Sociology of Sexualities
Spring 2016
TR 3:30-4:45, Bobet Hall 214B
Office: Monroe 246
Office hours: TR 4:45-5:45

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CLASS DESCRIPTION

This course examines the social construction of sexuality, sexual identities, and the influence of
society on sexual behaviors, including societal attempts at regulating sexuality and the ways
gender influences sexual attitudes and behaviors. Particular attention is given to the emergence
of queer identities, politics, and activism. Finally, the course critically interrogates heterosexism,
homophobia, compulsory heterosexuality, and globalization and sexual commodification.

REQUIRED READING

Book 1:  Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers by
Joane Nagel
Book 2:  The History of Sexuality by Michel Foucault
Readings:  On Blackboard

GRADE BREAKDOWN

Assignment % of Grade
Participation: 25
Analytical Papers
• Bodies and Discourse 25
• Power Over Life 25
• The Sexual Revolution 25

Total 100
COURSE SCHEDULE

January 19 – Welcome
No readings.

What is?

January 21 – What is Sex?
Read: • “Are We Having Sex Now or What?” by Christina

January 26 – What is Gender? What is Sexual Orientation?
Read: • “The Gender of Brazilian Transgendered Prostitutes” by Kulick
• “Sexuality and Gender in Certain Native American Tribes” by Blackwood
• “Hijra and Sadhin” by Nanda

January 28 – What is Gender? What is Sexual Orientation?
Read: • “A Low Down Dirty Shame” by Sanders
• “Straight Dude Seeks Same” by Ward

Power and Discourse: Speaking Ourselves

February 2 – Introducing Discourse
Read: • Chapter 1: “The Incitement to Discourse” in The History of Sexuality
• Chapter 2: “The Perverse Implantation” in The History of Sexuality

February 4 – What of the Body?
Films in class: • Breasts and Private Dicks

February 9 – No class

February 11 – No class

February 16 – What of the Body?
Read: • “If Men Could Menstruate” by Steinem
• “Sperm, That Loveable Character” by Moore

February 18 – A Science of Sexuality
Film in class: Orgasm, Inc.

February 23 – A Science of Sexuality
Read: • Part Three: “Scientia Sexualis” in The History of Sexuality
• “Historical, Scientific, Clinical, and Feminist Criticisms of ‘The Human Sexual Response Cycle’ Model” by Tiefer
February 25 – Bodies, Discourses, and You
No Readings.

REMININDER: ♦ FIRST PAPER DUE

Power and Population: Sex Makes Babies, Or Did You Forget?

March 1 – Power Over Life
Read: • Part Five: “Right of Death and Power over Life” in *The History of Sexuality*

March 3 – No class

March 8 – Power Over Life
Read: • “The Quiverfull Conviction” by Joyce
• “Will the ‘Real Mother’ Please Stand Up” by Collins

March 10 – Power Over Life
Read: • Chapter Three: “Sex and Conquest” in *Race, Ethnicity and Sexuality*
• Chapter Four: “Sex and Race” in *Race, Ethnicity and Sexuality*
• “The Third Sex” by Lee

March 15 – No class

Coercion and Cathexis

March 17 – Racialized Sexual Identities and (Inter)Racial Relationships
Read: • Chapter Seven: “Sex and Tourism” in *Race, Ethnicity and Sexuality*
• Selling Hot Pussy by hooks

March 22 – No class

March 24 – No class

March 29 – Gendered Sexual Identities and (Hetero)(Sexual) Relationships
Read: • “Compulsory Heterosexuality and Lesbian Existence” by Rich
• “I Couldn’t Ever Picture Myself Having Sex,” by Martin

March 31 – Gendered Sexual Identities and (Hetero)(Sexual) Relationships
Read: • “The Feminization of Love” by Cancion
• “Eroticizing Equality” by Schultz

April 5 – Power Over Lives
No Readings.

