

University of Toronto

Department of Political Science

JPU 315 H1F – Sexual Diversity Politics

Fall 2012

Mondays, 4-6 pm

UC 163

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Course Description

This course examines the emergence and development of sexual diversity politics since the 1960s. It seeks to provide students with the theoretical and empirical background needed to understand how and when gays, lesbians, bisexuals, and the transgendered have politicized their sexual identities. Moreover, the course will explore the impact LGBT movements have had on the visibility and acceptance of sexual diversity, and on public policy issues such as relationship recognition and schooling. It will do so by examining the relationship between those movements and State institutions as well as other actors in the public sphere. Issues related to the intersectionality of class, gender and race/ethnicity will inform the exploration of these topics.

Part I of the course focuses on the development of sexual diversity politics, with a greater focus on Canada and the United States. It provides an exploration of successive cycles of mobilization, from the rise of gay and lesbian liberation, to the onset of the AIDS crisis, the emergence of queer politics and the growing presence of the LGBT movement in mainstream politics. This part also explores the increasing internal diversity of the movement and the development of a conservative counter-movement.

In Part II, we will explore the stakes and actors involved in, as well as the impact of the LGBT movement on, different arenas and issues. More specifically, the course will explore questions related to the relationship between capitalism and sexual diversity, the fight for the recognition of same-sex relationships, and struggles around the acceptance of sexual diversity in schools.

Part III will broaden the scope of the course, embarking on a discussion of the politics of sexual diversity—along the lines already explored in the two previous parts—in the global South, taking a closer look at the development of LGBT politics in parts of Latin America, Southern Africa, and East Asia.

Course format and requirements

In addition to attending one two-hour lecture per week, participating actively in discussions in class, and keeping up with the required course readings, students are expected to fulfill the following requirements:

1. **Take-home midterm test** (1,250-1,500 words) – **25%** – Distributed electronically on Wednesday, October 10, due Friday, October 12
2. **Research essay** (2,500-3,000 words) – **35%** – Due Friday, November 23 (proposal due Wednesday, October 3)
3. **Final exam** – **30%** – During final examination period (December 10-21, 2012)
4. **Class participation** – **10%**

Important dates:

October 3 – Research essay proposal due

October 12 – Take-home midterm test due

November 4 – Last day to drop courses with F section codes from academic record and GPA

November 23 – Research essay due

Students are expected to keep informed about current events and developments regarding sexual diversity politics by reading newspaper and magazine articles, as well as consulting websites devoted to the region. These include:

www.thestar.com

www.globeandmail.ca

www.nationalpost.com

www.nytimes.com

www.xtra.ca

www.advocate.com

www.curvemag.com

paper-bird.net

Contacting your instructor

If you have a question about the course, please make use of the instructor's office hours posted on the first page of the syllabus. As for e-mail, course-related queries should include the course number (JPU 315) on the subject line and the student's full name in the message. Please refrain from sending attachments with your messages. Allow 2-3 business days for the instructor to respond to our message before contacting him again.

Course website

You can access the course website by logging into the University of Toronto's Portal (portal.utoronto.ca). Once you are logged in, if you are registered in the course on ROSI, you should see JPU 315 listed under "My courses." Simply click on that link to access the course website.

This website plays a central role in the functioning of the course, and you are therefore strongly advised to visit it frequently. Important administrative and other announcements will be posted on it regularly, and it will also feature links to documents and readings required for the course.

Guidelines for research essay

Your research essay should examine some aspect of the development of sexual diversity politics. For example, you may explore the factors that help explain the mobilization of sexual minorities, or analyze the impact of an LGBT movement (on attitudes, public policy, collective identity, etc.). Feel free to use course readings, discussions or topics as inspiration for your essay question. You should focus on the contemporary period (*i.e.*, post-World War II), but the specific time frame for your research will depend on your chosen topic. The research essay may focus on a single country, or may engage in a comparison of two countries.

