

JPS 378H1F: SEX & THE STATE

Fall 2019

Instructor: Dr. Julie Moreau

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Class Time and Location: Wednesday 12-2pm, BL 313

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, 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 and Participation:

- To actively engage course concepts with colleagues in-class through writing and speaking

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 create original work that synthesizes course concepts

Self-Reflexive Skills:

- To connect real world examples to course texts
- To engage in self-critique and to become better able to position oneself in contemporary global political and economic trends

ASSESSMENT OF LEARNING OBJECTIVES

1) Professionalism and Participation

a) In-Class Participation Activities (5%)

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) 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 **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 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. Submission will count as 10% of your exam grade. The grading rubric for this assignment is posted on Quercus. *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. Three of the four questions will require you draw from only course material. This argument must be clear and coherent and supported by evidence from at least three (3) course texts per question. The fourth question will draw from 1 course text and three pieces of evidence from your biopolitics diary (see below). In order to properly prepare, you must paraphrase and directly quote the readings. Each 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. Submission will count as 10% of your exam grade. The grading rubric for this assignment is posted on Quercus. *Your final exam will occur during the university-scheduled exam time*.

3) Self-Reflexive Skills

a) Biopower Journal (10%)

For this assignment, students will create a biopolitics diary that you will share with classmates and use on your final exam. Details regarding this assignment will be shared in class and posted on Quercus. Late diaries are penalized 20%. Failure to submit the diary before the final exam date will result in a 0% for 1/3 of the final exam. *See due date on the syllabus*.

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. 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.

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

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 Quercus (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 (q.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, *please 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. 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: Sex Making the State

Week 1 (9/11): Introduction

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

In-class: Discussion of course outline, classroom expectations, and assignments.

Week 2 (9/18): Historicizing Heterosexuality

****First online quiz due (Weeks 1 and 2)****

Blank, Hanne. 2012. "Sexual Disorientation," "The Love that Could Not Speak its Name," and "Straight Science." in *Straight: The Surprisingly Short History of Heterosexuality*. Boston: Beacon Press.

In-class: TBA

Week 3 (9/25): The Science of Sex

Foucault, Michel. 1978. "Part 3." in *The History of Sexuality*. New York: Random House.

Stryker, Susan. 2014. "Biopolitics." *TSQ* 1(1-2): 38-42.

Sommerville, Siobhan. "Scientific Racism and the Invention of the Homosexual Body." *Journal of the History of Sexuality* 5(2): 243-266.

In class: "Phall-O-Meter," finger length, and dancing

Week 4 (10/2): Life and Death

****Second online quiz due (Weeks 3 and 4)****

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.

Wright, Melissa. "Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border." *Signs* 36(3): 707-731

In-class: Online posting of midterm questions. Discussion of midterm expectations.

Week 5 (10/9): Settler Biopolitics

Morgensen, Scott. 2011. "Introduction," and "The Biopolitics of Settler Sexuality and Queer Modernities" in *Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization*. Minneapolis, MN: University of Minnesota Press.

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

Week 6 (10/16): Immigration

****Third online quiz due (Weeks 5 and 6)****

Canaday, Margot. 2009. "Introduction," "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: Midterm writing practice

Week 7 (10/23): MIDTERM (Unit 1)

In-class: Exam

Unit 2: The State Making Sex

Week 8 (10/30): The Right to Maim

Puar, Jasbir K. 2017. "Bodies with New Organs," and "Crip Nationalism." Pp. 33-93 in *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press.

Kolářová, Katerina. 2015. "'grandpa lives in paradise now': biological precarity and the global economy of debility." *feminist review* 111: 75-87.

In-class: TBA

READING WEEK

****NO CLASS ****

Week 9 (11/13): Gender

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

Repo, Jemima. 2015. "Chapter 1," "Chapter 5," "Chapter 6" in *The Biopolitics of Gender*. Oxford University Press.

In-class: Discussion of biopolitics diaries and final exam expectations

Week 10 (11/20): Sex, Gender and Administrative Violence

****Journals due in class****

Spade, Dean. 2015. "Trans Law and Politics in a Neoliberal Landscape," "Rethinking Transphobia and Power—Beyond a Rights Framework," and "Administrating Gender" in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*.

In-class: Discussion of the arrest of Monica Jones

Week 11 (11/27): Neoliberalism, Regulation and Pleasure

****Fifth online quiz due (Weeks 10 and 11)****

Valverde, Mariana, and Miomir Cirak. 2003. "Governing Bodies, Creating Gay Spaces. Policing and Security Issues in 'Gay' Downtown Toronto." *British Journal of Criminology* 43(1): 102-121.

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: TBA

Week 12 (12/4): Thinking about Resistance

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

Rubin, Gayle. "The Catacombs: A Temple of the Butthole." Pp. 224-241 in *Deviations: Gayle Rubin Reader*. Durham: Duke University Press.

Gould, Deborah. 2002. "Life during wartime: Emotions and the development of ACT UP." *Mobilization: An international quarterly* 7(2): 177-200.

In-class: Wrap up!

Reading Days: 12/11-12/14

NO CLASS

Finals Week: 12/15-12/21

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