Course Description:
This course examines queer and transgender identities in different cultural contexts. Drawing on historical as well as contemporary studies, the course examines gender and sexual identities from a transnational feminist perspective. Course materials include scholarly essays from a variety of disciplines including history, anthropology, philosophy, literature, legal studies, and film studies. WGS 552 asks students to analyze gender identities, particularly transgender identities, as they intersect with ideas about sexuality, race, labor, and nation.

This semester we will study transgender identities by examining how sexual practices and gender identities are intertwined. For instance, what distinguishes a butch lesbian from a female-to-male transsexual? How do names for sexual and gendered practices (from "homosexual" to "tom") shape how we think about culture, gender, race, sexuality, and nation? How do these factors produce sexed and gendered identities that resonate with national identities and ideologies?

Course Goals:
The major goal of this course is to hone critical-thinking skills that allow us to examine the role gender and sexuality play in society and culture, both historically and in the present. We will only scratch the surface of current work in the field, and this course does not provide a comprehensive survey. Rather, through the lens of transgender studies, it seeks to examine how studies of gender and sexuality have changed across time, context, and discipline.

Prerequisites and Segment III:
• ENG 214 or its equivalent is a prerequisite for this course. Please let the instructor know if you have not taken ENG 214. Previous coursework in gender, sexuality, and/or ethnic studies is strongly recommended.
• WGS 552 is part of the Human Sexuality Studies Segment III Cluster “Category C: Humanistic Aspects.” It is also part of the GLBT Segment III Cluster, “Category B: Lives Integrated.” WGS 552 also fulfills the university’s CESD requirement.

Required Texts:
• Megan J. Sinnott, Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand (University of Hawai‘i Press, 2004)
• Susan Stryker and Stephen Whittle, eds., The Transgender Studies Reader (Routledge, 2006) (TSR)
• Susan Stryker, Transgender History (Seal Press, 2008)
• Max Wolf Valerio, The Testosterone Files (Seal Press, 2006)

There are also articles available via iLearn and electronic reserve (ER) password:
Course Requirements:

Attendance and Participation 10%
Team mini-lectures 15%
Journals (15 total) 15%
Midterms (two at 15% each) 30%
Final exam 30%

Course Policies and Assignments:

Attendance and Participation (10 points)
Students are expected to contribute significantly to discussion each week by reading the assigned texts before class and asking or responding to questions in ways that demonstrate your comprehension of the texts. I will make a note of your participation at the end of each class period. (10 points)

Team Mini-Lectures (15 points)
As part of a team, each student will help facilitate discussion of the readings for a part of one class meeting during the semester. Members of each team will put together a 30-45 minute mini-lecture introducing the readings, in which they cover the main points of the assigned articles(s) and review their analysis in light of previous reading. Creativity plays a large role here: you can use handouts, video, music, Internet clips, or an image slide show to illustrate your research. Each member of the group must contribute to the oral presentation of this lecture. Each team must also turn in a written outline of the presentation, documenting the research each member contributed to the project. Some questions you might want to address in your presentation:
  • What are the main points of the readings, and how do they fit into the broader class discussion?
  • What major questions did the readings raise for you?
  • How do the readings contradict other course readings? How do they agree?
  • Who wrote the article(s)? Why might the author hold the beliefs expressed?
  • How is this issue represented in other media (i.e., television, movies, news media)? Do you think this representation is good, fair, bad, etc.?

Journals (15 points)
A typed, double-spaced, 1-page response to the readings is due each week (for a total of 15). You can write on the reading(s) assigned for Mon or Wed - or both. Journals are due at the start of class (no exceptions). Late journals will not be accepted. Please format your journal as follows: In one paragraph, summarize the reading(s) as clearly and succinctly as possible. In the second paragraph, please write a response (i.e., your opinion or analysis). Everyone must turn in one journal each week.

Midterms (15 points each)
Two take-home midterms will be distributed during the semester. The midterm will consist of several definitions and an essay question.

Final Exam (30 points)
A cumulative final exam will be given on Friday, December 16, 8-10:30 am in our regular classroom. The exam will include identifications and short answer questions. Please bring a blue book to class.

