

LGBTS 187, Lecture 1
Special Topics in Lesbian, Gay, Bisexual, and Transgender Studies
Introduction to Trans Studies
Fall 2004

Professor: Talia Bettcher
Class Meetings: Royce 150, Thursday 3:30-6:30
Office Hours: Lu Valle Commons, Thursday 2:00-3:00

Course Overview

This course is designed to give students an introduction to the interdisciplinary field of transgender studies. Some of the questions that we will examine include: What is a man? What is a woman? What do terms such as "transgender" and "transsexual" mean? How does transgender scholarship differ from other forms of scholarship, which take transpeople as objects of investigation? Who are some of the central scholars and what are some of the central issues under discussion? What are the political and theoretical presuppositions behind the inclusion of 'T' within 'LGBT'? How are trans theory and politics related to queer theory and politics? How are they related to feminist and anti-racist theory and politics? What are the tensions? Where are the points of overlap?

Textbooks/Readings

Required

- (1) Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us*. (New York: Vintage, 1994).
- (2) Leslie Feinberg, *Stone Butch Blues: A Novel*. (New York: Alyson Books, 1993).
- (3) Zachary Nataf, *Lesbians Talk Transgender*. (London: Scarlett Press, 1996).
- (4) Most Articles available on UCLA Electronic Reserves (College Library)
- (5) Some Articles available on the Internet.
- (6) Some Articles and Manuscripts available through WebCT
- (7) *Core and Additional Readings* available in LGBT Resource Center
 - (A) Kate Bornstein, *Gender Outlaw*
 - (B) Leslie Feinberg, *Stone Butch Blues: A Novel*
 - (C) Christine Jorgensen, *Christine Jorgensen: A Personal Autobiography*
 - (D) Mario Martino, *Emergence: A Transsexual Autobiography*

Assignments/Requirements

- (1) Attendance and Participation

It is essential that students attend class regularly and participate actively in class discussion (partners, small groups, etc.) This requirement is ungraded. Instead, I will use it in addressing 'border line cases'. Additionally, excellent completion of this requirement may boost your grade

by 1/3 of a grade (a '+') and a serious failure to complete this requirement may result in your grade being decreased by 1/3 of a grade. Also, I may assign homework exercises. These will be factored into your grade.

(2) Weekly Reading Journal (30%)

Each week, students will submit a one page (typed) response to the assigned readings. For each entry, students should (i) identify one concept, fact, or insight discussed in one of the assigned readings for that week; (ii) discuss their emotional or intellectual reaction to it, or raise a question about it. Submissions will be graded on a point scale (0-3). Students should come prepared to discuss their entry in class. Work will be submitted electronically. Weekly journal topics may be assigned.

REGULAR OPTION

(3) One Response Paper (15%). Due Date 12/09.

This is a short (3-4 page) written assignment based upon a film viewed in-class. Students should (i) give a brief description general overview of the film; (ii) Identify some of the major themes developed in the film; (iii) identify and discuss one main idea, fact, insight, etc. from film; and (iv) explore the connections (if any) between the preceding and some of the readings discussed in class.

The assignment will be letter graded (e.g. A, A/A-, A-, A-/B+, etc.). I will give more detailed instructions in class. *Note: Late assignments will be penalized 1/6 of a letter grade except in cases of verified illness or emergency.*

(4) One Event Paper (20%). Due Date 12/09

Students are expected to attend one of the following events (others may be added to the list, and students may wish to make suggestions to instructor):

(A) Day of Remembrance: November 20th

(B) Trans/Giving: TBA

(C) UCLA Grad Q-Conference/Trans Studies Session (TBA): October 16th

This is a short (3-4 page) report about the event attended. Students should (i) give a general overview of the event (i.e. say what happened); (ii) explain what the point of the event was; (iii) identify and discuss one main idea, fact, insight, etc. from the event; and (iv) explore the connections (if any) between the preceding and some of the readings discussed in class.

