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Renison University College
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code: GSJ 472/ SDS 410 R

Course Title: Queer and Trans* Studies

Class Times/Location: Thursday 2:30 pm-5:20 pm. Location TBA.

Instructor: Meg Gibson, MSW PhD

Office Hours: By appointment or speak with me after class

Email: margaret.gibson@uwaterloo.ca

Course Description

Centering 2SLGBTQ+ cultural and political contributions, this course examines the ways in which sexualities, bodies, relationships, and identities have been regulated and transformed. Topics include colonialism, education, family, HIV/AIDS, psychiatry, incarceration, violence, popular culture, immigration, neoliberalism, and homonormativity.

Students in this course will be asked to take an active role in their learning. Course activities require a combination of close reading, discussion, facilitation, analysis, presentation, groupwork, creative activity, writing, and reflection. Students are asked to try new things and to support their colleagues in this learning process, with a recognition that everyone in the class

has knowledge to contribute.

Student learning will be assessed regularly throughout the term to ensure that basic concepts are well-understood, however the course's focus will be on developing critical thinking skills, applying theoretical concepts, unpacking assumptions, assessing and integrating knowledge claims, learning about different perspectives, mapping larger social structures and power relations, and imagining new possibilities.

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

- A. Understand the ways that dominant ideas about gender, sexuality, and relationships structure the contemporary social context in North America/ Turtle Island.
 - Describe and define different identities, terms, and oppressions relating to sexuality and gender, particularly those relating to 2SLGBTQ+ communities.
 - Analyze the impact of dominant systems such as heteronormativity, cisnormativity, patriarchy, capitalism, and colonialism on everyday experiences, intellectual and institutional practices, socio-political activities, and cultural representations.
- B. Critically assess the impact of larger histories and social relations that regulate gender, sexuality, and kinship on 2SLGBTQ+ people and others.
 - Articulate how colonialism and other social relations of dominance have shaped and regulated ideas and practices of kinship, gender, and sexuality, in the Canadian nation state and beyond.
 - Describe examples of how people have responded to and resisted dominant frameworks and regulations, and propose strategies to nurture social justice.
- C. Understand, integrate, and apply knowledge of core theories and strategies from queer and trans studies.
 - Articulate central claims and tensions in queer and trans studies as applied to a range of topics.
 - Describe, compare, and apply the approaches found in key contributions within queer and trans studies.

Required Texts

- Barker, Meg-John and Scheele, Julia. (2016). *Queer: a graphic history*. London, UK: Icon Books.

- Halberstam, Jack. (2018). *Trans*:* a quick and quirky account of gender variability. Oakland, CA: University of California Press.
- Bornstein, Kate & Bergman, S. Bear, Eds. (2010). *Gender outlaws: The next generation.* Berkeley, CA: Seal Press.

NOTE: Any edition (including the electronic version) of the texts is acceptable. Texts can be ordered through the University of Waterloo Bookstore website.

Readings Available on LEARN

- All other course readings and other materials are available either through course reserve or posted on the course LEARN site. Please contact the instructor or the Renison Librarian if you have trouble accessing them. Check on LEARN regularly for weekly communication and additional learning materials.
- A note on readings: As a seminar, students are expected to participate in the class having read the required materials and supplemented with recommended materials according to their needs and interests.

For weeks with student-led discussions, all other students in the class are also expected to read the materials in order to participate in the discussions.

While some readings may be challenging to students, when students read carefully and note questions, uncertainties, disagreements, and connections, this allows all members of the class to participate in and learn from the seminar format.

Course Requirements and Assessment

Please notify the instructor as soon as possible if you anticipate any trouble with the completion and timely submission of any assignment.

| Assessment | Date of Evaluation (if known) | Weighting |
|------------------------------------|---|------------------|
| Application Paper | Thursday, October 19 by 11:59 pm. Submit through Dropbox. | 20% |
| Group Presentation (groups of 2-4) | Variable (Weeks 4-11). Sign up for a group by the end of class on week 2. See link on LEARN. | 25% |

| Assessment | Date of Evaluation (if known) | Weighting |
|---|---|---|
| Proposal | Proposal due Thursday, October 26 | 3.5% |
| + Final Assignment | by 11:59 pm EST. Submit through Dropbox. | (proposal) + 31.5% (final assignment = 35% |
| Participation self-evaluation and reflection | Final assignment: Due Thursday, November 30 by 11:59 pm. Submit through Dropbox. Due Monday, December 4 by 11:59 pm | 20% |
| Total | | 100% |

