

HED 696C: Gender & Education

Fall 2018

Thursday, 4:15-6:45p

Education 318

Office hours by appointment

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“Some people have asked me what is the use of increasing possibilities for gender. I tend to answer: Possibility is not a luxury; it is as crucial as bread” (Butler, 2004, p. 29).

Course Overview

Recently, there has been an increasing focus on gender in educational research and practice. Scholars and practitioners are taking note not only of the differential outcomes for students in relation to gender, but are also discussing how systems of privilege and oppression (e.g., sexism, masculinity, trans* oppression) mediate educational environments. Furthermore, there has been a call by some to address gender in expansive, non-binary ways that include students with diverse genders beyond just thinking about “men” and/or “women.” In this class, students will survey the current literature regarding gender in education—both K-12 and postsecondary education—as well as discuss how policies and practices both inhibit and promote expansive understandings of gender as a social identity. Students will also develop educational interventions that reflect this literature.

My Approach to Designing this Course

You will notice quite quickly that this course has a heavy emphasis on expansive understandings of gender, particularly in its centering the lives and experiences of trans* people. My intention in making this choice is to center those people who are most on the margins in conversations about gender, namely trans* and gender non-conforming youth. In doing so, I am encouraging all of us to think of gender from the most expansive, most inclusive, and most all-encompassing perspectives. Only by taking this approach can we, to echo the words of Dean Spade (2015)—who you will read for this class—promote policies, practices, attitudes, and behaviors that “trickle up” to all individuals. While I recognize my approach to this course may seem unorthodox, it is that very approach that will allow us to begin to unlearn those binary conceptualizations of gender that have become altogether too orthodox in higher education.

Learning Outcomes

As a result of taking this course, students will be able to:

Course Learning Outcomes	Assessment
Understand gender as a social discourse, with particular attention paid to how it (re)shapes educational environments.	Class Afterthoughts Paper
Articulate connections between gender and various other vectors of social identity (e.g., race, disability, sexuality, class).	Group Discussion Lead; Course Participation

Analyze and critique current research, policies, and practices regarding gender in education.	Course Participation; Digital Critical Policy/Practice Critique
Apply gender-based research in education in support of liberatory praxis.	This Is An Intervention! Project and Presentation
Develop a gender-based philosophy of educational engagement.	Course Participation; Class Afterthoughts Paper; Group Discussion Lead

Required Texts

There are three required texts for this course. They are:

Nicolazzo, Z. (2017). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Sterling, VA: Stylus.

Pascoe, C. J. (2011). *Dude you're a fag: Masculinity and sexuality in high school* (2nd ed.). Berkeley, CA: University of California Press.

Spade, D. (2015). *Normal life: Administrative violence, critical trans politics, and the limits of law* (2nd ed.). Durham, NC: Duke University Press.

All other course readings will be made available to all students via electronic PDFs

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

Course Expectations

Participation: This course is structured to be largely discussion based. Due to this, we all— instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

Appropriate Challenge: We all come to this class with varying levels of personal experience, awareness, and investment in the topics that will be covered in this class. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and discussions, I encourage you to

explore additional readings, some of which I will provide (and are marked as optional on this syllabus) and others you may locate on your own. I also encourage you to engage your peers in critical conversation and to ask “big questions” that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking about and enacting our values around access is tough stuff for all of us, regardless of our own perceived “level of expertise.” However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and do not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

Attendance: Class will start promptly at 4:15p. You are expected to be present and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify me prior to class. Unexcused tardiness could negatively affect your overall grade for the course.

Because class attendance is critical to learning, you may not miss more than two classes without a negative effect on your overall grade for the course. Your grade will be dropped half a letter grade (e.g., A- to B+) if you have three absences. If you are absent a fourth time, you will be dropped from the course. If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact me to discuss the situation prior to class via email or phone.

Late Assignments: You are expected to turn in all assignments on time. I understand circumstances may come up that disallow you from turning in your work on time, or that you may choose not to do certain assignments; however, it is my expectation that you use this syllabus to plan effectively so that you can complete all assignments and turn them in on time.

If, for some reason, you are unable to turn in an assignment on time, it is your obligation to be in conversation with me as your instructor as to why you are unable to do so as well as when you anticipate being able to turn in the assignment. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for turning it in late. Please note that turning in late assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course. Furthermore, if you do not contact me to

discuss your late/missing assignment(s), you should expect for this to have a negative effect on your overall grade for the course.

