

University of Western Ontario
Department of Gender, Sexuality, and Women's Studies
Winter 2023 (Preliminary)

GSWS3363F: LGBTQ+ Politics ©

We are located on the traditional land of Anishinaabeg, Haudenosaunee, Lenape and Attawanaron peoples

Instructor:	Dr. Kate Korycki
Email:	kate.korycki@uwo.ca
Class Meeting & Location:	Thursday 1:30-4:30 & TBD
Office hours & Location:	TBD
Class Website:	https://owl.uwo.ca/portal
Prerequisite:	GSWS2220E OR GSWS2253 OR GSWS 2273E OR permission of the Department

Course Description and Learning Objectives:

This course traces the shape and the stakes of sexuality politics in theoretical, historical and contemporary guises. We begin our exploration with the history of sexuality and trace its implication with the creation of the state and its biopolitics. We continue with sexual politics imbrications with the formation of nations, empires, and religious orders, as well as notions of terrorism and homonationalism. We end the class with the extensive exploration of gender ideology wars as well as the assault on trans-rights and their connection to white nationalism. Our class discussions touch on the intimate and the political and the way they intersect; and they are anchored in the empirical cases of Canada, USA, Iran, Uganda and Eastern Europe. Other cases of interest to students are welcome!

This class is built on an idea of active & participatory learning. This means that if a student chooses to engage, s/he/they will gain/deepen their knowledge about the political engagement with sexuality and its changing deployment, as well as challenge and transform commonsensical understandings of essentialized homophobia. Students will also summarize and critically analyze complex reading material; they will write with clarity and precision, explore ideas with others, pose analytically significant questions, and research answers to the questions. Finally, they will practice time and grade management.

Readings & Online content:

Students will read a) about 200 pages of *Let the Record Show: a Political History of ACT UP New York* by Sarah Shulman, and b) *The Essential Dykes to Watch Out For* by Alison Bechdel. Both of these can be bought used online or borrowed from the library.

All other readings are available online through OWL link. Students are encouraged to find out the library's policies on e-access.

Assignments and Expectations:

In this course, curiosity about the material, working through problems, struggling to understand, transforming the ways in which we see the world, analyzing and grappling with complexity are encouraged, nurtured and rewarded. This means that getting things right is less important than thinking deeply about them! Further, the students are expected to have read and thought about the assigned readings; they are expected to write about them weekly during class; and they are expected to talk/clarify their understandings in our weekly class.

Note: It is NOT possible to pass/do well in this course without reading, thinking, writing and/or talking in each class! Also, the classes build on one another, so, if a student misses a class, it is imperative that s/he/they reads the assigned material and asks a colleague to share notes from the class meeting (it is not appropriate to ask the professor for this).

Assignments will involve weekly **in-class writing & talking** based on weekly readings (20% of class grade each), a **2500-word research paper** submitted for review in two stages (25% of the grade each), and an **optional open book quiz**, for those wanting to rise their grades (10%).

Details on assignment and submission requirements will be posted on OWL in the second week and discussed in class.

Course Structure and Policies:

Weekly class meeting will happen on Thursdays between 10:30-1:30. In most classes, we will discuss important learning issues: 'what is a university,' 'what is a thesis,' 'what is academic integrity,' 'what is causality,' 'how do we uncover meaning,' 'how to formulate a 'why' question,' 'how to write precisely.' In each class, we will address what you find unclear in the readings. Come ready with questions.

In **each class**, we will test your comprehension of the readings, and we will practice writing. Low-stakes writing may happen more than once in a class. The point is to sharpen your thinking and understanding, and also to practice writing with clarity. Each class will also involve small-group and/or whole class conversations.

In **each class**, there will be a short lecture, clarifying the readings, and/or a movie.

Our weekly classes **are not recorded** (even if they happen on zoom) & posted to OWL. Furthermore, **no materials generated in this class may be recorded or copied** without permission, or posted to commercial sites. They may be used, with attribution, in students' learning and writing.

Discussion Etiquette: In assessing class participation, I look at a) the quantity, and b) the quality of remarks, as well as c) *listening and respect* for the views of others, and d) a spirit of discovery. Our class conversations are explorations, not a competition.

Absenteeism: The structure of this course discourages absenteeism and inattentiveness (40% of your grade rides on what you do in class!). This is reinforced by departmental policy at Gender, Sexualities and Women's Studies - persistent absenteeism of two or more lectures may be grounds for failure in the course.

Contesting a Grade: If you have questions concerning points received on one of your Research Essays, you are welcome to visit me during office hours.

If, after our conversation, you wish to contest received points, you should submit a one-page single-spaced, typed request, within two weeks of the returned assignment. The request has to outline the reason why you think you deserve higher points ("needing" a higher grade is NEVER an acceptable reason for grade appeal - as per departmental policy!). Specific reference should be made to the instructions and guidelines for that assignment. The request should include the graded assignment. Students should note that points could go up or down as a result of an appeal. Requests for appeals outside of the two-week window will not be considered.

There are no appeals on the small writing assignments: in-class writing, make-up essay, or quiz.

Communication with the Professor: I strongly encourage and invite talking to each other and me - as opposed to writing. Thus, all students can bring their questions to class or office hours. Email is the most discouraged form of communicating and I take 48 hours to respond. Also, there are many emails to which I don't respond individually – either your question is brilliant, in which case I'll answer it via a class announcement, or in class; or the answer is in the syllabus, which you are strongly encouraged to read. ANY and ALL grade related questions have to be asked in person, not email!

Weekly Topics (Final Order & Required Materials TBD)

1. Introduction to each other and to the course: **DO NOT MISS THIS CLASS!**
2. Framework: **DO NOT MISS THIS CLASS!**
3. Making sexual others – modernity, state and biopolitics
4. Making sexual others – modernity and capitalism
5. Making sexual others - politics and religion
6. Making sexual others - family and education
7. Gaining rights

8. (Ab)using rights
9. Depoliticization
10. Gender Ideology Wars (the west)
11. Gender Ideology Wars (the rest)
12. Review and/or Quiz

Western University & Arts and Humanities' General Policies (required in each syllabus)

Our work in this course is guided by the [University's Scholastic Discipline](#) document, as well as the [Student Code of Conduct](#). The Accommodations Policies and Considerations are described below.

Accommodation Policies: Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help.

Please note: under the new [Gender-based and Sexual Violence Policy](#) instructors are required to refer any and all incidents of sexual violence disclosed in class. The student will then be contacted by the GBSV Survivor Support Case Manager and can receive and decline assistance of that office.