New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 314

2. **Course title:** Trans*forming Institutions

3. **Abbreviated title for class schedule** (30 characters or less): Trans*forming Institutions

4. **Credit hours:** 4.0
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:** Trans*forming institutions focuses on the relationships between trans identities and social institutions. Analyzes current issues around trans lives, examining social, cultural, and political marginalization. Focuses on normative expectations of institutions and the consequences of these for trans people. Explores the resilience of trans lives through movements challenging institutional standards and envisioning new institutional practices.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***)**

   A. (course prefix, (space) and number) N/A

   B. (course prefix, (space) and number) N/A

   C. (course prefix, (space) and number) N/A

7. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) N/A

8. **Major/Class restrictions: Please indicate any class or major restrictions:** N/A

9. **Is course repeatable? Yes No X If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**

11. **Fees: List any course fees:** N/A

12. **Grade Mode: Graded only: X Pass/No Pass only: Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director): 05.02

14. **Special qualifications; Is course proposed for (yes/no):**
    A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** N/A

16. Strategic justification for proposed course:

A. **Rationale**: What is the overall strategic rationale for offering this course? When we proposed the Transgender Studies certificate which began fall 2020, this course was proposed as a Special Topics "Trans Institutions" (GSWS 399) with the goal of hard numbering it. This course is one of three options (two are required) under 'Transgender Studies Electives.'

B. **Alignment**:

1. How does this course align with the unit's mission plan? This course aligns with GSWS bylaws criteria, and particularly helps us as we proceed with our Transgender Studies certificate.

2. How does the course fit into the rest of the unit's curriculum? This course was offered in 2019/2020 and will be offered every 2 years, alternating with GSWS 312: Trans Histories, Trans Futures. Both these courses count towards the certificate and GSWS major and minor.

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 2 n/a; Year 3 25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Dr. Kylan Mattias de Vries
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Already currently taught; no change
   c. If additional faculty members are needed, how will that need be met? N/A

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Like all GSWS classes, this class requires circle seating (either all-class circle seating or small group circle seating) and accessible seating for all students (e.g. no small desks).

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops, we would benefit from access to a specific Gender Studies electronic database.
   b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained. N/A

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? We expect no changes in effects on existing programs, except that the certificate opens more room for collaborative but distinctive transgender studies classes to be offered in other disciplines (e.g., English and NAS have developed courses for the certificate)
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____

Signature of Division Director Date

4/29/16

TRANS*FORMING INSTITUTIONS

GSWS 314

Course Description

Trans*forming institutions focuses on the relationships between trans identities and social institutions. Analyzes current issues around trans lives, examining social, cultural, and political marginalization. Focuses on normative expectations of institutions and the consequences of these for trans people. Explores the resilience of trans lives through movements challenging institutional standards and envisioning new institutional practices.

Learning Objectives: By the end of term, students will be able to:

- identify and analyze interactions and relationships between those with trans identities with institutional entities (and individuals that represent those entities);
- understand issues of institutional power, privilege, and oppression;
- demonstrate critical engagement with contemporary issues around trans lives; and
- use concepts to analyze current political, cultural, and religious discourse.

Your Instructor

Dr. Kylan Mattias de Vries *(You may call me Doctor or Professor de Vries, Professor Kylan, or Kylan.)*
Office: Taylor Hall, room 125A * email: mailto:devriesk@sou.edu * (541) 552·6759
Office hours:, & by appointment
Contacting the Professor: I highly encourage you to utilize my office hours—no appointment required. Keep in mind that you need to begin assignments in advance so you will have time to ask me any questions.

Course Requirements & Important Class Information

Required texts and course materials

Good news: all required readings are FREE to you. All readings are available on or linked through Moodle. If you need help navigating this site and/or have technical difficulties, you will need to contact the SOU Student Help Desk during their hours of operation by calling (541) 552-6900 or emailing mailto:helpdesk@sou.edu. You can also access Live Chat at http://support.sou.edu/

Notebook: I expect you to take notes on the readings and on class lecture and discussion.

Assignments and Grading

Showing Up* (participation in class and on Moodle): **(30%)**

- Here are five basic qualities I look for from students in my courses: Together, they constitute SHOWING UP:

1. Investment—Demonstrating that you value the course, your classmates, and me. This is a senior seminar which means this is an opportunity to actively engage in a dialogue about the course materials and their application to our world.
2. Preparation—Being ready to talk, think, and be in community with people different from you. This includes having done the readings and being prepared to discuss them.
3. Openness—Showing us who you are and what you care about.
4. Risk-taking—Willingness to be vulnerable/try and fail in order to expand your skills and thinking.
5. Integrity—Honesty in your behavior and in your work.

