

**HUMAN SEXUALITY**  
**Lehigh University**  
**CRN 43585/ SOAN, WGSS 041-010**  
**Fall 2015**  
**Sinclair Laboratory Auditorium**  
**9:20-10:35 am T/Th**

Professor: Danielle Lindemann  
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Office: 223 Williams Hall  
Office Hours: By Appointment



*"Dear Mom and Dad: Just a quick note to thank you for the very lovely desk set."*

### Course Description:

In this course, we will learn to think about human sexuality within a social scientific (sociological/anthropological) framework. The class is divided into three segments: theory, methods, and topics in sexuality. We will cover themes such as sex and gender roles across the life cycle, human reproduction, decision-making, and the societal regulation of sexual behavior, as well as various approaches for pursuing research on sex and gender. Our course material will focus on the United States, although students are encouraged to bring cross-national perspectives into their papers and class discussions.

### Grading & Policies:

*Your grade will consist of four components:*

**Papers (40 points [20 points each])** – You will be asked to write two 5-7 page papers. I will distribute paper topics well in advance of the deadlines, and you are encouraged to come to my office hours to discuss your arguments and framing. I am also happy to give feedback on drafts of papers given to me at least three days before the deadline.

**Final Exam (35 points)** – The final exam, which will be cumulative, will be administered on the last day of class. We will do a review in the preceding class session. Please come to the review prepared with any lingering questions you have about the course material.

**Class Participation (15 points)** – “Class participation” means not only attending class but also doing the reading and engaging actively and constructively in discussion.

**Class Facilitation (10 points)** – Where indicated on the syllabus, students, working in groups of 2-3, will “facilitate” class sessions. I will randomly select these groups. Presentations should include the following: 1) a brief summary of the reading for that class session; 2) a discussion of why the topic is important in the context of this class and, if applicable, if it is relevant to any current news and/or public debates; and 3) 3-5 questions for class discussion. The group may elect one person to present or divide up the presentation; all group members will receive the same grade. The group should hand in one printed copy of its notes for the presentation and the question list (approx. 1-2 pages) on the day its presentation takes place. I will facilitate classes in weeks 1 and 2 to provide you with models.

### Grading Scale (out of 100 points):

95 to 100 points: A  
90 to 94 points: A–  
87 to 89 points: B+  
84 to 86 points: B  
80 to 83 points: B–  
77 to 79 points: C+  
74 to 76 points: C  
70 to 73 points: C–  
67 to 69 points: D+  
64 to 66 points: D  
60 to 63 points: D–  
59 or fewer points: F

*Grading Policies:*

**Papers:**

Papers are due prior to the beginning of class (9:20 a.m., EST) on *Thursday, October 8<sup>th</sup>* and *Thursday, November 5<sup>th</sup>*. You should submit your papers via the course site. You will see “submit paper” links at Week 7 and Week 11. These links will only remain active until the paper deadlines (*i.e.* submit your papers on time! ☺ ). If you experience a technical issue, you may email me your paper at [Danielle.lindemann@lehigh.edu](mailto:Danielle.lindemann@lehigh.edu) before 9:20 am on the due date. Any time after 9:20 a.m. will be considered “late.” You are still responsible for turning in your paper by the deadline if the course site is down.

I will deduct one point for each day a paper is late. Because grading works on a point system, this amounts to one point off of your final course grade. I will not accept work that is more than three days late.

**Exam:**

Students must take the final exam on the day it is given. Barring extreme circumstances (*e.g.* incapacitating illness with a doctor’s note), students who miss the exam will NOT be allowed to make it up.

Accommodations for Students with Disabilities:

If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, Williams Hall, Suite 301 ([610-758-4152](tel:610-758-4152)) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

The Principles of Our Equitable Community:

Lehigh University endorses The Principles of Our Equitable Community [[http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity\\_Sheet\\_v2\\_032212.pdf](http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf)]. We expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

Student Senate Statement on Academic Integrity:

“We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.”

## Readings:

All course readings are available online through the course website (<https://coursesite.lehigh.edu>).

## Syllabus:

### **Week 1 (Introduction):**

#### August 25<sup>th</sup>:

*There are no readings or assignments for this class session.*

Today we will...

