
“We are a community that commits itself to diversity and sustainability as dimensions of a just society” --Lewis and Clark Mission Statement

Lewis & Clark
Graduate School of
Education and Counseling



**MCFT 563 -02 – Trans Bodies & Binarism
SPRING 2019**

Time & Day: Thursday 1:00 pm– 4:00 pm

Location: York Graduate Center Room #101

Instructor: Stace Parlen, LMFT Intern, sparlen@lclark.edu

Office Hours: By Appointment

Units: 1

Catalog Description:

This course examines the impact of the gender binary on transgender identity development using an intersectional lens. Topics include the medicalization of trans bodies, the role of the clinician, the impact of cissexism/internalized cissexism rooted in Western European notions of gender on the individual, family, and therapeutic process. Course will provide students with a beginning foundation to assess for gender dysphoria and write referral letters with an understanding of the history of the medicalization process. Students will also learn affirming approaches for working with trans individuals, families, and relationships.

Course Description:

The purpose of this 1 unit course is to examine the various ways in which culture and social diversity affect the development of transgender identities, shape trans narratives, and narratives of gender as a whole. Specific focus is given to the impact of having a binary understanding of sex and gender, and how this influences our understanding of gender in relation to one another. The

course examines contemporary social, historical, and political contexts of Transgender experiences within society and the field of MCFT. This includes the medicalizing/pathologizing of trans identities and bodies, exploring media representations of trans people, and looking at the politics of trans liberation.

This course offers a foundation for decentering cis-heteronormativity, and shifting our framework of how we understand gender to better support transgender/non-binary communities, and increase awareness in our individual gender identity experience. Therapists must have an understanding of the ways in which individual, family, and socio-cultural context impact clients' behaviors, attitudes, and feelings. They must also be aware of their own knowledge and understanding of their own gender identity formation. This course will develop students' awareness of the common themes that may impact transgender/non-binary communities, and how race, class, disability and other identities influence the lives of trans persons and that of their families. This course will also review social changes occurred in recent history in the media portrayal and medical treatment of transgender and non-binary individuals. Topics include: letter writing, microaggressions & transmisogyny, historical review of Transgender rights, DSM, standards of care, and medical treatment, cissexism/internalized cissexism within individuals, families, and society, discussion of cis-het patriarchy, and finally invisibility and hyper-visibility of Trans individuals.

Program learning outcomes:

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 1.2 Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.

SLO 1.3 Students apply system/relational theories to clinical case conceptualization.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

Learning outcomes

The objectives of this course include: (1) to increase knowledge about trans narratives/identity formation; (2) increase affirmative communication skills with non-binary and transgender individuals/families; (3) decenter cis-heteronormativity, and explore self-of-therapist. The learning outcomes are derived from these three areas as follows:

- Understand both micro- and macro-social forces, as well as intra-and inter-personal dynamics that impact transgender identity development
- Acknowledge social constructionist influences on gender and other aspects of social location and how they affect development.
- Contrast the interplay of the therapist's development with that of the clients'.

- Understand how families cope with normative and non-normative changes
- Recognize the impacts of intersectional identities on individual transgender experiences
- Develop fluency in affirming language
- Develop an awareness of historical and current events related to transgender/non-binary communities with specific understanding of the impacts of racism and misogyny.
- Increase awareness around legal, medical, and social barriers that trans/non-binary communities experience, and how to help navigate these systems with your clients.

READINGS:

Readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others, and that additional readings may be added during the course.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

REQUIRED TEXTS

Bettcher, T.M. & Stryker, M. (2016). *Trans/Feminisms*. *TSQ: Transgender Studies Quarterly*, 3(1-2). Duke University Press.

Required readings:

Stryker, Susan & Stephen Whittle, eds. *The Transgender Studies Reader*. New York: Routledge, 2006. (Selected readings)

(available online at this link:

<https://forlackofsomegoodwriting.files.wordpress.com/2013/12/susan-stryker-and-stephen-whittle-eds-the-transgender-studies-reader.pdf>

World Professional Association of Transgender Healthcare Standards of Care, Version:
http://www.wpath.org/site_page.cfm?pk_association_webpage=3926&pk_association_webpage_menu=1351

Harry Benjamin International Gender Dysphoria Association (HBIGDA)
1985 Standards of Care: the hormonal and surgical sex reassignment of gender dysphoric persons.
Archives of Sexual Behavior 14(1):79-90

Harry Benjamin International Gender Dysphoria Association (HBIGDA) 1998 The standards of care for gender identity disorders. Fifth Edition. Harry Benjamin International Gender Dysphoria Association. (<http://www.tc.umn.edu/~colem001/hbigda/hstndrd.htm>)

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Participation (50 pts)

- 10pts/class
- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.

- Active listening. Students will be asked questions related to the course’s readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

Assignments are due on the due date unless there is a documented emergency. Three points will be deducted for each day that an assignment is late. All written material should be typed and printed clearly.

Reflection Paper (20 points) –3/4 pages - Due on January 24th, 2019

This paper will be assigned on the first day of class. Students will be given options related to transgender icons. They should provide a reflection about their knowledge or lack thereof these icons, and life experience and exposure or lack of exposure to non-normative gender narratives. Answer the questions: how does not knowing/lack of exposure shape our experiences/identity formation and how we relate to others? Why do you know some information and not other information? When did you learn about transgender experiences and what did you learn?