Assessment 1

Application Paper: weighted 20%

Length: 6-7 pages (12 point font, 1 inch margins, double-spaced)

Select an encounter/event/exchange from your everyday life that relates to the topics and ideas of the first half of the course. This can be a brief conversation or exchange that you were a part of, or something you witnessed, overheard, or participated in. There can be many people involved or just you, but the focus should remain on your experience and not on the content of what someone else recounted to you. Please do not initiate interactions or engage in observation for the purpose of the assignment. Memories from years ago are fine. You can choose any moment or memory that, to you, relates to theoretical or topical elements of the course, but try to keep it focused to a particular moment (e.g. one or two things that were said or done, not years of a relationship). Please try to respect confidentiality of others as far as possible and do not use real names.

Attach a short description of the encounter (max. 2 pages). The summary does not count toward the page total.

Using ideas and tensions explored in weeks 1-5 of the course, answer the following questions, using specific examples wherever possible:

i) How are dominant ideas about sexuality and gender reproduced and/or challenged in this encounter?

ii) How are white supremacy and colonialism reproduced and/or challenged in this encounter?

Meaningfully reference at least 6 course readings in this paper (can include any of the recommended materials listed). Cite using APA format. References do not count toward the page limits.

Due Thursday, October 19, 11:59 pm EST, Week 6. Submit on LEARN through Dropbox.

All written assignments will need to be submitted through Turnitin. It is recommended that you submit your work early so you can see what Turnitin says about your citational practices and if it catches any problems. This will give you time to fix any problems. Please ask the instructor/TA if you have questions.

Assessment 2

Group Presentation: weighted 25%

Groups of 2-4

Sign up for a slot through link on LEARN by 11:59pm on Friday, September 15. If you do not sign up by then, you may be assigned to a group.

For weeks 4-11, groups will present and lead discussion of the week's "Student-Led discussion" readings. Groups will be responsible for:

- ii) an overview presentation (maximum of 20 minutes)
- iii) providing questions and helping to facilitate class discussion (maximum of 20 minutes)

While all students will be expected to have read/viewed the materials, the presenting groups will have done some additional research and thinking about the context and content of the reading.

The presentation materials must address the following questions:

i) Who is/ was the author?

Consider various aspects of their positionality/identity, also including the discipline, era, and nation state in which they are/were working.

ii) What was the context for this work?

Consider socio-historical events and debates that will help readers understand this work. Define/ explain potentially confusing terms or references.

iii) What does this text try to do?

Consider: why do you think the author(s) wrote it? What are the key takeaway points? Are there passages that you want to highlight because they are especially important, or because you want to clarify something?

Students are asked to use a creative, organized, and engaging format to further their colleagues' understanding of the selected reading(s) and to facilitate a meaningful exchange of ideas. Groups can include slides, audio or video clips (original or imported), quotes, visuals/graphics, and interactive elements. All sources must be appropriately credited/ referenced. Group members should look at any lecture materials as well as the required and recommended readings for the week to promote consistency and avoid duplication.

The instructor and other classmates may ask questions about your group's interpretations and your sources during and after the presentation. Please be prepared to explain what you are presenting and where these ideas have come from. Since this is a seminar, everyone will be learning from your presentation, and it is especially important to make sure that you are sharing ideas that are well-grounded and fully credited. You can offer additional resources if people want to learn more.

Groups will then facilitate discussions around 3 questions. These questions must pertain to the reading and should encourage deeper exploration and further exchange. These questions should be clearly presented and the group must be ready to explain them further as needed. Questions should connect to larger themes of the course and encourage reflection and analysis on the part of the class – they should not be “right/ wrong” kinds of questions. Group members will respond to class members' contributions or redirect them to the rest of the class and/or instructor, as appropriate.

Assessment 3

Proposal plus Final paper/ Creative project: weighted 35%

Students will be given a choice of either writing a longer paper (10 pages) or producing a creative work accompanied by a shorter paper (3-5 pages).

Proposal: weighted 3.5%

Students must submit a proposal specifying their selected topic, planned list of resources, and intended format. For all proposals, be sure that you read and address the assigned questions listed below for the final assignment.

i) If the intended format is a longer paper, this proposal should include a 1 page abstract/ outline (around 250 words). Identify which cultural work you intend to focus on (e.g. film, book, poem, television episode). Try to limit the scope of your selected cultural item. That is, instead of examining an entire television series, focus on a particular episode/ plot event and then bring in information from the larger series as relevant to inform the analysis.

