

# SOCIOLOGY OF SEXUALITIES

SOC 256, Fall 2010

12:30-1:20 Daily, L-221



**Instructor: Dr. Lori Saffin**

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**Office Hours: 1:30-2:30 daily and by appointment**

## 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?

Do we have a rape culture?

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*. 3<sup>rd</sup> edition. Boston, Pearson Publications. 2010.
2. Additional articles or handouts are posted on the course website ([My BC](#) – under “shared documents”) or distributed in class.

## 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 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, 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 five factors. (1) Participation and Discussion, (2) In-class activities/discussion questions, (3) Exams, (4) Group Presentation and Individual Research Paper, and (5) test over group projects. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
In-class activities/discussion questions (5 at 10 points/each)	50 points
Exams (4 at 75 points/each)	300 points
Group Project (Presentation = 50 points/Research Paper – 100 points)	150 points
Test over Group Projects	50 points
<b>TOTAL</b>	<b>600 points</b>

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 5 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. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. 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 and/or discussion questions. 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: (300/600 points)**

There will be four exams worth 75 points each throughout the quarter. 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. Group Project: (150/600 points)**

The group project has 2 components: a group presentation worth 50 points and an individual research paper worth 100 points. You will form into groups (of 4 to 5 students each) and conduct original social research as a team about a topic of your choice. I want students to choose a topic that we have begun to discuss in class and in our readings, create an original and focused thesis as a group, and within your presentation, expand all of our knowledge on this topic. You might decide, for example, to survey BC students about their sexual preferences and prejudices. You might go to a public library and analyze the messages found in children's sex education books. You might analyze how condoms (or tampons) are marketed. Or, you might visit a strip club and conduct a "content analysis" of how sex is sold. Your group will present your research in a 15-20 minute presentation during week 11 of the quarter. On the day of your presentation, you will also submit an individual research paper. This is a formal academic paper that will cover a segment of your larger group project. More details about this group project and individual paper will be distributed early in the quarter.

### **5. Test Over Group Projects: (50/600 points)**

The final component of this course will be a short test/exam over the content presented by your peers in their group projects. The purpose of this test is to hold all students accountable for the research and information that we are all bringing to this class. This test will be comprised of a series of questions directly based on the group presentations, so this means in order for you to answer questions on this test, you need to be present for all the projects, be attentive, take notes, and be prepared to discuss the information provided by your peers.

**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 a.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!

## General Grading Guidelines for Written Work:

**A Paper** - An A paper shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You've demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

**B Paper** – The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

**C Paper** – The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**D Paper** – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows. Please note: a D paper or below may be resubmitted once during the quarter for a better grade.

## 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 20<sup>th</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions

#### **Tuesday, September 21<sup>st</sup>: Thinking Critically about Sex, Gender and Sexuality**

Readings: "Preface," pp. xiii-xiv

In class exercise on definitions

#### **Wednesday, September 22<sup>nd</sup>: The Social Construction of Sex**

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



#### **Thursday, September 23<sup>rd</sup>: Intersexuality: Where Science Meets Sex**

Readings: "Who Will Make Room for the Intersexed?" pp. 9-23

"Defining Genitals: Size Does Matter," pp. 23



#### **Friday, September 24<sup>th</sup>: Male... Female... And? Sex is not so Simple**

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

"Sex and the Trans Man," pp. 24-26



### Week 2

#### **Monday, September 27<sup>th</sup>: The Social Construction of Sexuality**

Readings: "'Homosexual' and 'Heterosexual': Questioning the Terms," on course website

"Alfred Kinsey and the Kinsey Report," pp. 50-55

"Straight Dude Seeks Same: Mapping the Relationship between Sexual Identities, Practices, and Cultures," pp. 27-32

#### **Tuesday, September 28<sup>th</sup>: Sexuality: Orientation or Preference?**

Readings: "Gay by Choice? The Science of Sexual Identity," pp. 33-37

"Hiding in the Closet? Bisexuals, Coming Out, and the Disclosure Imperative," pp. 38-45

