

Carleton University
Fall 2019
Pauline Jewett Institute of Women's and Gender Studies

SXST 2101: Introduction to Critical Sexuality Studies

Tuesday / 2:35-4:25
Location: ME 3275
Instructor: Dr. Dan Irving
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Office Hours: Tuesdays 9:30-11:00am

Course Description

Our bodies, pleasure and desires are regulated often through means that render such governance difficult to recognize. In this introductory course, we focus on 'heteronormativity' as a foundational and key concept within the interdisciplinary field of critical Sexuality Studies. We will explore the interconnected relationship between the sex-gender-sexuality - i.e. the three categories defining heteronormativity. Particular emphasis is placed on the ways that heteronormativity intersects with, and is inseparable from settler-colonialism, whiteness and the making of the contemporary Canadian and U.S nations.

Learning Objectives

- To introduce students to critical Sexuality Studies as an interdisciplinary field.
- To demonstrate intersectional analysis through placing emphasis on the relationship between heteronormativity, settler-colonialism, whiteness and nation-building praxis.
- To foster critical reading, analytical and writing skills through an article response assignment.
- To foster student appreciation of the central role that novels and other cultural texts play in illuminating and resisting power relations governing bodies, pleasure and desires. Objective met through key concept assignments and review of Whitehead's novel, *Jonny Appleseed*.
- To empower students to recognize how norms of gender and sexuality frame their everyday lives through lecture materials and tutorial-based discussions.

Teaching Assistants (TAs)

Noah Rodomar. Email: noahrodomar@gmail.com

Vincent McNeill Knowles. Email: vincentmcneillknowle@gmail.com

Required Texts & required readings:

Whitehead, Joshua (2019) *Jonny Appleseed*. Vancouver: Arsenal Pulp Press.

**This book is available for purchase at Octopus Books located at 3rd Avenue and Bank Street.

All required readings are available on CU Learn through Ares.

Assignments and Due Dates:

Assignment	Grade Weight	Due Date	Special Instructions
Tutorial Participation	25%	Ongoing. *More than 3 tutorials missed without a documentation = fail course.	
Midterm exam	15%	October 15th	In class
Key Concept Meme/Podcast/Blog	15%	October 29th	**HARD COPY** deposited in Institute of Women & Gender Studies drop-box. 14th floor Dunton Tower. Email copy as receipt. Dan.irving@carleton.ca
Embodied Reading Response	20%	December 3rd	**HARD COPY** Deposited in Institute of Women & Gender Studies drop box. 14th floor Dunton Tower. (Email copy as receipt)
<i>Jonny Appleseed</i>	25%	December 21 (as per university policy. https://carleton.ca/registrar/registration/dates-and-deadlines/)	**HARD COPY** Deposited in Institute of Women & Gender Studies drop box. 14th floor Dunton Tower. (Email copy as receipt)

Instructions for Assignments:

Tutorial Participation

Tutorials provide space to really engage with the readings through discussion with your TA and peers. This is the place to review key terms coming out of the readings, ask questions about what you do not understand, as well as to share your own thoughts and experiences with others. Given the lecture format of the course, the tutorials are key to your success, therefore, **attendance is mandatory**. I have instructed TAs to automatically fail any student who misses more than 3 tutorials without providing formal documentation. There are no exceptions so please keep in regular contact with your TA and obtain medical or other documentation if need be.

Embodied Reading Responses

Length: 1500 words

Black ink, 12 point font, double spaced, no cover page, stapled.

Critical sexuality studies is a field that draws attention to the ways that our bodies, desires, and feelings are key texts that often give scholars initial insight into the ways that power functions through our bodies, emotions and reactions. Scholarship can arouse uncomfortable feelings and intense responses as we find ourselves confronted with difference, challenged to recognize our privilege, or discovering that we are not alone with particular experiences and desires. As you engage with the readings over the semester pay key attention to your embodied responses as you work through the material. You are required to write readings responses to three articles that impacted you the most (e.g. excited, angered, frustrated, depressed, etc). You must (1) provide their argument and represent it fairly. This means you need to state what the research focused on and what argument is being put forward (2) your physical, emotive, intellectual response to the article and reflect on why you believe you had such a response (3) discuss how this text has moved you as a student of critical sexuality studies (i.e. did your engagement with the reading change you, push you to find out more, or cause you to 'dig your heels in' and defend your thoughts about the subject matter beforehand.

Midterm exam

Your midterm exam will be taken during class time. It will consist of fill in the blanks, multiple choice and short answer questions.

Key Concept Meme/Podcast/Blog Assignment

Length 750 words (or six minutes if podcast)

Black ink, 12 point font, double spaced, no cover page, stapled. If podcast ensure file is clearly audible and can be played using standard software.

