

Political Science 3426 (GWST 3426)
Dalhousie University
Sex and the State
Winter 2017

Instructor: Alana Cattapan
E-mail: alana.cattapan@dal.ca
Course hours and location: Tuesdays and Thursdays 4:05pm – 5:25pm, Henry Hicks, 212
Office hours and location: Thursdays, 3:00—4:00pm (or by appointment), location TBD

TA: TBD
Contact information: TBD
Office hours: By appointment only

Course description:

This course will consider the role of the state and other institutions in the social, moral and legal production and regulation of sex and gender, particularly in Western countries, with a focus on Canada. At its core, the course is intended to help students think critically and analytically about the co-construction sexuality and gender in public policy and law, as well as resistance to regulation. The course also aims to interrogate the diverse relationships between the governance of sex and gender and experiences of marginality, focusing particularly on race, ethnicity, class, dis/ability and citizenship status.

The course will begin with an examination of theories of sex, gender, sexuality, the state, and citizenship, and then turn to the study of historical approaches to the governance of sexuality. We will then address a range of contemporary topics related to the regulation of sex in various institutions, including health care, the family, immigration and refugee claims, labour, public safety/national security, and criminal justice.

Evaluation:

I.	Attendance/Participation	10%
II.	Reading Reflections (4 * 15%)	60%
III.	Cultural Accounts	30%

Readings/Brightspace:

All readings for the course are available on Brightspace or via the URL provided. I will also be using Brightspace to make course announcements, post readings, and link to online resources. You must come to class prepared to discuss the readings, as the lectures are designed to supplement the content of the required readings.

Sensitive Subject Matter

Some of the topics and issues we will cover over the course of the term may be very personal, and may evoke strong emotional responses in you or others. Please take care to engage in classroom discussion in ways that take this into account, and are respectful of a range of experiences and perspectives. If particular circumstances may prevent you from participating fully in the class, or a particular class discussion, please let me know as soon as possible so that we can make alternative arrangements.

Late Policy

Assignments are due at the beginning of class. I do not accept late assignments unless prior arrangements have been made. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible. Plan accordingly.

Description of Assignments:

All written assignments should be typed, double spaced, in 12pt Times New Roman font and must follow a recognized citation style (MLA, APA, or Chicago style). Proofread carefully, as grammar and clarity of language are important to conveying your ideas well.

I. Attendance/Participation 10%

Because in-class participation is integral to the success of the course, students are expected to attend each class, to come prepared to discuss the readings and to participate actively in class discussions. Your participation grade is allocated to both attendance and to thoughtful and respectful in-class participation.

II. Critical Reflections 60% (15% + 15% + 15% + 15%) (due January 26, February 16, March 16, and April 6)

Over the course of the term, you will provide four critical reflections on the readings and lectures, identifying key themes, interesting points, addressing thoughtful questions, making relevant critiques, or linking the readings and lectures to current events, or your own life. Think about:

- the authors' main arguments and the assumptions underlying them
- how different authors agree and disagree about different things
- the kinds of evidence the authors use to support their claims
- the themes that emerge across the different readings for different weeks.

Make sure to reference at least three readings in each reflection. These reflections should each be between 500-600 words and should make a clear, coherent point, with an effective thesis. Think of these reflections as "mini-essays"

- **For the first reflection** (due January 26, 2017), you will draw on the materials from the first two weeks of the course to identify how the readings and lectures have developed (or not) your understandings of sex, gender, and sexual orientation. What have you learned (if anything) about the governance of sex? For this reflection, you must make reference to the readings and guest lectures from January 17th and 19th.
- **For the second reflection** (due February 16), you should draw on any/all of the materials from the weeks where we examine "Theoretical Approaches," focusing on key themes that emerge and ideas.
- **For the third reflection** (due March 16), **you will attend a lecture or event on campus**, and reflect on the theoretical approaches examined in the first half of the course have informed your understanding of the event. This will require some planning, and you must identify the event, when it was held, and its purpose in the reflection.
- **For the fourth reflection** (due April 6), you should draw on any/all of the materials from the entirety of the course, focusing particularly on the topics addressed in the "Institutional Approaches."

