

SO260-15 Beyond the Binary: Transforming Gender

23/24

Department

Sociology

Level

Undergraduate Level 2

Module leader

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module seeks to promote teaching on the historical and contemporary experiences of transgender people. It fosters critical analysis of gender in relation to trans binary and non-binary genders and focuses on the meaning of transgender for everyday social life in a local as well as global context.

[Module web page](#)

Module aims

This module aims to introduce students to gender as beyond 'the binary' and introduce them to the theory and practice of trans epistemologies in contemporary society. Taking a trans-feminist perspective, the course recognizes the increasingly critical field of inquiry in trans binary and non-binary social life (including socio and medico legal frameworks) and how this is cross cut by other variables such as race, impairment, class, sexuality and religion. The course will address socio and medico legal issues such as healthcare, young people, surgery as well as research methodologies and media representation and presentation.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1 Introduction: Trans Genealogies

Week 2 Feminism to Transfeminism

Weeks 3 Trans Healthcare

Week 4 Trans Activism and Media Representation

Week 5 Figuration and Transgender children

Week 6 reading week

Week 7 Crip Theory

Week 8 Decolonizing Transgender

Week 9 Trans Sexualities

Week 10 Researching Trans, Trans Research

Learning outcomes

By the end of the module, students should be able to:

- The impact of trans as a form of knowledge both theoretically and politically.
- How trans (genderqueer, binary and non-binary trans, agender etc) issues are related to the feminist movement.
- Why trans/feminism offers a global perspective for decentering an anglocentric trans studies and politics
- How multiple forms of oppression converge, intersect and overlap and need to be understood beyond a focus on sexed difference
- How trans research and researching trans are deployed within sociology

Indicative reading list

Adams, N., Pearce, R., Veale, J., Radix, A., Castro, D., Sarkar, A., and Thom, K. C. (2017) 'Guidance and Ethical Considerations for Undertaking Transgender Health Research and Institutional Review Boards Adjudicating this Research'. *Transgender Health*, 2(1): 165-175.

Barkin, J. (2017) *He's Always Been My Son: A Mother's Story about Raising Her Transgender Son* London: Jessica Kingsley

Bornstein, K. (1998) 'My Gender Workbook: How to become a Real Man, a Real Woman, the Real You, Or something else entirely.' Routledge: New York. London

Bornstein K (1994) *Gender Outlaw: On Men, Women and the Rest of Us*. London: Routledge.

Butler, J. (1993) *Gender Trouble: Feminism and the subversion of identity*: New York: Routledge

Carrera MV, DePalma R and Lameiras M (2012) Sex/gender identity: Moving beyond fixed and "natural" categories. *Sexualities* 15(8): 995–1016.

Butler, J. (1997) *The Psychic Life of Power: Theories in subjection* (Stanford, Stanford University Press)

Carrera MV, DePalma R and Lameiras M (2012) Sex/gender identity: Moving beyond fixed and “natural” categories. *Sexualities* 15(8): 995–1016.

Davy, Z. (2011) *Recognising Transsexuals: Personal, Political and Medico-legal Embodiment*, Aldershot: Ashgate

Fae, J. (2018) *Transition Denied: Confronting the Crisis in Trans Healthcare* London: Jessica Kingsley

Jones, T. (2019) *Improving Services for Transgender and Gender Variant Youth: Research, Policy and Practice for Health and Social Care Professionals* London: Jessica Kingsley

Halberstam, J. (1994) ‘F2M: The Making of Female Masculinity’ in S.Munt (ed) *Dagger: On Butch Women* London: Cassell

Halberstam, J. (1998) *Female Masculinity*. Durham and London: Duke University Press

Iantaffi, A and barker, MJ (2017) *How to Understand Your Gender* London: Jessica Kingsley

Kane E (2006) ‘No way my boys are going to be like that!’ Parents’ responses to children’ gender nonconformity. *Gender & Society* 20(2): 149–176. Prosser, J. (1995) ‘No Place like Home: The Transgendered Narrative of Leslie Feinberg’s *Stone Butch Blues*. *Modern Fiction Studies* 41.3-4 p.483-514

Moon LT. (2008) *Feeling Queer or Queer Feelings? Radical Approaches to Counselling Sex, Genders and Sexualities*. London: Routledge.

Moon, L.T. (2010) *Counselling Ideologies: Queer Challenges to Heteronormativity*. Farnham: Ashgate

Pearce, R. (2018) *Understanding Trans Health: Discourse, Power and Possibility*. Bristol: Policy Press.

