



**WMST 305 L01**  
**Topics in Gender and Sexuality (Transgender Identities and Social Issues)**  
**Winter Session 2020 (3 credits)**

**COURSE OUTLINE**

**Instructor Name:** Dr. D.A. Dirks

**Email:** da.dirks1@ucalgary.ca

**Office:** SS 1209

**Office Hours:** BY APPOINTMENT on SKYPE, GOOGLE, FACETIME, FACEBOOK, OR ZOOM (Email appointment requests)

**Class Meeting:** See Prezis on D2L for lecture materials; Class readings are noted on the course outline and reading questions are on D2L

**Land and Treaty Acknowledgement**

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. By virtue of the signing of Treaty 7, in 1877, the university recognizes that we are all treaty people

*ii' taá'poh'to'p*, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

**Course Description**

The word "transgender" has become a term for a range of social identities, a political movement, and a community that had no name until the early 1990s. Although gender diverse people have a long history, and while third genders have been recorded in many societies, transgender is a term with a very short history. Despite this, it is ubiquitous in the early twenty-first century in a wide range of contexts: from grassroots activism and social service provision, to academic settings, to the Canadian parliament, and in psychiatry and the medical community more broadly.

The main project of this course is to begin to map out the territory of transgender in its current cultural and political articulations, as well as its historical and global prevalence. Within that framework, we will address the following questions: what social, political, cultural, and historical changes produced "transgender"? Where is "transgender" located in terms of North American understandings of personhood? What possibilities and problems are presented by using the term to describe people who refuse it as descriptive of their experiences? What does "transgender" tell us about the organization of gender in contemporary society? And how does transgender identity impact economic (in)stability and safety?

This course will engage in a multi-disciplinary approach to explore these questions, from medical sexology, to sociology, history, gender studies, cultural studies, film, and autobiography. We will engage topics from medical regulation to understandings of gender variance to grassroots activism, law and public policy, and identities and community formation.

### **PREREQUISITE(S)**

There are no prerequisites for this course.

### **Course Learning Objectives**

This course will incorporate the following learning outcomes: critical thinking, ethical reasoning, strong communication skills, and group effectiveness. This course will provide opportunities for you to develop and practice these skills, and your development of these skills will be evaluated through course assignments and examinations.

In our participatory classroom, students will be expected to engage in a number of ways, from dyads to small groups to full class. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

### **NOTE ON COURSE CONTENT**

Given the topic, you can expect the material for the course to deal with sex, gender, and bodies in a frank and direct manner. We will be reading a variety of sources with explicit discussion of bodies and anatomy.

Additionally, at times this semester we will be discussing historical and current events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

### **REQUIRED TEXTBOOKS, READINGS AND MATERIALS**

Susan Stryker and Stephen Whittle, Eds., *The Transgender Studies Reader, 1*. New York: Routledge, 2006.  
Book: purchase at U of C bookstore, Amazon [Kindle], iTunes, Google Play. **Also available as PDF online.**

Kate Bornstein and S. Bear Bergman, Eds., *Gender Outlaws: The Next Generation*. Berkeley, CA: Seal Press, 2010. Book: purchase at U of C bookstore, Amazon [Kindle], iTunes, and Google Play. **Also available as PDF online.**

### **COURSE ASSESSMENT AND EVALUATION**

- |                          |     |                 |
|--------------------------|-----|-----------------|
| • Reflection Paper       | 20% | Due February 13 |
| • Take Home Midterm Exam | 20% | March 5         |
| • Group Presentation     | 20% | March 19/26     |
| • Take Home Final Exam   | 20% | Due April 9     |
| • Reading Summaries (5)  | 10% | Rolling         |

- Class Participation 10% Ongoing

**Please screenshot the D2L submitted field or sent email when submitting work electronically in case of systems issues.**

### **Participation**

You are expected to attend all classes. Participation counts for 10% of the final grade. Please keep in mind that if you miss one class, it is really missing a full week, since we only meet one session per week. If you leave class at the break, this will affect your participation grade. If you have to miss a class, please e-mail me.

