

### **Course Description**

Sociologists study the social origins of sexuality; how shared beliefs shape our desires, what is taboo or what shames us. Historical and cross-cultural research illuminate the emergence of modern sexuality and the ways it transformed systems of dating, marriage, homosexuality, government and racial classification. Learn why sociologists are skeptical of essentialist explanations that rely on biology and favor theories that recognize sexuality as a diverse, ever-changing function of cultural institutions.

This course fulfills a gateway course requirement in Gender, Sexuality and Feminist Studies.

### **Contact info**

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Mailbox on my door, King 305c

Office hours: Mon 2:30-4pm; Wed 9-10:45am; by appointment

### **Required books**

Weeks, Jeffrey (2006). Sexuality, 2nd rev ed. New York, Routledge.

Clement, Elizabeth Alice (2006). Love for Sale: Courting, Treating, and Prostitution in New York City, 1900-1945. Chapel Hill, University of North Carolina Press.

D'Emilio, John and Estelle B. Freedman (2003). Intimate Matters: A History of Sexuality in America, University of Chicago Press.

Foucault, Michel (1990). The History of Sexuality : An Introduction. New York: Vintage.

Freud, Sigmund [1930] Civilization and its Discontents. New York: W. W. Norton & Co.

### **Course requirements**

Dedication to the readings

Participation in discussions 15% of your grade

Pop quizzes / in-class writes 15%

4 assignments 50% (12.5% each)

Final Project 20%

Respect for each other

### **Participation (in 3 easy steps)**

Participation begins with attendance but doesn't stop there. Lectures are only a small part of this course. We will spend most of our time discussing the readings and linking them to the main concepts and themes of the course. Read the materials before class and bring them with you so we have a common vocabulary to discuss your personal reactions and experiences. My job is to guide discussions and make sure everyone's questions get answered—though not necessarily by me. Come prepared to ask and answer questions. Here are some to start you off:

- what are the main concepts this author is using?
- what is the point of this article—what is the author trying to explain?
- how convincing is the argument?
- how does it relate to the others we have covered?

Bring reading notes to class with passages that you like, that capture a main idea, or puzzle you.

## Reading Tips

We are tackling challenging materials. Don't give up—better to skim through each of the texts than to get hung up on a difficult page. Try skimming the whole selection in 5 minutes. Notice section headings, bold words, or highlighted quotations just to get a sense of the story the author is telling. When you sit down to read the whole thing, you'll already know where the argument is going.

## Attendance

Your on-time attendance is essential to your ability to participate. Besides, fun stuff happens at the start of class. If you miss, it is your responsibility to get notes from a colleague and come to office hours to discuss what you missed. Our time together is short—missing even one class may indirectly affect your grade if you miss assignment advice.

The first two absences are freebees; unexcused absences beyond two will affect your participation grade. Make up in-class work or quizzes during office hours at a penalty of one letter grade. If you will be missing class events for approved College events, please provide documentation at least two weeks before your absence so we can keep you up to speed.

**Honor Code:** <http://www.oberlin.edu/students/links-life/honorcode.html>

Remember to sign each assignment—it is your reminder to know the boundaries of cheating (not doing your own work) plagiarism (taking credit for someone else's work) and fabrication (making up sources, quotations or observations). All quotations should be attributed properly. Refer to the honor code and/or talk to me if you have concerns or are feeling so pressed that cheating seems attractive.

## Disability Accommodations

If you are a student with a disability, make sure you've registered with the Office of Disability Services (Peters G-27/28 x55588) to develop a plan to meet your academic needs. Bring their recommendations to me at least two weeks before any due date or exam.

## Grading rubric

Assignments will be graded as follows:

Thesis:	30	(argument suitable for essay length, recapitulated in conclusion)
Organization	20	(ideas grouped in paragraphs, evidence for main points)
Sources	20	(synthesizes a variety of sources, in-text citations in APA format)
On time	10	(printed copy hand-delivered, all or nothing)
Insight	10	(creativity, connections between texts, use of language, sparkle)
Conventions	10	(stapled, grammar, 1" margins, spelling, punctuated, 12-pt. font)

## Sources & Citations (APA format)

You need not make a works cited for course readings but you must cite them properly in the text in APA format. *Wikipedia is not an academic source, but may lead you to primary sources.*

Paraphrasing primary sources (preferred):

Media in the 1950s catered to the rising middle class, giving a misleading impression of America's families (Coontz 1990, p. 31).