Attach a list of 8-10 relevant references you anticipate using for your paper, mindful of the requirements to include items from the course but looking beyond these as well. You are encouraged to include several texts that analyze the same type of cultural forms you intend to examine, particularly if others have done critical readings of the same or related texts (e.g. critical race and queer theory analysis of the selected film). Please contact the instructor and/or TA if you would like suggestions or guidance on this.

ii) If the intended format is a creative project, the proposal should include a 1 page description (around 250 words) of what medium and process the student intends to use, with what overall intention/ goal. Be sure to consider the two framing questions in the assignment description below.

Attach a list of 5-7 relevant resources (creative and/or academic). Consider works that can also inform your use of the creative medium you select. For example, if you plan to write poetry, you may include references to other poetic works that support your own process, as well as course materials, paintings, films, etc. Please be mindful of requirements to include some course materials but also go beyond to support your particular project.

Possibilities can include, but are not limited to: painting, video, poetry, comic/ graphic, textile work, sculpture, script, story, play, podcast, music. Please plan how to hand in your work through a digital format.

Please also consider whether you think this is a project that you will be willing to share with the rest of the class – this is encouraged but not required. There will be time for sharing and

discussion in our final class.

If your creative work will involve the contributions of others (e.g. other students), you will need to ask for their permission while informing them of the educational audiences/ anticipated uses of the creative work. Written consent may be required – please ask the instructor for further guidance.

Proposal: Due Thursday, October 26, by 11:59 pm. Submit on LEARN through Dropbox. Weighted to 3.5% of your total grade. Full points will be awarded for completion of all components, including resource list, submitted by the due date.

A. Long paper format

10 pages, double-spaced, references in APA format

For the paper-only format, please select a cultural work (e.g. novel, artwork, comic strip, film, television episode, comedy special, etc.) that relates to the topics covered in this course. Start with a brief description/ synopsis of the cultural work (just enough so that the reader can follow your paper even if they are not familiar with the selected work).

Explore and analyse how the ideas, events, and tensions explored in this course relate to this selected work. Consider the following:

- i) How the work might illustrate and/ or extend some ideas/ materials from the course.
- ii) How ideas/ materials from the course might challenge or show something that is missing from the cultural work, or might suggest a different interpretation or audience for it.
- iii) How the cultural work might challenge or show something that is missing from ideas/ materials in the course.

Throughout, be specific about the texts you are referencing. Please don't write "according to trans studies" or the equivalent – use the work of specific authors that were assigned or recommended, and, as needed, feel free to read beyond the provided materials. You are expected to reference at least 10 items from the course, plus any additional materials.

The course texts (Barker & Scheele, Halberstam) only count as 1 item each even across multiple sections/ chapters. Cite using APA format. References do not count toward the page limits.

B. Creative format, PLUS short paper.

Paper component 3-5 pages, double-spaced, references in APA format

For the creative format, you are asked to illustrate and/or communicate key learning from the course through a medium other than academic writing. The format is open, subject to approval at the proposal stage. The guiding questions for the project are:

- i) What part of your learning from this course holds particular significance for you?
- ii) How does the material from the course relate to other experiences, commitments, or relationships that matter to you?

There must be a relationship between the ideas of the course and your process/ product. You will explain this relationship in a shorter paper that describes your initial intention in this project, how the intention connects to course ideas and materials, and your thoughts/ feelings upon its completion. This paper should pay attention to both the process and the product of your creative work. You are expected to cite at least 3 items from the course, and can include references from outside if you choose.

Different chapters/ entries in the course texts by Barker & Scheele and by Halberstam only count as 1 item each. Chapters from Bornstein and Bergman count as separate items since they have different authors. Cite using APA format. References do not count toward the page limits.

Note: you will not be graded on the basis of artistic accomplishment.

Final Assignment (either format): Due Thursday, November 30, by 11:59 pm. Submit in Dropbox on LEARN.

All assignments will need to be submitted through Turnitin. It is recommended that you submit your work early so you can see what Turnitin says about your citational practices and if it catches any problems. This will give you time to fix any problems. Please ask the instructor/ TA if you have questions.

