"Sex is one of the nine reasons for reincarnation. The other eight are unimportant." Henry Miller

"Sex. In America, an obsession. In other parts of the world, a fact." Rabih Alameddine

"Women and men make their own sexual and affectional history. But they do not make this history just as they please. They make it under circumstances given by the past and altered by their political activity and organization, and their vision of a valued future. Erotic and gender relationships are always under construction and reconstruction within specific historical settings." Jonathan Ned Katz

"We badly need a political economy of sexuality, one which recognizes the interrelationship of political, economic, and cultural structure, and avoids the tendency to see sexuality as private and the political and economic as public." Dennis Altman

**Course Description**

How do we come to know ourselves as sexual beings? How do individuals develop attractions, make sexual choices, define and enact their own sexuality? What is social about sexuality, and how do institutions and organizations influence understandings of human sexuality over time?

These are some of the questions that will guide our study of the sociology of human sexuality. This course is about sexuality and how it is perceived, defined, and experienced in the context of society. It is also about how sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public policies and practices, and the social institutions. We will examine the processes through which the human body is sexed, from without, by the society into which it is born, and from within, through self-definition, desire, and practice. Our study will be contextualized in changing cultural understandings of acceptable and deviant sexual expression, and the range of sexual behavior.

Sexuality is a fascinating topic because it is in us, of us, between us and all around us. The sexual is both personal and social. Though we may perceive sex to be a natural and biologically driven behavior, sex is in fact largely shaped by social norms, values and expectations. Sexuality and its components (desire, pleasure, love, the body) is something more than a personal or individual characteristic - it is socially constructed. Sexuality has been conceptualized during different historical periods as sin, as a means of fostering alliances between powerful families, as perversion, as a means to pleasure, as a symbol of love, and as personal identity. These different sexual configurations are connected with larger social-historical trends such as the development of capitalism, bureaucracy, the expansion of scientific-medical discourse and social movements around issues of sexual identity. In this course, we explore how sexuality is constructed and examine theories, concepts, and cultural ramifications of a range of sexual practices and identities. Throughout, the course is designed to emphasize sexual diversity and to facilitate what Audre Lorde calls an erotic education. This course is sex-positive in that it assumes that knowledge is empowering, not dangerous, and will provide an introduction to many issues related to human sexuality. We will examine how categories shape our understanding of sexuality such as male/female, heterosexual/homosexual/queer, and explore a wide range of topics, including child sexuality, prostitution, bisexuality, and transgender issues, power, violence, committed relationships, desire, sex work, socialization, sex ed, pornography and politics.

Our readings and discussions will be frank regarding the topic of sexuality, challenging you to develop a language for and comfort level with discussing a full range of sexual topics in the classroom in a respectful, and articulate way. Your assignments will ask you to build a repertoire of approaches to the topic of human sexuality. I hope it will be a rewarding and stimulating semester. Welcome to the course.

**Objectives**

The main purpose of this course is to provide students with an overview of social theories and sociological research on the subject of sexualities. By the completion of this course, students should have a working knowledge of the sociology of sexuality, Foucault's ideas about sexuality, feminist theories and queer theory, as well as how sexuality has historically been conceptualized. Students should also be familiar with sociological research conducted on various topics such as heterosexuality, homosexuality and bisexuality, transsexuals and intersexed, prostitution, pornography and adolescent sexuality. It is my hope that this course will:
1. Enable you to expand your intellectual understanding of sexuality
2. Encourage you to develop a recognition of and appreciation for the range of human sexual behavior
3. Equip you to understand and critically examine the significance of how we view sexualities and sexual identities and how our own sexualities and sexual identities are viewed
4. Provide you with a strong foundation for your own sexual choices by providing you with an opportunity to speak frankly about sexuality, by challenging you to expand your erotic vernacular and by stretching and developing your sexual I.Q.
5. Strengthen your general sociological sophistication through fifteen weeks of “exercise” applying the sociological imagination to the subject of sexuality.
6. Finally, I hope that you will find this to be a rewarding personal experience, one that leads to a re-examination of your own experience, values, beliefs and assumptions

Books & Supplies
The History of Sexuality: An Introduction. (Volume 1) by Michel Foucault. A slim but dense volume that is somewhat difficult reading. We read Foucault, despite the difficulty, because he is considered the most important and influential thinker on sexuality of our time. I begin the course with this book, and once we’re finished everything else will seem easier.

Sexualities: Identities, Behaviors and Society edited by Michael Kimmel and Rebecca F. Plante. A multidisciplinary anthology of writings on sexuality that we will use throughout the course.

