

# POL 338 QUEER IR

Fall 2024

**Instructor:** Dr. Julie Moreau

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**Class Time and Location:** Tuesday 9-11, RW 140

**Office hours:** Tuesdays, 11:30-12:30 or by appointment

**Office Location:** Sidney Smith Hall, room 3009 or online via zoom

## 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. One-On-One Meeting with Prof. Moreau (5%)

“What do you want to accomplish this semester and how can Prof. Moreau support you?” That is the question we will discuss in a one-on-one meeting. I will post a sign-up sheet on Quercus for a one-on-one virtual meeting with me that should occur before the end of week 3.

#### a. Active Participation (5%)

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 activities will

be graded for completion only. They will not be announced in advance. I will not return this graded work to you in class, but you can retrieve it 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 using the preparation worksheet provided. 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 at least four (4) separate theorists on your preparation worksheet. You must paraphrase and directly quote the readings. Students will submit their preparation worksheet in class on the day of the midterm and write two of the three essays again in person. The essays must be organized and demonstrate college-level writing. I will not grade the content of study guides, only that you have fully completed them. Incomplete worksheets will receive 0%. Submission of the preparation worksheet 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 (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 at their own pace. 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. You cannot use the exact same theorists for each question. This means you will refer to at least five (5) separate theorists on your exam. Each essay must be organized and demonstrate college-level writing. I will not grade the content of the preparation worksheets, only that you fully completed them. Incomplete worksheets will receive 0%. Submission will count as 10% of your exam grade. Students will submit their preparation worksheet to me at the final exam and write 3 of the 4 essays again in person during the Final Exam period. You will not know in advance which 3 questions I will pick for you. The grading rubric for this assignment is posted on Quercus. *Due date determined by FAS.*

**3) Collaboration and Creative Skills**

**a. Queer Curiosity 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 about 4, students will create a short 3-5-minute video that uses queer IR to investigate and explain a contemporary global issue. 1) You must reread Richter-Montpetit’s “Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask,” and identify a gap in the existing literature; 2) Determine with your group a contemporary issue that, if we understood it better, would help fill this gap; 3) You must conduct research on the issue using at least three reputable (e.g. scholarly, newspaper, artistic) sources; 4) You must draw on at least two authors from the second half of the course (Unit 2) to explain to your audience how understanding the contemporary issue fills the gap you have identified; 5) You must upload the video to our Quercus shell in discussion post format so all your colleagues can see it; 6) The videos must be closed captioned for accessibility reasons. You can add free closed captioning via google drive or YouTube; 7) Each group member must complete the “Queer Curiosity Video Participation Survey” available on Quercus. Full completion of this survey is worth 10% of the final grade. You may record the video on your smartphone or other device, or you may use the recorder tool embedded in Quercus. 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://dlrssy wz8ozqw.cloudfront.net/wp-content/uploads/sites/34/2016/09/Policies\\_Human-Resources-Guideline-on-Civil-Conduct\\_08Sep2016.pdf](http://dlrssy wz8ozqw.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:

<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Percentage</b>
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 POL338, 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/make up on the midterm prep sheet and test. Missed final exams are handled through FAS.

## **UNIVERSITY POLICIES**

### **ACADEMIC INTEGRITY**

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>.

### **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>

*Accessibility Services Letter:* This sort of letter may address needed accommodations or document on-going disability issues that have made absence or lateness unavoidable.

### **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.

### **ABSENCE AND ILLNESS**

#### **Absence Declaration (Updated for Winter 2023)**

For Winter 2023, the University will be continuing use of the Absence Declaration form. Students are to complete the Absence Declaration form, available to them directly on ACORN, anytime they are absent from academic work. No additional information or documentation is required. More information is available [here](#).

*Effective in January 2023:* The number of consecutive days in the future that students can declare using the tool in ACORN will change from 14 to 7 calendar days. This means students will be able to declare their absence up to seven days from the current day, plus two days retroactive.

## SCHEDULE OF READINGS\*

\*Subject to change

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

#### Week 1 (9/3): Taking the Queer Turn

*On your own*

Read: 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.

*Together*

Discussion of Hillary Clinton's 2011 speech at the UN; Discussion of course outline, expectations, and assignments

#### Week 2 (9/10): Queer and Feminist Approaches to IR

*On your own*

Read: Enloe, Cynthia. 1989. "Gender Makes the World Go Round: Where Are the Women?" Pp. 1-36 in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. University of California Press.

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

*Together*

Discussion

#### Week 3 (9/17): Sovereignty and the Nation State

*On your own*

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

Carver, Terrell and Laura Lyddon. 2022. "Sovereign States, Warring States, Queer States." Pp. 17-54 in *Masculinities, Gender and International Relations*. Bristol University Press.

Do/Due: **\*\*First online quiz due by Monday at 5pm (Weeks 1, 2 and 3)\*\***

*Together*

Discussion of sovereignty

#### Week 4 (9/24): Engendering the State System

*On your own*

Read: Peterson, V. Spike. 1999. "Political Identities/Nationalism as Heterosexism." *International Feminist Journal of Politics* 1(1): 34-65.

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

Simpson, Audra. 2016. "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty." *Theory and Event* 19(4).

Do/Due: Sign up for group for Queer Curiosity video

*Together*

Discussion of midterm expectations

#### Week 5 (10/1): Decolonial Queer Perspectives

*On your own*

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

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.

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

*Together*

TBA

### **Week 6 (10/8): MIDTERM on Unit 1**

*On your own*

Complete Midterm Prep Sheet

Do/Due: Midterm Prep Sheet

*Together*

Midterm Exam

### **Unit 2: Applications**

### **Week 7 (10/15): Strings Attached: Queer Critiques of Development and Foreign Aid**

*On your own*

Read: 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.

*Together*

TBA

### **Week 8 (10/22): Queer Critiques of War and State Violence**

*On your own*

Read: Nellans, Lily. "A Queer(er) Genocide Studies." *Genocide Studies and Prevention: An International Journal* 14(3): 48-68.

Kapadia, Ronak K. 2019. "Up in the Air: Aerial Power and the Visual Life of Empire in the Drone Age." Pp. 44-75 in *Insurgent Aesthetics: Security and the Queer Life of the Forever War*. Duke University Press.

Do/Due: **\*\*Third Online Quiz due by Monday at 5pm (Weeks 7 and 8)\*\***

*Together*

TBA

### **READING WEEK**

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

### **Week 9 (11/5): Queer Politics and Securitization**

*On your own*

Read: TBA

*Together*

Guest Speaker: Ayberk Dizdarlar

## **Week 10 (11/12): Queer Migration**

*On your own*

Read: 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.

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

*Together*

TBA

## **Week 11 (11/19): "Gay Rights Are Human Rights"?**

*On your own*

Read: 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.

Langlois, Anthony J. 2020. "Making LGBT Rights into Human Rights." In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*. Oxford University Press.

Do/Due: **\*\*Queer Curiosity Video\*\***

*Together*

TBA

## **Week 12 (11/26): Anti-LGBTQ Backlash in International Relations**

*On your own*

Read: Ayoub, Phillip, and Kristina Stoeckl. 2024. "The global resistance to LGBTIQ rights." *Journal of Democracy* 35(1): 59-73.

Chandler, Andrea. 2021. "Russia's laws on 'non-traditional' relationships as response to global norm diffusion." *The International Journal of Human Rights* 25(4): 616-638.

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

*Together*

TBA

## **Finals Week**

Do/Due: Final Prep Sheet & Final Exam