

JPS315: POLITICS OF SEXUAL DIVERSITY

Winter 2018

“Revolutions can, and often have, begun with reading.” –Arundhati Roy

Instructor: Dr. Julie Moreau

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Class Time and Location: Tuesdays 10-12pm, SS2108

Office hours: Tuesdays, 12:30-1:30 or by appointment

Office Location: Sidney Smith Hall, room 3009

Course Description:

This course explores the contemporary emergence of visible movements for sexual and gender minorities in Canada and the US. This first unit is an overview of identities, histories and approaches that shape the LGBTQ movement. The aim is to lay an historical and theoretical foundation for analysis that centers the experiences of those historically marginalized within the LGBTQ movement, as well as demonstrate the utility of intersectional analysis. The second part of the course addresses key institutions that interface with LGBTQ organizing, including the judiciary and the legislature. The third and final unit called “Issues,” explores queer critiques of the contemporary North American movement. We discuss the LGBTQ movement’s investments in consumerism, critiques of same-sex marriage campaigns, and complicity in the continuation of settler colonial and imperial logics. By the end of the course, the students will be able to explain the political import of LGBTQ movements and politics and to discuss the relevance of queer politics to their everyday lives.

LEARNING OBJECTIVES:

Active Participation & Collaborative Skills:

- To actively engage with colleagues and discuss abstract concepts and connect them to empirical examples
- To practice oral presentation and group work

Critical Thinking and Writing Skills:

- To explain and critique the emergence of LGBTQ movements in the US and Canada
- To expand students’ knowledge and understanding of activism, queer theory and politics
- To engage in self-critique and to become better able to position oneself in contemporary political and economic trends as they relate to sexuality and sexuality-based organizing

Creative Skills:

- To think laterally, connecting real world examples to course texts
- To create original work that synthesizes course concepts

ASSESSMENT OF LEARNING OBJECTIVES

1) Active Participation (5%)

I do not take attendance. Please never email me to explain an absence.

However active participation in class is required. This involves 1) preparing for each class in advance by doing the readings, taking notes, and formulating questions 2) bringing course materials (readings, notebooks) with you to class 3) listening to your colleagues and me and 4) sharing your own insights 5) preparing and submitting in-class work. If participation in class discussions is difficult for you, you must come see me during my office hours. I take notes on these aspects of your class participation and engagement, and record your grade accordingly.

2) Bi-Weekly Online Reading Quizzes (5 quizzes=25%)

It is required that you complete five (5) reading quizzes online this term. The goal of these quizzes is to increase your familiarity with assigned texts prior to coming to lecture. Your bi-weekly quiz must be complete by every other Monday at 5pm. *These weeks are marked on your syllabus.* The quiz will cover the previous week's readings AND the readings in the week we are beginning. In other words, you must do the reading and complete the week's quiz BEFORE arriving to class. The quizzes are graded on a full credit or no credit basis. The format of the quizzes will be multiple-choice. Each quiz is timed (so you must read and take notes in advance) and you have 2 attempts. Late quizzes will receive a 0%. *No exceptions.*

3) Critical Thinking and Writing Skills

a. Take Home/In Class Midterm Exam (25%)

For this assignment, students will prepare three (3) 5-8 paragraph argumentative essays in response to specific questions at their own pace outside of class. This will serve as the study guide. For each essay, you must advance an argument that directly addresses the questions. This argument must be clear and coherent and supported by evidence from at least three (3) course texts per question. You may not use the exact same readings for each question. Each article or chapter counts as 1 reading. You must paraphrase and directly quote the readings. The essay must be organized and demonstrate college-level writing. Then, during the midterm period in class, students will submit their study guides at the beginning of class and write two of the three essays again, without notes or readings at their disposal (just like a normal in-class essay exam). You will not know in advance which 2 questions I will pick for you to respond to in class. I will not grade the content of study guides, only that you submitted them. Failure to submit the study guide results in -10% from your exam grade. I will only evaluate the content of the in-class essays. The grading rubric for this assignment is posted on Blackboard. See due date on the syllabus.

b. Take Home/In Class Final Exam (35%)

This assignment is identical to your midterm, only slightly longer. For this assignment, students will prepare four (4) 5-paragraph argumentative essays in response to specific questions at their own pace outside of class. This will serve as the study guide. For each essay, you must advance an argument that directly addresses the questions. This argument must be clear and coherent and supported by evidence from at least three (3) course texts per question. This means you will refer to twelve (12) separate readings in your preparation. In order to properly prepare, you must paraphrase and directly quote the readings. The essay must be organized and demonstrate college-level writing. Then, during the university assigned final exam time and location, students will submit their study guides at the beginning of the exam and write 3 of the four essays again, without notes or readings at their disposal (just like a normal in-class essay exam). You will not know in advance which 3 questions I will pick for you to respond to during the exam period. Failure to submit the study guide results in -10% from your exam grade. I will not grade the study guides, only your in-class written essays. The grading rubric for this assignment is posted on Blackboard. Your final exam will occur during the university-scheduled exam time.

