

**Carleton University
Fall 2020
Pauline Jewett Institute of Women's and Gender Studies**

SXST 2101 A: *Introduction to Critical Sexuality Studies*

Tuesday 3:30-5:25pm

Location: Courses will be delivered ONLINE for the Fall 2020 term.
This Course will be blended.

Instructor: Dr. Dan Irving
Email: dan.irving@carleton.ca
Office Hours by appointment

This outline is final.

Course Description

In this introductory course, we focus on '*heteronormativity*' as a foundational concept within Sexuality Studies as an interdisciplinary field of critical inquiry. We will explore sex-gender-sexuality as interconnected categories governing our bodies, pleasures and desires, as well as the ways that *sex-gender-sexuality* are inseparable from *settler-colonialism, white supremacy* and the *politics of the nation as “imagined community”* (Anderson 1991).

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 written assignments.
- To foster student appreciation of the central role that memoir 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 Martin's memoir, *DYKE*.
- To empower students to recognize how norms of gender and sexuality frame their everyday lives through reflection assignment.

Teaching Assistants (TAs)

[Name] [Email]
[Name] [Email]

Required Texts & required readings:

Martin, Elaina (2020) *DYKE*.

****This book is available for purchase....** All required readings are available on CU Learn through Ares.

Assignments and Due Dates:

| Assignment | Grade Weight | Due Date | Special Instructions |
|--|--------------|--|--|
| Tutorial Participation | 20% | | Tutorials are held on the first week of every month. There will be FOUR during the semester. Attendance is mandatory. |
| Academic Integrity Syllabus quiz | 5% 5% | September 15 | This online quiz is designed to test your knowledge about proper citation and the content of the syllabus. |
| Key Concept Meme/Podcast & Write-up | 20% | October 20 | You can do (1) standard written assignment (1000 words) OR (2) meme with write up (750 words) OR (3) podcast – audiofile with works cited document. Proper citation required. Works Cited Required |
| Reflection assignment (3 reflections @ 10% each = 30%) | 30% | September 29 November 3 December 1 | Length: 750 words minimum -1000 words maximum. Format: 12 pt font, double spaced. Proper citation required. |
| DYKE | 20% | December 21 (as per university policy. https://carleton.ca/registrar/registration/dates-and-deadlines/) | Length: 2000 words minimum -2500 words maximum Format: 12 pt font, double spaced. Must incorporate 6 course texts <i>meaningfully</i> . Proper citation required. Works Cited Required |

Instructions for Assignments:

Tutorial Participation

- Tutorials will be held via Zoom once every month (i.e. the *first week of that month*. You will have *4 tutorials for the semester* (September, October, November and December).
- Tutorials are *synchronous* meaning that you will “meet” your TA and classmates in real time during the time slot assigned to your particular tutorial section.
- Each tutorial is marked out of 5 (2.5 marks for attendance and 2.5 for participation). The nature of participation will be determined by your class in conversation with TA. If you miss a tutorial you will be assigned “0” for that week.
- *Attendance for tutorials is mandatory* since tutorials are a significant space to engage in a deep and meaningful way with assigned readings and course materials.
- If you anticipate that there will be a barrier to your attending tutorials, please email Dr. Irving (dan.irving@carleton.ca) as soon as possible. We can discuss the possibility of accommodation such as submissions of reading responses or posts to discussion boards.

Academic Integrity/Syllabus Content Quiz (5%)

This brief online quiz is designed to test your knowledge concerning both proper citation and the contents of the syllabus. In terms of academic integrity, it is important that you cite all ideas and work that are not your own even when paraphrasing. This includes sources such as blogs, reviews, discussions on social media platforms et cetera that you may engage with when doing a google search on a specific topic, author of reading, assigned text. Failure to cite properly will lead to your assignment being flagged and sent to the Associate Dean of Academics to be dealt with officially. This quiz is designed to ensure that you are well aware of how to cite all work properly to ensure your success in the course. It is mandatory that you complete this quiz before the rest of the course is unlocked for you.

