

SOCI 435

Issues in Gender, Sexual and Trans Communities

Course Description

This three-hour seminar will explore trans, non-binary, and Two-Spirit lives and related social issues. Some of what we consider may include: experiences of gender variant people in other times and places; some of the challenges faced by trans, non-binary, and Two-Spirit people today in terms of access to health care and legal recognition; issues related to transition for children, youth, and adults; sexualities; challenges faced in families of origin and families created; the treatment of trans people in the media; and trans activism.

Course Materials

There will be no textbook for this course. Please consult the course syllabus for assigned readings for each week. You are required to read them BEFORE each class. Watch CourseSpaces for any changes or additions that may arise.

Spring 2020
Weds: 6:30-9:20 PM
Classroom: COR A319
CRN: 22805

Instructor: Dr. Aaron Devor
Email: ahdevor@uvic.ca
Phone: (250) 721-7577
Office: COR A367
Office Hours: Weds 4:30-5:30 PM
Weds 9:30-10:00 PM
or by appointment

Teaching

This is a three-hour class once a week. You should come to class prepared for a sustained and concentrated classroom experience.

If you miss a class, contact a classmate first. If you can't find out what you need to know that way, then contact me.

Contacting Dr. Devor

The best way to contact me is via email. See Electronic Communications Policy at the end for more details.

How you will be evaluated

You will be evaluated in four ways.

1. This is a seminar class. Your participation is essential for its success. I expect you to have done all the reading before class and to come to class prepared to be an active participant in class discussions every week. You will be graded on class participation (see also #3 below). Worth **10%** of your final grade.
2. Each week, starting in week two, you will be required to write a 500-word commentary on the assigned readings. This is a pass/fail activity. Due every Wednesday at 3:00 PM. Late assignments will not be accepted. Worth **10%** of your grade. You will not be required to provide commentary on the week that you lead class (assignment # 3). You may skip one week whenever you wish.
3. During the first week, you will choose three weeks from the course that interest you, and tell me your 1st, 2nd, and 3rd choices. I will then try to assign everyone to their 1st or 2nd choice. On your week, your group will lecture and lead a discussion for 90 minutes based on the week's topic. Each of you will be responsible for a part of the week's readings, to be determined among yourselves. In addition, you should enhance your understanding and leadership by reading beyond the assignments, using the Transgender Archives, or connecting your week's topic to current events. You will do a self-evaluation of your leadership, and the other students in the class will provide you with feedback about how you did. Evaluations must be sent to me by email no later than 4:30 PM the following day (Thursday). Submission of peer evaluations will count toward your class participation grade. I will take all of your evaluations under consideration, but I will grade you myself. You will receive an anonymized summary of all evaluations. Worth **40%** of your final grade.
4. Each of you will write a 15-page essay worth **40%** of your final grade. Pick a topic from one week of the course about which you would like to know more. Develop a question about that subject and research it using 8-10 reliable scholarly sources in addition to those provide in the syllabus. Write your essay using proper academic format and APA style. Do not include cover pages or bibliography in your 15-page count. **Due: March 18th @ 5:00 PM on CourseSpaces.**

Important Dates

Weekly commentaries

Due via CourseSpaces
Wednesdays @ 3:00 PM.
Late commentaries will not get credit

Jan 19. Last day for 100% reduction of tuition fees

Jan 22. Last day for adding courses this term

Feb 17-21. Reading Break.

Feb 29. Last day for withdrawing from second-term courses without penalty of failure

March 18 @ 5:00 PM. Papers due on CourseSpaces.
Please submit them as Word documents

