

**Carleton University  
Winter 2021  
Pauline Jewett Institute of Women's and Gender Studies**

**SXST 3103: *Sexuality & Disability***

**Mondays 2:35 p.m. - 5:25 p.m.  
Location: *Blended course, offered online***

An online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

**Materials Required:** In addition to reliable high-speed Internet access and a computer you will also need to be able to access PowerPoint slides with audio. This is how the lecture component will be delivered.

**Instructor:** Alessandra Iozzo-Duval PhD  
**Email:** [alessandra.iozzo@carleton.ca](mailto:alessandra.iozzo@carleton.ca)

**Office: DT 1402** (no on campus meetings this semester)  
**Office Hours:** Mondays – Please send me an email and we will arrange a time to “meet”

*This outline is preliminary and subject to change*

Course Description:

This course begins by establishing an understanding of what constitutes a critical disability studies approach and a critical sexuality studies approach, and that these terms/approaches are constantly in flux. The interdisciplinary nature of these fields requires an understanding of how disability and sexuality, as socially constructed categories, intersect with other categories of analysis such as, gender, race, class, and age. An understanding of sexual pleasure, from a multitude of cultural perspectives, is key. Understanding that the dominant cultural perspective views disabled people as ‘asexual’ will be juxtaposed with the concept that disabled people can be both the objects *and* subjects of sexual pleasure. An examination of a variety of sexual identities will be discussed through a critical disability studies lens.

**N.B. The CU Learn forum is a safe place. It is perfectly acceptable to ask questions and provide comments, it is how we all learn from each other. Any communication or discussions that are disrespectful or hateful will not be tolerated.**

**Evaluation:**

Assessment	Date Due	% of Final Grade
<p><b>READING REFLECTION BLOG:</b></p> <ul style="list-style-type: none"> <li>You are required to submit, via CU Learn, 5 brief blogs regarding of the course readings – each are valued at 2% <b>each</b>. (2% x 5 = 10%).</li> <li><b>You may only submit 1 blog reading per class.</b> If there are two readings for one class and you do a blog on each one only 1 will count towards the total number of blogs.</li> <li>The blogs are due by <b>12:00 p.m. on the day BEFORE class (Sunday at 12:00 p.m.)</b></li> <li>These submissions are to be brief (1-2 paragraphs) and should indicate that you have read and considered the material. Please include your thoughts (more than I thought this was an interesting article – explain why or why not).</li> <li>Your submission <b>MUST</b> also include a question(s) that was raised and this will be posted to your discussion group for your peers to discuss/reflect on.</li> <li><b>KEEP TRACK OF YOUR BLOG SUBMISSIONS</b> – Once the blog closes you cannot see what you have posted. It is your responsibility to keep track of these submissions.</li> </ul> <p><b>*** There are 9 possible weeks available for blog submissions. You need only submit 5. Please plan accordingly – once the blog closes on CU Learn, it is closed!</b></p> <p><b>If you have completed a blog for another class of mine you may not resubmit it for this class.</b></p> <p>I do NOT accept blog posts to my email account – they must be submitted via the CU forum</p>	<p>Ongoing</p> <p>1<sup>st</sup> blog opportunity is for January 18<sup>th</sup> class (blog due January 27 at 12:00 p.m.)</p>	<p>10%</p>
<p><b>PARTICIPATION</b></p> <p>A grade will be assigned by the instructor for general participation in group activities and class discussions related to the weekly modules. Activities and discussions related to a weekly module will have a due date of the <b>Sunday, at noon</b>, before the next class.</p>	<p>Ongoing</p> <p>Activities and/or discussions due Sundays at noon</p>	<p>10%</p>

Assessment	Date Due	% of Final Grade
<p><b>REACTION PAPER</b></p> <p>Question to be posed by the Professor, students will have 1 week to answer this “long answer” style question.</p> <p>Further details and rubric to be posted to CU Learn</p>	<p><b>February 8, 2021</b></p>	<p>25%</p>
<p><b>EUGENICS ARCHIVES PROJECT ASSIGNMENT</b></p> <p>Activity to be discussed in class. A short paper (2-3 pages) is required to be handed in – details to be posted to CU Learn.</p>	<p><b>March 15, 2021</b></p>	<p>25%</p>
<p><b>CULTURAL ARTIFACT ASSIGNMENT</b></p> <p>This requires each student to analyse a cultural artifact <b><u>related to disability AND sexuality</u></b>. It can be historical or contemporary and include: a magazine article, a photograph, a publication, blog, film excerpt, commercial etc.</p> <p>If you are choosing a film/video it should not exceed <b>30 seconds</b>. If you are choosing a written excerpt – it should be short passage (1 page max).</p> <p><b>It cannot include working with live subjects (interviews)</b> as that requires ethics approval.</p> <p>The paper is to be no more than 5 pages double spaced in <b><u>Times New Roman size 12 (normal, not condensed) Font</u></b> – excluding the bibliography (so no more than 5 pages of analysis). APA or MLA referencing is required.</p> <p>A title page is required including your name, my name and the course code.</p> <p>Details to be posted to CU Learn</p>	<p><b>April 12, 2021</b></p>	<p>30%</p>
		<p>100%</p>

