

Carleton University**Institute of Criminology & Criminal Justice****Course Outline**

COURSE:	CRCJ 4200A Policing Sex
TERM:	Fall 2024
PREREQUISITES:	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.
CLASS:	Day & Time: Wed. 8:35 am - 11:25 pm Room: TBD
PROFESSOR:	Lara Karaian
CONTACT:	Office: 2017 Dunton Tower Office Hrs: Wed. 11:30-12:30 or by appointment (via zoom, phone, or in person) *Email: lara.karaian@carleton.ca Calendly Link: https://calendly.com/larakaraian/1-on-1-with-lara

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/288492>

ACKNOWLEDGEMENT & AFFIRMATION**ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig. Nìgijewenimànànig ogog kà nigànì 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.

COURSE DESCRIPTION

Sexual activity is one of the most persistently policed and harshly punished aspects of our interpersonal relations. This seminar will provide students with a strong theoretical and doctrinal analysis of the criminalization and governance of sex. In addition, it will help students develop the critical analytical tools required to evaluate the regulation and criminalization of sex. We will explore questions such as: What is sexuality and how has it been historically conceptualized? 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”, “healthy”, “harmful”, “autonomous”, “positive”, and legal sexuality? What are the effects of policing sex and for whom?

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

TEXTS

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

EVALUATION

Please note that all course components must be completed to earn a passing grade.

Please read the detailed assignment guidelines provided on Brightspace before writing any of your assignments. The following are general descriptions.

• Syllabus Contract & Quiz	5%	Sept. 4 th (11:59PM)
• In-class Participation	20%	Ongoing
• Critical Reading Response	10%	Ongoing (Tuesday at 11:59PM)
• Final Paper/Alternative Assignment Proposal	15%	Oct. 9 th (11:59PM)
• Proposal Peer Review	15%	Oct. 30 th (11:59PM)
• Final Research Paper/Alternative Assignment	35%	Dec. 4 th (11:59PM)
• Bonus Assignments	Up to 5%	Ongoing (Tuesday at 11:59PM)

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

Syllabus Contract & Quiz (5%, Sept. 4th, 11:59PM):

Once you have read through this syllabus carefully and in its entirety, please complete the syllabus contract and quiz in Brightspace. This short multiple choice and true/false quiz will test your understanding of the course and academic integrity as outlined and defined on the course syllabus. You have until Sept. 4th at 11:59pm to complete this.

In-Class Participation (20%, 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. 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.

Critical Reading Response (10%, Ongoing, Tuesday at 11:59PM):

You must pick one (1) course reading that interest you from the first 5 weeks of the course and write a response paper. Your response is due before or by **11:59PM on the Tuesday 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 write a reading response in preparation for our discussion of the reading.

Your response paper should include a short yet thorough summary of the reading, as well as a thoughtful engagement with the article's key arguments. Your response paper should be 2-3 pages (font size 12, double spaced) and should do the following:

1. Provide a concise explanation of the author's topic and their main goals.
2. Summarize the author's specific arguments and sub-arguments.
3. Note which methods and theoretical framework(s) are being used by the author(s). If no methods or theoretical frameworks are explicitly identified, explain what you think is being used and why.
4. Provide a thoughtful reflection on the article's **arguments** (not just its general topic). Your response must draw a connection to **one previous course reading** and **some content from our in-class discussions**

Final Paper/Alternative Assignment Proposal (15%, Oct. 9th, 11:59PM):

This assignment requires you to develop a proposal explaining what your final paper or alternative assignment will examine. Your final assignment must engage with a topic that relates to course themes but that has not been discussed in class. Examples of possible topics will be provided. Before beginning the Proposal assignment, you should familiarize yourself with the Final Research Paper/Alternative Assignment guidelines.

The proposal allows you to get an early start on your final assignment and to receive useful feedback from me and your peers. Your proposal should be approx. 2-3 pages (font size 12, double spaced), be written in complete sentences, and include the following:

1. Topic: What is the specific topic of your final assignment? What lead you to choose this topic?
2. Format: What format will your final assignment take; a written essay or some other creative output? If the latter explain what this output is, why you have chosen it, and any relevant details about how you plan to execute it.
3. Argument: What is your preliminary central argument? This argument can change as you continue to research your topic.
4. Theoretical Framework: What theoretical framework(s) inform your analysis?
5. Examples: What examples will you use to help ground and support your arguments? Examples include: case law, legal and political debates, cultural phenomena such as emerging films, TV/YouTube series, social media examples, technological developments, etc.?
6. Scholarship: What two (2) course readings will you use to develop and support your argument? Provide some details about why you chose these texts and how will you incorporate them.
7. A minimum of five (5) peer-reviewed scholarly materials that you are considering using for your assignment. Provide a short explanation for why you think each source is relevant.