The Gender of Sexuality: Exploring Sexual Possibilities by Pepper Schwartz and Virginia Rutter. A “nuts & bolts” text that will familiarize us with core issues and research in the sociology of sexuality.

Harmful to Minors: The Perils of Protecting Children from Sex by Judith Levine. A critical examination of American cultural responses to child and adolescent sexuality. We use this volume to explore the topic of child sexuality and look at the discursive components involved in the policing of sex.

Sex for Sale: Prostitution, Pornography and the Sex Industry edited by Ronald Weitzer. An anthology of essays on the sex industry that explores a wide variety of sex work, its risks and its political implications.

Global Sex by Dennis Altman. A critical analysis of how issues of sexuality are framed, shaped and commodified by a global economy. We use this book to conclude the course, and raise issues about the future of sexualities.

Studying Sex: Ground Rules
In this course we will read, observe, and discuss many explicit, sensitive, and controversial topics. It is therefore imperative that all class members treat each topic and each other with maturity and respect. The material we will be covering in this course may be embarrassing, difficult to discuss and so forth. But it can also be interesting, enjoyable and thought provoking. Frank discussion of sexual questions and sociological findings will strengthen each of your sexual I.Q.s. Your contributions to class discussion will be an important and valued component of our class meetings. Please come to class prepared to address this material in a straightforward manner.

Because sexuality is both personal and social, a sociological study of sexuality will raise many issues, about which we will not all agree. You are encouraged to disagree with class material, myself and each other provided you can do so in a respectful manner. Disagreeing conveys that you have heard the other speaker, thought about her or his comments, and are offering an alternative. Disrespect suggests the converse, that you have failed to listen or address what the other speaker has offered. Your challenges should also not be moral statements. You must go beyond a “gut level” reaction to this material and engage in critical analysis.

To successfully complete the goals of this course, we must establish and develop a foundation of respect and trust. In order to benefit from this class it is essential that you come to class prepared each week. This course requires a heavy reading load as well as a substantial mental commitment to the class and class activities. If you are uncomfortable with frank and open discussions of sexual matters you may want to reconsider your enrollment in this course. If you have questions or concerns about this, please speak directly with me.

Attendance and Deadlines
This course requires a high level of student interaction, participation and involvement. Each class meeting you are expected to read all the assigned readings and come to class prepared to actively discuss the materials. While this course requires you to be attentive and prompt in your reading, it is expected that you will find many of the readings to be engaging, fast-paced and of measurable value, both intellectually and in your effort to understand and evaluate your own behaviors and experience.

The course starts promptly; I will periodically take attendance at the start of class, so please be on time.

Everyone gets one “oops” – one day off from the course while still getting full credit for attendance. Each additional absence will be reflected in your participation grade, and two or more unexcused absences will lower your final grade for the course. An excused absence is defined as a documented absence (that is, one that the Dean of Students office will provide a notice for), and is the direct result of: a death of a member of your immediate family, emergency
situation involving a member of your immediate family, personal medical emergency, or personal accident. Doctor appointments, meetings, projects for other courses, etc., are not excusable absences – they are scheduling conflicts that you must resolve. When you do need to miss class, it is your responsibility to get notes and an update from a classmate and to contact me regarding your absence. (Please note: contacting me with the reason for your absence should not be confused as receiving permission for an excused absence.)

**Your written work needs to be in on time.** I rarely allow late work to be handed in, and then only if you contact me in advance of the deadline. All written assignments must be printed out and handed in, and should be double-spaced, 12 point font with 1 inch margins, stapled and paginated. Written work must include name, date, and class and section numbers. Assignments should either be handed in during class, or to my mailbox in Carnegie 207.

**You are responsible for the information in this syllabus.** You are required to read this syllabus in its entirety before our second meeting, and to refer to it regularly throughout the semester. The syllabus contains information that will be critical to your success in the course, including information on course policies and requirements, assignment expectations and due dates, and the course schedule. It is your responsibility to know this information and stay abreast of assignments and due dates. If you need clarification about the information in this syllabus, please talk to me.

**Contacting Me**

I expect to stay in contact with students throughout the term. The best way to reach me is by email: smithd@macalester.edu. *Your correspondence must include the course and section number and the course meeting time.* Correspondence that does not include this information may not be acknowledged. I will check email several times a day, and will respond promptly to your message. If you send an email and do not hear from me by the following day, please send a second email as it could mean I didn’t receive your original message.

I encourage you to come by during my office hours to discuss course content, your thoughts or concerns about assignments, or to get extra assistance. If you cannot attend my office hours, talk to me about scheduling an appointment at a different time or scheduling an email or phone discussion.

