

Carleton University
Fall 2018
Pauline Jewett Institute of Women's and Gender Studies

WGST 3812A: Intro to Trans Theory

Time / Place:	Friday 2:35pm – 5:25pm, Canal Building 2202
Instructor:	Nael Bhanji
E-mail:	nael.bhanji@carleton.ca
Office:	DT 1406
Office Hours:	Friday 1pm – 2pm or by appointment.
Course tumblr:	WGST3812A

Description:

Trans politics seem to be everywhere, but what does this media attention mean for lived gender self-determination and liberation?

Rather than provide a “flattened” overview of ‘trans’ theory, this course emphasizes the importance of understanding the ways by which trans and gender-variant bodies intersect with questions of nationalism, colonialism, citizenship, criminalization race, labour, and capital.

With this in mind, the goals of this course are: to critically engage with the field of trans studies as contested, shaped, and circulated within institutional, historical, political, and economic contexts; to explore how trans communities engage in strategies of resistance in the face of trans erasure; to understand how trans politics relates to feminist, queer, and anti-racist politics.

Required Course Materials: Weekly readings are available through Ares. In addition, you are required to purchase and read either of the following:

1. Mock, Janet. 2014. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books.
2. Clare, Eli. 1999. *Exile and Pride: Disability, Queerness and Liberation*. Cambridge, MA: South End Press.

Course Evaluation:

Participation (15%): Based on participation and in-class reflections.

Facilitation (10%): Ongoing

Online Discussion (20%): 2 x online reflections to be shared on our Course Tumblr account. Due the night BEFORE your chosen week's readings at any point up to, and including, Nov 30 2018

Book Report (20%): 4-5 pages, due in class October 19 2018

Abstract (5%): 1 page, due in class November 23 2018

Final Assignment (30%): 7-8 pages, due online at 11.55pm on December 7 2018

Late papers will be penalized according to my late policy outlined below. All papers should be written in 12-point Times New Roman font, with 1-inch margins. You are welcome to use MLA, Chicago, or APA as long as your citational style remains consistent throughout your paper.

Participation (15%): Ongoing

One of the most important indicators of a thoughtful academic life is the capacity to ask interesting and relevant questions. The kinds of questions I am interested in are those that open the conversation to potential confusions, uncertainties, conflicts, and possibilities that stem from the course's content.

To that end, your participation mark is based on your understanding and analysis of the assigned readings for each week (not on anecdotal comments). You will be evaluated on your preparation and level of engagement with the material. For high marks, your contribution must demonstrate analytical thought and engagement with the readings and lectures. Participation is based both on comments you contribute and questions you pose to the class. Remember, it is the quality—not the quantity—of your contributions that will enrich our discussions.

Facilitation (10%): Throughout the semester (sign up in week 1).

Each week, a small group of 2 or 3 students will be responsible for facilitating our class discussion for 30 minutes. A facilitation is *not* a presentation, but is instead an invitation to open up the space for critical reflection and thoughtful conversation. You should prepare a minimum of two questions about the week's readings to share with the class. In order to receive full marks, you must send these questions to me (via email) at least a day before your facilitation, so manage your preparation time accordingly.

Online discussion (2 X 10%= 20%): Due the night before your chosen week until Nov 30 2018

You are responsible for providing TWO short responses of two to three paragraphs each on our Tumblr account (WGST3812A) this semester. Your responses should take the form of a critical engagement with the assigned readings for the week. For instance, what sorts of questions did the readings raise? Do the assigned readings relate to previous concepts that we've discussed in class?

You may incorporate your own observations/experiences of relevant media links or activist interventions.

IMPORTANT: Make sure you sign off each Tumblr post using your full name. You cannot submit a reflection on your facilitation topic.

Book Report (20%): October 19 2018

Details for this 4-5 page assignment will be provided in class.

Abstract for Final Essay (5%): Due Nov 23 2018

Your major assignment this semester will be to design and write your own original research paper. You will propose your topic and the approach you intend to take through an abstract (one page maximum, double spaced, including your bib). Your

abstract should also include a list of bibliographic citations for 1-2 tentative sources from outside the course readings. This is an opportunity for us to check in with each other about the development of your ideas. More information about your final essay will be provided after Reading Week.

Final Essay (30%): Due December 7 2018

This final assignment is a space for you to develop your own research interests by drawing upon course materials and themes and connecting them to outside scholarship. Papers should be 7-8 pages double-spaced and include a critical analysis of at least 3 readings discussed in the course and at least 1 external academic source. More information about your final essay will be provided after Reading Week.