Use of Technology in the Classroom: Similar to when you are working with others on campus, it is painfully obvious to me as an instructor when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an absence.

Academic Integrity: Academic integrity is central to our community. You can find the university policy regarding academic misconduct on the following website: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>. The University of Arizona also has online resources and an optional in-person workshop students can use to learn more academic integrity. You can learn more about these resources at the following website: <https://deanofstudents.arizona.edu/academic-integrity/academic-integrity-sanctions>. Oftentimes, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies; however, it is your responsibility to ensure you are aware of these policies, and are clear of the expectations regarding academic honesty. Please be certain to review these documents and websites.

Respect for Diversity: The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the University of Arizona Nondiscrimination and Anti-Harrasment Policy emphasizes equity. The text below is reproduced directly from: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. ...All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name

shows up through various administrative records. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

- https://lgbtq.arizona.edu/sites/lgbtq.arizona.edu/files/Preferred-Chosen_Name_Guidelines_v2_0-1_0.pdf

Accommodations for Students with Disabilities: In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the ground level of the Campus Health Service building, and can be reached at (520) 621-3268 or drc-info@email.arizona.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. The sooner you let me know your needs, the sooner I can assist you with achieving your learning goals for this course. I treat all information you share with me regarding these matters as confidential.

Grading Criteria

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There are various online APA resources, including a free tutorial, all of which can be accessed at the following website: <http://www.apastyle.org/learn/index.aspx>. Below are general guidelines I will use when assigning grades:

- A (90 – 100%) = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.
- B (89 – 80%) = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.
- C (79 – 70%) = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).
- D (69 – 60%) = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally

adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

- E (59 – 0%) = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

Grading Breakdown

Course Participation	10 points
Group Discussion Lead	10 points
Class Afterthoughts paper (4)	20 points
Digital Critical Policy/Practice Critique	20 points
This Is An Intervention! Project and Presentation	40 points
Project proposal	5 points
Project outline	5 points
Project check-in conversation	10 points
Project presentation	20 points
Total	100 points

Assignment Details

Group discussion lead: For this assignment, you will facilitate a 60-75 minute discussion for your peers during the course of the semester (possible dates are marked with an asterisk on the Course Schedule below). As a part of the presentation, you will have to prepare a 1-2 page executive summary of the day's readings. You should be prepared to hand out this executive summary to your peers and me at the start of your facilitation (you can also email this to me and your peers, should you prefer). Your executive summary should include the following:

- A brief summary of the reading(s) (note: this can be done with bullet points and/or narrative form);
- An outline of major themes across all the assigned readings for that class session;
- A list of at least 3-5 questions that should stimulate conversation amongst your peers (note: these should not be yes/no questions, but questions that encourage critical thinking and analysis); and

Given that people learn in various ways, you are encouraged to utilize activity-based components for your class facilitations. You should also come prepared with questions to encourage critical reflection of the day's readings beyond those you have listed on your executive summary. You may consult with me prior to your facilitation should you want to do so, but that is not a requirement for successful completion of this assignment. You may work in pairs if you prefer.

Class afterthoughts paper (4): There is a significant amount of readings for this course and there are numerous people in class with you. What this means is that often in class there is little opportunity to reflect on the topics discussed or to share your feelings and reactions in class discussion. The role of reflection is significant to your learning and to help you understand your own perspective on topics. Additionally, it is important for me to hear how you perceive the class and its content, as well as for you to receive feedback from me on your perspective. Like the scaffolded This Is An Intervention! project, this will allow us to have a form of dialogue to share our thinking, ask questions of each other, and understand each other in a more direct way.

You must complete four, 1-2 page Class Afterthoughts papers over the course of the semester. They are due the Sunday following the class session. For example, if you choose to share your post-class thoughts from class on October 11, then you must submit your Class Afterthoughts paper by October 14. All Class Afterthoughts papers must be submitted no later November 11.

In your Class Afterthought papers, you should attend to some or all the following questions:

1. What was the most useful or interesting point you learned from this week's reading?
2. What was the most useful or interesting point you learned from class discussion?
3. What concepts, if any, did you have trouble understanding or want to explore more?
4. How might you use the discussion in class to frame your work with the This Is An Intervention! assignment?
5. What was your overall reaction to this class and why?