Note: Final assignments will be weighted at 31.5% to account for 3.5% from the proposal.

Assessment 4

Participation, including self-evaluation and reflection paper: Weighted 20%

As a seminar course, this class depends on extensive and consistent participation from all

members. Learning happens when we encounter ideas and experiences that are new to us, or that have been newly articulated and integrated. We should all expect that there will be challenges to our previous ways of thinking and understanding, and that these will come from discussions with our colleagues as well as from course materials and the instructor.

Respectful, clear, and thoughtful communication is a key element of learning and community building. People can have strong disagreements and passionate beliefs while avoiding unwarranted assumptions, generalizations, and personal attacks. At the same time, sometimes even a respectful disagreement can feel upsetting or threatening, depending on how it connects to our other experiences and to dominant social dynamics.

All of us are encouraged to think about how we offer critiques and challenges to others, and to strive to engage with each other in a way that promotes learning. Consider speaking from your own position and experience where possible. Think about how your ideas and experiences engage with broader discussions, contexts, and power relations. All of us are also encouraged to think about how we will invite and respond to critique and difference, particularly on topics where we have not been targeted by historical, ongoing, and systemic oppressions. We can all reflect upon the limitations of our particular range of experience and knowledge, and seek out added resources as needed. Please contact the instructor if you would like suggestions for such resources.

Participation can take several different forms, such as:

- 1) Attending weekly classes and letting the instructor/ TA know if you are unable to attend due to health problems or unforeseen care responsibilities. If you miss class, please contact a classmate to get notes and ask about what was discussed. Missing classes without informing the instructor and providing acceptable reasons will result in lower participation grades. If you miss class, you will miss necessary course content and learning experiences and we will all miss the opportunity to learn from and with you.
- 2) Reading/viewing all assigned course materials before each class. As a seminar, reading and discussion are core elements of the learning. Don't worry if you can't readily understand some of the readings. This is totally fine! Try your best and bring your questions and points of confusion to class. The important thing is to engage with the texts in a genuine and curious way. What does this reading remind you of? What assumptions does it challenge? What feelings does it stir up? Are you noticing any patterns across the readings?
- 3) Paying attention to the instructor and your classmates and to any in-class videos and activities, even when this is difficult. We have all had our attention tested in the last few years, and many of us have gotten used to doing several things at once, or checking out as soon as

something is repetitive or slow-moving. It turns out that most people need time to think and speak and absorb things, so jumping to the next thing results in more confusion and more catch-up work later on. Try doing fewer things with your attention. Notice when you are thinking about things from other places and other times and gently lead yourself back to the present moment. In addition to silencing electronics, please put phones and other distractions out of sight and reach unless there is an urgent caregiving need. Close other browser screens if you use a laptop and consider using airplane mode. If you need to get up and move around the classroom, stretch, breathe deeply, knit, fidget, doodle, or move your hands in order to pay attention, then please do so. Writing notes or questions can help some, or it can be distancing for others. Learn what works for you. Challenge yourself to listen and think about what is being discussed even if this is difficult at first; these are relational skills that we need in learning, and in nurturing our communities. It is possible to build attention like a muscle, with practice and intention. The class will have regular breaks and shifts in modality (lecture slides, videos, group discussions, pair activities, etc.) to help keep us all fresh.

3) Developing your awareness of current events and community developments, as well as relevant books, music, films, websites, shows, etc. These activities will support your ability to offer vibrant and meaningful contributions to our discussions. Plus, these activities will enhance the depth of your learning and deepen your analysis of social, political, and cultural issues – and could even be fun!

4) Contributing to class discussions. Contributions can include listening to the instructor and your classmates, responding to their contributions, and sharing your own ideas. There are regular opportunities to talk with the entire class and in small groups or pairs. Try pushing yourself to participate in new ways. If you are often quiet, try speaking up more. If you are often talking, try listening more.

5) Posing questions to the instructor or the rest of the group for the benefit of the larger class while being mindful of what others have already asked. It can also include letting the instructor know when there is a problem accessing any course materials, and/ or contacting Learn Help if there is a technical glitch (learnhelp@uwaterloo.ca). Please allow at least 48 hours for a response from the instructor to questions on email or LEARN.

6) Suggesting relevant resources and informing others of events, providing links and/or pdfs and/or references to the class.

