Texas A&M University Central Texas
SOCI 4389
Special Topics: Transgender Studies
Summer 2023

Professor: Michelle Dietert, PhD
Office Location: HH 204A
Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or
        if you prefer, you can make a virtual appointment with me through WebEx or
        Teams. Always feel free to ask me questions. I am always here to help.
 E-mail: dietert1@tamuct.edu
Class Location and Time: Online (June 5 – July 29 - 8 weeks)
This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management
System [https://tamuct.instructure.com/].

Required Texts

Textbook:
Haefele-Thomas, Ardel. 2019. *Introduction to Transgender Studies*. New York: Harrington Park
Press. (9781939594273)

For Referencing (Required)

American Sociological Association. 2022. *American Sociological Association Style Guide* (7th).
American Sociological Association Publisher. (978-0-912764-58-0)

Catalog Description

Our understanding of what it means to be a gendered person has evolved over time. The
sociological study of gender includes what it means to be transgender, including how gender
identity is perceived, defined, and experienced in the context of societies. Students will be
introduced to concepts like sex, gender, gender expression, gender identity, and sexual
orientation. Students will also learn about transgender identities from various regions of the
world as it relates to historic and contemporary issues, literature, history, politics, art, and
culture.

Course Objectives

1. Students will analyze changing definitions of sex and gender roles and identities within their
   historic and cultural complexities.
2. Students will examine gender through the sociological lens as the product of complex social
   arrangements and processes.
3. Students will examine representations of gender as these relate to literature, history, politics,
   art, and culture.
4. Students will gain knowledge about theoretical and research perspectives on issues that
   impact transgender individuals.

5. Students will learn how culture shapes social norms, attitudes, beliefs, policies and social institutions in regards to sex, gender, gender expression, gender identity and sexual orientation.
6. Students will identify and analyze personal strategies and social patterns developed by Transgender and "gender variant" individuals to provide protection and enable expression within a general culture that is transphobic (including parts of the Gay, Lesbian and Bisexual community).
7. Students will learn to appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, dis/ability) in individuals and understand how these are related to gender and sexuality by taking an intersectional approach.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – we use qualitative and quantitative research techniques to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you are challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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University Policies/Services

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
    o   iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
    o   Android Phone / Tablet
        [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website [https://www.tamuct.edu/covid19/]

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the student conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a referral, [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

    Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
      Please let the support technician know you are an A&M-Central Texas student.

Important University Dates
        https://www.tamuct.edu/registrar/academic-calendar.html]

The Use of Artificial Intelligence (AI)

The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.

Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.

Turnitin in Canvas also detects plagiarism. Please make sure that when you submit an assignment that it does not exceed 20%. This report determines how much of your text comes from other sources. I always look at the entirety of the report to make any determinations. For instance, some of the percentage will come from your reference page and not within the text of the paper. If you have any questions, please let me know.

Course Requirements

1. **Postings (6 Postings x 13 points each = 78 total points):**
    o For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. For some postings, I will provide a brief video for you to watch and comment on. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
    o **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
    o Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.

2. **Reflective Paper Assignments (4 papers x 25 points each = 100 total points):**
    *   Over the course of the semester, you will turn in four reflective papers. Your papers should be 500-750 words, double-spaced, using one-inch margins and written in Times New Roman.
    *   Although you will not be using a formal organizational structure (introduction, body and conclusion), I do expect your papers to be thoughtful. However, you will still need to cite information from your textbook and provide in-text citations as needed. That said, you will also provide a reference page. I will also grade on your writing so check for any errors.
    *   For these reflective papers, you will be able to choose an activity, discussion question or observation at the end of a chapter from the textbook to fulfill each reflective paper assignment:
        o **Reflective Paper #1** due by Friday June 16th at midnight – Please choose your topic under the Activities, Discussion Questions, and Observation sections from either Chapter 1 OR Chapter 2 OR Chapter 3 OR Chapter 4.
        o **Reflective Paper #2** due by Friday June 23rd at midnight - Please choose your topic under the Activities, Discussion Questions, and Observation sections from either Chapter 5 OR Chapter 6.

- o **Reflective Paper #3** due by Friday June 30th at midnight - Please choose your topic under the Activities, Discussion Questions, and Observation sections from either Chapter 7 OR Chapter 8.
- o **Reflective Paper #4** due by Friday July 7th at midnight - Please choose your topic under the Activities, Discussion Questions, and Observation sections from either Chapter 9 OR Chapter 10.

