

**Sociology 169B. Issues in Sexuality
Brandeis University
Spring 2011**

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Class Meetings: Fridays 9:10am-12pm
Location: Mandel Center for the Humanities G10

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Course Description

This course introduces you to basic tools and concepts in the sociological study of sexuality. We start with the assumption that humans are sexual beings and that our sexualities are shaped by our histories, cultures, genders, races, classes, and other social factors. Our broad goal for the semester is to understand how these social factors influence the ways we think about and experience sexual desire, behaviors, and identities - individually and in communities. The course is divided into two broad sections each of which is grounded in systematic empirical studies and examples. First, we ask what sexuality is and how it is studied and measured by social scientists. Second, we consider how people develop senses of themselves sexually as individuals and in communities.

Course Learning Objectives:

By the conclusion of this course students will:

- Be familiar with a range of ways of thinking about and conceptualizing sexuality
- Be familiar with the assumptions underlying different theoretical approaches to the study of sexuality
- Be able to articulate, verbally and in writing, how researchers in the United States have tried to measure aspects of sexuality and what the strengths and weaknesses are of their approaches
- Understand how (and why) people's assumptions and ways of learning about sex and sexuality have changed over time in the United States
- Be able to describe verbally and in writing how people learn about sex and sexuality and provide an example of a tool that might help in these processes
- Be able to articulate how different communities shape people experiences of sex and sexuality
- Have had the opportunity to reflect on how the materials covered in this class relate to the ways broader groups students are a part of (families, friends, campus organizations, etc) think and talk about sex and sexuality.

Course Readings

The following books are available in the university bookstore.

- Freud, Sigmund. 2000. *Three Essays on the Theory of Sexuality*. The Definitive Edition Translated and Revised by James Strachey. Basic Books.
- D'Emilio, John and Estelle B. Freedman. 1997. *Intimate Matters: A History of Sexuality in America*. Chicago: University of Chicago Press.

These books are also on reserve in the library. All other required course readings are available through LATTE except for those listed with web address that can be located on the web.

Course Requirements

1. Attendance is required. Class will begin promptly at 9:10 am. Please be on time out of respect for me and your fellow classmates. Your class attendance counts as 5 points towards your final grade. If you miss zero or one class, you will receive 5 points. If you miss 2 classes, you will receive 4 points. If you miss 3 classes, you will receive 3 points. If you miss 4 classes, you will receive 2 points. If you miss 5 classes, you will receive 1 point. If you miss more than 5 classes, you will receive 0 points. The only absences that will not influence your grade are those for religious holidays that you email me about at least one week in advance. If you are too ill to attend class, I will excuse the absence only with a note from your doctor or the Health Center.
2. Reading is required. All course readings must be done before coming to class each week. On *five class meetings* of your choice you are required to submit a reflection paper in which you think through and respond to course readings in light of other readings, class discussions, and your own experience. Each reflection paper should be at least one page singled spaced (Times 12pt type) and should refer to at least two books or articles we read for that week. Your paper needs to make clear that you read the material and grasped the central arguments (not that you just pulled a quote out of the first few pages of the reading and are reflecting on it in light of your personal experiences!). If you complete each of these five entries on time as outlined, you will receive the full 15 points (3 points for each of 5 entries). You will lose points for each entry you do not complete thoroughly and on time. I will only accept printed out reflection papers handed to me at the beginning of class. You can not turn reflection papers in by email, after class is over or if you do not come to class. For some weeks – where noted – you cannot turn in reflection papers. Please plan now when and how you will turn in these five papers so you are not caught by surprise at the end of the semester.
3. Class participation is required. This is not a lecture class but primarily a discussion seminar based on your careful reading and preparation for class. To

that end, I expect everyone to participate actively in class discussion and to work together to create an environment where everyone can safely and comfortably express their views. We will develop discussion guidelines together early in the semester. Each student will also work with someone else in the class to co-facilitate part of a class discussion at least once during the semester (as part of meeting the oral communication requirements of the class). Your goal in facilitating class discussion is to find a way to talk about the required reading that engages everyone, applies the ideas to their lives, is fun, and is comfortable. You can focus on particular discussion questions you put together, create games or exercises around key themes, read parts of texts out loud in class (or act them out), show film clips that illustrate central themes and might help students apply the ideas.....be creative! The goal of your facilitation is to find a way to apply what we are learning to your life and the lives of your classmates in a way that makes this material real, relevant and worth reading! You should plan for your facilitation to take between 45 minutes and one hour in the second half of class. You will receive 5 points for facilitating class discussion and another 10 points for participating in class discussion over the course of the semester for a total of 15 points.