7) Responding to questions from classmates and/or the instructor. Students are encouraged to go beyond “Yes! I agree!”, “I disagree”, or “I don’t know either” styles of response. Why do you agree or disagree? Do you have examples from the text or other events/ texts/ materials/ lived experiences that inform your opinion? If you are not sure about something, can you think of possible explanations, or specify which aspect is confusing, or pose questions to others that might clarify the issue/concept? Why might certain types of knowledge be unfamiliar and/or

challenging to you (and perhaps be more familiar or accessible to others)?

At the end of the course, you will be asked to give your participation throughout the term a grade out of 20. Then write a 2-page reflection paper on your participation explaining your self-assessment. The reflection paper should consider:

- i) how you contributed to the class's learning
- ii) how you challenged yourself to participate in different ways
- iii) what takeaway thoughts you have on your own participation

Participation occurs throughout the term. Written 2-page reflection and self-assessed grade:
Due Monday, December 4, 11:59 pm through Dropbox.

Please note: As needed, the instructor will adjust this grade to promote a fair distribution of grades across the class. Any adjustment will be based on what the instructor has observed in your participation over the term, as well as what is described in the reflection paper.

Course Outline

Note: Course readings may be subject to change throughout the term.

Supplementary readings are not required but are recommended as ways to delve more deeply into a topic. Supplementary readings can also be used as course materials for the assignments.

| Week | Date | Topic | Readings Due |
|------|--------|--------------|--|
| 1 | Sept 7 | Introduction | Barker and Scheele: 3-16; 59-62; 84-92 Halberstam: Chapter 1, Trans*: What's in a name? (pp. 1-21) Supplementary Readings: Bauer, G.R., Scheim, A. I. & Trans PULSE Team. (2015). Transgender people in Ontario, Canada: Statistics from the Trans PULSE Project to inform human rights policy. http://transpulseproject.ca/wp-content/uploads/2015/06/Trans-PULSE-Statistics-Relevant-for-Human-Rights-Policy-June-2015.pdf Egale Canada. (2017). Glossary of Terms. https://egale.ca/wp-content/uploads/2017/03/Egales-Glossary-of-Terms.pdf |

| Week | Date | Topic | Readings Due |
|------|---------|-----------------------------|--|
| | | | <p>Statistics Canada. (2017). Same-sex couples and sexual orientation... by the numbers. https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015#a3</p> |
| 2 | Sept 14 | Queer Studies, Queer Lives | <p>Barker and Scheele: 17-31; 48-58, 63-83; 93-97.</p> <p>Lorde, Audre. (2007 [1977]). The transformation of silence into language and action. In <i>Sister outsider: Essays and speeches</i>, pp. 40-44. New York, NY: Crossing Press, Random House.</p> <p>Butler, Judith. (1993). <i>Critically queer</i>. <i>GLQ</i>, 1, 17-32. Read through page 24.</p> <p>Supplementary Readings: Rights of LGBTI people in Canada. https://www.canada.ca/en/canadian-heritage/services/rights-lgbti-persons.html</p> <p>Sedgwick, Eve Kosofsky. (1991). How to bring your kids up gay. <i>Social Text</i>, 29, 18-27.</p> <p>Warner, Michael. (2012). Queer and then? <i>The Chronicle of Higher Education</i>, 58.18.</p> |
| 3 | Sept 21 | Trans Studies, Trans* Lives | <p>Bergman, S. Bear. (2013). Dear parents who have written to me. In <i>Blood, marriage, wine and glitter</i>, pp. 83-92. Vancouver, BC: Arsenal Pulp Press.</p> <p>Halberstam: Chapter 3, <i>Becoming Trans*</i> (pp. 45-62).</p> <p>PLUS read at least 2 chapters from <i>Gender Outlaws</i>.</p> <p>Suggestions: Al-Walid, Zev. (2010). Pilgrimage. In Kate Bornstein and S. Bear</p> |

