Governing Intimate Life in Canada and Anglo-American Democracies

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This course invites students to explore the forces that organize and regulate our intimate lives. Among the questions we will consider are: how do we come to understand familial life as private and natural; how do identities (gender, race, sexuality, class) get articulated in laws that regulate the family and intimate relationships; what happens when political struggle and social processes lead to new family functions and configurations; what are the state’s interests in regulating family forms and intimate life; and how are intimate relationships bound up with the nation and citizenship.

Classes will be conducted in seminar format. Students are expected to be fully acquainted with the assigned readings and prepared to discuss them as distinct entities as well as how the authors are in conversation with each other. The assigned materials for the course vary from abstract social theory to documentaries. The purpose of assigning this range of approaches is to appeal to students’ interests at various intellectual registers.

The course will begin by examining the political character of the iconic form of intimate life – marriage, the nuclear family and its key players. We will then turn to some recent developments in family law and policy. While ‘the family’ is often construed as a natural social formation, our examination of alternatives to marriage, parentage, adoption and reproductive technologies will demonstrate how law and politics is actively at work in constructing our ideas of ‘the natural,’ and ‘the traditional.’ We also investigate how the regulation of our private lives is directly linked to issues of national identity and in turn, how that identity turns on the interconnections of race, gender, and sexuality. The latter weeks of the course will be devoted to student presentations of research papers, the details of which are outlined below.

Assignments and Grading
Please note: the instructor will not ‘curve’ or adjust final grades according to any preset formula.

Critical Analysis due February 8, 2017 in class or electronically 15%
Draft Proposal to be discussed in class March 1, 2017 10%
Revised Proposal and Bibliography due March 8, 2017 Presentation 20%
Major Paper due Monday April 24, 2017 by 6:00 pm 40%
Participation Will be assessed on the basis of 15%

- in-class discussion of proposal;
- the preparation and discussion of two news stories related to course topics (see description of Participation below)
- in-class engagement in discussion
Final grades are determined by calculating the weighted value of the student’s letter grades, and assigning a final letter grade that is reflective of that value.

**Critical Analysis**

Choose a minimum of 3 readings from those assigned for January 18, 25 and Feb 1 and write a paper of 5-7 pages (1500-2000 words) responding to the question: Why is the state interested in regulating intimate life (at least according to your chosen articles) and are these interests justified?

The paper should be double-spaced, 1 inch margins, single-sided and stapled or submitted electronically. The paper must include proper citations (using MLA or the Chicago Manual of Style) and include a bibliography (or list of sources cited). Strong papers will provide a clear, well supported argument, and engage and analyze the chosen authors’ insights into the question as a basis for your own position. The paper is due, in class, **February 8, 2017**. If submitted electronically, it must be received by 9:00 am.

**Proposal, Presentation, Research Paper**

The major component of the course is the research paper and its presentation. In total, its preparation constitutes 70% of the grade for the course (proposal, presentation, paper). The paper should be 13-18 pages (approx. 4000 words), formatted as a word document and is due **April 24, 2017**, by 6:00pm MDT via email attachment to lharder@ualberta.ca. A draft of the proposal should be prepared and ready for discussion in class on **March 1, 2017** and the revised proposal and bibliography for grading is due **March 8, 2017**.

*Research Paper.*

Each student is free to determine the topic of his/her research paper, but as a basic guideline, the paper should address an area of law or policy that involves the governance of intimate life in Canada, or another Anglo-American democracy – or in comparison. In other words, the paper needs to relate to themes of the course directly. Some possibilities include: cohabitation, matrimonial property, polygamy, reproductive health, surrogacy, child support, paternity establishment, child custody, domestic violence, same-sex relationships, trans-gender identity and the law, poverty, migration and citizenship, ‘mixed-race’ relationships and the governance of indigenous or racialized populations through membership policy or blood quantum.