REMININDER: ♦ SECOND PAPER DUE
### April 7 – Sex Commodified
Film in class:  • *Hot Girls Wanted*

### April 12 – Sex Commodified
Film in class:  • *Live Nude Girls Unite!*

### April 14 – No class

### April 19 – Sex Commodified
**Read:**  • “Rescued for Their Own Good” by Almodovar
**Pick one:**  • *Pornland* “Introduction” by Dines  
> “Black Men and Pornography” by Dines
**Pick one:**  • “In the Flesh” by Hartley  
> “Odyssey of a Feminist Pornographer” by Sheiner

### April 21 – Sexualized Violence
**Read:**  • Chapter Six: “Sex and War” in *Race, Ethnicity and Sexuality*  
> “Pleasure Under Patriarchy” by MacKinnon

#### About that “Sexual Revolution”

### April 26 – What happened?
Film in class:  *Sex in ’69*

### April 28 – Critiques of the Revolution
**Read:**  • “How Sex Became Fun” by Wade  
> “Beyond the Closet” by Seidman et al.  
> “The Naked Truth” by Zeidenstein

### May 3 – New Ideas for Revolution
**Read:**  • “Sexual Values Revisited” by Weeks  
> “Compulsory Monogamy in the Hunger Games” by Schippers  
> “Tired of Hot Sex” by Jensen

### May 5 – You and the Revolution

**REMEMBER:**  ♦ **THIRD PAPER DUE**

### May 10 – Conclusion to the Course
No readings.
ASSIGNMENTS

Attendance and Participation (25 points)

This is a discussion based class, so participation is mandatory. This includes attendance, reading, and active participation in class.

Analytical Papers (3 at 25 points each)

You will write three position papers in which you will explain the position of Michel Foucault and then apply his thinking to your own life. Each position paper should be between two and three pages single-spaced, but no longer than three (strictly enforced). In preparing your answer, make sure to explicitly discuss and cite at least two other readings from the semester.

Notice that Position Papers #1 and #2 have two parts. Part One of this position paper asks you to demonstrate that you understand the material we’ve covered in class so far. Remember that to demonstrate this you must use your own words in answering the posed questions. Do not assume I know that you know what you’re talking about. You must articulate each piece of your answer as if I, your reader, am unfamiliar with the ideas. Relatedly, if you quote an author we have read, you must interpret the quote for your reader. If you include a quote, but do not tell your reader what it means, it is possible that you don’t know what it means.

When you use the ideas of other people (that is, me, Foucault, or other authors you’ve read), you MUST acknowledge through citation that you are using their ideas. Otherwise, it is plagiarism. So when you are saying something Foucauldian, for example, make sure your reader knows it.

Ultimately your task in Part One is to distill and present the best possible answer to the question. There is some leeway in how to answer these questions. This does not mean that ALL answers are equally good. Part of the test, here, is to figure out what a really great answer would be.

Part Two of this position paper asks you to analyze your experiences in light of course material. To analyze means to apply the ideas in a way that reveals insights that would not have otherwise been obvious. The more insight you can offer me into real life experience (yours) with the concepts, the more impressed I will be with your paper.

Grading will consider the extent to which you conform to the assignment, your understanding of the concept(s), and the sophistication of your analysis. An “A” paper is not a good paper, it is a great paper. See GENERAL PAPER GUIDELINES AND TIPS in this syllabus for ideas.

Position Paper One: Bodies and Discourse

Part One
1. According to Foucault, why is discourse powerful?
2. What is the relationship between discourses and bodies?

Part Two
3. What discourses have most powerfully affected how you think about sexuality?
4. How have these discourses shaped how you experience your particular body?
Position Paper Two: Power Over Life

Part One
1. What does Foucault mean by “power over life” (also: bio-power)? How is it related to the “deployment of sexuality”?
2. Explain how bio-power is exerted at the level of the nation (policy and public discourse) and the level of the individual (cathexis). Use examples.

Part Two
1. How do you think the “deployment of sexuality” shapes/incites (or will shape/incite) your sexual feelings and choices? (Hint: Don’t forget how broadly we define sexuality in this class.)
2. How will your choices contribute to the shape of the nation?

