

This paper will present a conceptualization of the discriminatory epistemic injustice perpetrated against trans people. In order to do so, I will combine Miranda Fricker's influential account from *Epistemic Injustice - Power and the Ethics of Knowing* and Kristie Dotson's paper "A Cautionary Tale - On limiting Epistemic Oppression." Hence I will discuss what Fricker calls testimonial injustice, hermeneutical injustice and Dotson's concept of contributory injustice in relation to sex/gender. I will specifically focus on trans people and how the dominant understanding of sex/gender and sexuality undermines their credibility and thereby the possibility of the recognition of their existence. After a brief reconstruction of Fricker's and Dotson's accounts, I will rely on Talia Mae Bettchers paper "Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion," to expound on her astute conceptualization, and thereby explicate the most common negative stereotypes that play a role in the discriminatory epistemic injustice of trans people. Then, in discussing recent cases of so called 'sex/gender fraud' in the UK, I will give a detailed analysis of how the three kinds of discriminatory epistemic injustice (hermeneutical, testimonial, and contributory injustice) work together and lead to the wider epistemic injustice of trans people. Throughout my discussion I will develop a subcategory of hermeneutical injustice, which I call relational hermeneutical injustice, a specific form that is for example suffered by partners of trans people. I will also present a revision of Fricker's understanding of credibility as a non-distributional good on the basis of the critique previously voiced by José Medina. In addition to the epistemological considerations, the paper will also provide a reasonable explanation to the puzzling question of what happened in the so-called "sex/gender fraud cases" and thereby also serve the purpose of elucidating pressing moral and legal questions regarding trans people.