

Gender, Sexuality, and the National Security State
SXST/HUMR 2102
Fall 2019
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Course Description:

This course critically investigates how security discourse, especially notions associated with the national security state such as “subversive” and “terrorist” is gendered, racialized and sexualized. In particular, students will explore how queers/trans, communists, and women are understood as “dangerous” and “subversive” elements threatening the security state. The ‘security threat’ trope configures notions of citizenship and nation. Students will examine security state discourse in historical and contemporary contexts. The masculinist heterosexual state and its influence on militarism and security discourse will be one of the core points of discussion for this course. Other themes include surveillance practices, state terror, security and definitions of “humanness,” security and violence, and security and “rights.”

Note to students: Students will be expected to conduct themselves in a respectful and open manner. There will be issues discussed in this class that may clash with your personal views. I will not engage with comments or gestures that detract in any way from the spirit of intellectual and constructive exchange fostered in this course. While your ideas add to this environment and atmosphere of growth, no sexist, racist, ageist, transphobic, and homophobic remarks will be tolerated.

Finally, *turn off your cell phones*. NO text messaging during class (it REALLY bugs me).

Course Requirements:

Participation:	10% mark posted on culearn end of term
Reading Analysis (5pgs):	20% due: October 1
Mid-term:	25% October 15 (in class)
Document Analysis (5pgs):	20% due: November 12
Exam:	25% tba

Readings:

To optimize your ability to follow and synthesize the information you learn through in discussion, you must come to class prepared. This means read all required texts.

Readings assigned in this course outline are mandatory. Unless otherwise specified by the professor, you are responsible to familiarize yourself with their content.

Required Readings:

ALL the readings for this course are on the Culearn site for SXST/HUMR 2102. Follow the ares section on the course site (usually all the way at the bottom on the left side).

DROP OFF BOX: The Human Rights and Social Justice (Dunton Tower, 13th floor) OR the Women's and Gender Studies (Dunton Tower, 14th floor) drop off box (a wooden box in front of the main office). Please make sure your paper is stamped with the date BEFORE you put it through the slot.

Books on Reserve (Carleton University library):

Gary Kinsman and Patrizia Gentile. *The Canadian War on Queers: National Security as Sexual Regulation*. (Vancouver: UBC Press, 2010).

Sherene Razack. *Casting Out: The Eviction of Muslims from Western Law & Politics*. (Toronto: University of Toronto Press, 2008).

Other Matters:

PLAGIARISM. Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Consult the Writing Tutorial Service (215PA) and the Student Academic Success Centre (SASC, 302 Tory) for more information on available services.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

IN OTHER WORDS: Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as his or her own. Examples include:

1. Buying a paper from a research service or term paper mill.
2. Turning in a paper from a “free term paper” website.
3. Turning in a paper someone else has written for you.
4. Copying materials from a source without proper citation.
5. Using proper citation but leaving out quotation marks.
6. Paraphrasing materials from a source without appropriate citation.
7. Turning in a paper you wrote for another course.

When citing sources, it is best to present ideas using your own original words. If you fully understand a source, you will be able to completely describe its themes and ideas in your own words and from your own perspective. However, if you copy a passage that someone else wrote and only change a few words around, it becomes plagiarism. When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is best to explain the information completely in your own words while providing proper citation.

Late essays and assignments will be penalized two marks per day (weekends included). Students must receive permission from the instructor for **extensions** on essays and assignments *before* the due date. If the due date has passed, the late penalty applies. All assignments are due at the beginning of class. Papers handed in after this time will be deducted late marks. Students who do not submit assignments will receive a final mark of “0” for the assignment. *I will not accept assignments after I have returned marked assignments.*

Essay Format: All assignments must be typed, double-spaced, 2.5cm margins and include a title page with a title (not, for example, “Research Paper”, your name, the date of submission, and your student number). Essays or assignments submitted for this course that do not include accepted citation and bibliographic information will NOT be marked. You may only use referencing and bibliographic format from MLA Style (Modern Language Association). It is your responsibility to familiarize yourself with the above reference formatting styles.

