

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI3044 /A
2023/FALL
THE CRITICAL SOCIOLOGY OF SEX AND SEXUALITY

Instructor: Jamilah Dei-Sharpe (Ms. Dei-Sharpe)

Office Hours: Thursdays 12:30-1:30PM

Email: JamilahDeiSharpe@cunet.carleton.ca

Course meets: Monday 6–9 p.m.

Course Description:

In this course we explore the social construction of sex, gender, and sexuality, from historical and contemporary perspectives. Through a critical lens, we investigate why and how overtime, theories on the body, desire, sex, anatomy, gender relations, reproduction and other realms of sexuality studies have been inseparable from colonial projects, racial projects and other political concerns related to power and domination. In the first few weeks, we explore the ways' ancient philosophy, biology, and psychology created the foundation for sex/gender binaries and the real-world impact these categories have had on gendered and racialized communities. As we progress through the semester, we immerse ourselves in social de/constructivists approaches where we identify the external and internal forces that influence how we define ourselves, how others label us, who we are told to and constrained from loving, how we navigate space and belong within places. Through an intersectional, anti-colonial de/constructivist lens, we will step outside of the hegemonic-western-hetero ideal to rethink homosexuality, transsexuality and beyond sexualities, global genders, the sexual politics of race, destigmatizing masculinities, and exploring the intersection of disabilities. This course will familiarize students with the past and current research in the sociology of sex and sexuality, invite them to link their own experiences with social theories and reflect critically on taken-for-granted understandings of our sexed/sexual lives.

Course Objectives

By the end of the course, students will be able to:

1. Understand the sociology of sex, gender and sexuality.
2. Identify the critical theories of sex/gender/sexuality that pertain to scientific essentialism and social constructivism.
3. Understand the impact of colonialism on the social construction of sex/gender/sexuality.
4. Understand sex/gender/sexuality as diverse, non-fixed concepts and states of being.
5. Identify two or three ways that sex/gender/sexuality is defined and practiced in the global south, outside the western hemisphere.
6. Identify how race/class/ability and other intersections impact the lived experiences of sex/gender/sexuality.

7. Define critical concepts in sex and sexuality like femininity, masculinity, queer, heteronormativity, homosexuality, transsexuality, hegemonic masculinity, pleasure and desire.
8. Learn how to identify the social interactions, socialization agents and institutions influencing their approaches to sex/gender/sexuality.
9. Learn how to develop and present a scholarly critique of literature within the field of Sex and Sexuality.

Diversity and Inclusion in Learning:

In this course, you are expected to learn from your texts, your teacher and one another. This requires striving towards understanding each other, but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations, and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience, and you are encouraged to openly express any disagreements with the authors you will read, with your classmates, or with the Professor in the different participation forums available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behaviour towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Requirements & Methods of Evaluation:

Following the Carleton University Undergraduate Calendar Regulations, 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	WDN = Withdrawn from the course		DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and almost anything else you might need to know can be found on the university's website here:

<https://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, impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please get in touch with PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If 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 December complete fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

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 housing 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 housing 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 support, visit www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and the university, resulting from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform nationally or internationally. 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 must 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 the 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 plagiarism allegations are reported to the Dean of FASS and Management faculty. Instructors and departmental chairs prepare documentation. The Dean writes about the alleged plagiarism to the student and the University Ombudsperson. The Dean reviews the allegation. If it is not resolved at this level, it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (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.
 - The course instructor determines standing in a course, 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 the Dean has approved them.
 - 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.
 - Following FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email, you must activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
 - Please note that you can link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, 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 sent all emails from your Connect account. If you have not yet activated this account, you may wish to do so by visiting <https://students.carleton.ca/>.
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Course Requirements & Evaluation

Assessment	Deadline	Weight
Attendance/Participation	Ongoing	20%
Critical Biography	September 25	10%
Critical Paper Proposal	October 16	15%
Midterm Test	October 30	25%
Critical Paper	December 4	30%

