“The resilience of transgender students gets them to campus. Once they are there, colleges must do a better job providing equal access to the education and support they deserve.”

Faughn Adams, “Transgender Students Deserve Equal Access”
Focus Questions

1. How do we create trans* inclusive syllabi?

2. How do we flag trans* inclusivity in our course descriptions?

3. How do we teach trans* topics?
Tips for developing syllabi

- **Add trans* authors to your syllabus.** These can include trans* authors writing about non-trans topics. Think about texts both *about* and *by* trans people.
- **Include a diversity of narratives** across gender identification, race, class, ability, religion, age, citizenship status, and so on.
- **Don’t just have a “trans* day” or “diversity day.”** Try to draw connections and keep the topic relevant all quarter long.
- When choosing texts, remember that we can critique trans* texts; they are not perfect and can be used to **constructively explore erasures, growth of the field, historical shifts, etc.**
- Don’t forget to **utilize the Stanford Library resources**, including Special Collections and databases like “LGBT Life” and “Alexander Street” on **Searchworks**.
Writing course descriptions

- Is it enough to simply include “gender” as an axis of analysis in your course?
- Does “LGBT” or “queer” signify that the course contains trans*/transgender content?
- What are the terms we want to be certain to work into course descriptions? Are there terms we should not include?

When considering these questions, we ought to consider how students are finding our courses (e.g. what key terms are they searching in the course catalog); what is the promise of a course (e.g. how much trans* content is expected in a course that names “trans*” or “transgender” in the course description); and what is the purpose/goal of the course description?
Tips for Teaching Trans* Content

● Use proper language and pronouns, for all people present in the classroom as well as in your discussions or lectures about the material and authors.

● Pay attention to inclusive language more generally in your lectures and discussions. For example, if you are talking about “men” and “women,” do those categories include trans* people and if not, do we need to start marking the unmarked categories by referring instead to “cisgender men” and “cisgender women”?

● Don’t ask trans* students to teach these issues for you. Instead, invite a guest lecturer, get comfortable enough to teach the material yourself, or use supplementary videos/interviews/texts to help you teach the material.
Resources


*Chronicle* Special Report: *Transgender on Campus*. [Click here.](#)

*Chronicle* Video: “Ask Me: What LGBTQ Students Want Their Professors to Know” [Click here.](#)

“Trans Pedagogy 101” blog post. [Click here.](#)