Papers should include an examination of the historical development of law and/or policy in the topic area, considering the various factors at play in giving shape to the law/policy. The paper should outline the major points of debate surrounding the subject, its consequences for individual subjects (for example, does it increase autonomy, does it represent an attempt to define sexual identity, gendered identity, national identity; what does it imply about the relationship between women and men, what are the class and race dimensions of the subject etc.), and the roles of social norms and societal expectations in shaping the policy. You might also want to consider the effects of the contemporary political economy on the debates surrounding your topic area. Papers must also consider what alternatives, if any, you would recommend given the various issues at stake in your topic area.
The paper will involve a considerable amount of research, with an expectation of at least 15 scholarly sources cited (non-scholarly sources may also be included, but they are not included in the count). Internet sources are acceptable, but you are also expected to consult the University of Alberta library databases. Those that may be useful to you will include (but are not limited to) Gender Studies Database, GLBT Life, PAIS International, America: History and Life, Social Sciences Abstracts, CBCA, Canadian newswire, Factiva, HeinOnline, Westlaw, Quicklaw and Academic Search Premier. Citation style should follow a recognized style guide – my preferred method is the either MLA or the Chicago Manual of Style using the internal or parenthetical method of citation. If you do not own a hard copy of one of these style guides, online instructions can be found at http://www.chicagomanualofstyle.org/home.html. Again, this is my preference, but as long as you are using a recognized citation style consistently, you will fulfill the requirements of the paper.

Proposal:

The paper proposal should outline the topic you intend to explore (see description of paper assignment above), pose a research question, succinctly state the argument you intend to advance and outline how you will develop your argument. A strong research question is focused (not too broad, not too narrow), capable of being completed within the page limits of the assignment, engages contemporary questions of debate around the subject area, leads to the formulation of a clear argument/position on the subject, is interesting to you and strongly implies the research strategy (what are the questions that you will need answers to?)

This descriptive portion of the proposal should be approximately 2 pages. A bibliography of 10 potential scholarly sources must also be included. These sources should be cited according to a recognized academic style guide – preferably the MLA handbook or Chicago Manual of Style. Sources from the course reading list will not be considered in the count.

Please be advised, a proposal is not simply a statement of the topic you think you might like to do some work on. It requires that you undertake preliminary research and have a strong sense of how it is going to develop. Of course, as your research proceeds, you may find contrary evidence or choose to pursue a different line of argument. You will not be penalized for deviating from your proposal if such circumstances arise.

We will be discussing your proposals in class on March 1, so it is imperative that they be ready for that discussion – the extension policy will not apply to the March 1 deadline for the proposal draft.

Presentation:

The research paper will form the raw material for your in-class presentation. The presentation should be no more than 15 minutes in length and should showcase the findings of your research. In addition to providing an overview of the particular subject that you studied, you should emphasize what was unexpected and interesting to you about this research. Students are urged to prepare presentations that are engaging – not simply reading the draft research paper, but constructing a clear, well-organized and audience-grabbing performance as to why your research is important and interesting. Feel free to be creative – you may use visual aids – powerpoint, prezi, pecha kucha, presentations, videos, etc. Presentation grades will be based both on style (clarity, organization and effectiveness of presentation) and substance (quality of
research, logic and effectiveness of the argument). You will receive a written evaluation of your presentation that discusses its strengths and weaknesses and offers suggestions for the research paper.

A few pointers on formulating your presentation:

- think about the task of giving a presentation from the perspective of the audience. What do you like to see and hear when you observe a presentation?

- An academic presentation is NOT a mystery novel. Tell your audience your findings from the outset, and then use the presentation to explain how you came to them.

- Slides with a lot of material make it difficult to figure out where to focus — on the slides or on the speaker — so preview your slides with this concern in mind. Think about using less text and more visuals — this helps keep the audience focused on what you’re saying.

- A lot of statistics without explanation or expansion tend to overwhelm people quite quickly, making it hard to sustain audience interest.

Presentation dates will be scheduled in class on March 1.

**Participation**

As this is a seminar, your level of preparation through careful and thorough consideration of the readings and a willingness to share your reflections and to engage actively with the ideas of the instructor and fellow classmates will substantially contribute to the quality of this learning experience. Participation grades will be assessed on the quality of your contributions to seminar discussions and will involve assessments of familiarity with the readings, sensitivity to alternative perspectives articulated by fellow classmates and contribution to a positive learning environment. It is imperative that students feel able to test out ideas in a safe and supportive environment. Disagreements will undoubtedly emerge, but these must be focused on ideas rather than targeted at individuals. We will grapple with challenging material this term — and we will have tons of fun!

