

## JPS 378H1F: SEX & THE STATE

Winter 2022

**Instructor:** Dr. Julie Moreau

**Email:** julie.moreau@utoronto.ca

**Class Time and Location:** TBA

**Office hours:** TBA

### 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 Active Participation:

##### a) One-on One Meeting with Professor Moreau (5%)

I will post a sign-up sheet for a one-on-one virtual meeting with me that must occur before week 4. No need to prepare. I just want to get to know you a little bit.

##### b) Discussions (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.*

##### c) Bi-Weekly Online 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 **Tuesday 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%.

## **2) Critical Thinking and Writing Skills**

### **a) Take Home Midterm Exam (20%)**

For this assignment, students will prepare three (3) 5-paragraph argumentative essays in response to specific questions using the midterm preparation worksheet. 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. Students will submit their preparation worksheets online via Quercus and be given two of the three essay questions to write out in their entirety during a 48-hour period. You will not know in advance which 2 of the questions I will pick for you. The essays must be organized and demonstrate college-level writing and stick to the 5-paragraph format. In other words, your full essays should not be significantly longer than the answer you provide on the worksheet. 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 Final Exam (30%)**

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 using the final exam preparation worksheet. 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. Students will submit their preparation worksheets online via Quercus and be given three of the four essay questions to write out in their entirety during a 48-hour period. The essays must be organized and demonstrate college-level writing and stick to the 5-paragraph format. In other words, your full essays should not be significantly longer than the answer you provide on the worksheet. You will not know in advance which of the questions I will pick for you. 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 take home final exam will occur during the university-scheduled final assessment period. *See due date on the syllabus.*

## **3) Self-Reflexive Skills**

### **a) Biopower Journal (10%)**

For this assignment, students will create a biopolitics journal that you will share with classmates and use on your final exam. Details regarding this assignment are posted on Quercus. Late journals are penalized 20%. Failure to submit the journal 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**

### **EQUITY, DIVERSITY AND INCLUSION STATEMENT**

“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](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](http://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.

## COMMUNICATION

The best way to reach me is via email ([julie.moreau@utoronto.ca](mailto:julie.moreau@utoronto.ca)) or to have a virtual meeting during my office hours or by appointment. You can also reach me through Quercus. I will do my best to respond to your emails in a timely manner.

## 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. 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 ACCOMMODATIONS

If you require accommodation regarding assignment deadlines or other course requirements due to religious observance, please come see me as soon as possible.

### ILLNESS OR MEDICAL INJURY FORMS

If you anticipate that you will not be able to complete coursework on time, please come see me. "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: Understanding Biopolitics**

#### **Week 1: Introductions**

*On your own*

Respond: Complete the class introduction questions and post your answers by **9/18@5pm**

Do/Due: Sign up for one-on-one with Professor in Quercus

*Together*

**\*\*Very important\*\*** discussion of syllabus, expectations, and assignments.

#### **Week 2: Historicizing Heterosexuality I**

*On your own*

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

Do/Due: First online quiz (Weeks 2 and 3) by 5pm Tuesday

*Together*

*What is the 'history of sexuality'?*

#### **Week 3: Historicizing Heterosexuality II**

*On your own*

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

Respond: Blank recounts several examples of how heterosexuality has changed in recent years (e.g. sex outside of marriage, the possibility of women's pleasure, etc) that are now considered "normal." What aspect or aspects of heterosexuality do you think have shifted in your lifetime that are now taken for granted and considered normal?

*Together*

Discussion of midterm questions

#### **Week 4: The Science of Sex**

*On your own*

Read: Foucault, Michel. 1978. "Part 3." Pp. 103-131 in *The History of Sexuality*. New York: Random House.

Blank, Hanne. 2012. "Straight Science." in *Straight: The Surprisingly Short History of Heterosexuality*. Boston: Beacon Press.

Sommerville, Siobhan. 1996. "Scientific Racism and the Invention of the Homosexual Body." *Journal of the History of Sexuality* 5(2): 243-266.

Do/Due: Second online quiz (Weeks 4 and 5) by 5pm Tuesday

*Together*

*What can science tell us about sexuality? What can sexuality tell us about science?*

## **Week 5: Life and Death**

*On your own*

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

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

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

Respond: Please read this online article (<https://www.opendemocracy.net/en/democraciabierta/covid-19-brazilian-prison-pandemic-or-necropolitics/>) and address the question "In what sense is COVID-19 in Brazilian prisons part of a 'necropolitical project'?" by **10/16@5pm**

*Together*

Discussion of midterm expectations and procedures.

## **Week 6: MIDTERM (Unit 1)**

*On your own*

Do/Due: Midterm Preparation Worksheet 10/21@ 5pm

Midterm Essays 10/23@ 5pm

## **Unit 2: Applying Biopolitics**

### **Week 7: Settler Biopolitics**

*On your own*

Read: 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.

Do/Due: Third online quiz (Weeks 7 and 8) by 5pm Tuesday

*Together*

TBA

### **Week 8: Race, Covid-19 and Biopolitics**

*On your own*

Read: Roberts, Dorothy. 2010. "Collateral Consequences, Genetic Surveillance and the New Biopolitics of Race." *Howard LJ* 54: 567.

Brookshire, Bethany. 2020. "How making a COVID-19 vaccine confronts thorny ethical issues." *ScienceNews*, July 7. <https://www.sciencenews.org/article/coronavirus-covid19-vaccine-ethical-issues>

Respond: Please watch this video (<https://www.youtube.com/watch?v=T3kR2dMCfOM>) and address these questions, "Does biopolitics help us understand what happened to Lacks and the use of her cells today? If so, how? If not, why not?" by **11/6@5pm**

*Together*

TBA

## **READING WEEK NO CLASS**

### **Week 9: Biopolitics of Disability and Debility**

*On your own*

Read: 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.

Do/Due: Fourth online quiz (Weeks 9 and 10) by 5pm Tuesday

*Together*

TBA

### **Week 10: Sex, Gender and Administrative Violence**

*On your own*

Read: 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*.

Do/Due: Biopolitics Journal

*Together*

*What about biopolitics as a framework helps Spade explain trans politics in the US?*

### **Week 11: How to Survive a Plague**

*On your own*

Watch: How to Survive a Plague (available to stream via the U of T Library:  
(<https://search.library.utoronto.ca/details?13224489>)

Respond: Pick any theorist we have discussed this term and write a response connecting their work to the efforts of HIV activists in the film. **Due by 12/4 @5pm**

Do/Due: Fifth online quiz (Weeks 11 and 12) by 5pm Tuesday

### **Week 12: Thinking about Resistance**

*On your own*

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

Rubin, Gayle. 2011. "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.

*Together*

*What is one idea/concept/thought you learned this term that you will carry forward in your life? Why?*

### **Final Assessment Period:**

Do/Due: Final Exam Preparation Worksheet 12/14@ 5pm

Final Exam Essays 12/16@ 5pm