Position Paper Three: The State of the Sexual Revolution

Many Americans would say that a sexual revolution occurred in the 1960s and 1970s and that, today, we live in a sexually liberated society. Considering our class material, your life, contemporary events, and other knowledges, compose a response to this assertion.

In other words, have we come somewhere since the 1950s? If so, where are we?

GENERAL PAPER GUIDELINES AND TIPS

1. Expectations and grading:
   a. In papers you are expected to take concepts raised in the readings and apply them to analyze some sort of empirical material in the way that sociologists would. Thus you are looking at and for evidence of particular social processes in the material of everyday life.
   b. To maximize your chance of getting a high grade, concentrate on writing an analysis that is sociological. Consider what is distinct about a sociological perspective on the case at hand. Be sure that you provide an analytic description of what you are studying: focus on drawing an overall conclusion about the case you are looking at; choose details that relate to the points you making (rather than trying to say everything about it); and organize your presentation so that the relationship between the details and your overall point is clear.
   c. Do not be concerned with being “right.” These papers are an exercise in applying sociological concepts. Feel free to speculate, posit, consider, even boldly guess about what is going on. Absolutely nothing rides on whether you are right in your analysis… not your grade, not your relationships with the people you care about, not the future of the human race, not world peace, nothing! So don’t worry! Just experiment with the ideas. I am not expecting you to be right, I am concerned with your understanding, your open-mindedness, and the depth of your analysis.
   d. Productive disagreement with theory is good. Productive disagreement builds on or expands the theory. Non-productive disagreement rejects it without improving
it. If you know of an instance in which the theory doesn’t seem to apply, fix it instead of dismissing it.

e. Further, you’ll need to be careful to not confuse your own subjective interpretation with sociological ones and to not make value statements in substitution for critical thinking. For example, if you are an ardent individualist and think that everyone’s lives are impacted only by their personal decisions, you still have to write a sociological paper that considers the impact of the social world on individuals in order to demonstrate that you understand the class material. Writing such a paper may be frustrating if you don’t believe it, but it isn’t going to hurt you and is consequence-less (e.g., no one will get an unfair free ride from the system if you write a sociological paper). My concern is that you understand the material and you must demonstrate that you do. In contrast, whether you believe it is not central to this course and you can write a disclaimer on the paper if that makes you feel better.

2. Since these are short papers, concision is key. The best papers will pack a lot of interesting material into four pages. I recommend writing a longer paper and then shortening it by cutting out the redundant material and wordiness. Here are some ideas.

a. Introductions and Conclusions. I care most about your critical thinking. Tell me what you’re going to do in the introduction and what you have done in the conclusion. Otherwise, stick to the case. *Please* do not waste time on flowery and optimistic introductions or damning and pessimistic conclusions. I’m more interested in your analysis than in your predictions about the future or moral commitments. This is satisfying to write but doesn’t help your grade, so be stingy and save the space you have for the analysis itself.

b. You should always be specific about where the material you are discussing comes from: provide the citation not only for direct quotes but also for paraphrases in your own words. You need not give a full reference for material that is on the syllabus, but the author’s name, publication year, and the page number if it references less than the author’s whole argument – are always required. When citing your sources, use only the last name, year of publication, and page number if needed (for example, Brown 1999: p. 2). Do not write in the title or full name, this wastes your precious space.

c. Edit several times. Reading your paper over (especially out loud) will allow you to cut out redundancies and find shorter ways to say the same thing. Having a friend read it is also very helpful.

d. Make sure you never say the same thing twice. Read is closely and make sure. Never say “In other words...” or “That is...” Just say it clearly the first time. Don’t use synonyms in a row when you could just use one well-chosen word.

e. Try to think of some ways that you can cut down on how long each sentence. Can I make this sentence less wordy?

f. Does my introduction and/or conclusion have some "fluff" in it? Is everything in those two paragraphs really important to the content of my paper? If not, cut it and don’t worry about it sounding smooth.