Proposal Peer Review (15%, Oct. 30th, 11:59PM):

Each student will receive a peer's anonymized proposal. For this peer review assignment you are required to provide supportive and useful feedback on the anonymized proposal. Your feedback should be written in complete sentences, 2-3 pages (font size 12, double spaced), and should reflect on the following:

1. **Topic:** In your own words, explain what your peer's paper is about. Does the topic connect well to course themes, theories, and content? Is the topic sufficiently original? Why or why not?
2. **Argument:** Explain their preliminary central argument. Having read their entire proposal, do you think that their proposed argument is clear? Is their proposed argument persuasive? Why or why not? Provide one potential counter argument to your peer's argument. How do you think they could address this counter argument? Remember the point here is not to comment on whether you personally agree or disagree with your peer, but rather to help your peer strengthen their argument.
3. **Resources:** Do you think that the course readings and supporting materials chosen by your peer work well to support their arguments? Why or why not? Suggest one (1) other possible course reading and at least one (1) other academic source that could help them develop their assignment. Briefly explain why you've chosen these resources.
4. **Clarity:** Reflect on the clarity of proposal overall. Is the writing style clear? Are their ideas well organized and introduced. Are there any issues with grammar and style? What suggestions do you have for improving the clarity of their thought and writing?
5. **Originality:** What is something that you find interesting or especially strong about your peer's assignment? Is there something specific about their topic that you 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?
6. **For those students who have chosen to create an alternative output, comment on the appropriateness, originality, and feasibility of their chosen medium. Have they clearly explained the connection between their creative output, our course themes, and their argument? Are there any artistic suggestions that you can provide to help strengthen the creative output?**

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.

Final Research Paper/Alternative Assignment (35%, Dec. 4th, 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 (10 x 0.5% = 5%, Ongoing, Tuesday at 11:59PM):

Throughout the term you will have the opportunity to earn up to 5% in bonus grades. To earn these bonus grades, you must demonstrate your close engagement with up to 10 course readings (one course reading per week up to a maximum of 10 readings). Each reading engagement is worth 0.5% (10 x 0.5% = 5%). Submit your marked-up reading via the Brightspace links by Tues. at 11:59 pm *before* the class in which the reading is being discussed.

As you read the article, do the following:

- highlight and/or underline key information as you see fit
- write notes in the margins as you see fit
- write a “Q” next to any questions the author asks or claims to answer.
- write an “A” next to any arguments they make (look for: “I argue”, or “I contend”, or “I claim”, or “I posit,” etc.
- write a “G” next to any goals the author identifies
- write a C next to key concepts- consider defining the concept in the margin
- write an “E” next to any evidence that the author provides
- write an “M” next to methods they use
- write a “T” next to any theoretical frameworks they rely on
- write a “?” next to content that is unclear or leaves you with questions
- write an “!” next to parts you find particularly interesting, or that make you think

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);
- 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 hour and by appointment. I'm now using Calendly to set-up meetings outside of office hours. Please use the following link and indicate whether you'd rather meet via Zoom or by phone. Please provide a phone number that you can be reached at. If none of the available times work for you, please contact me by email to set an appointment: <https://calendly.com/larakaraian/1-on-1-with-lara>

(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 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. Emails received late on Friday may not be responded to until the following Wednesday.

(iii) Late Penalties

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 link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

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: <https://students.carleton.ca/course-outline/>

Course Schedule & Readings

**The course schedule and readings are subject to change.
Assigned readings are to be read before the class (they will be discussed in class).**

WEEK 1

Sept. 4: Introduction to the Course

*****Syllabus Contract and Quiz due 11:59PM*****

WEEK 2

Sept. 11: The Social Construction of Sex and Sexuality

- 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.
- Stevi Jackson and Sue Scott (2010) "Conceptualizing Sexuality: From Kinsey to Queer and Beyond," In *Theorizing Sexuality* (McGraw-Hill Education), pp 5-23.

WEEK 3

Sept. 18: 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): 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

Sept. 25: Is Sex Special? Sexual Exceptionalism and 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

Oct. 2: "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.

WEEK 6**Oct. 9: “Representing it”: Pornography and Obscenity*******Final Paper/Alternative Assignment Proposal Due at 11:59pm*****

- 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.

WEEK 7**Oct. 16: “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, Law, Gender and Sexuality*, pp 357-395.

******* FALL BREAK: OCT. 21-25 - NO CLASS*******

WEEK 8**Oct. 30: “Objectifying (?) it”: Love and Sex with “Objects”******* Proposal Peer Review due at 11:59PM*****

- 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.
- Delphine DiTecco and Lara Karaian (2023) “New Technology, Same Old Stigma: Media Narratives of Sex Robots and Sex Work,” *Sexuality and Culture* (27): pp 539–569.

WEEK 9**Nov. 6: “Asking for it?”: Capacity, Cognition, and Consent******* Proposal Feedback returned to students*****

- Sharon Cowan (2008) ‘The Trouble with Drink: Intoxication, (In)Capacity and the Evaporation of Consent to Sex,’ *Akron Law Review* 41(4): pp 899–922.
- Lindsey, J. and Harding, R. (2021) “Capabilities, capacity, and consent: sexual intimacy in the Court of Protection,” *Journal of Law and Society* (48): pp 60–83.

WEEK 10**Nov. 13: “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.
- Ariane Cruz (2016) “Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality.” *Souls* (Boulder, Colo.) 18(2-4): pp 379–407.

WEEK 11**Nov. 20: “(Dis)eased Sex?”: Criminalization of HIV****Guest Speaker: Alex McClelland**

- Alex McClelland (2019) *The Criminalization of HIV Non-Disclosure in Canada: Experiences of People Living with HIV*. Booklet, pp 4-9, 39-53 & choice of 2 of 9 the stories from pp 10-38.
- Trevor Hoppe, Alexander McClelland, and Kenneth Pass (2022) “Beyond criminalization: reconsidering HIV criminalization in an era of reform” Commentary, www.co-hivandaids.com, pp 1-6.
- Andrew Novak (2021) “Toward a Critical Criminology of HIV Criminalization,” *Critical Criminology*, 29 (1): pp 57–73.

WEEK 12**Nov. 27: “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.

WEEK 13

Dec. 4: *Final Paper/Alternative Assignment due at 11:59PM *****

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