- Showing up for this class is more than just physically attending. It is being present, being real, and contributing sincerely to the class community. It is demonstrating that you have come to class not just prepared, but invested in some way that you have figured out for yourself. It is showing that you value other students by offering your thoughts/feelings and responding respectfully to theirs. It is being able to risk disclosure or disagreement while still practicing empathy toward others. I expect you to be in class, on time, and focused, yes—but you can do all that and still not be fully SHOWING UP. Showing up means recognizing that you are a resource to everyone else in the room and attending class with that presence.
- I use the following point scale for each class period: Engaged (5/5), Participated (4/5), Attended/Late (3/5), Absent (0/5).
- You can <u>also earn points by posting on the Moodle Discussion Forum,</u> which will be added to your participation points for the particular day. The extent of points will be based on the detail in your post and the connection to that week's readings.
  1. Post discussion questions about the readings <u>before</u> the class they are due.
  2. Connect the readings or discussion explicitly to a current event (post a link) or previous course reading <u>within a week</u> of that class.
- In addition to attending and participating in dialogue, this may also include <u>short in-class and homework assignments</u>.

**adapted from Dr. Cáel M Keegan*

Article Presentation and Discussion Leader (15%)

To allow us to cover more content in this course, once during the term each of you will lead the discussion on a scholarly article for a specific day. You'll list your top 4 choices during week 1.

a) **<u>Roundtable Presentation (50%)</u>**: You'll give an 8-10 minute talk while we all sit in a circle. (1) <u>Summarize</u> the main argument/thesis, questions, and concerns and (2) <u>briefly illustrate</u> the argument/thesis with some of the evidence from the article - <u>beyond</u> what you have provided in the handout. (I do time this, so please practice.)
b) **<u>Information Sheet (50%):</u>** (one-page): full citation, abstract directly from the article (if available), outline the key contributions to our understanding of trans in institutions (template on Moodle). You will upload this on Moodle and bring in paper copies.

Film Analysis Assignment: (10%)

We will watch a film or episodes in class. In pairs or groups of 3, you will collectively create a mind map during class—explicitly connecting the film to course readings. More details will be provided.

Activism in Action (15%)

Based on the institutional theme for each week, you will select one week to present on a current activist organization that is addressing a "problem" for trans people caused by that institution (this does not need to be in the USA). For example, since the first institution is Families, you might look at organizations that address trans youth homelessness, trans youth in foster care, or trans youth suicide hotlines. Because there will be more than one person for each institution, you need to have your activist organization approved by the instructor first. This fact sheet does not need to include scholarly sources, but I would like you to connect it to our course readings. (See Moodle for grading rubric.)

a) **Roundtable Presentation (50/100 points)**: For this you can choose to give a formal presentation at the front of the class or in our circle seating. In ~10 minutes (1) summarize who the organization is and what they are trying to do and (2) be explicit about what aspect of institutionalization they are addressing and how this is attempting to address an issue for trans people. (3) Go beyond what you have provided in the fact sheet and connect this to course readings. If applicable, address any successes they have had, no matter how small or big. (Please practice your presentation in advance.)

b) **Fact Sheet (50/100 points):** (1-2 pages): Name of organization, mission and goals, brief history, current project(s), and how the organization is supported (e.g., funders, Board of Trustees, etc.). Also include a list of sources you used for this assignment (name and weblink). You will upload this on Moodle and bring in paper copies. (See Moodle for template.)

Trans*forming Institutions Research Project (30%)

This paper will allow you each to further explore trans experiences on/in/with institutions. The project is composed of three parts.

1) **Annotated Bibliography (20/100 points)** You will submit your annotated bibliography by Friday, February 7 midnight on Moodle (week 5). An annotated bibliography is the first written step to producing a literature review. If this is really well done, it will make it much easier to write the scholarly literature review paper. See Moodle for information about this part of the assignment.

