

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

|                       |                                                                                                                                                                                    |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COURSE:</b>        | <b><u>CRCJ 4200A: Policing Sex</u></b>                                                                                                                                             |
| <b>TERM:</b>          | <b>Fall 2026</b>                                                                                                                                                                   |
| <b>PREREQUISITES:</b> | <b>CRCJ 1000, CRCJ 2100, fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.</b>                       |
| <b>CLASS:</b>         | Day & Time: <b>Mondays, 2:35 pm - 5:25 pm</b><br>Room: <b>TBD</b>                                                                                                                  |
| <b>PROFESSOR:</b>     | <b>Dr. Lara Karaian (she/her)</b>                                                                                                                                                  |
| <b>CONTACT:</b>       | Office: 1718 Dunton Tower<br>Office Hr: Mondays, 1:00-2:00 or by appointment (Via Zoom or phone)<br>*Email: <a href="mailto:lara.karaian@carleton.ca">lara.karaian@carleton.ca</a> |

\*You must use your Carleton email address in all correspondence with the Professor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/449244>

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#### **ACKNOWLEDGEMENT & AFFIRMATION**

##### **ANISHNABE**

Ni manàdjiyànàniḡ Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì miḡiwewàdj.  
Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.  
Ninìsidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejejàdizidjig. Nigijeweninmànàniḡ ogog kà nigàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

##### **ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.  
We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.  
We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, future.

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#### **COURSE DESCRIPTION**

“Read, question, provoke, gather, and read, question, and provoke some more” (Pat Califia, 2000, p. 14)

Sexual activity is one of the most persistently policed and harshly punished aspects of our interpersonal relations. This seminar provides students with a strong theoretical and doctrinal analysis of sex and its governance and will help students develop the critical analytical tools required to evaluate sex’s criminalization and regulation. We explore questions such as: What is sex and sexuality? How has sex been historically conceptualized and studied? How and why is sex policed? What place, if any, does the state have in the private sex lives of individuals? What constitutes “normal”, “consensual”, “harmful”, and legal sexuality? What are the effects of policing sex?

Key course concepts included but are not limited to: sex, crime, consent, deviance, harm, liberation, agency, and justice. This course is informed by a range of theoretical frameworks and schools of thought, including critical and queer criminology; liberal legalism; legal moralism; risk, and governance theory; and queer/radical feminist/sex positive/sex radical/critical race/post-colonial theory.

#### **LEARNING OUTCOMES**

Successful completion of this seminar contributes to the following ICCJ learning outcomes (LO):

LO1: Identify, describe, explain, and apply the key concepts and theories employed in a multidisciplinary criminology, which not only draws on psychological, sociological, and legal knowledge, but also on historical, philosophical, political, and cultural forms of knowledge.

LO2: Explain the relevance of systemic oppression and social justice to contemporary criminological issues.

LO3: Explain the implications of criminological research for criminological policy and practices.

LO4: Demonstrate clear and effective communications skills, including but not limited to written and oral communications, for both academic and non-academic audiences.

LO5: Articulate the benefits and limits of criminological, social, psychological, and legal knowledge and the implications of these.

LO6: Analyze and problem solve through critical thinking.

## REQUIRED TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All course materials will be accessible electronically via the ARES link on Brightspace.

## REQUIRED SOFTWARE

Every student must have access to a PDF reader. This software allows you to view, print, sign, annotate, and share PDFs. Free options include Foxit, Adobe, or the reader integrated with Google Drive.

Carleton Students can obtain a free Foxit PDF Editor licence by completing this form and following the installation instructions: <https://i.carleton.ca/its-software/new-foxit-2026-request-students/>. Students can access a free version of Adobe PDF reader at: <https://get.adobe.com/reader/>

## EVALUATION

**Please note that all course components must be completed to earn a passing grade. This is a seminar and therefore attendance and participation are mandatory.**