| Week | Date | Topic | Readings Due |
|------|---------|---|---|
| | | | <p>Bergman, Eds., Gender outlaws: The next generation, pp. 261-267. Berkeley, CA: Seal Press.</p> <p>Smith, Gwendolyn Ann. (2010). We're all someone's freak. In Kate Bornstein and S. Bear Bergman, Eds., Gender outlaws: The next generation, pp. 26-30. Berkeley, CA: Seal Press.</p> <p>Serano, Julia. (2010). Performance piece. In Kate Bornstein and S. Bear Bergman, Eds., Gender outlaws: The next generation, pp. 85-88. Berkeley, CA: Seal Press.</p> <p>Tokawa, Kenji. (2010). Why you don't have to choose a white boy name to be a man in this world. In Kate Bornstein and S. Bear Bergman, Eds., Gender outlaws: The next generation, pp. 207-212. Berkeley, CA: Seal Press.</p> <p>Recommended Readings: Barker & Scheele, pp. 140-146.</p> <p>Stryker, S. (2004). Transgender studies: Queer theory's evil twin. GLQ, 10(2), 212-215.</p> |
| 4 | Sept 28 | Settler Colonialism and Indigenous Resurgence | <p>Simpson, Leanne Betasamosake. (2017). Indigenous queer normativity. In As we have always done: Indigenous freedom through radical resistance, pp. 119-144. Minneapolis, MN: University of Minnesota.</p> <p>Student-Led Discussion 1: Tallbear, Kim. Making love and relations beyond settler sex and family. In, Clarke, A. and Haraway, D. (Eds.), Making kin not population, pp. 145-164. Durham, NC: Duke University Press.</p> <p>Supplementary Reading: Simpson, Leanne Betasamosake. (2017). 'The attempted dispossession of kwe' and 'The sovereignty of Indigenous people's bodies' In As we have always done: Indigenous freedom through radical resistance. Minneapolis, MN: University of Minnesota. (on electronic reserve through the Renison library)</p> |

| Week | Date | Topic | Readings Due |
|------|------------|---|---|
| 5 | Oct 5 | Black Feminist and Trans/ Queer of Colour Theory | <p>Ware, Syrus Marcus. (2017). All Power to All People? Black LGBTTI2QQ Activism, Remembrance, and Archiving in Toronto. <i>TSQ: Transgender Studies Quarterly</i> 4, no. 2, 170-180. https://read.dukeupress.edu/tsq/article/4/2/170/84689/All-Power-to-All-People-Black-LGBTTI2QQ-Activism</p> <p>Barker & Scheele: pp. 42-47, 126-135.</p> <p>Student-Led Discussion 2: Ahmed, Sara. (2017). Chapter 5: Being in question. In <i>Living a feminist life</i>, pp. 115-134. Durham, NC: Duke University Press.</p> <p>Supplementary Readings: Brockenbrough, Edward. (2015). Queer of color agency in educational contexts: Analytic frameworks from a queer of color critique. <i>Educational Studies</i> 51(1): 28-44.</p> <p>Lorde, Audre. (1997 [1982]). The uses of anger. <i>Women's Studies</i>, 25(1/2) 278-285.</p> |
| | Oct 7 – 15 | Reading Week | |
| | Oct 9 | Thanksgiving | |
| 6 | Oct 19 | Embodiment and Disability Application paper due Thursday, October 19, at 11:59 pm (Dropbox using Turnitin) | <p>Barker & Scheele, pp. 164-5.</p> <p>Halberstam, Chapter 2, <i>Making Trans* Bodies</i>, pp. 22-44.</p> <p>Student-Led Discussion 3: Clare, Eli. (2017). Chapter 10: Promise of Cure. In <i>Brilliant imperfection: grappling with cure</i>, pp. 173-187. Durham, NC: Duke University Press.</p> <p>Supplementary Reading:</p> |

