This lecture and discussion course introduces students to the new interdisciplinary field of transgender studies. Using transgender history, politics, and identity as a lens, the course explores how sexuality and gender have been configured throughout American history. "Transgender" will be defined broadly, encompassing a range of cross-dressing, gender-bending, and transsexual experiences and identities. We will consider transgender issues as the products of specific historical, political, and cultural circumstances (including our current cultural fascination with transgender celebrities), and we will explore the various meanings of "gender" embedded in constructions (both scientific and personal) of transgender.

We will also examine the links between transgender and intersex surgeries, identities, and politics. Twentieth-century medical advances made sex-change (gender reassignment) surgeries an option for many trans people; we will look at the development of the medical field and the concomitant redefinition and inscription of "the transsexual." Finally, we will explore violence against trans people and the relationship between lesbian, gay, bisexual, intersex, and transgender identity politics.

**RULES AND REGULATIONS**

You are expected to come to class on time and stay until the end. If you are going to be late or you need to leave early, please send me an email to let me know. Please respect your classmates; this means you should be actively listening to the lectures and discussions, as opposed to reading the paper, or writing notes to your friends. Unless we are looking at one of the readings online, computers, tablets, and cell phones will not be allowed in class. If you have a documented disability, please see me about accommodations.

**Attendance:** Because this will be a discussion-oriented class, you have to be here to benefit. I cannot recreate the class discussion for you if you have to miss class. Absences (as well as arriving late or leaving early) will negatively affect your final grade.
I expect students to attend every class, complete the assigned reading, participate fully in class discussions, and hand each assignment in on time. In addition, I expect every one of you to respect other students in all of our discussions. Some of you may have some anxieties about the specific course content; others may have concerns about transphobia. I have these same concerns. My goal is to create a hospitable space for you to cultivate your growing understandings of gender issues without fear and to receive respect from me and from the rest of the class.

**Plagiarism:** All work completed for this class must be your own. If you cheat (hand in your friend's work or copy directly from the internet or a book, etc.) you will (at the very least) fail the class and your name will be registered with the University. For guidelines and the Macaulay Honors pledge, see: [http://macaulay.cuny.edu/community/handbook/policies/honors-integrity/](http://macaulay.cuny.edu/community/handbook/policies/honors-integrity/)

**Students with Disabilities**
I will make every effort to accommodate students with disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible.

**Books:**
Susan Stryker, *Transgender History* (Berkeley: Seal Press, 2008)

**Course Requirements and Expectations**
Weekly Journals (50%)
Final Project (25%)
Class Participation (25%)

Weekly Journals should be uploaded to the “journals” section on Wednesdays by noon. Of course you can upload them earlier if you’re ready. They will not public entries.

There are 13 weeks of journal submissions. If you do a beautiful job, incorporate all the reading, and thoroughly contemplate and address the study questions, you will get full credit. If you complete all the journal entries and receive full credit, you will get an A on this part of the course. If you only submit and get credit for 12 you will receive an A- for this part of the course; 11, a B+; 10, a B; 9, a B-; 8 a C+, 7 a C and less than that a D or lower. If you submit fewer than 5, you will not pass the class at all.

The quality of the submission counts too! In other words, this is your opportunity to grapple with the readings, to question, to connect one week to the next, and to raise issues that you’d like to see discussed in class. The journals aren’t formally graded, but I still want complete sentences, though you don’t have to worry about making an argument, having smooth transitions, and the like. If you only write about one of the readings or you write about your opinions with no reference to the readings at all, you won't get credit that week (though I may award partial credit.) I don’t have a page limit, but I expect you’ll submit roughly 500-750 words. More is fine.
**Final Paper/Project:** I will have a separate handout for this assignment, due during finals week. Each student will present their project during the last few weeks of the semester.

**Pronouns and Names:** Please let the class know what name you’d like to go by in this class and your preferred pronouns, if it matters to you.

**Additional Movie Nights:** I’d like us to watch the entire Amazon Prime series, “Transparent,” together, and so I’m hoping we can agree on three nights to watch all ten episodes.

**Week 1, Wed., Sept 2: Introduction: Gender, Sex, and Definitions**
In class we will look through these websites:
2. [http://www.wikihow.com/Respect-a-Transgender-Person](http://www.wikihow.com/Respect-a-Transgender-Person)
In class film: “No Dumb Questions”
“My Generation” youtube films:
[https://www.youtube.com/watch?v=byz4U51tJX8&index=35&list=PLbeZBtR_FvDH-IXWdp5I06-srPj6hG2u9](https://www.youtube.com/watch?v=byz4U51tJX8&index=35&list=PLbeZBtR_FvDH-IXWdp5I06-srPj6hG2u9)

**Week 2, Wed., Sept. 9: What Does it Mean to be Trans?**
In class film: “Three to Infinity: Beyond Two Genders”
2. Riki Anne Wilchins, *The Transgender Reader*, in *The Transgender Reader* 547-551 (online)
3. Dean Spade, *Normal Life*: 19-42
4. “Gender Identity Conversation Comes Out of the Closet”

**Week 3, Wed., Sept. 16: Crossdressing, Intersex, and Trans Possibilities in Early America**
In class film: “Two Spirit People”
1. Elizabeth Reis, “Hermaphrodites and Same-Sex Sex in Early America” (online)
2. read Sabine Lang introduction to *Men as Women, Women as Men: Changing Gender in Native American Cultures*. Click “excerpts” and browse the book with Google preview, pp. 3-16 [http://www.utexas.edu/utpress/excerpts/exlanmen.html#ex1](http://www.utexas.edu/utpress/excerpts/exlanmen.html#ex1)