4) Creative Component: Zines! (10%)

For this assignment, students will create a zine that they will share with classmates. A zine is an informal, easily reproducible, homemade magazine. Zines are usually informative about an issue and combine this information with the creator's personal experience. The zine must draw from at least three course texts. This zine will combine image—ones you find and/or ones you produce yourself and text and provide an account of the student's life. Because your zine will be shared, be sure to think through the story you are telling about yourself—the information you share and the impact it may have on others. See due date on the syllabus. Late zines are penalized 20%.

CLASSROOM ENVIRONMENT

Ideas about what constitutes the best kind of learning environment for students are always changing. However, I strive to create a classroom environment of mutual respect and intellectual consideration. We depend on each other to show up, do the work, and support each other in this endeavor.

GRADUATE ASSISTANTS

This course is assigned a graduate assistant to help me with grading your work. Being a graduate student is difficult. Please be kind and show them the same respect you show your professors and colleagues.

GRADES

Please do not email me regarding grades. I will not send you your grades via email. If you are concerned about your status in the course, come see me during office hours. The grading scheme, determined by the University, is as follows:

Letter Grade	Grade Point Value	Percentage
A+	4.0	90 - 100%
A	4.0	85 - 89%
A-	3.7	80 - 84%
B+	3.3	77 - 79%
B	3.0	73 - 76%
B-	2.7	70 - 72%
C+	2.3	67 - 69%
C	2.0	63 - 66%
C-	1.7	60 - 62%
D+	1.3	57 - 59%
D	1.0	53 - 56%
D-	0.7	50 - 52%
F*	0.0	0 - 49%

REQUIRED TEXTS

There is no textbook. Readings are available through Blackboard (see below). All reading assigned for a given date should be completed BEFORE arriving to class.

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 JP315 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.

EMAIL

There are many of you. There is one of me. If you have a question, please try to come visit me during office hours. If you are absent, please do not email me to ask what you missed or to explain why you could not attend. If you must email, you must also put Sexual Diversity Politics in the subject line. I do not answer e-mails on evenings or weekends. This means there may be a delay in my responding to you. This is a funny but informative link about how and how not to email your professors: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

LATE WORK

Because of the purpose (class prep) of your online quizzes, late quizzes will not be accepted. Late assignments receive a one-time penalty of 20%. All work must be submitted by the official last day or class, or it will receive a 0%. I only grant extensions past the end of the term in exceptional circumstances. Only valid and documented reasons will be considered for requests to write a make-up midterm. 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. If you foresee problems with meeting coursework deadlines, please contact me as soon as possible. Do not wait until the due date has passed to contact me. The University does not allow me to excuse you from writing the final exam. If you have to miss the final exam for a valid and documented reason, contact your College Registrar's Office as soon as possible.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

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.

ACCESSIBILITY

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 ACCOMODATIONS

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.

SCHEDULE OF READINGS*

*Subject to change

Unit I: IDENTITIES

Week 1 (1/9): Queerly Canadian?

Depelteau, Julie and Dalie Giroux. 2016. "LGTBQ Issues as Indigenous Politics: Two-Spirit Mobilization in Canada." Pp. 64-84 in *Queer Mobilizations*. University of British Columbia Press.

Smith, Miriam. 2016. "LGBTQ Activism: The Pan-Canadian Political Space." Pp. 45-63 in *Queer Mobilizations*. University of British Columbia Press.

Rayside, David. 2016. "Queer Advocacy in Ontario." Pp. 85-105 *Queer Mobilizations*. University of British Columbia Press.

In-class: Discussion of précis assignment and online quizzes

Week 2 (1/16): Approaches

****First online quiz due by 5pm Monday****

Cohen, Cathy J. 1997. "Bulldaggers, Punks, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ*. 3(4): 437-485.

Stryker S. 2008. Transgender history, homonormativity, and disciplinarity. *Radical History Review*. 100:145–57.

Brown-Saracino, Japonica. 2015. "How Places Shape Identity: The Origins of Distinctive LBQ Identities in Four Small US Cities." *AJS* 121(1): 1-63.

In-class: Excerpt from *Zami: Another Spelling of My Name*.

Week 3 (1/23): Queer Intersectionalities

Ward, Jane. 2008. "Introduction: The Cooptation of Diversity," "Celebrating Queer Diversity," and "Queering Diversity." In *Respectably Queer: Diversity Culture in LGBT Organizations*. Nashville, TN: Vanderbilt University Press.

In-class: Discussion of "This is my route!" and "Pride Firmly Rooted."