Direct quotations (use sparingly) must be introduced:

Stephanie Coontz cites the enduring power of the media for creating a new American tradition during the baby boom: "The happy, homogenous families that we 'remember' from the 1950s were... a result of the media's denial of diversity" (1990, p. 31).

## Off-campus Assignments

Assignments may invite you to make observations or attend events off campus. Off-campus assignments are done at your own discretion; alternate assignments are available if you prefer.

### Assignments: 3 pages max.

Assignments are evidence of your comprehension of the course materials, your ability to synthesize them with our discussions, and your contribution to the intellectual discussion. Do not mistake the length of these assignments for their importance. Each is worth 15% of your grade and deserves attention over several days, not a last-minute dash on the night before they are due. Use the writing center or friends to develop your ideas, hone your writing, and edit your final draft.

#### 1) Sexuality and cultural institutions, due Sept 22:

In essay form, summarize the history of American sexuality from *Intimate Matters* and *Love for Sale* in terms of the "five broad areas" of culture identified by Weeks at the bottom of page 21. Be sure to hypothesize how change within one of these 5 areas affected the sexual meanings available to people. Use evidence from the books to support your claim.

#### 2) Life history, due October 17th:

Interview an elder about the courtship norms when they were teenaged. How did they know someone was interested in them? How did they let someone know they were interested? What were acceptable and unacceptable courtship activities? How closely were these norms followed by their friends? What did the community think of someone who broke the rules? Openly? Use at least four concepts from the readings to interpret and contextualize the experiences of your interviewee.

#### 3) Film response due Nov 7<sup>th</sup>:

Analyze your responses to one of the two documentary nights in terms of the relevant readings. Connect at least 5 concepts that gave you added insight to what you saw, what surprised you, or what connections you observed between the two films. Ensure that your observations have a single thesis that unites them into essay form.

#### 4) Observing sexuality, due November 26th:

Make observations of a public or semi-public place to analyze how institutional factors shape sexuality. These could involve observations of courtship norms, heteronormativity, abstinence, marriage, etc. The scene you choose to analyze may be a party, furniture store, sports event, church service, bar, interactions in a cafe, a shopping mall, etc. Identify norms (informal rules), cite your observations that support them (data), and hypothesize how broader forces both constrain and enliven the sexual possibilities of that scene.

### Final project: Due Tuesday, December 16<sup>th</sup> at 11am to my office.

Extend one of your three assignments into an 8-page paper. Incorporate discussions from the rest of the course into your arguments and add one more empirical component (another analysis of institutional change, another interview, another set of observations). Ensure that you are making one single argument using your two sources of data. Synthesize relevant course readings and use them to analyze and contextualize your data. Be sure to address both Freud and Foucault, either to discuss how they would interpret your results or report what they wrote about the angle of sexuality you analyzed. A checklist for how to expand your initial assignment:

- \_\_\_\_\_ incorporate relevant discussions from the entire course
- \_\_\_\_\_ conduct new empirical component
- \_\_\_\_\_ one thesis sentence unifies the paper
- \_\_\_\_\_ cite relevant texts from the entire course
- \_\_\_\_\_ incorporate theoretical perspectives from Freud and Foucault

### Sept 3: Social constructionism

First Day of Class: sex, gender & sexuality; Social constructionism vs. essentialism.

### Sept 5: Gender & sexuality: The Dayak of New Guinea

*How can we understand what sex, gender, and sexuality mean for Dayak society? What is the connection between our concept of rape and the concepts of sex and gender for the Dayak? What social institutions are key to understanding Dayak sexuality? What does it mean to say that rape is socially constructed?*

Helliwell, C. (2000). "'It's Only a Penis': Rape, Feminism, and Difference." *Signs* 25(3): 789-816, esp. 789-792; 797-812.

