Instructor: Dr. Julie Moreau  
Email: julie.moreau@utoronto.ca  
Class Time and Location: Tuesday 2-4pm  
Office hours: Tuesday 12:30-1:30 or by appointment

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) Discussion Posts (10%)

Several times throughout the term, I will post a discussion question (likely accompanied by a video, image, or piece of text). To receive full credit for this portion of the course, you must post a 150-word response that includes a thoughtful engagement with a post by another member of the class. The first student to post does not have to include reference to another student’s post. I will be grading the posts for a) addressing the prompt b) use of course material c) thoughtfulness of engagement with another student’s post. We are a community of scholars, and I expect your post to reflect the University’s statement on equity and diversity, included below. See due dates on the syllabus.

b) One-on-One Meeting (5%)
I will post a sign-up sheet for a one-on-one virtual meeting with me that must occur before week 3. No need to prepare. I just want to get to know you a little bit.

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) Term Test (35%)

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) different course theorists per question, and you cannot use the exact same theorists for each question. This means you will refer to four (4) separate readings on your exam. You must paraphrase and directly quote the readings. The essay must be organized and demonstrate college-level writing. Then, students will submit their study guides via Quercus and write two of the three essays again. I will not grade the content of study guides, only that they are complete. 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.

3) Collaboration Skills

a) Queer Curiosity Video (25%)

Cynthia Weber calls on scholars to foster a “queer curiosity” as method in International Relations. What are you curious about? In groups of about 4, students will create a short 3-5-minute video that uses queer IR to investigate and explain a contemporary global issue. You must draw on at least two authors from the second half of the course (Unit 2) in your exploration. 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

“The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.”

I do not tolerate racist, transphobic, homophobic, ableist, sexist, classist—or otherwise violent—language or comportment under any circumstances, including online formats. 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.

GRADUES

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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67 - 69%</td>
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<tr>
<td>F</td>
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<td>0 - 49%</td>
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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 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 receive an extension on the term test.

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](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 or [http://studentlife.utoronto.ca/accessibility](http://studentlife.utoronto.ca/accessibility).

RELIGIOUS ACCOMMODATIONS

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 UoT 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.
SCHEDULE OF READINGS*

*Subject to change

Unit I: What is IR? What is Queer IR?

Week 1 (1/12) Introduction

On your own
Do/Due: Sign up for one-on-one meeting and group presentation

Together
Online Synchronous Discussion of Hillary Clinton’s 2011 speech at the UN; Discussion of course outline, expectations, and assignments

Week 2 (1/19): Taking the Queer Turn

On your own


Respond: **Complete the class introduction questions and post your answers by 1/22 @5pm**

Together
Online Synchronous Discussion

Week 3 (1/26): Sovereignty and the Nation State

On your own
Read: 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.


Do/Due: **First online quiz due by Monday at 5pm (Weeks 2 and 3)**

Together
Online Synchronous Discussion of key concept of sovereignty

Week 4 (2/2): Sovereignty and the Nation State II

On your own
Watch: *Call Her Ganda*

Respond: Cynthia Weber argues that the modern state relies upon the notion of “sovereign man” to authorize its political decisions. In the film, how does the United States rely upon the gendered, sexualized and racialized “sovereign man” to justify its relationship to the Philippines? **Post your answer by 2/5 @5pm**

**NO CLASS**
Week 5 (2/9): Engendering the State System

On your own


Do/Due: **Second online quiz due by Monday at 5pm (Weeks 4 and 5)**

Together
Online Synchronous Discussion of midterm questions; Discussion of term test expectations.

READING WEEK (Feb 15-19)

**NO CLASS **

Week 6 (2/23): Security and Insecurity

On your own


Together
Online Synchronous Discussion

Week 7 (3/2): Strings Attached: Queer Critiques of Development and Foreign Aid

On your own


Do/Due: **Third Online Quiz due by Monday at 5pm (Weeks 6 and 7)**

Together
Online Synchronous Discussion

Week 8 (3/9): Term Test on Unit 1

**Preparation worksheet due Tuesday by 5pm**

**Test due Thursday by 5pm**

**NO CLASS **

Unit 2: Applications

Week 9 (3/16): Queer Migration
On your own


Together

Online Synchronous Discussion

Week 10 (3/23): Are “Gay Rights Are Human Rights”? I

On your own


Do/Due: **Fourth online quiz due by Monday at 5pm (Weeks 9 and 10)**

Together

Online Synchronous Discussion

Week 11 (3/30): Are “Gay Rights Are Human Rights”? II

On your own

Watch: Global Gay: The Next Frontier in Human Rights

Respond: Pick any author we have read so far. What would their take of this film be? Explain. **Post your answer by 3/19 @5pm**

**NO CLASS**

Week 12 (4/6) Queering International Law

On your own


Do/Due: **Fifth Online Quiz due by Monday at 5pm (Weeks 11 and 12)**

Together

Online Synchronous Discussion

Finals Week

**Queer Curiosity Video due 4/13 by midnight**