   Requirements:

   a. For this piece, you will begin with a thesis or statement outlining your topic.
   b. You will use 8 scholarly articles (up to 4 may come from required or optional course materials).
   c. For each of these scholarly articles, you will provide:
      i. the full citation;
      ii. the author's abstract verbatim (just cut and paste); and
      iii. 1-2 paragraphs explaining how this article will inform your topic.
   d. Finally, you will list course materials that you will use (at least 2) with a few sentences noting how these sources inform you topic. For course readings, don't just use articles that address your specific topic. Think about ones that might give you information on a specific concept or address an aspect theoretically.

2) **Scholarly literature review paper (70/100 points):** Using the feedback on your annotated bibliography, you will write a well-written (meaning you wrote multiple drafts) 5-7 page paper (not including title or reference page). See Moodle for information on literature reviews.

This is a descriptive paper where you are summarizing what scholarly research tells us about how trans* in some way informs, influences, challenges, etc. a particular institution or how an institution historically and currently deals with trans people – in other words, you are taking the scholarly conversation about this topic and giving us the highlights. Unlike the annotated bibliography where you write about the sources individually, the scholarly literature review paper addresses the content in themes. In the body of the paper, each paragraph is highlighting a theme and how your sources address this theme.

3) **Roundtable Presentation (10/100 points):** On the day of our final, we will meet as a class and you will each briefly (~5 min plus Q&A) tell us what you found about your topic. This will be High Pass/Pass/No Pass and the goal is to deepen the knowledge we've learned as a class.

Stuck on where to start? Here are some possibilities to explore:

- Trans and social surveys (e.g., Census)
- Research methods and trans
- The Olympics and/or institutionalized sports responses to trans athletes
- Trans medical tourism industry
- Effects of colonization on Indigenous *Two-Spirit* communities
- DSM categorization of trans (e.g., Gender Identity Disorder, Gender Dysphoria, etc)
- Women's Colleges response to trans
- Legal gender classifications of trans (e.g., creation, contestation, etc)
- Workplace experiences of trans people (focus on the workplace organization or field)
- Women's organizations responses to trans (e.g., Rape Crisis centers, Women's Resource Centers, Shelter, etc)
- College and University responses to trans students and/or employees
- Education (K-12) responses to trans students and/or employees
- Trans and families (e.g., trans parent, trans children/youth, or partners/spouses of trans people; address either the family as the institution or how other institutions attempt to address this)
- Prison and/or Jail responses to trans inmates
- Military and trans personnel
- Trans and public spaces (trans panic, gender violence, etc)
- Religious institutional responses to trans (participants of a particular religious institutions or the institutional response to trans people in general)
- Immigration and citizenship policies and practices for trans people
- Border patrol responses to trans immigrants

Letter grades will be based on the following percentages:

A = 94-100%	A- = 90-93.9%	B+ = 87-89.9%	B = 83-86.9%
B- = 80-82.9%	C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 63-66.9%	D- = 60-62.9%	F = 59.9% & below

Formatting Requirements for all Assignments

✔ Times New Roman or Garamond 12 point font.

✔ Double-spacing with 0 point spacing before & after paragraphs. Put page numbers in the footer.

- ✔ Use citations style (ASA, Chicago, or APA) consistently and accurately for in-text citations and a reference page. It is your responsibility to correctly cite throughout your work.
- ✔ Do not include the titles of books/articles in the text of your paper.
- ✔ Double-sided printing is encouraged. You do not need a separate title page.

~~Shit~~ Life Happens Policy

Things happen in our lives, I understand this. You may unexpectedly miss a class, forget to turn in an assignment, or massively stress about an assignment and not turn it in.

You miss a class: First, you can miss one class a term and it will not affect your attendance grade. Second, as I mention under Showing Up, you can earn points by posting on the Moodle Discussion Forum, connect the readings for a particular day explicitly to a current event (post a link) or previous course reading within a week of that class. Finally, reach out to a peer for their notes for that day.

You forget to turn in an assignment: Email it to me as soon as you remember, or upload it to the Moodle link. Late items lose 3% when turned in late on the same day due, 5% the first day late, 10% the second day, 15% the third day, 20% the fourth day, 25% the fifth day, 30% the sixth day, and 35% the seventh day. Under extenuating circumstances, I'll allow for short extensions, so meet with me if a problem arises.

You procrastinate and/or are too stressed about the assignment: Meet with me early if this is you. I'm happy to help you figure out a good approach. We can talk about what part of the assignment is causing you stress and how I, as the instructor, can best help you succeed. Turning in part of an assignment for some points is better than a zero.

