

SOCIOLOGY OF SEXUALITIES

SOC 256, Fall 2014

11:30-12:20 Daily, A-130



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Office Hours: 10:30 daily and by appointment

Course Introduction:

Sex and sexuality surround us – in magazine advertisements and movies, at home and in schools, in discussions with our friends and partners. We label people sluts or players. We hear about sex drives, sex workers, sex positions, sex toys, sexting, sex addicts, and sex trafficking. Though many experts argue we are a sex-saturated society, our culture remains deeply ambivalent about overtly discussing sex and sexuality. This course explores the social and cultural aspects of sex and sexuality, a topic sometimes thought to be intensely personal and private. Throughout this course, we will ask questions like:

Why do so many of us have shame around sexuality?

Why is penis size so important to men and breast size so important to women?

Is there a sexual double standard for women and men?

Are prostitution, pornography, and the adult sex industry harmful to society?

Do we have a rape culture?

How has the web changed our sexual relationships?

Why are kids being sexualized at such young ages and what consequences does this have?

How does the law regulate sexuality?

If any or all of these questions interest you, then you are in the right place! Over the course of the quarter, we will explore these questions as well as many other fascinating topics pertaining to sex and sexuality. As an alternative to the biological, medical, and psychological stories that commonly circulate in popular culture, we will take a sociological approach in order to examine how our understandings of sexuality are shaped by our society and culture, and how sexuality shapes those structures in turn. Together we will both examine and challenge the presumption that sex (acts, positions, scripts) and sexuality (desire, pleasure, love, identity, the body) is simply a natural and biologically phenomenon, and explore the ways in which sexual behaviors and identities are in fact shaped by social norms, values and expectations -- or in other words, socially constructed. We will also take it as a given that not only it is impossible to understand sexuality in isolation from other dimensions of ourselves, such as race, class, gender, and/or disability), but that in order to fully understand our social lives and identities we must examine them in relationship with sexuality. Thus, this class is about sex. But it's not just about sex. It is also about gender, culture, and "deviance." It is about the body. It's about power, politics, inequality, and social change. Sociologists know that sex is tied up with history, culture, politics, and power. We will explore these connections over the next several weeks. Our major goal is to understand how the larger social environment fundamentally shapes our intimate, private sex lives for better or worse. So, strap yourself in and enjoy the ride!

Required Texts:

1. Stomblor, et. al., *Sex Matters: The Sexuality and Society Reader*. 4th edition. Boston, Pearson Publications. 2014.
2. Additional articles or handouts are posted on the Canvas course website under "files."

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Learning and Course Outcomes:

After completing the course, a successful student will be able to:

1. Explain the difference between key concepts in the field, such as "sex," "gender," "sexuality," and "sexual orientation";
2. Discuss how sexuality is socially constructed and compare norms and cultural perspectives on sexual behavior across societies;
3. Describe the ways in which our culture and society shape our sexual opinions and experiences;
4. Illustrate how gender influences sexual attitudes and behaviors;
5. Better understand sexual practices and perspectives from a sociological perspective;
6. Recognize how sex and sexualities are marketed, packaged and sold by society; and
7. Critically examine how societies regulate sexual behavior.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones, laptops, i-pods/mp3 players, kindles/nooks, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments

should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.
- **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.
- **Distribution of Grades:** Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
- **Return of Papers and Tests:** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204-d

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

<http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

1) Take directions from those in charge of the response -We all need to be working together.

2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/> . On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/> This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the <http://depts.bellevuecollege.edu/helpdesk/students/>

Grading:

Grades are based on six factors. (1) Participation and Discussion, (2) In-class activities (3) Exams, (4) Notecards, (5) SLUT group work, and (6) a Field Work Assignment. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
In-class activities (5 at 10 points/each)	50 points
Exams (2 at 100 points/each)	200 points
Notecards (10 at 10 points/each)	100 points
SLUT Groups (5 at 20 points/each)	100 points
Field Work Assignment	100 points

TOTAL

600 points

Grade	Points	Percentage
A	555-600	93-100%
A-	543-554	90-92%
B+	525-542	88-89%
B	501-524	83-87%
B-	477-500	80-82%
C+	465-476	78-79%

Grade	Points	Percentage
C	435-464	73-77%
C-	417-434	70-72%
D+	405-416	67-69%
D	357-404	60-66%
F	356 & Below	59% & Below

****Please also note that your grades will be available 24/7 on Canvas. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. Be pro-active!****

Description of the 6 Grading Components:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. As noted in the *General Course Rules and Expectations*, more than *three unexcused absences* will lower your grade, and will continue to do so, as you miss more classes. Do not take this portion of your grade lightly!

