Despite the absence of data in the last Canadian census, the trans population is increasingly visible in society, the media and the academy.

Trans people represent approximately 0.5% of the Canadian population (Davidson, 2015: 41; Trans Pulse Project, 2015) and therefore constitute a significant proportion of Canadians.

Trans rights are a timely topic: there are new bills (e.g. Bill C-16, An Act to amend the Canadian Human Rights Act and the Criminal Code, introduced in May 2016, which proposes the addition of gender identity or expression), new provincial laws, and new regulations and policies regarding trans people.

Before 2012, all Canadian provinces and territories required mandatory surgeries (and therefore forced sterilization) in order to change sex/gender designation on a person’s birth certificate. This discriminatory requirement to obtain civil status consistent with self-identified gender was challenged and changed in Ontario in 2012, in British Columbia, Alberta, and Manitoba in 2014, in Nova Scotia and Quebec in 2015, and in Saskatchewan and Newfoundland and Labrador in 2016. Other provinces and territories still require sex reassignment surgeries in order to change sex/gender markers on birth certificates and ID.
Violence

- 75% of trans people have recently experienced psychological, verbal, or physical violence (Lombardi et al. 2001; Stotzer 2009).
- 37% have experienced economic violence (Lombardi et al. 2001).
- 20% of trans people in Canada have experienced physical or sexual assault for being trans.
- 34% of trans people in Canada have experienced verbal threats or harassment for being trans.
- 32% of trans people in Canada have had to move due to safety issues or access to health care.
- 57% of trans people in Canada avoid public bathrooms for safety reasons.
Medical issues

- 75% of trans people undergo medical treatments (e.g. hormonal treatment, surgeries).
- 32% to 43% have attempted suicide (Clements-Nolle 2006; Bauer and Scheim 2015: 4).
- 50% of trans people in Canada experience high levels of depression.
- 35% of trans people in Canada have considered suicide in the last 12 months.
- 10% of trans people in Canada have been refused emergency health care for being trans.
- 25% of trans people in Canada report experiences of verbal violence in the emergency room.
- 21% of trans people in Canada have chosen not to seek treatment in order to avoid violence.
- Rates are even higher for trans people of colour, and particularly trans women of colour and Indigenous trans people (First Nations, Métis, and Inuit, who self-identify as “two spirit”): 76% have seriously considered suicide and 61% reported a recent event of medical violence in the form of an “unmet health care need” (Scheim et al. 2013).
Employment

- 13% of trans people in Canada have been fired for being trans and an additional 15% who were fired think that the decision might have been based on their gender identity.
- 18% of trans people in Canada have been refused employment for being trans.
- 17% of trans people in Canada have refused a job offer because they felt the work environment was unsafe for trans people.
- 28% of trans people in Canada are unable to obtain employer references that use their chosen names and pronouns.
- 58% of trans people in Canada who are students are unable to obtain transcripts with their chosen names and pronouns.
- 40% of trans people in Canada are unemployed (Shelley, 2008: 82).
- $15,000 per year is the median income for trans people in Ontario, despite the fact that 44% of them have post-secondary or graduate degrees.
Trans Erasure in Research Teams and Projects

- Many of the funded research projects on LGBTQ issues focus on LGBQ issues and tend to neglect trans issues. Interest in LGBTQ realities too often produces a form of erasure (Namaste, 2000) of trans-specific realities.

- In many of the funded research projects that include them, trans issues are briefly mentioned but are not addressed in depth.

- The research teams of many projects that receive substantial funding (e.g. 2.5 million, 2016) do not include publicly self-identified trans scholars (as principal investigators or co-applicants).
Trans Erasure in Equity Targets

- In the majority of quantitative research projects addressing structural barriers faced by specific groups in the academy in Canada, LGBQ and trans categories are not taken into consideration as a potential factor that could prevent the full participation of LGBTQ researchers in knowledge production.

- In most universities and departments, gender identity is not considered in the criteria for equity targets; equity targets exist for women, visible minorities, indigenous people, disabled people, but not for trans people and rarely for LGBQ people.