The assignments will be letter graded (e.g. A, A/A-, A-, A-/B+, etc.). I will give more detailed instructions in class. *Note: Late assignments will be penalized 1/6 of a letter grade except in cases of verified illness or emergency.*

(4) Term Paper (35%). 10-15 page paper. Students will submit a one page paper proposal (5%) and two drafts of the paper. The paper grade (30%) will be the average of the grade assigned to the initial and the final draft. Initial drafts must be complete, well-written, full-length papers. Initial drafts which do not meet this minimal standard will be graded F. Final drafts which do not

meet the minimal standard of seriously responding to instructor's comments on initial draft will be graded F. Assignment (and proposal) will be letter graded (e.g. A, A/A-, A-, A-/B+). I will give more detailed instructions in class. Due Dates: First Draft Nov 25th, Second Draft: December 16th. Paper topic proposals must be received by November 4th. *Note: Late assignments will be penalized 1/6 of a letter grade except in cases of verified illness or emergency.*

SERVICE LEARNING OPTION

Students who select this option will work with the Transgender Youth Consortium and/or FTM LA Alliance as volunteers. The Transgender Youth Consortium includes the following agencies: Childrens Hospital, Asian Pacific AIDS Intervention Team, Bienestar, GLASS, Minority AIDS Project, and Van Ness Recovery House (Prevention Division). Student commitment should be no less than 2 hours/week (for a total of 20 hours) not including additional training that may be required. Student participation will be evaluated in coordination with community agency and instructor. Evaluation includes: Timesheets and Evaluation Form.

In lieu of completing the Response Paper and the Event Paper, students demonstrating a serious commitment to the provision of their community-service by discharging their duties responsibly will receive a straight "A" for 35% of the course. The grade assignment will be lowered only to the degree that students do not successfully demonstrate this commitment.

Additionally, students who choose this option must complete a final service learning report (10-15 pages) which discusses their service learning experience and reflects upon possible connection to theories discussed in class. Prior to writing the first draft, students must schedule a consultation with instructor during office hours (5%). Again, two drafts are required. First Draft Nov 25th, Second Draft: December 16th. The report grade (30%) will be the average of the grade assigned to the initial and the final draft. Initial drafts must be complete, well-written, full-length papers. Initial drafts which do not meet this minimal standard will be graded F. Final drafts which do not meet the minimal standard of seriously responding to instructor's comments on initial draft will be graded F. Assignment (and proposal) will be letter graded (e.g. A, A/A-, A-, A-/B+).

Course Schedule

Class One: September 30: Introduction to course

In-class showing of *Ma Vie en Rose*

Class Two: October 7: Preliminaries

1. Jay Prosser "Transgender" (Electronic Reserves)
2. Kate Bornstein *Gender Outlaw*, p. 1-43
3. Leslie Feinberg "Allow Me to Introduce Myself" (Electronic Reserves)
4. Zachary Nataf *Lesbians Talk Transgender* p. 9-34

5. Jacob Hale, Suggested Rules for Non-Transsexuals Writing about Transsexuals, Transsexuality, Transsexualism, or Trans ____
(<http://www.sandystone.com/hale.rules.html>)

Guest Presentation: TG 101, LA activism,: Alexis Rivera (Childrens Hospital, Transgender Youth Consortium)

Class Three: October 14: Conceptual Analysis of ‘Sex’ and ‘Gender’

In-Class Showing of *Hermaphrodites Speak!*

Required Readings

1. Kate Bornstein *Gender Outlaw*, p. 43-69
2. Jacob Hale "Are Lesbians Women?" (Electronic Reserves)
3. Suzanne Kessler and Wendy McKenna: "Who Put the ‘Trans’ in Transgender?"
4. Gender Theory and Everyday Life" (<http://www.symposion.com/ijt/gilbert/kessler.htm>)
5. Suzanne Kessler "Defining and Producing Genitals" (Electronic Reserves)
6. Martha Coventry "Making the Cut" (Electronic Reserves)

Recommended:

1. Harry Benjamin "The Symphony of the Sexes" from *The Transsexual Phenomenon*
(www.symposion.com/ijt/benjamin/chap_01.htm)
2. Harold Garfinkel "Passing and the Managed Achievement of Sex Status in an ‘Intersexed’ Person, Part I" (Electronic Reserves)
3. Harold Garfinkel "Appendix to Chapter Five" (Electronic Reserves)

Class Four: October 21: Historical Analysis of ‘Sex’ and ‘Gender’: Medical Models

Guest Speaker: TBA

Required

1. Joanne Meyerowitz "Sex Change" (Electronic Reserves)
2. Joanne Meyerowitz "Sex into Gender" (Electronic Reserves)
3. Vern Bullough and Bonnie Bullough "Transsexualism: Historical Perspectives, 1952 to Present" (Electronic Reserves)
4. Harry Benjamin International Gender Dysphoria Association, "The Standards of Care for Gender Identity Disorders" (<http://www.hbigda.org/soc.cfm>)
5. American Psychiatric Association, DSM-IV-TR Diagnostic Criteria for Identity Disorder, Diagnostic Criteria for Transvestic Fetishism
<http://www.tsroadmap.com/info/gender-identity-disorder.html>
<http://www.behavenet.com/capsules/disorders/genderiddis.htm>
<http://www.behavenet.com/capsules/disorders/transfetishism.htm>