"The Heterosexual Questionnaire," on course website

#### **Wednesday, September 29<sup>th</sup>: "Doing It": Definitional Considerations**

Readings: "Are We Having Sex Now or What?," pp. 4-7

#### **Thursday, September 30<sup>th</sup>: Representations and Meanings of Sex**

Readings: "Hip Hop Honey or Video Ho," pp. 97-108

"Geisha of a Different Kind: Gay Asian Men," pp. 109-118

#### **Friday, October 1<sup>st</sup>: Sexual Scripts: Representations and the Performing of Porn**

Readings: "Gay for Pay," pp. 119-132

"The Porning of America," pp. 141-152





## Week 3

**Monday, October 4<sup>th</sup>: Exam 1**

**Tuesday, October 5<sup>th</sup>: Learning About Sex**

Readings: "The Death of the Stork," pp. 157-168

"Sexuality and Gender in Children's Daily Worlds," on course website



**Wednesday, October 6<sup>th</sup>: "Becoming" Sexual**

Readings: "Fear of Sex: Do the Media Make them Do It," pp. 172-183

"Doing Desire," on course website

**Thursday, October 7<sup>th</sup>: Adolescent Expressions and Coming of Age Narratives**

Readings: "In the Trenches: LGBT Students Struggle with School and Sexual Identity," pp. 185-192

"Sexual Risk and the Double Standard for African American Adolescent Women," pp. 194-199

**Friday, October 8<sup>th</sup>: Sexual Education – Abstinence Only?**

Readings: "Going Too Far: Sex, Sin and Social Policy," pp. 202-211

"Preventing STIs," pp. 214-215

"Structural Violence, Poverty, and the AIDS Pandemic," pp. 379-383



## Week 4

**Monday, October 11<sup>th</sup>: 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

**Tuesday, October 12<sup>th</sup>: Masculinity in a Bottle**

Readings: "Fixing the Broken Male Machine," pp. 235-247

**Wednesday, October 13<sup>th</sup>: Women's Sexual Pleasure**

Readings: "Faking It," on course website

"The G-Spot and Other Mysteries," pp. 220-222



**Thursday, October 14<sup>th</sup>: Controlling Women's Sexual Pleasure**

Readings: "Female Genital Cutting," pp. 232-233

"In Search of Better Sexual Pleasure: Female Genital Cosmetic Surgery," pp. 251-256

