

Fostering Inclusivity for Trans* Students in College

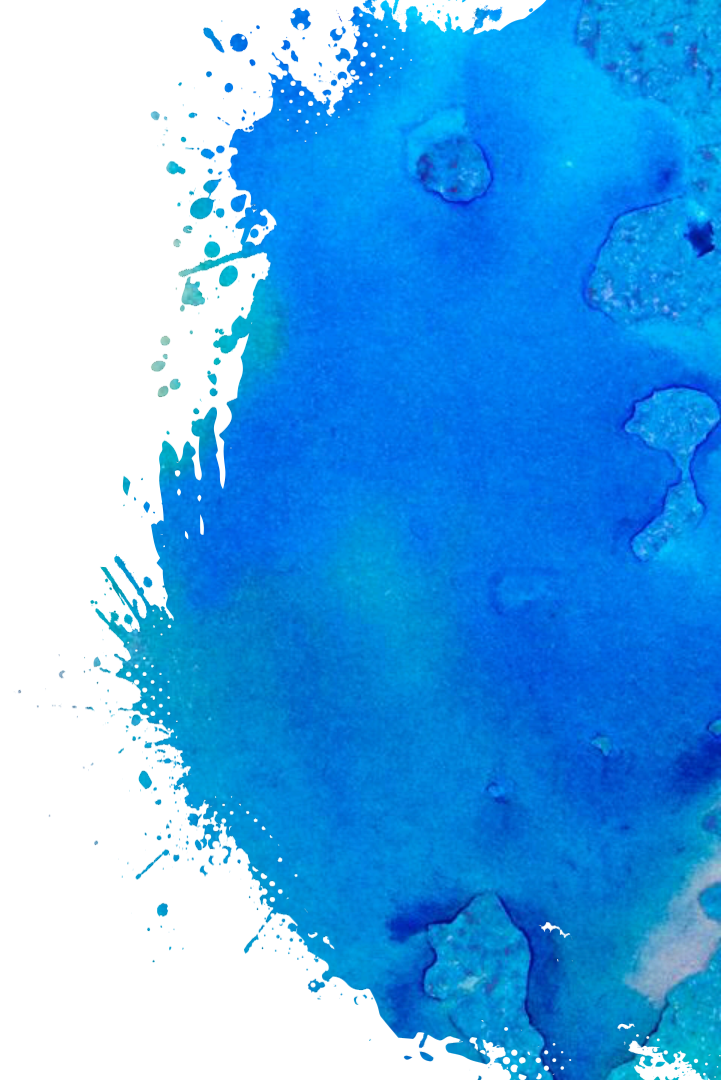
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#TransInCollege



An abstract watercolor splash in shades of purple and red on a white background. The splash is roughly circular, with a darker purple center and a lighter, reddish-purple outer ring. The edges are irregular and splattered, with small droplets of color extending outwards. The text "starting with thanks" is centered within the splash in a white, italicized sans-serif font.

starting with thanks

My Trans* Agenda

- What do we know about trans* people?
- How does what we know relate to prior knowledge across identities and experiences?
- What ought we to do with all of this knowledge?
- Question, Comments, and Compliments.



Starting with a Definition

Transgender “refer[s] to people who move away from the gender they were assigned at birth, people who cross over (trans-) the boundaries constructed by their culture to define and contain gender” (Stryker, 2008, p. 1).

Trans* is...: an identity/experience and a way of being in the world.

Trans* ain’t...: a spectacle, performance, or something that one can “put on.”

