Instructor: Dr. Nicholas Hrynyk  
Office: A701 Loeb  
Office hours: Thursdays 1:00 – 2:20 pm  
Email: Nicholashrynyk@cmail.carleton.ca  
Telephone: 520-2600 ext.  

Teaching Assistant: TBA  

Course meets: Thursday 2:35 – 5:25 p.m., Room: UC 180  

Pre-requisites & Precluded Courses:  

SOCI 1001 and SOCI 1002, or SOCI 1003, or ANTH 1001, or ANTH 1002, or ANTH 1003.  

Course Description and Objectives:  

What is gender and what is sex? Why is sex so important? Does sex have a history?  
Where are the origins of the Western “obsession” with sex and sexuality? How do other  
cultures perceive and regulate sexualities? The focus of this course will be on the  
historical and contemporary examination of some main debates and issues pertaining to  
the social construction of sex, gender and sexuality. The arguments against essentializing  
and dichotomizing of sexed/gendered bodies will be discussed in depth alongside the  
recent attempts to go beyond sexual dualisms and/or gender binaries.  

We will investigate the socio-historical invention of homosexuality, the concept of  
heteronormativity, and the complexity of multiple sexual identities and behaviours, as  
exemplified by the emergence of LGBTIQ theories, social movements, and communities.  
How many sexes exist? How do (post)modern intersexuals, transsexuals, transgendered,  
and other queers fit into the mainstream heterosexual matrix, which presupposes a  
“natural” and linear development from our anatomical sex to the appropriate gender  
identification and sexual desire for the ‘opposite’ sex? In what ways is sexuality entwined  
with ableism and the social and cultural construction of the body? We will, thus, examine  
the social regulation and control of sexuality, the intersection of various dimensions of  
power and domination, and the importance of agency in remaking sexual and intimate life  
- in resisting social inequalities and injustices. The final section will glance over some  
human rights violations, the influence of media and pornography in perpetrating sexual  
and gender stereotypes, and the booming industry of sex tourism.
The main objectives of this course are to familiarize students with the past and current research in the sociology of sex and sexuality, to stimulate them in linking their own experiences with key theoretical concepts, and to reflect critically upon taken-for-granted knowledge about human sexualities.

**Required Readings:**

All required readings will be made available on ARES on cuLearn

**Course Evaluation & Methods of Evaluation:**

Critical Reading Report: 20% - February 7

Major Essay Proposal 10% - February 28

Major Essay 40% - March 28

Final Exam 30% - TBA

**Critical Analysis Essay [4-5 pages] (20%)**

Select a week of readings and write a 4-5 page double-spaced report comparing and contrasting how two different scholars have approached a topic and make an argument about what you consider the overarching message from the readings to be. It is due at the beginning of class. No extra material is required.

I will be looking to see how you address the following items:

- The theses.
- The methodological frameworks and approaches (i.e. what sources and concepts were used. What questions are they asking and answering?).
- How they position themselves within the larger literature. Keep in mind what period they were written and what stage of the career they are writing. Dates of original publication for the articles in *Rethinking Canada* can be found in the Permissions section. A look at the bibliographies and biographies (found in the contributor section) can provide helpful insight into a scholar’s approach.
- Present and analyze the similarities and/or disagreements where they exist between historians.
- Advance your own argument and evaluations of the publication. What did you like, dislike? When answering this question, think in terms of arguments, sources, questions asked as well as your personal reaction.

**Major Essay Proposal [2-3 pages] (10%)**

The essay proposal will be a 2-3 page (excluding annotated bibliography) proposal of your final research essay. The goal is to have you begin to critically engage with a topic dealt with in the course. You will demonstrate how you plan on approaching your topic and what the major methodological, historiographical, and theoretical underpinnings are surrounding that issue, person, event, or abstract approach. The proposal will be 12-point
Times New Roman font and double spaced and must include 6-10 annotated references. You will write the proposal in a formal manner, containing an introduction, a body of text and a conclusion. Students must apply one or more theoretical perspectives and/or concepts (as discussed in class and in required readings).

**Major Essay [9-12 pages] (40%):**
This paper should be a critical essay that will analyze a current issue (or a topic) in sociology of sex & sexuality chosen by the student. The essay should have 9-12 typed pages (12 point Times New Roman font and double spaced), 5-10 references, and must contain an introduction, the body of the text and a conclusion. Students will apply one or more theoretical perspectives and/or concepts (as discussed in class and in required readings) to their selected topic/issue and provide a critical insight or analysis. An excellent paper will have clear links between theory and practice, introduce some critical and original ideas, and demonstrate a good understanding of the issue. **Essays are due on March 28** and must be handed in during class or dropped in the Sociology department drop box (Loeb B750).