**Friday, October 15<sup>th</sup>: Social Control of Sexuality: Defining "Age-Appropriate" Sexual Relations**

Readings: "The Social Control of Adult-Child Sex," pp. 389-398

"Too Young to Consent," pp. 401-403

## Week 5

**Monday, October 18<sup>th</sup>: Controlling Women of Color's Bodies**

Readings: "The Sexual Politics of Black Womanhood," pp. 405-416

"Punishing Drug Addicts Who Have Babies," pp. 419-424

"From Contraception to Abortion," pp. 427-429



**Tuesday, October 19<sup>th</sup>: "Fag" Discourse and Social Control**

Readings: "Dude, You're a Fag," pp. 430-442

"In the Closet," pp. 444-454

"LGBTQ Politics in America," pp. 457-459

**Wednesday, October 20<sup>th</sup>: Catch-Up Day**

**Thursday, October 21<sup>st</sup>: Exam 2**

**Friday, October 22<sup>nd</sup>: Defining “Normative” Sexual Practices**

Readings: “The Pursuit of Sexual Pleasure,” pp. 280-288

“Against Love: A Treatise on the Tyranny of Two,” pp. 293-297



## **Week 6**

**Monday, October 25<sup>th</sup>: Is Monogamy “Normal”?**

Readings: “Asexuality,” pp. 297-298

“The Hook-Up Culture on Campus,” pp. 306-322

**Tuesday, October 26<sup>th</sup>: Interracial Visibility**

Readings: “Visibility as Privilege and Danger,” pp. 314-321

**Wednesday, October 27<sup>th</sup>: No Class – College Issues Day**

**Thursday, October 28<sup>th</sup>: On the DL**

Readings: “Latinos on da Down Low,” pp. 323-333

“10 Things You Should Know about the DL,” pp. 336-337

**Friday, October 29<sup>th</sup>: Sexual Variations - BDSM**

Readings: Visit <http://sexuality.org/1/bdsm/bdsmfaq.html>

“Sexual Spanking, the Self, and Deviance,” pp. 338-344

“BDSM or Intimate Violence,” p. 478



## **Week 7**

**Monday, November 1<sup>st</sup>: Sexualizing Power**

Readings: 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.

“Sadomasochistically-Oriented Behavior,” on course website

**Tuesday, November 2<sup>nd</sup>: 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

Visit <http://www.polyamorysociety.org/> and learn what polyamory is, how it differs from swinging, explore the types of polyamory and other background

**Wednesday, November 3<sup>rd</sup>: CyberSex**

Readings: “Sexuality in Cyberspace,” on course website

**Thursday, November 4<sup>th</sup>: Sexual Violence, Victimization, or Structural Misogyny**

Readings: “I Wasn’t Raped, But....” pp.469-477

“All that Sheltering Emptiness,” p. 479

“Sexual Terrorism,” on course website



**Friday, November 5<sup>th</sup>: Sexual Assault on College Campuses**

Readings: "Sexual Assault on Campus," pp. 480-490

"College Women's Fears and Precautionary Behaviors Relating to Acquaintance Rape and Stranger Rape," on course website

**Week 8**

**Monday, November 8<sup>th</sup>: Effects of Rape on Men**

Readings: "The Effects of Rape on Men," pp. 495-504

"Rape and War," pp. 506-510

**Tuesday, November 9<sup>th</sup>: Catch Up Day**

**Wednesday, November 10<sup>th</sup>: Exam 3**

**Thursday, November 11<sup>th</sup>: No Class – Professional Development Day**

**Friday, November 12<sup>th</sup>: Commercial Sex – Sex Work vs. Prostitution**

Readings: "Sex Work for the Middle Class," pp. 515-520

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



**Week 9**

**Monday, November 15<sup>th</sup>: Commercial Sex - Strip Clubs**

Readings: "Strip Clubs and their Regulars," p. 521

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

**Tuesday, November 16<sup>th</sup>: What Happens in Vegas Stays in Vegas**

Readings: "Marketing Sex: US Legal Brothels," pp. 541-547

**Wednesday, November 17<sup>th</sup>: Pornography**

Readings: "Pornography and Media," on course website

"Creating a Scene," on course website



**Thursday, November 18<sup>th</sup>: Pornography**

Readings: "Overcome: The Money Shot," pp. 524-532

"Sexual Violence in Three Pornographic Media," on course website

**Friday, November 19<sup>th</sup>: Sex as a Global Commodity**

Readings: "Human Rights, Sex Trafficking, and Prostitution," pp. 533-538

"Sexuality and Militarism," pp. 539-540

**Week 10**

**Monday, November 22<sup>nd</sup>: Sex Tourism**

Readings: "Fantasy Islands," on course website

**Tuesday, November 23<sup>rd</sup>: Creating a Sex-Positive Society**

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

**Wednesday, November 24<sup>th</sup>: Exam 4**



**Thursday, November 25<sup>th</sup>: No Class - Holiday**

**Friday, November 26<sup>th</sup>: No Class - Holiday**

### **Week 11**

**Monday, November 29<sup>th</sup>: Group Presentations**

**Tuesday, November 30<sup>th</sup>: Group Presentations**

**Wednesday, December 1<sup>st</sup>: Group Presentations**

**Thursday, December 2<sup>nd</sup>: Group Presentations**

**Friday, December 3<sup>rd</sup>: Group Presentations**



### **Week 12**

**Wednesday, December 8<sup>th</sup> (11:30-1:20) – Test over group projects**