

**POLI 3427/ GWST 3600**  
**The Sexualization of Western Political Thought**

**Class Time:** Mon / Wed 4:05-5:30  
**Location:** McCain 2190  
**Professor:** Dr. Margaret Denike

**Office:** Henry Hicks 364  
**Office Hrs:** Mondays 12-2 or by appointment

**Email:** m.denike@dal.ca (Please use this address for correspondence)

**Course Description:**

This course will address the emergence and impact of what remains among the most spectacular and persistent themes of contemporary social, political, and cultural theory: sex, sexuality, sexual difference and gender identity – and, of course, the categories and frameworks from which these are inseparable – race, race-thinking and race relations.

As an adventure and exploration in contemporary western social and political theory, the approach of this course to the discourses and enactments of sex, gender and race will be informed by contemporary feminist, queer, humanist, anti-racist analyses and human rights frameworks.

Central to the course is the work of French historian and philosopher, Michel Foucault, and particularly his genealogical method and related analyses of power in tracking the ‘emergence’ of sexed subjects –such as ‘the homosexual,’ the ‘hysteric,’ and ‘the pedophile’-- within medical and psychiatric discourses of the 19<sup>th</sup> century. Foucault’s historical approach and critical analysis of power, discipline, control, subjugation, and governmentality, among other things – and the work on sexuality, criminality, and insanity—through which this was explored -- remains one of the most influential of our time, resonating within and throughout all of academic disciplines in both humanities and social sciences. The course will provide an opportunity for students not only to become familiar with Foucault’s contribution to contemporary understandings of sexual and racial politics, but also to assess its relevance and its limitations to understanding and articulating the social and legal reforms concerning race and gender identity that have been underway in the past few decades since his death.

This course will cover themes, theories and topics such as normalization, criminalization, medicalization, disciplinary power, biopolitics, intersectionality, feminism, anti-racism, critical race studies, sexism, homophobia, genealogy, violence, discrimination, rights-based approaches, and social activism.

To inform class discussions, to supplement the lectures, and to help clarify and contextualize the required readings, the course includes a wide selection of videos resources –including TEDex talks, conference presentations and documentaries, the links to which are provided below in the list of weekly topics and readings.

## Required Text:

Michel Foucault, *History of Sexuality: An Introduction*. Trans. Robert Hurley. NY: Vintage, 2012 [1976] (available in the bookstore)

Additional links to articles and videos **are provided on the course syllabus** (below); other articles that may not have electronic links will be made available in the folder for the specific week on Brightspace.

## Evaluation Profile:

1. Three short assignments: 35%  
Due: Sept. 25  
Oct. 16  
Nov. 27

2-4 page submissions that includes reflections on readings, videos, and class discussion; responses to prepared questions; elucidation of debates covered in the class; follow up on works cited [ie the footnotes] of an author; present and apply to another context a key point; extend or apply a framework or approach of one of the authors or readings.

2. Research Essay: 30%  
Due: Nov. 20

2500 words max, excluding bibliography or works cited:

This written assignment asks students to draw on both course readings and additional research/reading, to further explore an argument, issue, debate and/or to apply the approach of one of authors discussed in the course.

3. Participation: 10%  
Includes attendance, completion of readings; preparation and participation in class discussion.
4. In-class test 25%  
Date: Nov. 6

## Grading Profile

|              |              |              |             |
|--------------|--------------|--------------|-------------|
| 90-100 = A+  | 77-79.9 = B+ | 65-69.9 = C+ | 50-55.9 = D |
| 85-89.9 = A  | 73-76.9 = B  | 59-61.9 = C  | 50 > F      |
| 80-84.9 = A- | 70-72.9 = B- | 56-58.9 = C  |             |

## Participation:

Participation will be based largely on attendance, and the active and respectful participation in class discussion. This includes consideration of the student's preparation and participation for/in each class. Students are expected to have completed the **required** reading for each week in advance of each class, and to be prepared to discuss it in class.

