

# SOCIOLOGY OF SEX AND SEXUALITIES

SOC 256, Fall 2017

12:30-1:20 M-TH, L-220



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## Course Introduction:

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

Why do so many of us have shame around sexuality?

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

Is there a sexual double standard for women and men?

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

Do we have a rape culture?

How has the web changed our sexual relationships?

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

How does the law regulate sexuality?

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

## Required Texts:

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

## Learning Atmosphere:

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

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

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

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

## Learning and Course Outcomes:

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

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

## General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than 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.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones, laptops, i-pods/mp3 players, kindles/nooks, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

## Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

## Students with Disabilities:

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

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

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

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

## **SOCIOLOGY DROP-IN TUTORING**

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

**Our Sociology tutor is available to help you in D204!**

### **Grading:**

Grades are based on six factors. (1) Participation and Discussion, (2) In-class activities (3) Exams, (4) Notecards, (5) S.L.U.T. group work, and (6) Sex in the Field Homework Assignments. Each of these elements is awarded a specific number of points:

|   |            |
|---|------------|
| Participation/Discussion/Attendance                           | 50 points  |
| In-class activities (5 at 10 points/each)                     | 50 points  |
| Exams (2 at 100 points/each)                                  | 200 points |
| Notecards (10 at 10 points/each)                              | 100 points |
| S.L.U.T. Groups (5 at 15 points/each)                         | 75 points  |
| Sex in the Field - Homework Assignments (5 at 25 points/each) | 125 points |

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**TOTAL**

**600 points**

| <i>Grade</i> | <i>Points</i>  | <i>Percentage</i> |
|--------------|----------------|-------------------|
| <i>A</i>     | <i>555-600</i> | <i>93-100%</i>    |
| <i>A-</i>    | <i>537-554</i> | <i>90-92%</i>     |
| <i>B+</i>    | <i>525-536</i> | <i>88-89%</i>     |
| <i>B</i>     | <i>495-524</i> | <i>83-87%</i>     |
| <i>B-</i>    | <i>477-494</i> | <i>80-82</i>      |

| <i>Grade</i> | <i>Points</i>          | <i>Percentage</i>      |
|--------------|------------------------|------------------------|
| <i>C+</i>    | <i>465-476</i>         | <i>78-79%</i>          |
| <i>C</i>     | <i>435-464</i>         | <i>73-77%</i>          |
| <i>C-</i>    | <i>417-434</i>         | <i>70-72%</i>          |
| <i>D+</i>    | <i>405-416</i>         | <i>68-69%</i>          |
| <i>D</i>     | <i>357-404</i>         | <i>60-67%</i>          |
| <i>F</i>     | <i>356 &amp; Below</i> | <i>59% &amp; Below</i> |

### **Description of the 6 Grading Components:**

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

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

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

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

### 3. Exams: (200/600 points)

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

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

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your 3x5 or 4x6 notecard. Notecards must be turned in at the start of class at 12:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So, if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Eleven times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

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

### 5. Sharing, Learning and Understanding Together Groups or S.L.U.T. Group Work (75/600 points):

Over the course of the quarter, you will participate in 5 SLUT Group Work sessions (15 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. For each assigned SLUT day, I will assign students randomly to groups of four. On SLUT days, each individual group member must come to class with the following on a TYPED paper to turn in at the end of class:

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

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

## **6. Sex in the Field - Homework Assignments (125/600 points):**

Each of these homework assignments requires you to make observations about some aspect surrounding sex and sexuality, and then write a brief paper about what you learned. Each assignment should be 1-2 pages in length and is worth 25 points/each.

### *Homework Assignment 1: Learning about Sex and Sexuality*

For this assignment, you need to investigate how children learn about sex and sexuality. Survey 5-10 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? Collect relevant data and discuss the patterns that you see.

### *Homework Assignment 2: Media Influences on Teenage Sexuality*

For this assignment, you will need to analyze the impact of the media on shaping teens conception of sexuality. Research what music is most popular for teens and tweens. 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? Collect relevant data and discuss the patterns that you see.

### *Homework Assignment 3: 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.” Interview 5-10 people about their perceptions of the sexual body. Are most men concerned about penis size? Do most men measure? Do they compare themselves to other men? How does a man know if he is small, average, large? What are women concerned about in terms of their sexual bodies? Do they compare themselves to other women? Are there different concerns for queer folks? If so, what is different? Please make sure this assignment is conducted in a formal, academic manner! Collect relevant data and discuss the patterns that you see.

### *Homework Assignment 4: Sexual Variations and Practices*

For this assignment, you will need to conduct research on sexual variations outside of heteronormative sexual practices. Check out webspaces for alternative forms of sexuality (examples could be the poly community -which is huge in Seattle, furies, queer, otherkin, kink, nudists, bdsm –and many others). If you know of folks within the community, talk with them! Report out what you find – patterns, who is involved, why they are involved, if it is a choice to be involved, etc. Collect relevant data and discuss the patterns that you see.

