

SOCIOLOGY OF SEXUALITIES

SOC 256, Spring 2012

12:30-2:40 TTH, R-101



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Course Introduction: Are all people clearly either “male” or “female”?

Why do women and men appear to think so differently about sex?

Does everyone around the world “have sex” in the same ways?

Is sexual orientation learned?

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?

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. I look forward to working with you and sharing my enthusiasm for the sociology of sexuality. I have a passion for this subject matter, and I hope that you have a passion too.

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 does not happen in a vacuum (although that might be appealing to some people!). To the contrary, 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.

We live in a society where sex is everywhere – on television and radio, in movies and the arts, on bus stop billboards and magazine advertisements. We talk about sex at home, in school, with our friends, and at work. We call people studs, sluts, pimps, players, whores, and prudes. We hear about sex drives, sex scandals, sex toys, sex addicts, and sex slaves. Sex is all around us, touching nearly every aspect of our lives – yet, we rarely take time to study it. In fact, we are often misinformed about sex. This course is designed to untangle sexual myths from sexual realities. You will probably look at sex and sexuality in a very different way after taking this class. As we all come to the course with strong ideas and beliefs about sexuality, the subject matter can be personally as well as intellectually challenging. Some of what you will learn might be shocking, surprising, or even make you angry. Nevertheless, I hope that you will learn from each class experience and take these lessons with you on your future endeavors.

Required Texts:

1. Stomblor, et. al., *Sex Matters: The Sexuality and Society Reader*. 3rd edition. Boston, Pearson Publications. 2010.
2. Additional articles or handouts are posted on the course website ([My BC](#) – under “shared documents”).

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.

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. Confront the limits and special problems of scientific research on sex and sexuality;
3. Compare norms and cultural perspectives on sexual behavior across societies;
4. Describe the ways in which our culture and society shape our sexual opinions and experiences;
5. Illustrate how gender influences sexual attitudes and behaviors;
6. Better understand sexual practices and perspectives that are outside of your own;
7. Recognize how sex and sexualities are marketed, packaged, and sold by society;
8. Critically examine how societies regulate sexual behavior;
9. Describe what “social construction” means and look at sexuality from a sociological perspective.

General Education Outcomes:

This course’s General Education ratings are: 3 in Critical Thinking; 2 in Reading; 2 in Ethics; 2 in Historical and Intellectual Perspectives, and 2 in Cultural Diversity.

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 two 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, blackberries, laptops, i-pods/mp3 players, 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!

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:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

Grading:

Grades are based on six factors. (1) Participation and Discussion, (2) In-class activities (3) Exams, (4) Weekly Reflection Papers, (5) Seminar/discussion groups, 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
5 Reflection Papers (5 at 20 points/each)	100 points
Seminar/discussion group (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

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 two 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.

4. Reflection Papers: (100/600 points)

Over the course of the quarter, you will complete 5 reflection papers (20 points each). I will provide students with a prompt that connects specific reading(s) and/or film clip(s) to larger issues, current events, or even your own life. For example, I might ask students to complete the “Heterosexual Questionnaire” and discuss how they felt taking the questionnaire. The purpose of these reflection papers are to ensure that you are keeping up with the readings and allows students to make connections to their own lives and apply key concepts beyond the assigned readings. Reflection papers should be one-two pages typed in length.

5. Seminar/Discussion Groups (100/600 points)

Over the course of the quarter, you will participate in 5 seminar sessions. Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach deeper levels of learning. Early in the quarter, I will assign students randomly to groups. This will be your quarter-long Seminar Group (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). On seminar days, you will work in this group, having discussions with your group members and completing a brief group assignment with them.

Each INDEPENDENT seminar assignment (that you bring with you TYPED to class on Seminar day) should include the following:

- a statement of what you think the article’s main claim/conclusion is (in your own words); in other words, what is the thesis of the article, and what is the author CONCLUDING about the topic? Please note that a thesis is NOT the same as the topic of the article, but rather, a thesis is an ARGUABLE CLAIM that the author is making.
- 3-4 central questions that you have about the article that you would like to talk about with your classmates (the questions should be thought-provoking, not “What did you think about the article?” and “What is the author saying?”).
- Seminar assignments should NOT include your opinion about the article (you will have plenty of time to talk about that during seminar!).

In class on seminar days, you will break into your assigned groups and come to an agreement about what the thesis of the article is. Your group will write your agreed-upon thesis on a piece of paper, and then begin talking about your discussion questions. After your discussion ends, your group will staple your individual seminar assignments to the sheet of paper that contains your agreed-upon thesis, and you’ll CIRCLE the best three discussion-questions (that is, the three questions that were the most thought- and discussion-provoking for you all).

I grade seminar in the following manner: I review your group’s agreed-upon thesis and assign it a grade (for example, 20 out of 20). I then look at my notes from class and check to see who contributed to discussion in a meaningful way. Those students will receive the highest grade in the group (in this example, they’d receive 20s). Students who participate a little might receive 15s, and those who don’t participate at all would receive even less. Students who do not submit individual assignments (stapled in the packet) receive a zero grade. This means that not all seminar group members automatically receive the same grade – students who participate less receive lowered grades.

6. Fieldwork Assignment (100/600 points):

You are required to complete 1 out of the following 5 fieldwork project. (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 Thursday, April 19th 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, 16 and Pregnant, iCarly, 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. 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 Thursday, April 26th 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?
- 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.?
- 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 Tuesday, May 1st 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 Thursday, May 24th 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 Thursday, May 31st at the beginning of class.**

Please note that your grades will be available 24/7 on Jupitergrades.com. A generic ID # and password will be distributed to you within the first week of the quarter. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter!

