

**Politics and Sexual Diversity**

**POL4163 B**

**Prof. Stephen Brown**

**Winter 2020**

**COURSE OUTLINE**

**Class schedule**                      Wednesday, 1:00-2:20pm, LMX 407  
Friday, 11:30am-12:50pm, LMX 339

**Professor's office hours**        Friday, 1:15-2:30pm (January 10-April 3)  
FSS 7052

**Email**                                    [brown@uottawa.ca](mailto:brown@uottawa.ca) (please include "POL4163" in the subject line)

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

**OFFICIAL COURSE DESCRIPTION**

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Study of sexual diversity (heterosexuality, homosexuality, bisexuality, transvestism, transsexuality) and of its relationship to identity construction. Sexual diversity as a political phenomenon: social movement politics, representation within formal political institutions, role of the state and of public policy. Case studies.

*Note: The description above is reproduced verbatim from the university course catalogue, as required by the university. It is, however, problematic. During the last class of the semester, we will collectively draft a proposal for an updated version of the course description.*

## GENERAL COURSE OBJECTIVES

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This course seeks to introduce students to or deepen their understanding of a range of issues related to the politics of sexual diversity in Canada and around the world. In doing so, its objectives are to convey knowledge not only on specific topics covered by the course material, but also on broader issues and perspectives. The latter include historical sources and conceptions of identity, the intersections of different identities and their relationship to power, local and global mechanisms of inclusion and marginalization, competing strategies for achieving recognition and rights, as well as public policy dilemmas when faced with competing rights claims.

Although the course is based on a lecture format, students will refine their critical analytical skills beyond the specific content of the course through written assignments, in-class discussion and role-playing debates. The community service learning (CSL) option seeks to offer interested students an opportunity to acquire some experience in volunteer research work for non-governmental organizations, which will provide complementary understanding of the issues as well as contact with non-academic actors who work on sexual diversity issues as part of their mandate.

## TEACHING METHODS

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Most classes will have a lecture component and also emphasize student participation and discussion of the assigned readings. There will be some guest lectures and documentaries shown in class. Students will also participate in role-playing debates in class on “hot button” issues.

This course offers the following experiential learning activities:

- Role-playing debates in class
- Optional community service opportunities, via the Michaëlle Jean Centre for Global and Community Engagement

## ASSESSMENT METHODS

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### *Reaction papers*

Once per calendar month (i.e., once each in January, February and March/April) students must write a reaction paper of about one page in length (single-spaced). They are to be handed in at the *beginning* of the class for which that reading is assigned. Under no circumstances will they be accepted after class starts.

The purpose of a reaction paper is to *analyze* the reading. This could involve an analytical commentary on the reading’s arguments and content, its logical implications and/or its relationship with theory or other readings. It is crucial to remember that reaction papers must not be descriptions, summaries or personal appreciations of the readings. A few suggestions: If you raise questions that the reading inspires, try to answer them. If you name elements that are missing from the text, explain why they matter and what impact they would have on the reading’s argument. If you think the reading is brilliant and you agree with everything, try to extend the argument and apply it to other areas, potentially discussing some implications of the argument/findings for policymakers.

If they wish, students may hand in *one* additional reaction paper. If the student has handed in one reaction paper per month, the three highest of the four marks will be used in the calculation of the final grade. It is the students' responsibility to ensure that they hand in at least one reaction paper per calendar month. Those who do not do so cannot avail themselves of the "best three out of four" option.

### *"Hot button" debates*

On seven or eight occasions over the course of the semester, we will begin class with a role-playing debate on a "hot button" issue. Two students who will have signed up for the topic will each present one important argument in agreement with the statement and two other students will each present an important argument against it (maximum two minutes per person). Afterwards, the presenters will be given one minute each to provide a rebuttal to the other side's arguments. We will then have a short in-class discussion of both the debate and the issue at stake. For instance, we will consider how convincing the arguments were and what other ones could be considered. Debate modalities may be adjusted over the course of the term.

Because truly understanding an issue requires consideration of rational arguments for and against it, presenters will only be informed at the beginning of class whether their presentation will agree or disagree with the proposition. To help them prepare for both possibilities, they will hand in a two-page (single-spaced) brief before the debate starts that makes two arguments in favour of the proposition (one page) and two arguments against it (one page). The page count does not include footnotes, endnotes and bibliographic references. No late briefs will be accepted.