### **5 Reading Summaries**

Description: For most readings, guiding questions will be provided. Write short answers to the questions on the assigned class readings (you can do this in point form or full sentences, whichever will help you summarize and review the materials for exams). There will be 5 of these required during the semester (worth 2% each, for a total of 10% of the grade); no advance notice will be given as to the due dates, so I recommend that you do the readings and attend class. These summaries MUST be handed in during class on the day that they are due, or emailed before class meets. The assignments will NOT be accepted if the student has missed the class the day that they are due. I will not grade these for grammar or sentence structure; these summaries are a good way to help you be prepared for class discussion and to review for the take home midterm and final exams.

### **Reflection Paper – Due February 13 in Class**

Description: You will engage in a campus climate assessment of the University of Calgary, in terms of the university's policies and procedures around transgender people. For example, does the university allow for an individual to have a preferred name indicated on their records? Does the university have a diversity statement that discusses gender identity and gender expression? What about bathrooms? Questions will be provided by the instructor.

A two-paragraph (500 word) written reflection on what you learned from the climate survey and from working with your group is required. Further details on the requirements of the group project will be made available on the D2L site.

### **Take Home Midterm Exam – Due March 5 in Class**

Description: Four essay questions, approximately 250-300 words per essay. More information will be posted on D2L.

### **Group Presentation – March 19 and 26 (Submit via Email)**

Description: Working in groups assigned by the instructor, you will engage in a campus climate assessment of the University of Calgary, in terms of the university's policies and procedures around transgender people. For example, does the university allow for an individual to have a preferred name indicated on their records? Does the university have a diversity statement that discusses gender identity and gender expression? What about bathrooms? Questions will be provided by the instructor.

Time will be allocated in class for groups to meet. Groups will present their findings to the class. More information will be posted on D2L.

### **Take Home Final Exam – Due April 9 by midnight via Email**

Description: Four essay questions, approximately 250-300 words per essay. More information will be provided on D2L.

**It is the student's responsibility to keep a copy of each submitted assignment.**

**Registrar-scheduled final exam: There will be a take home final exam in this course, not a registrar-scheduled final exam.**

## Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

**Late Assignments:** Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

### Instructor Responsibilities

**Provide Course Information:** Course outline and additional guidance on D2L and in class

**Provide Students with Access to and Feedback on Their Work:** Use clear rubrics to assess work. Return submitted assignments no later than two weeks from date handed in, unless otherwise noted.

**Secure Handling of Examinations:** Confidentiality in assessment of submitted assignments and assigned grades

**Observe Scheduled Class Times:** Unless instructor is ill or as otherwise noted, class meets at scheduled class time

**Observe Office Hours or Appointment Times:** Unless otherwise noted, maintain scheduled office hours.

**Report Scholastic Dishonesty:** See information on academic integrity and plagiarism noted below

**Maintain an Appropriate Learning Environment:** We will discuss class community agreements and these are posted on D2L.

### Student Responsibilities

#### **Lectures**

Students are responsible for all information covered in lectures and class discussions. Our class will sometimes split up into groups to facilitate discussion, and sometimes remain whole.

#### **Submission and Return of Written Assignments**

Specific instructions for the writing assignments will be posted on D2L. All must be typed (unless otherwise noted).

The text of your assignments must be double-spaced, using 12-point font.

All assignments must be submitted in printed hard copy (unless otherwise noted).

Assignments must adhere to the Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style in all matters of format.

Please do not submit your assignments with covers or in folders of any kind; simply prepare a title page and staple the pages together. Be sure to number the pages of your assignments.

Assignments should be submitted to the instructor in person in class or during regular office hours. Neither the Department of Philosophy nor the instructor can be responsible for assignments that have not been submitted personally to the instructor. Never slip an assignment under the door of the instructor's office.

