

Mark S. Bonham Center  
for Sexual Diversity  
Studies  
University of Toronto

**COURSE INSTRUCTOR:**  
**Sam Sanchinel**  
(they/ella)

**EMAIL:**  
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**COURSE TIME:**  
**Thursdays, 12 - 2pm**  
**EM108**

**OFFICE HOURS:**  
**Thursdays, 3 - 4pm**  
**UC229**  
**And by appointment**

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# INTRO TO TRANS STUDIES

SDS 381H1 / FALL 2022 / EM 108

## COURSE DESCRIPTION

"... there is not yet a trans studies that has been able to organize itself around the sustenance and survival of trans life"

"We desire a trans studies that yearns toward collaboration and solidarity, orientations that demand practices of care and communal cultivation"

Adair, Awkward-Rich, and Marvin. "Before Trans Studies" 2020

The focus of this course will be on the lived experiences of trans folk. As such, this course aims to tackle the questions surrounding the sustenance and survival of trans life.

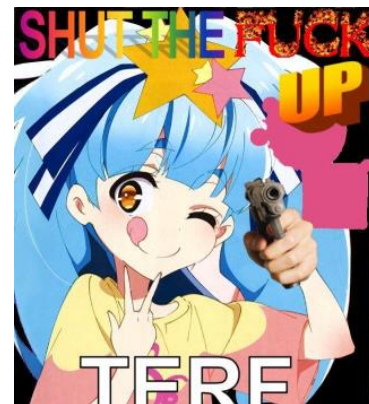
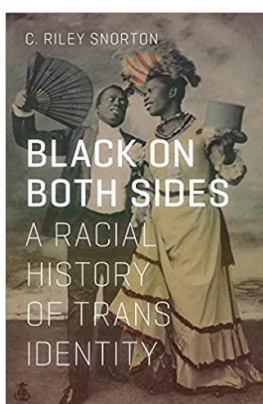
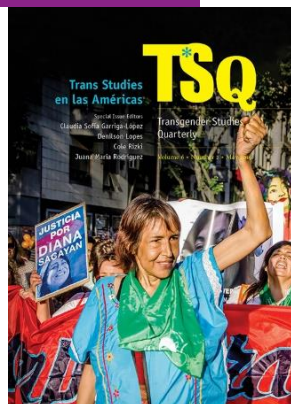
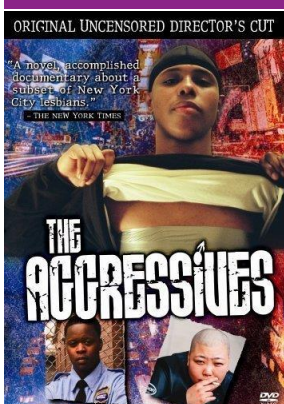
When we examine current and historical trans issues, we do it through a critical lens, asking ourselves "what is the intention of the author? How is "trans" imagined? What does trans embodiment say about the possibilities of life? And what are the politics in the text?"

We will draw from a wide range of disciplines and texts – including autoethnography, philosophy, video essays, bioethics, films, liturgy, gender studies – to study trans embodiment through transnational, decolonial, and intersectional ways and work towards trans futurities of collaboration and solidarity.

## LEARNING GOALS

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

- Develop an understanding of the foundational roots of trans studies, as well as new directions being taken in the field
- Ethically write on a variety of trans issues
- Reconceptualize how "community" is developed and used
- Apply theoretical models in the interpretation of lived experiences
- Explain the intersectional aspects to trans embodiments
- Have an expansive, transnational view of the interdisciplinary nature of trans studies beyond the academy
- Collaborate with each other to develop a community of learners



# LAND ACKNOWLEDGEMENT

We [I] would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for over 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island.

- 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.

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/>



Androgyny by Norval Morrisseau 2017

# COURSE POLICIES

Course Instructor: Sam Sanchinel (they/them)

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

Sam + Ziggy Office Hours: TBD

**Lecture (in-person): Thursdays 12pm-2pm (EST) EM (Emmanuel College) 108**

Hello Everyone! Welcome to the syllabus! My name is Sam Sanchinel and I'm the instructor for Intro to Trans Studies this year. My pronouns are they/them, and please refer to me simply as Sam (no need for "Professor", and especially not "Sir", haha...) I'm super excited to get things rolling, and really look forward to meeting you all!!

