



# WGS376: Studies in Queer and Trans



**Summer 2025: May – June**

**Course Instructor:**

*Samantha Dolores Sanchinel*

(she/her)

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**Teaching Assistants**

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Names: Ferdie Lopez

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All Online Classes will be held at: Zoom Link (see quercus)

OPTIONAL In-class location: WI524

Office Hours: Monday 1-2pm, Wednesday 1-2pm



# Course Description:

“Takes up conversations in queer and trans studies as separate and entangled fields. It explores how queer and trans people have experienced and theorized gender and sexuality.” – Timetable course description.

We will be doing all that – but also:

“How can I tell you. How can I convince you, brother, sister, [sibling,] that your life is in danger: That everyday you wake up alive, relatively happy, and a functioning human being, you are committing a rebellious act. You as an alive and functioning queer are a revolutionary.”

That is how the 1990 anonymously written *Queers Read This* brochure begins. Now thirty-five years later, the same can be said. In *Trap Door*, Juliana Huxtable says, that as a black trans artist the largest shade she can throw is just existing in the world. This course considers primarily life, queer and trans life. In our shared moment of emergency, with feelings of melancholy, depression, and hopelessness, how do we live?

We will be delving into the theories and methods for trans and queer survival and flourishing, along with zines, archives, poems, cookbooks from “academic” and “non-academic” sources. We will have a dedicated focus on community and friendship as a method of *doing* QT Studies. As such, we will consider, how can we create a global community? How to trans and queer people survive and thrive transnationally? How can decolonization, abolition, activism, and questioning our approaches to QT Studies create change in the world around us?

Prerequisites: None

Recommended Preparation: WGS160Y1

## LAND ACKNOWLEDGEMENT

I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

- Revised by the Elders Circle (Council of Aboriginal Initiatives)

“It's one thing to say, "Hey, we're on the territory of the Mississaugas or the Anishinaabek and the Haudenosaunee." It's another thing to say, "We're on the territory of the Anishinaabek and the Haudenosaunee and here's what that compels me to do." – Hayden King

Many of us work, live, and grew up on this land as uninvited settlers. Many of us go through school and university not knowing much about the histories and present realities of indigenous peoples. As such, in including this land acknowledgement, I am further compelled to include indigenous perspectives and decolonial frameworks in this course which finds many of its academic roots in a white-colonial academia. I am further compelled to learn more about the history of this land, and work towards becoming a better ally.



I would like us to work together in this course to hold accountability for what we read and how we interact with the past toward the development of the future. We each play a role in decolonization, and this becomes ever more important when we consider the various crisis' playing at a global scale. My aim for this course is to not only keep these issues in mind, but show the intertwined nature and how we can play a role in developing a better world.

Further resources to check out (that have helped me in thinking through this land acknowledgement) check out Hayden King on writing Ryerson University's territorial acknowledgement (<https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371>), "For Settlers who say that they support Decolonization ... But wish it weren't so hard" by Sheri M McConnell ([https://www.casw-acts.ca/files/webinars/For settlers - McConnell - March 2018.pdf](https://www.casw-acts.ca/files/webinars/For_settlers_-_McConnell_-_March_2018.pdf)), and the Indigenous U of T website (which includes many resources on learning indigenous histories as well) (<https://indigenous.utoronto.ca/about/land-acknowledgement/>)

As well as my own thoughts on Land Acknowledgements:

<https://blog.apaonline.org/2022/08/18/land-acknowledgements-and-trans-philosophy-what-are-we-compelled-to-do/>



*Dreamscapes.* Kamisha Alexson. <https://www.nuitblanchesaskatoon.ca/2024-blog/alexson>

# Course Policies

## ADMIN INFO

Course Instructor: [Samantha Dolores Sanchinel](#) (she/her)

No need to call me "Prof" or "Dr" or "Professor." Samantha or "Sam" work with me!

Email: [sam.sanchinel@mail.utoronto.ca](mailto:sam.sanchinel@mail.utoronto.ca)

Lecture: In-Person and Online, Monday 10am-12pm, Wednesday 10am-12pm, Eastern Time!

Lecture Location: WI524 and Zoom !

# Who is Your TA?

On Quercus, the menu on the left click “People” and then “Groups” and you’ll see your TA for the term.

Your TA will be grading all your assignments, so! Your first contact for questions about the assignments, participation, or whatever else, is your TA!

## Class Accountability

What I sincerely hope for us in this course is for it to become a place where we feel comfortable, and confident in sharing our thoughts. As in any classroom, I expect participation in class to be done with mutual respect, curiosity, and generosity.

Please do not hesitate in contacting me if you’re finding it difficult to navigate or participate in our online community.

The topics we will be covering often are explicit, sensitive, upsetting, or polarizing. In order to allow everyone to actively engage with and think through this course we must support an inclusive learning environment. It is important that students respect and appreciate others’ opinions, views, and experiences. **Critical engagement and discussion are encouraged but disrespectful and hateful remarks will not be tolerated.**

If any student has concerns about material or behaviour in class, they are encouraged to speak with me (Samantha!). If you ever feel uncomfortable about a topic or a selected reading, contact me and we can figure it out.