ALL RESEARCH/MATERIAL FOR THIS COURSE MUST COME FROM A PEER-REVIEWED SOURCE.

What is a “peer-reviewed source”?

Generally, an essay or book that has been published by an academic institution or a publishing house that specializes in academic journals (such as the *Journal of the History of Sexuality*, *Gender and Society*, or *Studies in Political Economy*) are considered peer-reviewed or have gone through a refereed process. This means that the essay or book has been sent to other experts in the field (anonymously) who ensure that the wording and research is of the highest quality. This is an important process because it ensures that a) the information contained in the essay or book is accurate and b) has been submitted to a rigorous research standard. *Blogs and other web-sites are NOT peer-reviewed, that is, they are not submitted to this kind of academic scrutiny and therefore not acceptable as a source.*

Common features of peer-reviewed journals or books:

- 1) Scholarly work has been cited. You will find endnotes or footnotes and a bibliography
- 2) The authors are identified as scholars and usually associated with an academic institution (this info is on the back cover (usually for books) and at the beginning of the citations for essays).
- 3) Look at the first few pages of the book or the journal. If the journal has what is called an 'editorial board' then it is a peer-reviewed journal (in most-cases).

Submitting Assignments: Do not email assignments for any reason (even to prove that you have completed the assignment on the due date but will be unable to submit it in person until the following day). You are responsible for keeping a hard copy of your assignments (and any notes you took during the research process) until they have been graded. You are also responsible for keeping the graded copy for the duration of this course in the event that you are asked to produce it for a host of reasons such as my error in entering your grade (this has happened)!

ASSIGNMENTS

Participation: 10%

Your mark will depend on participation during sessions. This participation (preparation and contribution) must be based on your understanding and analysis of the readings and lecture material not anecdotal responses. I will also be evaluating your level of engagement with the presentations given by your classmates. I will post marks via culearn before the beginning of the exam period. *Remember, coming to class is not enough. You must make comments based on your reading of the assigned material.*

Do not underestimate the importance of this assignment; your performance or lack thereof can make a difference between a C or a B or an A. Please be prepared to contribute to class discussion. Remember, this is primarily a seminar course.

Assign 1 [25%]: Reading Analysis: I will post a guide with further instructions regarding this assignment on our CUlearn site for the course.

Assign 2 [25%]: Document Analysis: I will post on culearn a fulsome explanation and set of instructions for this assignment. The following is a brief description of the main objective of the assignment:

- A. Choose a “document.” You will choose a “document” that I have posted for each assignment on the CUlearn for our course. The “document” will deal with an issue related to the national security state. The documents will be either historical or contemporary.
- B. Use the essays we are reading in class to choose concepts or themes to analyze the “document” you chose. Doing more research usually means you will get a higher mark because it will allow you to elaborate on the concepts you have chosen to highlight in your assignment.

Mid-term and Final exams: [20% each]

The **mid-term** will have two sections: Section 1) long definition and Section 2) essay
The **final exam** will have three sections: Section 1) short definition; Section 2) short essay; Section 3) long essay

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental

health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Class Schedule

September 10: Introduction

September 17: Defining the National Security State

Sunara Thobani, "Founding a Lawful Nation," in *Exalted Subjects*, 33-64 (Toronto: University of Toronto Press, 2007).

Gary Kinsman with Dieter K. Buse and Mercedes Steedman, "How the Centre Holds-National Security as an Ideological Practice," in *Whose National Security?* Edited by Gary Kinsman, Dieter Buse, and Mercedes Steedman, 278-285 (Toronto: BTL Press, 2000).

September 24: The Politics of Othering: Theory/Security/Nation/Citizenship

Judith Butler, "Violence, Mourning, Politics," in *Precarious Lives: The Powers of Mourning and Violence*, 19-49 (New York: Verso, 2006).

