

**Women's and Gender Studies 294**  
**Beyond Binary Sex: Trans and Intersex Studies**

MWF 9:40 – 10:40 • Old Main 10 • Spring 2005

**Scott Morgensen, Professor**

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**Course Description**

Trans and intersex people in the US are creating new knowledge and organizing that challenge oppression and official regulation of sex and gender. This course examines how politics and culture produced the sex/gender formations to which trans, intersex, and allied scholars and organizers respond today. We will find that social arrangements of sex and gender in the US are constructions that have undergone constant change. We will read those arrangements alongside a variety of sex/gender formations in the US and worldwide; and we will critically examine how we interpret this diversity from our locations in a colonial and globalizing world. In all our work, we will compare intersex, trans, and allied movements in order to understand their contested boundaries, including in struggles over the racial, economic, and national dynamics of sex, gender, and sexuality. The course will continually return to current issues in trans and intersex organizing, in order to ask how people who do or do not identify as trans or intersex might ally in work for change.

As the first course at Macalester College to focus on trans or intersex issues, we will work to set a legacy to which future college communities may respond. As part of the coursework, we will collectively prepare a class project that contributes something meaningful and enduring towards current discussions of trans and intersex issues at Macalester and in our Twin Cities communities.

**Required Texts** *available at Amazon Bookstore Cooperative and Library reserves*

Michel Foucault, trans., Herculine Barbin (1980)

Suzanne Kessler, Lessons from the Intersexed (1998)

Joanne Meyerowitz, How Sex Changed: A History of Transsexuality in the U.S. (2002)

Sharon Preves, Intersex and Identity: The Contested Self (2003)

*All articles on the syllabus are on e-reserves at the DeWitt Wallace Library website. They may be printed at home or at a Library computer, where printing is free.*

*Films listed on the syllabus as "home movies" may be viewed on-line at the Humanities Resource Center website and must be viewed on-line prior to coming to class.*

**Course Requirements**

*Attendance* Percent of final grade: 10%

Complete attendance is expected. A sign-in sheet circulates at the start of each class session; you must sign in or be marked absent. Attending the majority of class sessions will grant "credit" for attendance; you may miss up to four and receive "credit." This means you are not penalized for taking a day off here and there. In particular, if you get a cold or flu, don't hesitate to stay home! You can get notes from other students or visit office hours after you're feeling better.

Missing five class sessions will constitute excessive absence for this course, which automatically grants a "D" for attendance. At that point we must meet and reevaluate your commitment to

finish. You would have to maintain full attendance for the rest of the term and possibly do make-up work in order to pass.

If your illness will keep you away for five or more sessions, please put me in touch with your doctor, and talk with me about how we can accommodate you so you can complete the course.

Our time each day is short and precious. Please be on time (or arrive early!). Repeated lateness of 5+ minutes is not acceptable. Two such incidents will count as an absence.

*Participation* Percent of final grade: 20%  
Please inform me if your abilities require any assistance.

The participation component of your grade monitors preparation (reading required texts; completing writing on-time, with attention to required topics) and presentation (sharing in class sessions your responses to texts, and your ideas from writing). Please arrive at class having completed all readings assigned for that day and having prepared thoughts for discussion, and challenge yourself to share your ideas in all appropriate ways.

Our major work monitoring preparation and presentation will be writing and deliberating discussion questions about required readings. On the first or second day of instruction for each book or unit, each student must submit questions about the readings for that day and/or the full unit. Questions are due by email to the instructor by 9 pm the evening before class. All questions will be compiled and printed for class the next morning and will be our guide for discussion that day and for the rest of the unit. A guide to writing questions will be distributed. Some good rules of thumb: writing more than one question is better than writing just one; questions about readings at later days in the unit are as important as questions about readings required the day of submission. If you do exceptionally well preparing the content of your questions, they may count as 5% extra credit towards your scholarship evaluation.

About half our class sessions will be organized by discussion questions, and co-facilitated by the instructor and preceptor. Our first class sessions and the first days of most units will be organized by an instructor lecture, although they too will include discussion. Guest Lectures and Student Teaching Days will be organized by their respective presenters.