## **IMPORTANT PROGRAM, DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION**

### **About the Women's Studies Program**

This course may be counted toward a Women's Studies degree. The Women's Studies program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator ([wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites:

[Consent Awareness and Sexual Education Club](#)

[Q: The SU Centre for Gender and Sexual Diversity Women in Leadership Club](#)

[Women's Resource Centre](#)

[Women's Studies and Feminism Club](#)

### **Online Resources and Electronic Devices**

The instructor reserves the right to establish specific course policies regarding the use of electronic devices. If permitted, the use of devices must be exclusively for instructional purposes, and without disruption to the instructor or fellow students. Devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, and other forms of communication. Students are expected to check D2L before class time for any last-minute changes or cancellations. D2L only uses @ucalgary email addresses. Go to <https://ucalgary.service-now.com/it> for help.

### **Student-Instructor Communication**

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within three business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* If you don't receive a response within three business days, you can likely find the answer yourself. The instructor may respond to your email query with the request that

you meet in person to discuss. Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: [ucalgary.ca/pubs/calendar/current/academic-schedule.html](http://ucalgary.ca/pubs/calendar/current/academic-schedule.html)

### **Women's Studies Program Course Policies**

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a classroom dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university classroom holds high standards of research, evidence, and analytical proof. Students need to listen attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

If you feel that you need more support than can be provided by the classroom or the instructor, you are encouraged to take advantage of some of these resources:

- *SU Student Wellness Services*  
[ucalgary.ca/wellnesscentre](http://ucalgary.ca/wellnesscentre) 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*  
[albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134](http://albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134)  
1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*  
[calgarycasa.com](http://calgarycasa.com) 403-237-5888

Trained peer supporters are also available on campus:

- *Women's Resource Centre*  
[ucalgary.ca/women](http://ucalgary.ca/women) 4<sup>th</sup> Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*  
[su.ucalgary.ca/programs-services/student-services/the-q-centre](http://su.ucalgary.ca/programs-services/student-services/the-q-centre) 2<sup>nd</sup> Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*  
[ucalgary.ca/fsc](http://ucalgary.ca/fsc) 3<sup>rd</sup> Floor, MacEwan Student Centre
- *Writing Symbols Lodge (formerly the Native Centre)*  
[ucalgary.ca/nativecentre](http://ucalgary.ca/nativecentre) 3<sup>rd</sup> Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy: [ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Department of Philosophy [phildept@ucalgary.ca](mailto:phildept@ucalgary.ca). Please note, the Women's Studies program is administered by the Department of Philosophy.

### **Student Agreement and Other Important Matters:**

Students are expected to carefully read the Student Agreement, and abide by it, after our first class. The Student Agreement explains important issues having to do with creating a respectful environment, ensuring confidentiality, setting up a distraction-free classroom, and so forth. If a student has concerns about the Student Agreement and needs to speak to the instructor in order to negotiate a modified

agreement, this must be discussed in person. Otherwise, all students will be expected to follow the guidelines stated in the Agreement.

Responsibility for attending and fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material that was provided during regular class hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Use of recording technologies in class is allowed if discussed with the instructor.

A D2L portal has been set up for this course which allows for group correspondence, course announcements, assignment submissions, and other forms of communication. Students are expected to check D2L, and their email, regularly.

Students are expected to arrive to class on time and prepared to work.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course, and possible suspension or expulsion from the university.

### **Braver Space Guidelines**

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person’s), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means *being respectful, self-aware, and mindful of the classroom dynamic and your place in it*. Some guidelines include:

- Do not make assumptions about other people’s identities and life experiences. That includes (but is not limited to) race/ethnicity, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.
- Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully.
- Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this classroom is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.
- Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is unacceptable.
- Address people without assuming their gender. Some ways to do this:
  - Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “friends,” “folks,” “all,” “everyone,” etc.
  - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”
- Address people using the personal pronouns they have indicated for themselves. Offer your pronouns to others to make it a braver space to talk about personal pronouns. Some pronouns include, but are not limited to:
  - they/them/theirs

- she/her/hers
  - ze/hir/hirs
  - he/him/his
  - ey/em/eirs
- Similarly, if you are unsure about any aspect of a person’s identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.
  - Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”
  - Respect your own and others’ physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment and focus on the participatory classroom.