Syllabus Content Quiz (5%)

Course syllabi, on average, take faculty members between two weeks to a month to complete. The course syllabus is designed to (1) outline our expectations of students in a clear and explicit manner (2) contain extensive instructions concerning assignments (3) outline the reading and work schedule for the semester and where readings can be found. The answers to all your questions most likely are found within the syllabus, therefore, it is important that you read the entire document very carefully BEFORE emailing either the course director or TAs with a question. This quiz measures how closely you have read the syllabus and it is mandatory that you complete this quiz before the rest of the course is unlocked for you.

Key Concept Assignment – Essay style OR Meme & Write up OR podcast with works cited (20%)

Whiteness OR settler-colonialism and heteronormativity are key concepts framing key research in critical sexuality studies. The purpose of this assignment is to assess your understanding of these key concepts. This assignment requires you to draw from course readings and other

materials (i.e. media clips) to:

- define whiteness OR settler-colonialism in your own words. Proper citation is required.
- define heteronormativity in your own words
- discuss the intersections between whiteness and heteronormativity OR settler-colonialism and heteronormativity. How does race (including whiteness) produce normative sex-gender-sexuality? How does race work to produce particular knowledge about gendered bodies and sexualities? OR How is gender and sexuality an integral part of settler-colonialism? How is knowledge concerning normative gender and sexuality work as a form of settler-colonialist violence?

Memes and podcasts are very popular formats to communicate ideas and circulate meaning. You can do this assignment via producing a meme (yes, you can write original text to accompany popular memes already circulating). If you chose this option, your meme must be accompanied by:

- a 750-word written statement (meme and statement in a word document). 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:
- Your podcast should be 6 minutes of audio recorded in an accessible and easily uploadable file.
 - provide a bibliography of the texts you meaningfully integrated into the podcast. It is important that you state exactly whose work you are incorporating into your discussion.

Reading Reflection Assignment (3 assignments @ 10% = 30%)

Critical Sexuality Studies speaks to some of the most intimate aspects of our lives – our bodily sex, gender identity and expression and a/sexual desires. This assignment requires you to write a reflection on THREE separate articles over the semester that spoke to you in some way. Perhaps the article covered an aspect of your life that you haven't seen represented before, provoked particular feelings within you (e.g. anger, defensiveness, curiosity, hope). Your written reflection must include the following:

- Using your own words as much as possible, identify *the major argument* the author puts forward throughout the article. Academic writing is quite formulaic, and the author will put forward their argument in a couple of very concise sentences in the introduction of the reading (i.e. the thesis statement). For example, “In this article, I argue that....”. This enables you to understand the importance of crafting and advancing an argument in your written assignments. All essays must contain a well reasoned argument that emerges from research and analysis.
- Discuss *how* the author makes their argument; in other words, what evidence do they present that demonstrates the major point they wish to convey to wider audiences? The argument unfolds over sections of the article. This will enable you to understand how to craft an academic argument – a skill applicable to writing course papers.
- Place this argument in conversation with other assigned readings for the course, as well as other course materials such as media clips, discussions on the discussion board or in tutorials, points raised in lecture concerning wider debates on this topic in sexuality studies. What are the strengths of this argument? In other words, how does the author

advance understanding of the particular social problem that they are addressing? How does their analysis translate student audiences (i.e. how well do their communicate theoretical and specialized knowledge in ways that teach undergraduate students? Keep in mind this is not the purpose of journal articles, however, it is an important consideration). What are the *weaknesses of the argument*? Are their important considerations that are omitted from the analysis? Flaws in the logic? Note: length of an article is not a weakness – academic articles are generally long. The purpose of scholarly work is not to entertain audiences, therefore, “this article is boring” is not a weakness of the argument.

- What is your personal response to this article? For example, you can address how you relate to this article (i.e. does it reflect your embodied experiences or others within your family and/or friend circle? OR what feelings does this article raise for you? OR what further research would you like to read about as a result of this particular article.