- The faculties of most Canadian universities do not include trans scholars who are also trans people. Many universities have faculty members who conduct research directly or indirectly related to trans issues, but the majority of them are not publicly self-identified as trans.
Trans Erasure in Equity Targets

- The Canada Research Chair website provides statistics regarding the following marginalized groups: women, visible minorities, persons with a disability, and aboriginal people, with no mention of LGBTQ groups. Data on trans people are not available and equity targets that could increase their participation in research are absent.

- Given that structural inequalities negatively impact women’s research careers, it is also important to identify and recognize that, for example, a trans man (a person assigned female at birth who transitions to a male identity) has lived part of his life in a female identity. Until other gender categories are recognized and included in university employment surveys, research on barriers in research, and equity targets, the experiences of sexism and structural inequalities that impact a career in research are erased for trans men who check the “male” box.
Trans Erasure in Programs and Fields of Specialization

- Although the field of transgender studies is quickly evolving at the international level and the number of positions for trans scholars working on trans issues is increasing (e.g. cluster hire of four trans scholars at the University of Arizona), to my knowledge, a tenure-track position focused solely on trans issues has yet to be created in Canada.

- Despite the inclusion of trans issues in courses in some Canadian university programs in Women’s, Gender, and Sexuality Studies, no undergraduate or graduate programs in Trans Studies yet exist.

- As was (and sometimes still is) the case with Women’s and Gender Studies, Trans Studies are very often disregarded as a legitimate field of study, as demonstrated by the lack of funding, positions, and programs in this area.
Trans Erasure in Programs and Fields of Specialization

- Graduate students who wish to work on trans issues struggle to find departments and supervisors offering seminars and supervision on these topics.

- Many students who cannot find appropriate supervision on trans issues change their thesis subject or are informally mentored by trans scholars who perform invisible work.

- There are implicit biases and unconscious prejudices that inform the evaluation of research projects in the field of trans studies by researchers who may be unfamiliar with trans research and perspectives and are not, for the vast majority, themselves trans people.
Trans Erasure and Structural Barriers to Research

- Like many other marginalized groups, trans people perform free and invisible work in the academy: informally mentoring and responding to questions and requests from students working on trans issues; raising awareness on trans issues in universities and committees, struggling to make the workplace more inclusive, and so on.

- Trans people’s invisible work can prevent them from advancing their own careers.

- As with many other marginalized groups, trans people’s socio-economic status often prevents them from obtaining the education they would like and realizing the research careers to which they aspire.

- Trans people require leave from work in order to receive medical treatments, time that may be comparable to parental or disability leave.
Address the problem of transphobia, which limits trans people’s ability to fully participate in research, by implementing systemic solutions that go beyond the academy.

Acknowledge the structural inequalities that impact trans people’s research careers.

Begin producing data regarding trans people in the academy and the barriers they face.

Begin including gender identity in equity targets for hiring and grant attribution, as well as including gender identity in employment survey categories in universities.

Value new and emerging fields of study, including Trans Studies.

Work to reduce biases, prejudices, and misconceptions that lead to the delegitimization of trans perspectives in the academy (as a discipline, in research projects, and more).
RECOMMENDATIONS TO INCREASE THE PARTICIPATION OF TRANS PEOPLE IN RESEARCH IN UNIVERSITIES (BARIL 2016)

- Denounce transphobic biases in peer review evaluation, hiring, and promotion.
- Create incentives for trans students to help them overcome the financial difficulties they may experience in order to pursue graduate studies and research careers.
- Create quotas based on gender identity to encourage trans people to get involved in research.
- Ask for accountability from researchers who conduct funded research on trans issues without involving trans scholars in their projects.
- Propose effective mentorship programs to support trans people’s participation in research.
Offer safe, trans-inclusive workplace environments that are supportive of trans people and their specific needs. These measures may include gender neutral or inclusive bathrooms, guidelines for employees in transition regarding ID and other documents, sick leaves that include trans medical treatments, health coverage that includes trans medical treatments, etc.

Include transitions as a factor that slows down a research career (like parenthood or disability).

Recognize the invisible work done by trans scholars in Canadian universities and the burden it imposes on them and their career advancement.

Include LGBTQ issues in priority funding areas for Canadian research.

Ensure that trans people are not tokenized in LGBTQ research projects that too often focus on sexual diversity while erasing gender diversity.
A Practical Guide to Welcoming Sexual and Gender Diversity in Colleges and Universities
Behaviours and attitudes to adopt

- Act respectfully, in the spirit of welcoming, solidarity and inclusion.
- Recognize and confront homophobic, lesbophobic, biphobic and transphobic violence.
- Show a proactive attitude, for instance by speaking about your openness toward sexual and gender diversity, or showing vigilance in regard to situations that may be discriminatory.
- Keep the information you receive confidential.
- Use trans people’s chosen names and pronouns without forcing them to come out.
- Don’t make assumptions about anyone’s sexual orientation, gender identity, family configuration or romantic or sexual relationships. Concretely, this may mean asking open-ended questions, using inclusive vocabulary, and moving away from heterosexist stereotypes.
Visibility

- Promote the school’s initiatives against homophobia or against LGBT-phobias.
- Put up posters in the school; hand out pamphlets and pins. Tell people about the existence of safe spaces or student sexual and gender diversity associations.
- Put up posters from LGBT organizations in the school.
- Put up posters in the school to raise awareness about trans identities.
- Produce a monthly bulletin about LGBT events and needs.
- Ensure that institutional materials recognize and make visible the existence of LGBT people, both visually and in the language they use.
Recognition of diversity and awareness-raising activities

- Explicitly include LGBT people in the celebrations and events that take place in the school or on campus (dances and parties, for example).
- Educate people about the lives and accomplishments of LGBT people; underscore their successes, for example through photo exhibitions or film screenings.
- Organize events on sexual and gender diversity.
- Promote fundamental human rights and sexual rights as well as the rights of sexual minorities to be treated equally and with dignity and respect.
- Organize a theme week.
- Recognize that the lives of LGBT people may be affected by other forms of discrimination, particularly sexism, racism and ableism (discrimination against people with disabilities).
Institution-wide non-discrimination policy

- This policy may take diverse forms, such as:
  - an anti-homophobia or LGBT-phobias policy specifically;
  - a code of conduct that includes a section on homophobia;
  - a policy against harassment or violence that includes a section about homophobia;
  - a declaration against homophobia signed by the school’s board;
  - the adoption of a resolution stating that the institution fosters the inclusion of people who are members of gender and sexual minorities.

- Expressly include gender identity and gender expression along with sexual orientation in institutional policies.

- Foster the visibility of various sexual and gender minority groups in order to underscore the policies’ inclusivity.

- Make all the institutional policies inclusive and consistent with one another.
Institution-wide non-discrimination policy

- Call on all the school’s stakeholders to contribute to formulating the non-discrimination policy or policy on the inclusion of sexual and gender minorities.
- Inform all people concerned about the establishment’s policies using a range of means, for example:
  - online, using the school’s website;
  - in the school agenda handed out at the beginning of the year;
  - in the information provided by the various student services;
  - in an email sent early in the year or in a reminder email sent at certain times of the year.
Incidents of hostility or discrimination toward sexual and gender minorities

- Put into place a procedure for reporting incidents of hostility or discrimination toward one or more members of a sexual or gender minority.
- Ensure that people know about the procedure, and that it is simple and easy to follow.
- Guarantee confidentiality for the people who use it.
- Take reported incidents seriously, and include the people who report an incident in the process of seeking and implementing solutions.
- Do not require a conciliation process that requires the victim to come face to face with an assailant if the victim does not wish to, as this process may stop victims from wishing to take action in regard to a given situation.
- Follow up with the victim and with the person who committed the hostile or discriminatory acts.
Assistance measures specific to trans people

- Put into place a simple policy or procedure that allows trans students, upon request, to use their chosen name and pronoun in the institution’s internal documents, so that they are used, for instance, in correspondence, on student cards, and so forth.
  a. If a person’s civil status identity documents have not been changed (name change and sex designation change), their official documents cannot be changed; however, it is relatively easy to create a file attached to the school’s official file in order to change the name used on student lists, grade sheets, etc., in order to make the person’s experience within the school easier.
Assistance measures specific to trans people

- Send name change information to all of the people and services concerned (registrar’s office, orientation or individual learning assistance centre, teachers, etc.) to ensure that all files in the establishment are harmonized.