The form of this writing assignment is an academic reflective essay (first-person voice), which means narrative drives the paper with appropriate citations and references to the reading(s). For this assignment, you do not need to include a references page, but you must include appropriate in-text citations. This is also a low-stakes assignment, which means that as long as you put thought and effort into each paper, you will receive full credit for the assignment.

This is an intervention! project and presentation: a goal of critical education is to work toward liberation, including the development of more liberatory environments, ways of thinking, and ways of being in the world. As such, one of the main goals for this course is not just to deepen your knowledge of gender in education, but to use what you have learned to positively influence educational environments. This project requires you to put the theories and knowledges about which you are learning to work. The project has only one parameter, which is:

- You must demonstrate how you have used what you have learned in this course to make the world a better place.

To ensure you are making adequate progress on this semester-long assignment throughout the term, there will be multiple, smaller checkpoints throughout the semester by which you need to complete elements of the larger project. These checkpoints are discussed below:

Project proposal: This is a low-stakes assignment, meaning as long as you put thought and effort into it, you will receive full credit. For this assignment, you will need to draft proposal for what your final This Is An Intervention! project will be. Your proposal need not be longer than a single page, and should be submitted by the start of class on September 6. I will then provide feedback and, assuming we agree on your project, you will then be able to continue moving forward.

Project outline: For this portion of the larger project, you will need to submit a full outline of your project. This is not an outline of your presentation (i.e., how you will discuss your project with the class), but an outline of your project itself (i.e., what you plan to do in order to make the world a better place). In this outline, you should have a detailed plan for what you will do, when you will do it by, with whom you need to be in touch to coordinate your project, and other important details for the successful development, implementation, and concluding of your project. Your outline should be submitted by the start of class on September 27.

Project check-in conversation: For this portion of the larger assignment, you will need to schedule a 30-minute meeting with me to discuss the progress you are making on your overall project. During your meeting, you should be prepared to discuss how you are infusing our course materials into your overall project. You should come to the meeting prepared to discuss these connections in deep, meaningful, and substantive ways; I should not have to prompt you significantly for these connections. You should also come prepared to talk about your process, including what is going well, what may be challenging, and what questions you may have for how you can continue to enhance your project moving forward. You should ensure to schedule your conversation with me by the time we have class on October 25. Also, please note that while I am committed to ensuring these conversations take place, I have multiple competing demands on my time. It would be inadvisable for you to assume that if you can contact me the week before this portion of the assignment is due that I will have time in the ensuing week to accommodate a meeting with you. As such, you should make sure to schedule your meeting with me with enough time for all involved to make the appropriate arrangements.

Project presentation: For this final portion of the larger assignment, you will present a 12-15 minute presentation about the project you implemented throughout the term. In this presentation, you should make sure to make cogent connections between how what you learned in class informed, enhanced, or otherwise framed your project, as well as how your project responded to the prompt of making the world a better place. While you are not required to do so, you are encouraged to use creative approaches to your presentation, and should use whatever methods, pedagogical strategies, and/or presentation devices make the most sense for your overall project. That being said, you should approach this presentation as a formal presentation, meaning your presentation should have a level of rigor and quality that marks it as rooted in the scholar-activist literature with which you have engaged throughout the term, and in a way that the project does justice to and with the populations/topic(s) on which it is focused. You will present your final presentations during class on November 29, and you should be prepared for others to be invited to bear witness to your presentations (e.g., LGBTQ Affairs staff and students; College of Education faculty and students, Trans* Studies Initiative affiliate faculty).

Digital Critical Policy/Practice Critique: Throughout the class, you will engage with texts that discuss access from various perspectives (e.g., historical, legal, philosophical) as well as those that discuss institution-specific gender-based policies and practices. To merge the theoretical with the practical, you will critique a policy/practice at an institution of education that forecloses possibilities for expansive understandings/performances/enactments of gender. You may work in pairs if you prefer.

For this assignment, you will choose a policy/practice in operation at an institution of higher education and critique it using an expansive and inclusive understanding of gender. In other words, you should use the course readings and conversations as a way to interrogate the way common policies and/or practices are shaped by normative assumptions of gender. Examples of policies and/or practices that you could interrogate include, but are not limited to: Title IX, dress code policies, administrative records databases, gender-dichotomous programming, sex-segregated residential living/restrooms/changing rooms/athletics, and health insurance.