Final Paper (Transgender Narratives & The Media (30 points) –7/8 pages- Due February 15th, 2019

This is an in depth reflection in which students must demonstrate their awareness and knowledge about the impact of the media/larger social systems on transgender narratives and the treatment of transgender communities by society. It must also address the impact of the media and larger social systems on student’s own understanding/ perspective/attitudes of trans communities. APA style.

Paper will include 4 parts:

- a compare and contrast section (to be explained in class),
- a discussion of media narratives,
- a discussion of the icon’s narrative, and
- a reflection from student about the process and information gathered/any changes/reaction to initial reflection paper.

Grade Distribution

A	93-100%	B-	80-82%
A-	90-92%	C+	78-79%
B+	88-89%	C	73-77%
B	83-87%	C-	70-72

Course Outline

<p>Class 1 1/10</p>	<p>Introduction, overview of course and assignments</p> <p>transfeminism introduction, brief overview of second wave, third wave feminism, and queer theory</p>	<p>In class: Video clip - Pain & Empowerment of choosing my gender In Class – Queer as political clip</p> <p><u>**Readings Due:</u></p> <p>Emi Koyama’s Transfeminist Manifesto/other writings, (see email)</p> <p>TSQ: 1-14, 65-71, 80-91,</p> <p>Optional Reading:</p> <p><i>Embodiment: a conceptual glossary for epidemiology (see email)</i> Nancy Krieger J Epidemiol Community Health 2005;59:350–355. doi: 10.1136/jech.2004.024562</p> <p>TSQ 22-34</p>
<p>Class 2 1/17</p>	<p>gender/sex/sexuality connection/divide, race, & Binarism</p>	<p>In Class – Funhome clips In Class- Julia Serano Poem</p> <p><u>**Readings Due:</u></p> <p>TGR 407-419, 471-479, 509-519</p> <p>TSQ 95-102, 220-225, 246-253</p> <p>**Articles:</p> <p><i>Deconstructing the complex perceptions of gender roles, gender identity, and sexual orientation among transgender individuals</i> Julie L Nagoshi, Stephan/ie Brzuzy and Heather K Terrell Feminism & Psychology 2012 22: 405 originally published online 10 October 2012 DOI: 10.1177/0959353512461929</p> <p>Optional Readings:</p> <p>TSQ -185-191 TSG - 656-664</p>

<p>Class 3 1/24</p>	<p>Transmisogyny, internalized cissexism, and family therapy</p>	<p>*In Class- video clip (moth video clip)</p> <p>**Readings Due:</p> <p>TSQ 137-144, 202-210</p> <p>**Articles:</p> <p><i>Cisgenderism in Family Therapy: How Everyday Clinical Practices Can Delegitimize People’s Gender Self-Designations (Blumer et al)</i> <i>Journal of Family Psychotherapy</i>, 24:267–285, 2013 Copyright © Taylor & Francis Group, LLC ISSN: 0897-5353 print/1540- 4080 online DOI: 10.1080/08975353.2013.849551</p> <p><i>Emotional, behavioral, and cognitive reactions to microaggressions: Transgender perspectives. (Kevin I nadel et al)</i> Psychology of Sexual Orientation and Gender Diversity © 2014 American Psychological Association 2014, Vol. 1, No. 1, 72–81 2329-0382/14/\$12.00 DOI: 10.1037/sgd0000011</p> <p>Optional Reading:</p> <p>TGR pages 144-158</p>
<p>Class 4 1/31</p>	<p>Letter Writing History of DSM & Standards of Care Trans Narratives Transnormativity Non-binary Erasure</p>	<p>In class- letter writing presentation</p> <p>**Readings Due:</p> <p>Review SOC version 7, DSM V Gender Dysphoria Criteria, HBIGDA (1985) (1998)</p> <p>**TSQ 120-132 TGR 315-329</p> <p>**Articles:</p> <p><i>Managing uncertainty: A grounded theory of stigma in transgender health care encounters</i> Tonia Poteat a, *, Danielle German b, Deanna Kerrigan Social Science & Medicine 84 (2013) 22e29</p> <p><i>Normative Accountability: How the Medical</i></p>

		<p><i>Model Influences Transgender Identities and Experiences</i> Austin H. Johnson* Department of Sociology, Kent State University Sociology Compass 9/9 (2015), 803–813, 10.1111/soc4.12297</p>
Class 5 2/7	Trans in the media, self of the therapist Discussion of papers/question & answer	<p>In class- media clips (google drive)</p> <p><u>**Readings Due:</u></p> <p>TSQ 175-180 TSG 236-243</p> <p>**Articles:</p> <p><i>Transgender Transitions: Sex/Gender Binaries in the Digital Age</i> Kay Siebler PhD a a Missouri Western State University , St. Joseph , Missouri , USA Published online: 30 Jan 2012.</p> <p><i>Resisting Definition: Gendering through Interaction and Relational Selfhood</i> ALEXIS SHOTWELL AND TREVOR SANGREY</p> <p><i>Negotiating Identities in a Heteronormative Context</i> AMY DELLINGER PAGE, PhD and JAMES R. PEACOCK, PhD Department of Sociology, Appalachian State University, Boone, North Carolina, USA</p>

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings.

This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.