3. **Archival Project: Working with Trans Archives (200 points): Due Thursday July 21st at midnight.**
   - **Chapter 12** of *Introduction to Transgender Studies* gives you some various ideas about archives and what can be found in them. Perhaps the most important "takeaway" from Chapter 12 is that you do not necessarily have to be at a Transspecific or even LGBTQ+ specific archive to find Trans archives. Look at Harrison Apple's essay, for example (beginning on page 452 of your textbook). Luckily, though, there is a growing number of LGBTQ+ focused archives—and even Trans archives more specifically.
   - For this assignment, you will be choosing an archive that you would like to explore. The six online archives that you can choose from include the following:

Louise Lawrence Transgender Archive: https://lltransarchive.org/

Digital Transgender Archive: https://www.digitaltransgenderarchive.net/

The Tretter Transgender Oral History Project:
https://www.lib.umn.edu/tretter/transgender-oral-history-project

University of Victoria Transgender Archive:
https://www.uvic.ca/transgenderarchives/collections/index.php

NYC Transgender Oral History Project: https://www.nyctransoralhistory.org/

Country Queers: https://countryqueers.com/

The way in which you construct your Archival Project Assignment will entirely depend upon which archive you choose, and then within that archive, what you choose to focus on. More than anything, I want you to have some fun in the archive and explore seeing where the collections take you. What is interesting about them? What compels you? What did they make you think about? Think of the ways that an archive like the one you have chosen functions. How can it be useful in our day-to-day lives? Why is it important to have an archive like this? How do you see the ideas about Trans people evolving in the archives? Answering these questions will help you find something you want to write about.

Here are some examples to help you think about this assignment:

At the Louise Lawrence Transgender Archive, you could find some of the underground newsletters really interesting. You could compare 3-4 different newsletters from different regions. Or, if you are interested in *Transvestia*, you could choose three different volumes and explore how the journal changes over time. You could choose volumes that are a few years apart,

or you could compare three volumes in a row. You could also study one of the photo collections Ms. Bob Davis has acquired. There may be absolutely no writing about the images, but if you look at the entire collection, what does it tell you? If you choose something that is solely visual, then you will need to do close readings (your interpretations) of the images—describe them in your paper.

At the Tretter Transgender Oral History Archive, you could watch the videos and read through the oral histories of two or three people of interest to you. Then, you could write about their lives and their experiences. What struck you the most about their story?

At the Digital Transgender Archive or any other digital online archive, you could focus on one person or one set of issues. For example, if you are in the DTA, you could type in a search on Chevalier/Chevaliere d' Eon. There are numerous items that come up because D' Eon's name became synonymous with trans women. So, you will find images of Chevalier/Chevaliere as well as underground zines with their name. You could do a comparison of archival images depicting d' Eon. Be sure to cite the archive on your final project. Some of the digital archives have a place you click on that will tell you how to cite it. Remember that a citation is telling someone else how to find what you found!

<u>**Final Instructions:**</u> The Archival Project Paper should be 1500 words, double-spaced, using one-inch margins and written in Times New Roman. I also suggest using headings to organize your dialog, which will help with organization. Overall, your paper should be well written and organized. For instance, you will want to:
- Write an introduction. Provide an introduction about what archives you chose and why. Next, you can tell the reader what you will cover in the body of the assignment.
- The body of the paper will consist of your chosen topic and the points you want to cover. Remember that the way in which you construct your Archival Project Assignment will entirely depend upon which archive you choose, and then within that archive, what you choose to focus on.
- Next, you will provide a conclusion section, using paragraphs as needed.
- Finally, provide a reference page. You will want to use ASA in text and in your reference page. If you have any questions, please do not hesitate to ask.

4. **Final Exam Paper (100 points): Due Thursday July 27 at midnight**
    - The Final Exam Paper should be 1000 words, double-spaced, using one-inch margins and written in Times New Roman. I also suggest using headings to organize your dialog, which will help with organization. Overall, your paper should be well written and organized. For instance, you will want to:
        o Provide an introduction. In your introduction, provide your main thesis statement. What is the basic premise of the paper? Next, you can tell the reader what you will cover in the body of the paper. The body of the paper will consist of the points you want to cover. Finally, you will provide a conclusion section, using paragraphs as needed.
        o You will also need to provide a reference page. You will want to use ASA in text and in your reference page. If you have any questions, please do not hesitate to ask.
    - For your final paper, using the organizational structure that I have mentioned above, I would like you to talk about what you learned in this class. You can be creative in what

you choose to write about but you want the dialog organized, well written and to include a reference page. In your paper, you can refer back to your textbook, films, archives, etc. to write this final paper. You can also refer back to your own experiences and thoughts regarding gender and sexuality. You can also take an intersectional approach to your analysis of gender and sexuality. **However, keep in mind that I do not want you to cut/paste past assignments into the final paper. You will not earn points if you do.** If you have any questions, please let me know. ☺

**GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS

Grading Scale

A =   430 – 478 (Excellent)
B =   343 – 429 (Better than Average)
C =   239 – 342 (Average)
D =   143 – 238 (Below Average)
F =   142 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday June 5 – Sunday June 11

Readings:
- Chapter 1: Sex and Gender: Stories and Definitions
- Chapter 2: Sexual Orientation: Stories and Definitions

Posting 1

WEEK 2: Monday June 12 – Sunday June 18

Readings:
- Chapter 3: Modern Sexology: The Science of Objectification, or the Science of Empowerment?
- Chapter 4: Direct Action, Collective Histories, and Collective Activism: What a Riot!

Posting 2

Reflective Paper #1 due by Friday June 16th at midnight

WEEK 3: Monday June 19 – Sunday June 25

Readings:
- Chapter 5: Navigating Binary Spaces: Bathrooms, Schools, Sports
- Chapter 6: Navigating Government Documents, Work, and Healthcare: I'll Need to See Some I.D. with That

Posting 3
Reflective Paper #2 due by Friday June 23rd at midnight

WEEK 4: Monday June 26 – Sunday July 2

Readings:
- Chapter 7: Global Gender Diversity throughout the Ages: We Have Always Been with You
- Chapter 8: Four Historical Figures Who Cross-Dressed: The Adventurer, the Ambassador, the Surgeon, and the Seamstress

Posting 4

Reflective Paper #3 due by Friday June 30th at midnight

WEEK 5: Monday July 3 – Sunday July 9

Readings:
- Chapter 9: Cross-Dressing and Political Protest: Parasols and Pitchforks
- Chapter 10: Gender Diversity in Artifacts, Art, Icons, and Legends from Antiquity to the Middle Ages: Classically Trans

Posting 5

Reflective Paper #4 due by Friday July 7th at midnight

WEEK 6: Monday July 10 – Sunday July 16

Readings:
- Chapter 11: Trans Literature, Performing Arts, Music, and Visual Art: The Art of Resistance/The Art of Empowerment
- Chapter 12: The Importance of Archives: Hearing Our Own Voices

Posting 6

WEEK 7: Monday July 17 – Sunday July 23

Readings:
- Chapter 12: The Importance of Archives: Hearing Our Own Voices - **REFER BACK TO CHAPTER 12 TO COMPLETE THE ARCHIVAL PROJECT ASSIGNMENT (DUE ON FRIDAY)**

Archival Project Paper Due by Friday July 21st by midnight

WEEK 8: Monday July 24 – Friday July 28

Final Paper Exam Due Thursday July 27th at midnight

*Professor reserves the right to amend this syllabus at any time.

ASA Examples Using Your Textbook

Referencing Tips

This is how you cite your textbook:

Haefele-Thomas, Ardel. 2019. *Introduction to Transgender Studies*. New York: Harrington Park Press.

How to list a book in your reference page can be found on page 57 of your ASA guide.

For citing in text, you do the following if directly quoting:

According Haefele-Thomas (2019), "Drag is distinguished from cross-dressing because drag is purposefully done as a performance, and the manner of dress exaggerates the gender expression" (p. 19).

OR

According Haefele-Thomas (2019:19), "Drag is distinguished from cross-dressing because drag is purposefully done as a performance, and the manner of dress exaggerates the gender expression.

OR

"Drag is distinguished from cross-dressing because drag is purposefully done as a performance, and the manner of dress exaggerates the gender expression" (Haefele-Thomas 2019:19).

For citing in text, you do the following when paraphrasing:

Drag is not the same as cross-dressing (Haefele-Thomas 2019).

OR

According to Haefele-Thomas (2019), drag is not the same as cross-dressing.

How you cite in text depends on the number of authors:

If you look on page 56, the ASA guide states that:

- If the citation has three authors, you cite all three last names in the first citation and then use et al. thereafter.
- If there are four or more authors, you use et al. at all times.