**Here's the plan:** the Friday before lecture I will publish a new module on Quercus. In it I will describe the readings for the week, difficulties, questions to think through when reading and walk you through any tasks.

The purpose of our Thursday meetings is two-part. The style I'm aiming for is a mixture of lecture and discussion. I'll have slides ready with content from the readings, but I'm more interested in hearing what all of you have to say. So! The slides should be understood as jumping off points for discussions.

With that, please make sure to have a sense the required readings/viewing before class on Monday. ***I've tried to keep a cap on the readings to 45 pages a week. This is a lot. I do not expect you to have an absolute knowledge of all the material.***

Rather, try your best to understand some of the main points, and try to interact with the readings. 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.

## 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. It's our return to in-person, and in the midst of a pandemic still, awkwardness is one of the least of our concerns.





As in any classroom, I expect participation in class and in discussion forums 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 behavior in class, they are encouraged to speak with me. 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 message me privately in the chat, 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)

## ACCESSABILITY

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.

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 quercus page.

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. T)

### University Statement:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

## EMAIL AND CONSULTATION POLICY

Please include the course code [SDS381] in the subject line of any emails!

I'm 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. In general, **I'll try my best to answer any emails within 48 hours (not including weekends) 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, consider that burnout is real. With managing our respective screen time, 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 TBD. Otherwise you can email me to set up an appointment. I'm more than happy to chat whenever 😊



## GRADING POLICIES EVALUATIONS + ASSIGNMENTS\*

Assignment	Percentage	Due Date
Gender Reflection (Essay or Creative)	10%	Sept 22 - 29
Critical Reflections x 2	15% and 20%	Ongoing (1 from first half, 1 from 2 <sup>nd</sup> )
Research Paper Proposal	10% (optional)	At least 4 days before final paper
Research Paper (5-7 or 7-10 pages)	25%-35%	End of term
Participation (Discussion, Self-Reflection)	20%	Ongoing

For each assignment a larger description will be provided, along with a detailed rubric outlining grade levels.

\* I acknowledge that we're still in the midst of the pandemic. A lot of us are facing different and extenuating circumstances, that include (but is not limited to) caregiving responsibilities, health concerns, and mental health (burning out is a real thing!).

With that said, if you find yourself in a pickle, to say the least, I'm always available to chat. Everything is flexible and my number one goal is your success in this course. (This is not only relation to the assignments, but also participation). Take care of yourself! It's important!

## **Gender Reflection (Essay or Creative)**

Due: September 22 – 29

Weight: 10%

In this assignment I'm asking you to consider your gender identity and expression (or a fictional character's if you prefer) and consider the variety of ways you understand and embody it. Please connect 2 previous concepts from other courses (or wherever else you've learned from) that can help you think through identity. The assignment should fall within 2-3 pages double spaced (~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 an infographic, a recipe, a letter. The options are endless! We can chat further about other creative options in completing this assignment.

## **Critical Reflection x 2 (With Collaborative Option)**

Due: #1 due in the first 7 weeks (up to Oct 20), #2 due by end of course (up to Dec 7)

Weight: 15% and 20%

In 2-4 pages (660-1200 words) critically engage in-depth with an author(s), 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 4-5 pages. 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!)

## **Research Paper Proposal (Optional)**

Due: At least 4 days before final paper

Weight: 10%

This assignment will help you work through your ideas for the final research paper. The first part I'm asking you for is to write out a clear thesis that states what your paper will be about. This should be one to two short sentences.

The second part to this is for you to also write about what your inspiration is for the thesis (which leads into thinking about your paper). This section should be around a half a page (150 words). Try to delve into your motivations for writing the paper. If it's interesting to you, why? Is it something that's important? Is it personal? I'm interested in reading your thoughts, and I find that having an internal motivation really helps in the writing process.

In the third part of this assignment I'm asking you to provide a roadmap for your paper. Include your thesis again, major arguments (no need to go into detail, just state them in a sentence), 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 2-3 pages. An example will be given in class along with a rubric.

NOTE: This assignment could be done collaboratively. You all have the option of teaming up with one other person for the final paper. More on this in class!

