

**Carleton University**  
**Fall 2020**  
**Human Rights & Social Justice/Women's and Gender Studies**  
HUMR/SXST 2102: Sexuality, Gender, and Security  
**This course is asynchronous.**  
**Course lectures and other material available via culearn site**

Patrizia Gentile, Ph.D.

**Office hours** by reserved 15min slots Wednesdays 11:30am-1:30pm using Scheduler on culearn (BigBlueButton BBB)

*Please note that every unit will contain a Scheduler appointment link where students can reserve time. This is the only way to request an appointment. Instructions on how to make an appointment will be included on our culearn site.*

**Email:** [patrizia.gentile@carleton.ca](mailto:patrizia.gentile@carleton.ca)

**Teaching assistant:** Emerich Daroya (Ph.D candidate, Department of Sociology)

[Emerich.daroya@carleton.ca](mailto:Emerich.daroya@carleton.ca)

**Please be advised that all material produced are my intellectual property as indicated in my collective agreement (CUASA). Do no copy (including taking screen shots of the power point slides) or distribute this material without my permission.**

**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, environmentalists, BIPOC, 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 logic discourse in historical and contemporary contexts. Other themes include surveillance practices, state terror, security and definitions of “humanness,” security and violence, and security and “rights.”

**Note to students on code of conduct:** 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.

**Course format:** This course is delivered **asynchronous** via cuLearn. Students are responsible for managing when they will view lectures and complete assignments. All units (lectures, assignments, discussion groups, etc) will be posted one week ahead of the scheduled class. I strongly advise you to create a schedule for all your courses since online/remote learning requires students to organize their time efficiently in order not to fall behind. This was also the case with face-to-face learning but is all the more relevant in regards to remote learning.

**Technical requirements for the course:** All students must have access to a computer with reliable internet access. In addition to viewing videos, for example, uploading documents in pdf format, accessing and navigating cuLearn, you will have to participate in group discussions, complete quizzes, and submit assignments electronically via the cuLearn site. If you do not have access to a computer or have special needs please contact the instructor.

**ALL WRITTEN ASSIGNMENTS FOR THIS COURSE WILL BE SUBMITTED VIA OUR CULEARN SITE WHERE INDICATED [SEE EACH UNIT FOR INFORMATION]. PLEASE REMEMBER THAT CULEARN IS NOT ALWAYS RELIABLE. GIVE YOURSELF A WINDOW OF TIME TO UPLOAD YOUR WORK AND DON'T WAIT FOR THAT LAST MINUTE.**

**Readings:**

ALL the readings for this course are on the culearn site for SXST/HUMR 2102. Follow the Ares section on the course site.

**Course Requirements/Evaluations: [N.B. Guides for assignments will be posted on our culearn site]**

Assignment	Weight	Length	Due date
Group discussion participation	15%	n/a	Weekly discussion comments must be posted to your group every Friday no later than 11pm for each weekly unit excluding Unit 1, Unit 9 and during Reading Week.
Unit Quizzes (Q) (5x)	2 marks each; total 10%	n/a	Q1 on Unit 2 complete by Sept. 25 no later than 11pm Q2 on Unit 4 complete by Oct.9 no later than 11pm Q3 on Unit 6 complete by Oct.23 no later than 11pm Q4 on Unit 7 complete by Nov.6 no later than 11pm Q5 on Unit 10 complete by Nov.27 no later than 11pm
Critical Reflection (RR) (3x) [see below for info about which article(s) you must read for the reflection]	5 marks each; total 15%	1 page double spaced max (350-500 words)	CR1 on Unit 3 complete by Oct.2 no later than 11pm CR2 on Unit 5 complete by Oct.16 no later than 11pm CR3 on Unit 11 complete by Dec.4 no later than 11pm
Document Analysis	35%	4-5 pages max not including biblio	November 17 no later than 4pm to culearn
Take home Final exam	25%	n/a	Tba

**Weekly group discussions: 15% [IMPORTANT: contains instructions for group discussion post]**

Group discussions constitute the engagement and participation part of your mark. **Every unit will include a list of questions I have prepared to help guide you through the readings. To help you study for the quizzes and the take home exam, I strongly advise that you answer all the questions provided. You will be tested on the readings. HOWEVER, for the group discussion post, you must answer the question indicated by an asterisk AND relate it back to the main themes dealt with in the lecture linked to the reading(s).** Please post your weekly comment based on this schedule:

Weekly Unit Date	Comments due by
Unit 1: Sept.15	No comments due
Unit 2: Sept. 22	Sept. 25 no later than 11pm
Unit 3: Sept. 29	Oct. 2 no later than 11pm
Unit 4: Oct.6	Oct. 9 no later than 11pm
Unit 5: Oct. 13	Oct. 16 no later than 11pm
Unit 6: Oct. 20	Oct. 23 no later than 11pm
Unit 7: Nov. 3	Nov. 6 no later than 11pm
Unit 8: Nov.10	Nov. 13 no later than 11pm
Unit 9: Nov.17	No comments due
Unit 10: Nov.24	Nov. 27 no later than 11pm
Unit 11: Dec. 1	Dec. 4 no later than 11pm
Unit 12: Dec. 8	Dec. 11 no later than 11pm