III. Cultural Accounts Assignment 30% (due March 23)

For this assignment, you will consider cultural texts alongside course materials to interrogate how Canadian literature has made sense of the governance of gender, sex, and sexual orientation. First, choose and read text. You can choose a novel from the selection below (which have not been ordered to the bookstore for you – so use the library, order them online, retrieve them from other locations...plan accordingly). You may use a different text, *but I must approve it first*. In 1500-2000 words (no longer), write an essay that briefly summarizes the text, identifies its key themes, and explores relationship of the novel to the governance of sex, gender, and sexual orientation with clear references/citations to course materials. This will be discussed extensively in class, and instructions will be made available via Brightspace.

- Emma Donoghue, *Landing*
- Tomson Highway, *Kiss of the Fur Queen*
- Gabrielle Roy, *The Tin Flute*
- Zoe Whittall, *Bottle Rocket Hearts*
- Kathleen Winter, *Annabel*

Academic Integrity:

Plagiarism and academic fraud are serious offenses. Students found to have committed these offenses will be subject to the appropriate academic sanctions. Take care to familiarize yourself with Dalhousie University policy on plagiarism, found under “Policy on Intellectual Honesty” in the Undergraduate Calendar, or at <http://academicintegrity.dal.ca/>. Ignorance of this policy is no excuse for violation.

Dis/Ability and Special Circumstances:

Students who have physical, medical, learning, or psychiatric disabilities or have other circumstances that require accommodations should advise me as soon as possible where appropriate, so that any accommodations can be made. I am happy to provide alternate formats to readings, integrating different approaches to teaching, and otherwise ensure that our classroom is an inclusive and accessible space. For more information, please visit https://www.dal.ca/campus_life/academic-support/accessibility.html.

Grading Profile:

A+	90-100	Considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	
A-	80-84	
B+	77-79	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature
B	73-76	
B-	70-72	
C+	65-69	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64	
C-	55-59	
D	50-54	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of ‘C’ is required).
F	0-49	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Reading list/Course Schedule/Weekly Outline

1. Introduction I (January 10)

2. Introduction II: A Short Introduction to the Governance of Sex (January 12)

- Foucault, Michael. 1978. (Translated by Robert Hurley). "We Other Victorians," and "Incitement to Discourse." *The History of Sexuality: Vol I*. New York, NY: Pantheon Books. pp. 3-35.
- Kinsman, Gary. 2006. "'These Things May Lead to the Tragedy of Our Species': The Emergence of Homosexuality, Lesbianism, and Heterosexuality in Canada." *Sexing the Maple: A Canadian Sourcebook*. Richard Cavell and Peter Dickinson, eds. Peterborough, ON: Broadview. pp. 413-458.

3. Theoretical Approaches I: Gender/Sex/Sexuality (January 17)

Guest lecture from Dr. Alexandre Baril, Killam Postdoctoral Fellow in the Department of Political Science

- Hale, Jacob 1996. "Are Lesbians Women?", *Hypatia*, 11(2): 94-121.
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9607022383&site=ehost-live>
- Nicholson, Linda. 1999. "Interpreting 'Gender'", *The Play of Reason. From the Modern to the Postmodern*. Ithaca, NY: Cornell University Press. pp. 53-76.

4. Theoretical Approaches II: What Counts as "Sex" for the State (January 19)

Guest lecture from Margaret Denike, Associate Professor in the Department of Political Science

- Denike, Margaret. 2010. "Polygamy and Race-thinking: A Genealogy." *Polygamy's Rights and Wrongs*. Gillian Calder and Lori Beaman, eds. Vancouver, BC: UBC Press. pp. 142-169.
- Thompson, Debra. 2009. "Racial Ideas and Gendered Intimacies: The Regulation of Interracial Relationships in North America." *Social and Legal Studies* 18 (3): 353-371.

5. Theoretical Approaches III: (Re)Imagining the State? (January 24, 26)

Introduction/Guest lecture reflections due at the beginning of class on January 26.