**Course Grading Policies**

I do not give you grades; you earn them. Grades are based on performance, not on need. If you are concerned that your grade in the course is inadequate, please talk to me. I am very willing to help, but remember, the longer you wait, the less I can do to help.

Your work needs to be in on time. Each assignment has a specific due date, and is due by the beginning of class time on that date. I rarely allow late assignments to be handed in, and will do so only under exceptional circumstances and only if you contact me in advance of the deadline. Assignments lose half a grade for each day they are late. Save all your graded and returned work until the semester is over and you have received your final, correct grade.

**Academic Integrity**

We take academic integrity seriously and expect you to do the same. Academic misconduct includes (but is not limited to) interfering with another student’s work, plagiarism, and cheating on exams. You are expected to be familiar with the College’s policies concerning academic and non-academic misconduct, and to abide by these principles and regulations at all times. You have to do your own work and if you use others ideas or information you must give them appropriate credit. Plagiarism, cheating, and any other form of academic dishonesty is unacceptable and full disciplinary action allowed by College policy will be pursued in all instances of academic misconduct.

**Source of Grade**

**Assignments:**

1.) Participation/Attendance/Weekly Questions: 20%
2.) Panel Presentations (2): 10%
3.) Response Essays (3): 30%
4.) Final Paper/Project: 20%
5.) Midsemester Exam: 20%

**Assignments**

This course is designed to encourage you to be active learners, and to take responsibility to teach yourself and your classmates. This often requires that we unlearn ways of learning that are passive, competitive and un-collaborative. The American philosopher of education, John Dewey, believed that collaborative or cooperative learning, and the potential tensions that may arise in this interaction, are critical to the qualitative growth of individuals. In the same way, Brazilian philosopher and educator, Paulo Freire equates education with a people’s triumph over the attempted “domestication” of their intellect. The triumph over the “domesticated” intellect requires we step outside the model
whereby students passively receive (or passively resist and reject) "educational services" and, instead, become active and responsible participants in their own learning processes. This class promotes active participation, initiative, and intellectual advancement of students, and we will devote significant class time to open, student-guided discussion and activities that will help you develop your critical thinking skills. Students are expected to participate actively and regularly in these discussions, and are strongly encouraged to consider their own experience, background and communities within the context of the course material.

Participation/Contributing Questions

This course is designed as a seminar and will be student driven. Students are expected to take an active role in shaping their learning environment both within and outside the classroom. This means that discussion and leadership by students is built into the course. I consider myself a guide for the course, whose job it is to provide you with the tools to learn. But I expect each of you to make your own way, and to work earnestly to develop your own thinking, language and framework for the sociological analysis of sexuality.

This course is a survey of human sexuality, as such, we have many areas to cover, and your reading load is quite extensive. I expect you to come to class with your readings done, with prepared responses and ideas, ready to discuss with your classmates, and actively engage with the ideas and challenges posed by the study of sexuality. The burden (and my hope is it will be an enjoyable burden) for reading about, assimilating, synthesizing and wrestling with a wide array of theories, research, and debates surrounding human sexuality is your number one task in the course.

I expect students to interact, ask questions, share insights, and push each other's thinking throughout the term. Consistent, thoughtful contributions to class discussions are an essential element of participation, and your level of involvement both in terms of frequency and quality of your contributions forms a significant part of your participation grade. In addition, there will be a number of informal assignments (class exercises, informal writing assignments, activities and quizzes) that will factor into your participation grade. Informal in-class assignments, or ICAs, typically occur during a class period, and are evaluated on a credit/no credit basis. There are no ICA make-ups – please don't ask. Many ICAs will be small group work. Group members receive credit on the basis of the worksheet they turn in (members who are not indicated by full name on the worksheet, or groups who fail to turn in their worksheet, will not receive credit). ICAs are intended to give you credit for preparation and monitor your progress in the materials covered. Students whose ICA work does not reflect having read the articles and is poor in quality will not earn credit.

This course is also question-driven. As we embark on our study, we will encounter new knowledge and raise many questions along the way. I expect that as you prepare for each class session you will generate key points you want to discuss and a minimum of two excellent questions. Each of you will be assigned to either Tuesday or Thursday as your official day to contribute questions. I will ask each of you to contribute 2 excellent discussion questions for your assigned class meeting. You will need to read the assignment, and get the questions to me by email no later than 5 pm on the previous day (I will not check email after that time). If your question day is Tuesday, you must email your questions no later than 5 pm on Monday; if your question day is Thursday, you must email your questions no later than 5 pm on Wednesday. If you anticipate a schedule conflict on the afternoon you are to submit questions, you should plan to submit your questions earlier in the day, or the day before. Late questions will not receive credit. Your email must include the course number, section number and course meeting time. Email questions without this information may not receive credit. There are no make-ups for missed weekly questions (please do not ask). These official questions are a critical component of your participation grade.

