

COURSE SYLLABUS

**Department of Political Science
Dalhousie University**

POLI 3427 The Sexualization of Western Political Thought

**Class Time: Tues/Thurs 4-5:30
Location: Kenneth Rowe Bldg 1020**

Professor: Dr. Margaret Denike

**Office: Henry Hicks 362
Office Hrs: Tuesday 9:30-11:00, or by appointment**

**Email: m.denike@dal.ca (Please use this address, and NOT the one
BLS, for any correspondence).**

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Course Description:

This course will address the emergence and the impact of what remains among the most spectacular themes and analytic frameworks of contemporary social, political, and cultural theory: sex, sexuality, and sexual difference. Beginning with the work of Michel Foucault's *History of Sexuality* and its genealogical approach, we will look at ways in which questions of sex and gender politics have been taken up in contemporary political, legal and philosophical discourses and practices. We will also examine applications of Foucault's analysis of power, and particularly that of biopolitics, in different contexts on a range of contemporary issues.

The course will also look at the impact of feminism, anti-racism, and civil rights activism, in the rise of identity politics and human rights approaches within political theory, and critical literature on the representations of sexual and racial difference within mainstream western political thought.

Throughout the course, we will elucidate selected themes and issues that touch on sexual politics, such as slavery, same-sex marriage, obscenity, and polygamy, to highlight their developments and shifting configurations in western thought, and their role in shaping current political debates on the subject.

Evaluation Profile:

Essay 1 (2200 words max):	30%	Due Friday Oct. 9
Essay 2 (2200 words max):	30%	Due Friday Nov. 13
Participation:	10%	
Test	30%	Dec. 8

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. The preparation and participation of each and every student in the class discussions will determine the success of the course. Students are expected to attend every class, and to have completed the readings and given themselves time to think about them in advance of each class.

Overview of Assignments:

All written submissions are to be submitted electronically as a MSWord attachment (and NOT a Pdf, so that I can provide electronic comments within the document) directly to my Dal email address: m.denike@dal.ca. Please have everything (including your title page and bibliography) all included in a single document, and title the document using your Lastname1 (for Essay 1) and Lastname2 (fore essay 2).

Your essays need to be double-spaced, typed in black ink, with one-inch margins, regular (12-point) font, number pages, and they are to include a title and the identifying information of the student, course, and instructor on the title page.

Please save They are to be properly documented using either APA, MLA, or Chicago style guidelines, and in keeping with these style guidelines, they must have precise page numbers for all references and quotations; must include the proper used of quotations for any phrases or sentences taken from any other source, and they must include a properly formatted bibliography.

Essays must follow the specific guidelines for them, answering or addressing the question assigned for it, and using the materials set out on the syllabus for the course (though students are most welcome to use additional readings as well, particularly scholarly publications, including peer-reviewed journals that are available through the library databases.

Essays that do not abide by the assigned guidelines will not be accepted.

Assignment 1: Elucidating and Applying Foucault and/or biopolitics

Maximum 2200 words.

Additional instructions and essay guidelines are posted below (ie under the Essay 2 Instructions, and are also provided in the Syllabus file on BLS).

This course has been launched through a reading and application of Michel Foucault's analytics of power and sex, and particularly through a consideration and application of his approach to genealogy and to biopolitics. In a carefully organized (structured and developed) essay, demonstrate your understanding of the significance of his approach to one of the topics covered in the *History of Sexuality* (or, if you like, *Discipline and Punish*), such as power, pleasure, science, truth, sex, punishment, or modern institutions.

In choosing the concept or topic from Foucault's work, you are expected to use primary sources (i.e., *his* writing and/or public lectures, and specifically those listed on the syllabus for this course) rather than 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 a minimum of two additional external resources, you are required to draw on a wide variety (a minimum of 4) of the readings listed on the syllabus in developing your discussion. Consider this requirement to be one of the creative challenges of the assignment: relating Foucault to the work of other authors, or to other topics covered in the class that may or may not necessarily speak of him.

You are required 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.

See below for additional essay objectives.

Assignment 2: Issues in Sexuality Studies/Gender and Political Theory

Maximum 2200 words, excluding bibliography

Choose a very specific topic, issue or question that is addressed in one or more of the readings for this course. You are asked to demonstrate your understanding of this issue (eg., a leading question or central debate on any topic of your choice, or a passing question flagged by one of the authors); clarify the debates around it and/or the analyses or critiques that have been or could be brought to the subject and/or clarify the differences between authors or disciplines or fields on it; and conclude with a consideration of the implications for contemporary political theory or public policy.