The Women’s Studies program is administered by the Department of Philosophy. The Women’s Studies Program Coordinator is Joe Kadi ([jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca) / [wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)). The Head of the Department of Philosophy is Nicole Wyatt ([nicole.wyatt@ucalgary.ca](mailto:nicole.wyatt@ucalgary.ca)).

### **Academic Honesty**

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on ‘Academic Misconduct’ in the current University Calendar <https://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](https://ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act ([laws-lois.justice.gc.ca/eng/acts/C-42/index.html](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)).

### **Academic Accommodations**

#### My Statement:

If you have any kind of learning differences or challenges, whether apparent or non-apparent, learning, emotional, physical or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. You will be asked to make use of formal accessibility services on campus, and that information is provided below. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to

facilitate full participation, please do not hesitate to raise your ideas with the instructor: comments about the format of readings, lectures, and class discussions are welcome.

#### University Statement:

The student accommodation policy can be found at:

<https://live-ucalgary.ucalgary.ca/student-services/access>

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities:

<https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

#### **Policy on Children in Class**

It is my belief that if we want parents in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare, and paid work is exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

#### **Absence or Missed Course Assessments**

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may

decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html>

### **General Academic Concerns and Program Planning**

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/advising> for detailed information on common academic concerns

### **Advice on Women's Studies Courses**

You may find answers to your more specific questions about a degree in Women's Studies at the University Calgary at <https://arts.ucalgary.ca/womens-studies> or contact the Coordinator of the WMST Program, Joe Kadi at [jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca).

### **Writing**

This course will include written assignments. All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Protection of Privacy**

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

### **Emergency Evacuation:**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at: <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/annual-evacuation-drills>

Please check this website and note the nearest assembly point for this course.

### **Student Support and Resources**

#### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## **Student Success**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc)

## **Student Ombuds Office**

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

## **Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>

## **Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## **Academic Advising**

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit [phil.ucalgary.ca](http://phil.ucalgary.ca). Further academic guidance is available by contacting David Dick (Undergraduate Program Director [dgdick@ucalgary.ca](mailto:dgdick@ucalgary.ca)) or Jeremy Fantl (Honours Advisor [jfantl@ucalgary.ca](mailto:jfantl@ucalgary.ca)). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator [phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)).

### **Course Plan / Provisional Schedule** **READING ASSIGNMENTS AND LECTURE TOPICS**

Note: This class will center on discussion – therefore, in order for our time together to be productive you must come prepared with your questions and thoughts about the readings. You are responsible for all of the required readings. Some weeks have heavier reading loads than others, and some of the material is difficult. Pace yourself accordingly; in other words, don't assume that you can do all of the reading the night before class.

## **January 16 (Class 1) – Introduction to the Course and Basic Concepts**

**No readings**

**January 23 (Class 2) – Social Identities: How Do We Define Ourselves and How Do Others See Us? And Some Trans History...**

Review terms and definitions here:

<https://lgbtqia.ucdavis.edu/educated/glossary>

**Readings Due:**

Chapter 38 from *The Transgender Studies Reader*

*Gender Outlaws*, "Identity, Schmididentity," pp. 54-59

*Gender Outlaws*, "Transliteration," pp. 128-133

**January 30 (Class 3) – Trans Identities & Bathrooms as Gendered Spaces in Society: Safety and Control**

**Readings Due:**

Chapter 34 from *The Transgender Studies Reader*

*Gender Outlaws*, "The Manly Art of Pregnancy," pp. 188-194

*Gender Outlaws*, "Dear Austin Special Needs Bathroom," pp. 52-53

*Gender Outlaws*, "Cisgender Privilege: On the Privileges of Performing Normative Gender," pp. 268-272

**February 6 (Class 4) – Two Spirit People & Citizenship and the Body: Anti-Cross Dressing Laws**

**Readings Due:**

"Various Kinds of Two-Spirited People: Gender Variance and Homosexuality in Native American Communities" by Sabine Lang, pp. 100-118 on **D2L**

*Gender Outlaws*, "Pilgrimage," pp. 261-267

*Gender Outlaws*, "Why You Don't Have to Choose a White Boy Name To Be a Man in This World," pp. 207-212