| Week | Date | Topic | Readings Due |
|------|--------|---|---|
| | | | McRuer, Robert. (2006). Introduction: compulsory able-bodiedness and queer/disabled existence. In <i>Crip theory: Cultural signs of queerness and disability</i> , pp. 1-32. New York, NY: NYU Press. |
| 7 | Oct 26 | Science, Research, and Power Proposal for final assignment due October 26 at 11:59 pm (Dropbox using Turnitin) | Barker & Scheele, pp. 110-117. Review pp. 64-72. Foucault, Michel. The Repression hypothesis. From <i>The History of Sexuality</i> , Part 1. In Paul Rabinow, (ed.) <i>The Foucault Reader</i> , pp. 301-329. New York, NY: Vintage/ Random House. Student-Led Discussion 4: Snorton, C. Riley. (2017). <i>Anatomically speaking: Ungendered flesh and the science of sex</i> . Black on both sides: a racial history of trans identity, pp. 17-53. Minneapolis, MN: University of Minnesota. Supplementary Reading: Gibson, M. F. & Douglas, P. (2018). Disturbing behaviors: Ole Ivar Lovaas and the queer history of autism science. <i>Catalyst: Feminism, Theory, Technoscience</i> , 4(2), 1-28. http://www.catalystjournal.org . |
| 8 | Nov 2 | Art, Popular Culture, and Audience | Barker & Scheele, 98-109. Halberstam: Chapter 5, <i>Trans* Representation</i> , pp. 84-106. Kent Monkman, <i>Paintings</i> : http://www.kentmonkman.com/painting . Student-Led Discussion 5: Linda Kuo, Simone Perez-Garcia, Lindsey Burke, Vic Yamasaki & Thomas Le (2022) <i>Performance, Fantasy, or Narrative: LGBTQ+ Asian American Identity Through Kpop Media and Fandom</i> , <i>Journal of Homosexuality</i> , 69:1, 145-168, DOI: 10.1080/00918369.2020.1815428 Supplementary Reading: Munoz, Jose Esteban. (1999). Introduction: performing disidentifications. <i>Disidentifications: queers of color and the performance of politics</i> , pp. 1-34. Minneapolis, MN: University of Minnesota Press. |

| Week | Date | Topic | Readings Due |
|------|--------|--------------------------|--|
| 9 | Nov 9 | Strategies and Divisions | <p>Barker & Scheele: pp. 48-54, 147-163</p> <p>Halberstam: Chapter 4, <i>Trans* Generations</i>, pp. 63-83 & Chapter 6, <i>Trans* Feminism</i>, pp. 107-128.</p> <p>MacDonald, Shana & Kolentzis, Alysia. (2023). The stabbing attack at the University of Waterloo underscores the dangers of polarizing rhetoric about gender. <i>The Conversation</i>. https://theconversation.com/the-stabbing-attack-at-the-university-of-waterloo-underscores-the-dangers-of-polarizing-rhetoric-about-gender-208904</p> <p>Wells, Kristopher (2023). We must all speak out to stop anti-LGBTQ legislation. <i>The Conversation</i>. https://theconversation.com/we-must-all-speak-out-to-stop-anti-lgbtq-legislation-204805</p> <p>Student-Led Discussion 6: Stanley, Eric A., Spade, Dean & Queer (In)Justice. (2012). Queering prison abolition, now? <i>American Quarterly</i>, 64(1), 115-127.</p> <p>Supplementary Readings: Cohen, Cathy. (1997). Punks, bulldaggers and welfare queens: the radical potential of queer politics. <i>GLQ</i>, 3(4): 437-465.</p> <p>Duggan, Lisa & Munoz, Jose Esteban. (2009). Hope and hopelessness: a dialogue. <i>Women and Performance</i>, 19(2), 275-283.</p> |
| 10 | Nov 16 | Family and Kinship | <p>Gibson, M. F. & Gruson-Wood, J. (2022). 2SLGBTIQ+ families in Canada. In Albanese, P. (Ed.), <i>Canadian Families Today</i>, 5th Edition, pp. 46-69. Don Mills, Canada: Oxford University Press.</p> <p>Student-Led Discussion 7: Garner, T. (2014). <i>Becoming Papa: From daughter to dad</i>. In Gibson,</p> |

| Week | Date | Topic | Readings Due |
|------|--------|--|---|
| | | | <p>M. F. (Ed.) Queering motherhood: narrative and theoretical perspectives, (pp. 169-182). Toronto, ON: Demeter Press. (Available through the Renison Library).</p> <p>Supplementary Readings: Lorde, Audre. (2007 [1977]). Man Child: A Black Lesbian Feminist response. From Sister Outsider: essays and speeches, pp. 72-80. New York, NY: Crossing Press, Random House.</p> <p>Butler, Judith. (2004). Is kinship always already heterosexual? In Undoing gender, (pp. 102-130).</p> |
| 11 | Nov 23 | Postcolonialism and Homonationalism | <p>Barker & Scheele, Review pp. 131-134.</p> <p>Student-Led Discussion 8: Puar, J. (2013). Rethinking homonationalism. International Journal of Middle Eastern Studies, 45(2), 336-339.</p> <p>Supplementary Reading: Alexander, M. J. (2005). Transnationalism, sexuality, and the state: Modernity's traditions at the height of empire. Pedagogies of crossing: meditations on feminism, sexual politics, memory, and the sacred, pp. 181-254. Durham, NC: Duke.</p> |
| 12 | Nov 30 | <p>Solidarity and Resistance</p> <p>Bring creative works to share</p> <p>Final Assignment due 11:59 pm, Thursday, November 30 (Dropbox). Submit through TurnItIn and</p> | <p>Barker & Scheele, pp. 166-173.</p> <p>Halberstam, Conclusions: Making and un-making bodies, pp. 129-136.</p> |