If this happens in class, please feel empowered to bring it up and we can confront the situation. Of course, you might not feel comfortable with this, so you can email me privately, or you are welcome to take a break from lecture as well. I’ll try my best to be attune to the class environment.

This is going to be a process, but through it all if we share our thoughts and participate with generosity, we will all have a wonderful time, and gain some valuable insights not only from this course, but from each other.

(Adapted from Prof. T, and Prof. Alexopoulos course Syllabi)

## Email Policy

**Please include the course code [WGS376] in the subject line of any emails!** Your TA’s and I are more than happy to answer any questions about the course, be it logistical, technical, etc. Though, make sure to check the syllabus/assignment outlines/Quercus to see if the answer to your question is already there. Your first point of contact for most questions should be your TA!



In general, the teaching team will try our best to answer any emails within 48 hours (not including weekends or after business hours) and will likely not answer any assignment-based questions less than 24 hours from the due date.

There are a few reasons for this. For myself, and all you too, also consider that burnout is real. With managing our respective screen time, especially in an online environment, setting up some time away is important.

Lastly, no need for too many formalities like “Dear, Prof. Sanchinel”. Just saying “Hi Sam ...” works for emails.

My office hours start after class ends. Drop in with your questions, thoughts, or anything you’d like to chat about.

I’m more than happy to chat 😊



## ***Accessibility***

We all learn in different ways and in different styles. My goal for this term is for everyone to be able to succeed and flourish in this course. Though given all our different abilities, I’m committed to accommodating anyone who needs to, in order to make sure we can all participate in this course to our best abilities. This is part of a pedagogy I try to use called Universal Design for Learning.

I’ll make sure to have the closed captioning on for every class and ensure it for course videos. This syllabus has been made so it could be read with a screen reader (as the Quercus page). Transcripts will be provided for any audio recordings. Also, an accessibility survey is available on Quercus (under “Quizzes”) so I can gather as much info about your individual needs for this course. Please complete this survey by the end of the first week of classes (I’ll send out reminders!)

If you require further accommodations due to a disability or other health concerns, please contact me or Accessibility services. Accessibility services is confidential and helps many students in the university achieve their goals. And if you don’t have a documented disability, there are still many resources (including myself!) that are here to support you in this course and your university journey.

For a list of resources available to you check out the end of the syllabus! Your success in this course is my number one goal. I genuinely care about each of you, and I’m more than happy to chat with you about the course requirements and how to best reach those goals according to your needs.

(Inspired by Prof. Trimble)





# ***Assignments***

## **Learning Outcomes**



### **1. Critical Understanding:**

Understand and delve into the experiences and theories of gender and sexuality as written, created, expressed, by queer and trans individuals, both historically and in contemporary contexts!

### **2. Theoretical Application to Praxis:**

Apply theories and methods for queer and trans survival and thriving to real-world contexts, considering decolonization, transnationality, and activism!

### **3. Creative and Reflective Engagement:**

Create original works that reflect the lived experiences and theoretical insights of queer and trans individuals, using both “academic” and “non-academic” sources, in “academic” and “non-academic” styles.

Also, reflect on personal and collective experiences in relation to course sources.

### **4. Research and Resource Development:**

Your writing and perspective are important! Through the assignments the aim is to hone your writing abilities through a variety of styles to be able to succinctly and clearly convey complex theoretical information.

## **Assignment Breakdown**

***\*there are no final exams in this course***

### **ENGAGEMENT = 25% WHICH CONSISTS OF THE FOLLOWING:**

#### ***Discussion Posts x 6 (3 out of 12 classes) (18% total)***

2 Posts for Unit 1 = 1 Reflective, 1 Response

2 Posts for Unit 2 = 1 Reflective, 1 Response

2 Posts for Unit 3 = 1 Reflective, 1 Response

#### **Pre-Class Readings Questions and Thoughts:**

Due: Before class starts (for 3 classes) (9%)

This includes at least 2 questions you’ve had about any of that week’s readings, as well as at least 1 paragraph 75-150 words on your thoughts.

Please do NOT summarize. You can quote the text (include author and page number), but make sure to use it as a jumping off point. I’m more interested in reading your thoughts on it! If you summarize you will get a 0.

NOTE: This can also be completed as a creative assignment if you like. Create a video, a tik tok video, a meme, and explain it in relation to the week's reading in a few sentences. Please still include 2 questions if you choose this option.

### **Responses to Peers (for 3 classes) (9%)**

#### **Due: Before the class**

This consists of a 100-word response to one of your peers which engages with their post. Try to expand further than solely saying you agree. Rather, consider why you agree? Maybe you disagree? What does the post make you think of? Any news stories or ideas from other classes or experiences in your life? Again, you are not summarizing.

Note, putting another students discussion post into generative AI for a response is not only academic misconduct, but also infringes on the intellectual property of other students. See the course AI policy for more info.