For this assignment, you should focus less on descriptive statements (e.g., "the policy states x in relation to gender") and more on how the policy/practice reinforces/is reinforced by normative

assumptions of gender. Furthermore, you should also give attention to how the policy/practice could be transformed to be gender-inclusive, including what it may take for this policy/practice-based change. In attending to policy/practice transformation, you should also spend time researching how, if at all, other educational institutions/policy groups/professional associations have/are attempting to transform these very policies/practices. You may also want to conduct informational interviews with professionals and/or students at the host institution of the policy/practice you are critiquing to gain as many perspectives as possible.

This assignment will conclude in your creating a 6-8 minute digital presentation detailing: the policy/practice you focused on; how it has been shaped by normative assumptions of gender; evidence of how this impacts individuals on campus; and your proposal(s) for transforming said policy/practice. You should make sure to create an engaging presentation, which should include references to course materials as well as additional outside research.

For your digital presentation, you can use whatever digital platform is best for you (e.g., iMovie, Prezi, Powtoon). You should make sure to create an engaging presentation, which may include adding music, doing voiceover, and/or adding visual images/pictures along with course content/sources to bolster your presentation. What you should not do is create a YouTube video of you reading a written script. You should also make sure to incorporate sources and citations from our course readings into your digital presentation, as well as have a full list of references.

Due to the time you have to complete this assignment, your presentation should reflect substantive investment in data collection, analysis, and synthesis. You should not leave this project until the week before your presentation is due to complete nor should you do the bare minimum to understand the policy/practice you have chosen. Your digital critical policy/practice critique should be submitted by December 5.

Course Schedule

<p><i>August 23</i> <i>Beginning with gender</i></p>
<p>Readings:</p> <ol style="list-style-type: none"> Hall, K. Q. (2015). Gender. In R. Adams, B. Reiss, & D. Serlin (Eds.), <i>Keywords for disability studies</i> (pp. 89-91). New York: New York University Press. Aultman, B. (2014). Cisgender. <i>TSQ: Transgender Studies Quarterly</i>, 1(1/2), 61-62. Lennon, E., & Mistler, B. J. (2014). Cisgenderism. <i>TSQ: Transgender Studies Quarterly</i>, 1(1/2), 63-64. Tompkins, A. (2014). Asterisk. <i>TSQ: Transgender Studies Quarterly</i>, 1(1/2), 26-27. Jourian, T.J. (2015). Evolving nature of sexual orientation and gender identity. <i>New Directions for Student Services</i> (no. 152), 11-23. Enke, F. A. (2012). The education of little cis: Cisgender and the discipline of opposing bodies. In F. Enke (Ed.), <i>Transfeminist perspectives in and beyond transgender and gender studies</i> (pp. 34-44). Philadelphia, PA: Temple University Press. <p>Optional Readings:</p> <ol style="list-style-type: none"> Garner, T. (2014). Becoming. <i>TSQ: Transgender Studies Quarterly</i>, 1(1/2), 30-32. Taylor, E. (2010). Cisgender privilege: On the privileges of performing normative gender. In

K. Bornstein & S. B. Bergman (Eds.), *Gender outlaws: The next generation* (pp. 268-272). Berkeley, CA: Seal Press.

August 30
(Re)thinking and researching gender

Readings:

1. Mayo, C. (2017). Queer and trans youth, relational subjectivity, and uncertain possibilities: Challenging research in complicated contexts. *Educational Researcher*, 46(9), 530-539.
2. Renn, K. A. (2010). LGBT and queer research in higher education: The state and status of the field. *Educational Researcher*, 39(2), 132-141.
3. Ellison, T., Green, K. M., Richardson, M., & Snorton, C. R. (2017). We got issues: Toward a Black trans*/studies. *TSQ: Transgender Studies Quarterly*, 4(2), 162-169.
4. Currah, P., & Stryker, S. (2015). Introduction. *TSQ: Transgender Studies Quarterly*, 2(1), 1-12.
5. Henderson, E. F. (In press). Starting with gender: Definitional politics in international higher education research. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Conceptual debates and methodological considerations*. New York, NY: Routledge.