The contributing question assignment starts Week #2 and runs up to and including Week #13. You do not need to send contributing questions over Spring Break (Week #8), or for the last two weeks of the term (Weeks #14 & #15). Otherwise, you contribute questions on a weekly basis (for your assigned day) throughout the term.

Contributing questions should be designed to facilitate discussion and focus on big issues or themes that are in the readings. Keep in mind that it is difficult to formulate an excellent question (one that demonstrates comprehension of readings and thoughtful reflection) in just one or two simple sentences. Your questions should be thoughtful and intellectually rigorous. You should strive to explicate the important ideas in your questions and make connections with readings we have done in past weeks. These questions will be used for class discussion and in-class activities. Questions that are clearly "unthoughtful" or fail to demonstrate understanding of the material may not receive credit. Very occasionally, I may award an extra point for exceptionally thoughtful or intellectually rigorous questions.

In keeping with these high expectations for weekly involvement in the course, participation is twenty percent of your grade. The participation grade is composed of participation in class discussions and ICAs, the contributing question assignment, and attendance. If you have any concerns about this portion of the grade, please speak to me early in the term. (20%)

Panel Presentation and Memo

Along with your classmates, you will be responsible for leading two class discussions over the course of the semester. You will need to prepare a handout for your classmates, outlining your plan for the day, including key questions. In addition, you will need to hand in a presentation memo to me on the day of your presentation. We will
discuss the panel presentation assignment and sign up for dates to present early in the semester. Your group will need to read the assigned readings in advance and meet at least once outside of class to prepare your presentation. You may opt to assign additional readings or activities to your classmates prior to your presentation date. Panel presentations may include setting up a guided debate, skits, role-playing, films, music, web resources, media analysis, current events, social policy review...in short, any activity that you think will help teach the topic of the day. Groups should prepare presentations that will last for 45 minutes. Groups may use videos or guest speakers during their presentations, but it should not take up more than about 20 minutes of the presentation. The remaining time in class on the day a group presents will be followed by class discussion, led by the presenting group.

Think about your audience as you prepare your presentation – what kind of presentations would you, as an audience member, enjoy most? How much information during a presentation could you reasonably take in? Working in groups gives you an opportunity to be more creative than I could ever possibly be as a solo lecturer. Usually, report-style presentations where each group member lectures are dull and gives the audience information overload. Therefore, I am requiring that your presentation contain a 10 to 15-minute skit. Think about group presentations that would be creative and would really engage your audience, and emphasize a relatively small number of important points.

Groups where individual members simply read from cue cards will not receive high grades. I encourage you to be creative in these presentations, and students are welcome to use a variety of teaching techniques including role playing, skits, small groups, games, or debates; as well as using overhead projections, handouts, music, and videos to foster understanding and class discussion about the material.

The panel presentation grade will be based on your planning and preparation as demonstrated during the class period you lead, how thoroughly and effectively you work with the assigned readings for that week, your organization and clarity in leading the class that day, the creativity and sophistication of the materials you bring in, and the group memo that you hand in on the day of your presentation. (10%)

Guidelines for the panel presentation:
1. Do not simply summarize the reading material for the class – BE CREATIVE!
2. The presentation should link the themes in the readings to other course material
3. The audience should have a clear understanding of the author’s position and the main themes in the readings at the end of the presentation
4. All presenters must be able to answer questions regarding the readings
5. The presentation should give the feeling of being on the readings as an integrated whole rather than a number of separate reports on single readings
6. The presentation should engage or involve the audience in some way
7. The presentation should seem well-organized and flow smoothly, indicating that you have planned well and rehearsed