- Connell, R. W. 1990. "The State, Gender, and Sexual Politics: Theory and Appraisal." *Theory and Society*. 19 (5): 507-544.
<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1007/BF00147025>
- Duggan, Lisa. 1994. "Queering the State." *Social Text* 39: 1-14.
<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/action/doBasicSearch?Query=queering+the+state&prq=sn%3A01642472+AND+year%3A1994&wc=off&fc=off&so=rel&hp=25>
- Smith, Miriam. 2007. "Queering Public Policy: A Canadian Perspective." *Critical Policy Studies*. Michael Orsini and Miriam Smith, eds. Vancouver: UBC Press. pp. 91-109.

- MacDonald, Jocelyn. 2015. "Maybe What Feminism Needs is Separatism, Not Inclusion." <http://www.feministcurrent.com/2015/11/30/18995/>
- Namaste, Viviane. 2005. "Sex Change, Social Change: Reflections on Identity and Institutions." *Sex Change, Social Change: Reflections on Identity, Institutions, and Imperialism*. Toronto, ON; Women's Press. pp. 12-33. <http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=172280&site=ehost-live>

6. Theoretical Approaches IV: Citizenship and the Limits of Recognition (January 31. February 2)

- Weeks, Jeffrey. "The Sexual Citizen." 2008. *Theory, Culture, and Society*. 15 (3): 35-52. <http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1177/0263276498015003003>
- Richardson, Eileen H. and Bryan S. Turner. 2001. "Sexual, Intimate, or Reproductive Citizenship." *Citizenship Studies* 5 (3): 329-338. <http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/13621020120085289>
- Spade, Dean. 2015. "What's Wrong with Rights?" *Normal Life*, 2nd Ed. Durham, NC and London, UK: Duke University Press. pp. 38-49. <http://ebookcentral.proquest.com.ezproxy.library.dal.ca/lib/dal/detail.action?docID=2096555> (requires login with net ID and Password)
- Jamieson, Mark. "Shame on Pride and Black Lives Matter." *Toronto Star*, July 11, 2016. <https://www.thestar.com/opinion/commentary/2016/07/11/shame-on-pride-and-black-lives-matter.html>
- Khan, Janaya. "Black Lives Matter Co-Founder Responds to Pride Action Criticism." *Now Toronto* July 6, 2016. <https://nowtoronto.com/news/pride-2016/exclusive-black-lives-matter-pride-action-criticism/>

7. Theoretical Approaches V: Sex, Homonationalism, and the Imperial Project (February 7, 9)

- Carty, Linda. 1999. "The Discourse of Empire and the Social Construction of Gender." *Scratching the Surface: Canadian Anti-Racist Feminist Thought*. Ena Dua and Angela Robertson, eds. Toronto: Women's Press. pp. 35-47. <http://ezproxy.library.dal.ca/login?url=http://site.ebrary.com/lib/dal/reader.action?ppg=36&docID=10214808&tm=1476450538441>
- Cannon, Martin. 1998. "The Regulation of First Nations Sexuality." *Canadian Journal of Native Studies* 18 (1): 1-18. http://www3.brandonu.ca/cjns/18.1/cjns18no1_pg1-18.pdf
- Omisoore Dryden and Suzanne Lenon. 2015. "Introduction." *Disrupting Queer Inclusion: Canadian Homonationalisms and the Politics of Belonging*. pp. 3-18.
- Kouri-Towe, Natalie. 2012. "Trending Homonationalism." *nomorepotlucks* 19. <http://nomorepotlucks.org/site/trending-homonationalism/>

8. Institutional Approaches I: Sexual Health and Health Care (February 14, 16)

Reflection on Theoretical Approaches due at the beginning of class on February 16