Any concerns with a student’s participation performance will be communicated as an additional comment when the critical analysis exercise is returned.

In order to initiate our weekly conversations, students are encouraged to bring along a news story or popular culture event that speaks to the topic under discussion that week. In partial fulfillment of the participation requirement, students are asked to submit two, one-page (max 300 word) explanations of the news article/current event and how it relates to the course content over the course of the term. This exercise is due by the end of the day on which it was discussed in class.

**Late Policy**

All students will be granted 3 days worth of extensions to be taken as needed (with the exception of the proposal draft assignment) and without consultation with the instructor. These
days may be used all at once or divided among assignments. However, once the three days have been used, a late penalty will be enforced of one third of a letter grade per day (if a B+ paper is two days late it will be assigned a grade of B-).

Course Readings:

All of the course readings are available via download from the University of Alberta library via the urls noted below unless noted otherwise.

If you have any trouble accessing the readings, please contact me as soon as possible. It is imperative that the assigned readings for each week be completed before class.

Additional Information:

Policy about course outlines can be found in § 23.4(2) of the University Calendar.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Additional information and resources are available through the UofA’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/.

Recording of classes:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor. Live tweeting or facebook posting of activities occurring while in class is prohibited.

Specialized Support and Disability Services:

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your
responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

Finding Help:

If you have questions about the course material or assignments, please contact the instructor.

If you need assistance with other elements of your academic and personal life, there are many offices on campus to assist you. These offices have websites that provide information, but you can also show up in person.

Academic Support:

The Student Success Centre (Learning Resources) (2nd Floor SUB) – offers a variety of workshops in learning effective study and exam strategies for university. There are sessions available both in person and online for a modest fee. See http://www.uofaweb.ualberta.ca/academicsupport.

Centre for Writers: www.c4w.arts.ualberta.ca. Writing is a key skill for your success at university. C4W offers free one-on-one writing coaching and resources to improve your skills.

University Library: www.library.ualberta.ca. The library website gives you access to an amazing wealth of material, and the librarians are among the most helpful people you will meet on campus. See especially http://www.library.ualberta.ca/services/students/index.cfm

Other resources: http://www.students.ualberta.ca This website will link you to a range of support services.
Course Schedule and Readings

January 11       Introduction

January 18       Marriage and Family as Political


[http://www.library.ualberta.ca/permalink/opac/5880119/WUAArchive](http://www.library.ualberta.ca/permalink/opac/5880119/WUAArchive)


January 25       Other forms of Marriage/Intimate Life


February 1      Parentage


February 8  Kinship, genetics and adoption
Analytic paper due


Feb 15 Reproductive Rights

Watch Vessel (available at Norquest Library)


Reading Week

March 1  Class and the Regulation of Intimate Life
*proposal draft due to be discussed in class
schedule presentations


March 8     Regulating the Sexed/Gendered Body
Revised proposal due

Watch Suited (should be available through U of A films on demand)


March 15     Blood, Race, and the State


March 22 Intimacy and Citizenship


March 29     Paper presentations

April 5     Paper presentations
April 12    Paper presentations

**April 24   Major paper due
AND PARTICIPATION IN AN OFFENSE

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS

Amendments to the Code of Student Behavior occur throughout the year. For the most recent version of the Code, visit

http://www.government.walberta.ca/
### Excerpts from the Code of Student Behavioral Procedure for Instructors Regarding Misconduct

For review with each class at the beginning of every term.

The following sections are found in the Code of Student Behavioral Procedure for Instructors Regarding Misconduct.

#### Possible Sanctions

- Possible Sanctions
  - Suspension
  - Probation
  - Expulsion
  - Financial Penalties
  - Other

#### Procedure for Misconduct

1. **Resolution of a Previous Incident:**
   - A hearing is convened to determine the outcome.
   - Evidence is presented and cross-examined.
   - Sanctions are determined.

2. **Resolution of a Current Incident:**
   - An investigation is conducted.
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