**Please read the detailed assignment guidelines provided on Brightspace before writing any of your assignments.**

|                                               |           |                                                  |
|-----------------------------------------------|-----------|--------------------------------------------------|
| • In-class Participation                      | 20%       | Ongoing                                          |
| • Reading Annotations                         | 20%       | Ongoing (Monday at 2:25 PM)                      |
| • Final Paper/Alternative Assignment Proposal | 15%       | Oct. 19 <sup>th</sup> (11:59PM)                  |
| • Mid-Term Oral Exam                          | 15%       | In-class Nov. 9 <sup>th</sup> & 16 <sup>th</sup> |
| • Final Research Paper/Alternative Assignment | 30%       | Dec. 11 <sup>th</sup> (11:59PM)                  |
| • Bonus Assignments                           | Up to 10% | Ongoing (Monday at 2:25 PM)                      |

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

|             |             |             |             |
|-------------|-------------|-------------|-------------|
| A+ = 90-100 | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  |
| A = 85-89   | B = 73-76   | C = 63-66   | D = 53-56   |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
|             |             |             | F=Below 50  |

In-Class Participation (20%, Ongoing):

Seminars are different than lectures; they require students to take an active role in generating, sharing, and learning knowledge. Attendance is taken for every class, and your participation is evaluated at the end of each seminar. You are allowed to miss one class without repercussion. After this, a penalty applies for every class missed. If you have a reason for missing class, please contact me ASAP (preferably beforehand) and I will be happy to discuss accommodations. If you are feeling sick, please do not come to class.

Your participation grade is reflective of your attendance; your ability to discuss the specifics of the assigned readings; your ability to make connections between readings and class discussions; and the quality of your insights. Failure to attend regularly can result in a failing grade regardless of specific assignment results.

Reading Annotations (20%, 10 x 2% each, pass/fail, Ongoing, Monday at 2:25 PM):

Active reading is a learned skill. To develop this skill, you are required to closely read and annotate 10 course readings throughout the term (max 1-2 readings across 10 weeks). Each reading annotation is worth 2% (10 x 2% = 20%). Detailed instructions will be provided in Brightspace and discussed in class. Submit your annotated reading via the Brightspace links *before* each class in which the reading is being discussed. The idea is to annotate the reading in preparation for our discussion. *Absolutely no late submissions will be allowed. Thank you for respecting this policy!*

Final Paper/Alternative Assignment Proposal (15%, Oct. 19<sup>th</sup>, 11:59PM):

This assignment requires you to develop a proposal explaining what you will examine in your final paper (10-12 pgs.) or your alternative assignment (a creative output that explores course theme(s) and content). Your Final Paper/Alternative Assignment must engage with a topic that relates to course topics but that has not been discussed in class. Examples of possible topics will be provided. The proposal allows you to get an early start on your final assignment and to receive useful feedback from me. Before beginning the Proposal, you should familiarize yourself with the Final Research Paper/Alternative Assignment guidelines provided on Brightspace and discussed in class.

Oral Mid-Term Exam (15%, in-class Nov. 9<sup>th</sup> and 16<sup>th</sup>)

Each student will participate in a 10-minute Oral Mid-Term exam. The purpose of the oral exam is to give you an opportunity to demonstrate what you have learned: how you understand the course's central concepts and questions, how your thinking has developed, and how you can use course materials to make an argument about criminological questions. Further details will be provided on Brightspace and discussed in class.

Final Research Paper/Alternative Assignment (30%, Dec. 11<sup>th</sup>, 11:59PM):

**Option 1:** Write a Final Research Paper (10-12 pgs.) on a topic that engages with course themes and content related to the policing of sex. The topic may overlap with but must not reproduce the exact topics discussed in class. The paper must advance and support a central argument. This argument must be developed and supported by at least two (2) course readings and at least eight (8) additional scholarly readings or materials.

OR

**Option 2:** Generate a creative output that explores course theme(s) and content related to the policing of sex. The topic may overlap with but must not reproduce the exact topics discussed in class. Write a 5-6 pg. paper that explains your creative output. Explain why you chose your selected medium, its connection to the policing of sex, and what argument you are seeking to advance. The accompanying paper must develop and support your central argument using at least two (2) course readings and four (4) other scholarly sources. Examples of alternative outputs include but are not limited to visual art, comics, music, photo essays, poetry, zines, PSAs, collages, fashion, video productions, audio creations (music, podcasts, interviews), video game design, or any other creative outlets.