## Weekly Topics and Readings

One two required readings will be assigned for each class, and will inform the lecture and/or seminar discussion for that class. The quality of the class will depend on your completion of these readings and preparation for discussion.

Additional resources are also identified for each week that will be helpful for understanding the topic, debate, issue and/or objective of the class[es]; although they are not 'required' reading/viewing, they will be invaluable for clarifying those that are required. You are strongly encouraged to explore these and other recommended resources, and especially a) further writings by the authors or materials discussed in class; and b) the sources that are referenced by them, and that inform their approach or analysis, which you will find in their list of works cited.

You are welcomed – and indeed encouraged—to identify specific segments, video clips, paragraphs of either the required or recommended materials [or others that you come across during the term], then email me [ideally one or two days full in advance of the class] to request that we include it in our class content and discussion.

A few brief notes are provided for most of the recommended resources, to give you a sense of what to expect in terms of content and length.

### 1. Sept. 4 Introductions and Overview of the Course

#### *Assigned viewing: Structural Racism*

- [VIDEO] Trisha Rose, "How Structural Racism Works" 1:00:00 Available at:
  - <https://www.youtube.com/watch?v=bC3TWx9IOUE>
  - An excellent, extensive yet concise overview on *structural racism*, which will provide one of the theoretical, practical and political contexts of the course
  - As with any of the video clips and readings that you will review as part of this course, please always make a point of taking notes [for example of key points, general arguments, helpful remarks, and etc., made by the speaker/author]. For videos, and for your future reference [including for citing in your assignments and/or review by others], please make note of the time [on the video, eg. 35: 21 mins] or page number. Your notes will also assist in distinguishing resources from each other. If your notes are

initially hand-written, please ensure to have an electronic copy, which you can easily access, including for class discussions.

## 2. Sept. 9

### Definitions and Orientations

#### *Required reading/viewing [to be completed before class]:*

- Abby Ferber, Kimberly Holcomb, and Tre Wentling, “Introduction,” “Key Terms,” and “Rethinking Foundations,” from Abby Ferber, Kimberly Holcomb, and Tre Wentling, eds. *Sex, Gender, Sexuality*. New York: Oxford UP, 2013, pp. xv- 5. [posted on Brightspace].
  - Review terms and definitions for contemporary gender theory
  - Consider the underlying patterns to these terms, including the significance of identity and difference; **medicalization**; non-binary variance
  - Please bring questions and/or observations to our next class
- Nina Dragicevic, “Shut Him Down: The Rise of Jordan Peterson: Canada’s Gender Identity Rights Bill C-16 Explained, CBC Docs POV, Nov. 22, 2018. Available at: <https://www.cbc.ca/cbcdocspov/features/canadas-gender-identity-rights-bill-c-16-explained>
  - Includes summary of the specific changes [adding ‘gender identity or expression’ to the CHRA; additions to criminal] and links to the legislative summary and overview of the status in each province
  - Also included is a link to CBC Docs POV [S2 E6] on “the firestorm sparked by professor Jordan Peterson’s dismissal of gender neutral pronouns and his meteoric rise to global fame for denouncing political correctness.”

#### *Additional Resources [selections from which may also be used in class – especially if requested or suggested by students in advance]*

- [VIDEO] Margaret Nichols, “Beyond the Gender Binary,” (TedxJerseyCity) (12 mins)  
at: <https://www.youtube.com/watch?v=4MUIYlaWVUk>
  - defining terms; gender identity, gender fluidity
  - **gender binary**: when gender variant children are granted a free gender expression, they revolutionize culture, and break down the gender binary.
  - 14:00: “we hate women so much that we crush gender variant boys, though we give some slack to gender-variant girls....”

## 3. Sept. 11

### A Snapshot of the Theory and Practice of the Sex and Gender Revolution

#### *Required reading:*

- Anne Fausto Sterling, “Dualing Dualisms,” reprinted Abby Ferber, Kimberly Holcomb, and Tre Wentling, eds. *Sex, Gender, Sexuality*. New York: Oxford UP, 2013, pp. 6-20.