A Trans*plosion of Research

Cultural Manifestations of Trans* Oppression

- “Twin Cultural Realities” of Gender (Nicolazzo, 2016b, 2017)
Gender Binary Discourse
Compulsory Heterogenderism
- Dis/connections across race, gender expression, disability, and sexuality
Black non-binary collegians’ notions of passing, realness, and trans-normativity (Nicolazzo, 2016a)*
- Lack of intersectional praxis (Nicolazzo, 2016, 2017)
- “Trans* Enough” discourse (Catalano, 2015)

Specific Sites of Trans* Oppression

- LGBTQ Centers and Trans* Inclusion/Exclusion (Marine & Nicolazzo, 2014)
Programming about v. programming for
Tensions in relation to naming and hiring practices
- Housing and Residence Life (Nicolazzo & Marine, 2015)
- Women’s Centers (Nicolazzo & Harris, 2014)
- Experiences of trans* educators (Jourian, Simmons, & Devaney, 2015; Simmons, 2016)
- Faculty experiences (Harris & Nicolazzo, In press; Jaekel & Nicolazzo, 2017; Stewart, 2015)

A Trans*plosion of Research

Resilience-Based and Affirmative Approaches

- Practices of resilience (Nicolazzo, 2016, 2017)
- “My masculinity is a little love poem to myself” (Jourian, 2016)
- Trans* kinship networks (Nicolazzo, 2016, 2017; Nicolazzo, Pitcher, Renn, & Woodford, 2017)

Emerging Threads (and threads that need to emerge)

- Gender-expansive sexual violence (prevention) literature (Marine, 2017; Marine & Nicolazzo, In press)
- Literature on trans* faculty (Jaekel & Nicolazzo, 2017, In progress; Pitcher, In press)
- Literature on trans* women, trans* feminine, and non-binary collegians
- Literature on trans* students across educational contexts (e.g., 2-year, technical/vocational, certificate programs, for-profit)
- Trans-centered knowledge production and methodologies (Green, 2017; Jourian, In review; Nicolazzo, In press)

TL;DR...

The recent trans*plosion of research regarding trans* people reveals distinct parallels with four ongoing discourses throughout higher education...

ASSIMILATION (e.g., Spade, 2015; Tachine, Cabrera, & Yellow Bird, 2016; Waterman, 2012)

- Trans*ness is often erased or explained away as a more palatable/respectable form of sexuality.
- Gender and sexuality continue to be conflated.
- Gender is transformed to code for cisgender women.
- Trans*ness is further made to be “off limits.”
- Black trans*ness, non-binary trans*ness, trans* femininity, and crip trans* identities are pushed to the margins, reinforcing respectability politics regarding visibility.

NON-PERFORMATIVES (Ahmed, 2012)

- Lip service is paid to wanting to “do better,” but there is much hand wringing about actually doing better.
- We talk about, write policies about, and consume literature regarding trans* lives, narratives, and experiences, but we do not put this talking, these policies, or this literature into action.
- Policies will not save us.

TL;DR...

ABSORPTION (Ferguson, 2012; Omi & Winant, 1994)


- Notions of passing, realness, and trans*-normativity play out across college campuses, stripping radical potential from movements for gender liberation.
- Neoliberalism reinforces separation and individualism over collectivism and coalition-building.
- Metrics are held supreme, especially those that are “good PR” for the institution (regardless of actual practice “on the ground”).
- Resources are highly maldistributed, oftentimes as a way to further harm/bar access for those who are already the most vulnerable.

EPISTEMOLOGICAL OPPRESSION (Patton, 2016; Scheurich & Young, 1997)

- Trans* oppression mediates how we come to know our environments and those with whom we work and learn.
- If how we come to know gender is restricted, then our academic curricula are likely complicit.
- Knowledge (re)production becomes a(nother) location for normalization and population management.

check in time...





***“but, ummm...
what do we do?”***

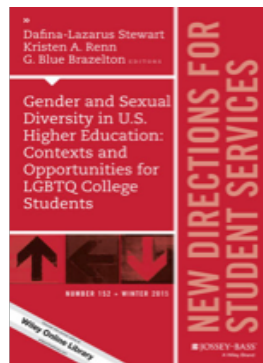
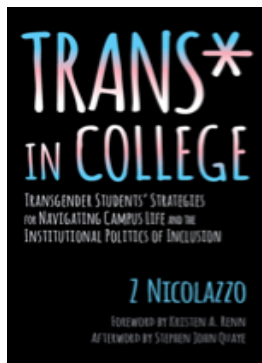
Miami Workers Center

4 Pillars of Social Justice Infrastructure*

- Pillar of Consciousness
- Pillar of Power
- Pillar of Service
- Pillar of Policy

**you won't be receiving a "5 Steps to Trans* Inclusion" Guide*

Pillar of Consciousness



Z Nicolazzo, Ph.D. @trans_killjoy · Jun 30

I did something folx may find useful.

