

GDNR_ST 351-0-20
Gender, Sexuality, and Public Policy
WINTER 2012
T –Th 11 AM-12:20 PM, Parkes Hall 215

Professor Héctor Carrillo
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Office hours: Thursday 3:30-4:30 PM or by appointment.

COURSE DESCRIPTION

This course focuses on the political processes and debates that have led to the creation and implementation of a variety of gender- and sexuality-related policies, primarily in the United States. We will conduct an in-depth exploration of the following questions:

- How and why is sexuality regulated by the state?
- Why is sexuality often perceived as ideologically polarizing the nation?
- In addition to the state, what other social and political actors play central roles in the creation and implementation of gender- and sexuality-related policies?
- What do we learn from analyzing gender- and sexuality-related policies about the views that various groups and institutions hold in relation to social difference and diversity; human rights, social equality, and citizenship; the relationship between government and civil society; political activism; and the separation between church and state?

The course is divided in two parts. In Part I, “Policy Frameworks,” we will lay the foundations for understanding the links between gender, sexuality, and policy. We will examine the dual role of the state as potential regulator of gender and sexuality and as potential provider of gender- and sexuality-related rights for its citizenry. We will explore the participation of different social and political actors in sexuality-related policy-making—including activists, social movements, and organized religion—as well as their various forms of influence on policy outcomes. In Part II, “Policy Issues” we will consider specific cases of how gender and sexuality influence broader social policy. Among the range of possible issues, we will discuss policies related to the family, reproduction, marriage, parenting, welfare, economic development, sexual health, immigration, and the military.

GOALS

By the end of the course, you will be able to:

- Describe major U.S. gender- and sexuality-related policy issues and the political processes that led to the creation of existing policies.
- Engage in critical analysis of gender- and sexuality-related policies.

- Analyze the roles of the state, religious institutions, community-based groups, and political activists and social movements, among other players, in the creation of gender- and sexuality-related policies.
- Understand the connections between gender/sexuality and broader social problems related to social inequality, marginalization, exclusion, suffering, injustice, illness, and stigma.

COURSE REQUIREMENTS:

Students will be expected to:

- Do all **required readings** prior to each class session.
- Submit a **take-home essay** that will be due in class on Tuesday, January 31 at 11:00 AM. Students must also submit an electronic copy of the essay via SafeAssignment in Blackboard before 11 AM on Tuesday, January 31. The essay will cover the material discussed during class sessions 1 to 6 (up to January 24). I will provide further instructions on Blackboard a week before the deadline.
- Participate in a team exercise that will consist of preparing a position for a ½-hour debate on a specific policy issue, to be presented in class between weeks 6 and 10. I will circulate a sign-up sheet during week 3.
- Complete a **take-home final**. Students must turn in a hard copy of the final at Prof. Carrillo's office between 11AM and 12 PM on Monday, March 12. Students must also submit an electronic copy of the take-home final via SafeAssignment in Blackboard before noon on Monday March 12. The take-home final, and further instructions, will be posted a week before the deadline.
- **Attend** class on a regular basis and participate in class discussion.
- **Submit** all written assignments in hard copy and electronically on Blackboard.
- Use the following **format** for all written assignments: 1-inch margins, double spaced, font: Times Roman 12. Include page numbers on all pages, and don't forget to write your name on the first page.

POLICIES AND PROCEDURES:

Grading:

In this class you will earn a grade by completing the following assignments:

Essay	20% of the final grade
Team exercise: policy debate	15% of the final grade

Take-home final	40% of the final grade
Attendance and participation	25% of the final grade

Late take-home finals will not be accepted at all, unless you contact me before the final is due *and* you have a medical excuse or comparably serious justification. Please note that there is no excuse for failing to keep electronic backups of your data (for example, on flash drives, CDs, external hard drives, or other computers) in case your primary computer fails or your hard drive crashes.

Attendance and participation:

You are expected to attend class on a regular basis. Students are responsible for all material presented in the readings, films, and lectures. You must come to class having already read the assigned readings for that day. Please bring your copies of the readings to lectures so that you can refer to them during class. I strongly encourage you to prepare brief reading notes for each class session and to ask questions and offer opinions and comments during class. I see class discussion as an important component of adult learning.