### ***In class/online Activities x 7 (highest 7 out of 10) (7%)***

In every class, except the first and last, we'll have a small activity that should take 5-10 minutes. These should be completed and submitted before the next class.

## **DIAGNOSTIC ASSIGNMENTS = 15%**

### **Self Reflection (15%)**

#### **Due: at the end of Unit 1 (by May 20)**

In this assignment I'm asking you to consider your identity and expression and consider the variety of ways you understand and embody it. Since this is a *diagnostic* assignment I want to know what you already know. So! Use 2 ideas, texts, concepts from a previous course or something you've learned from, that can help you think through identity.

ALSO! Reference at least 1 text from class. This can be any of the required or optional or adventure texts.

The assignment should fall within 3-4 pages (600-900 words).

NOTE: You can take a more creative approach as well. If you want to make a video it should be 4-6 minutes (same thing with a podcast) and make sure to submit a transcript. You can make a painting, a collage, poem, recipe, lots of possibility! We can chat further about other creative options in completing this assignment.

## **FORMATIVE ASSIGNMENTS = 25%**

### **Critical Reflection (25%)**

5 Pages or Creative on a reading from Unit 2, Classes 5-9.

Due: Anytime between May 20 and June 3.

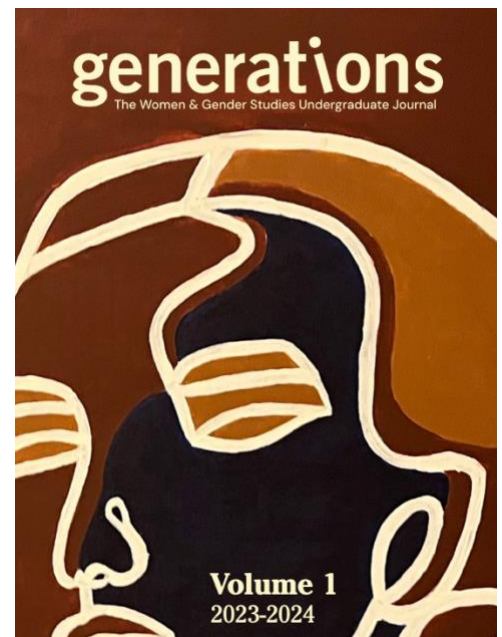


FIGURE 1

[HTTPS://JPS.LIBRARY.UTORONTO.CA/INDEX.PHP/WGSIJOURNAL/INDEX](https://jps.library.utoronto.ca/index.php/wgsijournal/index)

In 2-3 pages (660-1000 words) critically engage in-depth with an author, idea, concept, or theme from a chosen week. These reflections are an opportunity to thoughtfully work through difficult knowledge with focused analysis and interrogation.

This is not a summarization assignment. At most 100 words should be dedicated to summary. Rather, you'll be evaluated on your ability to critically engage with the material, make connections between the course, and express your own ideas and reactions. These reflections are a way for you to puzzle through anything you might find challenging and delve into the material in more varied ways than may be possible in class.

NOTE: This can be completed collaboratively. In this case I ask that you present a quick summary, then:

1. Discuss your engagement with the text,
2. Your partner discusses their engagement,
3. Reflect with each other. Do you both agree with each other? Disagree? Further thoughts?

NOTE 2: The information you write in these assignments can be part of the basis of the final paper (though not copy and pasting! The information can still be useful!

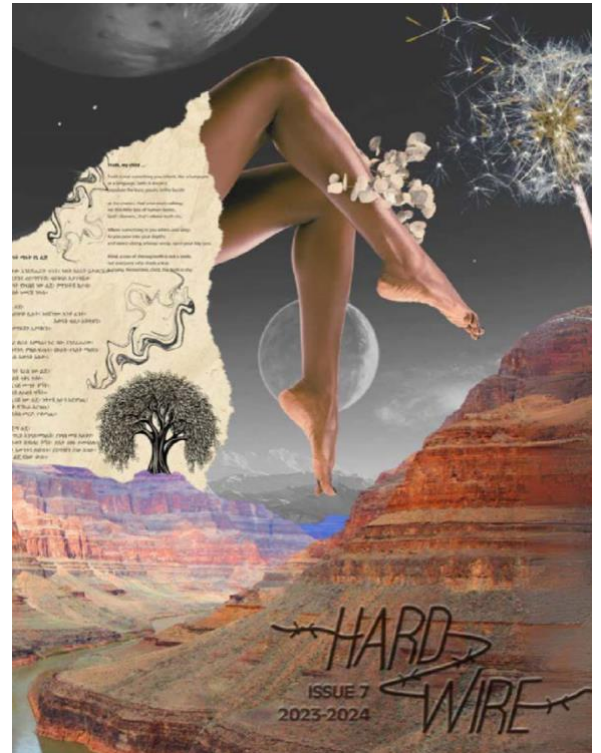


FIGURE 2

<https://sds.utoronto.ca/research/undergraduate-journal/>

**OPTIONAL SUBCOMPONENT:** Annotation Assignment 5% from Reflection 25%

Choose any theoretically dense 3 pages from any of the main text-based readings from Unit 2:

Due: Same time as reflection

## SUMMATIVE ASSIGNMENT = 35%

Creative Work or Essay (35%) using 3 readings

Due: End of Term, June 20.

You can write on any topic as long as it's related to QT studies. Make sure to include at least 3 sources from the class and at least 3 sources outside of course content. For this paper, what I'm really looking for is reading your perspective. So, what is your viewpoint? How do you use the research to craft an argument?

You're welcome to work collaboratively in this assignment as well (as a continuation from the reflection). If you choose this collaborative option, the word limit increases a bit.

I will provide a longer description in a separate document! Along with possible examples and directions.

**OPTIONAL SUB-COMPONENT** = 10% from the 35%

If you submit a 3-page PROPOSAL at least 1 week in advance of submission.

In this sub-assignment I'm asking you to provide a roadmap for your paper. Include your thesis (edited if needed), major arguments (no need to go into detail, just state them), main points in your arguments, and prospective sources for each section.



Aim to have at least 3 sections with 1-3 subpoints in each (classic essay model). Writing in bullet points is fine (if not encouraged!)

There should be at least 3 sources from class and 2 sources from outside of class. The outside sources don't need to be academic but be critical in your usage.

The total length of this assignment should be 2-4 pages. An example will be given in class along with a rubric.

NOTE: This assignment could be done collaboratively.

## ***The Use of AI & Academic Integrity***

The use of generative artificial intelligence tools and apps is *permitted* in all course assignments. **HOWEVER!** And this is a big **HOWEVER!** If you use Generative AI in ANY capacity you must submit with your assignment: conversation history with the AI (including prompts), a citation wherever AI was used, for what purpose, and what you added. Again, all uses of generative ai need to be cited. Following citation styles here:

<https://libguides.brown.edu/c.php?g=1338928&p=9868287> or <https://guides.library.utoronto.ca/c.php?g=251103&p=5296636>

HOWEVER, also, your entire assignment **cannot** be Generative AI. As the citation style mentions, "you should treat that content as the output of an algorithm, with the author of the content being the company or organization that created the model." If your entire work is AI, then you didn't include any of your voice (and your voice is the main thing I want to see in the assignments!!!!)

All assignments will be graded the same way, whether you use AI or not. I will be providing rubrics.

If you want to use AI, I highly recommend Microsoft Co-Pilot, as you can log-in through your UofT account and it keeps your data secure. That means that your information will not be used to train other AI systems. For info on how to use co-pilot: <https://teaching.utoronto.ca/tool-guides/microsoft-copilot/>

Lastly, on AI, consider the various harms AI usage entails (including environmental harm, bias, supporting tech bros ... For examples see, the AI Incident Database <https://incidentdatabase.ai>

With that said:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and in ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, UofT treats cases of cheating and plagiarism very seriously. (UTM Syllabus Statement - <https://www.utm.utoronto.ca/academic-integrity/facultystaff/syllabus-statement> )



For more resources on what constitutes academic integrity misconduct check out:

<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity/academic-misconduct> If you're concerned or have any questions about academic integrity for an assignment, don't hesitate to contact me. Sometimes citations are finicky, and you might not be sure about something. Email me! I'm here to help.

If you're super struggling with everything and feel deadlines and the world ending, PLEASE reach out to the instructor (me: Sam!) I am here to support you! If you're suspected of using generative AI you'll have to meet with your course instructor to discuss your assignment.

## ***Late Policy***

There are no deductions for handing in assignments late. This is something I'm taking from a previous prof who I really appreciated. Though! **There will be hard deadlines. An assignment will no longer be accepted once another assignment is due** (unless there are *extenuating* circumstances). If you are reaching the deadline you have to speak to your instructor (me!) on zoom so we can plan your success moving forward in the course.

The due dates are designed to be ethical. If you submit late then: your TA (or myself) may not be able to leave ample feedback. There is no need for doctors' notes or any other reasons. Just email your TA (or me) and say when you'll be submitting the assignment.

There is a three-day grace period for submitting assignments. This will be in place for all the assignments.

If for any extenuating reasons more time is needed, email the instructor.

Discussion posts need to be completed before the respective class.

If you're finding difficulty staying on track, we can chat and figure something out. I'm here to help you learn and get past obstacles.



## ***Other Important Information***

### ***Important Dates***

Classes Begin      Monday, May 05, 2025

Victoria Day   Friday, May 16 2025 - Monday, May 19 2025 (University Closed - No Classes)

Drop Date      Monday, Jun 02, 2025

## ***A note on Language***

Trans” and “queer” have had many formations over the years. Starting with terms like “transvestite” or “transsexual”, a lot of these terms have fallen out of use. For example, “transgendered” or “transsexualism” aren’t considered appropriate for our context. One denotes a verb, another a sort of practice. Rather, our focus is on people and identities. Similarly, it is important to be cognizant of the appropriate contexts for words like “queer,” “gay,” “dyke,” and “faggot.”