October 1: Witch Hunts

Willem de Blécourt, "The Making of the Female Witch," *Gender & History* 12, no.2 (July 2000): 287-309.

Andrea Friedman, "The Strange Career of Annie Lee Moss: Rethinking Race, Gender, and McCarthyism," *Journal of American History* 94, 2 (2007): 435-458.

October 8: Surveillance and Containment of Gender Codes

Elaine Tylor May, "Brinkmanship: Sexual Containment on the Home Front," in *Homeward Bound: American Families in the Cold War Era*, 114-134 (New York: Basic Books, 1988).

Christina Sethna and Steve Hewitt, "Clandestine Operations: The Vancouver Women's Caucus, the Abortion Caravan, and the RCMP," *Canadian Historical Review* 90, 3 (2009): 463-496

October 15: MID-TERM EXAM [IN CLASS] NO TUTORIALS THIS WEEK

October 21-25: NO CLASSES—READING WEEK

October 29: Queers and the Security State

Claire Bond Potter, "Queer Hoover: Sex, Lies, and Political History," *Journal of the History of Sexuality* 15, 3 (Sept., 2006): 355-381.

David Johnson, "'Let's Clean House': The Eisenhower Security Program," in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*, 119-146 (Chicago: University of Chicago Press, 2004).

November 5: Surveillance, Spying, and Internment

Steve Hewitt, "Spying, RCMP-Style: History, Organization, and Tactics," in *Spying 101: The RCMP's Secret Activities at Canadian Universities, 1917-1997*, 18-38 (Toronto: University of Toronto Press, 2002).

Reg Whitaker and Gregory S. Kealey, "A War on Ethnicity? The RCMP and Internment," in *Enemies Within: Italian and Other Internees in Canada and Abroad*, ed by F. Iacovetta, R. Perin, and A. Principe, 128-147 (Toronto: University of Toronto Press, 2000).

November 12: "Feminism," Militarization and Biometrics: "Post"-9/11

Vasuki Nesiah, "Feminism as Counter-Terrorism: The Seduction of Power," in *Gender, National Security and Counter-Terrorism: Human Rights Perspectives*, eds. Margaret L. Satterthwaite and Jayne C. Huckerby (New York: Routledge Press), 127-151.

Iris M. Young, "The Logic of Masculinist Protection: Reflections on the Current Security State," in *Global Challenges: War, Self-Determination and Responsibility for Justice*, 117-139 (Cambridge: Polity Press, 2007).

Toby Beauchamp, "Artful Concealment and Strategic Visibility: Transgender Bodies and U.S. State Surveillance After 9/11," *Surveillance & Society* 6, no. 4 (2009): 356-366.

November 19: Racism, Terrorism, and National Security

Anna Pratt, "Risky Refugees," in *Detention and Deportation in Canada*, 107-138 (Vancouver: University of British Columbia Press, 2005).

Craig Proulx, "Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat," *Anthropologica* 56, 1 (2014): 83-100.

November 26: Gendering State Terror

Sherene Razack, "If it Wasn't for the Sex and the Photos: The Torture of Prisoners at Abu Ghraib," *Casting Out*, 57-80 (Toronto: University of Toronto Press, 2008).

Egla Martinez, "Vilified and Prohibited Memories: The Making of a Gendered and Racialized National/ Transnational Enemy," *Canadian Women's Studies* 22, 1 (2009): 23-28.

December 3: Protesting/Resisting the (National) Security State

David Austin, "Days to Remember: The Sir George Williams Narratives," in *Fear of a Black Nation: Race, Sex, and Security in Sixties Montreal* (Toronto: Between the Lines Press), 129-156.

Paul Amar, "Turning the Gendered Politics of the Security State Inside Out?: Charging the Police with Sexual Harassment in Egypt," *International Feminist Journal of Politics* 12, no. 3 (2011): 299-328.