All assignments **MUST** be submitted by the deadline. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact the Professor in advance or within 24 hours of the assignment being due with the appropriate documentation (Medical certificate which clearly indicates duration of your illness) and **NOT** on the due date

for the assignment. **If you know you cannot meet the assigned deadline for any reason, contact your instructor as soon as possible to make alternate arrangements.**

### **Policy on late assignments:**

Late assignments will be penalized **at a rate of 5% of the assignment value per day or part day**. The assignment will continue to lose 5% per day until the assignment total reaches zero or the assignments have been handed back. **Once an assignment has been returned to the rest of the class you may no longer submit an assignment without approval from your Professor and appropriate documentation.**

### **Please note for Winter 2021: MEDICAL SELF-DECLARATION**

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are responsible for informing you as soon as possible and for making alternate arrangements to complete the missed work. In all cases **this must occur no later than three (3) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

### **Please note:**

- For Winter 2021, due to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the [Medical Self-Declaration](#) form available on the Registrar's webpage. Instructors should accept the Medical Self-Declaration form as sufficient documentation to support an accommodation request.

### **Marking and Grade Review Policy:**

In case you wish to appeal an assignment grade you will need to submit your request in writing explaining the reason why you are not satisfied. Please be respectful to the instructor (and the TAs, if applicable) in making your request.

If you are unsatisfied with your grade these are the steps to that need to be followed:

1. Take some time to reflect on the grade and the comments. **Do not contact** your Professor and/or TA before 24 hours have passed. Having our own work judged is not always easy.
2. Provide a written explanation of the reasons why you believe the grade should be altered. You must be specific with your reasoning – this does not include comparing it to another classmate's mark.
3. Hand in your marked assignment with your written comments to the Pauline Jewett Institute of Women's and Gender Studies, Dunton Tower 1401. Please remember to put my name on the

paper so that it ends up in my mailbox. **\*\*\*\*During the Winter 2021 semester, please send this to me via email, but please send back the original marked copy and rubric\*\*\*\***

4. Send an e-mail to let me know that you have submitted a grade review.

### Lecture Schedule

**\*\* All readings are available online, via the Carleton University library system, or will be posted in PDF form on CU Learn. It is your responsibility to access these readings.**

	Reading
<p>January 11, 2021</p> <p>Synchronous</p>	<p><b>Welcome &amp; Getting started</b></p> <p><b>***We will meet online at 2:35 p.m.- link to follow***</b></p>
<p>January 18, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #1</b></p>	<p><b>Models of Disability (part 1)</b></p> <p>Oliver, M. (2013). The social model of disability: thirty years on. <i>Disability &amp; Society</i> 28 (7), 1024-1026. <b>Not available for Blog submission</b></p> <p>Haegele, J. &amp; Hodge, S. (2016). Disability Discourse: Overview and Critiques of the Medical and Social Models. <i>Quest</i>, 68:2, 193-206.</p>
<p>January 25, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #2</b></p>	<p><b>Models of Disability (part 2) &amp; Critical Disability Studies</b></p> <p>Jackson, M A. (2018). Models of Disability and Human Rights: Informing the Improvement of Built Environment Accessibility for People with Disability at Neighbourhood Scale? <i>Laws</i> 7(10).  <a href="https://doaj.org/article/d4dbe01c611b4031ab8d81c403caebd8">https://doaj.org/article/d4dbe01c611b4031ab8d81c403caebd8</a> <b>Not available for Blog submission</b></p> <p>Ferguson, P.M. &amp; Nussbaum, E. (2012). Disability Studies: What is it and what difference does it make? <i>Research and practice for persons with severe disabilities</i>. 37(2): 70-80.                      Available here: <a href="http://www.iimhl.com/files/docs/20150415a.pdf">http://www.iimhl.com/files/docs/20150415a.pdf</a></p> <p><b>****You may choose one or the other of these two readings for a Blog</b></p>
<p>February 1, 2021</p>	<p><b>Why study Sex and Disability? Sexual Citizenship &amp; the “Myth” of Asexuality</b></p> <p>Siebers, T. (2012). “A sexual culture for disabled people. In R. McRuer, &amp; A. Mollow (Eds.), <i>Sex and Disability</i> (37-53) Durham, NC: Duke University Press.</p>