| Week | Date | Topic | Readings Due |
|------|------|---|--------------|
| | | <p>check your originality score before the final submission.</p> <p>Self-evaluation and 2-page reflection on participation due 11:59 pm, Monday, December 4 (Dropbox)</p> | |

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at up to 5% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made. It is better to submit an assignment that is late or incomplete rather than not at all, but marks will be deducted for lateness if no previous arrangement has been made.

Coursework Submission Policy

Students are expected to submit all assignments. If you are anticipating any trouble with the timelines or format of an assignment, contact the instructor and/or TA as soon as possible. Some assignments build on others, and delayed submissions may mean that students will miss important feedback.

The proposal assignment will not be accepted at the same time as the final assignment since the point of the proposal is to receive guidance for the final assignment. If you think that your proposal might be late, contact the instructor as soon as possible to see if alternate arrangements can be made.

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes” ...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Text matching software (Turnitin®) will be used to screen assignments in this course. Students are encouraged to submit assignments early to view their Turnitin similarity reports so that they can learn from it and make any needed changes. Only the final submission before the due date will be assessed.

Turnitin® is used to verify that all materials and sources in assignments are documented in ways that meet the expectations of the scholarly community and that credit where ideas and language have come from. Students generally find the feedback helpful in their learning. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Generative AI (e.g. ChatGPT)

This course includes the independent development and practice of specific skills, such as strategies to identify how cultural and political beliefs can affect our everyday experiences, and apply theoretical texts to different settings and topics. It encourages students to enhance their ability to synthesize and critically analyze different texts. It asks students to assess approaches

to knowledge and the assumptions upon which they rest. It encourages individual reflection on lived experience and the development of creative expression, prioritizing the experience of creation over the product. Generative AI is excellent at finding what a lot of people have posted on the Internet and writing up things that sound like a synthesis, but it cannot identify let alone critique the content it finds and reproduces. We can't learn about the background for its claims -- who said this, where, for what audience, and with what evidence? --making it impossible to assess and critique the interpretations that it presents as "fact" or locate them reliably in context as "opinion". Similarly, while it can be interesting and fun to create images and texts using generative AI, doing so eliminates the intentional and experiential elements of creation, and bypasses the ways in which the person themselves can be a part of and transformed through the creation process. The community with which we learn also wants to hear about and from us as humans with particular experiences and perspectives; presenting a composite created from unknown people across time and space undermines the trust and relationships we can build with each other, and misses the point of social justice-oriented communication. How we communicate with each other as individuals in order to build a community is important.

When we think about social justice and the impact of dominant frameworks on groups with less social influence, the dominant volume of "what has been written" is likely to reinforce the forms of oppression that are common to the cultures and institutions that contribute to online content. We know that generative AI reproduces the biases of whatever content it has been trained on, and we know that this content includes misogyny, racism, homophobia, transphobia, Eurocentrism, classism, and other forms of prevalent social oppression.

Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including: · Student Success Office for help with skills like notetaking and time management · Writing and Communication Centre for assignments with writing or presentations · AccessAbility Services for documented accommodations · Library for research-based assignments

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class and, if possible, stored out of sight when the student is not using them for course activities.

Attendance Policy

Student should make every effort to attend each class as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor, and the TA if applicable, as soon as possible after the realization. Attendance will be considered as a part of the participation self-evaluation and reflection assignment.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

There is no final examination for this course.

Accommodation for Illness or Unforeseen Circumstances

See [Accommodation due to illness](#) for University of Waterloo policy. Please contact the instructor and/or the TA as soon as possible if you may need accommodations including

extensions or other accommodations on assignments. You are also welcome to discuss ways we can make the course more accessible to you.

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds.](#)

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#),

[Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department's administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

Please feel free to raise any accommodations needs with the instructor and the TA, whether or not you are registered with Accessibility Services. Needs can emerge or change quickly, and the instructor is committed to making this course as accessible as possible to all.

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.