Pearce, R., Moon, I., Gupta K. and Steinberg, D.L. eds. (2019) *The Emergence of Trans: Cultures, Politics and Everyday Lives*. London: Routledge.

Plemons, ED (2014) It is as it does: Genital form and function in sex reassignment surgery. *Journal of Medical Humanities* 35(1): 37-55.

Plemons, ED (2014) Description of sex difference as prescription for sex change: On the origins of facial feminization surgery. *Social studies of science* 44(5): 657–679.

Plemons, ED (2017) *The Look of a Woman: facial feminization surgery and the aims of trans-medicine*. Durham, NC: Duke University Press.

Robinson, K.H. (2013) *Innocence, Knowledge and the Construction of Childhood: The contradictory nature of sexuality and censorship in children’s contemporary lives*. Routledge: London

Rubin, H (2003) *Self-Made Men: Identity and Embodiment Among Transsexual Men*. Memphis, TN: Vanderbilt University Press.

Rudacille, D (2005) *The Riddle of Gender: Science, Activism, and Transgender Rights*. New York:

Pantheon Books.

Serano J (2007) *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Emeryville, CA: Seal Press.

Serano, J (2013) *Excluded: Making Feminist and queer movements more inclusive*. Seal Press

Schilt, K & Westbrook, L (2009) *Doing Gender, Doing Heteronormativity: "Gender Normals", Transgender people and the social maintenance of heterosexuality*. *Gender & Society* Vol.23 No.4

Stone, S (2006 [1991]) *The Empire Strikes Back: A Posttranssexual Manifesto*. In *The Transgender Studies Reader*. Stryker and Whittle, eds. New York: Routledge. pp. 221-235.

Stryker S (1994) *My words to Victor Frankenstein above the village of Chamounix: Performing transgender rage*. *GLQ: A Journal of Lesbian and Gay Studies* 1(3): 237–254.

Stryker, S and Whittle, S (Eds) (2006) *The Transgender Studies Reader*. London: Routledge

Stryker, S (2008) *Transgender History*. Berkeley, CA: Seal Press.

Stryker, S, P Currah and LJ Moore (2008) *Introduction: Trans-, Trans, or Transgender?* *WSG* 36(3/4): 11-22.

Stryker, S and Sullivan, N (2012) *King's member, Queen's body: transsexual surgery, self-demand amputation and the somatechnics of sovereign power*. In Murray, S., & Sullivan, N. (Eds.). (2012). *Somatechnics: queering the technologisation of bodies*. Ashgate Publishing, Ltd. Pp. 49-64.

Vincent, B. (2018) *Transgender Health: A practitioners Guide to Binary and Non-Binary Trans Patient care* London: Jessica Kingsley

Wallerstein. H. (2016) *Real Gender: Identity, Loss and the Capacity to Feel Real*. *Studies in gender and Sexuality* <http://dx.doi.org/10.1080/15240657.2016.1238684>

World Professional Association for Transgender Health (2007) *Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People*. Seventh Version. www.wpath.org

Subject specific skills

knowledge and critical understanding of the development and transformation of understandings of trans

ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Transferable skills

effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key sociological techniques effectively

the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Ability to further develop by refining existing skills and acquiring new competences.

Study

Study time

Type	Required
Lectures	9 sessions of 1 hour (6%)
Seminars	9 sessions of 1 hour (6%)
Private study	132 hours (88%)
Total	150 hours

Private study description

Reading and preparing for seminars and for assessment

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A1

	Weighting	Study time
3,000 word essay	100%	

Feedback on assessment

Marking is via Tabula system and students receive written, electronic feedback through the system.

Availability

Courses

This module is Core optional for:

- Year 3 of ULAA-ML33 Undergraduate Law and Sociology

This module is Optional for:

- USOA-L301 BA in Sociology
 - Year 2 of L301 Sociology
 - Year 2 of L301 Sociology
 - Year 2 of L301 Sociology
- Year 2 of USOA-L314 Undergraduate Sociology and Criminology

This module is Option list A for:

- ULAA-ML34 BA in Law and Sociology (Qualifying Degree)
 - Year 3 of ML34 Law and Sociology (Qualifying Degree)
 - Year 4 of ML34 Law and Sociology (Qualifying Degree)
- Year 5 of ULAA-ML35 BA in Law and Sociology (Qualifying Degree) (with Intercalated year)
- Year 4 of ULAA-ML33 Undergraduate Law and Sociology

This module is Option list B for:

- Year 2 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)
- Year 2 of UPOA-ML13 Undergraduate Politics and Sociology

This module is Option list D for:

- Year 2 of UHIA-VL13 Undergraduate History and Sociology
- Year 2 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)