	<b>Reading</b>
<p>Asynchronous</p> <p><b>Blog opportunity #3</b></p>	<p><b>AVAILABLE as a PDF on CU learn.</b></p> <p>Fish, R. (2016). ‘They’ve said I’m vulnerable with men’: Doing sexuality on locked wards. <i>Sexualities</i>, 19(6), 641-658.</p> <p>****You may choose one or the other of these two readings for a Blog</p> <p><u>Supplemental:</u> Kim, E. (2011). Asexuality in disability narratives, <i>Sexualities</i> 14(4): 479-493.</p>
<p>February 8, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #4</b></p>	<p><b>Intersections</b></p> <p>Jarman, M. (2012). Dismembering the Lynch Mob: Intersecting Narratives of Disability, Race and Sexual Menace – Sex and Disability. In R. McRuer, &amp; A. Mollow (Eds.), <i>Sex and Disability</i> (89-107) Durham, NC: Duke University Press. <b>AVAILABLE as a PDF on CU learn.</b></p> <p>Drummond, J., Brotman, S. (2014). Intersection and embodied identities: a Queer woman’s experience of disability and sexuality. <i>Sexuality and Disability</i> 32(4), 533-549.</p> <p>****You may choose one or the other of these two readings for a Blog</p> <p><u>Supplemental:</u> Scott, J-A. (2014). Illuminating the Vulnerability of Hegemonic Masculinity through a Performance Analysis of Physically Disabled Men’s Personal Narratives. <i>Disability Studies Quarterly</i>, 34 (1). Available <a href="http://dsq-sds.org/article/view/3570/3526">http://dsq-sds.org/article/view/3570/3526</a></p> <p style="text-align: center;"><b>REACTION PAPER DUE</b></p>
<p>February 15, 2021</p>	<p><b>READING WEEK – NO CLASS</b></p>
<p>February 22, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #5</b></p>	<p><b>Pathologizing Identity</b></p> <p>Drescher, J. (2015). Queer diagnoses revisited: The past and future of homosexuality and gender diagnosis in DSM and ICD. <i>International Review of Psychiatry</i>, 27(5): 386-395.</p>

	<b>Reading</b>
<p>March 1, 2021</p> <p>Synchronous</p> <p><b>Blog opportunity #6</b></p>	<p><b>Eugenics – historical perspectives</b></p> <p>Ladd-Taylor, M. (2014). “Contraception or Eugenics? Sterilization and ‘Mental Retardation’ in the 1970s and 1980s”. <i>Canadian Bulletin of Medical History</i> 31 (1), 189-211.</p>
<p>March 8, 2021</p> <p>Asynchronous</p>	<p><b>Eugenics Archives workshop</b> ***We will meet online, link to follow***</p> <p>Class workshop/engagement with eugenics archives</p>
<p>March 15, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #7</b></p>	<p><b>Sexual Education &amp; Parenthood</b></p> <p>East, L. J., &amp; Orchard, T. R. (2014). Somebody else’s job: Experiences of sex education among Health professionals, parents and adolescents with physical disabilities in Southwestern Ontario. <i>Sexuality &amp; Disability</i>, 32, 335– 350.</p> <p>Frederick, A. (2017). Risky Mothers and the Normalcy Project: Women with Disabilities Negotiate Scientific Motherhood. <i>Gender &amp; Society</i> 1 (1), 74-95</p> <p>*** You may choose one to submit for the blog posts****</p> <p style="text-align: center;"><b>***EUGENICS PROJECT PAPER DUE****</b></p>
<p>March 22, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #8</b></p>	<p><b>Sexual Facilitation &amp; the Right to Sex</b></p> <p>Fritsch, K., Heynen, B., Ross, A., van der Meulen, E. (2016). Disability sex work: developing affinities through decriminalization. <i>Disability &amp; Society</i>, 31(1), 84-99.</p>
<p>March 29, 2021</p> <p>Asynchronous</p> <p><b>Blog opportunity #9</b></p>	<p><b>Representations</b></p> <p>Malinowska, A. (2017). Lost in representation: Disabled sex and the aesthetics of the ‘norm’. <i>Sexualities</i>. 21(3), pp.364-378.  <a href="https://doi.org/10.1177/1363460716688678">https://doi.org/10.1177/1363460716688678</a></p>

	Reading
April 5, 2021 Synchronous	<b>CULTURAL ARTIFACT WORKSHOP</b> ***We will meet online, link to follow***
April 12, 2021 Asynchronous	Wrapping up/Cultural Artifact due

### 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 more details see the [Student Guide](#)

**Religious 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 more details see the [Student Guide](#)

**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](mailto: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: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional 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 Deans of the Faculty conduct 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.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

### **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.

Please see the University's listing of important dates and deadlines:

<https://carleton.ca/registrar/registration/dates-and-deadlines/>

### **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100    B = 73-76    C - = 60-62

A = 85-89    B - = 70-72    D+ = 57-59

A - = 80-84    C+ = 67-69    D = 53-56

B+ = 77-79    C = 63-66    D - = 50-52

F      Failure. No academic credit

ABS    Absent from the final examination

DEF    Official deferral (see "Petitions to Defer")

FND    "Failed, no Deferral" – assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor, subject to the approval of the Chair and Faculty Dean.