

## **POL 378H1F: SEX & THE STATE**

Fall 2017

**Instructor:** Dr. Julie Moreau

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**Class Time and Location:** Wednesday 12-2pm, VC 215

**Office hours:** Wednesdays, 2:30-3:30 or by appointment

**Office Location:** Sidney Smith Hall, room 3009

### **Course Description:**

What role have sex and sexuality played in the formation of the modern nation state? How has the state regulated sex? This course explores these questions with a theoretical focus on biopolitics. We will proceed in two parts. First, we engage Foucault's *History of Sexuality* and its reception by postcolonial theorists, focusing on questions of state building. The second part of the course shifts examination from state formation to contemporary forms of sexual regulation by the state. This includes maintenance of the public/private divide, citizenship law and nationalism, university sexual assault policy and discourse, administrative violence and the prison industrial complex, and neoliberalism and BDSM. By the end of the course, students are able to apply core theoretical concepts and identify forms of contemporary sexual regulation in a variety of Western and non-Western contexts.

### **LEARNING OBJECTIVES:**

#### **Professionalism: Attendance and Active Participation:**

- To actively engage with colleagues and discuss abstract concepts and connect them to empirical examples

#### **Oral Presentation and Collaborative Skills:**

- To practice oral presentation and group work

#### **Critical Thinking and Writing Skills:**

- To expand students' knowledge and understanding of biopower and governmentality
- To engage postcolonial critiques of biopower and state building
- To engage in self-critique and to become better able to position oneself in contemporary global political and economic trends

#### **Creative Component:**

- 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 in class. Please never email me to explain an absence. I trust you are making the best decisions about how you spend your time. See below for failure to submit work on time.

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) participating in class activities. Sometimes, an in-class activity or worksheet will be collected and considered towards your participation grade. I will let you know when this is the case. I take notes on these aspects of your class participation and engagement, and record your grade accordingly. If participation in class discussions is difficult for you, you must come see me during my office hours.

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

It is required that you complete five (5) online reading quizzes 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 Wednesday before 12pm (class time). *These days 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-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 nine (9) separate readings in your preparation. 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. 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. 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%.

## **COURSE POLICIES**

### **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. I do not tolerate racist, transphobic, homophobic,

ableist, sexist, classist—or otherwise violent—language or comportment under any circumstances. Please see also the University’s policy on civility, available at: [http://dlrssywz8ozqw.cloudfront.net/wp-content/uploads/sites/34/2016/09/Policies\\_Human-Resources-Guideline-on-Civil-Conduct\\_08Sep2016.pdf](http://dlrssywz8ozqw.cloudfront.net/wp-content/uploads/sites/34/2016/09/Policies_Human-Resources-Guideline-on-Civil-Conduct_08Sep2016.pdf)

In a course on sexuality and state violence, some course material addresses sensitive issues. I do my best to alert students when material is likely to be especially difficult to confront. Please feel free to exit the classroom at any time to engage in self-care.

### **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:

<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Percentage</b>
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](http://portal.utoronto.ca)). Once you are logged in, if you are registered in the course on ROSI, you should see 378H1F, Section L0101 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 Sex and the State 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](http://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 rulebook 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](http://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](http://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](mailto: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 come see me within the first three weeks of class.

### ILLNESS OR MEDICAL INJURY FORMS

If you anticipate that you will not be able to complete coursework on time, please come see me. The University suggests that I require written documentation of illness or injury to excuse late work, so I am going to try that for now. "The Verification of Student Illness or Injury" is the new official University of Toronto form for all students who are requesting special academic consideration based on illness or injury. This form replaces the "Student Medical Certificate." Here are the types of medical documentation deemed "official" by the Faculty of Arts and Science:

***U of T Verification of Illness or Injury Form:*** This form, available to students online ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)), is restricted to a select group of medical practitioners, and provides responses to the relevant questions about the absence.

***Student Health or Disability Related Certificate:*** A streamlined variant of the U of T Verification of Illness or Injury Form provided by our own internal doctors who can vouch for health problems without so many details.

***A College Registrar's Letter:*** This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter." You should trust it as equivalent to the UofT Verification of Illness or Injury Form, reflecting the judgment and experience of the senior staff whom the Faculty of Arts and Science has designate for this purpose. Such a letter is likely when the student has extensive personal difficulties or when a situation or condition affects a number of courses.

**Accessibility Services Letter:** This sort of letter may address needed accommodations or document on-going disability issues that have made absence or lateness unavoidable. Instructors should assume students presenting such a letter are being advised by AccServ staff on managing their workload appropriately. (See Section 13 – Accessibility/Disability Issues in the Academic Handbook for Instructors).

## **SCHEDULE OF READINGS\***

\*Subject to change

### **Unit I: Sex and the Making of the State**

#### **Week 1 (9/13): Introduction**

Foucault, Michel. 1978. “Parts 1 & 2.” Pp. 1-54 in *The History of Sexuality*. New York: Random House.

Stoler, Ann Laura. 1995. “The Education of Desire and the Repressive Hypothesis.” Pp. 165-195 in *Race and the Education of Desire*. Durham: Duke University Press.