Date	Topic	Readings
Week 1 Jan 08	Introduction	<p>Andrew R. Flores, Jody L. Herman, Gary J. Gates & Taylor N.T. Brown. 2016. How many adults identify as transgender in the United States? Los Angeles CA: The Williams Institute. http://bit.ly/2tepMq6</p> <p>Griffin Hansbury. 2005. The Middle Men: An Introduction to the Transmasculine Identities, <i>Studies in Gender and Sexuality</i>, 6:3, 241-264, https://doi.org/10.1080/15240650609349276</p> <p>The Radical Copyeditor's Style Guide for Writing About Transgender People. Posted on August 31, 2017 by Alex Kapitan. https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/</p>
Week 2 Jan 15	Trans Histories	<p>Genny Beemyn. 2013. A presence in the past: A transgender historiography. <i>Journal of Women's History</i>, 25(4), 113-121. DOI: 10.1353/jowh.2013.0062</p> <p>Emily Rose. 2016. Keeping the trans in translation. <i>Transgender Studies Quarterly</i>, 3(3-4), 485-505. DOI:10.1215/23289252-3545179</p> <p>Aaron Devor. 2014. <i>The Transgender Archives: Foundations for the future</i> University of Victoria Libraries. http://www.uvic.ca/library/about/ul/publications/documents/Devor_Foundations_2016_2ndEd.pdf</p>
Week 3 Jan 22	Gender variance in various cultures	<p>Lynn Marie Morgan & Evan B. Towle. 2002. Romancing the transgender native: Rethinking the use of the "third gender" concept. <i>GLQ: A Journal of Lesbian and Gay Studies</i> 8 (4): 469-97. doi: 10.1215/10642684-8-4-469</p> <p>Claudia Sofía Garriga-López. 2016. Transfeminist crossroads. <i>Transgender Studies Quarterly</i> 3 (1-2): 104-19. DOI: 10.1215/23289252-3334271</p> <p>Saylesh Wesley. 2014. Twin-spirited woman. <i>Transgender Studies Quarterly</i> 1 (3): 338-51. DOI: 10.1215/23289252-2685624</p> <p>Jai Arun Ravine. 2014. Toms and zees. <i>Transgender Studies Quarterly</i> 1 (3): 387-401. DOI: 10.1215/23289252-2685651</p>
Week 4 Jan 29	Non-binary genders	<p>Robin Dembroff. 30 OCT 2018. Why be nonbinary? https://aeon.co/essays/nonbinary-identity-is-a-radical-stance-against-gender-segregation</p> <p>Lucy Nicholas. 2019. Queer ethics and fostering positive mindsets toward non-binary gender, genderqueer, and gender ambiguity, <i>International Journal of Transgenderism</i>, 20 (2-3): 169-180. DOI: 10.1080/15532739.2018.1505576</p> <p>M. Paz Galupo, Lex Pulice-Farrow, Zakary A. Clements & Ezra R. Morris. 2019. "I love you as both and I love you as neither": Romantic partners' affirmations of nonbinary trans individuals, <i>International Journal of Transgenderism</i>, 20:2-3, 315-327. DOI: 10.1080/15532739.2018.1496867</p>

Date	Topic	Readings
Week 5 Feb 05	Children & Teens	<p>Mauro Cabral Grinspan. 2017. Right Answers. <i>Archives of Sexual Behavior</i> 46:2505-2506. DOI: 12.1007/s10508-017-0943-3</p> <p>and</p> <p>Nataša Jokić-Begić, Velimir Altabas, Vesna Antičević, Goran Arbanas, Dražen Begić, Srećko Budi, Miroslav Dumić, Marina Grubić, Jasenka Grujić, Nenad Jakušić, Gordana Stipančić, Davorka Šarić, & Iva Žegura. (2017) "Croatia Needs a Gender Incongruence Diagnosis for Prepubertal Children," <i>Archives of Sexual Behavior</i>, vol. 46, no. 8, pp. 2507-2508. DOI: 10.1007/s10508-016-0906-0</p> <p>Paul L. Vasey & Nancy H. Bartlett. 2007. What Can the Samoan "Fa'afafine" Teach Us about the Western Concept of Gender Identity Disorder in Childhood? <i>Perspectives in Biology and Medicine</i> 50 (4), 481-490. DOI: 10.1353/pbm.2007.0056</p> <p>Susan Woolley. 2015. "Boys Over Here, Girls Over There": A Critical Literacy of Binary Gender in Schools. <i>Transgender Studies Quarterly</i> 2(3): 376-394. DOI: 10.1215/23289252-2926369</p>
Week 6 Feb 12	Families	<p>Amanda Veldorale-Griffin. 2014. Transgender parents and their adult children's experiences of disclosure and transition. <i>Journal of GLBT Family Studies</i> 10 (5): 475-501. DOI: 10.1080/1550428X.2013.866063</p> <p>Trevor MacDonald, Joy Noel-Weiss, Diana West, Michelle Walks, MaryLynne Biener, Alanna Kibbe, & Elizabeth Myler. 2016. Transmasculine individuals' experiences with lactation, chestfeeding, and gender identity: A qualitative study. <i>BMC Pregnancy and Childbirth</i> 16 (106): 106. DOI: 10.1186/s12884-016-0907-y</p> <p>Selin Gülgöz, Jessica J. Glazier, Elizabeth A. Enright, Daniel J. Alonso, Lily J. Durwood, Anne A. Fast, Riley Lowe, Chonghui Ji, Jeffrey Heer, Carol Lynn Martin, Kristina R. Olson. Dec 2019. Similarity in transgender and cisgender children's gender development. <i>Proceedings of the National Academy of Sciences</i> 116 (49) 24480-24485. DOI: 10.1073/pnas.1909367116</p>
Week 7 Feb 19	Reading Week	This would be a good time to work on your papers