***Additional Recommended resources***

- Robin Wiegman and Elizabeth A. Wilson, “Introduction: Antinormativity’s Queer Conventions,” *Differences* 26:1 (2015).
- Katie Kerzog, “If the future is Nonbinary, It’s a bleak one for Women,” *The Stranger: SLOG*, November 30, 2018. Available at: <https://www.thestranger.com/slog/2018/11/30/36431918/if-the-future-is-nonbinary-its-a-bleak-one-for-women>
  - “According to a [GLAAD study](#) from last year, 20 percent of millennials identify as LGBTQ; 12 percent identify as trans or otherwise gender nonconforming.”
- [VIDEO] Judith Butler, “Short speech on gender,” (2 mins) at:  
**At: <https://www.youtube.com/watch?v=Olc0hCY4lzI>**
- [VIDEO] Pani Farvid, “Saying goodbye to binary gender” (14 mins)  
At: <https://www.youtube.com/watch?v=DW5YctpK7pM>
  - How our binary gender system feeds into various forms of oppression, for both men and women
  - Sex vs gender; sexism; discrimination; challenging the status quo of the binary system; the minimal difference between men and women; the call for a future beyond the binary, without gendered consequences for being born with a penis or vagina, for being ‘equally human’

**4. Sept. 16**

**Speaking of Sex: Sigmund Freud, Psychoanalysis and the ‘talking cure’**

- Sigmund Freud, “Femininity” from *New Introductory Lectures on Psycho-Analysis*,” re-printed in Sheila Ruth, *Issues in Feminism*, pp. 122-133. [posted on Brightspace]

***Additional Recommended Resources***

Judith Butler, “Preface” and “Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix,” Chapter 2 in her book, *Gender Trouble*. NY: Routledge, 1990. An electronic copy of the full book is available online at:

[http://lauragonzalez.com/TC/BUTLER\\_gender\\_trouble.pdf](http://lauragonzalez.com/TC/BUTLER_gender_trouble.pdf)

- Richard Bukowski, “Case Studies: Dora – Sigmund Freud” *Psychreviews.org*. (December 18, 2018). Available here: <http://psychreviews.org/case-studies-dora-sigmund-freud/>
- Geoffrey Mason, *Assault On Truth: Freud’s Suppression of the Seduction Theory*. Farrar, Straus and Giroux, 1984.

- VIDEO: Freud Museum London, “What is psychoanalysis part 1”: Is it weird (9 mins) <https://www.youtube.com/watch?v=pxaFeP9Ls5c>
  - Talking cure; Interpretation of symbols [rose associated with family trauma]
  - A ‘clue to that person’s individual truth’
- VIDEO: Freud Museum London, “What is psychoanalysis part 2”: sexuality (10 mins)  
At: <https://www.youtube.com/watch?v=fRlwDJusJ78>

## 5. Sept. 18

### **Introducing Michel Foucault: History of Ideas Power, Knowledge, Genealogical Inquiry**

- Clare O’Farrell, “Michel Foucault: Key Concepts, *Foucault News*. Available at: <https://michel-foucault.com/key-concepts/>
- Michel Foucault, Part I: “We Other Victorians,” *History of Sexuality: An Introduction*. Trans. Robert Hurley, NY: Vintage, 1990. pp. 3-13 [required text, available for purchase in bookstore]

### *Additional Resources*

- Stanford Encyclopedia of Philosophy, “Michel Foucault,” available online at: <https://plato.stanford.edu/entries/foucault/>
- [VIDEO] Philosophy: Michel Foucault  
At: <https://www.youtube.com/watch?v=BBJTeNTZtGU> (8 mins)
  - Quasi-animated super-hasty overview of childhood, queer s-m, MF as a political figure, and [early] major publications
- [VIDEO] Mark Thornsby, “Introduction to Foucault” (1:17:26) [use first 20 mins at this point]
  - <https://www.youtube.com/watch?v=Ua4wrcS9u3A>
  - Foucault’s international status (Chair, History of Systems of Thought; A well-informed, comprehensive academic overview of MF’s work
  - Archeology, genealogy; history of concepts
  - *Discipline & Punish*: critical reflection on the concept of punishment
  - Governmentality [departure from Classical liberalism of Hobbes, Locke and social contract theory, which have limited applications to how ‘government’ works today [i.e., in the early 1970s-80s when Foucault was writing]
  - Systems of control; power – not as located in government, but as dispersed through institutions and practices

- Michel Foucault, Lectures from “7 January 1976,” in Mauro Bertani and Alessandro Fontano, eds, *Society Must Be Defended: Lectures at the College de France 1975-1976*. Translated by David Macey. NY: Picador, pp. 1-19.
  - on power becoming less juridical

## 6. Sept. 23

### **Michel Foucault: History and the Appearance of ‘Sexuality’** ***The History of Sexuality***

- Michel Foucault, Part II, “*Scientia Sexualis*,” *History of Sexuality*, pp. 17-49.
- Michel Foucault, Part III, “The Repressive Hypothesis,” *History of Sexuality*, pp. 53-73.

#### ***Additional Recommended Resources:***

[VIDEO] Christina Hendricks, Michel Foucault, *The History of Sexuality: An Introduction* (1:39:00). Available at:

<https://www.youtube.com/watch?v=v0tfJ11NKDk&t=440s>

- A very inspiring educator in the Arts One program at the University of British Columbia
- A clear overview and discussion on what Foucault is attempting to accomplish; of attempts to think about sexuality differently [especially in relation to power]: our ideas about sex are historically constructed, emerging in time, and thus how we can think differently about it.

## 7. Sept. 25

### **Whose Sexuality? Whose History?**

Catharine MacKinnon, “Does Sexuality Have a History?” in Domna Stanton, ed, *Discourses of Sexuality*. Ann Arbor: Univ. of Michigan Press, 1992, pp. 117-136. [posted on Brightspace]

#### ***Additional Resources:***

- Catharine MacKinnon, “Intersectionality as Method,” *Signs: Journal of Women in Culture and Society*, Vol. 38, no. 4 (Summer 2013). [Use your personal library access to e-journals]

## 8. Sept. 30

### **The Politics of Life and Death: Judith Butler reading Foucault**

#### ***Required:***

- Foucault, “Right to Death and Power over Life,” Part V, *History of Sexuality*. pp. 135-159.
- Butler, Judith. “Sexual Inversions: Rereading the End of Foucault’s *History of Sexuality*, Vol. I” in Susan J. Hekman. *Feminist Interpretations of Michel Foucault*. Re-

Reading the Canon. Pennsylvania State University Press. University Park, 1996, pp. 59-75. [posted on Brightspace]

## 9. Oct. 2

### **Foucault on Power: Judicial, Disciplinary, Biopolitical Power**

#### ***Required:***

- Michel Foucault (2003 [1976]), Lectures from “14 January 1976,” in Mauro Bertani and Alessandro Fontano, eds, *Society Must Be Defended’: Lectures at the College de France 1975-1976*. Translated by David Macey. NY: Picador, pp. 23-41. [posted in Brightspace]
  - on the emergence of new modes of power; normalizing society)
  - Note similarities to the last chapter of History of Sexuality

#### ***Additional Recommended sources:***

- [VIDEO] Robin James, “Judicial, Disciplinary and Biopolitical Power: Basic Background on Foucault” (55 mins) available at: <https://www.youtube.com/watch?v=X31ayDsG67U>
  - An excellent overview of Foucault, clearly elucidating and illustrated these three approaches to –or models of—power