Late Policy and extensions

The student-professor relationship is about mutual trust, grace, and compassion. I understand that unexpected circumstances and stressors may impact the quality of your work and your capacity to submit on time. For this reason, everyone has 48 hours (2 days) grace past assignment deadlines if unexpected circumstances require that you take extra time. You do not need to inform me or the teaching assistant(s) unless you require longer than 48 hours. Additional time beyond two days will be considered a formal extension that requires advance notice and formal acceptance to avoid accruing late penalties. Assignments submitted beyond the 48-hour grace period will receive a 5% decrease for up to 5 days maximum. A zero will be issued if the work is received beyond five days without formal permission. **A teaching assistant cannot grant formal permission.** To request an extension, please send a standard email to JamilahDeiSharpe@cunet.carleton.ca.

Course Requirements and Assessments

Reading (s)/Textbook (s):

All required readings will be available on Brightspace.

Participation/Attendance 20% - ongoing

Attendance 10% = presence within the in-person lectures, recorded on Paper.

Participation 10% = in-class activities and engagement on the online discussion forum, where discussion questions will be issued.

Midterm Test – 25% - October 30

You will be tested on the course content from weeks 1-6.

Critical Biography – 10% - September 25

You will write a critical biography of your sociological understanding of sex, sexuality, and gender. You will explore the socialization agents and intersectional factors within your life that contributed to how you perceive sexuality and the valuable knowledge you are bringing to the classroom based on your experiences. Great biographies will demonstrate an understanding of how socialization and intersectionality shape your life and relate to two-course readings.

Requirement: Must be written in formal prose: introduction (stating the purpose of the Paper), body (engagement with personal perspective and course readings) and conclusion (summarize the knowledge you are bringing to the classroom based on your life experiences and outlook)

- 1.5 spacing, Times New Roman, 2-3 pages.
- APA citation style for in-text citations and references
- You must include two-course readings to support your narrative; your Biography should demonstrate how your ideas relate to the ideas within the course readings.

You must answer all of the guiding questions for your Biography: What socialization agent(s) influenced how you understand sex, sexuality and gender, i.e., religion, media, family, peers, school education, or other? How would you define sex, sexuality and gender? How can sex, sexuality and gender be intersectional and related to race, class, ability, culture, and others? What aspects of sex, sexuality and gender studies are you most and least knowledgeable about? From your perspective, how is desire and pleasure relevant to studying sex, sexuality, and gender? Based on your life experiences/previous knowledge, how can you best support your peers to understand sex, sexuality and gender?

Critical Paper Proposal [1 page + annotated bibliography] (15%) – October 16

The paper proposal will be a **1-page** (excluding annotated bibliography) submission of your final critical Paper. The goal is to have you begin to engage with a topic dealt with in the course critically. You will demonstrate how you approach your subject and the major methodological, historical, and theoretical underpinnings surrounding that issue, person, or event. You will select a topic from the course, develop a critique and make clear how your analysis contributes to the field of sex and sexuality studies. You will formally write the proposal, containing an introduction, a body of text and a conclusion. The proposal will be in APA format, 12-point Times New Roman font and 1.5 spacing and must include **6-10 annotated references**, one paragraph explaining each reference (article), its purpose, findings and relevance to your Paper. There is no page limit for your annotated bibliography. Students **must** apply one or more theoretical perspectives and concepts (as discussed in class and required readings). **Papers are due at 12PM-noon on October 16th via Brightspace and hard copy in class.**