Whiteness OR settler-colonialism and heteronormativity are key concepts that frame our entry into some of the research conducted in the field of critical sexuality studies. The purpose of this assignment is to assess your understanding of these key concepts. This assignment requires you to (1) choose whiteness or settler-colonialism and provide a clear definition in your own words using course texts only. It is essential that all readings you use are cited properly regardless of whether you are paraphrasing or quoting brief passages (2) define heteronormativity in your own words (3) discuss the intersections between whiteness and heteronormativity (if this is what you picked) or settler-colonialism and heteronormativity.

I realize that so many of you are creative and use memes, podcasts and/or blogs to communicate ideas. This assignment allows you to do this if you wish, however, all assignments must be accompanied by a 750 word written statement. For those choosing memes, your statement will include a definition of either whiteness or settler-colonialism and heteronormativity followed by a short statement on the image produced and how it is intended to represent the relationship between the two relations of power. For those choosing the podcast, provide your notes as well as a bibliography of the texts you meaningfully integrated into the podcast. In your podcast, it is important that you state exactly whose work you are incorporating into your discussion.

Take Home Exam

Jonny Appleseed

Length: 2000 words

Black ink, 12 point font, double spaced, no cover page, stapled.

This assignment is designed to gauge your understanding of the ways that heteronormativity as a governing relation is mediated by settler-colonialism and whiteness. In your *critical analysis* of the novel, you are expected to discuss the ways that Whitehead contributes to sexuality studies through: (1) defining settler-colonialism, whiteness and heteronormativity and (2) Do not summarize the novel; instead, draw on passages from the novel to discuss how either the narrative/characters/writing style demonstrates the ways that normativity functions as a mode of governance, as well as indigenous resurgence and resistance to settler-colonial gender and sexual categories.

You are required to engage meaningfully with *at least 6 course readings*. Meaningful engagement means demonstrating that you have read the material, understand it and can use the definitions, discussions and arguments made by the authors of the readings to act as a foundation for your analysis of *Jonny Appleseed*, as well as to support your arguments by providing textual evidence for your claims that can be found outside the Whitehead text. **DO NOT QUOTE LECTURE NOTES/ SLIDES OR NOTES FROM TUTORIAL** – no marks will be awarded. All of your sources must come from course readings or materials shown in class or posted to CULearn by myself or your TAs. If you do draw from a blog, book review, or any other material about the book it must be cited.

LECTURE & READING SCHEDULE

September 10

Introducing Sexuality Studies

Munro, S. (2018) “Sexuality Studies: The Last 20 years”, *Sexualities*. 21 (8): 1229-1233

Fahs, B., Plante, R. F., & McClelland, S. I. (2018). Working at the crossroads of pleasure and danger: Feminist perspectives on doing critical sexuality studies. *Sexualities*, 21(4), 503–519.

Christiansen, Lars D. and Nancy L. Fischer (2016) “Working in the (Social) Construction Zone,” in *Introducing the New Sexuality Studies: 3rd Edition*. Steven Seidmen, Nancy L. Fischer and Chet Meeks, eds. New York: Routledge.

September 17

Sexuality and Power/Knowledge

Foucault, M. (1990) “We the Other Victorians” in *The History of Sexuality Volume 1*. Vintage Books: 1-13

Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. *Social*

Perspectives in Lesbian and Gay Studies; A Reader, 100-133.

Wesley, Saylesh. (2014) "Twin-Spirited Woman...", *TSQ: Transgender Studies Quarterly*. *Decolonizing the Transgender Imaginary*: 338-351.

September 24 Whiteness

Diangelo, Robin (2018) "Racism and White Supremacy" and "White fragility in Action" in

Ahmed, S. (2007). A phenomenology of whiteness. *Feminist theory*, 8(2), 149-168.

Lipsitz, G. (2006). "The possessive investment in whiteness" in *The possessive investment in whiteness: How white people profit from identity politics*. Temple University Press.

October 1 Settler-Colonialism

Morgenson, Scott Lauria (2012) "Theorizing Gender, Sexuality and Settler Colonialism: An Introduction," *Settler Colonial Studies* 2(2): 2-22.

Cannon, Martin (2012) "The Regulation of First Nations Sexuality", in Maureen Fitzgerald and Scott Rayter eds. *Queerly Canadian: An Introductory Reader in Sexuality Studies*. Canadian Scholar's Press: 51-64

Benaway, Gwen (2018) "NDN Transsexual" in *Holy Wild*. Book*Hug Press.

October 8 Heteronormativity as key concept

Berlant, L., & Warner, M. (1998). Sex in public. *Critical inquiry*, 24(2), 547-566.

Katz, Jonathan Ned (1995) "the Debut of the Heterosexual," *The Invention of Heterosexuality*. New York: Dutton

Rochlin, Martin (2007) "The Heterosexual Questionnaire," in *Intersections of Gender, Race and Class*. Marcia Texler Segal and Theresa A. Martinez, eds. LA: Roxbury Publishing Company.