## **Research Paper (Individual 6-8 Pages, Collaborative 7-9 Pages)**

Due: December (end of term)

Weight: 25% - 35%

In this assignment you'll build on the previous assignments (reflections, proposal with thesis) to write a 6-8 page research essay.

You can write on any topic as long as it's related to trans studies. Make sure to include at least 3 sources from the class and at least 2 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 proposal). If you choose this collaborative option, the word limit increases a bit. I will provide a longer description in a separate document!

## **PARTICIPATION**

The participation grade is 20% of your total grade. The grading for the participation has a few parts to it.

### **1. Asynchronous discussion posts. (15%)**

This is further broken-down into two categories

#### **i. Pre-Class Readings Questions and Thoughts: Before class starts (for 4 classes) (7.5%)**

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 spend the entire post summarizing. 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!

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.*

ii. **Responses to Peers (for 4 classes) (7.5%)**

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?

**NOTE:** These are based on COMPLETION and CONTENT. As such, I won't be "formally" assigning a grade to them (A, B, C ...). BUT! I will be reading each post carefully. Further, the questions will help me frame the week's classes, and I might reference discussion posts in class! Also, feel free to do more than the required discussion posts. These are meant to help you work through the texts and interact with your peers.

**2. Self Reflection (5%):** End of year self-reflection on participation. Assign yourself a grade from 1-5% based on how much you feel you engaged with the class (discussion posts, emails, office hours, class participation, etc)

## 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.

The due dates are designed to be accommodating to your life circumstances. As such, the deadlines are **weeklong**. If you still need more time after that, please email me. There is no need for doctors' notes or any other reasons. Just email me, tell me you need more time, and all's well.

One thing to consider is that you don't want everything to pile up for the end. This is important for a balancing of kindness for yourselves and myself (grading during late December holiday season is no fun!). Try your best to follow the weeklong deadline, they're there for you to know when it's recommended to submit! Also, submit in time for feedback since the assignments build on each other. 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, not make new ones.

The discussion posts should be posted before the weekly lecture (so that I have time to look over your questions), but only 4 are needed for the participation grade out of 12 weeks. The discussion responses would be great to do within the week as well.

We're still in a pandemic, going into the third year. There are many factors up in the air for many people that can make staying on a schedule very difficult. As such, your mental health is the most important thing here. Again, if you're finding yourself in a tight spot, I'm happy to chat. I can try my best to direct you toward resources to help you out and do my best in my position as course instructor to provide flexibility.



## ACADEMIC INTEGRITY

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.

## OTHER IMPORTANT INFO

### IMPORTANT DATES

Full List: <https://www.artsci.utoronto.ca/current/dates-deadlines/academic-dates#academic-dates-deadlines-accordion-4>

First day of classes	September 8
Last day to enroll in Fall and Year Courses	September 21
No Class: Holiday	October 11 (MONDAY)
Last day to drop courses	November 16
Reading Week	November 8-12
Last Day of Our Class	December 1

## A NOTE ON LANGUAGE

"Trans" has 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. I like to use trans people, trans identities, trans embodiments, trans\*, trans folk. Transness has also been gaining steam, as well as transitude (coined by Florence Ashley). Many older texts on trans 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. "Crazy Trans Woman Syndrome" by Morgan Page is a good reading on this aspect of gatekeeping and activism <https://www.ravishly.com/2015/03/30/crazy-trans-woman-syndrome>.

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 classroom can be a space where you can feel and be safe within a community of peers.

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!)



## COURSE SCHEDULE (READINGS)\*

\*All the readings and videos will be posted on our course site on Quercus. Each week on the Friday before our Thursday meeting I'll be sending out a brief description of the readings, questions to guide your reading, what should be done in the week, and content/trigger warnings for any of the material. As mentioned above, these are a lot of readings. I don't expect you to have a **full** understanding of each text. Just be prepared to discuss your thoughts!