- In the medium term, develop a guide to orient trans students within the school. The guide should include, among other things, information about:
  - access to bathrooms, locker rooms and residences;
  - photos for student cards;
  - transcript requests after a name change;
  - questions of harassment
Libraries and access to documentation

- Work in collaboration with the libraries and documentation access services.
- At the library and elsewhere, provide students and staff with access to books about homosexuality, lesbianism, bisexuality, transsexuality, family diversity, etc.
- Make sure that works of fiction (books, films, etc.) reflect sexual and gender diversity.
- Make sure that documents about LGBT topics are findable using the library catalogue’s search engine.
- Create a display about sexual and gender diversity at the International Day Against Homophobia and Transphobia.

RECOMMENDATIONS: COLLEGES/UNIVERSITIES
EXCERPTS FROM CHAMBERLAND AND PUIG
(2016: 21)
Forms

- Change forms and all other relevant documents provided by the establishment in order to make them more inclusive.
  
  - When the form includes a gender identification, offer an inclusive set of response choices. Do not require the choices to be mutually exclusive. For example, “check all that apply: male, female, transgender, other (specify).”

  - When the form refers to the parents, replace “father” and “mother” by “parent 1” and “parent 2.”
Bathrooms and locker rooms

- Allow trans students to use the bathrooms that match their self-identified gender.
- Set up gender-neutral bathrooms or mixed bathrooms, in order to ensure that bathrooms are available all across the school or the campus. Identify these spaces with a clear sign. Include gender-neutral bathrooms in all new building plans.
- Set up individual (private) locker-room spaces and showers in sports centres.
Assigning residences and roommates

- Allow trans residents to be housed based on their self-identified gender.
- Create mixed-gender residences where students who wish it can be paired up without regard for their gender.
- Help LGBT students to find roommates that respect and support them.
- Help LGBT students to change roommates should they find themselves in a hostile situation.
Climate

- Ensure that residence and sports centre staff demonstrate a welcoming, positive and helpful attitude toward LGBT people.
- Ensure that staff confront homophobic behaviours and help LGBT students to meet one another.
- Ensure that residence staff take training that deals with, among other things, sexual orientation and gender identity, as well as issues of consent in sexual relations, harassment and sexual assault.
- Post signs in support of LGBT people in the residences and sports centres: LGBT support networks, information, LGBT events, etc.
- Underscore the importance of building a welcoming community; involve LGBT students in the residences’ and sports centres’ activities.
- Establish behaviour expectations at new residents’ orientation meetings. Give an introduction to LGBT issues at these meetings.
- Contemplate the possibility of having queer- and trans-friendly residences that are welcoming of sexual and gender diversity, where the people using these residences have been sensitized to this diversity.
LGBT or LGBT-supportive associations

- Support the creation of LGBT student groups, and of groups that defend the rights of and provide support to LGBT people.

- Support the longevity of these groups. The following factors help:
  - quick and easy access to a space;
  - a direct telephone line;
  - financial support from the institution or student association;
  - the support of a staff member;
  - inclusion of a permanent member to ensure transition from one year to the next;
  - student leadership;
  - support from external organizations;
  - the possibility of hiring a paid employee;
  - the institution’s awareness that the group’s longevity is important.
Extracurricular and sports activities

- Make sure there are no obstacles to LGBT students’ participation in physical and sports activities as well as in other extracurricular activities.
- Allow trans people to join sports teams based on their self-identified gender, without having to come out as trans if they don’t want to.
- For trans people, give them access to the locker room of their choice or to an individual locker room.
Activities on campus

