SEXUALITY STUDIES
WST 3603 (0900), Fall 2015
MWF, 8th Period (3-3:50pm), FAB 0105

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Course Description

This course will provide students with a critical genealogy of the contemporary field of sexuality studies by introducing them to major themes in the history of sexuality. The course will also invite students to reflect on many pressing contemporary questions pertaining to sex and sexuality, including, but by no means limited to, the following: What is the nature and origin of sexual identity? Is sexual desire naturally occurring or socially constructed? What do our answers to these questions mean for notions such as “sexual freedom,” “sexual liberation,” and “sex positivity”?

Course Requirements and Grading: Your grade for this course will be based on 4 components:

1) Group Presentation (20% of final grade)

During the first week of class, we will divide the class into approximately 11 small discussion groups of 5-6 students each. You will meet with these groups once a week (typically on Fridays) to share your discussion questions (details below) and discuss the week’s readings. Each group will also be responsible for serving as the discussion leader for one week during the semester. We will sign up for our discussion leader weeks during the first week of class. Group presentations will typically be on Wednesdays. My expectations regarding these presentations are appended to the end of this syllabus.

2) Mid-term exam (30% of final grade) – in-class essay exam. You will need a blue book and a pencil.

3) Final exam (35% of final grade) – in-class essay exam. You will need a blue book and a pencil.

4) Class attendance, participation, and weekly discussion questions (15%).

This course depends on everyone’s active participation and thoughtful discussion; therefore regular attendance, careful preparation, and participation during class discussions are essential. You should come to class prepared to discuss the material that has been assigned for that class meeting. This means that you must do the reading to be covered during a given class in advance. If you have not done the reading beforehand, you will have nothing to contribute during class discussion. On a
purely self-interested level, this will negatively impact your course grade. In a deeper sense, it will deprive you of the opportunity to dialogue with your peers about some of the most pressing matters of our day and stunt your personal and intellectual growth -- that would be a shame.

In addition to participating during class, you are required to prepare discussion questions for each Friday class meeting. These questions will serve as the basis for our weekly small group discussions and should refer to issues raised by your reading of the texts for that week. These questions will be collected by the instructor at the end of class each Friday so make them good, substantial (at least a paragraph in length), and bring a hard copy with you to class.

Policy on Academic Integrity: All students will be held to the University of Florida Honor Code. Among other things, this means that cheating on exams is totally unacceptable, as is plagiarism. Plagiarism is the act of portraying as your own the words or ideas of other people. Examples include submitting entire papers, or portions of papers, that you did not write (e.g., old papers written by other students, new papers written by other students, papers which you paid a “research” service to write for you, papers or portions of papers downloaded from the Internet). Copying verbatim or paraphrasing any substantial portion of text by another author without acknowledging the source via quotation and/or footnotes is plagiarism. Plagiarism is far easier to spot than you might think, especially with the aid of services such as Turnitin.com. Do not ruin your experience in this or any other class by engaging in academic dishonesty.

Accommodations: Reasonable accommodations are available for students who have a documented disability with the Disability Resource Center, located at 0001 Building 0020-Reid Hall (http://www.dso.ufl.edu/drc; accessuf@dso.ufl.edu; Phone: 352.392.8565). Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

Required Texts:


Additional readings not included in Nye’s Sexuality are noted in the course schedule just below. These readings will be provided via elearning.
Lecture, Reading, and Discussion Schedule

Week 1: Introduction
Mon., August 24th
Wed., August 26th
Fri., August 28th

Week 2: Before “Sexuality”: Classical Athens and Rome
Readings: Sexuality, #4-7; Aristophanes’ speech from Plato’s Symposium
(https://www.youtube.com/watch?v=4paSMqKYY8Y); “The Origin of Love” from Hedwig and the Angry Inch (https://www.youtube.com/watch?v=c3oSc8gMrGo)
Mon., August 31st
Wed., September 2nd
Fri., September 4th

Week 3: Before “Sexuality”: Christianity
Readings: Sexuality, #8-12; 1 Corinthians 6: 12-20; 1 Corinthians 7
Mon., September 7th (NO CLASS – Labor Day)
Wed., September 9th
Fri., September 11th

Week 4: Before “Sexuality”: Christianity
Readings: Mathew 19: 1-12; Mathew 5: 27-32; John 8: 1-11; Mark 7: 17-23; “Putting Jesus in His Place: A radical vision of household and kingdom” by Halvor Moxnes (elearning)
Mon., September 14th – Movie: Fish Out of Water
Wed., September 16th – Movie: Fish Out of Water
Fri., September 18th