### WEEK 1 Sept 8 – Introduction [14 Pages + 23 mins]

1. 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>
2. Nicolazzo, Z, Pitcher, E., Renn, K., & Woodford, M. "An exploration of trans\* kinship as a strategy for student success". *International Journal of Qualitative Studies in Education*, 30(3). 2017. 305-319. **[13 pages]**
3. Alexandre, Lily. *Millions of Dead Genders: A MOGAI Retrospective*. 2021  
[https://www.youtube.com/watch?v=DoZFZto6Wqg&ab\\_channel=LilyAlexandre](https://www.youtube.com/watch?v=DoZFZto6Wqg&ab_channel=LilyAlexandre)  
**[start 3:30 – 26:00 (of course you can watch more!)]**

### OPTIONAL

4. "Frequently Asked Questions about Transgender People". National Centre for Transgender Equality. <https://transequality.org/issues/resources/frequently-asked-questions-about-transgender-people> [1 page]

### ADVENTURE

5. The 519 Programs. <https://www.the519.org/programs>
6. Supporting Our Youth Programs. <https://soytoronto.com/about/>

## WEEK 2 Sept 15 – Trans Studies? [44 Pages]



*Black, Trans, Femme, Beautiful* by Ebin Lee 2015

1. Adair, Cassius; Awkward-Rich, Cameron; Marvin, Amy. "Before Trans Studies" in *TSQ: Transgender Studies Quarterly* vol 7 iss 2. 2020. [12 pages]
2. Dutta, Aniruddha and Roy, Raina. "Decolonizing Transgender in India" in *TSQ: Transgender Studies Quarterly* 1 (3). 2014. [16 pages]
3. 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]

### OPTIONAL

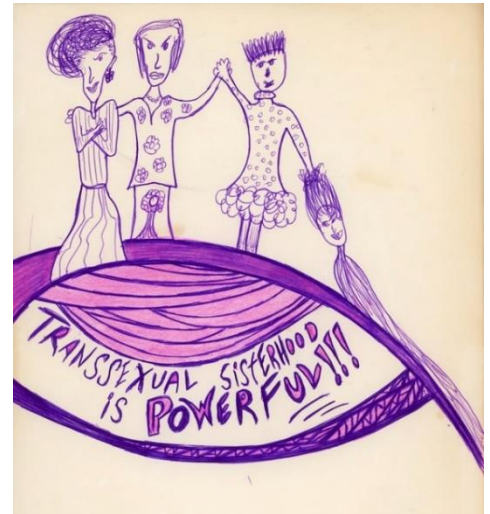
4. Snorton, C. Riley. "Introduction: Transitivity/Transversality" in *Black on Both Sides*. Minnesota University Press. 2017. Pp. 5-11 [7pages]
5. Enke, A. Finn. "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies" in *Transfeminist Perspectives: in and beyond Transgender and Gender Studies*. 2012. Pp. 60-77. [17 Pages]
6. Artist Juliana Huxtable on transcending limitations of gender. *The C-Files*. 2019. [1:23-3:01 and 5:00 – 7:00]  
[https://www.youtube.com/watch?v=fJYEUOwA4fc&ab\\_channel=ALLARTSTV](https://www.youtube.com/watch?v=fJYEUOwA4fc&ab_channel=ALLARTSTV)

### ADVENTURE

7. Trans Day of Resilience, Art. <https://tdor.co/>

## WEEK 3 Sept 22 – Methodology 1 / History [45 Pages]

1. 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]**
2. 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]**
3. Pyle, Kai. "Naming and Claiming: Recovering Ojibwe and Plains Cree Two-Spirit Language" in *TSQ: Transgender Studies Quarterly* 5(4). 574-488. 2018. **[15pages]**
4. Stone, Sandy. "The Empire Strikes Back: A Posttranssexual Manifesto" in *Camera Obscura: Feminism, Culture, and Media Studies* vol 10 iss 2. 1992. pp. 165-168. **[3 pages]**



"Transsexual Sisterhood is Powerful!!!"  
Marie Alexandra from page 2 of gender trash #4. 1995.

### OPTIONAL

5. Aizura, Aren. "Against Trans Epocholism" in *Mobile Subjects: Transnational Images of Gender Reassignment*. Duke University Press. 2018. p. 50-58. **[9 pages]**
6. Keegan, Cael. "Against Queer Theory" in *TSQ: Transgender Studies Quarterly* vol 7 iss 3. 2020. Pp. 349-352.