Please remember that members of this class are straight, gay, lesbian, bisexual, queer, and not sure; transgender, genderless, male and female. We are racially, ethnically, religiously, politically, culturally, and economically diverse. We are all in the process of learning, developing, and becoming, and as a class we want to respect and honor those processes. We can do this by listening carefully to each other, making an effort to include everyone, letting each other try out ideas we are not certain about, disagreeing respectfully, and striving to discuss gender and sexuality in as mature a manner as possible. Sexuality is both highly personal and highly politicized - the reason why many of us were taught not to discuss it at the dinner table! Some of what we read and discuss will likely make you uncomfortable. I ask you to be patient, to reserve judgment, and to remember the commitment Brandeis makes in its mission statement to be “a center of open inquiry and teaching.”

4. Written Assignments. In addition to the reflection papers described under point 2 above, you will complete two 5-7 page papers in response to detailed assignments I will distribute well in advance of the deadlines.
 - a. This first paper asks you to compare what we will read in class about the research of Alfred Kinsey with what is portrayed about that research (and Kinsey himself) in the 2004 film about him. A detailed paper assignment will be distributed on February 11 and due on March 11.
 - b. The second paper asks you to construct some kind of educational materials about a topic of your choice related to sexuality. You could draft a children’s book, prepare a lecture for a middle or high school health class, design a short curriculum for a group of older adults, or do something

more creative. The assignment asks you to prepare these materials and then write a short paper explaining how and why – based on course readings – you put the materials together as you did. A detailed paper assignment will be distributed on March 18 and is due on April 15. In addition to handing in your materials and paper on April 15, you will also do a short oral presentation on that day describing them to the class (as part of fulfilling the oral communications requirement of the class). Details will be distributed with the paper assignment.

Each paper is worth 20 points. The oral presentation on the second paper is worth 5 additional points. You will lose one full letter grade (2 points) for each 24 hours after the due date the assignment is turned in (i.e. if you would have received an 18 but your paper is turned in within the first 24 hours after it is due, you will receive a 16, etc.). I expect you to properly cite and reference any articles you refer to when completing your paper. If you have any questions at any point, please do not hesitate to ask. You are encouraged to visit the Writing Center for additional support and guidance.

(<http://www.brandeis.edu/programs/writing/writingcenter/index.html>)

- c. Masters Students in the class are welcome to write a 20-25 research paper instead of the two papers described above and the final exam described below. This paper must be distinct from any theses you are writing and the topic and an outline must be approved by me before you begin. It is due on the last day of class.
5. Final Exam. You will have a take-home final exam. The exam will be designed to assess what you have learned in discussions and course readings and to see how well you can apply what you have learned to new questions and problems. You may use your class notes and course materials when completing the exam. The final exam will be distributed on April 29 and is due on May 6. Your completed exam can be no more than ten double spaced pages. The final exam will be worth 20 points.
6. Final Grades will be based on your class attendance (5 points), your active class participation (10 points), your facilitating of a class discussion (5 points), reflection papers (15 points – 3 points for each of 5 papers), paper 1 (20 points), paper 2 (20 points), oral presentation on paper 2 (5 points), and the final exam (20 points).

Final grades will be calculated using the following point distribution:

94-99 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D

80-83 B-
77-79 C+

60-63 D-
<60 F

****All written work must be completed to receive a passing grade in this class****

7. University Policy on Academic Accommodations: If you are a student who has academic accommodations because of a documented disability, please give me a copy of your letter of accommodation in the first two weeks of the semester. If you have questions about documenting a disability, please contact Beth Rodgers-Kay in the Undergraduate Academic Affairs Office (x63470, brodgers@brandeis.edu). Accommodations cannot be granted retroactively.
8. University Policy on Academic Integrity: You are expected to be familiar with and to follow the University's policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdc/ai>). I will refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issued, educational programs, and other consequences

Course Outline

I. Getting Started: Conceptualizing and Studying Sexuality

January 21. Introductions and Overviews

In class we will read and talk about the following (Copies will be distributed in class. All are up on Latte as well):

- Tiefer, Leonore. 1995. *Sex is Not a Natural Act and Other Essays*. Boulder: Westview Press. (c. 7 “The Kiss”)
- Christina, Greta. 1992. Are We Having Sex Now or What? (in *Sex Matters*)
- Kolben, Deborah. 2002. “My Meidel Is the Centerfold: Is Playboy’s First Jewish Bunny a Role Model?” (in *Sex Matters*)