Many older texts on trans and queer people tend to use outdated terms as well (something to look out for!).

In our use of language try to remain conscientious about others and ourselves. A lot of the time mis-used language has to do with education and knowledge. A lot of people just haven’t had the resources or experience to know “the right things to say”. Plus, these terms are always changing. So! The key is in remaining respectful, and open to learning (why else are we here?) For a quick and easy glossary of terms check out: <https://www.glaad.org/reference/transgender> and a more in depth one focused on writing there is “The Radical Copyeditor’s Guide for Writing about Transgender People” <https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/>

The first few readings should cover parts of this. If you have questions feel free to contact me about, I’m always happy to chat!

## ***Who Are You // Who You Are!***



Who you are isn’t defined by records or names or bureaucracies. So, if your name is different from the one listed, or you’d like to try out new pronouns, go for it (but let me know for names!) I hope that our hybrid classroom can be a space where you can feel and be safe within a community of peers.

With that said, I encourage everyone to add their pronouns in their zoom name. If no pronouns are added I (and other students) should use “they/them” pronouns when referring to them.

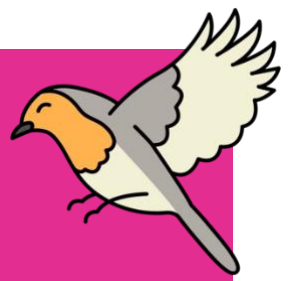
For how to change your name on zoom (and other helpful tips): <https://stockton.edu/student-transition/documents/welcome-week-zoom-tutorial.pdf>

For how to change your name on Quercus (note, this is not a UofT official name change, it’d only be on quercus): <https://qstudents.utoronto.ca/how-to-change-or-update-your-profile-in-quercus/>

Though, of course, having the right identity on our records/names/bureaucracies is important. If you need help with this check out the programs at 519 (identity clinic), and also feel free to contact me (I’ve gone through it!)

This is the same for the subjects and authors of texts we are reading! Please take care in using people’s correct pronouns and names (even if an author doesn’t). When in doubt, google it, or email your instructor or TA!





# Course

# Outline:



Please make sure to have a sense the required readings/viewing before class on Monday and Wednesday. I've tried to keep a cap on the readings to 30-40 pages a week. This is a lot. I do not expect you to have an excellent knowledge of the material. Rather, try your best to understand some of the main points, and at least interact with the readings.

If you even read one or two of the readings entirely, that's ok. But please be ready to discuss and share your thoughts!

As you'll see, the course readings are divided into three sections: Required, Optional, and Adventure. The required readings are the texts that provide the main information for the week's topic.

The Optional readings either add more context or are something that I thought was related and interesting. I will cover aspects of the optional readings in lecture, but if you find something you really want to talk about from these Optional readings, feel free to bring it up!

The Adventure texts tend to be webpages and archives. These are connected to the topic of the week and can provide what I think is a greater feel for the week. Please take a look at the adventure texts, even if you don't spend a lot of time on them. <3

## **Monday May 5, Class 1: Intro's and Welcome**

*Queers Read This*. Published Anonymously by Queers. 1990. [15 pages]

<https://www.digitaltransgenderarchive.net/files/df65v8092>

Tagonist, Anne. *Fuck you and Fuck your Fucking Thesis: Why I Will Not Participate in Trans Studies*. 2009. <https://tagonist.livejournal.com/199563.html> [2 pages]

Hale, C. Jacob. "Suggested Rules for Non-Transsexuals Writing About Transsexuals, Transsexualism, Transsexuality, or Trans." 1997. [1 page]

<https://www.sandystone.com/hale.rules.html>

### OPTIONAL

Vaz. *I'm Queer. You're Straight*. 1996. Amsterdam, Netherlands.

1996. [8 page Zine]

[https://archive.qzap.org/index.php/Detail/Object/Show/object\\_id/49](https://archive.qzap.org/index.php/Detail/Object/Show/object_id/49)

Anjeli Luz, "The Lesbian Masterdoc." 2018.

<https://ia802308.us.archive.org/24/items/am-i-a-lesbian-masterdoc/Am%20I%20a%20Lesbian%20Masterdoc.pdf>

*The Gender Dysphoria Bible*. <https://genderdysphoria.fyi>

### ADVENTURE

The 519 Programs. <https://www.the519.org/programs>

Supporting Our Youth Programs. <https://sherbourne.on.ca/supporting-our-youth-soy/>



Queer's wear smiles.