- Screen feature films and documentaries on LGBT issues, followed by a discussion;
- Host play performances that deal with LGBT issues;
- Hold a workshop on a chosen topic;
- Sell t-shirts (or hand out cards) that represent all the possible types of romantic relationship dyads or friendships (a woman and a man, two men, two women, etc.; include both trans and cis people in each type of example);
- Hold a gay pride flag-raising. The flag can be signed by students and staff members, which adds a personal touch;
- Give out rainbow pins or bracelets (purchased or handmade);
- Host a lecture on the topic. It can be useful to make attendance mandatory in connection with a teaching activity, to ensure that there is at least a minimum number of attendees;
- Put together an information table, for instance on same-sex parenting;
Activities on campus

- Create a display case in the library;
- Present an exhibition on sexual and gender diversity;
- Take the opportunity to administer an anonymous survey of students and staff about homophobic behaviours and attitudes;
- Organize fun activities, for instance a swearing-in in the school’s public space; the host, dressed up like a judge, can make people promise that they won’t exhibit homophobic behaviours or say homophobic things;
- Create handmade posters that present current students with the words “Would we still be friends if I were transgender (or a lesbian, gay, bisexual, etc.)?" at the top of the posters. Using pictures of actual students boosts the impact of this project.
Training

- Learn about staff members’ training needs.
- Offer a range of training options: workshops, courses, lectures, first-person narratives on sexual and gender diversity and more. Trainings, particularly those on trans issues, can be provided by community organizations.
- Ensure that the staff who are most directly involved with LGBT students have access to trainings on the subject. As much as possible, aim to train all staff at the school (student services, libraries, residences, etc.).
- Offer participants cards and pins to help them demonstrate their openness and identify the spaces they use in the school as being welcoming spaces.
- Invite staff to continue to take training on the topic of trans issues and the diversity of sexual orientations, for instance by reading and attending conferences.
- Distribute studies and publications on LGBT issues to the school’s staff and make them accessible on the school’s website.
RECOMMENDATIONS:
COLLEGES AND UNIVERSITIES

Brett Genny Beemyn
Andrea Domingue
Jessica Pettitt
Todd Smith

**Beginning**
- Ask transgender students about their health-care experiences and how services could be improved.
- Identify, affiliate with, and publicize the names of counselors, nurses, and doctors who are supportive of transgender students and knowledgeable about trans health concerns.

**Intermediate**
- Require all campus health center staff to attend a training session on trans health concerns.
- Enable patients to identify their preferred name and gender identity on intake forms, rather than having “M” and “F” boxes.
- Train health center staff to ask patients their preferred name and to use appropriate pronouns.
- Ensure that prescription labels match the patient’s preferred name.
- Offer gender-neutral bathrooms and private changing rooms for patient use in health-care facilities.
Intermediate

- Make gynecological exams available outside of women’s health services so that female-to-male transsexual students can receive proper medical care.
- Provide a confidential way for patients to make appointments, such as through a web-based program.

Advanced

- Create a trans clinic or health-care team to provide comprehensive care to transgender students.
- Have campus-affiliated pharmacies stock hormones and intramuscular (IM) syringes.
- Enable direct insurance coverage for hormone therapy and sex reassignment surgeries.
- Work with the campus counseling center to offer trans-specific services (support groups, individual counseling, community referrals, etc.).
**Beginning**
- Identify and publicize the names of individuals within residence life who are knowledgeable about trans concerns and can provide support to transgender students.

**Intermediate**
- Require all residence-life staff to attend a training session on trans issues.
- Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression and, if desired, to have a single room.

**Advanced**
- Create gender-neutral bathrooms and private showers in existing and newly constructed residence halls.
- Establish a LGBT and Allies living-learning program and/or offer a gender-neutral housing option.
Beginning

- Conduct a survey of gender-neutral (unisex) and single-occupancy women’s and men’s bathrooms on campus.
- Publicize the locations of gender-neutral bathrooms through a website or brochure.
- In the absence of gender-neutral bathrooms, establish temporary unisex facilities in buildings where LGBT events are being held by hanging gender-neutral signs and information outside a set of women’s and men’s restrooms.
- Educate campus leaders about the need for gender-neutral bathrooms, such as by having them view the film Toilet.