**Final Exam (30%):**
This will consist of a three-hour exam set during the examination period. It will ask you to respond to an essay and short answer questions on the material covered in the course. The Registrar’s Office will determine the date and time of the exam.

**IMPORTANT:** Instructions for papers will also be posted on cuLearn in case you miss the class. Assignments must be submitted in hard copy (not via email) and students must retain a hard copy of their work. Late papers without adequate documentation will lose one grade point per day (ie., an A becomes an A-) and will not be accepted after one week of being late.

**N.B. Wikipedia is not a valid and credible reference and should not be used in this course. Also, lecture notes are not an academic source and cannot be used as such. Any citation style is acceptable, but it must contain the author’s name, year of publishing, and page number in the text.**

Late Policy: Late assignments will be penalized 5% per day, unless alternate arrangements have been arranged with the instructor prior to the due date. Weekends will count as one day.

Illness: In the event of an illness, please contact me via email. Extensions can be given for documented cases of illness. All other needs for accommodation should be addressed to me before the assignment due date.

**Grading Criteria:**
You are expected to demonstrate an ability to think critically about the issues discussed during this course. While you are encouraged to express your views and reflect on your own life experiences, it is important to remember that there is a difference between
sociological analysis (based on evidence and logical reasoning) and personal opinion (based on uncritical acceptance of ‘common sense’). Your opinion should be informed by theoretical concepts, and you must provide academic references to support your arguments in both papers. The main evaluation criteria are: 1) critical thinking and analytical skills; 2) organization of thoughts and materials; 3) clear expression of ideas and arguments; 4) academic writing skills (appropriate format, spelling, grammar, consistent citation style, etc.).

Deferred Assignments and Grades:

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a mid-term exam or write a final essay because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Register Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Grades:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
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<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
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Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

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 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

**For Religious Obligations:**
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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**For Pregnancy:**
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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**For 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: www.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/Accommodation-for-Student-Activities-1.pdf

**Plagiarism**
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic
dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**What are the Penalties for Plagiarism?**
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

**What are the Procedures?**
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Assistance for Students:**
Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)
Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)
Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

**Important Information:**
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](https://carleton.ca/mycarletonone) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://carleton.ca/mycarletonone).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect
account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Important Dates

**Winter 2019**

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
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<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
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<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
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<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
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<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
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<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
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<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
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<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
</tr>
<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses</td>
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<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
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<tr>
<td>April 19-21</td>
<td>Statutory Holiday, University closed</td>
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<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
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**COURSE OUTLINE**

**January 10** Introduction to the course: The Origin of Love


**January 17** Basic Concepts: Sex, Gender, and Sexuality


**January 24 Biological, Psychological, and Social Theories**


**January 31 Against and Beyond Sexual Dualisms**


**February 7 How Many Sexes?**

- **Critical Analysis Due**


**February 14 Defining Sexual Ambiguity: Intersex and Identity**


Film: Screening: *Is it a Boy or Girl?* (60 min, 2000, ISNA)

**February 20-24 WINTER BREAK – NO CLASSES**

**February 28 Racialized Bodies and Sexuality**
- *Major Essay Proposal Due*


**March 7 Homosexuality and Heteronormativity**


Screening: *Before Stonewall* (87 min, 2010)

**March 14 Sex, Power, and Homophobia**


Screening: *After Stonewall* (86 min, 2010)

**March 21 Queers and Trans: Theory, Identity, and Politics**


Screening: In the Flesh (47 min, 2000, ONF)

March 28 Human Rights and Sexual Violence - Final Essay is Due


Screening: VDay: Until the Violence Stops (2005; 73 min); or Vienna Tribunal (48 min)

April 4 Sexuality and Disability


Hirschmann, Nancy J. “Queer/Fear: Disability, Sexuality, and The Other.” Journal of Medical Humanities 34, no. 2 (2013): 139-147.

Hammer, Karen. “A Scar is More than a Wound: Rethinking Community and Intimacy through Queer and Disability Theory.” Rocky Mountain Review 68, no. 2 (Fall 2014): 159-176.

*Course outline subject to alterations