Critical Paper [6-8 pages] (30%) – December 4

This Paper critically analyzes a current issue (or a topic) in the sociology of sex and sexuality chosen by the student. The essay should have **6-8 typed pages** (APA format, 12 point Times New Roman font and 1.5), ten references, and must contain an introduction, the body of the text and a conclusion. For this Paper, the annotated bibliography from the proposal **should help you present** the different articles in dialogue – how their ideas converge and diverge (**you should not cut and paste the annotated bibliography into the Paper**). Students will apply one or more theoretical perspectives and concepts (as discussed in class and required readings) to their selected topic/issue and provide critical insight or analysis. An excellent paper will have clear links between theory and practice, introduce some essential

and original ideas, and demonstrate a good understanding of the issue. **Papers are due as a hard copy in class.**

Sex Education – Last Day of Class

At the end of the semester, we will engage in a mock town hall activity to share our opinions on the gaps in sex education and the necessary reform required to support the next generation of students.

Weekly Schedule

*subject to change

Week	Date	Theme	Test/Assignment Deadlines
1	September 11	Introduction to Sex, Gender & Sexuality	
2	September 18	Science and the Body	
3	September 25	Colonialism and Sexuality	Critical Biography Due
4	October 2	Gender and Performance	
5	October 9	Holiday	
6	October 16	Black Sexual Politics	Critical Paper Proposal Due
7	October 23 rd – 27 th	No Class: Reading Week	
8	October 30	Midterm Test	
9	November 6	Intersectional Masculinities	
10	November 13	Rethinking Homosexuality	
11	November 20	Between, Beyond & Within Sexes	
12	November 27	Sexuality & Disability	
13	December 4	Sex Education	Critical Paper Due
14	December 8 (Friday)	Wrap-up & Reflection Makeup-Class	

Reading Schedule

*subject to change

Week 1 – September 11th – Introduction to Sex, Gender & Sexuality

- Major themes within the course
- Course outline
- Rules of engagement

Week 2 – September 18th – Science and the Body

Laqueur, T. (1990). "Chapter 5: Discovery of the Sexes" in *Making Sex: Body and Gender from the Greeks to Freud*. Massachusetts, USA: Harvard University Press pp149-192

Optional Reading

Foucault, M. (1978). The Repressive Hypothesis in *The History of Sexuality*. New York: Random House. Pp. 36-49.

Laqueur, T. (1990). "Chapter 1: Of Language and the Flesh" in *Making Sex: Body and Gender from the Greeks to Freud*. Massachusetts, USA: Harvard University Press

Week 3 – September 25th – Colonialism and Sexuality

*Critical Biography Due

Stoler, A.L. (1989). *Making Empire Respectable: Politics of Race and Sexual Morality in 20th Century*. *American Ethnologist*, 16(4) 1-28.

Brown, G., K. Browne., R. Elmhirst., S. Hutta. (2010). Sexualities in/of the Global South. *Geography Compass* 4(10), 1-13.

Optional Readings

Morgan, J. L. (1997). Some Could Suckle over Their Shoulder: Male Travelers, Female Bodies & the Gendering of Racial Ideology. *The William and Mary Quarterly*, 54(1), 1-27.

Powers, K. V. (2000). Andeans and Spaniards in the Contact Zone: A Gendered Collision. *American Indian Quarterly*, 24(4), 1-27.

Week 4 – October 2nd – Gender as Performance

West, C., D, Zimmerman. (1987). *Doing Gender*. *Gender and Society* 1(2), 1-28.

Butler, J. (1988). *Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory*. *Theatre Journal* 40(4), 1-14.

Optional Readings

Butler, J. (1999). The Compulsory order of sex/gender/desire in *Gender Trouble*. New York: Routledge. pp. 3-44.

Week 5 – October 9th – Holiday, NO CLASS

Week 6 – October 16th – Black Sexual Politics

***Critical Proposal Due**

Collins, P.H. (2004). "Chapter 1: Why Black Sexual Politics" in Black Sexual Politics. New York: Routledge. Pp. 1-25.

Evans, E., D. Dyson. (2015). From Princess to Queen: A Black Feminist Approach to Positive Sexual Identity Development. Journal of Black Sexuality and Relationships, 1(2), 25-56.