### ADVENTURE

7. Ross, Mirha-Soleil and Phillippa, Xanthra. *Gendertrash*. 1995.  
<https://digitalexhibitions.archives.ca/files/original/e4da226fe0933937fbf594e97bbcbcb6b.pdf>
8. Viviane Namaste, "How to Become an American Transgender Theorist (A Recipe)", YouTube (1998), <https://www.youtube.com/watch?v=9NX2OkvLzmU> [7mins51secs]

## WEEK 4 Sept 29 – Methodology 2 [44 pages]

1. Rubin, Henry. "Phenomenology as Method in Trans Studies" in *GLQ: A Journal of Lesbian and Gay Studies* vol 4 no 2. 1998. Pp. 268-279 **[12 pages]**
2. Westbrook, Laurel. *Unlivable Lives*. 2020. Pp. 1-9, 14-23. **[20 pages]**
3. Lundy-Harris, Amira. "'Necessary Bonding': On Black Trans Studies, Kinship, and Black Feminist Genealogies" in *TSQ: Transgender Studies Quarterly* vol 9 iss 1. 2022. **[15 pages]**

### OPTIONAL

4. Ruth Pearce, "A Methodology for the Marginalized: Surviving Oppression and Traumatic Fieldwork in the Neoliberal Academy" in *Sociology*. (2020). Pp. 806-821 **[16 pages]**
5. Spillers, Hortense. "Mama's Baby, Papa's Maybe: An American Grammar Book" in *Diacritics* vol 17 no 2. 1987. pp. 65-80. [15 pages]

### ADVENTURE

6. Trans Activism Oral History Project. <https://exhibits.library.uvic.ca/spotlight/trans-activists/feature/trans-activism-oral-history-project>



## WEEK 5 Oct 6 – Transnational and Diaspora [43 Pages] Special Guest : Miriam Panahi

1. Zhang, Qing Fei. "Transgender Representation by the *People's Daily* Since 1949" in *Sexuality and Culture*. 18. 2014. EXCERPT: 183-195 **[13 pages]**
2. Cerezo, Alison; Morales, Alejandro; Quintero, Danielle; Rothman, Stephanie. "Trans Migrations: Exploring Life at the Intersection of Trans Identity and Immigration" in *Psychology of Sexual Orientation and Gender Diversity* vol 1 no 2. 2014. **[11 pages]**
3. Correa, Maria Belen; Estalles, Cecilia; Pericles, Carla; Bordei, Ivana; Muniz, Magali & Figueredo, Carolina. "Trans Memory Archive" in *TSQ: Transgender Studies Quarterly* 6(2). 2019. **[8 pages]**
4. Aizura, Aren. "Analogizing the Immigrant: Crossing and She's not There" in *Mobile Subjects: Transnational Imaginaries of Gender Transition*. 2018. Pp. 80-90 [11 pages]

### OPTIONAL

5. Pitargue, Ali. "How non-binary Filipinos reconcile their identity with their language's lack of LGBT terms". CBC. 2021.

<https://www.cbc.ca/news/canada/british-columbia/filipino-nonbinary-tagalog-language-1.6119416>

6. Lopez, Alan Pelaez. "The X in Latinx is a wound" in *ColorBlok*. 2018.

<https://www.colorbloq.org/article/the-x-in-latinx-is-a-wound-not-a-trend>

7. Wanqing, Zhang. "China's Ongoing Struggle Against 'Sissy' Young Men." *Sixth Tone*. 2021.

[https://www.sixthtone.com/news/1008389/chinas-ongoing-struggle-against-sissy-young-men?fbclid=IwAR1X-1TOYcW52BUoVCqa6c72W92MyD8eRjF6ipAAFqHnMkw\\_QXzw-UKW-jw](https://www.sixthtone.com/news/1008389/chinas-ongoing-struggle-against-sissy-young-men?fbclid=IwAR1X-1TOYcW52BUoVCqa6c72W92MyD8eRjF6ipAAFqHnMkw_QXzw-UKW-jw)



1998. María Belén Correa. Ciudad Autonoma de Buenos Aires, Argentina.

<https://archivotrans.ar/index.php/catalogo/unidad/2194>

### ADVENTURE / CONSIDER WATCHING

8. Correa, María Belen. *El Archivo de la Memoria Trans*.  
<https://archivotrans.ar/index.php/catalogo>
9. Darling. Dir. Saim Sadiq. 2019. <https://www.youtube.com/watch?v=klhc8G2vhu0>  
[16 mins]