You are always encouraged to supplement the course resources with additional research materials or scholarly journals, etc., **but you are expected to engage with the course materials, (a minimum of 4) and/or show your mastery of them in your discussion of the author or issue that you choose.**

Papers that do not meet the guidelines will not be accepted.

Assignment Objectives

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 Dec. 8

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, and proper medical documentation is provided.

This test will be held in-class and will be comprised of up to 12 short-answer questions that will evaluate your understanding (and ability to apply) the work of the authors listed among required readings for this course and those discussed in class. It will cover the readings up to the end of October (i.e., two weeks beyond the date of the test, so you are asked to read ahead for two weeks to be able to integrate their arguments into your answers).

At the very outset of the course, you are encouraged to begin to review (and to begin taking notes on) all the materials covered as requirements for the course, both to ensure that your essays are informed by what is covered within them, and to prepare for the test, which will grant you an opportunity to demonstrate to summarize and apply them.

General policies concerning assignments and deadlines

The University Calendar makes plain that “[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines.” In such circumstances, your instructor needs to be notified, and a request for an extension needs to be approved *in* advance of the deadline. Late assignments may be assessed a penalty of 3% per day.

Plagiarism (intentionally or unintentionally misrepresenting other people's ideas as your own, or failing to provide proper quotations and page citations for any

material that is taken from elsewhere) is a serious violation of academic ethics, and will be taken very seriously in this class.

Information on what plagiarism is, how to avoid it, and the penalties for failing to do so, are available at: <http://academicintegrity.dal.ca/>. Plagiarized work will automatically be assigned an “F”.

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University’s regulations, and all of the course policies outlined above, will be strictly enforced.

Weekly Topics and Readings

A set of readings will be assigned for each week, which will inform the class discussions for that week, and most of which will be discussed in either of the classes for that week. Please aim to complete all of the readings for the week in advance of the Tuesday class.

1. Sept. 10

Introductions and Overview

2. Sept. 15-17

Michel Foucault: History and the Appearance of ‘Sexuality’

Foucault on Power and Genealogical Inquiry

- Sigmund Freud, “Femininity” from *New Introductory Lectures on Psycho-Analysis*,” re-printed in Sheila Ruth, *Issues in Feminism*, pp. 122-133. (BLS)
- Michel Foucault, Part I: “We Other Victorians,” *History of Sexuality: An Introduction*. Trans. Robert Hurley, NY: Vintage, 1990. pp. 3-13
- 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 recommendations and suggested resource, especially for your papers:

- Michel Foucault, “The Gay Science” [197?]. Interview with Jean L. Bitoux. Translated by Nicolae Morar and Daniel W. Smith. Reprinted in *Critical Inquiry* 37 (Spring 2011) pp. 385-403. **(use your library access for this ejournal article)**
- Michel Foucault, ed. *I, Pierre Rivierre, having slaughtered my mother, my sister, and by brother: A Case of parricide in the 19th Century*. Trans. Frank Jellinek. Lincoln: University of Nebraska Press, 1975.
- Michel Foucault, *Herculine Barbin, Being the Recently Discovered Memoirs of a Nineteenth Century Hermaphrodite*. Trans. Richard MacDougall. NY: Pantheon, 1980. Pp. Vii-xvii.
- 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 genealogical method)*

3. Sept. 22-24

Rape Culture and the Future of Dal

Our class will be held earlier: 1:00-4:00, at the McInnes Room

Note: For Tuesday Sept 22, I’ve organized a public forum that you are asked to either attend OR, if your schedule prevents you from doing so, to watch on-line [either via live webcast OR by the link that will be made available on the DSU website. The forum is titled “Backhouse and Beyond: Rape Culture and the Future of Dal. The facebook link is here: <https://www.facebook.com/events/1502958303355768/>

The forum is scheduled across two sessions of speakers: 1-2:30 and 2:30-4, so it will be wrapping up exactly at the time our class would begin.