We will also refer to the following overview article in class which is on Latte and you may want to read/skim after class:

- Schwartz, Pepper and Virginia Rutter. 1998. *The Gender of Sexuality*. London: Pine Forge Press. (c. 1 Sexual Desire and Gender)

January 28. Freud and Psychoanalysis

- Seidman, Steven. 2003. *The Social Construction of Sexuality*. New York: W.W. Norton. (c. 1 The Science of Sex: Sexology and Psychoanalysis)
- Freud, Sigmund. 2000. *Three Essays on the Theory of Sexuality*. The Definitive Edition Translated and Revised by James Strachey. Basic Books.

Discussion Facilitators:

February 4. Social Construction and the Creation of Sexual Meaning

- Katz, Jonathan Ned. 1995. *The Invention of Heterosexuality*. Penguin Books. (c. 1 The Genealogy of a Sex Concept, c. 2 The Debut of the Heterosexual, c. 3 Before Heterosexuality, c. 5 The Heterosexual Comes Out)
- Hansen, Karen. 1995. “‘No Kisses Is Like Youres’: An Erotic Friendship between African-American Women During the Mid-Nineteenth Century,” *Gender and History* 7:2 (August):153-182.
- Hansen, Karen. 1989. “‘Helped Put in a Quilt’: Male Intimacy and Men's Work in Nineteenth Century New England,” *Gender & Society* 3:3 (September):334-354.
- Schalet, Amy T. 2000. “Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands.” *Body & Society* 6, no. 1: 75-105.
- Parker, Robert. 1989. “Youth, Identity and Homosexuality: the Changing Shape of Sexual Life in Contemporary Brazil.” *Journal of Homosexuality*

Guest Speaker: Karen Hansen, Professor of Sociology and Women and Gender Studies
(First half of class)

Discussion Facilitators:

February 11. Surveying Sexual Behaviors: From Kinsey to Masters and Johnson to the Present

Overview

- Eriksen, Julia and Sally Steffen. 1999. *Kiss and Tell: Surveying Sex in the Twentieth Century*. Cambridge: Harvard University Press. (p. 1-13, 110-134, 176-208)

Kinsey

- Kinsey, Alfred C. et al. 1948. *Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders. (p. 3-21, 335-63, 623-41)
- Kinsey, Alfred et al. 1953. *Sexual Behavior in the Human Female*. Philadelphia: W.B. Saunders. (p. 3-11, 468-476, 510-543,)
- Reumann, Miriam. 2005. *American Sexual Character: Sex, Gender, and National Identity in the Kinsey Reports*. Berkeley: University of California Press. (Introduction, c. 1 Sexual Order in Our Nation, Epilogue)

Masters and Johnson

- Masters, William H. and Virginia E. Johnson. 1966. *Human Sexual Response*. Lippincott, Williams & Wilkins. (p. 3-23)

Lauman et al

- Lauman, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press. (p. 1-73 skim, 77-95, 509-540)

Discussion Facilitators:

Paper 1 Distributed

February 18. Kinsey – from the Academy to Hollywood

- To enable you to complete your first paper, we will watch the *Kinsey* (2004) film together as a class today.

Discussion Facilitators (who can help the class make sure they understood the key points from the readings about Kinsey last week. These facilitators do not need to watch the movie ahead of time):

No reflection papers can be handed in today.

February 25 No class

March 4. Foucault and Modern Analyses of Sexuality

- Foucault, Michael. 1980. *History of Sexuality, Volume I: An Introduction*. New York: Vintage Books. (Part 1 We “Other Victorians,” Part 2 The Repressive Hypothesis p. 17-35, Part 4 The Deployment of Sexuality p. 77-131).
- Luibheid, Eithne. 1998. “‘Looking Like a Lesbian:’ The Organization of Sexual Monitoring at the United States-Mexican Border.” *Journal of the History of Sexuality*. 8:3, p. 477-506.

Discussion Facilitators:

Guest Facilitator (if needed): Nicky Fox, PhD Candidate, Brandeis University

II. Sexual Selves in Community

March 11. Some Historical Context – Nationally and at Brandeis

- D’Emilio, John and Estelle B. Freedman. 1997. *Intimate Matters: A History of Sexuality in America*. Chicago: University of Chicago Press (Part IV The Rise and Fall of Sexual Liberalism, 1920 to the present, Afterward)
- Try to talk with a parent, grandparent, or other older friend or relative before class today about some of the themes you read about in the D’Emilio book. Ask them how their experiences compare.