## 10. Oct. 7

### **The Invention of the ‘Race’**

#### ***Required reading:***

- Ian F. Haney Lopez, “The Social Construction of Race,” in Richard Delgado, ed. *Critical Race Theory: The Cutting Edge*. Philadelphia: Temple University Press, 2013, pp. 191-203. Available at: <https://blogs.brown.edu/chscholars/files/2018/07/HaneyLopez-SocialConstructionOfRace.pdf>
  - Clear, short concise article elucidating a social constructionist definition of race, racial difference – including for white people; i.e., explaining the ‘invention of race’ very useful resources listed in the bibliography]
- Theodore Allen, *The Invention of the White Race. Vol 2: The Origin of Racial Oppression in Anglo-America*. Part I, pp. 5-45. Available online [although marked/highlighted] at: <https://msu.edu/course/ams/285/allen1.pdf>
  - Colonial labor crises

#### ***Additional Recommended resources:***

- [VIDEO] Ian Haney Lopez, “Dog Whistle Politics” (18 mins)  
At <https://www.youtube.com/watch?v=qibFwUNDZX4>



- Racist codes/coding in US political discourses [welfare queens; liberalism..]; explaining voters siding against their own interest
- [VIDEO] Jacqueline Battalora, Birth of a White Nation:  
<https://www.youtube.com/watch?v=TM6ehzu3p4c>  
Here is a fabulous lecture on the invention of ‘whiteness’ in colonial US; the division of race and the laws that helped enforce patriarchal white supremacy. Consider this as an extension of the idea that inform the ‘invention’ of sexuality (according to Foucault). Conditions of the Emergence of ‘white people’ after 1681; refutes any claims to the ‘biological’ roots of white people; “white supremacy has been embedded in US as a matter of [foundational] law”
- Robyn Wiegman, “Whiteness Studies and the Paradox of Particularity,” *Boundary 2*, vol. 26, no. 3 (1999) pp. 115-150 (access through Library access via e-journals)

## 11. Oct. 9

### **Ladelle McWhorter: Applying Foucault A Genealogy of Sexism and Racism**

#### ***Required reading:***

- Ladelle McWhorter, Chapter 1, “Racism, Race, Race War,” *Racism and Sexual Oppression in Anglo-America: A Genealogy*. Bloomington: Indiana University Press, 2009, pp. 17-62. [Brightspace]

#### ***Additional Recommended Resources***

- [VIDEO] *Racism: A History* (Part 1)
  - A amazing must-see 3-part documentary on the history of Racism, featuring a series of leading scholars, including those inspired by Foucault’s genealogical method. Available at:  
<https://topdocumentaryfilms.com/racism-history/>
- Ladelle McWhorter, Chapter 2: “A Genealogy of Modern Racism, Part 1: The White Man Cometh,” *Racism and Sexual Oppression in Anglo-America: A Genealogy*. Bloomington: Indiana University Press, 2009, pp. 63-96. [Brightspace]
- Robert Bernasconi and Anika Maaza Mann, “The Contradictions of Racism: Locke, Slavery, and the *Two Treatises*,” in *Race and Racism in Modern Philosophy*, ed. Andrew Valls, Ithaca: Cornell University Press, 2005, pp. 89-107 [Available in the Library]

## 12. Oct. 14 (Thanksgiving: University Closed)

13. Oct. 16

**Foucault: Discipline and Punish**

***Required reading:***

- Michel Foucault, “The Body of the Condemned,” Chapter 1 of *Discipline and Punish*. [Brightspace]
  - What it means to be ‘punished’ in the late 1700
  - Decline of the spectacle; role of the body; from ‘pain’ to discipline

***Additional Recommended Resources:***

- [VIDEO] Mark Thornsby, “Introduction to Foucault” (1:17:26) [resume/begin at 20 mins]
  - <https://www.youtube.com/watch?v=Ua4wrcS9u3A>
  - At 19:00-20:00 mins: Extended discussion of “The Body of the Condemned”: shift from spectacle to the internalization of punishment [i.e., a redirection of the soul]; justice [in the courts] vs punishment [as what is done in addition to justice]
  - At 45:30 mins: power; hold on the body; control of women’s bodies

14. Oct. 21

**Thinking with and against Foucault  
Punishment, White Supremacy, and Racial Control**

***Required reading:***

- Timothy V. Kaufman-Osborn, “Capital Punishment as Legal Lynching?” in Charles J. Ogletree, Jr. and Austin Sarat, eds., *From Lynch Mobs to the Killing State: Race and the Death Penalty in America*. New York: New York UP, 2006, pp. 21-54.