- ...discuss the intellectual/social benefits of studying human sexuality.
- ...discuss what it means to think about sexuality in a social scientific context.
- ...go over the syllabus and talk about course administration.

#### August 27<sup>th</sup>:

*Students will sign up for facilitation sessions in class today.*

*Read for this class:*

- Foucault, Michel. 1979. *The History of Sexuality, Volume 1: An Introduction*. New York: Vintage, 1-49.

### **Week 2 (Theory):**

#### September 1<sup>st</sup>: “Queer Theory” and Sociology: Uneasy Allies

*Facilitation group #1 presents.*

*Read for this class:*

- Stein, Arlene, and Ken Plummer. 1994. “‘I Can’t Even Think Straight’: ‘Queer’ Theory and the Missing Sexual Revolution in Sociology.” *Sociological Theory* 12, 2: 178-87.
- Epstein, Steven. 1994. “A Queer Encounter: Sociology and the Study of Sexuality.” *Sociological Theory* 12, no. 2 (July): 188-202.
- Gamson, Joshua, and Dawne Moon. 2004. “The Sociology of Sexualities: Queer and Beyond.” *Annual Review of Sociology* 30, 1: 47-64.

#### September 3<sup>rd</sup>: What’s Gender Got to Do with It? Rubin and the “Sex/Gender System”

*Read for this class:*

- Rubin, Gayle. 1975. “The Traffic in Women: Notes on the ‘Political Economy’ of Sex.” In Reiter, Rayna R (Ed.). *Toward an Anthropology of Women*: 157-210.

### **Week 3 (Theory): Feminism**

#### September 8<sup>th</sup>: MacKinnon’s “Radical Feminism”

*Facilitation group #2 presents.*

*Read for this class:*

- MacKinnon, Catherine A. 1994. “Sexuality.” In *Theorizing Feminism*. Hermann, Anne C. and Abigail J. Stewart (Eds.): 257-87.

### September 10<sup>th</sup>: The Feminist “Sex Wars”

*Facilitation group #3 presents.*

Read for this class:

- Wilson, Elizabeth. 1983. “The Context of ‘Between Pleasure and Danger’: The Barnard Conference on Sexuality.” *Feminist Review*. No. 13 (Spring): 35-41.
- Overall, Christine. 1992. “What’s Wrong with Prostitution? Evaluating Sex Work”. *Signs*. 17: 705-724.
- Chancer, Lynn S. 2000. “From Pornography to Sadomasochism: Reconciling Feminist Differences.” *Annals of the American Academy of Political and Social Science*. 571: 77-88.

### **Week 4 (Theory): Sexual Politics**

#### September 15<sup>th</sup>: “Thinking Sex”

*Facilitation group #4 presents.*

- Rubin, Gayle S. 1993. “‘Thinking Sex:’ Notes for a Radical Theory of the Politics of Sexuality, in *The Lesbian and Gay Studies Reader*, Abelove, Henry, Michele Aina Barale and David M. Halperin (Eds.) New York: Routledge: 3-44.

#### September 17<sup>th</sup>: What’s “Normal”? The Politics of Sexual Identity

*Facilitation group #5 presents.*

- Warner, Michael. 2000. *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. Cambridge, MA: Harvard University Press: 1-40 + Notes (“Chapter One: The Ethics of Sexual Shame”)

### **Week 5 (Research Methods): Research Ethics**

#### September 22<sup>nd</sup>: Pursuing Ethical Research in the Social Sciences

Read for this class:

- Babbie, Earl. 2002. “Chapter 3: The Ethics and Politics of Social Research,” in *The Basics of Social Research*: 53-76.

#### September 24<sup>th</sup>: Researching Sexuality... What *Not* to Do

*Topics for Paper #1 distributed in class today*

Read for this class:

- Humphreys, Laud. 1970. Chap 1 “Public Settings for ‘Private’ Encounters” and Chapt 2 “Methods: The Sociologist as Voyeur” in *Tearoom Trade: Impersonal Sex in Public Places*. Chicago: Aldine: 1-44.

### **Week 6 (Research Methods): Two Large-Scale Studies of Human Sexuality**

#### September 29<sup>th</sup>: The Guy Who Started It All

Read for this class:

- Kinsey, Alfred C., Wardell B. Pomeroy, and Clyde E. Martin. 1948. Chapt 2, “Interviewing,” in *Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders: 35-62.