Readings for this forum and for discussion in Thursday’s class:

- The Report of the External Task Force on Misogyny, Sexism and Homophobia” [the “Backhouse Report”] available at:

- <http://www.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/DalhousieDentistry-TaskForceReport-June2015.pdf>
- Hunter, Maxwell & Brunger, “Misogyny in Health Professions? An Analysis of the Dalhousie Dentistry Scandal,” *Bioethique Online* 4:21 (2015), 1-5. <http://bioethiqueonline.ca/docs/4/21.pdf>
- Foucault’s discussion and analysis of the Jouy-Adam case in *History of Sexuality* and the Lectures, *Abnormal*

4. Sept 29-Oct 1

Feminists Thinking with and Against Foucault: Sexual Violence, Disability, Pedophilia

- Kathleen Ball, “More or Less raped: Foucault, Causality, and Feminist Critiques of Sexual Violence,” *philoSOPHIA*, Volume 3, Number 1, Winter 2013, pp. 52-68. (please use your dal library access for this)
- Linda Alcoff, “Dangerous Pleasures”
- Shelley Tremain, “Educating Jouy,” *Hypatia* vol. 28, no. 4 (Fall 2013), pp. 801-817. (please use your dal library access for this)
- Laura Hengehold, “An Immodest Proposal: Foucault, Hysterization, and the ‘Second Rape’,” *Hypatia*, Vol. 9, No. 3 (Summer, 1994), pp. 88-107, Available at: <http://jthomasniu.org/class/781/Assigs/781-rap-fouc.pdf>. (if not, please use dal library access)

5. Oct 6-8

Sexual Regulation and the Politics of Life and Death

- *review definitions of biopower and biopolitics*
- Michel Foucault, *History of Sexuality* Part IV-V
- Thomas Lemke, “The Government of Living Beings: Michel Foucault” in *Biopolitics*. N.Y.: New York University Press, 2011, pp. 33-52

6. Oct. 13-15

The Power of Norms

Applying Foucault’s analytics of power to the production of Race Sex and Biopolitics

- Ellen K. Feder, “The Dangerous Individual’s Mother: Biopower, Family, and the Production of Race,” *Hypatia* 22(2) (2007) 60-78. *(use dal library access through Project Muse)*
- 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 *(on the emergence of new modes of power; normalizing society)*

Additional Readings

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

7. Oct 20-22

**Colonialism, Imperialism: Genealogies of Sex/Race Relations
Race War**

- Ann Laura Stoler, “Making Empire Respectable: the Politics of Race and Sexual Morality in 20th Century Colonial Cultures,” *American Ethnologist* 16:4, pp. 634-660 **(use your library access for this ejournal article)**
- 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.
- 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

Additional Recommended reading:

- Ann Laura Stoler, *Race and the Education of Desire: Foucault’s History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press, 1995 (a recommended text re: applications of Foucault’s genealogy)

8. Oct 27-29

Conducting Genealogies: Histories of Sexuality re-visited

- Catherine Mackinnon, “ Does Sexuality Have a History” from ed. Donna Stanton, *Discourses on Sexuality*. Ann Arbor: Univ. of Michigan Press, 1992, pp. 117-136.
- David Halperin. 2000. “How to do the History of Male Homosexuality,” *GLQ* 6:1
- Michael Warner. (2012, January 1). Queer and Then. The Chronicle of Higher Education. <http://chronicle.com/article/QueerThen-/130161/>

9. Nov 3-5

The Unruly Reproductive Body: Neoliberalism and the Biological Clock

• **Guest Speaker: Dr. Alana Cattapan**

- Inhorn, Marcia. “Women, Consider Freezing Your Eggs.” CNN Online. Accessed June 27, 2013. <http://www.cnn.com/2013/04/09/opinion/inhorn-egg-freezing/index.html>.
- Cattapan, Alana, Katie Hammond, Jennie Haw, and Lesley Tarasoff. “Breaking the Ice: Young Feminist Scholars of Reproductive Politics Reflect on Egg Freezing.” *International Journal of Feminist Approaches to Bioethics*, 7.2 (2014): 236-247. (BBL)
- Mamo, Laura. “Fertility Inc.” In *Biomedicalization: Technoscience, Health, and Illness in the U.S.*, edited by Adele E. Clarke, Laura Mamo, Jennifer Ruth Fosket, Jennifer R. Fishman, and Janet K. Shim, 173–96. Durham and London: Duke University Press, 2010. (BBL)

10. Nov. 10-12

[Nov. 10: University Closed]

Rethinking Punishment and Justice

- 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 ejournal article)**. Perhaps available through Periodicals Archive Online at: <http://pao.chadwyck.com/articles/results.do?jsessionid=E1996C4E11885145F72007A46A5C8247?QueryType=articles>

