

# **POL 380 QUEER IR**

Winter 2020

**Instructor:** Dr. Julie Moreau

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**Class Time and Location:** Tuesday 6-8pm, ES B142

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

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

## **Course Description**

Are states straight? This course will tackle this and other questions at the intersection of sexuality and international relations. The first part of the course takes a critical look at fundamental concepts in international relations such as anarchy, sovereignty, security and cooperation. The second part applies queer IR theory to case studies such as the spread right-wing populism in Europe and the Americas, international funding contingent on adoption of LGBT rights, and the institutionalization of SOGI terminology at the UN. By the end of the course, students will be able to use queer theory to articulate the strengths and limitations of core theoretical concepts in international relations and explain contemporary global politics.

## **LEARNING OBJECTIVES**

### **Professionalism and Participation:**

- To practice arriving prepared for group meetings
- To listen and consider the arguments and perspectives of others
- To actively engage course concepts with colleagues in-class through writing and speaking

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

- To critically engage IR paradigms and core concepts
- To expand knowledge and understanding of contemporary global issues
- To develop written argumentation, organization, and evidentiary skills

### **Extension and Collaboration Skills**

- To create original work that synthesizes course concepts
- To connect real world examples to Queer and IR theory
- To collaborate with colleagues

## **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 completed 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. This argument must be clear and coherent and supported by evidence from at least three (3) course texts per question. 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) Extension and Collaboration Skills**

**a) Educational Video (10%)**

Cynthia Weber calls on scholars to foster a “queer curiosity” as method in International Relations. What are you curious about? In groups of 3, students will create a short 3-5 minute video that uses queer IR to investigate and explain a contemporary global issue. You may record the video on your smartphone and upload it to Quercus or you may use the recorder tool embedded in Quercus. The videos will be uploaded to our course Quercus webpage so that everyone can view them. The videos must be closed captioned for accessibility reasons. You can add free closed captioning via google drive or youtube. Too shy to go on camera? No problem. You can use images, power point slides, or animation. The idea is to educate your audience. The grading rubric for this assignment is posted on Quercus. *See due date on the syllabus.*

## COURSE POLICIES

### CLASSROOM ENVIRONMENT

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, 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://dlrissywz8ozqw.cloudfront.net/wp-content/uploads/sites/34/2016/09/Policies\\_Human-Resources-Guideline-on-Civil-Conduct\\_08Sep2016.pdf](http://dlrissywz8ozqw.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. 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 after the term is over 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 POL380, 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 Queer IR 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**

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. Because of the purpose (class prep) of your online quizzes, late quizzes will not be accepted. Other assignments will receive a one-time late penalty of 20%. All late work must be submitted by the last day of 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. 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: What is IR? What is Queer IR?**

#### **Week 1 (1/7) Introduction**

Weber, Cynthia. 2016. "Queer Intellectual Curiosity as International Relations Method: Developing Queer International Relations Theoretical and Methodological Frameworks." *International Studies Quarterly*, 60 (11-23).

Richter-Montpetit, Melanie. 2018. "Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask: The 'Queer Turn' in International Relations." *Millennium: Journal of International Studies*. 46 (2) 220–240.

In-class: Why I teach this class; Discussion of course outline, classroom expectations, and assignments.

#### **Week 2 (1/14): Sovereignty and the Nation State**

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

Weber, Cynthia. 2016. "Chapter 1: Sovereignty, Sexuality and the Will to Knowledge" and "Chapter 7: Sovereignty, Sexuality and "the End of Man" in *Queer International Relations*. Oxford University Press.

Picq, Manuela Lavinias. 2019. "Decolonizing Indigenous Sexualities: Between Erasure and Resurgence." In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, edited by Michael Bosia, Sandra M. McEvoy, and Momin Rahman. Oxford University Press.

In-class: Recap of week 1 definitions of queer and IR; Discussion of key concept of sovereignty

#### **Week 3 (1/21): Engendering the State System**

Ruskola, Teemu. 2010. "Raping Like a State," *57 UCLA Law Review*. 1477.

Sjoberg, Laura. 2014. "Queering the 'Territorial Peace'? Queer Theory Conversing with Mainstream International Relations," *International Studies Review* 16(4): 608-612.

Sjoberg, Laura (2012). "Toward Trans-gendering International Relations?" *International Political Sociology*, 6(4), 337-354.

In-class: Discussion gender analysis

#### **Week 4 (1/28): Queer Theories? Constructivism and Feminism**

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

Sjoberg, Laura. 2017. "Queering IR Constructivism." Pp. 68-77 in *The Art of World-Making*, edited by Harry Gould. London: Routledge.

Locher, Birgit and Elisabeth Prügl (2001) "Feminism and Constructivism: World Apart or Sharing the Middle Ground?" *International Studies Quarterly* 45(1): 111- 129.

Weerawardhana, Chamindra. 2017. "Profoundly Decolonizing?: Reflections on a Transfeminist Perspective of International Relations." *Meridians: feminism, race, transnationalism*. 16(1): 184-213.

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

### **Week 5 (2/4): Security and Insecurity**

Amar, Paul. 2013. "Introduction. The Archipelago of New Security-State Uprisings" and "Mooring a New Global Order between Cairo and Rio de Janeiro: World Summits and Human-Security Laboratories." Pp. 1-64 in *The Security Archipelago: human-security States, sexuality politics, and the end of neoliberalism*. Duke University Press.