## MONDAY - OCTOBER 10 – THANKSGIVING (Holiday)

## WEEK 6 Oct 13 – Pathologization and Responses [43 Pages] Guest Lecture: Florence Ashley!!!

1. a) Hughes, Laine. "Wronging the Right-Body Narrative: On the Universality of Gender Uncertainty" in *Current Critical Debates in the Field of Transsexual Studies*. Ed. Oren Gozlan. Routledge. 2018. **[10 pages]**
2. Davis, Georgiann; Dewey, Jodie M. and Murphy, Erin L. "Giving Sex: Deconstructing Intersex and Trans Medicalization Practices" in *Gender and Society* 30(3). 2016. EXCERPTS: 490-495, 498-508 **[16 pages]**
3. Ashley, Florence. "A Critical Commentary on 'Rapid-Onset Gender Dysphoria'" in *The Sociological Review* 68(4). 2020. EXCERPT: 779 – 790 and 791-793. **[14 pages]**
4. Ashley, Florence. "Gatekeeping Hormone Replacement Therapy for Transgender Patients is Dehumanizing" *J Med Ethics*, 2019: 480-482 **[3 pages]**

### OPTIONAL

5. Spade, Dean. "Mutilating Gender." In *The Transgender Studies Reader*. Eds. Susan Styker & Stephen Whittle. New York: Routledge, 2006: 315- 332. [15 pages]
6. Baril, Alexandre. "transness as debility: rethinking intersections between trans and disabled embodiments" *feminist review* 111. 2015. 59-72 [14 pages]
7. Trans Men Fight Back. 2021.  
<https://web.archive.org/web/20210724122022/https://www.gdalliancecanada.com/post/trans-men-fight-back> & Julia Serano Response -  
<https://twitter.com/JuliaSerano/status/1419802021704601627>
8. Rude, Mey. "Here's Why Some People are Calling Hunter Schafer a Transmedicalist" in *Out*. 2022. <https://www.out.com/celebs/2022/8/24/heres-why-some-people-are-calling-hunter-schafer-transmedicalist>

### ADVENTURE

9. DIY Tran Wiki. [https://diytrans.wiki/Main\\_Page](https://diytrans.wiki/Main_Page)
10. Transfeminine/Transmasculine and More Resources:  
<https://transgenderteensurvivalguide.com/>



## WEEK 7 Oct 20 – Embodiment and Being [44 pages]

1. Thom, Kai Cheng. "How Neoliberalism is Stealing Trans Liberation" in *I Hope we Choose Love: A Trans Girls Notes from the End of the Word*. **[3 pages]**
2. Israeli-Nevo, Atalia. "Taking (my) Time: Temporality in Transition, Queer Delays, and Being (in the) Present" in *Somatechnics* vol 7 no 1. 2017. **[13 pages]**
3. Clare, Eli. "Promise of Cure." *Brilliant Imperfection*. Durham: Duke University Press, 2017: 173-186. **[13 pages]**
4. Qwo-Li Driskill, "Stolen from Our Bodies: First Nations TwoSpirit/Queers and the Journey to a Sovereign Erotic," p. 1-15. **[15pages]**

### OPTIONAL

5. Green, Kai. "Troubling the Waters: Mobilizing a Trans\* Analytic" in *No Tea, No Shade: New Writings in Black Queer Studies*. Duke University Press. 2016. P 65 -67 and 75-80. [9 pages]
6. Sparrow, Maxfield. *Autistic Transgender People in their own Words*. 2020. (select chapters).