You are required to prepare a 500-word **proposal** (about two pages) for your essay outlining the focus of your paper (including the central question you are going to tackle), the case(s) that you have chosen, as well as a preliminary bibliography and hand it in to the instructor for approval by **October 3**. The proposal is extremely important, as it is crucial to help you design a research question that is manageable and is likely to produce a good essay. **Failure to hand in a proposal by that date will entail a 5% penalty on your essay grade.**

Extensions

Only valid and documented reasons (such as severe illness and death of a close relative) will be accepted for late submission of assignments or for requests to write a make-up test. Requests due to work overload (either university-related or extra-curricular) will NOT be accepted. Please be advised that computer problems (such as crashes, viruses, corrupted disks, etc.) will NOT be accepted as grounds for extensions. Make sure you back up your work in reliable media often and avoid leaving work to the last minute to prevent problems. Make sure you familiarize yourself with Turnitin if you have never used it prior to this course. Confusion and trouble using Turnitin will NOT be accepted as a valid reason for late submission of your assignment.

If you foresee problems with meeting the deadline AND you have documentation, please contact the instructor as soon as possible. Do not wait until the due date has passed to contact him.

Only one make-up test will be offered. If you had to miss the test for one of the valid reasons listed above, contact the instructor within one week after the missed test.

Class assignments – submission instructions, format, due dates, penalties and re-grading policy

All assignments are to be submitted electronically to Turnitin.com by 11:59 PM on their due date. *No hard copies need to be submitted* (for further instructions see below, under “Turnitin.com”).

Graded assignments with comments will be sent back to students electronically via Blackboard’s communication tool within 2-3 weeks of submission. Please be sure that your University of Toronto e-mail account is registered as your current e-mail account on ROSI to avoid any problems. Also, ensure that your e-mail account is active, not full and that only you can access it, since your graded work will be sent to that address.

Assignments must be sent in Word (.doc or .docx) or Rich Text (.rtf) format. Make sure to title your file the following way:

Take-home midterm test: mt_last name_first initial (e.g., John Smith's midterm: mt_smith_j).

Research essay proposal: prop_last name_first initial (e.g., John Smith's research essay proposal: prop_smith_j)

Research essay: re_last name_first initial (e.g., John Smith's research essay: re_smith_j)

Students are strongly advised to keep all rough and draft work and copies of their essays and assignments *before submitting them*. These should be kept until the marked assignments have been returned. Once you receive your graded assignment, make sure to keep it until all final grades have been submitted and posted on ROSI.

Pay close attention to the word limit stated on the assignment guidelines. They are inclusive of notes and bibliography. *Please note you will be penalized for going over the word limit in the written assignments.*

You may use the referencing style of your preference (MLA, Chicago, APA, etc) as long as you are consistent and provide complete references. Please consult a style guide if you have doubts regarding how to properly include a reference in your assignment.

The **late penalty** for the research essay handed in beyond its due date is **3% per day**, including weekends and holidays. *For the purpose of assigning late penalties, it is the Turnitin submission date that counts.* Unless you have provided appropriate documentation and the instructor has notified you that you may write a make-up test or has granted you an extension for the proposal, **NO LATE MIDTERM TESTS OR RESEARCH ESSAY PROPOSALS will be accepted.**

If you would like to have your essay re-graded, you must submit a written request (1-2 pages) clearly outlining the reasons why you feel the grade you received was not a correct assessment of your work. *That request must be submitted within five (5) working days from the day the graded assignment was returned to you, and no later than the last day of classes (December 5, 2012).* In that request, you must indicate the grade (number grade, not simply letter grade) you feel your essay deserves. There must be a significant difference between the grade you received and the grade you feel your essay deserves. You should note that, as a result of the re-grade request, your essay grade may remain the same, go up, or go down.

A note on plagiarism, academic integrity and writing

Please note that plagiarism is an extremely serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism and how to avoid it, please see the University of Toronto's policy at www.utoronto.ca/writing/plagsep.html.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. You should also consult www.artsci.utoronto.ca/osai/students for further information on academic integrity at the University of Toronto.

Students are strongly encouraged to explore the numerous resources available at the "Writing at the University of Toronto" website at www.utoronto.ca/writing.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

If, as a student, you object to using Turnitin.com, an alternative arrangement for the submission of your written assignment will be available. You will be required to: 1) meet the instructor for a brief interview about the research process prior to the assignment due date, 2) submit all your rough work and notes with your assignment, and 3) e-mail the assignment directly to the instructor.

Please follow the instructions on how to set up a Turnitin.com account, enroll in the course, and submit a paper in the "Turnitin.com guide for students" available on the course website.

Note that, since you will not be required to submit a hard copy of your assignment, for the purposes of calculating an eventual late penalty, it is the Turnitin.com submission date that counts.

Accessibility needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

Religious accommodation

If you require accommodation regarding assignment deadlines or other course requirements due to religious observance, please note that you should make your request to the instructor within the first three weeks of class.