FIGURE 3 FROM *I'M QUEER YOUR STRAIGHT*

## UNIT 1: SURVIVAL and METHODS

### Wednesday May 7, Class 2: Context Context Context, Queer and Trans <3 Together Again?

Namaste, Viviane. "Tragic Misreading's: Queer Theory's Erasure of Transgender Subjectivity" in *Invisible Lives: The Erasure of Transsexual and Transgendered Lives*. University of Chicago Press. 2000. pp. 9-23. [15 pages]

Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies*, vol. 3, no. 4, 1997, pp. 437-465

### OPTIONAL

Minter, Shannon. "Do Transsexuals Dream of Gay Rights? Getting Real about Transgender Inclusion in the Gay Rights Movement" *NYLS Journal of Human Rights*: Vol. 17 : Iss. 2, Article 6. Available at: [https://digitalcommons.nyls.edu/journal\\_of\\_human\\_rights/vol17/iss2/6](https://digitalcommons.nyls.edu/journal_of_human_rights/vol17/iss2/6)

### ADVENTURE

*The Arquives: Canada's LGBTQ2+ Archives*. <https://arquives.ca>

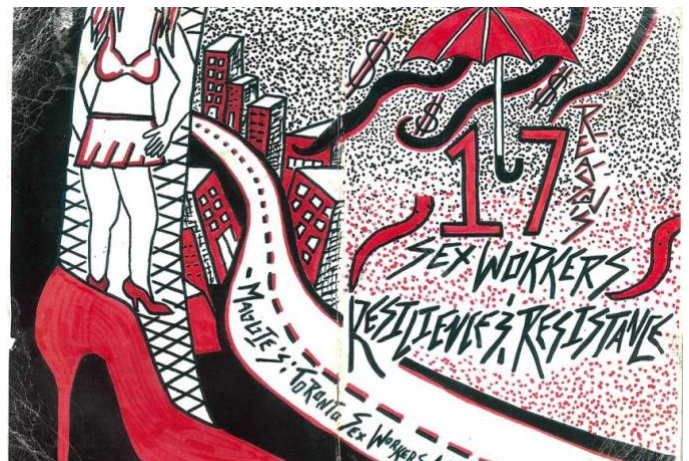


FIGURE 4 [HTTPS://WWW.MAGGIESTORONTO.ORG](https://www.maggiestoronto.org)

### Monday May 12, Class 3: How do we do QT Studies?

Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherrie Moraga and Gloria Anzaldúa, 94-101. New York: Kitchen Table Press, 1983 [

"'Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from My Grandmother." *Text and Performance Quarterly*, vol. 21, no. 1, 2001, pp. 1-25

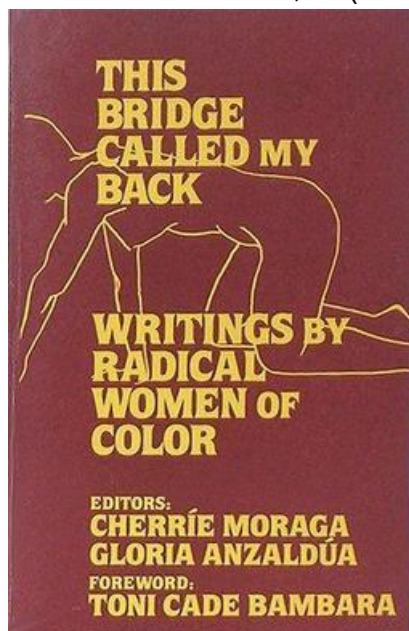
Dutta, Aniruddha and Roy, Raina. "Decolonizing Transgender in India" in *TSQ: Transgender Studies Quarterly* 1(3). 2014. [16 pages]

Anzaldúa, Gloria. "I Want to Be Shocked Shitless." In *The Gloria Anzaldúa Reader*, edited by AnaLouise Keating, 2009.

### OPTIONAL

Cornejo, Giancarlo. "The Dreams of a Dumb Kid" and the "Queer art of Lying" in "Travesti Dreams Outside in the Ethnographic Machine." *GLQ: A Journal of Lesbian and Gay Studies*, vol. 25, no. 3, 2019

Eastwood, Alexander. "How, Then, Might the Transsexual Read?: Notes toward a Trans Literary History." *TSQ: Transgender Studies Quarterly*, vol. 1, no. 4, 2014, pp. 590-604



### ADVENTURE

Sylvia Rivera Law Project. <https://srlp.org>

Toilet Training <https://www.youtube.com/watch?v=60yfBeARGuk>

Femmescares. <https://drive.google.com/drive/folders/1yCx4-qQ4glC-uTWYSNz3ook6CRdmt2oJ> [Links to an external site.](#) (I personally like Vol. 3)

## Wednesday May 14, Class 4: Colonial Reverberations

Lugones, María. "Toward a Decolonial Feminism." *Hypatia*, vol. 25, no. 4, 2010, [15 pages]

Pyle, Kai. "Naming and Claiming: Recovering Ojibwe and Plains Cree Two-Spirit Language" in *TSQ: Transgender Studies Quarterly* 5(4). 574-488. 2018. [15pages]

### OPTIONAL

Gays and Lesbians of the First Nations in Toronto newsletter, *The Sacred Fire*, Summer 1990. <http://digitalcollections.uwinnipeg.ca/digital/collection/two-spirit/id/530/rec/24>

DiPietro, P.J. "Beyond Benevolent Violence. Trans\* of Color, Ornamental Multiculturalism, and the Decolonization of Affect." In Pedro J. DiPietro, Jennifer McWeeny, and Shireen Roshanravan (eds.), *Speaking Face to Face: The Visionary Philosophy of María Lugones*, 197-217. Albany: SUNY, 2019.