***Additional Recommended Reading:***

- Sherene Razack (2005) ‘How is White Supremacy Embodied? Sexualized Racial Violence at Abu Ghraib’, *Canadian Journal of Women and the Law*, 17, 2005, pp: 341-363. (accessible through your Dal Library access, e-journals)
- Carole Pateman and Charles Mills, “Contract and Social Change,” *Contract and Domination*. NY: Polity Press, 2001, pp. 10-34.
- Carole Pateman, “Contracting In,” Chapter 1, *The Sexual Contract*. NY: Polity Press, 1988, pp. 1-18.

15. Oct. 23

**The Panopticon: Surveillance, Discipline and the Making of ‘Docile Bodies’**

**Required reading:**

- Michel Foucault, “Panopticism,” *Discipline & Punish: The Birth of the Prison* (NY: Vintage Books 1995) pp. 195-228 translated from the French by Alan Sheridan. Available at: <http://implportfolio.usc.edu/ctcs505/foucaultPanopticism.pdf>

**Additional Recommended Resources**

[VIDEO] Nicholas Herriman, “Foucault and Governmentality,” (33 mins). Available at:

<https://www.youtube.com/watch?v=KWTXVPHc7dU>

- This slowly paced explanation of the forms of surveillance and control through which we make ourselves [docile] individualized subjects of governance.
- Clear description of the **panopticon**, as a model for understanding [self] control
- The creation of a new kinds of political subjects
- With its reference to statistics/ data, this explanation helps lay a foundation for understanding governmentality through **data management**

**16. Oct. 28**

**Rethinking Punishment and Justice**

**Required reading:**

- Iris Marion Young, "Punishment, Treatment, Empowerment: Three Approaches to Policy for Pregnant Addicts" *Feminist Studies*, 20: 1 (Spring 1994) 33-57. (use your library access for this e-journal article).

**17. Oct. 30**

**The Prison Industrial Complex: The New Jim Crow**

**Required reading:**

- Michelle Alexander, Chapter 1: The Rebirth of Caste, from her book, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness*, New York: The New Press, 2011, pp. 20-58. Available at: [https://www.vanderbilt.edu/ctp/The\\_New\\_Jim\\_Crow.pdf](https://www.vanderbilt.edu/ctp/The_New_Jim_Crow.pdf)

**18. Nov. 4**

**Monogamy and National Identity**

**Marriage as a Technology of Sexual and Racial Governance**

**Required reading:**

- Sarah Carter, Chapter 1, *The Importance of Being Monogamous*. University of Alberta Press, 2008.
- Martha Ertman, “They Ain’t White: They’re Mormons: An Illustrated History of Polygamy as Race Treason,” University of Maryland Law School. Legal Research Paper. No 2008-37.

***Additional Recommended Readings***

- Elizabeth Emens, “Monogamy’s Law: Compulsory Monogamy and Polyamorous Existence,” (2004) 29 *N.Y.U. Review of Law & Social Change* 277.
- Nancy Cott, “An Archeology of Modern Monogamy,” in *Public Vows: A History of Marriage and Nation*. Cambridge: Harvard UP: 2000, pp. 9-23.