October 15 **In Class Midterm Exam******

Please note that there will be no lecture following the midterm in fairness to those writing the exam through the MacIntyre Exam Centre. The midterm will be one hour in duration.

October 22 NO CLASS – FALL READING WEEK

October 29 Sex(ed) Embodiment

Fausto-Sterling, Anne "Dualing Dualisms", *Sexing the Body: Gender Politics and the*

construction of sexuality (1st ed.). New York, NY: Basic Books.

Lancaster, Roger (2008) "Origin Stories" in *The Trouble with Nature: Sex in Science and Popular Culture*. University of California Press.

November 5 Gender

Ferguson, Joshua M. "Non-binary Person" & "Child" in *Me, Myself, They: Life Beyond the Binary*. Anansi Press.

Razack, S. H. (2000). Gendered Racial Violence and Spatialized Justice: The Murder Pamela George. *Canadian Journal of Law & Society/La Revue Canadienne Droit et Société*, 15(2), 91-130.

Miranda, Deborah A. (2010) "Extermination of the Joyas: Gendercide in Spanish California", *GLQ* 6(1-2): 253-284.

November 12 Sexuality

Kitzinger, C. (2005). Heteronormativity in action: Reproducing the heterosexual nuclear family in after-hours medical calls. *Social problems*, 52(4), 477-498.

Penney, R. (2016). The rhetoric of the mistake in adult narratives of youth sexuality: the case of Amanda Todd. *Feminist Media Studies*, 16(4), 710-725.

Przybylo, E. (2016). Introducing asexuality, unthinking sex. *Introducing the New Sexuality Studies*, 181-191.

November 19 Sexuality, gender and whiteness

McClintock, Anne (1995) "The Lay of the Land: Genealogies in Imperialism," *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. New York: Routledge.

Carter, Julian (2007) "Birds, Bees, and the Future of the Race: Making Whiteness Normal," *The Heart of Whiteness: Normal Sexuality and Race in America 1880-1940*. Durham: Duke University Press.

Pietsch, Nicole (2015) "Doing something about coming together: The Surfacing of intersections of race, sex and sexual violence in victim blaming and in the Slutwalk movement" in *This is what a feminist slut looks like: Perspectives on the Slutwalk Movement*. Alyessa Teekah et al eds. Branford ON: Demeter Press.

November 26 Sexual Citizenship and the Nation

Dryden, Omisoore (2015) "A Queer Too Far: Blackness, Gay Blood and a transgressive possibilities". In Walcott, R. *Disrupting Queer Inclusion: Canadian Homonationalisms*

and the Politics of Belonging. UBC Press.

Stoler, Ann Laura (2016) "Bodily Exposures: Beyond Sex" in *Duress: Imperial Durabilities in our times*". Durham: Duke University Press.

December 3 Sexualities, Gender and Im/migration

Lee, Edward O. J. (2018) "Tracing the Coloniality of Queer and Trans Migrations: Resituating Heterocisnormative Violence in the Global South and Encounters with Migrant Visa Ineligibility to Canada" in *Refuge: Canadian Journal on Refugees*. 34(1): 60-74.

Murray, David A. (2016) "To Feel the Truth: Discourse and Emotion in Canadian Sexual Orientation Refugee Hearings" in *Queering Borders*. John Benjamins Publishing.

Papantonopoulou, S. (2014). "Even a Freak Like You Would Be Safe in Tel Aviv": Transgender Subjects, Wounded Attachments, and the Zionist Economy of Gratitude. *WSQ: Women's Studies Quarterly* 42(1), 278-293.

Course Policies

Email: Please allow 48hrs for me to respond to your emails. Please consult your syllabus for information before emailing me. I'll be happy to clarify instructions if you have questions after reading the syllabus during office hours.

Hard Copies required for all assignments: Submit in class or in Women's and Gender Studies drop box on the 14th floor of Dunton Tower.

Assignment completion: ALL assignments must be completed to pass the course.

Late Penalties: 2 raw marks per day including weekends for any and all late assignments. The only exceptions made are for students who have proper medical documentation or (in the case of the final assignment) obtain an official deferral from the Registrar's office.

Teaching Assistants: Your teaching assistants are responsible for running your tutorial discussion groups and grading your assignments. Should any problems arise in your tutorial or with your grades, please discuss the issue with them first. If you cannot resolve the issue with them, I will meet with you. If it is to discuss a grade on an assignment, I require an email from your TA informing me that you have met with them and agree to have me re-evaluate the paper. You need to be aware that if I re-grade your paper, the grade could go down and the grade I assign will be your final grade.

University Policies

Faculty Grading Guidelines:

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.

I. Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with 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.

Requests for 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

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your

instructor as soon as possible to ensure accommodation arrangements are made.
carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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/2016/05/2016-17-Senate-Report-Appendix-1-Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline