

for whom? Discussion of these questions and more will be grounded in discussions of sex and sexual expression that is considered degenerate, obscene, indecent, drunk, commercial, intergenerational, kinky, public, queer, “sick”, “deviant” and “diseased”. This course is informed by a range of theoretical frameworks including those of liberal legalism; legal moralism; queer; radical feminist; sex positive feminist; critical race; post-colonial; post structural; neo-liberal, risk, and governance theory. Key course concepts included but are not limited to: consent, crime, danger, harm, liberation, justice, and agency.

TEXTS

All course materials will be made available on Brightspace and through Ares.

EVALUATION

• Syllabus Contract & Quiz	5%	January 19 th , 2023 (11:59PM)
• In-class Participation:	15%	Ongoing (See below)
• Critical Responses	20% (2x10%)	Ongoing (Thursdays at 11:59PM)
• Final Paper Proposal	15%	March 1 st 2023 (11:59PM)
• Proposal Peer Feedback	10%	March 17 th 2023 (11:59PM)
• Final Research Paper/Alternative Assignment	35%	April 12 th 2023 (11:59PM)

Syllabus Contract & Quiz (5%, January 20th, 2023, 11:59PM)

Once you have read through this syllabus carefully and in its entirety, please complete the syllabus acceptance assignment and the short quiz in Brightspace. This short true/false quiz will test your understanding of the course and academic integrity as outlined and defined on the course syllabus. You have until January 20th at 11:59pm to complete these.

In-Class Participation (15%, Ongoing):

The seminar format relies on students taking 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. However, if you have a reason for missing class, please contact me ASAP (preferably beforehand) and I will be happy to figure out a solution for you to make up your points. If you are feeling sick, please do not come to class; please let me know ASAP and complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Your participation grade is reflective of: your attendance; your ability to discuss the specifics of the assigned texts and themes directly related to the texts; your ability to make connections between readings, earlier class discussions, as well as comments made during class; and, the quality of the insights you bring to the discussion.

Critical Responses (20%, 2x10%, Ongoing, Thursdays at 11:59PM):

These two brief assignments will allow me to assess your understanding of and engagement with assigned readings. You must pick 2 readings that interest you over the course of the term and write a response paper for each. Each reading needs to be from a different week.

You **MUST** submit your critical response on the link provided on Brightspace before or by 11:59PM on the Thursday before the class that the reading will be discussed. You cannot submit a response about a reading that has already been discussed in class. The idea is to have you write response papers in preparation for the discussion of the chosen readings.

I highly recommend that you submit your first response within the first four weeks of the semester so that you can get feedback that will help you improve on your second response.

If you are dissatisfied with the grade of one your responses, you have the option to submit a third response in order to improve your grade. If you choose to do so, I will drop your worst response, keeping the best two out of three. This is completely optional.

For each response paper I am looking for a condensed summary of the chosen reading as well as a

response that succinctly engages with the article. Your response paper should be **2-3 pages (font size 12, double spaced)** and should do the following:

1. Provide a concise and specific explanation of the author's main goals. Avoid generalized descriptions (ex: the author's goal is to theorize sadomasochism).
2. Summarize the specific arguments the author makes in the text (not just their general topic or focus).
3. Note which theoretical framework(s) is/are being used by the author(s). If no theoretical framework is explicitly identified, explain what framework you think is being used and why.
4. Briefly reflect on the article. This reflection can take several possible directions: discussing a particular passage in one of the readings; pointing to connections across two or more readings; registering and elaborating upon your approval/disagreement with a key point in a reading; addressing the sources used in the texts etc.; relating the article course themes and previous weeks' readings/discussions.

Final Assignment Proposal (15%, March 1, 2023, 11:59PM):

This assignment asks you to start thinking about your final assignment. Your proposal should be approx. **2 pages (font size 12 double spaced)** and should explain what your final paper or alternative assignment will be about. This will give you the opportunity to get started on your final assignment and receive useful feedback. Your proposal can be written in point form, outline form, or complete sentences, whatever works best for you. It should include the following:

1. Topic: What is the general topic of your final assignment? What lead you to choose this?
2. Thesis statement: What is your thesis statement?
3. Sub arguments: What arguments will you use to support your thesis statement? What examples and evidence will you use to support these arguments?
4. What two course readings will you use in your final assignment? How will you incorporate these? What elements of the readings will you use? (Arguments? Examples? Theoretical frameworks?)
5. A minimum of three other readings or materials that you are considering using for your assignment. Briefly explain why you think these will be relevant.

Proposal Peer Feedback (10%, March 17, 2023, 11:59PM):

On March 3rd, I will send everyone a peer's proposal to read. These will be anonymized. The assignment asks you to engage in supportive peer review by giving your peer useful feedback on their proposal. Your feedback should be 1.5-2 pages (**font size 12, double spaced**), it can be written in point form or complete sentences, and should include the following:

1. What is the paper about? State what your peer is writing about, including their main argument and sub arguments.
2. Clarity: Is it clear to you what your peer is arguing in their assignment? Is this made evident in the thesis statement? Is it clear how the sub arguments support the thesis statement? If not, how could this be clarified?
3. Resources: Do you think that the readings and supporting materials chosen by your peer work well to support their arguments? Why or why not? **Suggest at least one other source** that could help them in their assignment.
4. What is something that you find interesting or especially strong about your peer's assignment? What topic would you like to hear more about? If relevant, what is one thing that they did not address that you think might be a good addition?
5. Do you think that your peer's argument is convincing? Why or why not? Why do you think could be one potential counter argument to your peer's argument? How do you think they could address this? Remember the point here is not to comment on whether you personally agree or disagree with your peer, but rather on the strength of the argument. The goal is to help your peer strengthen their argument.

Please keep in mind that you are not graded on how critical your peer response is, but on how **helpful** it is. Criticism should be constructive and respectful. The emphasis here is more on providing helpful tips and generating ideas than on correcting "mistakes". Do not edit the proposal or comment on writing style or grammar (unless it is to give a compliment). Please know that any rudeness or disrespect will not be tolerated, and may result in an immediate 0% on the assignment.

Final Research Paper/Alternative Assignment (35%. April 12, 2023, 11:59PM)

Final Research Paper (10-12 pgs.) on a topic that addresses the policing of sex. The paper must draw

upon at least 2 of the course readings as well as at least 5 other readings or materials not studied in class.

OR

Create a creative output that explores a theme(s) related to the policing of sex and that makes an “argument” or “statement”. Write a 6-8 pg. paper that explains your creative output, why it was chosen, how it is connected to the themes, concepts, theories, and research on the policing of sex, and what “argument” or “statement” it is making. The paper must draw upon at least 2 of the course readings + 2 other readings or materials (these can be from the course or not). You must explain how these sources support your “argument” or “statement”.

Further details for both final assignment options will be distributed in class.

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			

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;
- 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; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

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).

POLICIES:

(i) Contact with Instructor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me using the Brightspace/Carleton e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

(ii) 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 has to 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-6:00pm on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

(iii) Late Penalties

All assignments must be completed for you to receive a passing grade in this course. Late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-end days) except under exceptional circumstances, i.e. grave illness. If you require an extension, please make arrangements with me **ahead of time**. Computer failure, conflicts with work schedules or similar problems are not a valid excuse for failing to submit an assignment on time (I recommend saving your assignments on google drive or emailing a version to yourself to ensure you have access to your work should something happen). Students submitting late assignments must submit them via the assignment link on Brightspace. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

STATEMENT ON STUDENT MENTAL HEALTH

As a University 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. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are **a number of actions you can take** to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

RELIGIOUS ACCOMODATION

Write to me 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 [click here](#).

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).

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 where 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/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Course Schedule & Readings

**Please note that this schedule and course readings are subject to change.
Assigned readings are to be done before the class (they will be discussed in class).**

WEEK 1-

Jan 13: Introduction to the Course and to Sexuality

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

Syllabus Contract and Quiz due Jan 19 11:59PM

WEEK 2-

Jan 20: The Sex Wars: Sex and the Danger/Pleasure Nexus

- Catharine A. MacKinnon (1989) "Sexuality," in *Toward a Feminist Theory of the State* (Cambridge: Harvard University Press): 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): 267-319.

WEEK 3-

Jan 27: Sexual Ethics: Liberal, Feminist, and Queer Perspectives on Consent

- William Eskridge (1995) "The Many Faces of Sexual Consent," *William and Mary Law Review*: 47-67.
- Joseph J. Fischel (2019) "Introduction: When Consent Isn't Sexy," *From Screw Consent: A Better Politics of Sexual Justice*, University of California Press, 1-30.

WEEK 4-

Feb 3: "Paying for it": Commercial Sex

Guest Speaker: TBD

- 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. 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, 281-292.