Criticism: Katherine Wilson: <http://www.transgender.org/tg/gidr/>

Recommended:

1. Harry Benjamin "Transvestism, Transsexualism, and Homosexuality" from *The Transsexual Phenomenon* (www.symposion.com/ijt/benjamin/chap_01.htm)
2. Gert Hekma "'A Female Soul in a Male Body': Sexual Inversion as Gender Inversion in Nineteenth-Century Sexology" (Electronic Reserves)

Class Five: October 28: Feminism and "Trans Pioneers"

Guest Speaker: Lauren Steely

Required

1. Mary Daly "Boundary Violation and the Frankenstein Phenomenon" (Electronic Reserves)
2. Janice Raymond "Preface" from *The Transsexual Empire* (Electronic Reserves)
3. Sandy Stone "The Empire Strikes Back: A Posttranssexual Manifesto" <http://www.sandystone.com/empire-strikes-back>
4. Susan Stryker "My Words to Victor Frankenstein Above the Village of Chamounix - Performing Transgender Rage" (Electronic Reserves)
5. Zachary Nataf: *Lesbians Talk Transgender* p. 35-59
6. Kate Bornstein *Gender Outlaw*, p. 71-140

Recommended:

1. C. Jacob Hale "Tracing a Ghostly Memory in my Throat: Reflections on Ftm Feminist Voice and Agency" (Electronic Reserves)
2. Janice Raymond "Introduction" from *Transsexual Empire* (2nd ed.) (Electronic Reserves)
3. Davina Anne Gabriel "Interview with the Transsexual Vampire: Sandy Stone's Dark Gift" (Electronic Reserves)
4. Karla Mantilla "Men in Ewe's Clothing: The Stealth Politics of the Transgender Movement" from *Off Our Backs* (www.rapereliefshelter.bc.ca/issues/menewes.html)

Class Six: November 4: Butch/FTM Borderlands

In-Class Showing of film: *Boys Don't Cry*

Required

1. Judith Halberstam and C. Jacob Hale: "Butch/Ftm Border Wars: A Note on Collaboration" (Electronic Reserves)
2. Judith Halberstam "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum" (Electronic Reserves)

3. C. Jacob Hale "Consuming the Living, Dis(re)membering the Dead in the Butch/Ftm Borderlands" (Electronic Reserves)
4. Henry S. Rubin "Border Wars: Lesbian and Transsexual Identity" (Electronic Reserves)

Recommended

1. Leslie Feinberg: *Stone Butch Blues: A Novel*
2. J. Halberstam "F2M: The Making of Female Masculinity" (Electronic Reserves);
3. Jay Prosser "No Place Like Home: The Transgendered Narrative of Leslie Feinberg's *Stone Butch Blues*"

Note: November 11 is a holiday.

Class Seven: November 18: Trans Autobiography

Required

1. Bernice Hausman "Body, Technology, and Gender in Transsexual Autobiographies" (Electronic Reserves)
2. Jay Prosser "Mirror Images: Transsexuality and Autobiography" (Electronic Reserves)
3. Jay Prosser "No Place Like Home: Transgender and Trans-Genre in Leslie Feinberg's *Stone Butch Blues* (Electronic Reserves)
4. Leslie Feinberg *Stone Butch Blues: A Novel*

Recommended:

1. Jay Prosser "Exceptional Locations: Transsexual Travelogues" (Electronic Reserves);

Additional Readings

On Reserve in LGBT Resource Center:

1. Christine Jorgensen (ed. Susan Stryker): *Christine Jorgensen: A Personal Autobiography*
2. Mario Martino: *Emergence: A Transsexual Autobiography*

In-class showing of *Paris is Burning*

Note: November 25 is a holiday. NOTE: First Draft of Term Paper is due.