Guidelines for Presentation Memo
1. The memo gives a more detailed summary of your presentation than the outline handout you prepare for your classmates and must be handed in to me at the beginning of class on the day of your presentation.
2. The memo is a summary of your panel presentation. For each element of the presentation, briefly describe its content, the key concepts, and the goals you are trying to accomplish. This will allow me to see the logical order to your plan, the central ideas you are trying to convey, and your reasons for including various elements in the structure of your presentation. The rule is your memo should describe your presentation in sufficient detail that it could communicate the presentation’s content, key points, and objectives to someone not present.
3. The overriding purpose of your presentation is to foster understanding of the materials, and your memo must illustrate how you plan to accomplish this. As you summarize your presentation, be sure to explain how its design and elements connect to the topic for that day, illuminate the important ideas in the readings, and help further your classmates’ understanding of the assigned materials.
4. Since I expect and encourage students to use a variety of teaching techniques in these presentations, presentation memos will differ according to the different techniques presenters choose. For example, if you set up a guided debate, your memo might describe the format and guidelines, topics, positions, questions, key points, goals, and how you anticipate the guided debate might evolve (how debaters might be expected to argue positions and/or respond to questions). If you show a film, your memo might provide a brief summary of the film, highlight the key ideas you want the film to convey, and discuss your method for evaluating your classmates’ comprehension of these ideas. In the case of music, you might describe the piece, discuss your reasons for using it, use a sampling of important lyrics to clarify the connection to the topic and readings, and describe your method for eliciting classmates’ response. Whatever materials, techniques, and/or activities you employ in your presentation, be sure to describe them in your memo. How you do this will depend on what techniques you’ve chosen, your related objectives, and the methods you’ll deploy for engaging classmates in participation and discussion.
5. Make sure to properly cite any materials you use in your presentation (i.e., readings, films, music, web resources, other media and so forth).

6. If you opt to assign additional readings or activities to your classmates prior to your presentation date, summarize these and state their purpose. If you have assigned readings, attach a copy to your memo.

7. Give the script of your skit.

8. Memo must include presenter names, date of presentation, topic as noted on syllabus and list of assigned readings for that day. In addition, you are also welcome to devise your own title, though this is not required.

9. At the end of your memo you will provide a simple breakdown of the division of labor in your group. Next to each member's name list the main responsibilities they assumed in the panel presentation project. This will vary from panel to panel. Whereas in some cases all members will work on all tasks equally, in other cases members will collaborate on some tasks, and take individual responsibility for others. Sample breakdown:

- **Student A**: responsible for creating video montage, assembling and constructing visual materials that are used in the presentation; designing class exercise using media images
- **Student B**: responsible for presenting synopsis of readings, designing and moderating guided debate, and leading post-debate class discussion
- **Student C**: responsible for designing skit, researching web resources, preparing handouts, constructing and "hosting" quiz game for the class to participate in
- *All other panel responsibilities shared among members*

**Response Essays**

You are required to hand in three formal short essays for this class. Three times during the term you will hand in a 4-5 page response essay on a specified reading: Response essay #1 is due Thurs, February 10, and is on "The Five Sexes," by Anne Fausto-Sterling (ch. 2.1 in Sexualities: Identities, Behaviors and Society). Response essay #2 is due Tues, March 8, and is on "Asian-American Adolescents: Issues in the Expression of Sexuality" by Chan (ch. 3.4 in Sexualities: Identities, Behaviors and Society). Response Essay #3 is due Tues, March 29, and is on "Therapy: 'Children Who Molest' and the Tyranny of the Normal" by Judith Levine (ch. 3 in Harmful to Minors).

These response essays incorporate two goals: demonstration of your understanding of course materials, and your own critical thinking and analysis in relation to course concepts. The short length of these assignments requires you to be efficient in your use of language. The quality of your response essays should show improvement over the term. You will be graded on the clarity of your writing, evidence of original thinking, demonstration of critical thinking in relation to the readings for that day, and adherence to the guidelines listed below. (30%)

**Guidelines for Response Essays** - The response essay assignment asks that you describe, critically analyze and comment on the main arguments in the reading, and write a 4-5 page paper based on your analysis:

1) **Central Quotation**: Choose one and no more than two "central quotations" which are indicative of the main thrust of the reading(s). Cite the page number(s). Put this quotation(s) at the top of the first page of your paper.

2) **Central Argument(s)**: Clearly state the main argument(s) made by the author(s). Organize this according to the actual main ideas, not the chronology of the reading (that is, do not do a "book report").

3) **Critical Reaction**: Identify and discuss (a) the contributions and strengths of the argument, and (b) any problems or weaknesses with the author's work. There are many different ways to approach this part of your paper. If you have difficulty, you might consider the following: For strengths/contributions, you might (a) think about the reading's relevance to theoretical or methodological debates we've discussed in the course, or (b) apply them to a particular issues relevant to our study of sexuality, and/or your own experience. For problems/weaknesses, you might think about (a) the author's working definitions and working assumptions, (b) the implications of the author's work (if the author's work is true, what does this mean for particular sociological or social problems related to our course topics?), and/or (c) issues pertaining to data collection and/or interpretation.

4) **Connecting**: Explain how the argument relates to other perspectives that we have studied in the course. How does the argument relate to other material that we have read? You might also consider how the argument relates to wider public understandings (i.e., "common sense").