### *Final exam or CSL report*

Option 1: Students will write a two-hour exam during the university's exam period (April 7 to 24). The potential questions will be handed out on April 1 and will be discussed in class on April 3. In the exam, students will be provided with a subset of the potential exam questions and be able to choose a certain number of them to answer.

Option 2: Students may choose to undertake "community service learning" (CSL). CSL is a credited educational experience that is conducted as part of a course, during which students participate in a structured volunteer service placement designed to meet a community need or priority, complete the required volunteer hours, and critically reflect on their in-community placement learning to develop a better understanding of class materials and of their field of study.

For this course, CSL will involve at least 30 hours of volunteer work with an organization involved in sexual diversity politics. Instead of writing the final exam, these students will submit a 4-10 page essay (typed and double-spaced) in addition to the research work they did as part of their placement. The content and the length of the essay will depend on the nature and activities of each student's placement and must be discussed in person with the professor no later than April 3. The essay is due on April 15. If handed in late, 5% will be deducted for each subsequent calendar day or portion thereof following the due date. Essays will not be accepted if more than seven days late, in which case the student will receive a failing grade (EIN).

The CSL placements are organized and managed by the Michaëlle Jean Centre for Global and Community Engagement, which promotes lifelong community engagement and social responsibility among uOttawa students. Integrating academics with meaningful volunteer service through community and faculty partnerships, the Centre supports students in contributing to stronger communities, positive social change and a more active university locally, nationally and internationally.

In order to be placed, students must register online at the beginning of the semester through the Community Engagement Navigator Application, available via uoZone. Further information on CSL, including the date and time that registration will go live, will be provided in class on January 15. Students may also suggest their own placement, to be approved by the professor and registered with the Michaëlle Jean Centre. The placement officer for this course is Céline Doucet. For technical support, she can be reached at [celine.doucet@uottawa.ca](mailto:celine.doucet@uottawa.ca) or 613-562-5800, ext. 1795.

### Components of the final mark

Evaluation format	Weight	Date
Reaction papers (3 or 4)	30%	Once per calendar month
“Hot button” debate presentation and brief	20%	On the day of the debate
Final exam <u>or</u> CSL essay	35%	Exam: TBD (April 7-24) CSL essay: April 15
Attendance and participation	15%	Throughout the semester

Any assignment that is not handed in directly to the professor or emailed to him should be left for him at the School of Political Studies office (FSS 7005). If the office is closed for the day, assignments may be left in the slot of mailbox number 204, around the corner from the office. Assignments will be stamped with the date that the office reopens, which will count as the submission date. Papers handed in after 4:30 p.m. will count as having been handed in on the following workday. For assignments submitted via email, the time that the email was received will be counted as the time of submission of the document.

Failure to complete work worth a total of 15% or more of the final grade (including written assignments and the in-class debate) or missing six or more classes will result in an incomplete for the course (EIN), which is a failing grade. The marking scheme on this syllabus applies to all students. Please do not ask for any additional work for credit, to redo an assignment or for a mark to be “bumped up”, as such measures would be unfair to students who are not accorded a similar opportunity and, moreover, are not permitted under university regulations.

#### Incomplete (EIN)

Course failure – EIN (F): according to regulation 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>), a student receives the equivalent to a failure mark whenever he or she has failed to complete a significant portion of the course assignments and/or examinations.

According to the policy established by the School of Political Studies, a significant portion of the work is either one or more examinations (midterm, final) or any work (quizzes, tests, presentations, research paper, etc.) worth a **total of 15% or more of the final grade**. Please note that a denied request for a deferral may therefore lead to a failing mark.

### **Policy on class attendance and late submissions**

Class attendance is necessary to successfully complete this course. **Students who miss six or more classes will receive a final grade of EIN (failure/incomplete).**

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations. The penalty for late submission of CSL essays is described above. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam. DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms>. Once completed, the form with supporting documentation (e.g., medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation 19.5 ([www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning](http://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning)).

Absence for any other serious reason must be justified in writing within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

Please advise the professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

### **The School of Political Studies' policy on the deferred exam period**

- Deferred exam period for midterm exams: March 26-27, 2020.
- Deferred exam period for final exams: July 6-10, 2020.

Students who cannot attend on the date of their deferred exam (for medical grounds or extenuating circumstances approved by the academic unit) will write their exam during the next deferred exam period.