**19. Nov. 6: In-class test**

Students are required to take the test on the day of the test. Make-up tests will **only be provided when advance notice of documentation of illness is provided**

**20. Nov. 11-13 Study Break: no class. Please work on your research papers.**

**21. Nov. 18**

**Biopolitics and the Government of ‘life itself’**

***Required reading:***

- Paul Rabinow and Nikolas Rose, “Biopower Today” *Biosocieties* (2006) pp. 195-217 (use your library access for this e-journal article)

***Additional recommended readings:***

- Thomas Lemke, “The Government of Living Beings: Michel Foucault” in *Biopolitics*. N.Y.: New York University Press, 2011, pp. 33-52
  - This book by Lemke, and other works that you will find by him online, provides a clear description and definition of biopolitics and different contexts.
- Didier Fassin, “The Biopolitics of Otherness,” *Anthropology Today*, vol 17:1 (February 2001).
  - Targeting of immigrants and undocumented foreigners in France. Consider Canadian and U.S. equivalents.
- [VIDEO] Dorothy Roberts, “Fatal Invention: the new Biopolitics of Race” (1:12:00) [https://www.youtube.com/watch?v=RUukdHM\\_2Uw](https://www.youtube.com/watch?v=RUukdHM_2Uw)
  - Race as an invented way of governing people
  - Challenges arising from Human genome project by which scientists are re-defining race as a biological [i.e., a return from the social construction of race; explanations in health differences between racial groups]
  - Using race as a proxy for genetic markers: assumptions of genetic difference

- Areas of medicine where racial categories are at the forefront
- Reproductive technologies -at 38:00 – racialized ideas of genetic perfection]; the portrayal of genetic perfection as typically blond....
- Clinics: cataloguing by race

## 22. Nov. 20 [research papers due]

### **Foucault and Deleuze on Pleasure vs. Desire**

- Wendy Grace, “*Faux Amis: Foucault and Deleuze on Sexuality and Desire*,” *Critical Inquiry*, Vol. 36, No. 1 (Autumn 2009), pp. 52-75.  
Stable URL: <http://www.jstor.org/stable/10.1086/606122>
  - well-written, detailed discussion and analysis of Foucault vs Deleuze and Guattari on desire and pleasure; their varying departures from Psychoanalysis; also notion of power [as truth] vs. Marx’s control of production.
- Gilles Deleuze, “Desire and Pleasure,” trans. Daniel W. Smith, in *Foucault and His Interlocutors*, ed. Arnold I. Davidson (Chicago, 1997), pp. 183–92.

### ***Additional Recommended Reading***

- Frida Beckman, “What is Sex? An Introduction to the Sexual Philosophy of Gilles Deleuze,” *Deleuze and Sex*. Edinburgh: University of Edinburgh Press, 2011, pp. 2-16.
- David Halperin, “Michel Foucault, Jean Le Bitoux, and the Gay Science Lost and Found: An Introduction,” *Critical Inquiry*, Vol. 37, No. 3 (Spring 2011), pp. 371-380. Available through your library access via JSTOR.
  - this brief article by Halperin discusses the interview w Foucault by Bitoux, the difference between pleasure and desire; asks readers to compare Foucault on desire/pleasure to Deleuze.

## 23. Nov. 25

### **Subjects of Homo/Trans Nationalism**

### ***Required reading:***

- Jasbir K. Puar, “Bodies With New Organs; Becoming Trans, Becoming Disabled,” *Social Text*, vol 33, no. 3 (2015), pp. 45-73.
  - Very dense theoretical discussion and analysis that will take additional time

### ***Additional Recommended Reading***

- Dean Spade, “Trans Law and Politics on a Neoliberal Landscape,” from: Dean Spade, *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn: Southend Press, 2011, pp. 49-78.

- Critique of rights/law approaches; attention to institutionalization such as prisons; poverty and socio-economic disadvantage; normalization.

**24. Nov. 27**

**Beyond Biopolitics**

***Required reading:***

- Alana Lentin, “Thinking Blackly Beyond Biopolitics and Bare Life,” a blog, theoretical discussion and review on Alexander Weheliye’s book, *Habeus Viscus* – which provides a critical race assessment of Foucault’s ‘biopolitics’ and Agamben’s ‘bare life’. Available at:  
<http://www.alanalentin.net/2017/03/22/thinking-blackly-beyond-bio-politics-and-bare-life/>

**25. Dec 2: Last Class**

**Closing Discussion**

**ASSIGNMENT REQUIREMENTS**

All written submissions are to be submitted electronically as an MSWord attachment (and NOT a Pdf, so that I can provide electronic comments within the document).