Trans* Studies in Higher Education Syllabus: goo.gl/NdVMe7

#TransingHigherEdSyllabus #sachat

if people must continue to do unpaid labor to define and explain it, and importance to a cisgender audience that continues to need credibility for active hearing and engagement, and if cisgender people have not already been answering this question and from scholarly contributions.

is cisgender people continuing to ask me and other trans people (manifestation of cisgender privilege). At second, it makes clear the most cisgender people face in using the research, resources, and not our accomplishments have already given our lives to producing. It here and lack of awareness is often couched in the language of 'I am an "ongoing investment in equity and diversity." The research statements is profound, particularly when it comes from people, I that have only begun to think about trans* people often forced to, some laws, and/or other measures.*

other trans people are kind of answering this question, I have go on higher education syllabus. While I understand the potential it could very well be seen as a comprehensive answer to a (decidedly - question), I have begun this syllabus as an act of resistance for I feel our accomplishments. I also sincerely hope people will use the high amount of cisgender people who feel the need to ask what they are questions, as if (1) we haven't known already been in your mind, and research has not existed for quite some time, and (2) cisgender*

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Trans Studies in Higher Education Syllabus

Trans* Studies in Higher Education Syllabus

Origins Lately, I have become conscious of just how often I and other trans* people are asked by cisgender...

docs.google.com

Pillar of Power

- Resist professionalization mindsets (e.g., “Only people with advanced degrees/tenure-track faculty/people with certain titles can do x.”)
- Ask yourself, “Am I tokenizing, or investing in liberatory futures?”
- Ask yourself, “What am I willing to give up in the name of justice with/for marginalized people?”
- Become a deep, active listener and non-leader.