Course readings

The required course readings indicated with [CR] have been assembled in a **course reader** that is available for purchase at The Copy Place, 720 Spadina Ave. (1/2 block south of Bloor, west side of Spadina, tel. 416-961-2679).

Required readings indicated with [E] are available **electronically** at the University's library website (<http://onesearch.library.utoronto.ca/>) and via links on the course website.

SCHEDULE OF TOPICS AND READINGS

1. Introduction – Understanding sexual diversity politics [September 10]

[E] Cooper, Davina. 2002. "Imagining the Place of the State: Where Governance and Social Power Meet." In *Handbook of Lesbian and Gay Studies*. Eds., Diane Richardson and Steven Seidman. London: Sage: 231-252.

[CR] Earl, Jennifer. 2007. "The Cultural Consequences of Social Movements." In *The Blackwell Companion to Social Movements*. Eds., David Snow, Sarah Soule, and Hanspeter Kriesi. Malden, MA: Wiley-Blackwell: 508-530.

[CR] Amenta, Edwin and Neal Caren. 2007. "The Legislative, Organizational, and Beneficiary Consequences of State-Oriented Challenges." In *The Blackwell Companion to Social Movements*. Eds., David Snow, Sarah Soule, and Hanspeter Kriesi. Malden, MA: Wiley-Blackwell: 461-488.

I – THE DEVELOPMENT OF SEXUAL DIVERSITY POLITICS

2. The rise of gay and lesbian liberation [September 17]

[CR] Adam, Barry. 1995. *The Rise of a Gay and Lesbian Movement*. Revised Edition. New York: Twayne: 81-108.

[CR] Kinsman, Gary. 1996. "Gay/Lesbian Liberation and Communities." In *The Regulation of Desire: Homo and Hetero Sexualities*. Montréal: Black Rose Books: 288-329.

[CR] Drucker, Peter. 2000. "Introduction: Remapping Sexualities." In *Different Rainbows*. Ed., Peter Drucker. London: Gay Men's Press: 9-41.

3. AIDS, Queer politics and beyond [September 24]

[CR] Seidman, Steven. 1997. *Difference Troubles: Queering Social Theory and Sexual Politics*. Cambridge: Cambridge University Press: 109-138.

[CR] Warner, Tom. 2002. *Never Going Back: A History of Queer Activism in Canada*. Toronto: University of Toronto Press: 247-265.

[E] Smith, Miriam. 2005. "Social Movements and Judicial Empowerment: Courts, Public Policy, and Lesbian and Gay Organizing in Canada." *Politics and Society* 33 (2): 327-353.

4. Diversity within: Transgender, Bisexual and Intersex politics [October 1]

[E] Gamson, Joshua. 1995. "Must Identity Movements Self-Destruct? A Queer Dilemma." *Social Problems* 42 (3): 390-407.

[CR] Currah, Paisley. 2006. "Gender Pluralisms under the Transgender Umbrella." In *Transgender Rights*. Ed., Paisley Currah, Richard Juang and Shannon Minter. Minneapolis: University of Minnesota Press: 3-31.

[E] Chase, Cheryl. 1998. "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism." *GLQ* 4 (2): 189-211.

[CR] Angelides, Steven. 2001. *A History of Bisexuality*. Chicago: University of Chicago Press: 190-207.

5. The conservative reaction: the development of a counter-movement [October 15]

[CR] Herman, Didi. 1997. *The Antigay Agenda: Orthodox Vision and the Christian Right*. Chicago: University of Chicago Press: 60-91.

[CR] Rayside, David and Clyde Wilcox. 2011. "The Difference that a Border Makes: The Political Intersection of Sexuality and Religion in Canada and the United States." In *Faith, Politics, and Sexual Diversity in Canada and the United States*. Eds., David Rayside and Clyde Wilcox. Vancouver: UBC Press: 3-26.

[CR] Fetner, Tina. 2008. *How the Religious Right Shaped Lesbian and Gay Activism*. Minneapolis: University of Minnesota Press: 119-129.

II – SEXUAL DIVERSITY ISSUES IN THE PUBLIC SPHERE

6. Capitalism and LGBT politics [October 22]

[CR] D'Emilio, John. 1983. "Capitalism and Gay Identity." In *Powers of Desire: The Politics of Sexuality*, ed. Ann Snitow et al. New York: Monthly Review Press: 100-113.