Week 4 (1/30): Identity Work

****Second online quiz due by 5pm Monday****

Bernstein, Mary. 1997. "Celebration and suppression: The strategic uses of identity by the lesbian and gay movement." *American Journal of Sociology* 103(3): 531-565.

Taylor, Verta and Whittier, Nancy. 1992. "Collective Identity in Social Movement Communities: Lesbian Feminist Mobilization." Pp. 104-129 in *Frontiers of Social Movement Theory*, edited by Aldon D. Morris and Carol McClurg Mueller. New Haven: Yale University Press.

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

Ghaziani, Amin, Verta Taylor, and Amy Stone. 2016. "Cycles of Sameness and Difference in LGBT Social Movements." *Annual Review of Sociology* 42: 165-179.

In-class: Discussion of midterm expectations

Unit 2: INSTITUTIONS

Week 5 (2/6): The State

Currah, Paisley. 2014. "The State." *TSQ: Transgender Studies Quarterly* 1(1-2): 197-200.

Duggan, Lisa. 1994. "Queering the State." *Social Text* 39: 1-14.

Smith, Miriam. 2015. "Political Institutions and LGBTQ Activism in Comparative Perspective." Pp. 181-194 in *The Ashgate Research Companion to Lesbian and Gay Activism*. New York: Ashgate Publishing.

In-class: Film, *Two Soft Things, Two Hard Things*

Week 6 (2/13): The Legislature and the Electoral System

****Third online quiz due by 5pm Monday****

Haider-Markel, Donald P. 2010. "Political Representation and a Brief History of the American LGBT Movement," "In the Legislature: Case Studies on Political Representation and LGBT State Legislators," and "Descriptive Representation and Backlash." In *Out and Running: Gay and Lesbian Candidates, Elections and Policy Representation*. Washington, D.C.: Georgetown University Press.

In-class: Comparison between the US and Canada; North Carolina's HB2

READING WEEK: NO CLASS

Week 7 (2/27): Judiciary

Andersen, Ellen Ann. 2005. "The Puzzle of Gay Rights Litigation," "LOS and the Emergence of Gay Rights Litigation," and "The Law and Politics of Antigay Initiatives." In *Out of the closets and into the courts: Legal opportunity structure and gay rights litigation*. Ann Arbor: University of Michigan Press.

In-class: TBA

Week 8 (3/6): MIDTERM WEEK

In-class: Test

Unit 3: ISSUES & QUEER CRITIQUES

Week 9 (3/13): Neoliberalism and Consumerism

****Fourth online quiz due by 5pm Monday****

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.

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.

Duggan, Lisa. 2002. "The New Homonormativity: The Sexual Politics of Neoliberalism." Pp. 175-193 in *Materializing Democracy: Toward a Revitalized Cultural Politics*, edited by Dana D. Nelson, Russ Castronovo. Durham: Duke University Press.

In-class: TBA

Week 10 (3/20): Mainstreaming and the Media

****Zines Due in Class****

Doyle, Vincent. 2016. "Rags to Riches," "We Want In," and "Sex Race and Representation," In *Making Out in the Mainstream: GLAAD and the Politics of Respectability*. McGill-Queen's University Press.

In-class: Share and discuss zines

Week 11(3/27): Settler Homonationalism

****Fifth online quiz due by 5pm Monday****

Morgensen, Scott. 2012. "Queer Settler Colonialism in Canada and Israel: Articulating Two-Spirit and Palestinian Queer Critiques." *Settler Colonial Studies* 2(2): 167-190.

Puar, Jasbir. 2006. "Mapping US Homonormativities." *Gender, Place and Culture* 13(1): 67-88.

Awwad, Julian. "Queer Regulation and the Homonational Rhetoric of Canadian Exceptionalism." in *Disrupting Queer Inclusion: Canadian Homonationalisms and the Politics of Belonging*, edited by Suzanne Lenon and OmiSoore H. Dryden. Vancouver: UBC Press.

In-class: Justin Trudeau, Pride, and Land

Week 12 (4/3): Migration

White, Melissa Autumn. 2014. "Archives of Intimacy and Trauma: Queer Migration Documents as Technologies of Affect." *Radical History Review* 120: 75-93.

Lewis, Nathaniel M. "Gay in a 'government town': the settlement and regulation of gay-identified men in Ottawa, Canada." *Gender, Place & Culture* 19.3 (2012): 291-312.

Murray, David A.B. 2014. "Real Queer: "Authentic" LGBT Refugee Claimants and Homonationalism in the Canadian Refugee System." *Anthropologica* 56(1): 21-32.

In-class: Viewing and discussion: Harsha Walia, "Undoing Border Imperialism." (min 6-56)
<https://www.youtube.com/watch?v=YmMmYEEp4g0>

Reading Days (4/10)

NO CLASS

Finals Week (4/15-4/20):

**** Final Exam Due at scheduled final exam time ****