Class Eight: December 2: Queer Theory/Trans Theory: Gender and Performance

Guest Speaker: TBA

Required

1. bell hooks "Is Paris Burning?" (Electronic Reserves)
2. Judith Butler "Gender is Burning: Questions of Appropriation and Subversion" (Electronic Reserves)
3. Ki (Viviane) Namaste "Tragic Misreadings: Queer Theory's Erasure of Trans Subjectivity" (Electronic Reserves)

4. Katrina Roen "Transgender Theory and Embodiment: The Risk of Racial Marginalization" (Electronic Reserves)

Recommended:

1. Kate Bornstein *Gender Outlaw*, p. 147-166, 227-238;
2. Esther Newton "Role Models" from *Mother Camp* (Electronic Reserves),
3. Vern Bullough and Bonnie Bullough "Drag Queens and Cross Dressing on the Stage" (Electronic Reserves)

Class Nine: December 9: Above Continued + Transphobia and Transphobic Violence

Guest Speakers: Bamby Salcedo (Bienestar)

Note: Event Paper and Response Paper due

Required

1. Henry Rubin "Phenomenology as Method in Trans Studies" (Electronic Reserves)
2. Nuttbrock, Rosenblum, Blumenstein "Transgender Identity Affirmation and Mental Health" (http://www.symposion.com/ijt/ijtvo06no04_03.htm.)
3. Viviane Namaste, Interview "Addressing the Politics of Social Erasure: Making the Lives of Transsexual People Visible" from the New Socialist <http://www.newsocialist.org/magazine/39/article04.html>
4. Viviane Namaste "Genderbashing: Sexuality, Gender, and the Regulation of Public Space" (Electronic Reserves)

Recommended

1. Talia Bettcher "Evil Deceivers and Make-Believers: Reflections on Transphobic Violence and the Politics of Illusion" (WebCT)
2. Talia Bettcher "Transphobia, Authenticity, and Sexual Abuse" (WebCT)

Dec 16th (Final Exam Scheduled) Final Drafts of Term Papers due.

Service Learning Option

Overview: In this course, the service-learning component will have *two major parts*. The first part is the actual community service; the second part is comprised of "reflection activities".

Part One: Community Service:

If you choose the service learning component, you will be working with different transgender agencies and/or programs. These include: FTM LA Alliance, Childrens Hospital Adolescent Division, Minority AIDS Project, Bienestar, Asian Pacific AIDS Intervention Team, Van Ness Recovery House Prevention Division, and GLASS. Students must complete paper work by the *second week of classes*.

You will provide a minimum of 20 hours of community service over the remainder of the quarter. As part of your service, you will attend an HIV/AIDS 101 and Outreach training (conducted by APAIT). Generally community service hours should be distributed over the course of the quarter (2-3 hours/week). However, this is not a firm rule and will depend upon the specific needs of the agency and your own availability. *You must be placed and begin community service no later than the third week of classes.*

Your work will be monitored by a time sheet and an evaluation form. The quality of your community service will be evaluated by the agency (in consultation with myself).

Expectations:

- a) *Be Open-Minded and Sensitive to Diversity.* In your community service (as well as the course itself) you will be confronted by experiences, beliefs, identities, and ways of looking at the world that are different from your own. Sometimes we feel a need to “judge” others or to express our disapproval of somebody else based upon differences. *However, it is absolutely **not** acceptable to express this attitude while working with your agencies.* You are there to accomplish two tasks: (1) Help serve the needs of your agency; (2) Learn from the perspectives and experiences of others. If you are busy expressing your own disapproval, you will accomplish none of your tasks.
- b) *Be Helpful.* That’s why you’re there!
- c) *Be Curious, Ask Lots of Questions.* That’s why you’re there!
- d) *Be Flexible.* Sometimes “life” does not go according to plan! Be prepared to “roll with the flow”.
- e) *Communicate.* It is important that you are open and honest about any difficulties that you are experiencing or any questions and concerns that you have. This means that you need to share any concerns or problems that you are having with (1) the volunteer coordinator at the agency; (2) myself *as soon as the issue arises.*
- f) *Be Professional.* It is essential that you maintain professional standards of conduct at all time. This includes (1) punctuality; (2) dress; (3) attitude; (4) reliability, (5) verbal communication; (6) courteousness.

Part Two: Reflection Activities

ONE MAJOR POINT OF SERVICE LEARNING is for you to think about the connections between the issues discussed in class (i.e. in the readings, in the lectures, during the guest presentations, during classroom discussion) and your own experiences in community service. Do the ideas discussed in class work in real life? Are they too simple? Are they helpful in describing your experience? Do they need to be changed? And how does all of that relate to you? Do you find that your own beliefs are being challenged? Strengthened? Confirmed? Deepened? Are you finding yourself more confused? Less confused? What does any of this mean for you as a person? Does it change your own perspective on who you are and on who other people are?

The honest attempt to think through the issues discussed above is *absolutely essential to service learning*, and it is part of the overall assessment of the service-learning component.

