QS/WGSS 364  
Trans/Gender Politics  
Credits: 3  
JM Floyd  
floydjo@onid.orst.edu  
Prerequisites: Sophomore Standing

COURSE INFORMATION  
Course Description: Addresses Transgender politics—including transsexual, genderqueer, and gender non-conforming issues—through feminist and intersectional approaches by analyzing transgender theories, arts, and activism. Baccalaureate Core Category: Difference, Power, and Discrimination.

LEARNING OUTCOMES AND COURSE OBJECTIVES

WHAT WE’LL DO  
We will read, talk, write, imagine, and create. This course is designed to challenge you on a number of levels. I do not expect you to agree with or feel comfortable with every aspect of this course. I do, however, expect you to engage critically with these texts, your own writing, and the wider cultures in which you live. It is my expectation that all of us (including myself) will be challenged in new ways. Interactive theatre will be a common learning technique in the classroom.

Difference, Power, and Discrimination (DPD)

QS/WGSS 364 fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

This course participates in the Baccalaureate Core category for Difference, Power and Discrimination. Learning outcomes for this category are:

1. Explain how difference is socially constructed.  
2. Using historical and contemporary examples, describe how perceived differences,
combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.

3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Queer Studies/Women, Gender & Sexuality Studies
Additionally, the learning outcomes for this course through WGSS include, but are not limited to, the following interrelated skills:

- Develop and utilize a vocabulary around trans/gender communities and issues.
- Analyze how gender is used as a system of power and control.
- Examine how trans and gender-nonconforming movements disrupt gender regimes.
- Demonstrate a framework to understand the entwined relationship between gender and other forms of oppression.
- Demonstrate historical perspective on trans movements and politics.
- Demonstrate how to bring theory into practice from one's own social locations.

REQUIRED TEXTS

Aoki, Ryka. *Seasonal Velocities.*
Enke, Anne. Ed. *Transfeminist Perspectives in and beyond Transgender and Gender Studies.*
Stryker, Susan. *Transgender History.*

Textbook: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/Academics/). Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the QS or WGSS 364 course information in the Ecampus schedule of classes for course textbook information and ordering.

FILMS

STILL BLACK: A Portrait of Black Transmen
Screaming Queens: The Riot at Compton’s Cafeteria

ASSIGNMENTS & PROJECTS
CRITICAL RESPONSES
Every week you will have a critical response due to synthesize your assigned readings. These are not reflections—they are meant to demonstrate your engagement with the subject matter, your own experiences with it, draw connections between the readings and class activities, and relate it to your own lives both inside and outside the university: 1 pg. single-spaced. (10 points each, 90 points total).

**PARTICIPATION/DISCUSSION BOARD**
Part of being in a learning community is participation in class. It is extremely important that you participate in the discussion board. That means you should have completed any assigned homework and be ready to make contributions. (300 points).

**PROJECTS**
You will have three major projects during the quarter to help you develop your skills in writing and critical thinking. A week before each project is due, a full draft (not just an outline or couple of paragraphs) of the project is due in class, which will be peer reviewed. When you turn in your portfolio you must include your rough draft and peer review sheets. In addition, your projects must be accompanied by a brief reflection on the learning that you developed through the project. Each portfolio, then, must contain: your rough draft(s), your peer review sheets, your final drafts, and your reflections. You will not receive credit unless the portfolios are complete.

**Portfolio #1: Engendering Stories**
All of us are gendered in different ways, and few people—if any—are fully able to conform to rigid gender expectations. The purpose of this project is to develop and demonstrate critical thinking about privilege, power, oppression, and intersectionality through telling your gender story. You can use any medium you would like (writing, speech, performance, video, etc) to tell your story. 3-5 pp. written, (or about 6-10 minutes spoken). A reflection on your learning on issues around gender, power, and discrimination through this project is due with the portfolio. (100 points).

**Portfolio #2: Gender and the Public Sphere**
This project asks you to think critically about gender through producing a piece for a public audience through an online forum. You will be asked to pay specific attention to the intersections of gender with other forms of power and control and think critically about the ethics and responsibility involved in writing in the public sphere. You can produce either a blog post or a video for YouTube. This piece can be on any topic you would like as long as it relates to trans issues. A reflection on your learning, with a particular focus on what you learned about producing work for a public audience in order to intervene in systems of discrimination, is due with the portfolio. (100 points).

**Final: Trans-Genre Project**
This project asks you to bring theory into practice through identifying a specific issue on campus around trans/gender politics. You must choose a specific purpose for this project, identify the audience, and make rhetorical choices based on the context of your project. (For example, you may want to educate non-trans people about trans issues, you might want to advocate for gender-neutral restrooms in specific spaces, or you might want to bring awareness to campus about a national issue facing trans people). One genre must be a
speech that you compose and deliver. The project must include two other genres of your choice that works toward the same purpose, audience, and context. Length will vary. A reflection on your learning—with a particular focus on what you learned about how to bring theories into practice and action—must accompany your portfolio. (3-5 pages, double spaced) (300 Points).