You will receive 1 mark for posting a comment for each weekly group discussion. The teaching assistant will keep a record of your posted comment and will calculate your mark on 15% at the end of the semester. For example, if you post a comment as per instructions (see above) every week from Unit 2 to Unit 12 (excluding Unit 1 and Unit 9) inclusive you will receive a mark of based on 10 posts. Technically, this means it is possible to receive 10 full points. This will be converted to a mark on 15%. I will post marks via culearn before the exam period. ***Remember, you must post comments based on ideas dealt with in the lecture and the question indicated by an asterisk from the list of questions for 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.***

**Quizzes: 10%**

There are 5 quizzes worth 2 marks each for a total of 10%. These quizzes will be embedded in the lesson modules of a unit (as indicated). You will have ONLY one attempt to take the quiz. Please complete the quiz at the allotted time as indicated in the unit instructions (see cuLearn).

**Q1 on Unit 2 complete by Sept. 25 no later than 11pm**

**Q2 on Unit 4 complete by Oct.9 no later than 11pm**

**Q3 on Unit 6 complete by Oct.23 no later than 11pm**

**Q4 on Unit 7 complete by Nov.6 no later than 11pm**

**Q5 on Unit 10 complete by Nov.27 no later than 11pm**

**Critical reflections: 15% [IMPORTANT: contains instructions for group discussion post]**

There are 3 critical reflections linked to specific readings and units. Each critical reflection is worth 5 marks for a total of 15%. The length of your critical reflection should not exceed 500 words but should be at minimum 350 words. Explain what you think are the most important concepts, theories, ideas, examples in **the reading listed below** and how these components help you understand the main themes you are encountering in the course. You have to provide citations for quotes used from the readings or any paraphrasing.

**CR1 on Unit 3 complete by Oct.2 by 11pm: Puar and Rai reading**

**CR2 on Unit 5 complete by Oct.16 by 11pm: Magnet and Rogders reading**

**CR3 on Unit 11 complete by Dec.4 by 11pm: Razack reading**

**Document Analysis: 35%**

I will post an explanation and set of instructions for this assignment on culearn. 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 our culearn site. The “document” will deal with an issue related to security logics as related to sexuality, gender, and race. The documents will be either historical or contemporary.
- B. Use the essays we are reading in class to help you identify concepts or themes to analyze the “document” you chose. Doing more research usually means you will get a higher mark.

**Take home final exam: 25%**

The take home **final exam** will have three sections: Section 1) short definition; Section 2) short essay; Section 3) long essay. Submission time and day TBA.

### **Class/Units Schedule**

**September 15                    Unit 1: Introduction [No discussion group comments to submit]**

**September 22                    Unit 2: Settler Surveillance: Security Logic and State Formation**

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

**September 29                    Unit 3: The ‘New Normal:’ From the Cold War to the War on Terror**

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

Jaspir K. Puar and Amit Rai, "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots," *Social Text* 72 20, no.3 (Fall 2002): 117-248.

**October 6**                      **Unit 4: 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 13**                      **Unit 5: Surveillance/Bodies/Technology**

Interview with Dillon Black, PhD candidate (University of Ottawa)

Shoshana Magnet and Tara Rodgers, "Stripping for the State: Whole body imaging technologies and the surveillance of othered bodied," *Feminist Media Studies* 12, no.1 (2012): 101-118.

**October 20**                      **Unit 6: 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 26-30: READING WEEK**

**November 3**                      **Unit 7: Queers, Trans, and the Security State**

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.

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 10** **Unit 8: BIPOC and the Security State [NO QUIZ OR CR—WORK ON ASSIGNMENT]**

Gino Canella, "Racialized Surveillance: Activist Media and the Policing of Black Bodies," *Communication, Culture and Critique* 11, 3 (September 2018): 378-398.

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

**November 17**                      **Unit 9: Surveillance and Pandemics [DOCUMENT ANALYSIS DUE]**

OmiSoore H. Dryden, "'A Queer Too Far:' Blackness, 'Gay Blood,' and Transgressive Possibilities," in *Disrupting Queer Inclusion: Canadian Homonationalism and the Politics of Belonging*, eds OmiSoore H. Dryden and Suzanne Lenon (Vancouver: UBC Press, 2015), 166-132.

Alan Ingram, "Pandemic Anxiety and Global Health Security," in *Fear: Critical Geopolitics and Everyday Life*, ed. By Rachel Pain and Susan J. Smith (Ashgate Press, 2008), 75-86.

**November 24                    Unit 10: "Feminism," Masculinity, and Militarization post-9/11**

Gretchen Ritter, "Domestic Containment or Equal Standing? Gender, Nationalism, and the War on Terror," *Journal of Policy History* 21, 4 (October 2009): 439-447.

**December 1                    Unit 11: 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 8                    Unit 12: Sousveillance/Dark Sousveillance**

Glencora Borradaile and Joshua Reeves, "Sousveillance Capitalism," *Surveillance & Society* 18, 2 (2020): 272-275

Simone Browne, "Introduction, and Other Dark Matters," *Dark Matters: On the Surveillance of Blackness* (Duke University Press, 2015).

**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 and time as indicated on our culearn site. If the due date has passed, the late penalty applies. 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:** All assignments will submitted via our culearn course site. You are responsible for keeping a 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)!

#### **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](mailto: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).