Date	Topic	Readings
Week 8 Feb 26	Access to care	<p>Christine Milrod. 2014. How Young is Too Young: Ethical Concerns in Genital Surgery of the Transgender MTF Adolescent, <i>The Journal of Sexual Medicine</i>, 11 (2): 338-346. DOI:10.1111/jsm.12387</p> <p>Alvaro Jarrín. 2016. Untranslatable Subjects: Travesti Access to Public Health Care in Brazil. <i>Transgender Studies Quarterly</i> 3 (3-34): 457-375, DOI: 10.1214/23289252-3545095</p> <p>Hunt, Sarah. 2018. Embodying Self-Determination: Beyond the Gender Binary. In Margo Greenwood, Sarah de Leeuw, & Nicole Marie Lindsay (eds.) <i>Indigenous Peoples' Health: Beyond the Social</i> (p. 22-37) Toronto: Canadian Scholars Press. Available on CourseSpaces</p>
Week 9 Mar 04	Legal issues	<p>Aaron Devor. (Dec 10, 2017). Opinion: The negative impacts of forced gender identification. <i>Vancouver Sun</i>. http://vancouver.sun.com/opinion/op-ed/opinion-the-negative-impacts-of-forced-gender-identification</p> <p>and</p> <p>Heath Fogg Davis. 2014. Sex-classification policies as transgender discrimination: An intersectional critique. <i>Perspectives on Politics</i> 12 (1): 45-60. DOI: 10.1017/S1537592713003708</p> <p>Paige M. Johnson, 2015. They look back. <i>Transgender Studies Quarterly</i> 2 (2): 324-9. DOI: 10.1215/23289252-2867679</p> <p>M. Joycelyn Elders, George R. Brown, Eli Coleman, Thomas A. Kolditz, & Alan M. Steinman. 2015. Medical Aspects of Transgender Military Service. <i>Armed Forces & Society</i>. 41(2): 199-220. DOI: 10.1177/0095327X14545625</p>
Week 10 Mar 11	Borders	<p>David Valentine. 2003. 'I went to bed with my own kind once': The Erasure of Desire in the Name of Identity. <i>Language and Communication</i> 23 (2): 123-38. DOI: 10.1016/S0271-5309(02)00045-9</p> <p>Julia Serano. 2013. Reclaiming Femininity. Expecting Heterogeneity in <i>Excluded: Making feminist and queer movements more inclusive</i>. (p. 48-69, 229-238). Berkley, CA: Seal Press. Available on CourseSpaces.</p> <p>Nicholas Matte. 2017. Rupert Raj, Transmen, and Sexuality: The Politics of Transnormativity in <i>Metamorphosis Magazine</i> during the 1980s. In Patrizia Gentile, Gary Kinsman, and Pauline Rankin (eds). <i>We still demand! Redefining resistance in sex and gender struggles</i> (p.117-136). Vancouver: UBC Press. Available on CourseSpaces</p> <p>Rebecca J. Stones. 2017. Which gender is more concerned about transgender women in female bathrooms? <i>Gender Issues</i> 34 (3): 275-91. DOI: 10.1007/s12147-016-9181-6</p>