Borenstein, Seth (2007) Why People have Sex: It Feels Good," Yahoo! News.

### Sept 8: Sexual cultures and cultural institutions

*What do we mean by sexual cultures? Connecting what we know: how does Dayak society illustrate Weeks' discussion about sexual difference in the West? What is special about our concept of sexuality (and of sex, and gender, and economy...)?*

Weeks: Chapter 3, esp. 41-44; 47-51, 53-60

Tierney, J (2007) "The Whys of Mating: 237 Reasons and Counting," NY Times.

### Sept 10: Gender & sexuality: The Sambia of New Guinea

*Back to New Guinea: Sambia sex, gender and sexuality. What does Herdt mean when he refers to Sambia sexual economy? On what is it based? On what is Western sexual economy based?*

Herdt, Gilbert (1999). "Sambia Sexual Culture," in *Intimate Communications: Erotics and the Study of Culture* by Gilbert Herdt and Robert J. Stoller. University of Chicago Press.

### Sept 12: Social constructionism and hormones

*Connecting what we Know: What is sexuality anyways? What is the relationship between gender, sexuality, and sex for young Black transgenders? How do essentialist (biomedical) and constructionist (multiple cultural meanings) ideas interplay in their lives? What does this study contribute to our understanding of dominant American sexual norms?*

Weeks: Chapter 2 pp. 11-21

Eyre et. al. (2004) p. 150-166. "'Hormones is not magic wands:' Ethnography of a transgender scene in Oakland, California." *Ethnography* 5:2, pp. 147-172.

EXTRA FILM: [Paris is Burning](#)

TOPIC:	The emergence of modern American dating norms
TIME:	1870-1925 (The Progressive Era, the Gilded Age, the Victorian Period)
WHERE:	Rapidly industrializing cities during the peak of US immigration
WHAT:	The transition to modernity allowed for new possibilities that crafted a common sexuality out of the kinship structures of many homelands. Freud provided the most durable understanding of this new sexuality and its role in civilization.

### Sept 15: Before sexuality: Kinship and alliance

*How did ethnicity and social class shape the experience of sex, courtship and marriage for early Americans?*

Weeks: pp22-28

D'Emilio & Freedman, pp. xi-xii; pp. 15-18; pp. 20-38, 39-64; 66-84.

EXTRA FILM: [Babette's Feast](#)

### **Sept 17: The invention of modern dating**

*The invention of modern dating: How did women feel about sex during the Progressive Era? What is meant by the shift from homosociality to heterosociality? What evidence do we have for a common sexuality for Americans by the end of this period? How did such a thing emerge?*

Clement Chapter 1 13-16¶1; 25¶3-44. Chapter 2 entire.

SONG: "Ten Cents a Dance"

EXTRA: D'Emilio & Freedman, Chapter 8 esp. 171-181; 183¶3-191; 194¶2-201; pp 233¶4-241; 256-260¶1; 273¶4-274.

### **Sept 19: The first sexual revolution**

Clement Chapter 4 123-124; 143¶2-; Chapter 5 p144-155; 170¶4-176; Chapter 7 entire

SONG: "Always True to You in my Fashion"

### **Sept 22: \*\*\* ASSIGNMENT #1 DUE \*\*\***

#### **Freud 1: Civilization as the source of misery**

*Sigmund Freud described the most enduring idea of the relationship between sexuality and society. What is the relationship between the individual's need for love and civilization? Between humanity and nature? What is Freud's conception of humanity in the absence of civilization?*

Weeks: 60¶3-64¶3; 71¶3-76¶1

Freud Chapter 3 entire

#### **Sept 24: Love against civilization (and vice versa)**

*What is the relationship between sexuality and aggression? What is the role of guilt in social organization?*

Freud Chapters 4 and 5 entire

#### **Sept 26: Civilization and its discontents**

*What is the role of Eros in civilization? How does civilization "pervert" this role? How do the demands of society create conflicts for the individual who must inhabit society?*

Freud p 76-77; Chapters 7-8

TOPIC:	The Baby Boom and the (2 <sup>nd</sup> ) Sexual Revolution
TIME:	1946-1964 (Baby Boom); 1964-1981 (Sexual Revolution)
WHERE:	Suburbia, College Campuses, the halls of Congress
WHAT:	Postwar economic expansion after 2 decades of deprivation led to a "very deviant decade" in which populist ideals of middle-class domesticity, childhood, and morality were forged. These new "traditional American values" prompted a backlash that reinvented many of the ideas & practices of the first sexual revolution in the 1920s.