## SCHEDULE

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### January 8 – Course introduction and overview

- No assigned reading.

### January 10 – The politics of sexuality

- Gayle S. Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”, in *Deviations: A Gayle Rubin Reader* (Durham, NC: Duke University Press, 2012), pp. 137-181.

### January 15 – Lesbian and gay identity: essentialism vs. constructivism

Presentation on community service learning (CSL) placement by Céline Doucet, Placement Officer, Michaëlle Jean Centre for Global and Community Engagement

- Barry D. Adam, “Origins of a Homosexual People”, Chapter 1, *The Rise of a Gay and Lesbian Movement*, Revised Edition (New York: Twayne, 1995), pp. 1-18.

### January 17 – Bisexuality

Hot-button debate: Should a bakery be allowed to refuse to make a cake for a same-sex wedding?

- Surya Monro, “Bisexuality and Social Theory”, chapter 2 of *Bisexuality Identities, Politics, and Theories* (Houndmills, UK: Palgrave Macmillan, 2015), pp. 31-56.

### January 22 – Transgender and intersex identities

Guest speaker: To be confirmed

Or video (in class): *Transforming Gender* (2015, 43 mins),

<https://www.cbc.ca/doczone/episodes/transforming-gender>

- Elijah Edelman, “Gender Identity and Transgender Rights in Global Perspective”, in Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman (eds.), *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, 2019, advance access, <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190673741.001.0001/oxfordhb-9780190673741-e-24>.

### January 24 – The limits of identity politics

- Joshua Gamson, “Must Identity Movements Self-Destruct? A Queer Dilemma”, *Social Problems*, vol. 42, no. 3 (1995), pp. 390-407.

## January 29 – Race and intersectionality

Guest speaker: To be confirmed

Or video (in class): *China Dolls* (Australia, 1997, 29 minutes)

Hot-button debate: Should Pride parade organizers forbid police officers from marching in the parade while in uniform?

- Sabrina Alimahomed, “Thinking outside the rainbow: women of color redefining queer politics and identity”, *Social Identities*, vol. 16, no. 2 (2010), pp. 151-168.

## January 31 – Canada I: successful activism

Guest speaker: Michelle Douglas, Executive Director, LGBT Purge Fund

- Video (watch at home before class): Justin Trudeau’s apology to the LGBTQ community for government discrimination (2017, 21 minutes), <https://youtu.be/xi23l3b6cs>.
- Miriam Smith, “Canada: The Power of Institutions”, in Manon Tremblay, David Paternotte and Carol Johnson (eds.), *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship* (London: Routledge, 2016), pp. 73-87.

## February 5 – Canada II: past discrimination

Video (in class): *The Fruit Machine* (TV Ontario, 2018, 57 minutes), [www.tv.o.org/video/documentaries/the-fruit-machine](http://www.tv.o.org/video/documentaries/the-fruit-machine)

- No assigned reading.

## February 7 – Canada III: foreign policy

Guest speaker: Erin Aylward, Ph.D. student, Department of Political Science, University of Toronto

- Dignity Network, *Policy recommendations on how Canada can defend and support human rights for LGBTI people around the world, 2019-2023*, <http://www.dignityinitiative.ca/wp-content/uploads/Dignity-Newtork-Recomendations-2019-EN-FR-ii.pdf>.

## February 12 – Canada IV: current challenges

Hot-button debate: Should someone who holds anti-LGBTQ+ views be allowed to speak in a Canadian public venue?

- Miriam Smith, “Homophobia and Homonationalism: LGBTQ Law Reform in Canada”, *Social & Legal Studies*, 2019 (advance access), <https://doi.org/10.1177/0964663918822150>, 20 pages.

## **February 14 – Canada V: immigration and refugees (Valentine’s Day)**

Guest speaker: Prof. Patti Lenard, Graduate School of Public and International Affairs, University of Ottawa

- David A.B. Murray, “Real Queer: ‘Authentic’ LGBT Refugee Claimants and Homonationalism in the Canadian Refugee System”, *Anthropologica*, vol. 56, no. 1 (2014), pp. 21-32.

## **February 19 and 21 – Reading week (no classes)**

## **February 26 – United States**

Hot-button debate: Should LGBTQ+ Americans support Pete Buttigieg’s run for the US presidency?