5) **Reflection/Response**: This is the core of a response paper. Discuss your reflections and responses to the point, positions, arguments and values you have ascribed to the author's work, and how the author's position relates to your own position, your experience, values, etc. Relate the reading to your own life or other aspects of the "real world."

6) In responding to a reading, make sure to make reference to specific points or passages. Short direct quotes from the text will also strengthen your response statement and are encouraged!
Response Essay Evaluation Criteria:
- Do you include an appropriate quote or quotes at the beginning of your paper?
- Do you demonstrate that you have carefully read and understand the reading?
- Do you describe the author’s argument correctly and sufficiently?
- Do you analyze the author’s argument insightfully and provide a thoughtful discussion of the reading’s strengths and weaknesses?
- Do you make appropriate and sufficient connections to other perspectives studied in the course?
- Do you demonstrate that you have carefully reflected on the text and thoughtfully responded to the author’s arguments and positions in terms of your own position, understandings, experience, and/or values?
- Does your discussion demonstrate the appropriate use of the course terms and concepts you have learned in this class, and do you demonstrate proper understanding of those terms and concepts?
- Is your use of terms and concepts precise?
- Is your paper clearly written? Is it free of grammar, spelling and typographical errors?
- Does the paper reflect your own thinking and analysis?

Final Research Paper/Project
You are required to complete a final research paper/project for this class. Over the course of the semester, many of you may identify a burning research question that you really want to get to the bottom of in regards contemporary issues in the study of sexualities. If you choose the research paper option, you will do an in-depth study of a topic of your own choosing. As we move through the term, make note of the issues that are most interesting to you personally, including ideas, images, controversial, or aspects in the study of sexualities that intrigue you. Next, develop a final paper/project that will delve deeper into one of the themes of our course. This is a final “project” because while most of you will write a 8-10 page analytical essay or research paper, you are free to discuss other creative projects or approaches to the assignment that communicate original thought. You must ground your project in the relevant (and preferably, current) empirical sociological literature on your topic, thus the project requires you to do library research (you do not need to do original research for this project). You are required to consult at least three outside sociological sources that are not assigned in the class. This project may involve media analysis of newspapers, television, advertisements or film. You may also use the final assignment to research a particular policy issue, social action group, or case study related to the sociology of sexuality. The final paper/project will be graded on the quality of the written assignment, the originality of your approach, and, very importantly, the degree to which your work is grounded in the relevant literature and connects with and extends course concepts. Final paper/project: 8-10 pages.

On Tuesday, March 22, I will ask you to turn in final paper/project proposal. This is a brief (one page) typed description of your preliminary plans for your final project and should include a description of your topic, the key questions or arguments you plan to address, your method for examining the topic (analytic paper or other), a summary of your external social scientific sources (at least three) and a list of these sources. On Tuesday, April 12, I will ask you to turn in a rough draft of your final project (this must include a reference list). You will also be asked to do a brief presentation of your final project at one of our last class meetings. Your final research paper/project is due in class on Tuesday, May 3. (20%)

Midsemester Exam
We have one exam in this class that is scheduled for midsemester. This exam will include short answer and short essay questions based on weekly readings and discussion, and is scheduled for Tuesday, March 1. (20%)

KEY TO READING SCHEDULE:
- Foucault, History of Sexuality = History of Sexuality: An Introduction, Michel Foucault
- H2M = Harmful to Minors, Judith Levine
- S4S = Sex for Sale, Ronald Weitzer, editor
- Gender = Gender of Sexuality, Pepper Schwartz, Virginia Rutter
- Global Sex = Global Sex, Dennis Altmann
- Readings from Sexualities: Identities, Behaviors and Society are indicated by the chapter #
Course Schedule
This schedule is tentative and subject to change

Week One

Tuesday, Jan 25: First Day – Welcome and Introduction to the Course

Thursday, Jan 27: Thinking About Sex/Studying Sex
Bring in a newspaper or magazine article on sex or sexuality to discuss.
“Nature v. Nurture” - Essentialist v. constructionist explanations of sexuality
  • Introduction, xi-xvi in Sexualities: Identities, Behaviors, and Society
  • Preface, and Sexual Desire and Gender in Gender, xiii-xvi and I-34
  • The Expurgation of Please in H2M, 127-138
  • Foucault, History of Sexuality, “We Other Victorians,” p. 3-23 (stop before “The Nameless Englishman…”)