Bonus Grades (5 x 2% = 10%, pass/fail, Ongoing, Tuesday at 2:25 PM):

Throughout the term you will have the opportunity to earn up to 10% in bonus grades. To earn these bonus grades, you must demonstrate your close engagement with up to 5 additional course readings. Each reading engagement is worth 2% (5 x 2% = 10%). Submit your marked-up reading via the Brightspace links before the class in which the reading is being discussed. Thank you for respecting this policy!

## PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT) (See below for authorized use of AI in this course)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

### AUTHORIZED USE OF AI

In this course you must learn the course content and our learning outcomes. Generative AI (GenAI) can be a tool for learning but it cannot replace the learning process.

The use of GenAI will be permitted for specific purposes. Specific guidelines and restrictions for how GenAI can be used will be provided for each assignment.

Unauthorized use of GenAI will be considered a violation of academic integrity. In general, presenting AI-generated text, images, or other content as your own without proper attribution is prohibited and will be considered a violation of academic integrity.

Students can access resources related to GenAI on Carleton's new AI Hub for Students:

<https://carleton.ca/ai/students/> and the MacOdrum Library website:  
<https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools>

### INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### STATEMENT ON STUDENT MENTAL HEALTH

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### POLICIES & RESOURCES

- (i) Contact with Professor

I will be available for consultation during my office hour and by appointment. Please contact me by email to set up an appointment.

**(ii) Communication and E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class must be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within two business days. Please note that I read and respond to email between 9:00am-5:00pm on weekdays. I do not respond to emails over the weekend. Emails received late on Thursday or Friday may not be responded to until the following week.

Please post general questions about course requirements, the syllabus, or assignments to the Ask your Instructor Forum on Brightspace. That way, I can answer the question once for everyone's benefit. Before posting be sure to check the Ask your Instructor Forum and this syllabus to see whether your question has already been answered.

Emailing should be reserved for private communications. In your email, please indicate the course code and name in the subject heading. Ensure that you include your full name, student number, and clearly indicate the objective(s) of your message.

**(iii) Late Penalties**

Typically, late assignments will be deducted a penalty of 2% for each day submitted after the due date (including weekends) except under exceptional circumstances. If you require an extension, please contact me ahead of time and we can discuss options. Arrangements for deferrals must be made with me prior to the final due date.

**(iv) Make-up Assignments, and Re-grading**

There is no possibility for make-up or extra credit assignments. Student may request a grade review within the first week of receiving an assignment's grade. All grade review requests must be made via email within 7 business days of receiving your grade and must be accompanied by a 1-page summary outlining the issue with marking and reasons/evidence for re-evaluation. Following this, a re-evaluation will be made, however it is important to note that the grade can either 1) stay the same 2) increase or 3) decrease. If the grade is lowered, the original higher grade cannot be reinstated. Please note that this does not replace the formal grade appeal process.

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**SCHEDULE**

Please note that on occasion the class schedule may vary slightly from the course outline.

**Assigned readings are to be read before the class (they will be discussed in class).**

**WEEK 1**

**Sept. 14: Introduction to the Course: What is Sex?**

\*\*\*Workshop- How to annotate a course reading\*\*\*

- Anne McClintock (1995) "Introduction" (pp 1-9) **AND** "Chapter 1: Lay of the Land: Genealogies of Imperialism," (pp 21-36 & 44-48) In *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, New

York: Routledge.

### **WEEK 2**

#### **Sept. 21: How do we Conceptualize and Create Knowledge about Sexuality?**

- Stevi Jackson and Sue Scott (2010) "Conceptualizing Sexuality: From Kinsey to Queer and Beyond," In *Theorizing Sexuality* (McGraw-Hill Education), pp 5-23.
- McKee, A., & Kohut, T. (2026). "A Rift in Porn Studies: An Introduction to Research on Pornography in the Quantitative Social Sciences for Researchers from the Humanities and Qualitative Social Sciences," *Porn Studies*, 13(2), pp 185–200.

### **WEEK 3**

#### **Sept. 28: The Sex Wars: Why Examining the Danger/Pleasure Nexus Matters to Criminology**

- Catharine A. MacKinnon (1989) "Sexuality," in *Toward a Feminist Theory of the State* (Cambridge: Harvard University Press): pp 126-154.
- Gayle Rubin (1984) "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in Carol Vance (ed.) *Pleasure and Danger: Exploring Female Sexuality* (Boston: Routledge, 1992): pp 267-319.