I will make available some class materials on Blackboard, but students are expected to attend class in order to learn the course material. Students are also expected to be not just physically present in the classroom but also mentally present. Students should not be otherwise occupied with email, texting, computer games, or other online activities that are not part of the class goals and activities.

Diversity of opinions:

In this course we will discuss several topics that can be controversial. Please keep in mind that you may be exposed to opinions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view.

Sexuality-related material:

The goals of this class require that we speak frankly about sexuality. In lectures, films, and class discussion, you may be exposed to sexually explicit language and you will learn information about a variety of sexual interpretations, ideas, practices, and lifestyles that may differ considerably from your own. For the purposes of the class, it is important to maintain a neutral, non judgmental tone in relation to sexuality.

Communication:

This course will use the Blackboard course management system (<https://courses.northwestern.edu/>). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

Syllabus is subject to change:

This syllabus and schedule are subject to change in the event of unforeseen circumstances. I will post announcements of changes on Blackboard and include them in email messages to students.

Academic integrity:

Academic integrity is fundamental for this course, and plagiarism and other forms of academic dishonesty will not be tolerated.

I strictly follow university regulations concerning academic integrity, which means that I report all suspected violations of the policy (including suspicion of cheating, plagiarism, fabrication, obtaining an unfair advantage, and aiding and abetting dishonesty) to the Assistant Dean for Advising and Academic Integrity, who then carries out a formal investigation. Please familiarize yourself with the university's policy on academic integrity (see <http://www.northwestern.edu/uacc/>). You should understand that examples of plagiarism include obtaining text from any source (including the Internet), and passing off such text as your own work, rather than citing the source of the material. In addition, while I encourage students to collaborate when studying or learning course material or when working on any group projects, it should be clear that no collaboration is permitted on written work or exams, and any collaboration in those cases constitutes academic dishonesty.

If you have any questions about what constitutes plagiarism or academic dishonesty, I strongly encourage you to speak to me about it. Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty. The administrative penalty, assigned by university officials, typically is suspension for one quarter; any such suspension becomes part of your record, which is made available on request to potential employers and graduate school admissions committees. The academic penalty is assigned by the instructor, and my own policy in almost every case is to assign a failing grade for the entire course.

Safe Assignment

This course makes use of Safe Assignment, a software program that compares your work against other texts in its database in order to safeguard academic integrity. Therefore you will be required to submit your written essays electronically on Blackboard in addition to submitting them in print form. All student work may be analyzed electronically for violations of the university's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Please contact me if you have any questions about Safe Assignment.

Accessibility:

Any student with a documented disability needing accommodations is requested to speak directly to the Office of Services for Students with Disabilities (SSD) (847-467-5530) and the instructor as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

My office is wheelchair-accessible via a ramp from the parking lot in the back of the building. Let me know if you plan to drop by during office hours so that I can open the door to the building for you.

Courtesy toward others:

Make sure your cell phone is turned off or set to vibrate. Don't engage in conversation with other students that is not part of the class discussion. Please keep to a minimum interruptions and distractions caused by late arrivals or early departures.

Class materials and lectures

Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without my express written permission. No audio or video recordings of class are permitted without my permission.

READINGS:

You must buy the following book:

Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press.

All other readings will be available in Blackboard as PDFs.

CLASS SCHEDULE

Part I – Policy Frameworks

Week 1

Class 1 – January 5: Introduction

(No readings)

Week 2

Class 2 – January 10: The State and the Regulation of Gender and Sexuality

- Connell, R.W. 1990. "The State, Gender, and Sexual Politics: Theory and Appraisal." *Theory and Society* 19, No. 5: 507-544.
- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press. Chapter 1: Introduction (pp. 1-15).
- Duggan, Lisa. 1994. "Queering the State" *Social Text*, No. 39: 1-14.

Class 3 – January 12: Morality, Social Concern, and State Intervention

- Lancaster, Roger. 2011. *Sex Panic and the Punitive State*. Berkeley: University of California Press. Chapter 1: "Panic: A Guide to the Uses of Fear" (pp. 23-38).

- Hunt, Alan. 1997. "Moral Regulation and Making-up the New Person: Putting Gramsci to Work." *Theoretical Criminology* 1, No.3: 275-301.

Week 3

Class 4 – January 17: Separation of Church and State

- DiMauro, Diane and Carole Joffe. 2007. "The Religious Right and the Reshaping of Sexual Policy: An Examination of Reproductive Rights and Sexuality Education." *Sexuality Research & Social Policy: Journal of NSRC* 4, No. 1: 67–92.
- Hammond, Phillip E. 1981. "The Shifting Meaning of a Wall of Separation: Some Notes on Church, State, and Conscience." *Sociological Analysis* 43, No.3: 227-234.
- Dreisbach, Daniel. 2006. "The Mythical 'Wall of Separation': How a Misused Metaphor Changed Church–State Law, Policy, and Discourse." Heritage Foundation. Accessed 12/28/11, <http://www.heritage.org/research/reports/2006/06/the-mythical-wall-of-separation-how-a-misused-metaphor-changed-church-state-law-policy-and-discourse>.

Class 5 – January 19: Sexual Citizenship and Rights

- Richardson, Diane. 2000. "Constructing Sexual Citizenship: Theorizing Sexual Rights." *Critical Social Policy* 20: 105-135.
- Concannon, Liam. 2008. "Citizenship, Sexual Identity and Social Exclusion: Exploring Issues in British and American Social Policy." *International Journal of Sociology and Social Policy* 28, No. 9/10: 326-339.

Week 4

Class 6 – January 24: Social Movements and the Culture Wars

- Jakobsen, Janet R. and Elizabeth Lapovsky Kennedy. 2005. "Sex and Freedom." In *Regulating Sex: The Politics of Intimacy and Identity*, edited by Elizabeth Bernstein and Laurie Schaffner, 247-270. New York: Routledge.
- Stein, Arlene. 2001. "Revenge of the Shamed: The Christian Right's Emotional Culture War." In *Passionate Politics Emotions and Social Movements*, edited by Jeff Goodwin, James M. Jasper, and Francesca Polletta, 115-131. Chicago: University of Chicago Press.

Class 7 – January 26: The Legislative Process

- Vitulli, Elias. 2010. “A Defining Moment in Civil Rights History? The Employment Non-Discrimination Act, Trans-Inclusion, and Homonormativity.” *Sexuality Research & Social Policy* 7:155–167.
- Currah, Paisley. 2008. “Expecting Bodies: The Pregnant Man and Transgender Exclusion from the Employment Discrimination Act.” *Women's Studies Quarterly* 36, No. 3/4: 330-336.
- Carrillo, Héctor. 2007. “Imagining Modernity: Sexuality, Policy, and Social Change in Mexico.” *Sexuality Research & Social Policy* 4, No.3: 74-91.

Part II – Policy Issues

Week 5

Class 8 – January 31: The Family, Marriage, and Parenting

Essay due at the beginning of class

- Powell, Brian; Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. *Counted Out: Same-Sex Relations and Americans' Definitions of Family*. New York: Russell Sage Foundation. Chapter 2, “Who Counts as Family,” and chapter 3, “Family Accounts: How Americans Talk about Family” (pp. 16-70).

Class 9 – February 2: The Family, Marriage, and Parenting

- Chauncey, George. 2004. *Why Marriage? The History Shaping Today's Debate over Gay Equality*. New York: Basic Books. Chapter 3, “How Marriage Changed” (pp. 59-86).
- Cahill, Sean. 2005. “Welfare Moms and the Two Grooms: The Concurrent Promotion and Restriction of Marriage in US Public Policy.” *Sexualities* 8, No. 2: 169–187.

Browse the following websites:

- Human Rights Campaign - on marriage (<http://www.hrc.org/issues/marriage>) and parenting (<http://www.hrc.org/issues/parenting>).
- National Gay and Lesbian Task Force – on marriage (http://thetaskforce.org/issues/marriage_and_partnership_recognition) and parenting/family (http://thetaskforce.org/issues/parenting_and_family).

Week 6

Class 10 – February 7: Welfare Policy debate 1

- Orloff, Ann. 1996. “Gender in the Welfare State.” *Annual Review of Sociology* 22: 51-78.
- Bedford, Kate. 2005. “Loving to Straighten Out Development: Sexuality and “Ethnodevelopment” in the World Bank’s Ecuadorian Lending.” *Feminist Legal Studies* 13:295–322.