October 1<sup>st</sup>: Sex in America

Read for this class:

- Michael, Robert T., John H. Gagnon, Edward O. Laumann, and Gina Kolata. 1994. Chapt 1 “Sex in America” and Chapt 2 “The Sex Survey” in *Sex in America*. New York: Warner Books: 1-41

**Week 7 (Research Methods/ Topics in Sexuality):**

October 6<sup>th</sup>: Research Methods - Sex Research and Stigma

*Facilitation group #6 presents.*

Read for this class:

- Chancer, Lynn S. 1998. “Chapter Five: Prostitution and Feminist Theory (Notes from the Sociological Underground),” in *Reconcilable Differences: Confronting Beauty, Pornography, and the Future of Feminism*. Berkeley: Univ of California Press: 173-199 + Notes.
- Bernstein, Elizabeth. 2007. “Appendix: A Note on Methodology,” in *Temporarily Yours: Intimacy, Authenticity, and the Commerce of Sex*. Chicago: Univ of Chicago Press: 189-201 + Notes

October 8<sup>th</sup>: Topics in Sexuality - Sexual Regulation, Reproduction, and the Family

*Paper #1 due at the beginning of class.*

Read for this class:

- Goode, W.J. 2006. “The Theoretical Importance of the Family” in Skolnick, Arlene and Jerome Skolnick, (Eds). *Family in Transition*. Boston: Allyn Bacon: 14-25.

**Week 8 (Pacing Break/ Topics in Sexuality):**

October 13<sup>th</sup>:

NO CLASS – PACING BREAK

October 15<sup>th</sup>: Sexual Regulation, Reproduction, and the Family (Continued)

Read for this class:

- Giele, Janet Z. 2006. “Decline of the Family: Conservative, Liberal, and Feminist Views,” in Skolnick, Arlene and Jerome Skolnick, (Eds). *Family in Transition*. Boston: Allyn Bacon: 76-95.

**Week 9 (Topics in Sexuality): From “Families We Choose” to Same-Sex Marriage**

October 20<sup>th</sup>: Families We Choose: Lesbians, Gays, Kinship

*Facilitation group #7 presents.*

Read for this class:

- Weston, Kath. 1991. *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press: 1-41 (“Chapt. 1: The Monkey Cage and the Red Desert” and “Chapt 2 Exiles from Kinship”); *NOTE: Chapt 5 “Families We Choose” is included on the course website as optional reading.*

October 22<sup>nd</sup>: “Queering” Marriage

*Facilitation group #8 presents.*

*Topics for Paper #2 distributed in class today*

*Read for this class:*

- Kimport, Katrina. 2014. “Chapter 1: The Winter of Love” and “Chapter 8: Conclusion” in *Queering Marriage: Challenging Family Formation in the United States*: 1-19 and 150-159.
- Khan, Shamus. 2015 (23 July). “Not Born This Way.” *Aeon*. Available at: <http://aeon.co/magazine/society/why-born-gay-is-a-dangerous-idea/>

**Week 10 (Topics in Sexuality): Sexual Identity: Boundary Crossing**

October 27<sup>th</sup>: Bisexuality

*Facilitation group #9 presents.*

*Read for this class:*

- Eliason, Michele J. 1997. “The Prevalence and Nature of Biphobia in Heterosexual Undergraduate Students.” *Archives of Sexual Behavior*. 26, 3: 317-326.
- Shokeid, Moshe. 2001. “You Don’t Eat Indian and Chinese Food at the Same Meal: The Bisexual Quandry.” *Anthropological Quarterly*. 75, 1 (Winter): 63-90.