- Mathieson, Cynthia 2007. "Negotiating Sexualities in Women's Health Care." *Women's Health in Canada: Critical Perspectives on Theory and Policy*. Marina Morrow, Olena Hankivsky, and Colleen Varcoe, eds. pp. 272-296.
http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=682342&site=ehost-live&ebv=EB&ppid=pp_272
- Mulé, Nick J. et. al. 2009. "Promoting LGBT Health and Wellbeing Through Inclusive Policy Development." *International Journal for Equity in Health* 8(18): 1-11.
<http://equityhealthj.biomedcentral.com/articles/10.1186/1475-9276-8-18>
- Carpiano, Richard M. 2001. "'Passive Medicalization: The Case of Viagra and Erectile Dysfunction.'" *Sociological Spectrum* 21 (3): 441-450.
<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/027321701300202082>
- CBC News. 2016. "'Female Viagra' Drug Flibanserin's Benefits Called Marginal With Possible Risks."
<http://www.cbc.ca/news/health/flibanserin-female-libido-drug-1.3468958>
- Giese, Rachel. 2014. "The Talk." *The Walrus*. <https://thewalrus.ca/the-talk/>

---- Winter Study Break----

9. Institutional Approaches II: Reproduction and Family Making (February 28, March 2)

- Finger, Anne. 1984. "Claiming All of Our Bodies." *Test-Tube Women: What Future for Motherhood?* Rita Arditti, Renate Duelli Klein, and Shelley Minden, eds. London, UK: Routledge. pp.281-298.
- Roberts, Dorothy. 1997. "Introduction." *Killing the Black Body*. New York: Vintage Books. pp. 3-21.
- Valverde, Mariana. 2006. A New Entity in the History of Sexuality: The Respectable Same-Sex Couple. *Feminist Studies* 32 (1): 155-162.
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=21334598&site=ehost-live>
- Epstein, Rachel. 2005. Queer Parenting in the New Millenium: Resisting Normal." *Canadian Woman Studies* 24 (2/3): 7-14.
<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/217466269?accountid=10406>
- Mamo, Laura. 2010. "Fertility, Inc." *Biomedicalization: Technoscience, Health, and Illness in the U.S.* Adele E. Clarke, Laura Mamo, Jennifer Ruth Fosket, Jennifer R. Fishman, and Janet K. Shim, eds. Durham and London: Duke University Press. pp. 173-96.

10. Institutional Approaches III: Immigration and Refugee Status (March 7, 9)

- Bannerji, Himani. 2000. "Geography Lessons: On Being an Insider/Outsider to the Canadian Nation." *The Dark Side of the Nation: Essay on Multiculturalism, Nationalism, and Gender*. Toronto: Canadian Scholars Press. pp. 63-86.
http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=129065&site=ehost-live&ebv=EB&ppid=pp_63
- Brigham, Susan and Catherine Baillie Abidi. 2009. "International Female Migration to Atlantic Canada through Internet Mediated Matchmaking Agencies." *Atlantis* 34 (1): 166-176.
- CBC News. 2016. "Canada's Syrian Refugee Plan 'Troubling' if it Excludes Unaccompanied Men." *CBC News*. <http://www.cbc.ca/news/canada/nova-scotia/canada-syria-refugee-nova-scotia-1.3331568>
- Gaucher, Megan and Alexa DeGagne. 2013. "Guilty Until Proven Prosecuted: The Canadian State's Assessment of Sexual Minority Refugee Claimants and the Invisibility of the non-Western Sexual Non-Citizen." *Social Politics* 23 (3): 459-481.
<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1093/sp/jxu029>
- White, Melissa Autumn. 2011. "Sexual Nationalisms: Notes on Queer Migration and Asylum Politics in Canada." *Queer Migration Research Network*. <http://queermigration.com/2011/09/sexual-nationalisms-notes-on-queer-migration-and-asylum-politics-in-canada/>