[CR] Hunt, Gerald and Jonathan Eaton. 2007. "We Are Family? Labour's Response to Gay, Lesbian, Bisexual, and Transgendered Workers." In *Equity, Diversity and Canadian Labour*. Ed., Gerald Hunt and David Rayside. Toronto: University of Toronto Press: 130-155.

[E] "Introduction" (DeFilippis) and "Part 1: Queer Issues, Queer Visions." 2011-12. *A New Queer Agenda. Scholar and Feminist Online* Issue 10.1-10.2. Available at <http://sfonline.barnard.edu/a-new-queer-agenda/>

7. Relationship recognition [October 29]

[CR] Rayside, David. 2007. "The United States in Comparative Perspective." In *The Politics of Same-Sex Marriage*. Eds., Craig Rimmerman and Clyde Wilcox. Chicago: University of Chicago Press: 341-364.

[E] Smith, Miriam. 2007. "Framing Same-Sex Marriage in Canada and the United States: Goodridge, Halpern and the National Boundaries of Political Discourse." *Social and Legal Studies* 16 (1): 5-26.

[E] Mulé, Nick. 2010. "Same-Sex Marriage and Canadian Relationship Recognition – One Step Forward, Two Steps Back: A Critical Liberationist Perspective." *Journal of Gay and Lesbian Social Services* 22 (1): 74-90.

8. Schooling [November 5]

[CR] Rayside, David. 2008. *Queer Inclusions, Continental Divisions: Public Recognition of Sexual Diversity in Canada and the United States*. Toronto: University of Toronto Press: 221-247.

[CR] Moon, Richard. 2011. "The Supreme Court of Canada's Attempt to Reconcile Freedom of Religion and Sexual Orientation Equality in the Public Schools." In *Faith, Politics, and Sexual Diversity in Canada and the United States*. Eds., David Rayside and Clyde Wilcox. Vancouver: UBC Press: 321-338.

[E] Taylor, Catherine and Tracey Peter, *et al.* 2011. *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report*. Toronto, ON: Egale Canada Human Rights Trust: 9-31 (available at <http://archive.egale.ca/EgaleFinalReport-web.pdf>).

III – THE GLOBAL RISE OF LGBT POLITICS

9. Latin America [November 19]

[E] Encarnación, Omar. 2011. "Latin America's Gay Rights Revolution." *Journal of Democracy* 22 (2): 104-118.

[CR] Díez, Jordi. 2011. "Argentina: A Queer Tango between the Lesbian and Gay Movement and the State." In *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship*. Eds., Manon Tremblay, David Paternotte, and Carol Johnson. Farnham, Surrey: Ashgate: 13-26.

[E] Torres-Ruiz, Antonio. 2011. "HIV/AIDS and Sexual Minorities in Mexico: A Globalized Struggle for the Protection of Human Rights." *Latin American Research Review* 46 (1): 30-54.

[CR] Green, James. 1999. "'More Love and More Desire': The Building of a Brazilian Movement." In *The Global Emergence of Gay and Lesbian Politics: National Imprints of a Worldwide Movement*. Eds., Barry Adam, Jan Willem Duyvendak, and André Krouwel. Philadelphia, PA: Temple University Press: 91-109.

10. Southern Africa [November 26]

[E] Epprecht, Mark. 2001. "'What an Abomination, a Rottenness of Culture': Reflections Upon the Gay Rights Movement in Southern Africa." *Canadian Journal of Development Studies* 22 (Special Issue): 1089-1107.

[E] Currier, Ashley. 2011. "Decolonizing the Law: LGBT Organizing in Namibia and South Africa." *Studies in Law, Politics and Society* 54: 17-44.

[E] De Vos, Pierre. 2007. "The 'Inevitability' of Same-Sex Marriage in South Africa's Post-Apartheid State." *South African Journal on Human Rights* 23 (3): 432-465.

11. East Asia [December 3]

[E] Ho, Josephine. 2008. "Is Global Governance Bad for East Asian Queers?" *GLQ* 14 (4): 457-479.

[E] Yanhai, Wan. 2001. "Becoming a Gay Activist in Contemporary China." *Journal of Homosexuality* 40 (3-4): 47-64.

[E] Bong, Youngshik. 2008. "The Gay Rights Movement in Democratizing Korea." *Korean Studies* 32: 86-103.

12. Conclusion and review session [December 5]