***Disclosure: Trans Lives on Screen* (2020)**

**Film background:** *Disclosure: Trans Lives on Screen* is a 2020 documentary directed by Sam Feder. It features interviews with many transgender actors, writers and producers, including Laverne Cox, Lilly Wachowski, Zackary Drucker, Jen Richards, MJ Rodriguez, Ser Anzoategui, and many others. The film uses extensive footage from film and television over the last 100 years to examine the history of trans representation on screen, and interviews trans members of the film industry about their experiences as actors, creators, and spectators. Much of the film focuses on how audiences--both trans and cis--are often impacted by the portrayals of trans people they see in film. Some films addressed in the documentary include *Paris is Burning, The Crying Game, Boys Don't Cry, Psycho, Ma Vie En Rose,* and *The Matrix,* among many others. Some television series discussed include *Transparent, Pose, Nip/Tuck* and the genres of daytime talk shows, police shows and hospital shows. Topics include cis casting of trans roles, historical stereotypes, appropriation, and trans visibility.

**Content warning:** *Disclosure* contains many brief clips of other films that include nudity, sexuality, references to sex work, transphobia and violence.

**Materials for this week:**

* Day 2: Aufderheide, Patricia. \*Documentary Film: A Very Short Introduction.\* New York: Oxford University Press, 2007. (Excerpt provided: Chapter 1: "Defining the documentary", pp. 1-19)
* Day 3: Nichols, Bill. \*Introduction to Documentary.\* Indiana UP, 2017. (Excerpt provided: pp. 104-110; 137-149)

**Lesson 1 – Close-Reading *Disclosure***

1. (7 min) Screening quiz.
2. (15 min) Student-led scene analysis (see notes in *But I’m A Cheerleader* lesson plan and materials for details on this).
3. (6 min) Start teacher-led scene analysis with screening clip.
4. (4 min) Discussion prep.
5. What argument is made in the first scene we saw? What evidence is used to support that argument?
6. How does Feder use formal elements to support that argument?
7. What argument is made in the second scene we saw? What evidence is used to support that argument?
8. How does Feder use formal elements to support that argument?
9. (17 min) Whole class discussion.

**Lesson 2: Examining *Disclosure* Alongside Patricia Aufderheide’s “Defining the Documentary”**

1. (5 min) Personal reflection. Choose a question to respond to.
2. What’s a movie or TV show that *Disclosure* addressed that you were familiar with? Did *Disclosure* change your perception of that movie or TV show?
3. What’s a movie or TV show that *Disclosure* addressed that you’re unfamiliar with, but are interested in watching? Why?
4. What’s one argument made in *Disclosure* that you thought was interesting? Explain why you found it interesting.
5. (7 min) Discuss.
6. (3 min) Screen today’s clip.
7. Discussion prep.
8. What are the most important points that Aufderheide makes in “Defining the Documentary?” What evidence is used to support that?

* *Defining the documentary: Aufderheide defines documentary as a film that “tells a story about real life, with claims to truthfulness” (2). She also cites John Grierson’s definition of a documentary as a film with an “artistic representation of actuality” (3).*
* *She draws a distinction between objectivity and truthfulness, arguing that documentaries do not have to be “objective” or “balanced,” but they do have*

1. Whole class discussion.

**Lesson 3: Examining *Disclosure Alongside* Bill Nichols’ *Introduction to Documentary***

1. (5 min) Compare/contrast.
2. Prior to watching *Disclosure,* what’s another documentary you’ve seen? How was *Disclosure* structured similarly to or differently from the other film you’re thinking of? What formal choices did Feder make that were similar or different?
3. (5 min) Discuss.
4. (3 min) Screen today’s clip.
5. (15 min) Study groups.
6. (20 min) Whole class discussion.