megan Nanney (mnanney@vt.edu) and Jaclyn Tabor (jaclyntabor@gmail.com). You can also send suggestions to sociologistsfortransjustice@gmail.com.

About the Syllabus:

In society today, we are presented with a paradox of sorts: on one hand, there have been significant social and political advances regarding sexual orientation and gender identity. Yet, on the other hand, with increasing visibility and progress, there is also a simultaneous and almost inevitable increase in the backlash targeting the most vulnerable segments of the LGBTQ population--trans and non-binary people. In 2017 alone, the Human Rights Campaign has recorded at least 27 death of trans people in the United States due to fatal violence, making it the most violent year against trans people to date. It is also clear that trans violence and oppression disproportionately affects trans women of color, and that racism, sexism, classism, ableism, homophobia, and transphobia intersect in ways that shorten the lives of trans people (Spade 2015). Additionally, trans people experience social, economic, and political marginalization due to the lack of legal representation, barriers to gender-affirming healthcare, legal name and gender changes, physical spaces, and other seemingly neutral administrative systems that enforce narrow binary categories of gender and force people into them in order to get their basic needs met.

In 2016, [Sociologists for Trans Justice](#) (S4TJ) was founded by Drs. Eric Anthony Grollman and Laurel Westbrook to organize for justice for trans and non-binary communities through and within sociology. One of the chief aims of Sociologists for Trans Justice is to advance public understanding of trans and non-binary issues – in particular, to enter sociological insights into the national conversation about the status of trans and non-binary communities.

To that end, one of the main goals of S4TJ was to publish #TransJusticeSyllabus, which features suggested sociological readings in transgender studies. This is that document. The #TransJusticeSyllabus, like prior accessible syllabi (e.g., [#CharlestonSyllabus](#), [#PulseOrlandoSyllabus](#), [#TransStudiesinHigherEducation](#), [#BlackLivesMatterSyllabus](#), [#StandingRockSyllabus](#)), aims to raise awareness about how the social structures of gender, race, sexuality, and others shape trans people's lives. You can learn more about this particular initiative at [TransJusticeSyllabus.com](https://www.transjusticesyllabus.com) and follow us on Twitter [@TransSyllabus](https://twitter.com/TransSyllabus).

We would like to acknowledge those who were able to help inspire, compile, and adapt this syllabus. Thank you to Eric Anthony Grollman, Laurel Westbrook, Anne Marie Champagne, Megan Nanney, Jessica MacNamara, Emmanuel David, Chris Barcelos, Ghassan Moussawi, Z Nicolazzo, Frank Leon Roberts, Bernadette Barton, Krysti Ryan, James Dean, Kyle Shupe, Michelangelo Trujillo, Laura Hirshfield, Elizabeth Heager Boyle, Allison Noble, Emmanuel David, Sonny Nordmarken, Elroi Windsor, Jacob Sargent, Tal Peretz, Nikki Sullivan, David Valentine, Susan Stryker, Jeanne Vaccaro, Talia Bettcher, Dean Spade, Elizabeth Reis, Jose Munoz, Helen Leung, A. Finn Enke, Aren Aizura, and the American Sociological Association.

How to Use this Syllabus:

The purpose of the #TransJusticeSyllabus is one of open, public education regarding trans and intersex issues in sociology, academia, and society at large. Similar to other social justice syllabi, the #TransJusticeSyllabus is arranged into a 13-week semester (plus one bonus week) of suggested weekly topics framed by a central theme regarding trans justice. Each week includes a list of topical readings and films not limited to sociological perspectives. *The syllabus should be understood as an always already impartial list of readings.* As such, this syllabus is a live document that is meant to be developed, adapted, shared, and used for educational purposes. We also have provided a [syllabus template](#) that you may use to develop your own course.

We would like to note two important things regarding the syllabus. First and foremost, we have worked to incorporate texts throughout the syllabus that apply an intersectional framework. Rather than siloing race, class, ability, sexuality, and other identities to a singular week, we felt that it was important to incorporate them throughout the semester reading so that whiteness and other privileged identities are not normalized. Second, as the syllabus is used and grows, we encourage users to think critically about the politics of citations. We have given great thought about *who* is cited throughout the syllabus -- questioning both the quality, methods, and motivations behind academic research regarding trans individuals as well as attempting to amplify the voices of trans academics.