Utilize the Extra Credit outlined on this syllabus before the end of the term.

GSWS Learning outcomes

1) Students will identify the intersecting systems of oppression and privilege (e.g., sexism, heterosexism, cissexism, ableism, classism) that shape the experience and disproportionately affect marginalized groups. (Knowledge)
2) Students will demonstrate the relationship between activism and feminist/ queer theory. (Knowledge)
3) Students will articulate their own positionality in relation to the problem with which they are engaging. (Disposition)
4) Students will demonstrate an awareness of the aims of social justice (e.g., as conveyed through discussions of intersectional feminism and queer activism). (Disposition)
5) Students will demonstrate an ability to evaluate information and engage in diverse perspectives. (Activist Skill)
6) Students will demonstrate an ability to do collaborative work and to network with others. (Activist Skill)

Student Success is a priority within the Humanities & Culture.

By providing resources and opportunities in academic advising, career exploration, academic success, leadership development and student engagement the humanities & culture faculty and staff place your holistic success at the center of their work. For support in academic advising, career exploration and

preparation, and academic success contact Edward Derr, the humanities & culture division student success coordinator. His office is in Central Hall 259. You can email or call him at derre@sou.edu and 541-552-6624. See more information on student success coordinator webpage https://inside.sou.edu/advising/contact.html

Do you go by a different first name?

Follow the instructions here: https://inside.sou.edu/enrollment/preferred-names.html

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Course Schedule and Readings

(tentative-subject to change)

You will need to have read the articles by the start of the class day to which they are assigned. E.g., if the reading is listed under Week 2 – Tuesday – then you need to have read it for that Tuesday's class.

Week 1

Tuesday, January 7 – Introduction: What is "transgender"? What are "institutions"?

Readings: Review of Syllabus, view Moodle site, and read SOU's Syllabus Policy Statements

Thursday, January 9 – What is the state of Trans Studies in Sociology? What's missing?

Readings:

Schilt, K., & D. Lagos. (2017). The Development of Transgender Studies in Sociology. *Annual Review of Sociology, 43*:425-43.

In class: identify your top four choices for the optional article presentation

Last 1/3 of class: Explore some organizations for the Activism in Action assignment. Submit your choices to Moodle no later than Friday, January 10 midnight (or handwritten before you leave class). Assignments will be based on a first submitted, first selected approach.

Week 2

Tuesday, January 14– Categorization and Institutionalization

Readings: (this totals 25 pages)

Valentine, D. (2004). The categories themselves. *GLQ: A Journal of Lesbian and Gay Studies*, *10*(2), 215-220.

Ziyad, H. (2016, May 8). 3 Reasons why folks who don't 'look' non-binary can still be non-binary. *Everyday Feminism.*

Tompkins, A. (2014). Asterisk. *TSQ: Transgender Studies Quarterly, 1*(1-2):26-27.

Aultman, B. (2014). Cisgender. *TSQ: Transgender Studies Quarterly, 1*(1/2):61-62.

Morland, I. (2014). Intersex. *TSQ: Transgender Studies Quarterly, 1*(1/2):111-114.

Murib, Z. (2014). LGBT. *TSQ: Transgender Studies Quarterly, 1*(1/2):118-120.

Williams, C. (2014). Transgender. *TSQ: Transgender Studies Quarterly, 1*(1/2):232-234.

In class: You will be assigned an organization for the Activism in Action assignment.
You will be assigned your optional article.

Thursday, January 16 – Reconfiguring Trans* for political & economic transformative ends

Readings:

Irving, D., Lewis, V., Bhanji, N., Connell, R., Driskill, Q. L., & Namaste, V. (2017). Trans* Political Economy Deconstructed: A Roundtable Discussion. Transgender Studies Quarterly, 4(1), 16-27.

2nd half of class: Go the Hannon library, find your assigned optional article, read it, and begin preparing the handout and your presentation.

Week 3 – Families (Kinship)

Tuesday, January 21

Readings:

Sojka, C.J. (2019). Trans Relationships and the Trans Partnership Narrative. Pp. 281-292 in *Expanding the Rainbow: Exploring the Relationships of Bi+, Polyamorous, Kinky, Ace, Intersex, and Trans People*, edited by B.L. Simula, J.E. Sumerau, and A. Miller.