11. Nov. 17-19

Heteronormativity as Violence: Transphobia and Gender Normativity

Foucault and Feminism and Critiques of Patriarchal Power

- Sandra Lee Bartky, “Foucault, Femininity and the Modernization of Patriarchal Power,” in Irene Diamond and Lee Quinby, *Feminism and Foucault: Reflections on Resistance*. Boston: Northeastern University Press. (BLS)
- Moya Lloyd, “Heteronormativity and/as Violence: The ‘Sexing of Gwen Araujo,” *Hypatia* vol. 28, no. 4 (Fall 2013), pp. 818-832. (Use Library access)

12. Nov. 24-26

Feminist Critiques of Political Economy:

- Feminists Theorize International Political Economy Author(s): Kate Bedford and Shirin M. Rai Reviewed work(s): Source: *Signs*, Vol. 36, No. 1, pp. 1-18.
- Available at:
<http://www.perpustakaan.depkeu.go.id/folderjurnal/652910.pdf>

Polyamory and Compulsory Monogamy

- Elizabeth Emens, “Monogamy’s Law: Compulsory Monogamy and Polyamorous Existence,” (2004) 29 *N.Y.U. Rev. L. & Soc. Change* 277
- Jaime Gher, “Polygamy and Same-Sex Marriage – Allies or Adversaries within the Same-Sex Marriage Movement,” (2008) 14 *Wm. & Mary J. of Women & L.* 559

Reference:

- Elizabeth Sheff, Polyamorous Families, Same-Sex Marriage, and the Slippery Slope *Journal of Contemporary Ethnography* October 2011 40: 487-520,
- Amy Kaufman, “Polygamous Marriages in Canada,” *Canadian Journal of Family Law*, Vol 21 (2005), p 213.
- Shane Phelan, “Foucault and Feminism *American Journal of Political Science*, Vol. 34, No. 2 (May, 1990), pp. 421-440.

Optional Additional Topics

Foucault, Governmentality, Sex Trade, Sex Work

- Kate Sutherland, “Work, Sex, and Sex-Work: Competing Feminist Discourses on the International Sex Trade,” *Osgoode Hall Law Journal*, 42:1 (20014), pp.
- Available at:
<file:///Users/margaretdenike/Dropbox/Sex%20and%20State/Sutherland%20Work%20Sex%20and%20Sex-Work-%20Competing%20Feminist%20Discourses%20on%20the%20Int.pdf>
- Janet Halley et al., “From the International to the Local in Feminist Legal Responses to Rape, Prostitution/Sex Work, and Sex Trafficking: Four Studies in Contemporary Governance Feminism,” *Harvard Journal of Law and Gender*, Vol 29 (2006), pp. 325-423. Available at:
- http://policeprostitutionandpolitics.net/pdfs_all/Academics%20Research%20Articles%20Support%20Prostitution%20%20Decriminalization/2006%20Harvard%20Law%20Governance%20Feminism.pdf

Queer Theory Now : Contesting the Normative

- David Eng, Jose Munoz, and Judith Halberstam. 2005. “Introduction: What’s Queer about Queer Studies Now,?” *Social Text* 23 (Fall-Winter), pp. 1-17
- Heather Love. 2011. “Queers _____ This,” in Janet Halley and Andrew Parker, eds., *After Sex? On Writing Since Queer Theory*. Durham: Duke University Press, pp. 180-191.

Additional Resources:

- William Benjamin Turner, “Introduction,” *A Genealogy of Queer Theory*. Philadelphia: Temple University Press, 2000, pp. 1-35. [available on google books with some pages missing.
- Anna Maria Jagose, “Queer Theory”. *Australian Humanities Review*. Extracted from her book, *Queer Theory* (1996). (1 page) . Available at:
<http://www.australianhumanitiesreview.org/archive/Issue-Dec-1996/jagose.html>

Gilles Deleuze, New Materialism, and Sex

- Tim Dean, “The Biopolitic of Pleasure,” *South Atlantic Quarterly* 111: 3 (2012), 477-496. **(use your library access for this ejournal article)**
- Chrysanthi Nigianni. 2009. “Introduction: ... so as to know ‘us’ better: Deleuze and Queer Theory,” in Chrysanthi Nigianni and Meri Storr, eds., *Deleuze and Queer Theory*. Edinburgh: Edinburgh University Press, pp. 1-10.
- Claire Colebrook, “On the Very Possibility of Queer Theory,” in Chrysanthi Nigianni and Meri Storr, eds., *Deleuze and Queer Theory*. Edinburgh: Edinburgh University Press, pp. 11-23
- Frida Beckman, “What is Sex? An Introduction to the Sexual Philosophy of Gilles Deleuze,” in *Deleuze and Sex*. Edinburgh University Press, 2011, pp. 1-29