#### **Sept 29: The long 1950s were "a very deviant decade."**

*"A very deviant decade:" Putting the long 1950s into sociological perspective. When was the Baby Boom and what caused it? Why is it important? Who were Margaret Sanger and Alfred Kinsey?*

Coontz, Stephanie. 1990. "'Leave It to Beaver' and 'Ozzie and Harriet': American Families in the 1950s. In The Way We Never Were: American Families and the Nostalgia Trap. New York: Basic Books.

"Putting on a Public Face" Contexts 4:4, pp. 78-79.

Fischer & Hout p 62¶-72¶3 "How Americans Lived," in *Century of Difference*. New York: Russell Sage Foundation, pp. 57-95.

D'Emilio & Freedman, pp. 241-243; 248-54; 260-265¶1; 284-287¶1;

### **Oct 1: The second sexual revolution**

*What was new about the sexual revolution? Compare the account of the "second" sexual revolution with what we know about the first one. What was new in terms of ideology and practices? What had changed about the country in the meantime that made the second revolution more revolutionary than the first?*

D'Emilio & Freedman, p. 300, Chapter 13 entire, pp. 330-343 (Alex Comfort) – 343.

Cotter, H (2007) "Through Rose-Colored Granny Glasses," NY Times

### **Oct 3: Sexual politics**

*Gayle Rubin's manifesto for understanding modern sexual politics captures the moment when the backlash against the 2<sup>nd</sup> sexual revolution gained steam. Her framework sets the stage for our review of contemporary sexual behaviors and meanings. In what ways does Rubin see history repeating itself? What social institutions does she implicate in sexual oppression? What are her solutions?*

Rubin, Gayle [1984] "Thinking Sex: Notes for a Radical Theory for the Politics of Sexuality," in Culture, Society and Sexuality: A Reader 2<sup>nd</sup> Ed. Routledge pp. 150-187.

TOPIC: Dating and mating in late modernity

*What is the relationship between gender and contemporary sexuality? In what ways are the views of today's young people reflective of the second sexual revolution, the remarkably homogenous 1950s, or other value systems? What have the theoretical perspectives of Freud and Foucault contributed to the social understanding of sexuality?*

### **Oct 6: American adolescents and sexual autonomy**

*What challenges do boys and girls face in forming a sexual self? What are the three voices of desire that Tolman identifies, and which girls are more likely to speak one over others? Think back to what we learned about the Dayak—what contrasts does their society draw with ours?*

Tolman, D. L. (1994). Daring to Desire: Culture and the Bodies of Adolescent Girls. Sexual Cultures and the Construction of Adolescent Identities. J. M. Irvine. Philadelphia, Temple University Press: 250-284.

Giordano, P. Longmore, MA, Manning, WD (2006) "Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys." *American Sociological Review* 71: 260-287.

### **Oct 7, 7:00pm: \*\* EVENING DOCUMENTARY SCREENINGS \*\***

#### **Hallock Auditorium, AJLC Environmental Center**

Sexualized bodies in Meema Spadola's Breasts (1996) + Private Dicks: Men Exposed (1999)

### **Oct 8: Sexualized bodies**

### **Oct 10: Young Americans after the second sexual revolution**

*Young Americans have crafted a compromise between the sexual revolution and "tradition."*

Risman, B. and Pepper Schwartz (2002). "After the Sexual Revolution: Gender Politics in Teen Dating." Contexts 1(Spring): 16-24.

Remez, L. (2000). "Oral Sex Among Adolescents: Is It Sex or Is It Abstinence?" Family Planning Perspectives 32(6): 298-304.