### ADVENTURE

Whitehead, Joshua. *Full-Metal Indigiqueer: Poems*. Talonbooks, 2017

Two-Spirit Archives. <https://archives.uwinnipeg.ca/our-collections/two-spirit-archives.html>

## Monday May 19, NO CLASS, VICTORIA DAY

## UNIT 2: State and Necropolitics



### **Wednesday May 21, Class 5: Returning from the Past**

Snorton, C. Riley. "Trans Capable: Fungibility, Fugitivity, and the Matter of Being" in *Black on Both Sides*. Minnesota University Press. 2017. Pp. 55-66. [12 pages]

Nunn, Xavier. "Trans Liminality and the Nazi State." *Past & Present*, Volume 260, Issue 1, August 2023, Pages 123–157

#### **OPTIONAL**

Huang, Aixia. "Trans-gender things: Objects and the materiality of trans-femininity in Ming-Qing China." *Gender and History*, vol. 36, no. 1, 2024, pp. 52-71

Clare, Eli. "Freaks and Queers." In *Exile and Pride: Disability, Queerness, and Liberation*, South End Press, 1999, pp. 81-104.

#### **ADVENTURE**

### **Monday May 26, Class 6: For the Nation State I**

Ahmed, Sara. "Unhappy Queers, Melancholic Migrants, Happy Futures, Happiness Ethics Possibility." In *The Promise of Happiness*, Duke University Press, 2010,

Puar, Jasbir K. "The Sexuality of Terrorism." In *Terrorist Assemblages: Homonationalism in Queer Times*, Duke University Press, 2007, pp. 37-78

Pelaez, Lopez, Alan. "The Afterlife of Illegality"

<https://www.poetryfoundation.org/poetrymagazine/poems/159031/the-afterlife-of-illegality>

#### **OPTIONAL**

Bettcher, Talia Mae. "Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion" in *Hypatia* 22(3). 2007. PAGES: 43-45, 47, 50-60. [16 pages]

#### **ADVENTURE**

*The Pussy Palace Oral History Project* <https://pussypalaceproject.org>

*Pussy Palace Audiograms*. <https://lgbtqdigitalcollaboratory.org/projects/pussy-palace/audiograms/>

### **Wednesday May 28, Class 7: For the Nation State II**

Creed, Barbara. "Lesbian Bodies: Tribades, Tomboys and Tarts" *The Body: A Reader*. [1995] (2005) pp. 109-114.

Zhang, Qing Fei. "Transgender Representation by the People's Daily Since 1949" in *Sexuality and Culture*. 18. 2014. EXCERPT: 183-195 [13 pages]

Miranda, Deborah A. "Extermination of the Joyas: Gendercide in Spanish California." *GLQ: A Journal of Lesbian and Gay Studies*, vol. 16, no. 1-2, 2010, pp. 253-284

#### **OPTIONAL**

Dean Spade, "Compliance is Gendered: Struggling for Gender Self-Determination in a Hostile Economy," in *Transgender Rights*, eds. Paisley Currah, Richard Juang, and Shannon Minter (University of Minnesota Press, 2000)

Spade, Dean. "Their Laws Will Never Make Us Safer." In *Prisons Will Not Protect You*, edited by Ryan Conrad, AK Press, 2012

Ye, Shana. "Reconstructing the Transgendered Self as a Feminist Subject: Trans/Feminist Praxis in Urban China" *TSQ*

## **ADVENTURE**

### **Monday June 2 Class 8: Necropolitical Extensions**

Westbrook, Laurel. "Unlivable Lives: The origins and Outcomes of Identity-Based-Anti-Violence Activism" in *Unlivable Lives: Violence and Identity in Transgender Activism*. 2021.

Hale, C. Jacob. "Consuming the Living, Dis(re)membering the Dead in the Butch/FTM Borderlands." *GLQ: A Journal of Lesbian and Gay Studies*, vol. 4, no. 2, 1998, pp. 311-348

Ware, Syrus Marcus. Interview with Monica Forrester and Chanelle Gallant "Organizing on the Corner: Trans Women of Colour and Sex Worker Activism in Toronto in the 1980s and 1990s" *Marvelous Grounds, Toronto: Between the Lines*, 2018: 23-33. [10 pages]

### **OPTIONAL**

Ruth Pearce, "A Methodology for the Marginalized: Surviving Oppression and Traumatic Fieldwork in the Neoliberal Academy" in *Sociology*. (2020). Pp. 806-821 [16 pages]

## **Adventure**

## **UNIT 3: Life and Living**

### **Wednesday June 4, Class 9: What Keeps us Alive?: Resisting**

Schotten, C. Heike. "To Exist Is to Resist: Palestine and the Question of Queer Theory." *Journal of Palestine Studies*, vol. 47, no. 3, 2018, pp. 13-28

Bassichis, Morgan, Alexander Lee, and Dean Spade. "Building an Abolitionist Trans and Queer Movement with Everything We've Got." In *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, edited by Eric Stanley and Nat Smith, AK Press, 2011, pp. 15-40

Clarke, Cheryl. "Lesbianism: An Act of Resistance." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa, 128-137. New York: Kitchen Table: Women of Color Press, 1981

QTViet. *Viet Letter for Free Palestine*.