### *Homework Assignment 5: Commercializing Sex*

For this assignment, you will need to conduct research on the commercialization of sex and sexuality. Visit a sex shop or a website for 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? How are they gendered? Who is the target audience? What is popular? What is the atmosphere like in these stores (or on the website)? Are there themes? What do these “themes” say about sex and sexuality? Collect relevant data and discuss the patterns that you see.

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

Go over syllabus; class introductions

**Tuesday, September 19<sup>th</sup>: Thinking Critically about Sex, Gender and Sexuality**

**Wednesday, September 20<sup>th</sup>: Definitional Deep End**

**Thursday, September 21<sup>st</sup>: The Social Construction of Sex**

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



### Week 2

**Monday, September 25<sup>th</sup>: Intersexuality: Where Science Meets Sex**

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

**Tuesday, September 26<sup>th</sup>: Defining "Man" and "Woman"**

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

**Wednesday, September 27<sup>th</sup>: Transgender Identities and Complexities**

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

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

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

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



### Week 3

**Monday, October 2<sup>nd</sup>: Complicating Definitions of Sexuality**

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

**SLUT Group #1 on Straight Dudes article**

**Tuesday, October 3<sup>rd</sup>: Learning About Sex**

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

**Wednesday, October 4<sup>th</sup>: Sex Education**

**Sex in the Field - Homework 1 Due**

**Thursday, October 5<sup>th</sup>: Cultural Differences in Sex Education**

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





## **Week 4**

### **Monday, October 9<sup>th</sup>: Coming of Age Sexual Narratives**

Readings: "Doing Desire," on course website

**SLUT Group #2 on Doing Desire article**

### **Tuesday, October 10<sup>th</sup>: Contemporary Narratives of Young Adults**

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

### **Wednesday, October 11<sup>th</sup>: Media Influences on Young Adult Sexuality**

**Sex in the Field - Homework 2 Due**

### **Thursday, October 12<sup>th</sup>: The Male Sexual Body**

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

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



## **Week 5**

### **Monday, October 16<sup>th</sup>: Masculinity in a Bottle**

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

### **Tuesday, October 17<sup>th</sup>: Societal Influences on Sexual Bodies**

**Sex in the Field - Homework 3 Due**

### **Wednesday, October 18<sup>th</sup>: Women's Sexual Pleasure**

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

### **Thursday, October 19<sup>th</sup>: "Looking the Part"**

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



## **Week 6**

### **Monday, October 23<sup>rd</sup>: Social Control of Sexuality**

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

### **Tuesday, October 24<sup>th</sup>: Social Control: Queers of Color**

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

### **Wednesday, October 25<sup>th</sup>: Exam #1 – Part 1**

### **Thursday, October 26<sup>th</sup>: Exam #1 – Part 2**



## **Week 7**

### **Monday, October 30<sup>th</sup>: Defining "Normative" Sexual Practices**

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

### **Tuesday, October 31<sup>st</sup>: Disability and Sexuality**

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

**SLUT Group #3 on Sexual Culture for Disabled People**



**Wednesday, November 1<sup>st</sup>: Asexuality**

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

**Thursday, November 2<sup>nd</sup>: Sexual Variations**

**Sex in the Field - Homework 4 Due**

**Week 8**

**Monday, November 6<sup>th</sup>: BDSM**

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

**Tuesday, November 7<sup>th</sup>: Polyamory and Kink**

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

**Wednesday, November 8<sup>th</sup>: Sex Toy Day**

**Sex in the Field - Homework 5 Due**

**Thursday, November 9<sup>th</sup>: Commercial Sex – Prostitution**

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

**Week 9**

**Monday, November 13<sup>th</sup>: Sex Work**

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

**Tuesday, November 14<sup>th</sup>: What Happens in Vegas Stays in Vegas**

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

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

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

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

**SLUT Group #4 on Production of Identity article**

**Thursday, November 16<sup>th</sup>: Sex Tourism**

Readings: "Fantasy Islands," on course website

**Week 10**

**Monday, November 20<sup>th</sup>: Pornography**

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

**Tuesday, November 21<sup>st</sup>: Pornography**

Readings: "Creating a Scene" on course website

**Wednesday, November 22<sup>nd</sup>: No Class**

**Thursday, November 23<sup>rd</sup>: No Class - Holiday**



## **Week 11**

**Monday, November 27<sup>th</sup>: Lecture on Rape and Sexual Assault**

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

**Tuesday, November 28<sup>th</sup>: Rape Culture**

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

**Wednesday, November 29<sup>th</sup>: "Rape-Prone" College Campuses**

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

"Linking Sexual Aggression and Fraternities," p. 626

**SLUT Group #5 on Sexual Assault article**

**Thursday, November 30<sup>th</sup>: Creating a Sex-Positive Society**

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



## **Week 12**

**Monday, December 4<sup>th</sup>: No Class**

**Tuesday, December 5<sup>th</sup>: Final Exam is on Canvas and is due by noon today**