In class: Guest lecture and Q&A with Dr. Carey Jean Sojka (come prepared with questions)

Thursday, January 23

Readings:

Capous-Desyllas, M., & Barron, C. (2017). Identifying and navigating social and institutional challenges of transgender children and families. *Child and Adolescent Social Work Journal*, *34*(6), 527-542.

Ashley, F. (2019). Puberty blockers are necessary, but they don't prevent homelessness: Caring for transgender youth by supporting unsupportive parents. *The American Journal of Bioethics*, *19*(2), 87-89.

Optional:

Galupo, M. P., Henise, S. B., & Mercer, N. L. (2016). "The labels don't work very well": Transgender individuals' conceptualizations of sexual orientation and sexual identity. *International Journal of Transgenderism*, *17*(2), 93-104.

Tabor, J. (2019). Mom, Dad, or Somewhere In Between: Role-Relational Ambiguity and Children of Transgender Parents. *Journal of Marriage and Family*, *81*(2), 506-519.

Week 4

Tuesday, January 28 – Politics and Policy

Required Readings:

Davis, H. F. (2014). Sex-classification policies as transgender discrimination: An intersectional critique. *Perspectives on Politics*, *12*(1), 45-60.

Optional:

Miller, P. R., Flores, A. R., Haider-Markel, D. P., Lewis, D. C., Tadlock, B. L., & Taylor, J. K. (2017). Transgender politics as body politics: Effects of disgust sensitivity and authoritarianism on transgender rights attitudes. *Politics, Groups, and Identities*, *5*(1), 4-24.

Wuest, J. (2019). The scientific gaze in American transgender politics: contesting the meanings of sex, gender, and gender identity in the bathroom rights cases. *Politics & Gender*, *15*(2), 336-360.

Thursday, January 30 – Public Space

Required Readings:

Namaste, K. (1996). Genderbashing: Sexuality, gender, and the regulation of public space. *Environment and Planning D: Society and Space*, *14*(2), 221-240.

Optional:

Lubitow, A., Carathers, J., Kelly, M., & Abelson, M. (2017). Transmobilities: mobility, harassment, and violence experienced by transgender and gender nonconforming public transit riders in Portland, Oregon. *Gender, Place & Culture*, *24*(10), 1398-1418.

Ritterbusch, A. E. (2016). Mobilities at gunpoint: The geographies of (im) mobility of transgender sex workers in Colombia. *Annals of the American Association of Geographers*, *106*(2), 422-433.

Week 5 – Media

Tuesday, February 4

Required Readings:

Lampe, N. M., Carter, S. K., & Sumerau, J. E. (2019). Continuity and Change in gender Frames: the Case of transgender reproduction. *Gender & Society, 33*(6), 865-887.

In class: film or episode(s)

Optional:

Jackson, S. J., Bailey, M., & Foucault Welles, B. (2018). # GirlsLikeUs: Trans advocacy and community building online. *New Media & Society*, *20*(5), 1868-1888.

Rubin, J. D., & McClelland, S. I. (2015). 'Even though it's a small checkbox, it's a big deal': stresses and strains of managing sexual identity (s) on Facebook. *Culture, health & sexuality*, *17*(4), 512-526.

Westbrook, L. (2010). Becoming knowably gendered: The production of transgender possibilities and constraints in the mass and alternative press from 1990–2005 in the United States. In *Transgender Identities (Open Access)* (pp. 57-77). Routledge.

Thursday, February 6

Required Viewing: Variety's Transgender In Hollywood Roundtable (1 hour)

In class: film or episode(s) completed (if needed)
Mind map group activity

Friday, February 7 (by midnight)

Assignment: Annotated Bibliography Due on Moodle by midnight
Peer and Self evaluation from mind map activity

Week 6

Tuesday, February 11 – Education

Required Readings:

Duran, A., & Nicolazzo, Z. (2017). Exploring the ways trans* collegians navigate academic, romantic, and social relationships. *Journal of College Student Development*, *58*(4), 526-544.

GLSEN 2017 National School Climate Survey, p. xviii-xxi – Read Summary of Findings and Effects

Optional:

Goldberg, A. E., Beemyn, G., & Smith, J. Z. (2019). What is needed, what is valued: Trans students' perspectives on trans-inclusive policies and practices in higher education. *Journal of Educational and Psychological Consultation*, *29*(1), 27-67.