Readings:

Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through lectures and discussions, you must be prepared to read all required texts. All readings will be available on cuLearn, via Ares.

You should come to class prepared to discuss the course readings and conduct yourself in a respectful and open manner. There may be issues discussed in this class that challenge your personal views and I hope that you use this class to explore your ideas and opinions.

Late Assignments:

All assignments **MUST** be submitted by the deadlines noted on this syllabus. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this.

All assignments without documentation will be docked 10% per day that they are late (including weekends) until they are handed in or are worth 0%.

Grades:

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course, ABS = Student absent from final exam, DEF = Deferred (See above), FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Lecture Schedule

Sept 7 | Introduction to the course

Sept 14 | NO LECTURE

****Brief reflection: 1 page, double-spaced****

PROMPT: Why trans studies? What is it? What does it do?

Aizura, Aren, and Stryker, Susan. "Introduction: Transgender Studies 2.0" In *The Transgender Studies Reader 2*. London: Routledge, 2013: 1-12.

Williams, Cristan. "Transgender." *TSQ: Transgender Studies Quarterly* 1.1-2 (2014): 232-234.

Sept 21 | Key Concepts 1: Situating the Field

Stryker, Susan. "(De) Subjugated Knowledges: An Introduction to Transgender Studies." In Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*. London: Routledge, 2006: 1-18.

Fausto-Sterling, Anne. "Duelling Dualisms." In *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books, 2000: 1-29.

Aultman, B. "Cisgender." *TSQ: Transgender Studies Quarterly* 1.1-2 (2014): 61-62.

Sept 28 | Key Concepts 2: Situating Trans

Valentine, D. (2007). "Imagining Transgender." In *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press, 2007: 29-65.

Stryker, Susan, Paisley Currah, and Lisa Jean Moore. "Introduction: Trans-, Trans, or Transgender?" *WSQ: Women's Studies Quarterly* 36.3 (2008): 11-22.

Tompkins, Avery. "Asterisk." *TSQ: Transgender Studies Quarterly* 1.1-2 (2014): 26-27.

Oct 5 | (Whose?) Trans History

Stryker, Susan. "Chapter 2: A Hundred-Plus Years of Transgender History." In *Transgender History: The Roots of Today's Revolution*. Seal Press, 2017: 31-58.

Driskill, Qwo-Li. 2004. "Stolen From Our Bodies: First Nations Two-Spirits/Queers and the Journey to a Sovereign Erotic." *Studies in American Indian Literatures* 16(2), pp. 50-64.

Vidal-Ortiz, Salvador. "Whiteness." *TSQ: Transgender Studies Quarterly* 1.1-2 (2014): 264-266.

In-class film: "Screaming Queens" (2005)

Oct 12 | Resisting Medicalization/Pathologization

Spade, Dean. "Mutilating Gender." In Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*. London: Routledge, 2006: 315-333.

Clare, Eli. "Body Shame, Body Pride: Lessons from the Disability Rights Movement." In Susan Stryker and Aren Aizura (Eds.), *The Transgender Studies Reader 2*. London: Routledge, 2013: 261-266.

Oct 19 | Trans Feminist Debates

****Book Report Due****

Koyama, Emi. "The transfeminist manifesto." *Catching a wave: Reclaiming feminism for the 21st century* (2003): 244-259.

Riddell, Carol. "Divided sisterhood: A critical review of Janice Raymond's *The Transsexual Empire*." In Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*. London: Routledge, 2006: 144-158.

Ahmed, Sara. "An Affinity of Hammers." *TSQ: Transgender Studies Quarterly* 3.1-2 (2016): 22-34.

Oct 22 - Oct 26 | Fall break! No class.

Nov 2 | Performativity

Butler, Judith. "Critically Queer." *GLQ: A Journal of Lesbian and Gay Studies* 1.1 (1993): 17-32.

hooks, bell, (1992) "Is Paris Burning?" In *Black Looks: Race and Representation*. Boston, MA: South End Press.

Recommended further reading: Walcott, Rinaldo. "Still Here: Gender, Ballroom, and HIV/AIDS." *TSQ: Transgender Studies Quarterly* 3.1-2 (2016): 321-326.

In-class film: Paris is Burning (1990)

Nov 9 | Decolonizing Transgender

Namaste, Viviane. "Gendered Nationalisms and Nationalized Genders: The Use of Metaphor in Mass Culture and US Transsexual Activism." In *Invisible Lives: The Erasure of Transsexual and Transgendered People*. University of Chicago Press, 2000: 93-131.