Intermediate

- Have single-occupancy men’s and women’s restrooms converted into gender-neutral bathrooms by installing locks and changing signs.

Advanced

- Have new and renovated academic buildings include gender-neutral bathrooms.
Beginning

- Research and publicize state and campus procedures for officially changing one’s name and gender designation.
- Identify and publicize the names of individuals within the registrar’s office and human resources who can facilitate name and gender changes on records and documents.

Intermediate

- Enable transgender students to request an identification card with a name other than their birth name, even if they have not legally changed their name.

Advanced

- Establish a simple, one-stop procedure for transitioning employees and students to change the name and gender designation on their records and documents, including identification cards, listings in electronic and print directories, and files in admissions, financial aid, human resources, and the registrar’s office.
Beginning
- Identify aspects of campus life that are organized along gender lines (fraternities and sororities, sports teams, student organizations, etc.) and educate these gender-based groups about the need for transgender inclusion.

Intermediate
- Build support within lesbian, gay, and bisexual student organizations to change their names and mission statements to include “trans-gender” and to provide trans and trans-inclusive programming.
- Change forms in admissions, residence life, student health, human resources, and other college units to allow for trans self-identification.

Advanced
- Advocate for student affairs offices, including student health, residence life, student activities, and campus multicultural centers, to adopt a trans-inclusive non-discrimination policy.
- Have a campus anti-harassment policy that includes “gender identity or expression” and make anti-transgender bias a part of campus bias reporting and response systems.
- Adopt a campus diversity statement that includes transgender people.
- Amend the institution’s non-discrimination policy to include “gender identity or expression.”
**Beginning**

- Have an event or activity to commemorate the annual transgender Day of Remembrance (November 20) and hold trans-related events during LGBT pride weeks and awareness months.
- Create a web-based campus resource guide for new and prospective transgender students.

**Intermediate**

- Establish a transgender student organization or support group.
- Provide training sessions on transgender issues to campus staff, including senior administrators, police officers and other public safety officials, health-care workers, student union personnel, resident advisors and hall directors, campus religious leaders, financial aid, human resources, and registrar’s office workers, and clerical and support staff throughout the institution.

**Advanced**

- Include trans-focused and trans-inclusive programs as part of general campus programming.
A FEW RECOMMENDATIONS...
(BARIL 2016)
A FEW RECOMMENDATIONS...
(BARIL 2016)

- Don’t assume that trans people’s needs and realities are the same as those of LGBQ people.
- We need more research and more experts on trans issues.
- We need more representations of trans people in institutions; we cannot continue to have trans students without hiring trans employees, trans scholars, and so on.
- We need positive role models for trans students.
- We need to raise awareness: more workshops, panels, activities, presentations in classrooms and seminars; more training for employees.
- Create and distribute posters on trans inclusion in the institution.
A FEW RECOMMENDATIONS...
(BARIL 2016)

- Establish clear campus rules regarding the use of preferred names, pronouns, gender markers, etc., that are trans positive and trans inclusive.
- Establish clear rules regarding employees in transition: what is covered, sick leaves for surgeries, dress codes, HR paperwork, etc.
- Establish guidelines regarding gender identity-based violence and harassment.
- Create a committee, with trans members, in charge of trans inclusion and promoting gender diversity on campus.
- Send a survey to trans people on campus asking them about their main concerns and hurdles and how we can make things better.
- Include gender identity and gender variance in institutional documents (all forms in all units, on the website, etc.).
A FEW RECOMMENDATIONS... (BARIL 2016)

- Create guidelines regarding the inclusion of trans people in gendered team sports on campus.
- Create equity targets for trans people regarding the hiring process and include them in self-identification forms for applicants (beyond the four categories required by the Canadian government: i.e. women, indigenous people, disabled people, and visible minorities).
- Create a guide containing all the regulations/rules for changing names, gender markers, IDs, and so on for students who do not identify with the sex/gender they were assigned at birth and do not use their legal names.
- Create a guide indicating the locations of all trans-friendly bathrooms on or near campus.
- Create one guide listing all the resources for trans students on and off campus (health care and specialists, peer support groups, therapists, material resources during transition).
- Create an institutional webpage with all these guides and resources.
A FEW RECOMMENDATIONS... (BARIL 2016)