Freitas, A. (2017). Beyond acceptance: Serving the needs of transgender students at women's colleges. *Humboldt Journal of Social Relations*, *1*(39), 294-314.

Marine, S. B. (2017). Changing the frame: Queering access to higher education for trans* students. *International Journal of Qualitative Studies in Education*, *30*(3), 217-233.

Sullivan, A. L., & Urraro, L. L. (2019). Being Young and Trans in School. In *Voices of Transgender Children in Early Childhood Education* (pp. 17-40). Palgrave Macmillan, Cham. *(ask Kylan)*

Thursday, February 13 – Economy and Work

Required Readings:

David, E. (2015). Purple-collar labor: Transgender workers and queer value at global call centers in the Philippines. *Gender & society, 29*(2), 169-194.

Optional:

Alexandra Beauregard, T., Arevshatian, L., Booth, J. E., & Whittle, S. (2018). Listen carefully: transgender voices in the workplace. *The International Journal of Human Resource Management*, *29*(5), 857-884.

Brewster, M. E., Velez, B. L., Mennicke, A., & Tebbe, E. (2014). Voices from beyond: A thematic content analysis of transgender employees' workplace experiences. *Psychology of sexual orientation and gender diversity*, *1*(2), 159.

Week 7

Tuesday, February 18 – Criminal (In)Justice or Penal System

Required Readings:

Lamble, S. (2012). Rethinking gendered prison policies: impacts on transgender prisoners. *ECAN Bulletin*, (16), 7-12.

Optional:

Bassichis, M., Lee, A., & Spade, D. (2011). Building an abolitionist trans and queer movement with everything we've got. *Captive genders: Trans embodiment and the prison industrial complex*, 15-40. (Ask Kylan for a copy)

Jenness, V., & Fenstermaker, S. (2016). Forty years after Brownmiller: Prisons for men, transgender inmates, and the rape of the feminine. *Gender & Society, 30*(1), 14-29.

Nadal, K. L., Davidoff, K. C., & Fujii-Doe, W. (2014). Transgender women and the sex work industry: Roots in systemic, institutional, and interpersonal discrimination. *Journal of Trauma & Dissociation*, *15*(2), 169-183.

Thursday, February 20 – Military

Required Readings: Before class, look up latest on the US Military's policy on trans personnel

Week 8

Tuesday, February 25 – Health Care and Wellness

Required Readings:

Safer, J. D., Coleman, E., Feldman, J., Garofalo, R., Hembree, W., Radix, A., & Sevelius, J. (2016). Barriers to health care for transgender individuals. *Current opinion in endocrinology, diabetes, and obesity*, *23*(2), 168-171.

WPATH. Read Mission and Vision (under About on website)

WPATH Standards of Care, sections 1-3 (pages 1-6)

Optional:

Aizura, A. Z. (2010). Feminine transformations: Gender reassignment surgical tourism in Thailand. *Medical Anthropology*, *29*(4), 424-443.

Clark, K. A., Hughto, J. M. W., & Pachankis, J. E. (2017). "What's the right thing to do?" Correctional healthcare providers' knowledge, attitudes and experiences caring for transgender inmates. *Social Science & Medicine*, *193*, 80-89.

Newhook, J. T., Benson, K., Bridger, T., Crowther, C., & Sinnott, R. (2019). The TransKidsNL Study: Healthcare and Support Needs of Transgender Children, Youth, and Families on the Island of Newfoundland. *Canadian Journal of Community Mental Health, 37*(2), 13-28.

Roller, C. G., Sedlak, C., & Draucker, C. B. (2015). Navigating the system: How transgender individuals engage in health care services. *Journal of Nursing Scholarship*, *47*(5), 417-424.

Siverskog, A. (2014). "They just don't have a clue": Transgender aging and implications for social work. *Journal of Gerontological Social Work*, *57*(2-4), 386-406.

shuster, stef m. (2016). Uncertain Expertise and the Limitations of Clinical Guidelines in Transgender Healthcare. *Journal of Health and Social Behavior, 57*(3), 319–332.

Extra Credit: GSWS Bodylogues event on Wednesday, February 26 begins at 6pm (free)

Thursday, February 27 – Sports

Required Readings:

Ingram, B. J., & Thomas, C. L. (2019). Transgender Policy in Sport, A Review of Current Policy and Commentary of the Challenges of Policy Creation. *Current Sports Medicine Reports*, *18*(6), 239-247.