### ADVENTURE / CONSIDER WATCHING

7. Austin, Luke. *Flow: A Mini Beau Book*. <https://www.out.com/art-books/2018/6/04/52-breathtaking-portraits-trans-men-truly-inspire#slide-0>
8. *The Aggressives*. 1h15mins. 2015.  
<https://www.kanopy.com/en/utoronto/watch/video/121515>

**WEEK 8 Oct 27 - Sex / Work [41 or 38 pages] Guest Lecture: Reese Carr !!!**

1. 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]**
2. Adair, Cassius and Aizura, Aren. "The Transgender Craze Seducing our [Sons]"; or, All the Trans Guys are Just Dating Each Other in *TSQ: Transgender Studies Quarterly* vol 9 iss 1. 2022. **[17 pages]**

Or

- Hale, C. Jacob. *Leatherdyke Boys and their Daddies: How to Have Sex without Women or Men in Social Text* no 52/53. 1997. [12 pages]
3. Bronstein, Carolyn. "Pornography, Trans Visibility, and the Demise of Tumblr" in *TSQ: Transgender Studies Quarterly* vol 7 iss 2. 2020. Pp 240-254. [14 pages]

### OPTIONAL

4. Tourjee, Diana. "My Hot Trans Girl Summer From Hell" in *Vice*. 2019.  
<https://www.vice.com/en/article/gyzwkm/trans-hot-girl-summer-essay>
5. Aftab, Aqdas. "The Racialization of 'Transamorous Desire' A Decolonial Critique" in *TSQ Now*. 2020. <https://www.tsqnow.online/post/test-post>

### ADVENTURE / CONSIDER READING

6. Fall, Isabell. "I Sexually Identify as an Attack Helicopter" or "Helicopter Story". 2020  
<https://www.guern.net/docs/fiction/2020-01-15-fall-isexuallyidentifyasanattackhelicopter.html> **[~11 pages]**
7. Adams, Skylar. "Sex Work Saved my Life" in *TSQ: Transgender Studies Quarterly* vol 7 iss 2. 2020. [1 page]
8. Bellwether, Mira. *Fucking Trans Women* vol 1. 2010.

**WEEK 9 Nov 3 – Film Representations [10mins + Film + Reading]**

1. A Thousand Cuts B. G-Osborne [10min25sec] <https://vimeo.com/287727233>  
**{TW: very transphobic scenes from TV and Movies}**

**CHOOSE ONE and their Readings**

**A) Shinjuku Boys    B) Changing the Game    C) Tangerine    D) They/Them**

- a)** 1. *Shinjuku Boys* (1995). <https://utoronto.kanopy.com/node/2594325> (film on Kanopy, accessed through UofT) **[53 mins]**

2. Ho, Michelle H. S. "Queer and normal: *danso* (female-to-male crossdressing) lives and politics in contemporary Tokyo" in *Asian Anthropology* 19(2). 2020. **[17pages]**

**OPTIONAL**

3. Mitsuhashi, Junko. "The transgender world in contemporary Japan: the male to female cross-dressers' community in Shinjuku" in *Inter-Asia Cultural Studies* 7(2). 2006. [23 pages]

- b)** 1. *Changing the Game* (2019) [1h31mins] [link to be posted]

2. Greey, Ali. "Locked Out: Examining Binary-Gendered Locker Rooms as a key site for trans athlete welfare" in *Routledge Handbook of Athlete Welfare*. Routledge. 2021.

**OPTIONAL**

Legislative Tracker: Anti-Transgender Legislation

<https://freedomforallamericans.org/legislative-tracker/anti-transgender-legislation/>

- c)** 1. *Tangerine* (2015). **[1h28m]** [link to be posted in modules]

2. LaVelle Ridley, "Imagining Otherly: Performing Possible Black Trans Futures in *Tangerine*" (2019) 6(4) *TSQ* 481-490 **[10 pages]**

**OPTIONAL**

3. Edelman, Elijah Adiv. "Walking While Transgender: Necropolitical Regulations of Trans Feminine Bodies of Colour in the Nation's Capital". 2014. Pp. 172-183.

- d)** 1. *They/Them* (2022)

Stryker, Susan. "My words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage". Pp 244 – 249.

**OPTIONAL**

Sanders, Wren. (2022). "*They/Them* is a Queer Declaration of War".