2. In-Class Activities/Discussion Questions: (50/600 points)

Throughout the quarter, there will be 5 randomly-delivered in class activities. Each activity is worth 10 points each and will be based upon the readings or application of the readings for that given day. These activities cannot be made up. The purpose of these activities is to hold students accountable for reading and to ensure students attend class regularly.

3. Exams: (200/600 points)

There will be two exams worth 100 points each – essentially a midterm and a final. The exams are based upon readings, in-class discussion, and lecture and will be testing students on their comprehension of complex materials, ideas, and theories. Each exam will primarily consist of essay questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class October 30th and 31st. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on Monday December 8th during our scheduled exam time, 11:30 – 1:20, so plan ahead. Please note that I do not give make-up exams, allow students to take exams early or late.

4. Notecards: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your **3x5 or 4x6 notecard**. Notecards must be turned in **at the start of class at 11:30 – late notecards will not be accepted** and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that*

day. Eleven times during the quarter, however, I will announce at the beginning of class that “your notecards will be graded today.” For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

Name	Date
Title and Author	
Thesis or main points of the article	
A minimum of 5 to 6 sentences or bullet points about the main arguments presented in the article	
Key terms or definitions on back of card	

5. Sharing, Learning and Understanding Together Groups or SLUT Group Work (100/600 points):

Over the course of the quarter, you will participate in 5 SLUT Group Work sessions (20 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. For each assigned SLUT day, I will assign students randomly to groups of four. On SLUT days, each individual group member must come to class with the following on a TYPED paper to turn in at the end of class:

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading — what did you learn that was new or interesting
- C) At least one statement of critique about the reading— are there limitations or problems with the readings, does the author’s argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence
- D) 2 discussion questions about the reading – are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not “What did you think about the article,” or “What is the author saying”?

During class, each individual will present their statements and questions to their SLUT group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class. Your SLUT grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade. On SLUT group days, students do not have to complete a notecard.

6. Fieldwork Assignment (100/600 points):

You are required to **complete 1 out of the following 5 fieldwork projects**. (The due dates vary depending upon the assignment you select.) Each activity requires you to make observations about some aspect surrounding sex and sexuality, and then write a brief paper about what you learned. Descriptions of the fieldwork exercises are attached. Fieldwork papers are **3-4 pages long**. Please remember: I will not accept late work, so plan ahead.

Fieldwork Assignment Option A) Learning about Sex and Sexuality

For this assignment, you need to investigate how children learn about sex and sexuality. There are a couple of ways that you can do this:

A) Go to a major bookstore (ex: Barnes and Noble) and analyze books revolving around sex education for children. What kind of messages are kids provided? Are there pictures? Is there a particular age-range? Are there gendered differences in books geared toward girls and boys? Who is purchasing these books?

B) Interview a sex education teacher. How do they teach kids about sex? What content do they use? Where do they get their materials? Do they need to get parental permission? Are boys and girls segregated? Why or why not?

C) Survey 20-25 people about their memories of learning about sex. What patterns do you see? Are there differences for men and women? Age? Race/ethnicity/nationality? How did they feel learning about sex?

D) If you have some other idea for conducting your own research on how we learn about sex and sexuality, run it by me!

In your paper, be sure to explain what you did, collect relevant data (pictures are great forms of data), and at minimum answer the questions listed. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be 3-4 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). If you choose this assignment, it is due on Friday, October 10th at the beginning of class.