Pillar of Service

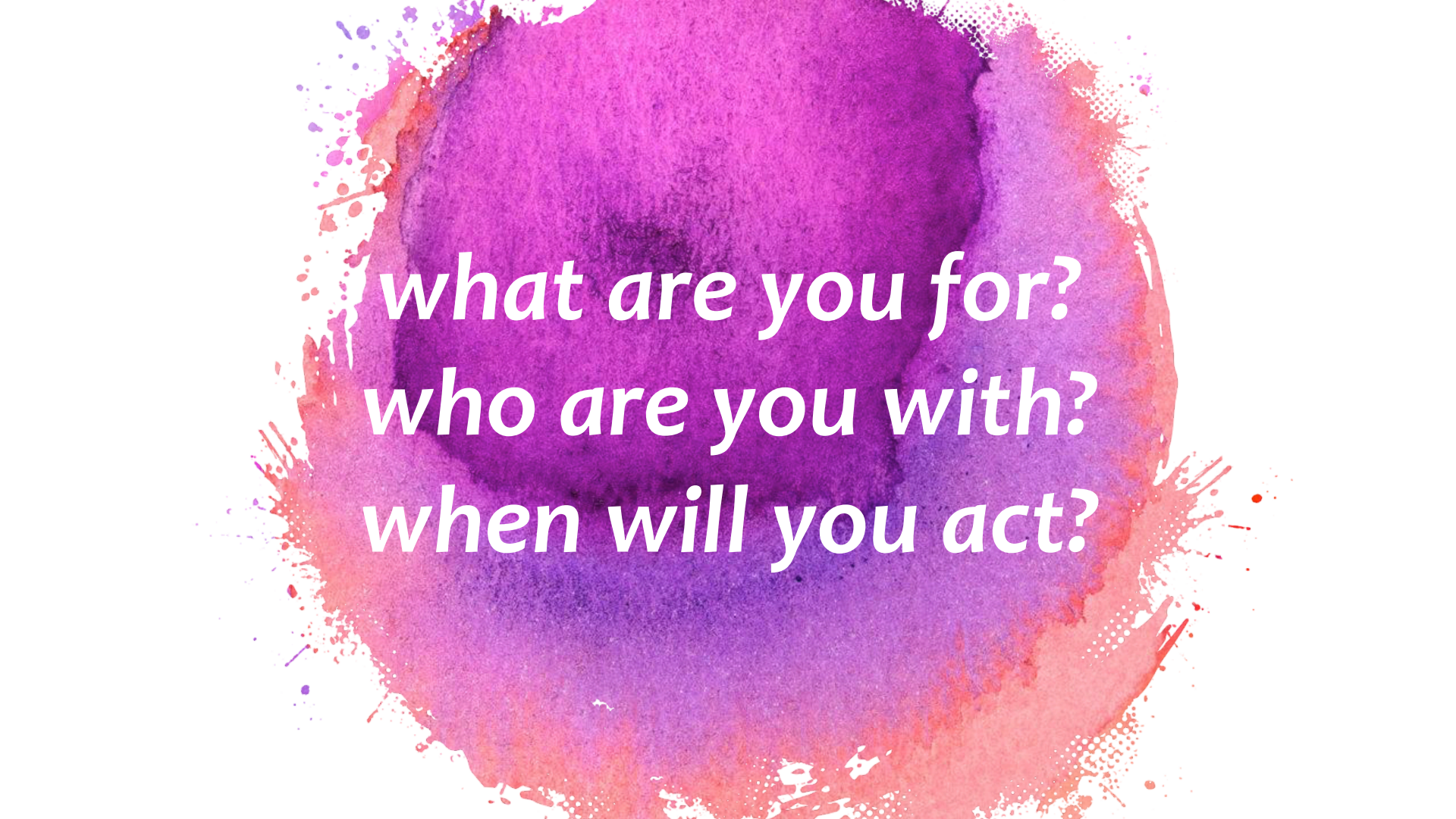
- **Who are your classes/offices/programs serving?**
 - Our research indicates that oftentimes, dominant populations/ideologies are centered, even when discussing trans* folks.
 - Programs/services centered on cisgender feelings of guilt, shame, and fear;
 - Curricula rooted in binary/limiting visions of gendered subjectivities and futures;
 - Programs/services *about* but not *for* trans* people.
- **What does it mean to serve with? How does this shift the away from the savior complex, instead recognizing our shared liberation?**

Pillar of Policy

- **Recognize that policies are “necessary, but insufficient.”**
 - Adem: policies act as “caution tape.”
 - One ends up doing the policy, not doing the doing (Ahmed, 2012).
- **Invest in changes beyond bathrooms, pronouns, and non-discrimination policies.**
 - Curricular changes.
 - Programmatic changes.
 - Changes to how we do our work.
 - Changes to how we arrive at decisions (e.g., *trickle up education*).

Pillar of Policy

- **Engage in constant self-reflection about policies/practices.**
 - Engage in social justice as “a process and a goal” (Bell, 2007).
 - Solutions often beget new problems, complications, and complicities.
- **Be wary of policy changes that only advocate for recognition or inclusion.**
 - Inclusion \neq transformation.
 - One can be included, and still be overlooked, erased, and undone.
 - We cannot keep using the same participatory models that have oppressed populations for so long.



*what are you for?
who are you with?
when will you act?*



Many thanks!

You can find/contact me in the following spaces...

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twitter: [@trans_killjoy](https://twitter.com/trans_killjoy)

website: znicolazzo.weebly.com

Credits

Special thanks to all the people who made and released these awesome resources for free:

- × Presentation template by [SlidesCarnival](#)
- × Photographs by [Unsplash](#)
- × Watercolor textures by [GraphicBurguer](#)