How to cite <u>Archival Sources</u> can be found on page 57 of your ASA guide.

PLEASE CONSULT YOUR ASA (2022) GUIDE FOR YOUR REFERENCING NEEDS. HERE YOU WILL FIND HOW TO LIST ONLINE SOURCES, JOURNAL ARTICLES ETC. LEARN IT WELL FOR ALL ASSIGNMENTS IN THIS CLASS.

Grading Rubric for Reflective Papers

Sections	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	*Many* spelling, grammar, or sentence structure errors (0 – 2 pts)	*Some* spelling, grammar, or sentence structure errors (3pts)	*Few* spelling, grammar, or sentence structure errors (4 pts)	*No* spelling, grammar, or sentence structure errors (5 pts)
Proper Referencing Format (ASA)	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3 pts)	Good/average use of referencing in essay where appropriate (4pts)	No referencing errors in essay (5 pts)
Content of Reflective Paper	Information and evidence are not accurate, appropriate, and integrated effectively. (0- 5pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (6 - 9pts)	Information and evidence is averagely accurate, appropriate, and integrated effectively. (10- 14pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (15pts)

Grading Rubric for Archival Project Paper

Sections	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	*Many* spelling, grammar, or sentence structure errors (0 pts)	*Some* spelling, grammar, or sentence structure errors (10pts)	*Few* spelling, grammar, or sentence structure errors (16 pts)	*No* spelling, grammar, or sentence structure errors (20 pts)
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts)	Used in text but not in reference page or used in reference page but not in text of paper (10 pts)	ASA style utilized with few errors both within the text of the paper and in reference page (16pts)	No errors in reference page and in text citation (20 pts)
Structure and Organization of Archival Project Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-23 pts)	Minimal development and organization of introduction, body, and conclusion (24 pts)	Average development and organization of introduction, body, and conclusion (32 pts)	Accurate development and organization of introduction, body, and conclusion (40 pts)
Content of Archival Project Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-79 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (80 pts)	Information and evidence averagely accurate, is appropriate, and integrated effectively. (100 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (120 pts)

Grading Scale:

A= 180 – 200 (90-100%)
B= 160 – 179 (80-89%)
C= 140 – 159 (70-79%)
D= 120 – 139 (60-69%)
F $\leq$ 119

Grading Rubric for Final Exam Paper

Sections	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	*Many* spelling, grammar, or sentence structure errors (0 pts) *Score:*	*Some* spelling, grammar, or sentence structure errors (5pts) *Score:*	*Few* spelling, grammar, or sentence structure errors (8 pts) *Score:*	*No* spelling, grammar, or sentence structure errors (10 pts) *Score:*
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts) Score:	Used in text but not in reference page or used in reference page but not in text of paper (5 pts) Score:	ASA style utilized with few errors both within the text of the paper and in reference page (8 pts) Score:	No errors in reference page and in text citation (10 pts) Score:
Structure and Organization of Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-11 pts) *Score:*	Minimal development and organization of introduction, body, and conclusion (12 pts) *Score:*	Average development and organization of introduction, body, and conclusion (16 pts) *Score:*	Accurate development and organization of introduction, body, and conclusion (20 pts) *Score:*
Content of Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-39 pts) *Score:*	Information and evidence is minimally accurate, appropriate, and integrated effectively. (40 pts) *Score:*	Information and evidence is averagely accurate, appropriate, and integrated effectively. (50 pts) *Score:*	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (60 pts) *Score:*

Discussion Rubric

Worth 13 total points

Levels of Achievement

Criteria	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	**0-1 point** Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	**2 - 4 points** Response too short. Not a clear indication of an understanding of the readings	**5 points** A substantive response, citing the textbook and demonstrating full understanding of the course content
Replies to Classmates	**0-1 points** No or just one response, with no significant comments to improve the conversation	**2 points** Only two responses to others' entries	**3 points** Three substantive posts were responded to, with comments advancing the conversation
Adhering to Deadlines	**0 points** Substantive response OR replies to others do not meet deadline	**1 points** Substantive response OR replies to others do not meet deadline	**2 points** All entries posted by the deadline.
Writing Skills	**0-1 points** *Many* spelling, grammar, or sentence structure errors	**2 points** *Some* spelling, grammar, or sentence structure errors	**3 points** *No* spelling, grammar, or sentence structure errors