DYKE (20%)

This assignment functions as a take-home exam designed to test your knowledge of the ways that heteronormativity functions as a governing relation in society, and how it intersects with other systemic relations of power including settler-colonialism, white supremacy (in states and societies such as Canada and the US), and capitalism. You are required to read Elaina Martin’s personal memoir entitled *DYKE* and then draw on at least 6 course readings meaningfully to respond to ALL of the following questions:

- Define heteronormativity and discuss the impact of this ruling relation on Martin throughout her life.
- How does heteronormativity intersect with at least two other relations of power?
- Elaina Martin is a marginalized subject as a result of a variety of social locations that she occupies. What coping strategies does Martin employ in her struggle to navigate her difference and carve out a livable life? What are the personal and social costs of not being recognized as fitting within the “charmed circle” (Rubin 1984).
- How do you think that life narratives or telling one’s story fits into efforts to resist heteronormativity and the relations of power intersecting with sex-gender-sexuality?
- What is your personal response to Martin’s memoir?
- What questions would you ask her if you have the chance?

LECTURE & READING SCHEDULE

September 15

Introducing Sexuality Studies

Required:

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.

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

September 22

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.

September 29 Whiteness

Diangelo, Robin (2018) “Racism and White Supremacy” and “White fragility in Action” in *White Fragility....*

Frankenberg, Ruth. *White Women, Race Matters : The Social Construction of Whiteness*, University of Minnesota Press, 1993. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=310251>. Chapter 4 “Race, Sex and Intimacy I”

Elliott, K. (2020). Investigating Intersections of Privilege: Whiteness, Class Privilege, Heterosexuality and Masculinity. In *Young Men Navigating Contemporary Masculinities* (pp. 21-54). Palgrave Macmillan, Cham.

October 6 Settler-Colonialism

Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist Formations* 25 (1): 8–34.

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

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

October 13 Heteronormativity as key concept I

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 20 Heteronormativity as key concept II

Holtby, Alix (2019) “Thinking ‘Straight’” in *Power and Everyday Practices*, 2nd ed. Rebecca Raby and Deborah Brock eds. Toronto: University of Toronto Press.

Yep, G. A. (2003). The violence of heteronormativity in communication studies: Notes on injury, healing, and queer world-making. *Journal of homosexuality*, 45(2-4), 11-59.

McIntosh, D.M.D. (2017). Victims, Protectors, and Possibilities for Change: White Womanhood and the

Violence of Heteronormativity. *QED: A Journal in GLBTQ Worldmaking* 4(2), 162-169. <https://www.muse.jhu.edu/article/668606>.

October 27

NO CLASS – FALL READING WEEK

November 3

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 10

Gender

Benaway, Gwen (2018) “NDN Transsexual” in *Holy Wild*. Book*Hug 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 17

(Hetero) 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.

November 24

Marginalized Sexualities

Callis, A. S. (2014). Bisexual, pansexual, queer: Non-binary identities and the sexual

borderlands. *Sexualities*, 17(1–2), 63–80. <https://doi.org/10.1177/1363460713511094>

“Punks, Bulldaggers, and welfare queens: The Radical Potential of Queer Politics?” in *Black Queer Studies: A Critical Anthology*. Durham; London: Duke University Press, 2005.

Taylor, Y. (2008). “That’s Not Really My Scene”: Working-Class Lesbians In (and Out of) Place. *Sexualities*, 11(5), 523–546. <https://doi.org/10.1177/1363460708094266>

Dec 1

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.

Media clips:

```
<script type="text/javascript"
src="https://video.foxnews.com/v/embed.js?id=6168146195001&w=466
&h=263"></script><noscript>Watch the latest video at <a
href="https://www.foxnews.com">foxnews.com</a></noscript>
```

Dec 8

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.