### **Oct 13: College students and booty calls**

*Why do college students have such difficulty in defining a hook-up? Who benefits/who loses from the ambiguity surrounding hooking up?*

Bogle, K. (2008) p 92-94 "Men, Women, and the Sexual Double Standard," in *Hooking up:*

*Sex, Dating and Relationships on Campus*. New York University Press, pp. 96-128.  
EXTRA: "Consent" <http://www.glumbert.com/media/consent>

### **Oct 15: College campus culture and sexual assault**

*What are the unintended consequences of ambiguity for rates of sexual assault? How does Armstrong's team understand sexual assault as an institutional event, not a private one?*

Armstrong, Hamilton & Sweeney (2006) "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53:4, pp. 483-489.

### **Oct 17 \*\*\* Assignment 2 Due \*\*\***

#### **American culture and love**

*Why do intelligent adults believe in a "true love" that they will tell you is just a Hollywood fantasy? How do the structural particularities of the American institution of marriage produce the cultural notions of true love? What are the implications of this culture for the acceptance of gay marriage?*

Swidler, Ann (2001) "Love and Marriage," in *Talk of Love: How Culture Matters*. University of Chicago Press pp. 111-135; 155-159.

\*\*\* FALL BREAK \*\*\*

TOPIC: Homosexuality and the American public

*How and why did homosexuality become a public issue in the United States? What does it mean that a person is "gay?" A store? A neighborhood? A gene? How do these meanings differ for men and women or for different ethnic groups? What do America's disputes about homosexuality tell us about American culture more broadly?*

### **Oct 27: How does social structure affect homosexuality?**

*Where does homosexuality come from? How does social structure affect it? How do the institutional factors discussed by Weeks affect the expression of same-sex intimacy?*

Contexts (2004). "Homosexuality." *Contexts* 2(2): 58.

D'Emilio & Freedman pp. 124-130¶1; p. 288-295¶1; 336-343

Weeks: 76¶2-83¶3

### **Oct 29: The emergence of a dominant gay male social organization**

*Sexual norms, community mobilization and assigning blame for AIDS*

Rubin, G. S. (1998). *The Miracle Mile: South of Market and gay male leather 1962-1997*.

*Reclaiming San Francisco: History, politics, culture*. J. Brook, Chris Carlsson, and Nancy J. Peters. San Francisco, City Lights Books: 247-272.

Murray, S. O. (1996). *The Promiscuity Paradigm, AIDS, and Gay Complicity with the Remedicalization of Homosexuality*. *American Gay*, University of Chicago Press: 99-125.

OR Mattson (2008) "One City, Three Identities, One Winner: The late triumph of a sexual monoculture in gay San Francisco."

### **Oct 31: Lesbian social organization**

*Why don't lesbians have such institutionally complete gay neighborhoods of their own? Why aren't there such gay neighborhoods outside the West?*

Armstrong, E. A. (2002). "Exclusions," from *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*, University of Chicago.

Meeker, M. (2006). *Shaping an Amazon Network. Contacts Desired: Gay and Lesbian Communications and Community, 1940s-1970s*. University of California Press.

### **Nov 3: Homosexuality and male gender identity**

*What impact does homosexuality have on heterosexuality? What challenges to boys face in forming a secure sexual self? What is the relationship between gender and sexuality?*

Pascoe, C. J. (2005). "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

"That's So Gay Girl Not Entitled to Damages," Yahoo! News.

### **Nov 4: \*\*\* ELECTION DAY \*\*\***

### **Nov 5: Homosexuality and female gender identity**

*What role does homophobia play in heterosexual sexuality? What are its similarities and differences in men and women? What is the relationship between gender and sexuality?*

Hamilton, Laura (2007) "Trading on Heterosexuality: College Women's Gender Strategies and Homophobia."