- Mary Bernstein, “United States: Multi-Institutional Politics, Social Movements and the State”, in Manon Tremblay, David Paternotte and Carol Johnson (eds.), *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship* (London: Routledge, 2016), pp. 197-211.

## **February 28 – Globalization I**

Video (in class): *Global Gay* (United States, 2014, 59 minutes), MRT

- No assigned reading.

## **March 4 – Globalization II**

- Pawan Singh, “Research on Diversity in Sexual Identities: Beyond Binaries”, in Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman (eds.), *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, 2019, advance access, <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190673741.001.0001/oxfordhb-9780190673741-e-28>.

## **March 6 – Opposition to sexual diversity**

Hot-button debate: Should someone who burns an LGBT pride flag go to jail?

- Michael J. Bosia, “Strange Fruit: Homophobia, the State, and the Politics of LGBT Rights and Capabilities”, *Journal of Human Rights*, vo. 13, no. 3 (2014), pp. 256-273.



### **March 11 – Africa I: sexualities and genders, past and present**

- Monica Tabengwa and Matthew Waites, “Africa and the Contestation of Sexual and Gender Diversity: Imperial and Contemporary Regulation”, in Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman (eds.), *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, 2019, advance access, <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190673741.001.0001/oxfordhb-9780190673741-e-35>.

### **March 13 – Africa II: LGBTQ+ activism in Uganda**

Video (in class): *Call me Kuchu* (United States, 2013, 1h26min), MRT DVD

- No assigned reading.

### **March 18 – Africa III: homophobia in Uganda**

Hot-button debate: Should Canada and other Western countries suspend foreign aid to Uganda because of its treatment of LGBTQ+ people?

- Marcia Oliver, “Transnational Sex Politics, Conservative Christianity, and Antigay Activism in Uganda”, *Studies in Social Justice*, vol. 7, no. 1 (2013), pp. 83-105.

### **March 20 – Latin America**

- Javier Corrales, “The Expansion of LGBT Rights in Latin America and the Backlash”, in Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman (eds.), *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, 2019, advance access, <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190673741.001.0001/oxfordhb-9780190673741-e-14>.

### **March 25 – Same-Sex Marriage**

Video (in class): *The Story of Yes* (Ireland, 2016, 59 min), <https://youtu.be/I9yvOqmhReE> or *The Freedom to Marry* (United States, 2016, 54 min), MRT

- Julie Hollar, “Beyond Belief? The Rapid Expansion of Same-Sex Marriage”, in Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman (eds.), *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, 2019, advance access, <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190673741.001.0001/oxfordhb-9780190673741-e-20>.

### **March 27 – Sexual Citizenship in North America**

Guest speaker: Valérie Lapointe, Ph.D. student, School of Political Studies, University of Ottawa

- Jasbir Puar, “Rethinking Homonationalism”, *International Journal of Middle East Studies*, vol. 45, no. 2 (2013), pp. 336-339.

### **April 1 – Beyond sexual diversity politics?**

Potential final exam questions handed out.

Hot-button debate: Is same-sex marriage radical or conservative?

- Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?”, *GLQ*, vol. 3, no. 4 (1997), pp. 437-465.

### **April 3 – Summary and review**

Hot-button debate: Is drag offensive to women or trans people?

Course summary, updating of the official course description, and review in preparation for the exam

- No assigned reading other than the official course description on the first page of this syllabus.

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [www.uOttawa.ca/sexual-violence-support-and-prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention).

## **Resources for you**

### **FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>**

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

### **ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>**

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

### **COUNSELLING AND COACHING - <http://sass.uottawa.ca/en/personal>**

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

### **HUMAN RIGHTS OFFICE - <https://www.uottawa.ca/respect/en>**

#### **Mandate:**

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

#### **Contact information:**

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

**ACADEMIC ACCOMMODATIONS** - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person in [our office](#)
- online
- by phone at 613-562-5976

**Deadlines for submitting requests for adaptive measures during exams**

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

**CAREER DEVELOPMENT CENTRE** - <http://www.sass.uottawa.ca/careers/>

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

**STUDENT RESOURCES CENTRES** - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

***uoSatisfACTION***

**SHAKE THINGS UP!**

Do you have any comments on your university experience or suggestions on how to improve it?

**Tell us!**

<https://www.uottawa.ca/vice-president-academic/satisfaction?p=2>

### ***Beware of Academic Fraud!***

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the "*Writing and Style Guide for University Papers and Assignments.*" It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>