Coates, Oliver. 2019. "Collateral Damage: Warfare, Death, and Queer Theory in the Global South." *GLQ: A Journal of Lesbian and Gay Studies* 25(1): 131-135.

Bean, Hamilton. 2014. "US national security culture: From queer psychopathology to queer citizenship." *QED: a journal in GLBTQ worldmaking* 1(1): 52-79.

In-class: Midterm writing practice

### **Week 6 (2/11): Are "Gay Rights Are Human Rights"?**

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

Weber, Cynthia. 2016. "Chapter 5: "The Normal Homosexual" in International Relations: "The Gay Rights Holder" and "The Gay Patriot" in *Queer International Relations*. Oxford University Press.

Ayoub, Phillip M. 2019. "Tensions in rights: navigating emerging contradictions in the LGBT rights revolution." Pp. 43–58 in *Contesting Human Rights: Norms, Institutions and Practice*, edited by Alison Bryskand Michael Stohl.

Rahul Rao. 2014. "Queer Questions." *International Feminist Journal of Politics* 16(2): 199-217.

In-class: Viewing of Hillary Clinton's 2011 speech at the UN

### **READING WEEK**

**\*\*NO CLASS \*\***

### **Week 7 (2/25): MIDTERM (Unit 1)**

In-class: Exam

### **Unit 2: Applications**

#### **Week 8 (3/3) International Organizations: Queer at the UN**

Aylward, Erin. 2019. Intergovernmental Organizations and Nongovernmental Organizations: The Development of an International Approach to LGBT Issues." In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*. Oxford University Press.

Gerber, Paula and Joel Gory. 2014. "The UN Human Rights Committee and LGBT Rights: What is it Doing? What Could it be Doing?" *Human Rights Law Review* (14): 403–439.

Waites, Matthew. 2009. "Critique of 'sexual orientation' and 'gender identity' in human rights discourse: global queer politics beyond the Yogyakarta Principles, *Contemporary Politics*, 15(1): 137-156.

In-class: Guest speaker, Erin Aylward; Discussion of Brown, Hayes. 2019. "It's Getting Really Hard To Make

Progress At The UN On LGBTQ Rights.” *Buzzfeed News*, June 28.

### **Week 9 (3/10) Strings Attached: Queer Critiques of Development and Foreign Aid**

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

Weber, Cynthia. 2016. “Chapter 3: "The Perverse Homosexual" in International Relations: "The Underdeveloped" and "The Un-Developable" in *Queer International Relations*. Oxford University Press.

Jolly, Susie. 2000. “'Queering' development: Exploring the links between same-sex sexualities, gender, and development.” *Gender & Development*. 8(1): 78-88.

Rao, Rahul. 2015. “Global homocapitalism.” *Radical Philosophy* 194: 38-49.

In-class: TBA

### **Week 10 (3/17) Queer Migration**

**\*\* Queer Curiosity Videos Due on Quercus \*\***

Weber, Cynthia. 2016. “Chapter 4: The Out-of-Place and On-the-Move "Perverse Homosexual" in International Relations”: The Unwanted Im/migrant and The Terrorist” in *Queer International Relations*. Oxford University Press.

Balaguera, Martha. 2018. “Trans-migrations: Agency and Confinement at the Limits of Sovereignty.” *Signs: Journal of Women in Culture and Society* 43(3): 641-664.

Fernandez, Bina. 2018. “Queer border crossers Pragmatic complicities, indiscretions and subversions.” Pp. 1023-1028 in *Queering International Law: Possibilities, Alliances, Complicities, Risks*. Oxford University Press.

In-class: Case study of Rainbow Railroad

### **Week 11 (3/24) Fucking Trump: Sexuality and Populism**

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

Weber, Cynthia. 2017. “The Trump presidency, episode 1: simulating sovereignty.” *Theory & Event*. 20(1): 132-142.

Carmelo Danisi, Moira Dustin and Nuno Ferreira. “Queering Brexit: What’s in Brexit for Sexual and Gender Minorities?” Pp. 239-272 in *Gender and Queer Perspectives on Brexit*, edited by Moira Dustin. Nuno Ferreira Susan Millns. Palgrave Macmillan.

Suchland, Jennifer. 2018. “The LGBT specter in Russia: refusing queerness, claiming ‘Whiteness.’” *Gender, Place & Culture* 25(7): 1073-1088.

In-class: Discussion of final exam

### **Week 12 (3/31) Transnational Queer Activism and Advocacy**

Waites, Matthew. 2019. “Decolonizing the boomerang effect in global queer politics: A new critical framework for sociological analysis of human rights contestation.” *International Sociology* 1–20.

Von Wahl, Angelika. 2017. "Throwing the boomerang: German intersex mobilization and policy change." In *Added to the agenda, gender and intersectionality*, edited by L Davidson-Schmich. Ann Arbor, MI: University of Michigan Press.

Kapur, Ratna. 2018. "The (im)possibility of queering international human rights law." Pp. 131-147 in *Queering International Law: Possibilities, Alliances, Complicities, Risks*. Oxford University Press.

Case study of OutRight International

### **Reading Days**

NO CLASS

### **Finals Week**

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