### **Nov 6, 7:00pm \*\* EVENING DOCUMENTARY SCREENINGS \*\* King 306 Kresge Auditorium Inventing gay and lesbian space: The Castro (1997) + Flag Wars (2003)**

### **Nov 7: \*\*\* ASSIGNMENT 3 DUE \*\*\***

### **Inventing gay & lesbian space: San Francisco's Castro + Columbus' Olde Towne East**

TOPIC: Race & Sexuality

*What is sexual about race? What is "raced" about American sexuality? How does the American organization of ethnic relations structure our intimate lives?*

### **Nov 10: Interracial dating and marriage**

*How have rates of interracial dating and marriage changed since the second sexual revolution? How are racial classifications changing, and how is this likely to affect the future of interethnic dating and marriage?*

Qian, Z. (2005). "Breaking the Last Taboo: Interracial Marriage in America." *Contexts* 4(4): 33-37.

Lee, J., F. D. Bean, et al. (2004). "Beyond Black and White: Remaking Race in America." *Contexts* 3(2): 26-33.

Moran, Rachel (2001) "Race and Romanticism: The Persistence of Same-Race Marriage after *Loving*," in *Interracial Intimacy: The Regulation of Race and Romance*. University of Chicago Press pp. 101-125.

### **Nov 12: Teenage pregnancy as a social problem**

*What is the "myth" of teenage pregnancy? What is racial about it? How does it relate to what we know about the "long 1950s" and early American history? What were the unintended consequences of the myth on social welfare provision—and what was racial about these?*

Nathanson, Constance A. (2000) "The Impregnable Myth of Teenage Pregnancy: A Case Study of the Gap between Science and Public Policy." In *The Role of theory in Sex Research*, John Bancroft, ed. Bloomington: Indiana University Press.

D'Emilio & Freedman 295¶2-300

### **Nov 14: Network analysis and racial segregation**

*Setting racism aside for a moment, how does the racial organization of where we live influence interracial dating? What is the furthest distance that people are willing to travel for a date? What are the implications of network analysis for Internet dating?*

"Neighborhoods as Sex Markets" in Laumann, E. O., et al. (2004). The Sexual Organization of the City, University of Chicago Press.

**Nov 17: \*\*\* ASSIGNMENT #3 DUE \*\*\***

**Race mixing and sexual regulation**

*What are the historic connections between race and sexuality in the United States? How might things have turned out differently? How did sexual regulation shape the dominant norms of American citizenship?*

D'Emilio & Freedman pp. 97-108

Nash, Gary (1995) "The Hidden History of Mestizo America," *Journal of American History*, 82: 3 pp. 941-964.

TOPIC: Foucault: Sex as Power/Knowledge (Getting beyond repression and liberation)

*This week you will read the most influential book for theorizing sexuality since Freud. To make sense of Foucault, we will consider the case of adolescent sexuality in the United States and the Netherlands. At first glance, the Dutch appear to be liberated and Americans, repressed. But as Foucault and Schalet argue, differences in their sexuality the result of very different social organizations. Societies reproduce themselves by creating a "species" of people with a sexuality that "fits" them into society—"species" we distinguish by national culture ("Americans" vs. "Dutch").*

Schalet, Amy. 2000. "Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands," *Body & Society* 6:1, pp. 75-105.

**Nov 19: Foucault dismantles the repressive hypothesis**

*Who is the author of the "repressive hypothesis?" Why does Foucault think he is wrong? What evidence does Foucault provide that the Victorians were not, in fact, sexually repressed? What would Foucault say about the American and Dutch parents in Schalet's study—who is repressed and who is liberated?*

Weeks: 34-35¶2

Foucault "We Other Victorians" pp. 3-13;

Foucault "The Incitement to Discourse" 17-21¶1; from p. 23 line 13 "This is the essential thing..." to 28 all but last three lines; p 30¶2-31¶1; p. 33 line 2-34¶1; p 35 last four lines.

Schalet 81¶3-86¶4

FILM CLIP: "Gee, Officer Krupke!" *West Side Story* (1961)

**Nov 21: Social institutions "implant" sexuality as the "truth" of individuals**

*How did the law treat sex before the emergence of so many "perversions"? What caused the perversions? What does Foucault mean that sexuality is a problem of truth? Can we see how this "implantation" process takes place within American and Dutch families?*

Foucault "The Perverse Implantation," entire pp. 36-49

Schalet 86¶5-95¶2

**Nov 24: The Science of sex**

*What parallels does Foucault draw between the Christian confession and the scientific study of sexuality? If Christian cultural values influenced the deployment of sexuality in the West in general,*

*what cultural principles does Schalet argue made the deployment of sexuality different between the U.S. and the Netherlands?*

Foucault "Scienza Sexualis," entire.