**Week 4: class cancelled for Yom Kippur, Sept. 23**

**Week 5, Wed., Sept. 30: 20th Century Changes**
In class film: “Screaming Queens”
Susan Stryker. *Transgender History*, 31-120
Krafft-Ebing excerpts (online)
Peter Boag, *Re-Dressing America’s Frontier Past* excerpt (online)
Week 6, Wed., October 7: Trans Identities and Gatekeeping
In class film: “She’s a Boy I Knew”
Susan Stryker, “Transgender Rage Against the Psychiatric Establishment”:  
http://www.spunk.org/texts/pubs/cf/sp000562.txt
Julia Serano, Whipping Girl, 65-160
Dean Spade, “Mutilating Gender,” http://makezine.enoughenough.org/mutilate.html
WATCH: start here and watch some youtube videos on transitioning:  
http://www.youtube.com/watch?v=pLvpFh4vQE&feature=related
Tobias Raun, “Screen-Births: Exploring the Transformative Potential in Trans Video Blogs on YouTube,”  
Graduate Journal of Social Science 7:2 (December 2010), 113-130. (Online)

In class film: “Diagnosing Difference”
Read through this website about GID Reform and the DSM: http://www.gidreform.org/
Daphne Scholinski, The Last Time I Wore a Dress
S. Bear Bergman, The Nearest Exit May Be Behind You, pp. 105-127

Week 8, Wed., October 21: Medical Ethics, Surgery, and Pregnancy
In class: Film clip of MTF surgical procedures
Carl Elliot, “A New Way to be Mad,” Atlantic Monthly 12 (December 2000) (Online)
Susan Stryker, "My Words to Victor Frankenstein, Above the Village of Chamounix: Performing Transgender Rage,"  
The Transgender Studies Reader, 244-256 (online)
Arthur Robinson Williams, “Transgender Considerations: A Clinical Primer for the Generalist Working with Trans and LGB Patients,” [Online]
S. Bear Bergman, The Nearest Exit May Be Behind You, pp. 128-205
S. Bear Bergman, Blood, Marriage, Wine, and Glitter, pp. 13-20 (online)
Read about Thomas Beatie:  
http://definenormal.com/PregnantMan/Legal_Update.html

Week 9, Wed., October 28: Trans Identities, Feminism, and Women’s Colleges
In class film: “Boy I Am”
Janice Raymond, “Sappho by Surgery,” in The Transgender Studies Reader, 131-143 (Online)
Read these websites about the Michigan Womyn’s Music Festival Controversy:  
http://en.wikipedia.org/wiki/Camp_Trans
http://eminism.org/michigan/faq-intro.html
articles from forthcoming Transgender Studies Quarterly about feminism and trans issues  
S. Bear Bergman, The Nearest Exit May Be Behind You, pp. 11-104
Emi Koyama, “Whose Feminism is it Anyway? The Unspoken Racism of the Trans Inclusion Movement,”  
The Transgender Studies Reader, 698-705 (online)
Ken Schneck, “Seriously Smith College?”  
Smith’s new policy and Mt. Holyoke’s policy
**Week 10, Wed., November 4: Trans Kids and their Parents**
In class film excerpt: *I'm Just Anneke*
Read through this website: [http://www.transkidspurplerainbow.org/mission/](http://www.transkidspurplerainbow.org/mission/)
Alice Dreger, “Gender Identity Disorder in Childhood: Inconclusive Advise to Parents,”
David Rosenberg, “*A Boys’ Camp to Redefine Gender*”
**Listen:** an NPR Program: Alix Spiegals, “Two Families Grapple with Sons’ Gender Identity”
(this is a 2 part program)

**Week 11, Wed., November 11: Intersex and Transgender Connections**
In class film “Intersexions” or “Mani’s Story”
Thea Hillman,
Katrina Karkazis, *Fixing Sex: Intersex, Medical Authority, and Lived Experience*, 1-132
Read through web site: Intersex Society of America [http://www.isna.org/FAQ.html](http://www.isna.org/FAQ.html)

**Week 12, Wed., November 18: Intersex Surgeries, Contemporary Controversies**
Katrina Karkazis, *Fixing Sex*, 133-290
Elizabeth Reis, “Divergence or Disorders? The Politics of Naming Intersex,” *Perspectives in Biology and Medicine* (Autumn 2007), 535-543 (online)
Personal Stories from *Narrative Inquiry in Bioethics*, Fall 2015 (online)

**Week 13: No class, Happy Thanksgiving!**

**Week 14, Wed., December 2: Transgender Politics**
In class film: “Cruel and Unusual”
“*What Makes a Man (or Woman) in a Marriage License?*” *NYT* (May 26, 2011)
Paisley Currah and Lisa Jean Moore, “‘We Won’t Know Who You Are’: Contesting Sex Designations in New York City Birth Certificates,” *Hypatia* 24:3 (Summer 2009), 113-135
Susan Stryker, *Transgender History*, 121-153
What has to be done to make transition legal?: [http://www.tsroadmap.com/reality/legalindex.html](http://www.tsroadmap.com/reality/legalindex.html)
Student presentations

**Week 15, Wed., December 9: The “Transgender Tipping Point”**
*Interview with Laverne Cox*
*Interview with Jill Soloway* and virtual roundtable on “Transparent”
Katy Steinmetz, “The Transgender Tipping Point,” *Time Magazine* (May 29, 2014) [online]  
Student presentations