<https://docs.google.com/document/d/1GVb9kkL5kxj8hj7MFmuWHvCAmdYJifwSteCRSrW8ZqY/edit?tab=t.0#heading=h.z79kf8qlajv6>

### **OPTIONAL**

Ware, Syrus Marcus. "All Power to All People? Black LGBTTI2QQ Activism, Remembrance, and Archiving in Toronto." *TSQ: Transgender Studies Quarterly*, vol. 4, no. 2, 2017, pp. 170-180

Piepzna-Samarasinha, Leah Lakshmi. "Disability Justice/Stonewall's Legacy, or: Love Mad Trans Black Women When They Are Alive and Dead, Let Their Revolutions Teach Your Resistance All the Time." *QED: A Journal in GLBTQ Worldmaking*, vol. 6, no. 2, 2019, pp. 54-62

## ADVENTURE

<https://transreads.org/#palestine>

QTViet Café <https://www.qtvietcafe.com>

### Monday June 9, Class 10: What Keeps us Alive? Community and Friendship

Trans People of Colour Project. *Cooking with Trans People of Colour*.

<https://www.the519.org/resources/cooking-with-trans-people-of-colour-cookbook/>

Rodríguez, Juana María. "Touching Alterity: The Women of Casa Xochiquetzal." In *Put a Life: Seeing Latinas, Working Sex*, Duke University Press, 2023, pp. 52-71.

Shinjuku Boys (1995). <https://utoronto.kanopy.com/node/2594325> (film on Kanopy, accessed through UofT) [53 mins]

## OPTIONAL

Rose, Malú Machuca. "Giuseppe Campuzano's Afterlife: Toward a Travesti Methodology for Critique, Care, and Radical Resistance" in *TSQ: Transgender Studies Quarterly* vol 6 no 2. 2019. [12 pages]

Clare, Eli. (2003). *Gawking, gaping, staring*. *GLQ: A Journal of Lesbian and Gay Studies*, 9(1-2), 257-261. [5 pages]

Xie, Xumeng. "The (im)possibilities of queer girlhoods: Chinese girls negotiating queerness and filial piety" *Global Studies of Childhood*. 2023, Vol. 13(2) 116- 130

## ADVENTURE

<https://archivotrans.ar/index.php/videos>

<https://www.memoriatrans.mx>

*The Queer Cookbook*. <https://www.historicalcookingproject.com/2021/08/digitized-whats-recipe-for-queer.html>

Dragonfruit Museum. <https://dragonfruitproject.org>

Queer Skate Toronto. <https://www.queerskatetoronto.com>

### Wednesday June 11, Class 11: What Keeps Us alive? The Stars?

Ladin, Joy. "In the Image of God, God Created Them: Toward Trans Theology" in *Feminist Studies in Religion* vol 34, iss 1. 2018. Pp. 53-58. [5 pages]

Bacigalupo, Ana Mariella. "The Mapuche man who became a woman shaman: Selfhood, gender transgression, and competing cultural norms" in *American Ethnologist*, 31(3). 2004.

Decena, Carlos Ulises. *Circuits of the Sacred: A Faggotology in the Black Latinx Caribbean*.

Queer Muslim Network. *Queering Ramadan*. <https://www.queermuslimnetwork.com/ramadan>

Pelaez Lopez, Alan. "A Daily Prayer"

<https://www.poetryfoundation.org/poetrymagazine/poems/151820/a-daily-prayer>

*Hijab Butch Blues*



### **OPTIONAL**

"The Angsty Buddhist: Growing Up Kinda-Sorta Buddhist" <https://www.autostraddle.com/growing-up-kinda-sorta-buddhist/>

Christopher Joseph Lee. "Solace in the Stars: Queer Astrology, Capitalism, and Colonialism" in *QED: A Journal in GLBTQ Worldmaking*. 2022.

### **ADVENTURE**

Salaam - <https://digitalexhibitions.archives.ca/exhibits/show/salaam-canada/what-is-salaam>

<b>Monday June 16, Class 12: Conclusion, Where are we and Where are we going? - (Make-Up Class due to Victoria Day)</b>
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Santana, Dora Silva. "Mais Viva!: Reassembling Transness, Blackness, and Feminism" in *TSQ: Transgender Studies Quarterly* vol 6 no 1. 2019. [11 pages]

Clare, Eli. "Stolen Bodies, Reclaimed Bodies: Disability and Queerness." *Public Culture*, vol. 13, no. 3, 2001, pp. 359-366

Whitehead, Joshua. "Full Metal Oji-Cree" <https://poetryinvoice.ca/read/poems/full-metal-oji-cree>

### **OPTIONAL**

### **ADVENTURE**