### **WEEK 4**

#### **Oct. 5: Is Sex Special? Sexual Exceptionalism & Sex Positive Criminology**

- Aimee Wodda & Vanessa Panfil (2021) "Sex-positive Criminology: Possibilities for Legal and Social Change," *Sociology Compass*, pp 1-14.
- Aya Gruber (2023) "Sex Exceptionalism in Criminal Law," *Stanford Law Review*, (75) pp 755-824.

### **WEEK 5**

**\*\*\*Final Paper/Alternative Assignment Proposal Due at 11:59pm\*\*\***

#### **Oct. 19: "Paying for it": Commercial Sex**

- Chester Brown (2013) *Paying for it: A Comic Strip Memoir about being a John*. Toronto: Drawn & Quarterly
- Sarah Hunt, (2013) "Decolonizing Sex Work: Developing an Intersectional Indigenous Approach," in Emily van der Meulen, Elya m. Durisin, and Victoria Love eds. *Selling Sex: Experience, Advocacy, and Research on Sex Work in Canada*. Vancouver: University of British Columbia Press. Pp 82-100.
- Robyn Maynard (2018) "Do Black Sex Workers' Lives Matter: Whitewashed Anti- Slavery, Racial Justice, and Abolition" in E. Dursin, E. Van der Meulen and C. Bruckert, *Red Light Labour: Sex Work Regulation, Agency, and Resistance*, University of British Columbia Press, pp 281-292.

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**\*\*\*\*\* FALL BREAK: OCT. 26-30 - NO CLASS \*\*\*\*\***

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### **WEEK 6**

#### **Nov. 2: "Representing it": Pornography and Obscenity**

**\*\*\*Final Paper/Alternative Assignment Proposal Comments Returned \*\*\***

- Margot Kaplan, (2014) "Sex Positive Law," *New York Law Review* 89, pp. 90-114; 150-160.
- Michalakea, A. (2026) "Reframing 'online safety': the neo-abolitionist agenda and the digital surveillance of sex workers," *Justice, Power and Resistance*, 9(1): 6-26.

### **WEEK 7**

**Nov. 9: Mid-Term Oral Exam**

### **WEEK 8**

**Nov. 16: Mid-Term Oral Exam**

### **WEEK 9**

**Nov. 23: "Thinking about it": Sexual Fantasy as Crime**

- Andrew Gilden (2016) "Punishing Sexual Fantasy" *William & Mary Law Rev.* (58): pp 422-433; 445-486.
- Ummni Khan and Jean Ketterling (2019) "Rape as Play: Yellow Peril Panic and a Defence of Fantasy," Rehman & Shahid (Eds), *The Asian Yearbook of Human Rights and Humanitarian Law*, Volume 3, pp 357-395.

### **WEEK 10**

**Nov. 30: "Objectifying it": Love and Sex with "Objects"**

- Bela Bonita Chatterjee (2020) "Child Sex Dolls and Robots: Challenging the Boundaries of the Child Protection Framework," *International Review of Law, Computers & Technology*, 34(1), pp 22-43.
- Marchant GE, Climbingbear K. (2022) "Legal resistance to sex robots," *Journal of Future Robot Life*. 3(1): 91-107.

### **WEEK 11**

**Dec. 7: "Hurting for it": Kinky Sex**

- Mika Galilee-Belfer (2020) "BDSM, Kink, and Consent: What the Law Can Learn from Consent-Driven Communities," *Arizona Law Review*, 62(2): pp 507–536.
- Chittick, K., Cossman, B., & Khan, U. (2025). Rethinking the "Rough Sex Defence" in Canada: Replies to Sheehy et al. *Alberta Law Review*, 62(3), 678.

### **WEEK 12**

**Dec. 11 (FRIDAY): "Exposing it": Public Sex**

- Patrick Califia (1982) "Public Sex," *Public Sex: The Culture of Radical Sex*, 2nd ed. (2000, pp 14-27.
- Marcus McCann (2024) "Why it Stings: Project Marie in Context," In *Park Cruising: What Happens when we Wander off the Path*, House of Anansi Press, Toronto. pp 73-109.

**\*\*\*Final Assignment Due, FRIDAY Dec. 11th, 11:59 pm\*\*\***

**END OF TERM  
ENJOY YOUR WINTER BREAK!**