Fieldwork Assignment Option B) Media Influences on Teenage Sexuality

For this assignment, you will need to analyze the impact of the media on shaping teens' conception of sexuality. There are a couple of ways you can do this:

A) Research what shows are most popular for teens and tweens and watch a couple of episodes (examples include: Secret Life of the American Teenager, The Hills, Gossip Girl, Twisted, Skins, Pretty Little Liars, Teen Wolf, Greek, Make It or Break It, One Tree Hill, 90210, Degrassi, The OC, The Vampire Diaries – I'm sure there are others!) Take detailed fieldnotes about what messages teens are getting about sex and sexuality.

B) Research what music videos are most popular for teens and tweens and watch these videos (some examples of artists could include: Nicki Minaj, Robin Thicke, Macklemore and Ryan Lewis, Katy Perry, Justin Timberlake, Miley Cyrus, Lady Gaga, One Direction, Bruno Mars, Drake – I'm sure there are others!) Take detailed fieldnotes as you watch these videos. What messages are teens and tweens getting about sex and sexuality? Lyrics? Clothing? Props? Who is the audience? Why are these representations featured the way they are?

C) If you have some other idea for conducting your own research regarding media influences on teen and tween sexuality, run it by me!

In your paper, be sure to explain what you did, collect relevant data, and at minimum answer the questions listed. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be 3-4 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). If you choose this assignment, it is due on Friday October 17th at the beginning of class.

Fieldwork Assignment Option C) Sexual Bodies, Behaviors, and Pleasure

For this assignment, you will need to examine the sexual body, gendered sexual behaviors, and/or get research about sexual pleasure that is often happening "behind the scenes." There are a couple of ways that you can do this:

A) If tackling issues of the sexual body, interview men and women about penis (or breast sizes) and often our obsession with such body parts. Talk with men about why penis size is so important to them? Do they measure? Do they compare

themselves to other men? How do they know if they are small, average, large? Conversely ask women if penis size is important to them? Why or why not. Do they feel they have to “build a man up?” Is there a difference in impact for heterosexual men compared to gay men? Please make sure this assignment is conducted in a formal, academic manner!

B) In terms of sexual pleasure, you can survey men and women about things such as faking orgasms, how often they are satisfied by their sexual partner, if having an orgasm is how they define “good sex,” how do they know they are pleasing their partner, how they feel if their partner cannot have an orgasm, etc.? Please make sure this assignment is conducted in a formal, academic manner!

C) If you have some other idea for conducting your own research revolving around the sexual body, behavior, and pleasure, run it by me!

In your paper, be sure to explain what you did, collect relevant data, and at minimum answer the questions listed. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be 3-4 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). If you choose this assignment, it is due on Thursday, October 23rd at the beginning of class.

Fieldwork Assignment Option D) Sexual Variations and Practices

For this assignment, you will need to conduct research on sexual variations outside of heteronormative sexual practices. There are a couple of ways you can do this:

A) Visit CSPC (Center for a Sex Positive Culture) in Seattle. You can attend a workshop, interview members at a drop-in session, or take a class! Note this is for those who are 18 and older. Report out what you find about this flourishing BDSM community.

B) Check out webspaces for alternative forms of sexuality (examples could be the poly community (which is huge in Seattle), furies, otherkin, nudists, s&m –and many others). Report out what you find – patterns, who is involved, why they are involved, etc.

C) If you have some other idea for conducting your own research revolving around sexual variations, run it by me!

In your paper, be sure to explain what you did, collect relevant data, and at minimum answer the questions listed. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be 3-4 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). If you choose this assignment, it is due on Monday, November 17th at the beginning of class.

Fieldwork Assignment Option E) Commercializing Sex

For this assignment, you will need to conduct research on the commercialization of sex and sexuality. There are a couple of ways that you can do this:

A) Visit a strip club and take field notes. Who are the clients? Dancers? What is the race/ethnicity of these folks? Who makes the most money? What are the policies re: alcohol consumption, touching, etc.? Are these obeyed? Note this is for those who are 18 and older.

B) Go to a sex shop (examples are Lovers, Babes in Toyland, Castle, Wild at Heart, the Crypt). What kinds of sex toys are being sold? How are they racialized? Who is the target audience? What is the atmosphere like in these stores? Note this is for those who are 18 and older.

C) Go online and look at porn titles, names, major categories, etc. How are these gendered? Racialized? What is most popular? What do these “themes” say about sex and sexuality?