We do ask that when this syllabus is used that the source is acknowledged. Acknowledging the source is a means of recognizing the labor of marginalized communities, creating networks, documenting our histories, and tracing power.

If you are planning on adapting this syllabus for a course of your own:

1. Be sure to include the following disclaimer statement at the top or bottom of your syllabus: “This syllabus was adapted from the “#TransJusticeSyllabus compiled by the Sociologists for Trans Justice Committee for Advancing Trans and Intersex Studies in Academia” and include the link:<http://www.transjusticesyllabus.com/>.
2. Send a courtesy email to sociologistsfortransjustice@gmail.com, notifying us of your intention to use this syllabus.

Suggested ASA Citation:

Committee for Advancing Trans and Intersex Studies in Academia. 2017. #TransJusticeSyllabus. Sociologists for Trans Justice. <<http://www.transjusticesyllabus.com/>>

Following the recommendations of Dr. Z Nicolazzo, should any person want to honor the labor and effort it takes to create and maintain this syllabus, you can contribute financially to trans people in several ways, including:

1. Making a one-time or ongoing donation to community-based trans organizations;
2. Contributing to causes and initiatives tagged with the #TransCrowdFund hashtag;
3. Ensuring that trans people, particularly trans women of color, are brought to your campus/organization/association and compensated fairly for their intellectual contributions.
4. Volunteering your time to work alongside trans-centered and led committees and organizations including Sociologists for Trans Justice.

Should you want help identifying organizations to contribute to financially and/or with your time, please reference Week 14 of the Weekly Readings section of Dr. Z Nicolazzo’s [Trans* Studies in Higher Education](#) syllabus as well as resources provided by S4TJ.

A Note on Accessibility:

We recognize that students come from a variety of backgrounds and have different experiences within the higher education system that may bar their full participation and access to our courses. As such, while we do provide recommended texts, we also provide links to online materials as much as possible to provide free and low-cost access to students.

We also recommend considering ways of making the content and structure of courses more accessible to students, as disabilities can be both visible and invisible and at times inaccessible to students to be diagnosed by the university. Additional resources regarding accessible syllabi and practicing pedagogy can be found here: [Accessible Syllabus](#) and here: [Trans Inclusive Classrooms](#).

Suggested Sources:

- Green, E.R. and L.M. Maurer. 2015. *The Teaching Transgender Toolkit: A Facilitator's Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills*. Ithaca, NY: Planned Parenthood of the Southern Finger Lakes. <<http://www.teachingtransgender.org>>
- Stryker, Susan and Stephen Whittle. 2006. *The Transgender Studies Reader*. New York: Routledge.
- Stryker, Susan and Aren Aizura. 2013. *The Transgender Studies Reader 2*. New York: Routledge.
- **See also the [free online companion](#) to TSR2 with lists of videos, blogs, archives, art and more! [Transgender Studies Quarterly](#).

Suggested Online Resources:

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|---|---|
| Androgyny | Human Sexuality Collection (Cornell) |
| Black Girl Dangerous | Intersex Society of North America |
| Crunk Feminist Collective | National Transgender Library and Archives |
| Darkmatter Poetry | Pacific Center for Sex and Society |
| Digital Transgender Archive | QueerBlackFeminist |
| Everyday Feminism | Racialicious |
| Female Impersonator | Role/Reboot |
| Feminist Frequency | Society for the Scientific Study of Sexuality |
| Feminist Wire | The International Foundation for Gender Education |
| Feministing | The Sylvia Rivera Law Project |
| Finally Feminism 101 | Trans Student Educational Resources |
| FTM International | Transgender Law & Policy Institute |
| FTM Magazine | Transadvocate |
| GenderTalk | Transgriot |
| Hermaphrodites Speak! | Trans Women of Color Collective |
| Homo Normo | |

Suggested Films:

- A Boy Named Sue* (2001), dir. Julie Wyman
- All About My Mother* (1999), dir. Pedro Almodovar
- Bad Education* (2004), directed by Pedro Almodovar
- Be Like Others* (2008), dir. Tanaz Eshahian
- Transparent* (TV), dir. Cris Beam
- Beautiful Boxer* (2003), dir. Ekachai Uekrongtham
- Boys Don't Cry* (1999), dir. Kimberly Peirce
- Changing Sexes: Male to Female*
- Free CeCe* (2016), dir. J. Gares

Georgie Girl (1966), dir. Silvio Narizzano
Gendernauts (1999), dir. Monika Treut
Growing Up Coy (2016), dir. Eric Juhola
Hijras: Seeped in Myth, Seeking Reconciliation (2003), dir. Manoj Raghuvashi
I am Jazz: A Family in Transition (2011), dir. Jen Stocks
Juchtian Queer Paradise (2003), dir. Patricio Henriquez
Juggling Gender (1992), dir. Tami Gold
La Persona de Leo N. (2005), dir. Alberto Vendemniati
Long Live...Hennie, Juul and Kitty (2002), dir. Michiel van Erp
Mariposas en el Andamino (1996), dir. Margaret Gilpin and Luis Felipe Bernaza
No Dumb Questions (Uncle Bill is Becoming a Woman) (2003), dir. Melissa Regan
Normal (2003), dir. Jane Anderson
Paris is Burning (1990), dir. Jennie Livingston
Red without Blue (2007), dir. Brooke Sebold, Benita Sills and Todd Sills
Shinjuku Boys (1995), dir. Kim Longinotto and Jano Williams
Southern Comfort (1981), dir. Walter Hill
Stonewall (1995), dir. Nigel Finch
Screaming Queens: The Riot at Compton's Cafeteria (2005), dir. Susan Stryker
Sunflowers (1997), dir. Shawn Hainsworth
Tangerine (2015), dir. S. Baker, K. Cox, M. Cox, D. Dean & S-C Tsou
The Aggressives (2005), dir. Daniel Peddle
The Boy Who Was Turned into a Girl (2000), dir. Barbu George
The Brandon Teena Story (1998), dir. Susan Muska and Greta Olafsdottir
The Butterflies (2006), dir. Vagner de Almeida
The Christine Jorgensen Story (1970), dir. Irving Rapper
The Salt Mines (1990), dir. Susana Aikin and Carlos Aparicio
Toilet Training (2004), dir. Tara Mateik
Tomboy (2011), dir. Celine Sciamma
Transgender and Christian: Reimagining Genesis 1 (2015), Youtube.
<https://www.youtube.com/watch?v=B_I06ZIMUOk>
Trappings of Transhood (1997), dir. Elise Hurwitz and Christopher Lee
Two Spirit People: The Berdache Tradition in Native American Culture (1991), dir. Michel
Beauchemin, Lori Levy & Gretchen Vogel <<https://vimeo.com/24637809>>
Wild Side (2004), dir. Sebastien Lifshitz
Woubi Cheri (1998), dir. Philip Brooks and Laurent Bocahut
You Don't Know Dick (1997), dir. Bestor Cram

Weekly Overview:
(Click on the Links to Jump to Sections in Syllabus)

1. [Introductions and Definitions](#)

During this first week, the purpose of the readings are to serve as a general overview and introduction to transgender studies and transgender topics. Included are a number of sources that provide 101 guides and definitions. It is important to note, however, that no list is exhaustive and definitions are temporal and contextual. Throughout the semester, we encourage you to return to these earlier topics and think through how these terms and ideas have changed overtime and in different locations for different populations and the social implications of such changes.

2. [Methodologies](#)

Following our week of introductions, this week we will begin addressing research on, by, and with trans populations. Specifically, this week, we discuss methodologies of measuring and researching trans populations.

3. [Our Past](#)

Continuing our methodology section, this week we discuss previous research on trans populations. As Schilt and Lagos (2017) outline, there have been two major paradigms regarding trans research. The first, which they define as a focus on gender deviance (1960s-1990s), primarily take transgender people up as objects of study to account for the emergence of “the transsexual” as a phenomenon. We highly recommend Schilt and Lagos’s piece as an introduction to these two weeks.

4. [Our Present](#)

Concluding the last of the overview sections, this week covers the second research paradigm, called gender difference. This body of research focuses on transgender people as subjects of study, which is largely led by trans populations themselves, including more inclusive and representative data collection methods to more fully and accurately capture the diversity of lived experiences. This week provides a general overview of what sociology of transgender studies is currently.