Week 5: “Sexuality” Discovered: Degeneracy, Hysteria, Prostitution, Masturbation
Readings: Sexuality, #51-65
Mon., September 21
Wed., September 23
Fri., September 25

Week 6: “Sexuality” Discovered: The Perversions
Readings: Sexuality, #66-69, #74-80
Mon., September 28
Wed., September 30
Fri., October 2

Week 7: “Sexuality” Discovered: The Perversions
Readings: “What Color is Your Handkerchief?: A Lesbian S/M Sexuality Reader” (elearning)
Mon., October 5 – Movie: Venus in Furs
Wed., October 7 – Movie: *Venus in Furs*
Fri., October 9

**Week 8: “Sexuality” Discovered: Inversion and heterosexuality**

*Readings: Sexuality, #70-73, #82, #84-85; “Gay is Good” by Martha Shelly (elearning)*
- Mon., October 12
- Wed., October 14
- Fri., October 16

**Week 9: MID-TERM REVIEW AND EXAM**
- Mon., October 19 – Review Session
- Wed., October 21 – (NO CLASS – Prepare for mid-term)
- Fri., October 23 – Mid-Term Exam

**Week 10: The Long Sexual Revolution: Free Love in the 19th century**

- Mon., October 26
- Wed., October 28
- Fri., October 30

**Week 11: The Long Sexual Revolution: Second-wave Sexology**

*Readings: Sexualities, #122-126*
- Mon., November 2 - Movie: “Kinsey”
- Fri., November 6 (NO CLASS – Homecoming)

**Week 12: The Long Sexual Revolution: The Birth Control Movement**

*Readings: Sexualities, #116, 117; Excerpts from “The Woman Rebel. No Gods, No Masters” by Margaret Sanger (elearning)*
- Mon., November 9 Watch “The Pill”
- Wed., November 11 (NO CLASS – Veterans Day)
- Fri., November 13

**Week 13: The Sexual Revolution of the 1960s: The New Left**

*Readings: Sexualities, #127-130; “A Yippie Manifesto” by Jerry Rubin (elearning)*
- Mon., November 16
- Wed., November 18
- Fri., November 20

**Week 14: NO CLASS (Thanksgiving)**
Mon., November 23 (NO CLASS - Thanksgiving)  
Wed., November 25 (NO CLASS - Thanksgiving)  
Fri., November 27 (NO CLASS - Thanksgiving)  

Week 15: The Sexual Revolution of the 1960s: Feminist Responses  
Readings: Sexualities, #131-132; excerpts from Intercourse, Pornography, and Letters from a War Zone by Andrea Dworkin (elearning); “Thinking Sex: Notes for A Radical Politics of Sexuality” by Gayle Rubin (elearning)  
Mon., November 30  
Wed., December 2  
Fri., December 4  

Week 16: Sex Positivity  
Readings: “‘Freedom to’ and ‘Freedom from’: A new vision for sex-positive politics” (elearning); “Sex Matters: Future Visions for a Sex-Positive Society” (elearning); “A Sex Positive Renaissance” (http://eroticseattle.blogspot.com/2006/02/sex-positive-renaissance.html); “The Necessary Revolution: Sex-Positive Feminism in the Post-Barnard Era” by Carol Queen (elearning)  
Mon., December 7  
Wed., December 9  
Fri., December 11 (NO CLASS – Reading Days)  

Final Exam: (17E) Thursday, Dec. 17; 5:30-7:30pm
Discussion Leader Guidelines

An effective group presentation will do three things.

1) It will offer a brief summary of the readings. As you craft your summary, consider questions such as the following: What, in a broad sense, are the readings for this week about? What topics or themes do they engage? What are the central lines of argument or conflict set forth within them?

2) It will critically analyze the readings. As you craft your critical analysis, consider questions such as the following: What aspects of these readings did you find most compelling or persuasive? How about infuriating or unconvincing? Why? Also, where do these readings stand in relation to other readings we’ve considered in the course so far? Are there any points of agreement or disagreement amongst the readings that strike you as significant? What are they and why do they seem significant to you?

3) It will provide the class with a springboard into a rich and invigorating discussion of the assigned material and the issues raised within it.

As you work together to craft your presentations, bear in mind that your presentation must make and defend an argument. Bald-faced assertion is not the same thing as an argument. You must defend your interpretation and critical analysis of the readings with clearly delineated reasons and ample textual support. Simply stating that “This book is dull and has no relevance for contemporary concerns” or “This book is rad and totally blew my brains out” is not sufficient. You must tell your audience why these things are so and persuade them that you are right.

Your presentations should be approximately 15-20 minutes in length and should strive to highlight contributions from all group members. (This does not mean that every group member has to speak during the presentation.)