

JPS315: SEXUAL DIVERSITY POLITICS

Winter 2020

“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, BL 325

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

Office Location: Sidney Smith Hall, room 3009 (mailbox in the Poli Sci office)

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 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. Each unit contains a “keystone text” that contains vital concepts that will surely appear on examinations. 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 theory 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 and Collaboration (5%)

a) Participation

I do not take attendance in class. Please do not email me to explain an absence. I trust you are making the best decisions about how you spend your time. See “late work” policy for failure to submit work on time.

Active participation in class is required to receive full marks in this course. 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 the professor and 4)

sharing your own insights.

Your completion of 1-4 will be evaluated through the occasional graded in-class activity or worksheet. These graded class participation activities will not be announced in advance. If participation in class is difficult for you, please come see me during my office hours.

b) 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 format of the quizzes will be multiple-choice. You have 2 attempts. Late quizzes will receive a 0%. *No exceptions.*

2) 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 question. 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 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. Submission will count as 10% of your exam grade. 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. Submission will count as 10% of your exam grade. The grading rubric for this assignment is posted on Blackboard. Your final exam will occur during the university-scheduled exam time. University scheduled final exam time.

3) Creative Skills:

a) 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. (Because your zine will be shared, be sure to think through the information you share). The zine must draw substantively from at least three course texts and contain your original writing. Your writing can be analysis, a poem, or narrative. The zine will also employ image. These images can be culled from a variety of sources including your own artwork or photography, or images from the internet. You are not expected to be an artist, but the images should relate to and support the text. The zine must also include some form of bibliography, so that readers can locate the same sources you did. See Quercus for assignment description for more details and rubric. You must print out the rubric, grade yourself and submit it with your zine. Late zines are penalized 20%. See due date on the syllabus. Please, no glitter.

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.

I do not give extra credit under any circumstances. I will under no circumstances offer specialized extra credit to students seeking a higher grade. All assignments and opportunities to earn credit in a course must be extended to each member of the class in order to just and equitable. All assignments are evaluated using the exact same set of criteria (the rubric) available to all students before any assignment is submitted. Please do not ask me to adjust your grade. If you feel I have committed a grading error, feel free to visit me during my office hours. In that case, I am happy to re-grade your assignment.

I do not respond to student requests to “bump up” final grades. This is unfair to the other students in the course. 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, please 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.

LATE WORK

Because of the purpose (class prep) of your online quizzes, late quizzes will not be accepted. Likewise, participation cannot be made up or turned in late because the assignments assess whether or not you were actively engaged with your colleagues at that time. 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. 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 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 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 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), 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: IDENTITIES

Week 1 (1/7): Queer Histories

Murib, Zein. 2014. "LGBT" *Transgender Studies Quarterly* Vol. 1, Nos. 1/2: 118-120.

Tremblay, Manon. 2016. "Introduction." Pp. 1-41 in *Queer Mobilizations*. University of British Columbia Press.

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.

Samuels, Ellen J. 2003. "My Body, My Closet: Invisible Disability and the Limits of Coming-Out Discourse." *GLQ: A Journal of Lesbian and Gay Studies* 9(1): 233-55.

In-class: Discussion of classroom expectations, assignments and online quizzes

Week 2 (1/14): Approaches

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

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

Driskill, Qwo-Li. 2004. "Stolen from our bodies: First Nations two-spirits/queers and the journey to a sovereign erotic." *Studies in American Indian Literatures* 16(2): 50-64.

Rubin, Gayle. 1984. "Thinking sex: Notes for a radical theory of the politics of sexuality." Pp. 100-133 in *Social perspectives in Lesbian and Gay Studies: A reader*.

In-class: TBA

Week 3 (1/21): Making Identities

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.

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.

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.

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

Unit 2: INSTITUTIONS & INTERACTIONS

Week 4 (1/28): Engaging the State

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

KEYSTONE TEXT→ 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.

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

Brandzel, Amy L. "Queering citizenship? Same-sex marriage and the state." *GLQ: A Journal of Lesbian and Gay Studies* 11.2 (2005): 171-204.

In-class: Discussion of midterm expectations

Week 5 (2/4): Political Representation and the Legislature

Reynolds, Andrew. 2013. "Representation and Rights: The Impact of LGBT Legislators in Comparative Perspective." *American Political Science Review* 107(2): 259-274.

Haider-Markel, Donald, et al. 2017. "Bringing "T" to the table: Understanding individual support of transgender candidates for public office." *Politics, Groups, and Identities* 5(3): 399-417.

Everitt, Joanna and Michael Camp. 2014. "In versus Out: LGBT Politicians in Canada." *Journal of Canadian Studies/Revue d'études canadiennes* 48(1): 226-251.

In-class: "Rainbow Wave," *New York Times*, August 4, 2018.

Week 6 (2/11): Political Parties

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

Rayside, David. 2011. "The Conservative Party of Canada and Its Religious Constituencies." Pp. 279-299 in *Faith, Politics, and Sexual Diversity in Canada and the United States*. UBC Press.

Baylor, Christopher. 2018. "Other Evidence: Populism and Gay Rights." Pp. 197-214 in *First to the Party: The Group Origins of Political Transformation*. University of Pennsylvania Press.

Wagner, Angelia. 2019. "Avoiding the spotlight: public scrutiny, moral regulation, and LGBTQ candidate deterrence." *Politics, Groups, and Identities*. 1-17.

In-class: Lecture by Elizabeth Baisley, PhD

READING WEEK: NO CLASS

Week 7 (2/25): MIDTERM WEEK

In-class: Test

Unit 3: ISSUES & QUEER CRITIQUES

Week 8 (3/3): Trans Politics and the Law

Fogg Davis, Heath. "Introduction: Sex Stickers," "The Sex Markers We Carry" and "Bathroom Bouncers." In *Beyond Trans: Does Gender Matter?* New York: NYU Press.

In-class: TBA

Week 9: (3/10): Mainstreaming and the Media

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

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: TBA

Week 10 (3/17): Counter Mobilizations

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

Adam, Barry. 2003. "The Defense of Marriage Act and American Exceptionalism: The 'Gay Marriage' Panic in the United States." *Journal of the History of Sexuality* 12(2): 259-276.

Stone, Amy L. 2016. "The Impact of Anti-Gay Politics on the LGBTQ Movement." *Sociology Compass* 10(6): 459-467.

Crockett, Jason Lee and Melinda D. Kane. 2012. "Mobilizing in Response to Threat: The Case of the Ex-Gay Movement." *Research in Social Movements, Conflicts and Change* 33: 227-256.

In-class: Share and discuss zines

Week 11 (3/24): Settler Homonationalism

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

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

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

In-class: TBA

Week 12 (3/31): 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.

Cisneros, Jesus and Christian Bracho. 2018. "Coming out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants." *Journal of Homosexuality*: 1-20.

In-class: Wrap up

Reading Days: NO CLASS

Finals Week

**** Take Home/In Class Final Exam at scheduled final exam time****