*September 6**
When gender goes to school

Readings:

1. GLSEN. (2015). The 2015 national school climate survey: Executive summary. Retrieved from <https://tinyurl.com/ycewjhst>.
2. Wolley, S. W. (2015). "Boys over here, girls over there": A critical literacy of binary genders in schools. *TSQ: Transgender Studies Quarterly*, 2(3), 376-394.
3. *Dude You're a Fag* chapters 1, 2, & 3

Optional Reading:

1. Riggs, D. W., & Bartholomaeus, C. (2018). Cisgenderism and certitude: Parents of transgender children negotiating educational contexts. *TSQ: Transgender Studies Quarterly*, 5(1), 67-82.

Due: This is an Intervention! Project Proposal

*September 13**
When gender goes to school

Readings:

1. *DYAF* chapters 4, 5, 6
2. Crenshaw, K., Ocen, P., & Nanda, J. (2015). *Black girls matter: Pushed out, overpoliced and underprotected*. New York, NY: African American Policy Forum.

Optional Readings:

1. *DYAF* Appendix
2. Mayo, C. (2002). The binds that tie: Civility and social difference. *Educational Theory*, 52(2), 169-186.

*September 20**
When gender goes to college

Readings:

1. Marine, S. B. (2017). Changing the frame: Queering access to higher education for trans* students. *International Journal of Qualitative Studies in Education*, 30(3), 217-233.
2. *Trans* In College* chapters 1, 2, 3, & 4

Optional Reading:

1. Nanney, M., & Brunnsma, D. L. (2017). Moving beyond cis-terhood: Determining gender through transgender admittance policies at U.S. women's colleges. *Gender & Society*, 31(2), 145-170.
2. *Dean Spade: Why do trans women belong at women's colleges?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=YZK0nU70-t8>.

*September 27**
When gender goes to college

Readings:

1. *TIC* chapters 5, 6, 7, and 8
2. Catalano, D.C.J. (2015). Beyond virtual equality: Liberatory consciousness as a path to achieve trans* inclusion in higher education. *Equity & Excellence in Education*, 48(3), 418-435.

Due: This is an Intervention! Project Outline

*October 4**
Gender educators

Readings:

1. Keenan, H. B. (2017). Unscripting curriculum: Toward a critical trans politics. *Harvard Educational Review*, 87(4), 538-556.
2. Simmons, S. L. (2017). A thousand words are worth a picture: A snapshot of trans* postsecondary educators in higher education. *International Journal of Qualitative Studies in Education*, 30(3), 266-284.
3. Jaekel, K. S., & Nicolazzo, Z. (2017). Teaching trans*: Strategies and tensions of teaching gender in student affairs preparation programs. *Journal for the Study of Postsecondary and Tertiary Education*, 2, 165-179.
4. Love, B. L. (2017). "She has a real connection with them": Reimagining and expanding our definitions of Black masculinity and mentoring in education through female masculinity. *Journal of Lesbian Studies*, 21(4), 443-452.

Optional Readings:

1. Pitcher, E. N. (2017). "There's stuff that comes with being an unexpected guest": Experiences of trans* academics with microaggressions. *International Journal of Qualitative Studies in Education*, 30(7), 688-703.
2. Jourian, T.J., Simmons, S. L., & Devaney, K. (2015). "We are not expected": Trans* educators (re)claiming space and voice in higher education and student affairs. *TSQ*:

October 11*

Gender in relation to class, race, disability, and indigeneity

Readings:

1. Adair, C. (2015). Bathrooms and beyond: Expanding a pedagogy of access in trans/disability studies. *TSQ: Transgender Studies Quarterly*, 2(3), 464-468.
2. Driskill, Q-L. (2016). *Asegi stories: Cherokee queer and two-spirit memory*. Tucson, AZ: The University of Arizona Press. **CHAPTER ONE**
3. Patton, L. D. (2014). Preserving respectability or blatant disrespect?: A critical discourse analysis of the Morehouse Appropriate Attire Policy and implications for intersectional approaches to examining campus policies. *International Journal of Qualitative Studies in Education*, 27(6), 724-746.
4. Nicolazzo, Z. (2016). "It's a hard line to walk": Black non-binary trans* collegians' perspectives on passing, realness, and trans*-normativity. *International Journal of Qualitative Studies in Education*, 29(9), 1173-1188.
5. Spade, D. (2010). Be professional! *Harvard Journal of Law & Gender*, 33(1), 71-84.