OUTSIDE EVENTS
Throughout the quarter there will be numerous opportunities to attend events outside of the classroom. You will need to attend at least two campus events of your choice and write a short (2 pages, single spaced) critical reflection of these events, situating them within the contexts of this course. (30 points each).

Classroom Conduct and Citizenship

(Dis)ability Access
As an instructor, I am fully committed to ensuring that this space is accessible to people with (dis)abilities.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Community and Professional Responsibility

GROUNDRULES AND EXPECTATIONS
As a student, you are a part of a professional community. You have a responsibility to yourself in your own education. You also have a responsibility to your community. Therefore, you should be aware of how your actions impact those around you. The following are ground rules and expectations for the class:

☐ Mutual Respect: Perhaps the most important aspect of your community and professional responsibility is respect. Treat each other and me with respect and all times. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous way. Also, please do not speak while others are speaking and do not engage in side-conversations.

☐ Challenge: Challenge is a central expectation of this class, and means a number of things. Be open to thinking about writing, language, and society in new ways. Challenge yourself to both "move up" or "move back." This means, notice how much verbal space you take up in class. If you are the kind of person who takes up a lot of verbal space, challenge yourself to "move back" to leave room for others. If you are the kind of person who doesn't speak much in class, challenge yourself to "move up." This space should be one in which we all have the opportunity to participate.

☐ Confidentiality: This is a class that focuses on stories. Personal stories and information are sometimes shared in the classroom or in projects shared with co-learners. Those stories, told or written, remain the property of their teller. Do not bring those stories or personal information, no matter how insignificant they may appear to you, outside
Capacity: Students are expected to be in the classroom space without asking permission from the teller.

Safety: As much as possible, this classroom should be safe for all participants. Therefore, hateful behavior or language, for any reason, will not be allowed.

Evaluation of Student Performance: Grading and Grades
The grading system consists of twelve basic grades, A, A–, B+, B, B–, C+, C, C–, D+, D, D–, and F. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior; F, failure. Incompletes will only be given under unusual circumstances.

<table>
<thead>
<tr>
<th>Project #1:</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Project #2:</td>
<td>100 points</td>
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<tr>
<td>Critical Responses:</td>
<td>90 points</td>
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<tr>
<td>(10 points each)</td>
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<td>Outside Events:</td>
<td>60 points</td>
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<td>(30 points each)</td>
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<td>Final Project:</td>
<td>300 points</td>
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<td>Final Reflection:</td>
<td>50 points</td>
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<tr>
<td>Participation Points:</td>
<td>300 points</td>
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</tbody>
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Total possible points=1000

A  93–100 %
A- 90-92%
B+ 87–89 %
B  83-86%
B- 80%-82%
C+ 77-79 %
C  73%-76%
C- 70%-72%
D+ 67–69 %
D  60-66%
F  0-59%

PLAGIARISM
Plagiarism covers a wide range of activities, some of which you may know about and others that may surprise you. The most obvious forms of plagiarism include buying papers/projects online or other places, cutting and pasting from the Internet, and using another writer’s ideas or words without giving proper credit (citing). Any time you quote, you need to cite. Even paraphrasing should include a citation. Plagiarism also includes having someone else write a paper for you. Any form of plagiarism is a serious academic offense and may result in a failing grade on the assignment or the course, and has serious academic consequences at OSU and other universities.

In addition to classroom expectations and policies, please read OSU’s Statement of Expectations for Student Conduct:
http://oregonstate.edu/studentconduct/regulations/index.php

Services and Resources
Asia & Pacific Cultural Center: http://oregonstate.edu/apcc/
Centro Cultural César Chávez: http://oregonstate.edu/cccc/
Counseling & Psychological Services: http://oregonstate.edu/counsel/
Emergency Food Pantry: http://oregonstate.edu/hsrc/emergency-food-pantry

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
Intercultural Student Services: http://oregonstate.edu/dept/iss/
International Student Advising & Services: http://oregonstate.edu/international/atosu/students
Lonnie B. Harris Black Cultural Center: http://oregonstate.edu/bcc/
Native American Longhouse: http://oregonstate.edu/nal/
Pride Center: http://oregonstate.edu/pridecenter/
Sexual Assault and Domestic Violence Survivor Services: http://www.wildlifestewards.4h.orst.edu/cla/women_studies/sexual-assault-anddomestic-violence-survivor-services
Women’s Center: http://oregonstate.edu/womenscenter/

Week One: Introducing Trans Politics
   Reading: Bornstein

Week Two: Trans Histories
   Reading: Stryker

Week Three: Gender and Identity

Week Four: Gender as Resistance
   Reading: Bernstein

Week Five: Transfeminisms
   Reading: Enke

Week Six: Gender and Queer Identities
   Reading: Coyote & Sharman

Week Seven: Gender and Self-Love
   Reading: Brown Boi Project

Week Eight: Trans Poetics
   Reading: Aoki

Week Nine: Trans Stories
   Reading: Edwards

Week Ten: Trans Theory as Practice
   Workshops & Peer Review for Final

FINAL: Trans-Genre Projects

Student Evaluation of Teaching We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.