Class 11 – February 9: Welfare

- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press. Chapters 3 and 4 (pp. 91-173).

Week 7

Class 12 – February 14: Reproductive Rights Policy debate 2

- Wynn L.L. and James Trussell. 2006. “The Social Life of Emergency Contraception in the United States: Disciplining Pharmaceutical Use, Disciplining Sexuality, and Constructing Zygotic Bodies.” *Medical Anthropology Quarterly* 20, No. 3: 297–320.
- Sanger, Carol. 2004. “Regulating Teenage Abortion in the United States: Politics and Policy.” *International Journal of Law Policy and the Family* 18: 305-318.
- Fried, Marlene. 2006. “The Politics of Abortion: A Note.” *Indian Journal of Gender Studies* 2006; 13: 229-245.

Browse the following websites:

- American Life League - <http://www.all.org/> (make sure to see their “Reflections on 2011” - <http://www.stopp.org/article.php?id=9737>).
- National Right to Life - <http://www.nrlc.org/> (make sure to see their “Legislative Action Center” - <http://www.capwiz.com/nrlc/home/>).
- Human Life International - <http://www.hli.org/index.php/about/our-lady-of-guadalupe> (see the Mission Field tab - <http://www.hli.org/index.php/mission-field>)
- Operation Rescue (<http://www.operationrescue.org/>)
- Coalition of Abortion/Breast Cancer - <http://www.abortionbreastcancer.com/index/>
- Planned Parenthood <http://www.plannedparenthood.org/> (see their section on Health Info and Services).

Class 13 – February 16: Well-being: Sexual Health and Violence

- Carpenter, Laura M. and Monica J. Casper. 2009. “A Tale of Two Technologies: HPV Vaccination, Male Circumcision, and Sexual Health.” *Gender and Society* 23, No. 6: 790-816.
- Levenson, Jill S. and David A. D’Amora. 2007. “Social Policies Designed to Prevent Sexual Violence: The Emperor’s New Clothes?” *Criminal Justice Policy Review* 18, No. 2: 168-199.

Week 8

Class 14 – February 21: Immigration Policy debate 3

- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press. Chapters 1 and 6 (pp. 20-54 and 214-254).

Class 15 – February 23: Immigration

- Carrillo, Héctor. 2010. “Immigration and LGBT Rights in the USA: Ironies and Constraints in US Asylum Cases.” In *Handbook on Sexuality, Health, and Rights*, edited by Peter Aggleton and Richard Parker, 444-452. London: Routledge.
- Chapkis, Wendy. 2003. “Trafficking, Migration, and the Law: Protecting Innocents, Punishing Immigrants.” *Gender & Society* 17, No. 6: 923-937.
- Washington Blade article on UAFA.
- Browse the Immigration Equality website (<http://www.immigrationequality.org/>)

Week 9

Class 16 – February 28: Military Policy debate 4

- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press. Chapters 2 and 5 (pp. 55-90 and 174-213).

Class 17 – March 1: Military

- Ray, Colonel Ronald D. 1994. “Lifting the Ban on Homosexuals in the Military: The Subversion of a Moral Principle.” In *Gays and Lesbians in the Military: Issues, Concerns, and Contrasts*, edited by Wilbur J. Scott and Sandra Carson Stanley, 87-101. New York: Aldine de Gruyter.
- Belkin, Aaron. 2008. “‘Don’t Ask, Don’t Tell’: Does the Gay Ban Undermine the Military’s Reputation?” *Armed Forces & Society* 34, No.2: 276-291.

- New York Times articles on the repeal of “Don’t Ask Don’t Tell”
- New York Times obituary of Charles Moskos.

Week 10

Class 18 – March 6: Conclusion and review

Policy debate 5

- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press. Conclusion (pp. 255-64).

Reading Period – March 7-11

I will be available by email for questions on the final course essay.

Exam Week

Monday, March 12: Take-home final course essay due by 12 noon. Turn in a hard copy at Prof. Carrillo’s office between 11AM and 12 PM. Also submit an electronic copy via Safe Assignment in Blackboard before noon.