All assignments need to include the identifying information, on the top left of the first page, including:

Your Name  
Course Code  
Assignment Number  
Date [that you are submitting it]  
Title

Your writing should be double-spaced, typed in black ink, with one-inch margins, regular (12-point) font, numbered pages.

For ANY material including phrases, statements, diagrams, data, or etc. that you use/take from any other written or digital [video, blog, website, journal or news article, etc. sources, you are required to clearly acknowledge and properly document using either APA, MLA, or Chicago style guidelines. In keeping with these style guidelines, they must have precise page numbers for all references and quotations; must include the proper use of quotations for any phrases or sentences taken from any other source, and they must include a properly formatted bibliography. *Please obtain –and keep handy -- the official style guidelines of your choice, for your own reference.*

**Short Assignments**

There will be three short assignments which include: reflections on the readings and class discussion; a considered responses to a question or problem raised in class; a summary of a debate that have been raised in class; an analysis, extension, and/or application of the approaches discussed in class.

Further details for each of these will be provided in class and posted on Brightspace.

## Research Essay

### Maximum 2500 words, excluding bibliography

While students are free to choose a topic, focus, and issue of their choice, your discussion and analysis of this topic must be done using the materials and approaches covered within the readings on the syllabus or in the discussions of the course [although you are welcome to approach them critically, depart from them, or disagree with them, etc].

Think of this paper as an opportunity to further explore one or more of the approaches, themes, arguments, frameworks, topics, issues, or debates that are covered within the course.

While you are encouraged to supplement the course resources with additional research materials or scholarly journals, etc. [using at least one external source from a peer-reviewed scholarly journal], **you are expected to engage with the course materials, (using a minimum of 4 readings or videos) and/or show your mastery of them** in your discussion of the topic or issue that you choose.

When summarizing the arguments or perspectives of an author [such as Foucault, MacKinnon, Freud] you are expected to use primary sources (i.e., *their* writing and/or public lectures, and specifically those listed on the syllabus for this course) rather than rely on a secondary source or other author that summarizes them), although you are certainly welcome to supplement your work with such additional resources.

**In addition to using at least one additional external scholarly resource, including from at least one peer-reviewed journal, you are required to draw on a wide variety (a minimum of 4) of the readings OR videos listed on the syllabus in developing your discussion.**

You will need to properly document your essays according to either Chicago, or MLA guidelines (which are available on line and at the writing centre). This means, among other things, that all quotations and direct summaries from a text or article must include a properly formatted citation, **with a precise page number** and proper corresponding bibliographic reference. Perhaps because it is among the most simple and clear formats, I recommend using the Chicago author/date system.

The general objectives of these assignments are as follows:

- a) Concerning comprehension, breadth of the materials that you cover, and accuracy of content. One objective of these assignments is for you to demonstrate your understanding and thoughtful analysis of a wide selection of the readings that are listed on the syllabus for this course. It is also designed to assist you in developing and/or demonstrating the skills and practices of clearly and accurately representing, documenting, contextualizing, and contrasting the ideas and arguments of other writers on a given topic.
- b) Concerning style: Another objective is for you to demonstrate your ability to develop and properly document a coherent argument in academic essay format, with attention to a clear introduction or outline; relevant paragraph development, and accurate referencing and citations.
- c) Concerning method/approach. Another specific objective of this assignment is for you to demonstrate your understanding and appropriate application of the theoretical framework or context of your selected topic, author, or field in social and political thought.

**Test: Nov. 6**

All students are required to take the test on the day that it is assigned. Make up tests will be provided only on the condition that the instructor is notified in advance of the student's absence, with proper medical documentation is provided.

This test will be held in-class and will be comprised of short-answer questions that will evaluate your understanding (and ability to apply) the work of the authors listed among required readings and videos for this course and/or of any material shown or discussed in class.

The test will cover the readings up to and including Nov. 4.