D) If you have some other idea for conducting your own research revolving around commercializing sex, run it by me!

In your paper, be sure to explain what you did, collect relevant data, and at minimum answer the questions listed. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be 3-4 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). If you choose this assignment, it is due on Monday, November 24th at the beginning of class.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

**** General Guidelines for All Written Work ****

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 11:30 p.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!

Syllabus

You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1

Monday, September 22nd: Introduction to the Course

Go over syllabus; class introductions

Tuesday, September 23rd: Beginning Definitions

Wednesday, September 24th: Thinking Critically about Sex, Gender and Sexuality

In class exercise on definitions

Thursday, September 25th: Basic Definitions

Readings: "Are We Having Sex Now or What?" pp. 5-8

In class exercise on definitions (continued)

Friday, September 26th: The Social Construction of Sex

Readings: "The Five Sexes: Revisited," on course website



Week 2

Monday, September 29th: Intersexuality: Where Science Meets Sex

Readings: "Bringing Intersexy Back," pp. 11-20

Tuesday, September 30th: Male... Female... And? Sex is not so Simple

Readings: "The M/F Boxes," on course website

Wednesday, October 1st: Transgender Identities and Complexities

Readings: "The Perils and Pleasures of Sex for Trans People," pp. 22-27

Thursday, October 2nd: The Social Construction of Sexuality

Readings: "Gay by Choice?" pp. 36-41

"Queer by Choice, not Chance," pp. 41-42

Friday, October 3rd: Sexuality: Orientation or Preference?

Readings: "Straight Girls Kissing," pp. 43-47

"Bisexuality and Bi Identity," pp. 48-49



Week 3

Monday, October 6th: Complicating Definitions of Sexuality

Readings: "Straight Dude Seeks Same: Mapping the Relationship between Sexual Identities, Practices, and Cultures," pp. 29-35

SLUT Group #1 on Straight Dudes article

Tuesday, October 7th: Learning About Sex

Readings: "The Death of the Stork," pp. 189-202

**Wednesday, October 8th: Sex Education**

Readings: "Sexuality Education and Desire," pp. 206-220

Thursday, October 9th: Cultural Differences in Sex Education

Readings: "Advancing Sexual Education in Developing Countries," pp. 224-227

"Sex, Love, and Autonomy in the Teenage Sleepover," pp. 229-234

**Friday, October 10th: Silences and Double Standards in Discussions of Sexuality**

Readings: "The Experiences of LGBT Youth in American Schools," pp. 234-241

"Sexual Risk and the Double Standard for African American Adolescent Women," pp. 245-251

Field Work Option A Due**Week 4****Monday, October 13th: Coming of Age Sexual Narratives**

Readings: "Doing Desire," on course website

"Bullies Use Sexual Taunts to Hurt Teen Girls," pp. 554-555

SLUT Group #2 on Doing Desire article**Tuesday, October 14th: Contemporary Narratives of Young Adults**

Readings: "Hooking Up: Sex in Guyland," pp. 545-553

Wednesday, October 15th: The Male Sexual Body

Readings: "The Sorcerer's Apprentice: Why Can't We Stop Circumcising Boys," pp. 270-276

Thursday, October 16th: Penis Size and Penis Envy between Men

Readings: "Hung: A Meditation on the Measure of Black Men in America," pp. 265-269

Friday, October 17th: Masculinity in a Bottle

Readings: "Fixing the Broken Male Machine," pp. 295-309

Field Work Option B Due**Week 5****Monday, October 20th: Women's Sexual Pleasure**

Readings: "Getting, Giving, Faking, Having: Orgasm and the Performance," pp. 358-372

Tuesday, October 21st: "Looking the Part"

Readings: "In Search of Better Sexual Pleasure: Female Genital Cosmetic Surgery," pp. 313-320