Optional Readings:

1. Clare, E. (2003). Gawking, gaping, staring. *GLQ: A Journal of Lesbian and Gay Studies*, 9(1-2), 257-261.
2. Jourian, T.J. (2017). Trans*forming college masculinities: Carving out trans*masculine pathways through the threshold of dominance. *International Journal of Qualitative Studies in Education*, 30(3), 245-265.
3. Mobley, Jr., S. D., & Johnson, J. M. (2018). "No pumps allowed": The "problem" with gender expression and the Morehouse College "Appropriate Attire Policy." *Journal of Homosexuality*.

October 18*

Gender-based violence in education

Readings:

1. Grace. (2015, April 6). "What are we defending?": Reina's talk at the INCITE! COV4 conference [Blog post]. Retrieved from <http://www.reinagossett.com/what-are-we-defending-reinas-talk-at-the-incite-cov4-conference/>.
2. Marine, S. B. (2017). For Brandon, for justice: Naming and ending sexual violence against trans* college students. In J.C. Harris & C. Linder (Eds.), *Intersections of identity and sexual violence on campus: Centering minoritized students' experiences* (pp. 83-100). Sterling, VA: Stylus.
3. Tillapaugh, D. (2017). "The wounds of our experience": College men who experienced sexual violence. In J.C. Harris & C. Linder (Eds.), *Intersections of identity and sexual violence on campus: Centering minoritized students' experiences* (pp. 101-118). Sterling, VA: Stylus.
4. Marine, S. B., & Nicolazzo, Z. (In press). Campus sexual violence prevention educators' use of gender in their work: A critical exploration. *Journal of Interpersonal Violence*.
5. New, J. (2015, September 25). The 'invisible' one in four. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2015/09/25/1-4-transgender-students-say-they-have->

October 25

The politics of (in)visibility

Campus Speaker: Maya Christina Gonzales

Readings:

1. Macbeth, J. (2018). Maya Christina Gonzalez: Self love, activism, and LGBTQ+ storytelling. *M is for Movement*. Retrieved from <https://misformovement.org/2018/01/26/maya-christina-gonzalez/>.
2. Anzaldúa, G. (2007). *Borderlands/la frontera: The new Mestiza* (3rd ed.). San Francisco, CA: Aunt Lute Books. [PP. 75-86]
3. Grace. (2015, May 5). Touch one another - talk by Reina Gossett and Grace Dunham [Blog post]. Retrieved from <http://www.reinagossett.com/touch-one-another/>.
4. Crenshaw, K. W., & Ritchie, A. J., Anspach, R., Gilmer, R., & Harris, L. (2015). *Say her name: Resisting police brutality against Black women*. New York, NY: African American Policy Forum.
5. Bednarska, D. (2006). Passing last summer. In Mattilda (Ed.), *Nobody passes: Rejecting the rules of gender and conformity* (pp. 71-82). Berkeley, CA: Seal Press.
6. Spade, D. (2002). Dress to kill, fight to win. Retrieved from <https://tinyurl.com/ycsplefw>.

Optional Readings:

1. Catalano, D. C. J. (2015). "Trans enough"?: The pressures trans men negotiate in higher education. *TSQ: Transgender Studies Quarterly*, 2(3), 411-430.
2. Malatino, H. (2015). Pedagogies of becoming: Trans inclusivity and the crafting of being. *TSQ: Transgender Studies Quarterly*, 2(3), 395-410.
3. Familiarize yourself with Maya's website (<http://www.mayagonzalez.com>), with particular attention paid to her illustrations and blog.

November 1*

Gender in the social sphere

Readings:

1. *Normal Life* Introduction and chapters 1, 2, & 3

Due: This is an Intervention! Project Check-In

November 8

Gender in the social sphere

Readings:

1. *NL* chapters 4, 5, Conclusion, and Afterword
2. McDonald, C., & Tinsley, O. N. (2017). "Go beyond our natural selves": The prison letters of CeCe McDonald. *TSQ: Transgender Studies Quarterly*, 4(2), 243-265.

November 15

No class – Z at Association for the Study of Higher Education conference

November 22

No class – fall break

November 29

This is an Intervention! Project Presentations

December 5

Digital Critical Policy/Practice Critique Due