<https://www.them.us/story/they-them-peacock-horror-movie-review>

**WEEK 10 NOVEMBER 7 – 11**

**NO CLASSES**

**FALL READING WEEK**

**WEEK 11 Nov 17– Necropolitics [38 Pages] Guest Lecture : Kai Cheng Thom !!!!**



1. Deborah A. Miranda, "Extermination of the Joyas: Gendercide in Spanish California," in *GLQ: Journal of Lesbian and Gay Studies* 16: 1-2 (2010) EXCERPT 256-278. **[22 pages]**
2. Kai Cheng Thom, "Where Did She Go? A Trans Girl Ghost Story." *I Hope We Choose Love: A Trans Girl's Notes from The End of The World*. Arsenal Pulp Press, 2019. EXCERPT. **[4 pages]**
3. 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]**

Or

Page, Morgan. One from the Vaults - OFTV12 - Murder on Homewood **[32mins]**

PODCAST <https://soundcloud.com/onefromthevaultspodcast/oftv-12-murder-on-homewood>

### OPTIONAL

4. Mbembe, Achille. "Necropolitics" in *Necropolitics*. Duke University Press. 2019. EXCERPTS 66-67 and 70-73 and 75-78 **[9 pages]**
5. Daisy Hernández, "Becoming a Black Man" from *Colorlines*, p. 39-43. **[5 pages]**
6. Princess Harmony. "How White Trans Women Repelled Me from Trans Day of Remembrance" in *BDGBlog*. 2016. <https://www.bgdblog.org/2016/11/white-women-tdor/>

### LOOK THROUGH

7. Trans Day of Remembrance. <https://tdor.tgeu.org/>

## WEEK 12 Nov 24 – Transing Religion [40 Pages]

1. 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]**
2. Taulapapa McMullin, Dan. "Fa'afafine Notes: On Tagaloa, Jesus, and Nafanua" in *Queer Indigenous Studies*. 2011. **[14pages]**
3. Aisya Aymanee M. Zaharin & Maria Pallotta-Chiarolli (2020) Countering Islamic conservatism on being transgender: Clarifying Tantawi's and Khomeini's fatwas from the progressive Muslim standpoint, *International Journal of Transgender Health*, 21:3, 235-241 **[7 pages]**
4. Pérez, Elizabeth. "'You Were Gonna Leave Them Out?': Locating Black Women in a Transfeminist Anthropology of Religion" in *Feminist Anthropology* 2. 2021. Pp. 94-108 **[14 pages]**

### OPTIONAL

5. Sanchinel, Sam. "Tengo Sueño: a cross-generational Latinx dream of borders, religion, and trans identity" in *Theology and Sexuality*. 2021. Pp. 1-12 **[12 pages]**



6. Kelly, Siobhan M. "Multiplicity and Contradiction: A Literature Review of Trans\* Studies in Religion" in *Journal of Feminist Studies in Religion* 34(1). 2018. EXCERPT: 13 – 16 [4 pages]

### ADVENTURE

7. Dowd, Chris; Beardsley, Christina; Tanis, Justin. *Transfaith: A Transgender Pastoral Resource*. Dartmon, Longmann, and Todd Ltd. 2018, Liturgies.
8. Safavifar F, Eftekhar M, Alavi K, Negarandeh R, Jalali AH, Eftekhar M. Religious experiences of Iranian transgenders: A qualitative study. *Med J Islam Repub Iran*. 2016 (8 June). Vol 3030:385.

## WEEK 13 Dec 1 – LAST CLASS – Trans Futures [~ Pages]

1. Clare, Eli. (2003). Gawking, gaping, staring. *GLQ: A Journal of Lesbian and Gay Studies*, 9(1-2), 257-261. **[5 pages]**
2. Malatino, Hil. Future Fatigue Trans Intimacies and Trans Presents (or How to Survive the Interregnum). 2019. Pp. 635 – 657. **[23 pages]**

### OPTIONAL

3. Buchanan, Blu. "The Regular and Necessary Practice of Black Trans Necromancy" in *The Activist History Review*. 2019. <https://activisthistory.com/2019/05/17/the-regular-and-necessary-practice-of-black-trans-necromancy/#comments>
4. SomecallmeMichelle. The (not so!) Ultimate Guide to Transgender Fanfics. r/FanFiction. 2017. [https://www.reddit.com/r/FanFiction/comments/763kad/the\\_not\\_so\\_ultimate\\_guide\\_to\\_transgender\\_fanfics/](https://www.reddit.com/r/FanFiction/comments/763kad/the_not_so_ultimate_guide_to_transgender_fanfics/)

### ADVENTURE

5. The 519. *Cooking with Trans POC*. <https://www.the519.org/programs/tpoc>