11. Institutional Approaches IV: Work (March 14, 16)

Third reflection paper due at the beginning of class on March 16

- Van der Meulen and Elya Durisin. 2008. "Why Decriminalize?" *Canadian Journal of Women and the Law* 20 (2):289-311
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=47030442&site=ehost-live>
- Saunders, Amy. 2014. "Talking About Sex Work." *Briarpatch Magazine*.
<https://briarpatchmagazine.com/articles/view/talking-about-sex-work>
- CBC News. 2014. "Canadians Pay Egg Donors on the Grey Market." *CBC News*
<http://www.cbc.ca/news/canada/montreal/canadians-pay-egg-donors-on-the-grey-market-1.2587853>.
- We Are Egg Donors. 2015. "Sex, Money, Eggs: A Candid Conversation with Fela Rue." *We Are Egg Donors*. <http://www.weareeggdonors.com/blog/2015/11/13/sex-money-eggs-a-candid-conversation-with-fela-rue>.
- Dembicki, Geoff. 2010. "Oil Sands Workers Don't Cry." *The Tyee*
<http://thetyee.ca/News/2010/08/16/OilWorkersDontCry/>
- Hunt, Gerald, and Jonathan Eaton. 2012. "We Are Family: Labour Responses to Gay, Lesbian, Bisexual, and Transgender Workers." *Queerly Canadian: An Introductory Reader in Sexuality Studies*. Maureen Fitzgerald and Scott Rayter, eds. Toronto: Scholars' Press. pp. 229-241.

12. Institutional Approaches V: Public Safety/Security (March 21)

- Kinsman, Gary. 2010. "Against National Security: From the Canadian War on Queers to the 'War on Terror.'" *Locating Global Order: American Power and Canadian Security After 9/11*. Bruno Charbonneau and Wayne S. Cox, eds. Vancouver: UBC Press. pp. 149-166.
- Chemaly, Soraya. 2015. "Why Don't We Talk About the Gender Safety Gap in the US." *Ms. Blog*. <http://msmagazine.com/blog/2015/04/24/why-dont-we-talk-about-the-gender-safety-gap-in-the-u-s/>
- Robertson, Jen. 2016. "How to Build Safer Cities for LGBTQ Residents." *Spacing Magazine* <http://spacing.ca/national/2016/07/18/build-safer-cities-lgbtq-residents/>
- Gormley, Shannon. 2015. "Suddenly Everyone's a Feminist." *Ottawa Citizen*. <http://ottawacitizen.com/opinion/columnists/suddenly-everyones-a-feminist>

13. Cultural Accounts Conversations (March 23)

Cultural accounts assignments due at the beginning of class on March 23

- During this class, we will have a series of conversations, including a roundtable about the use of literature in political science focusing on your experiences with the novels.

14. Institutional Approaches VI: Morality, Criminality, and Victimization (March 28, 30)

- Gallant, Chantal and Lorelee Gillis. 2001. "Pussies Bite Back: The Story of the Women's Bathhouse Raid." *Journal of the Canadian Lesbian and Gay Studies Association* 3 (2001): 152-165.
- Logan, Enid. 1999. "The Wrong Race, Committing Crime, Doing Drugs, and Maladjusted for Motherhood: The Nation's Fury Over 'Crack Babies.'" *Social Justice* 26 (1): 115-130. <http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/231925936?accountid=10406>
- Malone, Luke. 2014. "You're 16. You're a Pedophile. You Don't Want to Hurt Anyone. What do you Do Now?" *Medium*. <https://medium.com/matter/youre-16-youre-a-pedophile-you-dont-want-to-hurt-anyone-what-do-you-do-now-e11ce4b88bdb#.cmx751ryn>
- Ware, Syrus, Joan Ruzsa, and Giselle Dias. 2014. "It Can't Be Fixed Because It's Not Broken: Racism, Disability in the Prison Industrial Complex." *Disability Incarcerated*. Liat Ben-Moshe, Chris Chapman, and Allison C. Carey, eds. pp. 163-184.

15. Institutional Approaches VII: Topic TBD by students (April 4)

Final reflections paper due

For this class, we will be examining contemporary debates selected collectively in class over the course of the term. As there are too many important topics to address in such a limited time, this last class will give us the opportunity to address those topics that the class feels are most important, but not addressed adequately by the syllabus or in earlier class discussions. We will discuss this over the course of the term, and we may have a poll about this online or in class. Readings will be made available via Brightspace. Potential topics include (but are certainly not limited to the governance of sport, incarceration/decarceration, the environment, human rights law, education, or poverty).

16. Conclusion/Wrap Up (April 6)