Week Two

Tuesday, Feb 1: Sex, Historically: Social History, Scientific Sexuality and Classic Inquiries
Sexual Repression? The repressive hypothesis, the proliferation of sexual discourse, and the medicalization of sexuality
  • Foucault, History of Sexuality, p. 41-9 start w/ “Perhaps the point to consider is not the level of indulgence”
Erotic arts v. scientific sexuality
  • Foucault, History of Sexuality, Scientia Sexualis, p. 57-73, start w/ “Historically, there have been two great procedures”
Sex: Classic Inquiries (How are modern ways of understanding sexuality different from pre-modern ways?)
  • 1.1 Sigmund Freud, “Femininity” from New Introductory Lectures on Psycho Analysis (3)-10

Thursday, Feb 3: The Deployment of Sexuality
Sexual Systems: The deployment of alliance v. the deployment of sexuality
  • Foucault, History of Sexuality, “Domain,” p. 103 to 111 (stop at “But this development was not without tension”)  
The Deployment of Sexuality: Medicalization and Classic Inquires
  • 1.5 William H. Masters and Virginia E. Johnson, “The Sexual Response Cycle,” Human Sexual Response 24-28
Sexual Discourse: Talking the truth of sex
  • Foucault, History of Sexuality, 77-80

Week Three

Tuesday, Feb 8: Bio-Power
Find an article in the popular press about sexualities. What are the assumptions about the origins of sexual behaviors and characteristics? What might Foucault think of the article?
Deployment of sexuality and symbolic boundaries: purity v. danger becomes pleasure v. danger; biopower
  • Foucault, History of Sexuality: “Periodization,” p. 115-131
  • Foucault, History of Sexuality: “Right of Death and Power over Life,” pp. 135-160

Thursday, Feb 10: The Sociology of Sexuality: Contemporary Questions
Response essay #1 due
  • 2.1 Anne Fausto-Sterling, “The Five Sexes,” from The Sciences (38)-44
  • 2.2 Jonathon Ned Katz, “Homosexual’ and ‘Heterosexual’: Questioning the Terms,” 44-46
  • 2.3 J. Ericksen and S. Steffen, “Asking Questions About Sex,” from Kiss and Tell 46-51
  • 2.4 Leonore Tiefer, “Historical, Scientific, Clinical, and Feminist Criticisms of ‘The Human Sexual Response Cycle Model’,” from Sex is Not a Natural Act 52-64
Week Four

Tuesday, Feb 15: Social Construction of Sex, Gender and Desire
- Sexual Behavior and Gender in Gender, 35-70
- 4.1 M. Kimmel and R. Plante, "The Gender of Desire," from Advances in Gender Research 123-135
- 3.2 Deborah L. Tolman, “Doing Desire,” from Gender & Society 87-99

Thursday, Feb 17: What’s Love Got to Do With It? Sex in Relationship
- Uncommitted Sexual Relationships in Gender, 71-118
- 3.5 Savin-Williams, “Dating and Romantic Relationships among Gay, Lesbian, and Bisexual Youths” 113-122
  Group 1 Presents

Week Five

Tuesday, Feb 22: Sexual Partners for Life? Sex and Marriage
- Sex and Marriage in Gender, 119-159
- 5.3 Peplau, Veniegas, and Campbell, “Gay and Lesbian Relationships” 200-215

Thursday, Feb 24: Sexual Speech, Sexual Silence
- The Politics of Sexuality in Gender, 160-192
- Answers and Questions in Gender, 193-214
  Group 2 Presents

Week Six

Tuesday, Mar 1: Midsemester Exam

Thursday, Mar 3: Sexual Identities
- 5.1 Brown, “Lesbian Identities: Concepts and Issues” (17)-183
- 5.4 Rust, “Two Many and Not Enough: The Meanings of Bisexual Identities” 216-229
- 5.2 Seidman, Meeks, and Traschen, “Beyond the Closet? The Changing Social Meaning of Homosexuality in the United States,” from Sexualities 184-199
- 4.2 M. Rochlin, “The Heterosexual Questionnaire,” from Men’s Lives 136
  Group 3 Presents

Week Seven

Tuesday, Mar 8: Becoming Sexual: Biography and Social Structure
Response essay #2 due
- 4.3 Lillie S. Ransom, “Navigating Sex, Sexuality, and Christian Values,” from Sexuality and Culture 137-144
- 3.4 Chan, “Asian-American Adolescents: Issues in the Expression of Sexuality” 106-113
- 5.5 Gagne et al, “Coming Out and Crossing Over: Identity Formation and Proclamation in a Transgender Community,” 230-249

Thursday, Mar 10: The State of the Union: Sex Ed
- Foreword and Introduction: Peril and Pleasure, Parenting and Childhood in H2M, ix-xi, xix-xxxv
- Censorship: The Sexual Media and the Ambivalence of Knowing in H2M, 3-19
- No-Sex Education: From “Chastity” to “Abstinence” in H2M, 90-116
  Group 4 Presents