Extra Credit (5 points)
Students may attend one campus or community lecture or event for extra credit. A 2-page summary and assessment is due within two weeks of attending the lecture or event. In order to receive extra credit, you must link your discussion to course readings and/or topics. (5 points)
A Few Notes on Grading:
• It is not ok to submit work for this class that has been submitted to another class for academic credit.
• All assignments are due at the beginning of class on the day indicated. Late papers are not accepted without prior consent of the instructor.
• You must complete all assignments listed above (written and oral) in order to pass WGS 552. Failure to complete any one assignment will result in a course grade of F or NC.
• Attendance is mandatory in WGS 552. Missing more than one class meeting will result in a lowered final grade. If you must miss class for an unavoidable reason, contact the instructor as soon as possible. If you are ill and under a doctor’s care, please bring documentation when you return to class.

Academic Honesty
Academic honesty is required, and academic dishonesty will be penalized. Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an “F” grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.

Accessibility
I want to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course at your discretion about accommodations that will improve your experience of or access to the course. Students with prolonged medical concerns are encouraged to contact both the Disability Resource Center (415-338-2472) and the instructor for accommodations for chronic illnesses.

Dates To Be Aware Of:
Sept 6 last day to add or drop without a “W”
Oct 18 CR/NC grading option deadline

Intro to the course
Aug 24: Course intro and team sign-ups
Aug 29: Susan Stryker, Transgender History, 1-29.
Aug 31: Susan Stryker, “(De)Subjugated Knowledges: An Introduction to Transgender Studies,” 1-17. TSR

Sex, Race, and Globalization
Sept 5: Labor Day holiday (no classes)
Sept 7: Nikki Sullivan “Queer Race” 57-80. ER
Evan Towel and Lynn Morgan, “Romancing the Transgender Native,” 666-684. TSR
Film: Still Black (2008)
Sept 12: Afsaneh Najmabadi, “Transing and Transpassing Across Sex-Gender Walls in Iran,” 23-42. ER
Team One

Sept 19: Deborah Elliston, "Negotiating Transnational Sexual Economies" 232-252. **ER**
Film: Shinjuku Boys (1996) 53 mins

Sept 21: Megan Sinnott, *Toms and Dees*, Intro, Ch 1-2 (1-75). **Team Two**

Sept 26: Megan Sinnott, *Toms and Dees*, Ch 3, 4, 5 (47-161) and Conclusion (204-211).

Sept 28: Martin Manalansan, *Global Divas*, Intro, Ch 1, 2 (1-61).
Film: Middle Sexes (2005) 54 mins

Oct 3: Martin Manalansan, *Global Divas*, Ch 4 (89-125), Conclusion (184-191). **Team Three**


Oct 10: midterm due

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Oct 17: Anne Fausto Sterling, "The Sexual Continuum," 30-44. **ER**
Cheryl Chase, "Hermaphrodites with Attitude," 300-314. **TSR** **Team Four**


Oct 26: Susan Stryker, *Transgender History*, 91-120. **Team Five**

Film: Brandon Teena Story (1998) 90 mins

Nov 2: Judith Halberstam, “The Brandon Archive,” 22-46. **ER**

Nov 7: Jay Prosser, “There’s No Place Like Home,” 171-205. **ER** **Team Six**

Nov 9: Max Wolf Valerio, *The Testosterone Files*  
Film: Boy I Am (2006) 72 mins

Nov 14: Max Wolf Valerio, *The Testosterone Files*

Nov 16: midterm due

Nov 21 and 23: Thanksgiving holiday (no classes)
Queer Phenomenology

**Nov 28:** Sara Ahmed, “Sexual Orientation,” in *Queer Phenomenology*, 65-108. ER

**Nov 30:** Gayle Salamon, “Boys of the Lex: Transgenderism and the Rhetorics of Materiality,” 403-424. ER
   Film: transparent (2005) 61 mins

**Dec 5:** Janice Raymond, “Sappho by Surgery,” 131-143. TSR
   Sandy Stone, “The Empire Strikes Back,” 221-235. TSR
   **Team Seven**

**Dec 7:** Susan Stryker, “My Words to Victor Frankenstein,” 244-256. TSR
   Katrina Roen, “Transgender Theory and Embodiment,” 656-665. TSR
   Film: South Park Season 11 “D-Yikes!”

**Dec 12:** Rickke Mananzala and Dean Spade, “The Nonprofit Industrial Complex and Trans Resistance,” 53-71. ER

**Dec 16:** final exam (in our classroom)
Full Citations for Articles:


Afsaneh Najmabadi, "Transing and Transpassing Across Sex-Gender Walls in Iran," Women's Studies Quarterly 36: 3 & 4 (Fall/Winter 2008), 11-42.