Puar, Jasbir K., and Amit S. Rai. “Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots.” *Social Text* 20, no. 3 (January 9, 2002): 117–148.
http://socialtext.dukejournals.org/cgi/content/abstract/27/3_100/17

Petrella, S. (2018). "Erotic Subjects and Outlaws: Sketching the Borders of Sexual Citizenship. An Introduction". In *Erotic Subjects and Outlaws*. Leiden, The Netherlands: Brill | Rodopi.
doi: https://doi-org.proxy.library.carleton.ca/10.1163/9789004392298_002

Course Policies

Online Course as Crisis Management: As we are all painfully aware – the fall semester is being conducted entirely online. This presents shared and unique challenges for all of us as we have to navigate studying and/or work at home while trying to manage the significant impact that COVID-19 has on our mental health. Some of us have children, ill family members, and other obligations that present incredible stress in this uncertain time that is injurious

to us all albeit in different ways. As faculty/students in SXST 2101, this is a space we create together so let's work to make it a habitable space that is survivable. As your professor, I do expect you to engage with course materials to the best of your ability (i.e. do the readings, engage with the lecture slides, show up for course introductions during class time, attend online tutorials, do assignments). Nevertheless, I aim to work with you and meet you where you are given no one is about to operate at full capacity and 'our best' during these times is often 'good enough'. Please keep the lines of communication open and email me with any and all course related concerns. In return, please recognize my humanity and the significant work and family obligations that I must fulfill. I am not trained in online pedagogy and this is the first course I have taught online. I will make mistakes, we will have technological issues, my response time and turnaround of marked assignments will be slower than usual. The same respect goes for your TAs who are graduate students and, like you, are trying to get their education amidst a crisis situation. We are humans and humans cannot live in the way we have been forced to endure since mid-March. Let's extend kindness because if we cannot do that in our everyday interactions, we have no hope of building a better world.

CU Learn: The course site on CULearn is the hub of the online course. ALL course materials will be on the course site and it is your responsibility to go on the site regularly to ensure you receive all announcements, engage in discussions, access readings (via Ares) and course materials, as well as submit assignments (via email) and meet with me virtually for office hours.

Email: Please allow **72hrs** for me to respond to your emails (excluding weekends). Consult your syllabus for information before emailing me. If the answer to your question can be found in the syllabus, I will *not* respond to your email.

Emailing TAs: Direct all questions about course content and logistics to Dr. Irving and not your TAs. Your TAs are there to answer questions about the reading and to consult with you concerning assignments and grading.

Office Hours: I am offering office hours by appointment only for the Fall semester given that my schedule is unpredictable given childcare obligations and uncertainty concerning schools in the Fall. If we were physically on campus, I encourage each of you to introduce yourselves to me during office hours at the beginning of the semester. I find that it is important for students attending larger classes to make themselves known to faculty members. It personalizes your learning experiences and my teaching experience. It also helps should you have questions and/or concerns during the semester to have made that initial contact. Please make use of office hours for all course related concerns including questions about "introductory remarks", PowerPoint lecture slides, media clips, issues that may arise in tutorial (in most cases these discussions ought to be had with your TA first), checking in concerning assignments, as well as personal issues that may compromise your academic

success in this course. Note that you do not have to disclose any private information about your personal circumstances (and I am not qualified to counsel students regarding personal issues). I will work with you to ensure that you are accommodated (when the situation warrants) and complete SXST 2101 to the best of your ability.

Assignment completion: Incomplete assignments will be assigned a “0” grade and your final grade will be calculated accordingly (e.g. you miss an assignment worth 25 marks, you lose these grades and the maximum grade you could achieve if you completed everything else perfectly is 75/100 – that’s a B).

Late Penalties: Given we are operating in the midst of crisis, a grace period of one week past the deadline is extended to all of you. If you do not have your assignment in one week after the deadline then **2 raw marks per day** including weekends will be deducted. 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 via Zoom 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

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 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).

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: <https://carleton.ca/equity/sexual-assault-support-services>

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. 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.
<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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/>