Week Eight (participating questions not required)
SPRING BREAK

Week Nine

Tuesday, Mar 22: Learning Sex: Peril, Panic and an Erotic Education
Proposal for final paper/project due
- The Facts...and Truthful Fictions in H2M, 141-154
- Good Touch: A Sensual Education (178-198) and Epilogue: Morality (218-226) in H2M
- 10.2 Peggy J. Kleinplatz, "Educational' Sex Videos: What are They Teaching?" 456-459
  Group 5 Presents

Thursday, Mar 24: No Class (I will be out of town at a conference Mar 24-27. For this week only, Thursday question people should submit questions on the readings listed for Tuesday, March 22).

Week Ten

Tuesday, Mar 29: Whose Body, Whose Laws? Regulating Sex
Response essay #3 due
- 5.6 E. J. Graff, "The M/F Boxes," from The Nation 250-253
- 2.5 Kessler, "Creating Good-Looking Genitals in the Service of Gender," 64-70
- Therapy: "Children Who Molest" and the Tyranny of the Normal in H2M, 43-67

Thursday, Mar 31: Sex Panics: Morality and Normativity?
- Squaring the Circle: The Battle for "Traditional Morality" in Global Sex, 138-156
  Group 1 Presents

Week Eleven

Tuesday, Apr 5: Sex for Sale: Clients and Providers of Commercialized Sex
- Ronald Weitzer, Why We Need More Research on Sex Work in S4S, 13
- Janet Lever and Deanne Dolnick, Clients and Call Girls: Seeking Sex and Intimacy in S4S, 85-102
- Martin A. Monto, Why Men Seek Out Prostitutes in S4S, 67-84
- 7.1 K. Frank, "The Production of Identity and the Negotiation of Intimacy in a 'Gentleman's Club'," 299-309

Thursday, Apr 7: Making Sex Work
- Nanette J. David, From Victims to Survivors: Working with Recovering Street Prostitutes in S4S, 139-158
- Wendy Chapkis, Power and Control in the Commercial Sex Trade in S4S, 181-202
- Kathryn Hausbeck and Barbara G. Brents, Inside Nevada's Brothel Industry in S4S, 217-244
  Group 2 Presents

Week Twelve

Tuesday, Apr 12: The Politics of Pornography
Rough draft of final paper/project due
- Sharon A. Abbot, Motivations for Pursuing an Acting Career in Pornography in S4S, 17-34
- Joe A. Thomas, Gay Male Video Pornography: Past, Present and Future in S4S, 49-66
- 8.3 Gail Dines and Robert Jensen, "Pornography and Media," original for this volume 369-380

Thursday, Apr 14: Sex, Violence, and Sexual Violence
- 9.4 Peggy Sanday, "Rape-Prone Versus Rape-Free Campus Cultures," Violence Against Women 428-437
• Crimes of Passion: Statutory Rape and the Denial of Female Desire in *H2M*, 68-89  
  *Group 3 Presents*

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**Week Thirteen**

**Tuesday, Apr 19: Eroticizing Power**

- 7.4 Julia O'Connell Davidson and Jacqueline Sanchez Taylor, “Fantasy Islands: Exploring the Demand for Sex Tourism,” from *Sun, Sex and Gold: Tourism and Sex Work in the Caribbean* 331-341
- The New Commercialization of Sex: from Forced Prostitution to Cybersex in *Global Sex*, 106-122

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**Thursday, Apr 21: The Globalization of Desire**

- Preface, *ix-xii*, and Introduction, 1-9, in *Global Sex*
- The Many Faces of Globalization (10-28), Sex and Political Economy (34-51), and The (Re)Discovery of Sex (52-67) in *Global Sex*  
  *Group 4 Presents*

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**Week Fourteen**

**Tuesday, Apr 26: A Political Economy of Sexuality**

*Sex, Death and Identity on a Global Stage*

- Imagining AIDS: the New Surveillance (68-85), The Globalization of Sexual Identities (86-105) in *Global Sex*
- Community: Risk, Identity, and Love in the Age of AIDS in *H2M*, 99-217  
  *Group 5 Presents*

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**The Future of Sex**

- Sexual Politics, International Relations (122-137), Conclusion: A Global Sexual Politics (157-166) in *Global Sex*

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**Thursday, Apr 28: Student Presentations**

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**Week Fifteen**

**Tuesday, May 3: Student Presentations**

*Final Paper/Project Due*

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Congratulations, you have graduated from Sociology of Sexualities!