Guest Speaker: Maggie McNeeley, Brandeis University, Acting University Archivist

Guest Facilitator (if needed): Clare Hammonds, PhD Candidate, Brandeis University

Discussion Facilitators:

*We will meet in the University Archives today at 9:10am for the first hour of class.

Paper 1 Due

March 18. Learning about Sex and Sexuality

- Simonds, Wendy. 2004. “The Death of the Stork: Sex Education Books for Children.” In Stomblor, Mindy et al Eds. *Sex Matters: The Sexuality and Society Reader*. Boston: Pearson Press.
- Tolman, Deborah L. 1994. “Doing Desire: Adolescent Girls’ Struggles for/ with Sexuality.” *Gender & Society*. 8(3): 324-42.
- Irvine, Janice. 2002. *Talk About Sex: The Battles Over Sex Education in the United States*. Berkeley: University of California Press. (Preface, Introduction, c. 7 The Passion of Culture Wars, c. 9 If Asked, Don’t Tell: A Final Comment)

Guest Facilitator (if needed): Casey Clevenger, PhD Candidate, Brandeis University

Discussion Facilitators:

Paper 2 Distributed

March 25. Experiencing Sexuality...Hooking Up and Virginity Loss

- Carpenter, Laura M. 2002. "Gender and the Meaning and Experience of Virginity Loss in the Contemporary United States." *Gender & Society*. 16:345-365.
- Bogle, Kathleen. 2008. *Hooking Up: Sex, Dating and Relationships on Campus*. New York: New York University Press. (c. 1, 3, 5, 6)

Guest Speaker (and Facilitator if needed): Meg Lovejoy, PhD Candidate, Brandeis University

Discussion Facilitators:

April 1. Thinking about Transgender Issues

- Whittle, Stephen. 2006. "Foreword." *The Transgender Studies Reader*. Ed. Stryker, Susan and Stephen Whittle New York: Routledge, p. xi-xvi.
- Stryker, Susan. 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies." *The Transgender Studies Reader* p. 1-18.
- Kessler, Suzanne J. and Wendy McKenna. 2006 "Toward a Theory of Gender." *The Transgender Studies Reader* p. 165-82.
- Spade, Dean. 2006. "Mutilating Gender." *The Transgender Studies Reader* p. 315-32.
- Meyerowitz, Joanne. 2006. "A 'Fierce and Demanding' Drive." *The Transgender Studies Reader* p. 362-86.
- Stryker, Susan. 2006. "My Words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage." *The Transgender Studies Reader* p. 244-56.
- In class we will watch the film "You Don't Know Dick: Courageous Hearts of Transsexual Men" (1996)

Guest Speaker: Regina Wright, MA Candidate, Brandeis University

Guest Facilitator: Sarah Lamb, Professor of Anthropology, Brandeis University

Discussion Facilitators:

April 8. Sexuality and Race

- Collins, Patricia Hill. 2005. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge. Chapters 4 and 5.
- Espiritu, Yen Le. 2001. "We Don't Sleep around like White Girls Do': Family, Culture, and Gender in Filipina American Lives." *Signs* 26:415-440.
- Manalansan IV, Martin F. 1994. "Searching for Community: Filipino Gay Men in New York City." *Amerasia Journal*. 20(1): 59-73.

- Recommended: Kim, Nadia. 2006. "'Patriarchy is so Third World': Korean Immigrant Women and "Migrating" White Western Masculinity." *Social Problems* 53:519-536.

Guest Speaker (and Facilitator if needed): Ken Sun, PhD Candidate, Brandeis University

Discussion Facilitators:

April 15. Oral Presentations about Second Paper Assignment

- No reading, paper assignment 2 due.

No reflection papers can be handed in this day

Guest Facilitator: David Cunningham, Associate Professor of Sociology, Brandeis University

April 22. No Class

April 29. Wrapping Up and for Fun

- Rupp, Leila and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press (Introduction, c. 2 Getting Dressed, c. 10 Performing Protest, c. 16 Theoretical Conclusions).

Discussion Facilitators:

Final Exam Distributed in Class Today. It is due under my office door (Pearlman 109) or to my mailbox in Pearlman Hall by 5pm on May 6. You must submit a printed out copy of your final exam – you may not submit it by email.