Foucault "The Deployment of Sexuality," p. 78¶2-80; p. 100¶2-102; 103-114; 116¶2-127¶2; p. 130¶2-131.

Schalet 95¶3-97

**Nov 26: \*\*\* ASSIGNMENT #3 DUE \*\*\***

**Bio-power and the science of life**

*What answer does Foucault provide to the question of why governments are so concerned with their populations' sexuality? How might these concerns manifest themselves as cultural differences? What institutions does Schalet cite as possible sources for different forms of bio-politics?*

Right of Death and power over life: p. 135-142¶2

Schalet 78¶4-81¶2; 98-101

Nov. 27 \*\*\* HAPPY THANKSGIVING \*\*\*

TOPIC: Love, sex and late modernity

*How can we understand some contemporary sexual anxieties (aka social problems)? In what ways are "new" trends different from what has gone before? Is modernity really the eternal return of the ever-same? How do different meanings help explain contemporary sexual conflicts? What can we say about the relationship between modernity, globalization, and morality?*

**Dec 1: Hot mamas, beach bums, and vacationers: Sex tourism**

*Case study Dominican Republic: What are the motives of the men, women and boys who court sex tourists? What are the similarities and differences between men and women who sell sex to tourists? What are their disadvantages relative the European men who visit them? Their advantages? How does this story complicate the "human trafficking" discourse?*

Brennan, D. (2003). Selling Sex for Visas: Tourism as a Stepping-stone to International Migration. Global Woman: Nannies, Maids, and Sex Workers in the New Economy. B. a. A. H. Ehrenreich. New York, Metropolitan Books: 154-168.

Padilla, Mark (1999). 'Western Union Daddies' and their Quest for Authenticity: An Ethnography of the Dominican Gay Sex Tourism Industry." *Journal of Homosexuality* 53:1-2, pp. 241-275.

**Dec 3: Chinese discothèques and globalization**

*Are dance clubs a perversion of Chinese culture (as the government might say)? What kind of spaces are they, and what kind of cultural innovations do they allow? Why are young Chinese so keen to dance to bad music? What are the implications for theories of modernity or globalization?*

Farrer, J. (1999). "Disco 'Super-Culture': Consuming Foreign Sex in the Chinese Disco." Sexualities 2(2): 147-166.

Farrer, J. (2008) "A Chinese-Led Global Sexual Revolution," *Contexts* 7:3, pp. 58-60.

McCool, G. (2007) "Vietnam Experiences a "Quiet" Sexual Revolution." Yahoo! News.

**Dec 5: Migration and intimate life**

*Immigration and the collision of sexual cultures: how does Mexican culture interact with American norms? How do institutional differences between the U.S. and Mexico support new meanings of sexuality among migrants? How do gender and sexuality interact for these migrants?*

González-López, Gloria. (2006) "Sexual Bargains: Work, Money, and Power," in *Erotic Journeys: Mexican Immigrants and their Sex Lives*." University of California Press, pp. 187-226.

TOPIC: Class choice

*Potential topics (by no means does this exhaust the possibilities): , contemporary arranged marriages racial history of marriage (Nancy Cott's Public Vows) masturbation, sex ed, impotence, sex and aging, birth control, abortion, pedophilia, chastity, sexually transmitted infections, human trafficking, prostitution, gay marriage, circumcision, Progressive Era sexual politics, obscenity & pornography, juvenile sex offenders, San Francisco & American sexual culture, polygamy, HIV, stripping, rape, sexual attractiveness, gay brains/genes, bisexuality*

**Dec 8**

**Dec 10**

**Dec 12: Last Class**

*Wrap-up before final projects are due.*

**Dec 16 FINAL PROJECT DUE to MY OFFICE by 11am**