Wednesday, October 22nd: No Class: College Issues Day

Thursday, October 23rd: Social Control of Sexuality

Readings: "Sick Sex," pp. 513-519

Field Work Option C Due

Friday, October 24th: Contraception and Choice

Readings: "Birthright: A History of Planned Parenthood," pp. 521-527

"From Contraception to Abortion" pp. 528-530

"Choice or Coercion," pp. 530-533

Week 6

Monday, October 27th: Social Control: Queer Sexuality

Readings: "Out in the Country," pp. 556-564

"Gay Pakistanis, Still in the Shadows," pp. 542-544

Tuesday, October 28th: Social Control - Queers of Color

Readings: "Deconstructing Down Low Discourse," pp. 535-541

"How Could You Do This to Me?" pp. 569-576

Wednesday, October 29th: Review for Exam #1

Thursday, October 30th: Exam #1 – Part 1

Friday, October 31st: Exam #1 – Part 2

Week 7

Monday, November 3rd: Defining "Normative" Sexual Practices

Readings: "The Pursuit of Sexual Pleasure," pp. 345-354

Tuesday, November 4th: Disability and Sexuality

Readings: "A Sexual Culture for Disabled People," pp. 375-383

SLUT Group #3 on Sexual Culture for Disabled People

Wednesday, November 5th: Asexuality

Readings: "There's More to Life than Sex," pp. 403-414

Thursday, November 6th: Sexual Variations - BDSM

Readings: "Becoming a Practitioner: The Biopolitics of BDSM," pp. 432-439

Friday, November 7th: Sexualizing Power

Readings: "The Fantasy of Non-Consent," pp. 608-611

Week 8



Monday, November 10th: Polyamory, Polygamy, and Swinging

Readings: Visit <http://www.sexuality.org/swinging.html> and read what swinging is, who participates, different types of swinging, and why people/couples swing



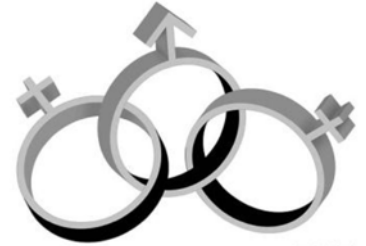
Tuesday, November 11th: No Class – Veteran's Day

Wednesday, November 12th: Polyamory and Kink

Readings: "The Privilege of Perversities," pp. 387-399

Thursday, November 13th: CyberSex

Readings: "Sexuality in a Virtual World," pp. 178-184



Friday, November 14th: Commercial Sex – Prostitution

Readings: "The Worst Part is the Screwing," on course website

Week 9

Monday, November 17th: Sex Work

Readings: "Sex Work for the Middle Class," pp. 652-657

Field Work Option D Due



Tuesday, November 18th: What Happens in Vegas Stays in Vegas

Readings: "Marketing Sex: US Legal Brothels," pp. 681-688

Wednesday, November 19th: Commercial Sex - Strip Clubs

Readings: "Strip Clubs and their Regulars," p. 658

"The Production of Identity and the Negotiation of Intimacy," on course website

SLUT Group #4 on Production of Identity article

Thursday, November 20th: Sex as a Global Commodity

Readings: "Not for Sale: Stopping Sex Trafficking in the US," pp. 673-679

Friday, November 21st: Sex Tourism

Readings: "Fantasy Islands," on course website



Week 10

Monday, November 24th: Pornography

Readings: "Pornography and Media," on course website

Field Work Option E Due

Tuesday, November 25th: Pornography

Readings: "Creating a Scene" on course website

Wednesday, November 26th: Pornography

Readings: "Overcome: The Money Shot," pp. 662-671



Thursday, November 27th: No Class - Holiday

Friday, November 28th: No Class – Holiday

Week 11

Monday, December 1st: Lecture on Rape and Sexual Assault

Readings: "Rape Myths," pp. 597-604

Tuesday, December 2nd: Rape Culture

Readings: "I Wasn't Raped, But..." pp. 583-592

Wednesday, December 3rd: "Rape-Prone" College Campuses

Readings: "Sexual Assault on Campus," pp. 612-623

"Linking Sexual Aggression and Fraternities," p. 626

SLUT Group #5 on Sexual Assault article

Thursday, December 4th: Creating a Sex-Positive Society

Readings: "Sex Matters," pp. 691-697

Friday, December 5th: Wrap up and review for exam

Week 12

Monday, December 8th: Exam #2 (11:30-1:20)