- Transform our architectural settings; hold meetings with facilities management to create trans-friendly bathrooms everywhere on campus; change bathroom signs; create gender-neutral change rooms at the sports centre.
- Organize creative events such as clothing swaps for everyone, but emphasizing the trans-friendly and inclusive aspects of the event.
- Do not wait for requests; be proactive and create mechanisms that will make the institution accountable regarding gender diversity and make it easier for trans people to feel both safe and welcome on campus.
YOUR QUESTIONS
RESOURCES
PLEASE CONTACT ME
QUESTIONS

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HTTPS://UOTTAWA.ACADEMIA.EDU/
ALEXANDREBARIL
Annexe : Cinq paradigmes d’interprétation des notions de sexe/genre

<table>
<thead>
<tr>
<th>Éléments d’analyse</th>
<th>Paradigme d’interprétation du sexe/genre</th>
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<tbody>
<tr>
<td><strong>Nom</strong></td>
<td><strong>Paradigme n° 1</strong> Déterminisme biologique</td>
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<tr>
<td><strong>Relation entre sexe/genre</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indistinction entre sexe et genre.</td>
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<tr>
<td></td>
<td>• Le sexe induit ou détermine le genre.</td>
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<tr>
<td><strong>Origine du sexe/genre (nature versus culture)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sexe = nature.</td>
</tr>
<tr>
<td></td>
<td>• Genre = nature.</td>
</tr>
<tr>
<td></td>
<td>• Le genre est toujours déjà du sexe (du biologique).</td>
</tr>
<tr>
<td></td>
<td>• Sexe = culture.</td>
</tr>
<tr>
<td><strong>Rapport de causalité sexe/genre</strong></td>
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</tr>
<tr>
<td></td>
<td>• Rapport causal : le sexe est la cause, le genre est son effet inévitable.</td>
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<tr>
<td><strong>Concordance souhaitée entre sexe/genre</strong></td>
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<tr>
<td></td>
<td>• Le genre doit toujours concorder avec le sexe puisqu’il est son effet inévitable, sinon c’est une anomalie.</td>
</tr>
</tbody>
</table>
### Fixité ou malléabilité du sexe/genre

- **Sexe** : donnée fixe.
- **Genre** : donnée fixe.
- **Sexe** : construction sociale malléable.
- **Genre** : construction sociale malléable.
- **Sexe** : donnée naturelle et construction sociale malléable.
- **Genre** : construction sociale malléable au cours des premiers mois de vie et qui devient après fixe/invariable.

### Volonté politique selon les catégories sexe/genre

- **Sexe** : à conserver.
- **Genre** : à conserver.
- **Sexe** : à multiplier.
- **Genre** : à multiplier.
- **Sexe** : à conserver.
- **Genre** : à conserver.

### Catégories « idéales » du sexe/genre

- **Sexe** : binaire (M/F).
- **Genre** : binaire (M/F).
- **Sexe** : multiple.
- **Genre** : multiple.
- **Sexe** : binaire (M/F).
- **Genre** : binaire (M/F).

### Exemples de courants de pensée ou d'auteurs ou d'auteurs

- Essentialisme basé sur le naturalisme (Église catholique, théories scientifiques du cerveau sexué, etc.).
- Féminisme différencialiste : - Irigaray, Agacinski.
- Féminisme libéral : - Friedan, Badinter.
- Féminisme radical (certains sous-courants du féminisme radical) : - Atkinson, Millet, Raymond, MacKinnon.
- Féminisme poststructuraliste, postmoderne et queer : - Butler, Halberstam, Bourcier, Preciado.
- Théoriciennes ou théoriciens trans : - Stone, Spade, Wilchins, Koyama, Bornstein, Feinberg.
- Médecins et sexologues spécialisés en intersexualité et en transsexualité : - Money, Stoller.
- Théoriciennes ou théoriciens trans (qui retiennent certains éléments du paradigme) : - Prosser, Namaste, Serano, Rubin.

Source : Baril (2013 : 392).