In-class: TBA

#### **Week 2 (9/20): Life and Death**

##### **\*\*First online quiz due (Weeks 1-3)\*\***

Foucault, Michel. 1978. “Part 5.” Pp. 133-160 in *The History of Sexuality*. New York: Random House.

Mbembe, Achille and Libby Meintjes. 2003. “Necropolitics.” *Public culture* 15(1): 11-40.

In-class: Discussion of argumentative essays

#### **Week 3 (9/27): State-building I**

Ruskola, Teemu. 2010. “Raping like a State.” *UCLA Law Review*. Pp. 1477-1536.

Stoler, Ann Laura. 1995. “Colonial Studies” and “Placing Race.” Pp. 1-54 in *Race and the Education of Desire*. Durham: Duke University Press.

In-class: Distribution/online posting of midterm questions. Discussion of midterm expectations.

#### **Week 4 (10/4): State-building II**

##### **\*\*Second online quiz due (Weeks 4 and 5)\*\***

Razack, Sherene. 2000. “Gendered Violence and Spatialized Justice: The Murder of Pamela George.” *Canadian Journal of Law and Society* 15(2): 91-130.

Morgensen, Scott. 2011. “The Biopolitics of Settler Sexuality and Queer Modernities,” and “Authentic Culture and Sexual Rights” in *Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization*. Minneapolis, MN: University of Minnesota Press.

In-class screening: *Six Miles Deep*. Dir. Sara Rogue. National Film Board of Canada, 2010.

#### **Week 5 (10/11): The Law**

Puri, Jyoti. 2016. “Introduction,” “State Scripts,” and “State versus Sexuality.” In *Sexual States: Governance and the Struggle over the Antisodomy Law in India*. Durham: Duke University Press.

In-class: Discussion “Enforcing the Law Is Inherently Violent.” *The Atlantic* June 27, 2016. (Midterm writing practice).

## **Week 6 (10/18): Immigration**

### **\*\*Third online quiz due (Weeks 6)\*\***

Canaday, Margot. 2009. "A New Species of Undesirable Immigrant": Perverse Aliens and the Limits of the Law, 1900-1924," and "Who is a Homosexual: The Consolidation of Sexual Identities in Mid-twentieth century Immigration Law, 1952-1983." In *The Straight State*. Princeton: Princeton University Press.

In-class: Discussion TBA

## **Week 7 (10/25): MIDTERM (Unit 1)**

In-class: Exam

## **Unit 2: The State Making Sex**

### **Week 8 (11/1): Citizenship and Nationhood**

#### **\*\*Fourth online quiz due (Weeks 8 and 9)\*\***

Alexander, M. Jacqui. 1994. "Not just (any) body can be a citizen: The politics of law, sexuality and postcoloniality in Trinidad and Tobago and the Bahamas." *Feminist Review* 48(1): 5-23.

Puar, Jasbir. 2006. "Mapping US Homonormativities." *Gender, Place & Culture: A Journal of Feminist Geography*. 13(1): 67-88.

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

### **Week 9 (11/8): Administrative Violence and the Prison Industrial Complex**

Spade, Dean. 2015. "What's Wrong with Rights?" and "Administrating Gender" Pp. 38-49, 73-93 in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*.

Ahuya, Neel. 2016. "Refugee Medicine, HIV, and a 'Humanitarian Camp' at Guantanamo." Pp. 169-193 in *Bioinsecurities*. Durham: Duke University Press.

In-class: Discussion of the arrest of Monica Jones and the Prison Industrial Complex

### **Week 10 (11/15): Surveillance**

#### **\*\*Fifth online quiz due (Weeks 10-11)\*\***

Berlant, Lauren and Michael Warner. 1998. "Sex in Public." *Critical Inquiry* 24(2): 547-566.

Doyle, Jennifer. 2015. *Campus Sex, Campus Security*. Cambridge, MA: MIT Press. (Pages 1-44).

Fischel, Joe. 2013. "Against Nature, Against Consent: A Sexual Politics of Debility." *differences* 24(1): 55-103

In-class: "Traveling While Trans"

### **Week 11 (11/22): Reproduction**

Roberts, Dorothy. 1997. "The Dark Side of Birth Control." Pp. 57-97 in *Killing the Black Body*. New York: Vintage.

Mitchell, David T. and Sharon L. Snyder. 2003. "The Eugenic Atlantic: Race, Disability and the Making of an International Eugenic Science, 1800-1945." *Disability and Society* 18(7): 843-64.

Takeshita, Chikako. 2012. "Birth Control for a Nation: The IUD as Technoscientific Biopower." Pp. 33-72 in *The*

*Global Politics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies*. Boston: MIT Press.

In-class: "The Trouble with Too Much T"

**Week 12 (11/29): Neoliberalism and BDSM**

Weiss, Margot. 2012. "Setting the Scene," "Becoming a Practitioner," and "The Toy Bag." Pp. 34-132 in *Techniques of Pleasure: BDSM and the Circuits of Sexuality*. Durham: Duke University Press.

In-class: Wrap-up

**Reading Days: 12/12-12/14**

NO CLASS

**Finals Week: 12/15-12/21**

**\*\*In Class/Take-home Final during scheduled exam time\*\***