Option Reading

Collins, P.H. (2004). "Chapter 8: No Storybook Romance, How Race and Gender Matter" in Black Sexual Politics. New York: Routledge. pp. 247-278.

Carbado, D., K. Crenshaw., V. Mays., B. Tomlinson. (2013). Intersectionality: Mapping the Movement of a Theory. W.E.B Du Bois Institute for African and African American Research 10(2),1-10.

Week 7 – October 23rd – 27th – Reading Week, NO CLASS

Week 8 — October 30th – Midterm Test

Week 9 – November 6 – Intersectional Masculinities

Coston, B., M. Kimmel. (2012). Seeing Privilege where there isn't: Marginalized Masculinities and the Intersectionality of Privilege. Journal of Social Issues 68(1), 1-15.

Connell, R.W. J. W. Messerschmidt. (2005). Hegemonic Masculinity: Rethinking the Concept. Gender and Society 19(6): 1-32.

YouTube "Andrew Tate On The Problems Of Modern Men And The Need For Masculinity"

Optional Readings

Connell, R.W. (2005). Change among the gatekeepers: men, masculinities and gender equality in the global arena. Feminist and Gender Theories pp. 363-372

Week 10 – November 13 - Rethinking Homosexuality

Rupp, L. (2001). Toward a Global History of Same-Sex Sexuality. Journal of history of sexuality 10(2), 1-17.

Rich, A. (1980). Compulsory Heterosexuality and Lesbian Existence. Women: Sex and Sexuality 5(5) 1-31.

Optional Reading

Kosfsky-Sedgwick, E. (1990). Epistemology of the closet. Berkeley: University of California Press. pp 1-34

Green, A. I. (2010). Remembering Foucault: Queer Theor and Disciplinary Power. Sexualities 13(3), 1-22.

Week 11 – November 20th - Between, beyond & within Sexes

Fausto-Sterling, A. (2000). The Five Sexes, Revisited. The Sciences, pp.1-4.

Robinson, M. (2020). Two-Spirit Identity in a Time of Gender Fluidity. *Journal of Homosexuality* 67(12), 1-17.

Rupp, L., V. Taylor. (2005) When the girls are men: negotiating gender and sexual dynamics in a study of drag queens. *Journal of women in culture and society* 30(4): 1-25.

Week 12 – November 27th Sexuality & Disability

Garland-Thomson, R. (2015). Julia Pastrana, the Extraordinary Lady. *European Journal of Disability Research* 11(1), 1-15.

Garland-Thomson, R. (1997). Disability, Identity, and Representation in *Extraordinary Bodies*. New York: Columbia University Press. pp1-9

Mcruer, R. (2021). Compulsory Able-Bodiness and Queer/Disabled Existence. pp1-6.

Week 13 – December 4 – Sex Education

***Critical Paper Due**

Controversy and relevant themes/ Class intervention

Week 14 – Friday, December 8th – Wrap-Up/Reflections (Last Class)



Happy Holidays

Important Dates and Deadlines: Fall 2023

August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early Fall, and fall/winter courses.

September 1, 2023: Last day to receive applications from potential Fall (November) graduates.

September 4, 2023: Statutory holiday. University closed.

September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.

- September 6, 2023: Fall term begins. Full Fall, early Fall, and fall/winter classes begin.
- September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: Last day for registration and course changes (including auditing) in full Fall, late Fall, and fall/winter courses.
- Last day to withdraw from early fall courses with a full fee adjustment.
- Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
- September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.
- September 30, 2023: Last day to withdraw from full Fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: Last day for academic withdrawal from early fall courses.
- Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.
- October 9, 2023: Statutory holiday. University closed.
- October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- October 20, 2023: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break, no classes.

October 28-29,
November 4-5, 2023: Final examinations in early Fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full Fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full Fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full Fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,
2023 through
January 3, 2024
inclusive: University closed.