Gray, A., Crandall, R. E., & Tongsri, J. (2018). Transgender Student-Athletes and Their Inclusion in Intercollegiate Athletics. *New Directions for Student Services*, *2018*(163), 43-53.

Optional:

Fischer, M., & McClearen, J. (2019). Transgender Athletes and the Queer Art of Athletic Failure. *Communication & Sport*, 2167479518823207.

Lucas, C. B., & Newhall, K. E. (2019). Out of the Frame: How Sports Media Shapes Trans Narratives. In *LGBT Athletes in the Sports Media* (pp. 99-124). Palgrave Macmillan, Cham. *(Ask Kylan)*

Week 9

Tuesday, March 3 – Security and Citizenship

Required Readings:

Clarkson, N. L. (2019). Incoherent Assemblages: Transgender Conflicts in US Security. *Surveillance & Society*, *17*(5), 618-630.

Sandeen, A. (2015). TSA's history of declaring trans bodies to be terrorist bodies. *The Advocate*.

Optional:

Fischer, M. (2016). Under the ban-optic gaze: Chelsea Manning and the state's surveillance of transgender bodies. *Expanding the gaze: Gender and the politics of surveillance*, 185-209.

Mackenzie, L. Z. (2017). The afterlife of data: Identity, surveillance, and capitalism in Trans credit reporting. *Transgender Studies Quarterly*, *4*(1), 45-60.

Thursday, March 5 – Borders and Immigration

Required Readings:

Collier, M., & Daniel, M. (2019). The production of trans illegality: Cisnormativity in the US immigration system. *Sociology Compass, 13*(4), e12666.

Optional:

Gowin, M., Taylor, E. L., Dunnington, J., Alshuwaiyer, G., & Cheney, M. K. (2017). Needs of a silent minority: Mexican transgender asylum seekers. *Health promotion practice*, *18*(3), 332-340.

Padilla, M. B., Rodríguez-Madera, S., Varas-Díaz, N., & Ramos-Pibernus, A. (2016). Trans-migrations: border-crossing and the politics of body modification among Puerto Rican transgender women. *International Journal of Sexual Health*, *28*(4), 261-277.

van der Pijl, Y., Oude Breuil, B. C., Swetzer, L., Drymioti, M., & Goderie, M. (2018). "We Do Not Matter": Transgender Migrants/Refugees in the Dutch Asylum System. *Violence and Gender*, *5*(1), 1-11. (Ask Kylan for copy)

Week 10

Tuesday, March 10 – Religion

Required Readings:

Yip, A. K. T., & Keenan, M. (2016). Transgendering Christianity: Gender-Variant Christians as Visionaries. Pp. 87-101 in *Contemporary Christianity and LGBT Sexualities*, edited by S. Hunt. Routledge.

Optional:

Alipour, M. (2017). Transgender Identity, The Sex-Reassignment Surgery Fatwās and Islāmic Theology of A Third Gender. *Religion and Gender*, *7*(2), 164-179.

Rodriguez, D. G. (2019). The Muslim Waria of Yogyakarta: Finding Agency within Submission. *Transgender Studies Quarterly*, *6*(3), 368-385.

Sumerau, J. E., Cragun, R. T., & Mathers, L. A. (2016). Contemporary religion and the cisgendering of reality. *Social Currents*, *3*(3), 293-311.

Sumerau, J. E., Mathers, L. A., & Cragun, R. T. (2018). Incorporating Transgender Experience Toward a More Inclusive Gender Lens in the Sociology of Religion. *Sociology of Religion*, *79*(4), 425-448.

Wright-Maley, C., Davis, T., Gonzalez, E. M., & Colwell, R. (2016). Considering perspectives on transgender inclusion in Canadian Catholic elementary schools: Perspectives, challenges, and opportunities. *The Journal of Social Studies Research*, *40*(3), 187-204.

Extra Credit: NAS Queer Indigenous Gathering event on Wed., March 11 in evening (free)

Thursday, March 12 – Social change

Review of the different activist groups covered in the course. Where do you see us going?

Week 11 – Finals

Based on SOU's Final Exam Schedule = Tuesday, March 17 from 10:30-12:30

Yes, we will meet as a class to turn in your research papers and present/talk about each other's findings on this project. The instructor will bring in snacks (so notify them of any allergies).

Assignments due: Research Paper and Roundtable Presentation