*Gender Outlaws*, "A Slacker and Delinquent in Basketball Shoes," pp. 38-46

*Gender Outlaws*, "Letting My Light Out," pp. 61-65

**February 13 (Class 5) - The Social Power of Medicine: Laying the Foundation of Modern Gender and Sexuality & Standards of Care**

**Readings Due:**

Chapter 23 from *The Transgender Studies Reader* (read only pages 315-319)

Chapter 25 from *The Transgender Studies Reader* (read only pages 375-382)

*Gender Outlaws*, "The Wrong Body," pp. 83-84

*Gender Outlaws*, "Imposter," pp. 66-69

**Reflection Paper Due**

**February 17-21 READING WEEK – NO CLASSES**

**February 27 (Class 6) – The Power of Medical Experts in Defining Personhood**

**Readings Due:**

Chapter 14 from *The Transgender Studies Reader*

*Gender Outlaws*, "Trans-ing Gender: The Surgical Option," pp. 101-106

*Gender Outlaws*, "The Voice," pp. 247-254

*Gender Outlaws*, "Today's New Name May Be Tomorrow's Old," pp. 198-203

### **March 5 (Class 7) – Trans Children & Intersex People**

#### **Readings Due:**

Chapter 13 from *The Transgender Studies Reader* (read only pp. 165-174)

*Gender Outlaws*, "Seeworthy," pp. 218-220

*Gender Outlaws*, "Calling for the recognition of self-love as a legitimate relationship in the game of life," pp. 204-206

### **Take Home Midterm Exam Due**

### **March 12 (Class 8) – Conflict Between Social Movements: Feminism, LGB and T Collaborate and Collide & Defining Masculinity**

#### **Readings Due:**

Chapter 10 from *The Transgender Studies Reader*

*Gender Outlaws*, "She-Male Rising," pp. 229-235

*Gender Outlaws* "The Perfect Storm," pp. 89-92

*Gender Outlaws*, "Taking up Space," pp. 122-127

*Gender Outlaws*, "Daddy Gets the Big Piece of Chicken" pp. 136-142

### **March 19 (Class 9) – Economic Hardship and Housing Instability & The Criminal Justice System**

#### **Readings Due:**

"Over the Rainbow: Where Do We Go From Here?" from *Queer (In)Justice: The Criminalization of LGBT People in the United States* by J.L. Mogul, A.J. Ritchie, & K. Whitlock, pp. 141-149 on **D2L**

Chapter 44 from *The Transgender Studies Reader*

2015 U.S. Transgender Survey (pp. 10-13):

<http://www.transequality.org/sites/default/files/docs/usts/Executive%20Summary%20-%20FINAL%201.6.17.pdf>

### **PRESENTATIONS DUE VIA EMAIL**

### **March 26 (Class 10) – Violence Against Trans People**

#### **Readings Due:**

*Gender Outlaws*, "Shot, Stabbed, Choked, Strangled, Broken: A Ritual for November 20<sup>th</sup>," pp. 239-241

*Gender Outlaws*, "Marsha P. Johnson: ten suns the transformer," pp. 224-228

*Gender Outlaws*, "Princess," pp. 236-238

### **PRESENTATIONS DUE VIA EMAIL**

### **April 2 (Class 11) - It's a Drag! Gender Performance: Drag Kings & Queens**

#### **Readings Due:**

Chapter 9 from *The Transgender Studies Reader*

Chapter 20 from *The Transgender Studies* (read only pp. 272-277)

*Gender Outlaws*, "A Drag Queen in a Female Body," pp. 93-97

*Gender Outlaws*, "Glitter, Glitter, on the Wall, Who's the Queerest of Them All?" pp. 163-168

**April 9 (Class 12) – Discrimination at Every Turn & Human Rights Trans Victories**

**Readings Due:**

Chapter 42 from *The Transgender Studies Reader*

*Gender Outlaws* "Trans-Corporation: A Benefit Analysis of a Transgender Man in a Corporate Setting," pp. 31-37

*Gender Outlaws*, "On Living Well and Coming Free," pp. 143-152

**FINAL EXAM DUE BY MIDNIGHT VIA EMAIL**