October 29<sup>th</sup>: Transgender

*Facilitation group #10 presents.*

*Read for this class:*

- Meadow, Tey. 2010. “‘A Rose is a Rose’: On Producing Legal Gender Classifications.” *Gender & Society* 24.6: 814-837.
- Steinmetz, Katy. 2014 (May 29). “The Transgender Tipping Point.” *Time*. Available at: <http://time.com/135480/transgender-tipping-point/>
- Bissinger, Buzz. 2015 (July). “Caitlyn Jenner: The Full Story.” *Vanity Fair*. Available at: <http://www.vanityfair.com/hollywood/2015/06/caitlyn-jenner-bruce-cover-annie-leibovitz>

**Week 11 (Topics in Sexuality): More Boundary Crossing and Sexual Technologies**

November 3<sup>rd</sup>: This Class Is a Drag

*Facilitation group 11# presents.*

*Read for this class:*

- Taylor, Verta, and Leila J. Rupp. 2014. “When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens.” *Signs* 40.1: 2115-2139.
- Rupp, Leila J., Verta Taylor, and Eve Ilana Shapiro. 2010. “Drag Queens and Drag Kings: The Difference Gender Makes.” *Sexualities* 13.3: 275-294.

November 5<sup>th</sup>: Sexual Technologies

*Paper #2 due at the beginning of class.*

*Read for this class:*

- Lindemann, Danielle J. 2006. “Pathology Full Circle: A History of Anti-Vibrator Legislation in the U.S.” *Columbia Journal of Gender and Law*. 15, 1: 326-346.
- Fishman, Jennifer R. 2004. “Manufacturing Desire: The Commodification of Female Sexual Dysfunction.” *Social Studies of Science* 34, no. 2 (April): 187-218.

## **Week 12 (Topics in Sexuality): Teenage Pregnancy and Sadomasochism**

November 10<sup>th</sup>: Teenage Pregnancy

*Facilitation group #12 presents.*

*Read for this class:*

- Brückner, H., Martin, A., and P.S. Bearman. "Ambivalence and Pregnancy: Adolescents' Attitudes, Contraceptive Use and Pregnancy." *Perspectives on Sexual and Reproductive Health* 36.6 (2004): 248-257.
- Schalet, A. (2006) "Raging Hormones, Regulated Love: Adolescent Sexuality in the United States and the Netherlands" in Skolnick, Arlene and Jerome Skolnick, (Eds). *Family in Transition*. Boston: Allyn Bacon: 129-134

November 12<sup>th</sup>: Sadomasochism

*We will discuss the format of the final exam in class today.*

*Facilitation group #13 presents.*

*Read for this class:*

- Weinberg, Martin S., Colin J. Williams, and Charles Moser. 1984. "The Social Constituents of Sadomasochism." *Social Problems*. 31: 379-389
- Lindemann, Danielle J. 2010. "Will the Real Dominatrix Please Stand up: Artistic Purity and Professionalism in the S&M Dungeon." *Sociological Forum*. 25, 3 (September).

## **Week 13 (Topics in Sexuality): Sex Work**

November 17<sup>th</sup>: Doing "Erotic Labor"

*Facilitation group #14 presents.*

*Read for this class:*

- Chapkis, Wendy. 1997. *Live Sex Acts: Women Performing Erotic Labor*. New York: Routledge: 69-96 + Notes (Chapter 3: "The Emotional Labor of Sex").

November 19<sup>th</sup>: Social Science in the Strip Club

*Facilitation group #15 presents.*

*Read for this class:*

- Frank, Katherine. 2002. *G-Strings and Sympathy: Strip Club Regulars and Male Desire*. Durham, NC: Duke University Press: 203-28 + Notes (Ch. 6: "Hustlers, Pros, and the Girl Next Door: Social Class, Race, and the Consumption of the Authentic Female Body").

## **Week 14 (Documentary Screening):**

November 24<sup>th</sup>:

In-class screening of *Hot Girls Wanted* documentary (2015; directed by Jill Bauer and Ronna Gradus). Since this is a holiday week, attendance in this class session is not mandatory. However, all students are responsible for watching this film and should be prepared for a critical discussion of its content. The documentary is available on Netflix.

*Content warning: This documentary includes graphic depictions and discussions of sexuality. Some of the material may be disturbing. If you feel that watching this will be a trigger for you, please come to see me and I will give you an alternative assignment.*



November 26<sup>th</sup>:  
NO CLASS – THANKSGIVING

**Week 15 (*Course Wrap-Up*):**

December 1<sup>st</sup>:  
Discussion of *Hot Girls Wanted* documentary and final exam review

December 3<sup>rd</sup>:  
In-class final exam

HAVE A GREAT WINTER BREAK! ☺