Bhanji, Nael. "Trans/scriptions: Homing Desires, (Trans)Sexual Citizenship and Racialized Bodies," in Susan Stryker and Aren Z. Aizura (eds), *The Transgender Studies Reader 2*. London: Routledge, 2013: 512-526.

Recommended further reading: Roen, K. "Transgender Theory and Embodiment: The Risk of Racial Marginalisation." *Journal of Gender Studies*, 10(3), 2002: 253-63.

Nov 16 | Necropolitics

Haritaworn, Jin, and Snorton, C. Riley. (2013). "Transsexual Necropolitics." In Susan Stryker and Aren Aizura (Eds.), *The Transgender Studies Reader 2*. London: Routledge, 2013: 66-76.

Lamble, S. (2008). "Retelling Racialized Violence, Remaking White Innocence: The Politics of Interlocking Oppressions in Transgender Day of Remembrance." *Sexuality Research & Social Policy* 5(1): 24-42.

Recommended further reading: Krell, Elías Cosenza. "Is Transmisogyny Killing Trans Women of Color? Black Trans Feminisms and the Exigencies of White Femininity." *TSQ: Transgender Studies Quarterly* 4.2 (2017): 226-242.

Nov 23 | Neoliberalism, Administrative Law, Trans Political Economies

****Abstract Due****

Spade, Dean. "Keynote Address: Trans Law & (and) Politics on a Neoliberal Landscape." *Temp. Pol. & Civ. Rts. L. Rev.* 18 (2008): 353-374.

Toby Beauchamp, "Artful Concealment and Strategic Visibility: Transgender Bodies and US State Surveillance after 9/11." *Surveillance and Society* 6.4 (2009): 47.

In-class screening: *FREE Cece* (2016)

Nov 30 | Capital and (Trans) Political Labour

David, Emmanuel. "Capital T Trans Visibility, Corporate Capitalism, and Commodity Culture." *TSQ: Transgender Studies Quarterly* 4.1 (2017): 28-44.

Aizura, Aren Z. "Affective Vulnerability and Transgender Exceptionalism." In Yolanda Martinez-San Miguel and Sarah Tobias (Eds), *Trans Studies: The Challenge to Hetero/Homo Normativities*. London: Rutgers, 2016: 122-140.

Irving, Dan. "Capital." *TSQ: Transgender Studies Quarterly* 1.1-2 (2014): 50-52.

In-class movie: Paper Dolls (2006)

Dec 7 | NO CLASS (Monday schedule)

****Final Paper Due****

Other Matters

EMAIL: Please note that it is official Carleton policy that ALL email correspondence between instructors, TAs, and students must take place between Carleton email accounts.

This means that I will not respond to emails sent from hotmail, gmail, yahoo, or other accounts. You should expect a response to your emails within 24 hours.

IMPORTANT: I do not respond to emails the night before your final essay is due.

PLAGIARISM: Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of their work.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Consult the Writing Tutorial Service (215PA) and the Student Academic Success Centre (SASC, 302 Tory) for more information on available services.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

IN OTHER WORDS:

Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as his or her own. Examples include:

1. Buying a paper from a research service or term paper mill.
2. Turning in a paper from a "free term paper" website.
3. Turning in a paper someone else has written for you.
4. Copying materials from a source without proper citation.
5. Using proper citation but leaving out quotation marks.
6. Paraphrasing materials from a source without appropriate citation.
7. Turning in a paper you wrote for another course.

When citing sources, it is best to present ideas using your own original words. If you fully understand a source, you will be able to completely describe its themes and ideas in your own words and from your own perspective. However, if you copy a passage that someone else wrote and only change a few words around, you have committed plagiarism.

When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is best to explain the information completely in your own words while providing proper citation.

REQUESTS FOR ACADEMIC ACCOMMODATIONS:

For Students with Disabilities: Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*.

If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your letter of accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

For Religious Observance: Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

STUDENT SUPPORT SERVICES

There are several services for students on campus to take advantage of:

- 1) For health and counseling issues you can visit **Health and Counseling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health
- 2) **Student Academic Success Centre (SASC)**; 302 Tory; 613-520-7850; www.carleton.ca/sasc assists students with academic planning, understanding academic rules and regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.
- 3) **Academic Writing Centre and Writing Tutorial Service** (4th Floor, Library, 613-520-6632; www.carleton.ca/wts can help you learn to write better papers. Tutors are graduate students from a range of departments who have been trained to assist you at any stage in the writing process. To make an appointment, call 613-520-6632, or drop by their office between the hours of 9:00am and 4:30pm, Monday-Friday.
- 4) **The Learning Commons** (4th Floor, Library, 613-520-2600, ext. 1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT

and learning support services under one roof to enhance the student experience.