5. [Cisgender](#)

To understand the policing and violence against trans populations, and to advocate for trans justice, we must also understand the power and privilege of the category cis. This week, we discuss how the category cisgender is relational, not an opposite, of transgender.

6. [Non-binary, Genderqueer, and Intersex](#)

Research on non-binary, genderqueer, and intersex identities, along with other marginalized gender identities, is a smaller but growing proportion of transgender studies. During this week, we begin thinking beyond the gender binary to other lived possibilities.

7. [Local, Global, and Transnational](#)

All too often, people rely on overgeneralizations and cross-cultural comparisons to understand, explain, and justify trans existence (or the lack thereof). This week, the readings

explore gender diversity within non-Western contexts to apply a critical framework about what trans means in different locations.

8. [Science, Technologies, Medicine, and Bodies](#)

This week, we think critically about the medical, technological, and scientific paradigms of trans people. Many points of contention exist regarding access to psycho-medical diagnoses and hormonal and surgical interventions. The readings presented in this section grapple with both the need as well as the lack of access, agency, and control over trans people's decisions over their own bodies and identities.

9. [Media, Culture, and Trans Narratives](#)

Following the discussion from the previous week regarding ownership and knowledge over trans people's bodies, we continue this discussion during Week 9 to talk about trans narratives, media coverage of trans people, and trans culture. This week, we draw on the concepts introduced in Susan Stryker and Sandy Stone's foundational writings read in week 4 to think of who produces knowledge and what knowledge is consumable regarding trans subjectivities.

10. [Institutions and Organizations](#)

In this week, we cover a wider range of topics including, but not limited to, education, families, and work to discuss trans experiences within institutions and organizations. While we discuss other institutions during other weeks such as medicine and the criminal justice system, topics during those weeks can easily also be discussed and connected to this week.

11. [Violence and Crime](#)

What is probably one of the more recognized and urgent topics on trans justice, this week we discuss violence and crime against trans populations. We not only provide statistics, however, but also think through what violence and crime is and why trans people are targeted. This week connects well with weeks 2-3 on previous research on trans people.

12. [Law and Policy](#)

During our twelfth week, we begin to think about what change looks like. Most often, we as a society resort to human rights, anti-discrimination, or hate law and policy as a response to trans violence and crime. Yet, as we discussed last week, not all violence is intentional nor physical, and not all (if any) traditional solutions involving the criminal justice system provides justice for trans people. As such, what does trans justice look like? This week, we take a critical look into law and policy as reform measures to think about how the law can actually write our marginalization into its own text.

13. [Activism](#)

During this final week, we talk about past and current trans activism. We do not think of these as separate instances of activism, but a building upon and towards a trans social justice.

14. [Bonus Week: Trans/Feminism](#)

In this bonus week, we include readings to introduce topics on Trans/feminisms and discuss past and current points of contention regarding the boundaries of womanhood. This week pairs well with discussions of violence, research methodologies, institutions, and culture.

Weekly Readings:

Week 1: Introductions and Definitions

Sources:

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<<https://www.youtube.com/watch?v=-niyBo3hDpA>>
- Bornstein, Kate. 1998. "The Gender Aptitude Test." Pp. 1-24 in *My Gender Workbook: How to Become a Real Man, Real Woman, Real You, or Something Else Entirely*. New York, NY: Routledge.
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[erm](#)>

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Week 2: Methodologies

Sources:

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Week 3: Our Past

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Week 4: Our Present

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Bonus Week 14: Trans/Feminism

*See also Bettcher's [Online Trans Feminism Syllabus Here](#)

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TRANS JUSTICE SYLLABUS - TEMPLATE - 2017	
<u>INTRO BLURB TEXT HERE</u>	
<i>Required Texts</i>	
1	
2	
3	
4	
5	
<i>Required Film/Media</i>	
1	
2	
3	
4	
5	
Course Learning Objective	
Summary here.	
Assessments / Assignments	
1	
2	
3	

WEEKLY TOPICS (See Suggested Readings on the S4TJ Syllabus)**Week 1 -****Week 2 -****Week 3 -****Week 4 -****Week 5 -****Week 6 -****Week 7 -****Week 8 -****Week 9 -****Week 10 -****Week 11 -****Week 12 -****Week 13 -**