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## Abstract

### Sex Education in Special Needs: Normalizing the Impaired or Impairing Normalization

The Quebec Ministry of Education has recently removed sexuality education from the standard curriculum. In response to this, the Ministry of Education in coalition with the Ministry of Social Services has prepared two additional resource documents available to educators to assist them in teaching sexuality education in the classroom: “Preventing AIDS and other STDs through Sexuality Education for Students with Intellectual Impairments”—geared towards special education and “Sex Education in the context of Education Reform”—geared towards mainstream classrooms. I intend to use these two documents to illustrate how reading them through Foucault’s concepts of power raises questions towards the norms upon which our society, and these documents, are based. On the one hand, the documents expose pockets of resistance to normalizing power in sex and sexuality discourse. On the other hand, these pockets of resistance are held at bay through the classification of those resisting normalizing power as being “intellectually impaired.”