3. Grading will consider the extent to which you conform to the assignment, your understanding of the concepts, and the sophistication of your analysis. An “A” paper is not a good paper, it is a great paper. If you want to improve your grade:

a. Don’t underestimate how hard you might have to think. Think hard about your case before you start to write and be willing to learn something in the process of
writing your paper. Sometimes, when ideas are complicated, your mind is too
unstructured a place to make sense of things and paper is much more concrete.
b. Be willing to expand what you already know. Don’t assume you already know
everything about the case. Ask yourself, what can this case teach me?
c. Ask yourself, is it really so simple? Can this be made more
complex/sophisticated? Is there more going on here?
d. Stay up on class material and review it with your case in mind.
e. Write a minimum of three drafts.
f. Get help with your papers whether you’re a good writer or not. Everyone can get
better.
g. Come see me! I’m nice.

COURSE POLICIES

• Office Hours: While my office hours are only two hours a week, I encourage you to make an
appointment outside of office hours or come by my office to see if I’m available. I am happy
to discuss class, college more generally, musings about majors, future planning, or graduate
school.

• Feedback: I love getting feedback on my teaching and how the class is going. I value your
input and I am often willing to make changes to the class according to your preferences.
Please share with me any comments, suggestions, and ideas you may have. If you would like
to do so anonymously, you can type and print out a note and drop it in my mailbox.

• Class Demeanor: As a student at Loyola and as a member of this class you must hold
yourself and your peers to the highest standards of civil engagement and discourse. Chatting
with your neighbor is frowned upon when I am lecturing, and it is absolutely impermissible
when other students are trying to participate. While we may find ourselves disagreeing, we
must do so with respect, a commitment to hearing what others have to say, and a willingness
to think and rethink our own positions. Personal insults have no place in the college
classroom.

• Special Accommodations/Learning Differences: If you have a disability and wish to receive
accommodations, please contact Disability Services at 504-865-2990. If you wish to receive
test accommodations (e.g., extended test time), you will need to give the course instructor an
official Accommodation Form from Disability Services. The Office of Disability Services is
located in Marquette Hall 112.

• Accessibility: I want my course to be as accessible to as many different people as possible. If
there is any reason why the standard approach to college coursework is difficult for you to
accomplish, please come talk to me about it. This includes those of you with a learning or
physical disability (as discussed above), those of you who have other emotional or
psychological challenges, those of you who have had past experiences that are anxiety-
producing, those of you whose parents did not go to college (and can’t help you understand
the system as well as other parents might), those of you who are too shy to actively
participate, those of you who have more responsibility than the typical college student (such
as dependent parents, children, or an especially heavy workload outside of school), and other
situations I can’t anticipate. The earlier you come to see me, the more I can do to try to work
with you to alleviate any unique disadvantages. I prefer that you come in the first two weeks but, if you do not and you decide you would like to, please do not hesitate to come to me at any time.

- **Grading Inquires:** All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

- **Make-up Exams:** Make-up exams will generally not be given without appropriate official documentation excusing the absence. Please do not make me ask for it, simply bring the documentation with you to my office.

- **Late Policy:** A hard copy of all papers/assignments must be handed in at the scheduled time. Late assignments are docked ½ grade per day. Computer and printing problems are not a good excuse for missing a deadline. Make sure to print your papers early enough to be able to address any problems before class. Keep a paper and electronic copy of everything you hand in until you receive your course grade.

- **Academic Integrity:** I follow Loyola’s academic honor code and expect you to do the same (http://2013bulletin.loyno.edu/academic-honor-code). Academic integrity violations, including plagiarism, will be taken very seriously. I have and I will report all suspicions of plagiarism and cheating, even “mild” cases, to the judicial examiner.

- **Flexibility:** This syllabus only provides an approximate schedule for the course. I will discuss changes to the syllabus in class. It is your responsibility to keep up-to-date on class events and requirements.

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**EMERGENCY STATEMENTS**

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:
1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course ad bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....
6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: http://academicaffairs.loyno.edu/students-emergency-responsibilities.