WEEK 5-

Feb 10: “Representing it”: Pornography and Obscenity

Guest Speaker: Meg Lonergan

- Margot Kaplan, (2014) “Sex Positive Law” New York Law Review 89, pp. 90-114; 150-160.
- Jennifer Nash (2014) “Introduction: Reading Race, Reading Pornography,” In The Black Body in Ecstasy: Reading Race, Reading Pornography Durham: Duke University Press, pp 1-26.
- Steve Jones (2016) “‘Extreme’ porn? The implications of a label” Porn Studies 3(3), 295-307

WEEK 6-

Feb 17: “Thinking about it”: Sexual Fantasy as Crime

Guest Speaker: (TBD)

- Andrew Gilden (2016) “Punishing Sexual Fantasy” 58 William & Mary Law Rev. 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, Law, Gender and Sexuality, pp 357-395.

******* WINTER BREAK: FEBRUARY 20-24 - NO CLASS*******

*Final Paper Proposal due **March 1st at 11:59PM***

WEEK 7-

March 3: “Objectifying (?) it”: Love and Sex with “Objects”

Guest Speaker: Dr. Lara Karaian

Video Presentation: TBD

- Lara Karaian (2022) “Plastic Fantastic: Sex Robots and/as Sexual Fantasy,” Sexualities.
- 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), 22-43
- Delphine DiTecco and Lara Karaian (2022) “New Technology, Same Old Stigma: Media Narratives of Sex Robots and Sex Work,” Sexuality and Culture.

WEEK 8-

March 10: “Asking for it?”: Age, Ability, Cognition and Consent

Guest Speaker: TBD

- Sharon Cowan (2008) ‘The Trouble with Drink: Intoxication, (In)Capacity and the Evaporation of Consent to Sex,’ Akron Law Review 41(4): 899–922.

- Kalev Hunt (2009) “Saving the Children: (Queer) Youth Sexuality and Age of Consent in Canada,” *Sexuality Research and Social Policy* 6(3): 15-33.
- Arstein-Kerslake, Anna and Eilionóir Flynn (2015) “Legislating Consent: Creating an Empowering Definition of Consent to Sex that is Inclusive of People with Cognitive Disabilities” *Social and Legal Studies*, 25(2): 225-248.

WEEK 9-**March 17: “Hurting for it”: Kinky Sex****Guest Speaker: Caitlin Hart****Proposal Peer Feedback due March 17th at 11:59PM**

- Mika Galilee-Belfer (2020). “BDSM, Kink, and Consent: What the Law Can Learn From Consent-Driven Communities,” *Arizona Law Review* 62(2): 507–536.
- Ariane Cruz (2016) “Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality.” *Souls (Boulder, Colo.)* 18(2-4): 379–407.

WEEK 10**March 24: “(Dis)eased Sex?”****Guest Speaker: (TBD)**

- J. Kevin Barlow, (2009) Residential schools, prisons, and HIV/AIDS among Aboriginal people in Canada exploring the connections. Ottawa, Ontario: Aboriginal Healing Foundation Research Series. <https://www.ahf.ca/downloads/hivaids.pdf>, pp 1-5; 33-40; 47-48.
- Alex McClelland (2019). The Criminalization of HIV Non-Disclosure in Canada: Experiences of People Living with HIV. Booklet, pp 4-9, 39-53, and your choice of 3 of 9 the stories from pp 10-38.
- Kyle Kirkup (2020) “The Gross Indecency of Criminalizing HIV Non-Disclosure” *University of Toronto Law Journal*, 70, 263-282.

WEEK 11**March 31: “Sharing it”: Public Sex and Polyamory****Guest Speaker: Rachel Jobson**

- Patrick Califia (1982) “Public Sex,” *Public Sex: The Culture of Radical Sex*, 2nd ed. (2000, 14-27.
- Jessica Penwell Barnett (2014) “Polyamory and Criminalization of Plural Conjugal Unions in Canada: Competing Narratives in the s.293 Reference.” *Sexuality Research and Social Policy* 11(1): 63-74

***** April 7- STAT HOLIDAY- NO CLASS*****

WEEK 12**April 12 (Friday Schedule): Rethinking our Responses to Sex Offending****Guest Speaker (TBD)**

Final Paper due April 12 at 11:59PM

- Guy Hamilton-Smith, (2020) "Banishing 'Sex Offenders': How Meaningless Language Makes Bad Law," *Southwestern Law Review* 50(1): 44-69.
- D.J. Williams, Jeremy N. Thomas, Emily E. Prior (2015) "Moving Full-Speed Ahead in the Wrong Direction? A Critical Examination of US Sex-Offender Policy from a Positive Sexuality Model" *Critical Criminology* 23(3): 277-294