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, 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 12:30 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

Tuesday, April 3rd: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Thursday, April 5th: Thinking Critically about Sex: Understanding Intersexuality

Readings: "The Five Sexes: Revisited," on course website
"Who Will Make Room for the Intersexed?" pp. 9-17
"Defining Genitals: Size Does Matter," pp. 23



Week 2

Tuesday, April 10th: Thinking Critically about Sex: Understanding Transsexuality

Readings: "The M/F Boxes," on course website
"Sex and the Trans Man," pp. 24-26



Thursday, April 12th: The Social Construction of Sexuality

Readings: "'Homosexual' and 'Heterosexual': Questioning the Terms," on course website
"Alfred Kinsey and the Kinsey Report," pp. 50-55
"The Heterosexual Questionnaire," on course website
"Gay by Choice? The Science of Sexual Identity," pp. 33-37

Reflection Paper #1

Week 3

Tuesday, April 17th: Complicating Definitions of Sexuality

Readings: "Straight Dude Seeks Same: Mapping the Relationship between Sexual Identities, Practices, and Cultures," pp. 27-32
"Hiding in the Closet? Bisexuals, Coming Out, and the Disclosure Imperative," pp. 38-45
"Latinos on da Down Low," pp. 323-333

Seminar #1 on "Straight Dude Seeks Same"



Thursday, April 19th: Learning About Sex

Readings: "The Death of the Stork," pp. 157-168
"Fear of Sex: Do the Media Make them Do It," pp. 172-183
"Going Too Far: Sex, Sin and Social Policy," pp. 202-211

Reflection Paper #2

Field Work Assignment Option A Due



Week 4

Tuesday, April 24th: Learning Sexual Scripts

Readings: "Doing Desire," on course website
"Hip Hop Honey or Video Ho," pp. 97-109

Seminar #2 on "Doing Desire"

Thursday, April 26th: The Male Sexual Body

Readings: "The Sorcerer's Apprentice: Why Can't We Stop Circumcising Boys," pp. 227-232
"Hung: A Meditation on the Measure of Black Men in America," pp. 223-226
"Fixing the Broken Male Machine," pp. 235-247

Field Work Assignment Option B Due



Week 5

Tuesday, May 1st: Women's Sexual Pleasure

Readings: "Faking It," on course website
"Female Genital Cutting," pp. 232-233
"In Search of Better Sexual Pleasure: Female Genital Cosmetic Surgery," pp. 251-256

Field Work Assignment Option C Due



Thursday, May 3rd: Social Control of Sexuality

Readings: "The Social Control of Adult-Child Sex," pp. 389-398
"Too Young to Consent," pp. 401-403
"The Sexual Politics of Black Womanhood," pp. 405-416

Reflection Paper #3



Week 6

Tuesday, May 8th: Social Control of Sexuality

Readings: "Punishing Drug Addicts who have Babies," pp. 419-427
"From Contraception to Abortion," pp. 427-430
"Dude, You're a Fag," pp. 430-442

Seminar #3 on "Punishing Drug Addicts"

Thursday, May 10th: Exam #1



Week 7

Tuesday, May 15th: Defining "Normative" Sexual Practices

Readings: "The Pursuit of Sexual Pleasure," pp. 280-288
"Asexuality," pp. 297-298
"Against Love: A Treatise on the Tyranny of Two," pp. 293-297

Thursday, May 17th: Sexual Variations - BDSM

Readings: "Sexual Spanking, the Self, and Deviance," pp. 338-344
Visit <http://sexuality.org/1/bdsm/bdsmfaq.html>
"BDSM or Intimate Violence," p. 478
Visit <http://www.mistressmatisse.com/welcome.html> to read about one of the Seattle area's more infamous dominatrixes. Pay particular attention to the Rules and Boundaries.

Week 8

Tuesday, May 22nd: Polyamory, Polygamy, Swinging, and CyberSex

Readings: Visit <http://www.sexuality.org/swinging.html> and read what swinging is, who participates, different types of swinging, and why people/couples swing
Visit <http://www.polyamorysociety.org/> and learn what polyamory is, how it differs from swinging, explore the types of polyamory and other background
"Sexuality in Cyberspace" on course website

Reflection Paper #4

Thursday, May 24th: Selling Sex

Readings: "The Worst Part is the Screwing," on course website
"Sex Work for the Middle Class," pp. 515-520
"Marketing Sex: US Legal Brothels," pp. 541-547
Field Work Assignment Option D Due



Week 9

Tuesday, May 29th: Commercializing Sex

Readings: "Strip Clubs and their Regulars," p. 521
"The Production of Identity and the Negotiation of Intimacy," on course website
Seminar #4 on "The Production of Identity"

Thursday, May 31st: Sex as a Global Commodity

Readings: "Human Rights, Sex Trafficking, and Prostitution," pp. 533-538
"Sexuality and Militarism," pp. 539-540
"Fantasy Islands," on course website
Field Work Assignment Option E Due



Week 10

Tuesday, June 5th: Pornography

Readings: "Pornography and Media," on course website
"Creating a Scene," on course website
"Overcome: The Money Shot," pp. 524-532
Reflection Paper #5



Thursday, June 7th: Rape Culture

Readings: "I Wasn't Raped, But..." pp. 469-477
"Sexual Assault on Campus," pp. 480-490
"Linking Sexual Aggression and Fraternities," pp. 493
Seminar #5 on "Sexual Assault on Campus"

Week 11

Tuesday, June 12th: Creating a Sex-Positive Society

Readings: "Sex Matters," pp. 549-554

Thursday, June 14th: Final Exam 11:30-1:20