Date	Topic	Readings
Week 11 Mar 18 Final Papers Due @ 5:00 PM Please submit them to CourseSpaces as Word documents.	Trans sexualities	<p>Aaron Devor & Kimi Dominic. 2015. Trans* Sexualities. In <i>Handbook of the Sociology of Sexualities</i> (p.181-199) John DeLamater and Rebecca F. Plante (eds.). Cham, Switzerland: Springer International Publishing. Available on CourseSpaces.</p> <p>Joslin-Roher, Emily & Darrell P. Wheeler. 2009. Partners in Transition: The Transition Experience of Lesbian, Bisexual, and Queer Identified Partners of Transgender Men. <i>Journal of Gay & Lesbian Social Services</i> 21 (1): 30-48. DOI: 10.1080/10538720802494743</p> <p>Nihil Rev & Fiona Maeve Geist. 2017. Staging the Trans Sex Worker. <i>Transgender Studies Quarterly</i> 4(1): 112-127. DOI: 10.1215/23289252-3711577</p>
Week 12 Mar 25	Media	<p>Annabelle Wilcox. 2003. Branding Teena: (Mis) Representations in the Media. <i>Sexualities</i> 6 (3-4): 407-425. DOI: 10.1177/136346070363009</p> <p>Marty Fink & Quin Miller. 2014. Trans Media Moments: Tumblr, 2011-2013. <i>Television and New Media</i> 15 (7) 611-626. DOI: 10.1177/1527476413505002</p> <p>Julia Serano. 2007. Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels chapter in <i>Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity</i>, Emeryville, CA: Seal Press. Available on CourseSpaces</p> <p>and</p> <p>Tobias Raun. 2015. Archiving the Wonders of Testosterone via YouTube. <i>Transgender Studies Quarterly</i> 2(4): 701-709. DOI: 10.1215/23289252-3151646</p>
Week 13 Apr 01	Trans activism	<p>Aaron Devor & Nicholas Matte. 2007. "Building a Better World for Transpeople: Reed Erickson and the Erickson Educational Foundation." <i>International Journal of Transgenderism</i>, 10(1), 47-68. doi:10.1300/J485v10n01_07</p> <p>Sarah Lamble. 2008. Retelling Racialized Violence, Remaking White Innocence: The Politics of Interlocking Oppressions in Transgender Day of Remembrance. <i>Sexuality Research & Social Policy</i> 5(1): 24-42. doi: 10.1525/srsp.2008.5.1.24</p> <p>Syrus Marcus Ware. 2017. All Power to All People? Black LGBTTI2QQ Activism, Remembrance, and Archiving in Toronto. <i>Transgender Studies Quarterly</i> 4(2): 170-180. doi: 10.1215/23289252-3814961</p>

Official Grading Standards. Undergraduate Records, University of Victoria, 2016

Grade	Grade Point	Percentage*	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

UVic Course Policies

Departmental Equity Policy Statement

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people's rights to fairness.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, contact the Sexualized violence resource office, Sedgewick C119, 250.721.8021, svpcoordinator@uvic.ca.

Harassment

The Department of Sociology supports the University's policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Centre for Accessible Learning. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Waitlists

Waitlist offers sent by UVic's registration system are time-limited and sent to your preferred email listed with UVic. Beginning the first day of the month in which a course starts there is a 24-hour limit to respond once a waitlist offer is sent, and failure to respond is not in itself sufficient ground for the approval of a Request for a Late Add.

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of an instructor to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam or assignment for other reasons will result in an "F." Students are responsible for providing official documentation to justify their absence, e.g. a doctor's note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students' personal circumstances, including travelling plans. There are no exceptions to this policy.

Plagiarism and Cheating

Students must note the statement on "Plagiarism" in the UVic Calendar, and all regulations under the "Policy on Academic Integrity." Quotes and citations must be used for any material longer than five words in succession that is not the student's original work. See also the Libraries' plagiarism guide <http://library.uvic.ca/instruction/cite/plagiarism.html>.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey. Please be thinking about this, and especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

Specific Course Policies

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the class has started can be distracting to all of us. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated.

Digital Etiquette

Please do not use your phone during class unless I ask you to do so. I understand that your phones connect you with your friends and family, but the classroom should be a place apart, however briefly, from the outside world. If you have child or elder care responsibilities and cannot turn your phone off, please let me know. Please leave it face down on your desk and on vibrate. If you need to take a call or respond to a text, please leave the room to do so.

You may use a laptop or tablet to take notes during this class, however research shows that student do better when they take notes by hand (Mueller & Oppenheimer, 2014, doi:10.1177/0956797614524581). In-class electronics also present temptations that many students find irresistible. Please do not use your electronics during class for anything other than taking notes. Other activities not only distract you (meaning you will probably do worse in the class), they also distract other students sitting near you (who probably will also do worse in class) (Sana, Weston & Cepeda, 2013, doi:10.1016/j.compedu.2012.10.003). If you often seem distracted by what's on your screen, we'll need to talk.

Late Assignments

If you have a documented illness, accident, or family affliction, please report it to me as soon as possible, and I will accommodate your needs. In all other cases, there will be a 10% penalty per day (including weekends) before I grade your paper. If you feel you have exceptional circumstances, please contact me.

Communications Policy

The best way to communicate with me is via email. If you want me to know that your email is not spam, the subject line should be "SOCI 435" followed by a subject that says what that email is about. If you forget to do this, I might delete it as spam.

Email should open with a salutation (e.g., Dear Dr. Devor).

Body of the Message should explain in detail what you want.

Use full sentences and good grammar. Spell check.

Close with your full name and Student number.

I will usually answer emails within 48 hours Monday to Friday. Do not expect an answer on the weekends. If you send an email late on Friday, you may not hear back until late on Tuesday. Plan ahead! If your issue is truly an emergency (not just lack of planning or attention on your part), put "SOCI 435 Emergency" in the subject line. I'll answer as quickly as I can. Please do not abuse this option.