<u>Units</u>	<u>led by instructor lecture</u>	<u>led by discussion questions</u>
I. Histories		
Introduction; Interpreting Sexual Culture	1/26, 1/28, 1/31, 2/2	
<u>Herculine Barbin</u>		2/4, 2/7
<u>Lessons from the Intersexed</u>	2/9	2/14, 2/16
<u>How Sex Changed</u>	2/18	2/23, 2/28
Problematizing Culture and Politics	3/2	3/7
II. Identities and Movements		
Introduction	3/9	
<u>Intersex and Identity</u>		3/11, 3/16
Intersex Politics	(3/30)	3/28
Trans Identities	4/1	4/4, 4/6, 4/11, 4/13
Trans Activism and Institutional Change		4/18, 4/20, 4/22
Trans and Global Alliances	4/27	4/29
(Guest Lectures: 2/21, 3/4, 3/14, 4/25)		
(Student Teaching Days: 2/25, 3/18, 4/8, 4/15)		

*Scholarship*      Percent of final grade 70%

At the end of each of the two major units on the syllabus you will write a 5-8 page essay that offers close readings of material in the unit. Both essays will be worth 20% of the final grade.

You will also take on the work of practicing trans and intersex education in our class by organizing a Student Teaching Day. The teaching day will allow you to expand our syllabus in directions you find interesting and important to course conversations. You will join with a partner or small group to read a set of texts (books, articles, films) closely related to the class, but not on the syllabus. The only limit to the material you may pick is that it link to our class focus: the historical roots and current form of intersex and trans identities, communities, and movements in the US; and, issues raised by comparing them to other past or present formations of sex and gender. After studying the material together, your group will prepare a lesson and then present it on one of four days during the term (2/25, 3/18, 4/8, 4/15). The preceptor will be available to meet with groups and help plan texts to be chosen and develop lesson plans for teaching. Your preparation and presentation of the lesson will be worth 10% of the final grade.

Finally, throughout the semester you will take a specific role in planning, developing, and implementing a collective class project. The project will be designed to make a tangible and lasting contribution to current and ongoing discussions about trans and intersex issues at Macalester and our Twin Cities communities. Early in the term we will discuss what contribution(s) we can make while responsible to our locations as students and teachers, and so privileging our skills as scholars and educators. While the details will be worked out together, we must assign tasks and begin preparing the project early in the term, so it nears completion following spring break. This will let us polish and present it to its audience well before the end of the term. Your contribution to the project will constitute 20% of the final grade.

#### Late essay submissions

Students have asked me for an essay submission policy that is flexible for late papers but fair to those who finish on time. To provide a fair standard of evaluation I need to receive all papers on a topic at the same time. Thus while I accept late papers, I mark down their grade relative to the degree of lateness, and I offer only a one day window:

- papers submitted before or at the start of class receive full credit
- papers submitted after class but before 6 pm will be accepted and marked down one +/- increment
- papers submitted after 6 pm of the date due but before 6 pm of the following day will be accepted and marked down one full grade.

Both on-time and late papers may be revised at any time during the rest of the term. Thus, even if you turn in a paper you feel is unfinished, you have the option to improve it later.

Papers submitted on-time should be printed. Late papers should be sent by email attachment (please use Microsoft Word) and printed. The time stamp on your email attachment will be your time of submission; the print copy should be dropped at my office soon afterwards.

Note that printing errors the morning of submission are not excused under this policy. If an error occurs, please come to class on time and finish printing later; even though this means a +/- reduction, you can polish the paper in the afternoon and perhaps make up the grade difference. Similarly, if your file is lost due to computer error, you still must follow this schedule. Redraft and submit the paper by the day following, so we can see a portrait of your thoughts, however incomplete. Then if you wish you may revise at any time during the rest of the term.

We all want to avoid difficulties, so please take initiative to prevent problems by doing the following:

- constantly back up your document on two separate disks or servers while you write, so you're sure it can not disappear—even if the computer you are using crashes, even if the disk you use to back up breaks, and even if you accidentally delete a file.
- never print immediately before class. Schedule your writing so the paper is ready to print the day before, or at least before you go to bed; then you can rest knowing it's ready to turn in when you get up in the morning. This is especially important if you'll be pressed for time (full work schedule on the due date, or the day prior; your lab has long queues). In turn, prepare for printer difficulty by having a back up plan: know more than one lab you can trust to be open, or a friend with a printer who can help out in a pinch.

### Summary

Requirement	% final grade	Due date
Attendance	10%	
Participation	20%	
<i>discussion questions</i>		2/4, 2/14, 2/23, 3/2, 3/11, 4/4, 4/11, 4/18
Essay One	20%	3/4
Essay Two	20%	4/29
Teaching Day	10%	
Class Project	20%	end of term

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### Course Schedule

1. 1/24                    Introductions
2. 1/26                    Accounting for Ourselves: How We Learn In This Class  
Reading:                Bornstein, "Welcome to Your Gender Workbook"  
                              Koyama, "Teaching Intersex Issues In the Classroom"
3. 1/28                    Contemporary Intersex and Trans Organizing  
Reading:                Chase, from "Hermaphrodites with Attitude"  
                              Nataf, "New Genders and Pansexualities"

#### Typed version of free-write Due

### I. Histories

4. 1/31                    Colonial Discourses and Sex/Gender Diversity  
Reading:                Cromwell, "They Are a Part of My History"  
                              Feinberg, "The Give Away"  
                              Towle and Morgan, "Romancing the Transgender Native"
- Lecture Ref:            Morgensen, "Review: Gender Blending"
5. 2/2                    Interpreting Gender, Sexuality, and Culture  
Home Movie:            *Woubi Cheri*
6. 2/4                    Herculine Barbin and the Legal Regulation of Sex in 19<sup>th</sup> Century Europe  
Reading:                HB "Introduction," "My Memoirs" 3-87  
                              Dreger, from Hermaphrodites and the Medical Invention of Sex

#### Discussion Questions Due (covering 2/4 & 2/7)

7. 2/7                   Herculine Barbin  
Reading:               HB "My Memoirs" 87-115, "The Dossier"
8. 2/9                   The Medical Construction of Gender in the 20<sup>th</sup> Century United States  
Reading:               Lessons from the Intersexed Chs. 1, 2
- 2/10                   **HIGHLY RECOMMENDED: Tara Matiek of the Sylvia Rivera Law Project, with screening of *Toilet Training* (12 – 1pm, 4<sup>th</sup> floor lounge Old Main)**  
**REQUIRED: Tara Matiek, "SBI, The Society of Biological Insurgents Orientation: The Search for New Biological Agents," with screening of *Operation Invert* (evening; time/place TBA)**
9. 2/11                   Discussion: Tara Matiek presentations
10. 2/14                  Intricacies of Medical Management of Intersexuality  
Home Movie:         *Intersex: Redefining Sex*  
Reading:               Lessons from the Intersexed Chs. 3, 4  
**Discussion Questions Due (covering 2/9, 2/14, 2/16)**
11. 2/16                  Questioning Medical Management of Intersexuality  
In-Class Movie:     *Hermaphrodites Speak!*  
Reading:               Lessons from the Intersexed Chs. 5, 6  
Preves, "Out of the O.R. and into the Streets"
12. 2/18                  Historical Constructions of Transsexualism in the 20<sup>th</sup> Century US  
Reading:               How Sex Changed Introduction, Ch. 1
13. 2/21                  Jorgensen's Legacies: Transnational Constructions of Transsexual Whiteness  
Guest Lecturer:     MICHAEL DAVID FRANKLIN (Ph.D. student, American Studies, UM)  
Reading:               How Sex Changed Ch. 2
14. 2/23                  Medicine and Organizing, from Sex to Gender  
Reading:               How Sex Changed Chs. 3, 4  
**Discussion Questions Due (covering 2/18 – 2/23 & 2/28)**
15. 2/25                  Student Teaching Day  
Readings:             Assigned by Students
16. 2/28                  Transsexual and Transgender Activism in the Late 20<sup>th</sup> Century US  
Reading:               How Sex Changed Chs. 6, 7
- Special University of Minnesota Event today:  
Jane Ramseyer Miller and Max Gries give a brown bag talk on the founding of TransVoices community chorus (12-1pm, Ford Hall 400)
17. 3/2                    Problematizing Contemporary Culture & Politics: Colonial Sex/Gender Legacies  
Home Movie:         *Ke Kulana He Mahu [Rank of the Transgender]: Remembering a Sense of Place*  
(*Review* Towle and Morgan, "Romancing the Transgender Native")  
**Discussion Questions Due (covering 3/2 & 3/7)**
- 3/3                    **REQUIRED: Imani Henry, performing "B4T" (eve.; time/place TBA)**
18. 3/4                    "B4T": Narrating Trans, Race, and Nation  
Guest Presenter:     IMANI HENRY            (*continued* →)

18. 3/4 (continued)

**Essay One: Histories Due by 4 pm to morgensen@macalester.edu, and to Old Main 310**

Special University of Minnesota Event tonight:

TransVoices community chorus concert/Trans Arts Showcase (7:30-9:30pm, Lloyd Ultan Recital Hall)

19. 3/7 Problematicizing Contemporary Culture & Politics II  
Reading: Wilson, "How We Find Ourselves" (WGST 110 e-reserves)

## II. Identities and Movements

20. 3/9 Introduction to the Unit: Contesting Identity Politics; Changing Institutions; Imagining Transnational Alliances

21. 3/11 Contemporary Intersex Identities  
Reading: Intersex and Identity Chs. 3, 4  
**Discussion Questions Due (covering 3/9, 3/11, & 3/16)**

22. 3/14 Fashioning Intersex Community  
Guest Lecturer: SHARON PREVES (Professor of Sociology, Hamline University)  
Reading: Review Preves, "Out of the O.R. and into the Streets"

23. 3/16 Intersex Political Mobilizations  
Reading: Intersex and Identity Chs. 5, 6

24. 3/18 Student Teaching Day  
Readings: Assigned by Students

*Spring Break* 3/19-3/27

25. 3/28 Questions of Intersex, Feminist, and GLBT Alliances  
Reading: *Review* Koyama, "Teaching Intersex Issues in the Classroom"  
Hegarty and Chase, "Intersex Activism, Feminism, and Psychology"  
Driver, "LGBT and I?"

26. 3/30 Thinking Intersex Transnationally  
Reading: Chase, from "Hermaphrodites With Attitude"

27. 4/1 Contemporary Trans Identities  
Reading: Bornstein, "Which Outlaws?"  
Cromwell, "Fearful Others"  
*Review* Nataf, "New Genders and Pansexualities"

28. 4/4 Trans and Feminism: Sex War Legacies  
Reading: Raymond, from The Transsexual Empire (WGST 200 e-reserves)  
Stone, "The Empire Strikes Back" (WGST 200 e-reserves)  
Wilchins, "The Menace Statement to Janice Raymond"

**Discussion Questions Due (covering 4/4 – 4/6)**

29. 4/6 Contemporary Trans Responses to Feminist and Lesbian Communities  
Reading: Koyama, "The Transfeminist Manifesto" (WGST 200 e-reserves)  
Koyama, "Whose Movement Is It Anyway?" (WGST 200 e-reserves)  
Nataf, "Lesbians and Transgender Since *The Transsexual Empire*" (200 e-reserves)

30. 4/8 Student Teaching Day  
Readings: Assigned by Students

31. 4/11 Debating Paris Is Burning  
Home Movie: *Paris Is Burning*  
Reading: Hemphill, "To Be Real" (WGST 200 e-reserves)  
hooks, "Is Paris Burning?" (WGST 200 e-reserves)  
Butler, "Gender Is Burning" (WGST 200 e-reserves)

**Discussion Questions Due (covering 4/11 & 4/13)**

Special University of Minnesota Event today:

Scott Morgensen presents a lecture today in the UM Feminist Studies Colloquium Series, entitled "Racial Analogies and Global Sexualities: Framing Racial Formation in US GLBT Politics" (3:15-5 pm, Susan Geiger Conference Room, 400 Ford Hall)

32. 4/13 Women's/Lesbian/Trans Borderlands  
In-Class Movie: *Trappings of Transhood*  
Reading: Rubin, "Of Catamites and Kings: Reflections on Butch, Gender, & Boundaries"  
Halberstam, "Butch/FTM Border Wars"

33. 4/15 Student Teaching Day  
Readings: Assigned by Students

34. 4/18 Trans Activism and Institutional Change I: Medical Management  
Reading: Nangeroni, "SRS Tomorrow"  
Butler, "Undiagnosing Gender"

**Discussion Questions Due (covering 4/18, 4/20, & 4/22)**

35. 4/20 Trans Activism and Institutional Change II: Everyday Violence  
Reading: "Transgender Sexual Violence Project"  
Mottet and Ohle, "Transitioning Our Shelters"

36. 4/22 Trans Activism and Institutional Change III: Civil Rights  
Home Movie: *Toilet Training*  
Reading: Currah and Minter, "Transgender Equality"  
Wilchins, from Gender Theory, Queer Theory

37. 4/25 Twin Cities Organizing: The Transgender Living Initiative  
Guest Presenter: CONNIE KAUPPI (Director, TLI)

38. 4/27 Trans and Global Alliances  
Reading: TBA

39. 4/29 Trans and Global Alliances  
Reading: TBA

**Essay Two: Identities and Movements Due**

40. 5/2 Conclusions and Evaluations