



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2014

SO2800 (A2) HUMAN SEXUALITY – 3 (3-0-0) 45 HOURS

INSTRUCTOR: Alan Segal

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OFFICE HOURS: Wednesdays 14.45 - 15.30, Or by appointment.

PREREQUISITE(S)/CO-REQUISITE: SO1000

REQUIRED TEXT/RESOURCE MATERIALS:

Sexuality: A Very Short Introduction - Veronique Mottier

Selling Sex - Emily van der Meulen, Elya Durisin, & Victoria Love, Editors

CALENDAR DESCRIPTION: An inquiry into ideas and behaviour of sexuality, and their personal, cultural, and societal implications.

NOTE: This course will examine a wide scan of sexual thought, philosophy, fantasy, portrayal, cultural viewpoints and personal understanding, and general behaviour. This approach indicates that in a mature society no question is beyond scrutiny. The premise of this course is not to communicate truth or confirm authority of information, but to foster inquiry. How social authority affects the scope and substance of what we examine is a necessary aspect of such inquiry. No course can withstand entirely the politics of its content, however, therefore creating a capacity to offend some who enroll in it. This is especially true of a course in sexuality. Nevertheless, SO2800 will not treat sexual variety as a series of perversions, nor will it assert the normalcy of one kind of sexuality as opposed to another. We will discuss how, in any society, particular forms of sexuality become "normal" and others "abnormal", how they become acceptable topics of contemplation and conversation, and whether such distinctions help or hinder us. Films and magazines may be shown in class, the subject matter of which might be controversial and offensive. If anything in this statement causes you to think you might find this course terribly offensive, you should reconsider remaining in it.

CREDIT/CONTACT HOURS: 3 Credits / 3 Hours per Week

DELIVERY MODE(S): Class and Group Discussion, Lectures, Film Analyses

TRANSFERABILITY:

UA, UC, UL, AU, Concordia UC, & KUC

*****Grades of 'D' or 'D+' may not be acceptable for transfer to other post-secondary institutions. Students must be aware it is their responsibility to contact receiving institutions to ensure transferability.**

GRADING CRITERIA:

GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A+	4.0	95 – 100	EXCELLENT
A	4.0	90 – 94	
A-	3.7	87 – 89	FIRST CLASS STANDING
B+	3.3	83 – 86	
B	3.0	80 – 82	GOOD
B-	2.7	77 – 79	
C+	2.3	73 – 76	SATISFACTORY
C	2.0	65 – 72	
C-	1.7	60 – 64	
D+	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

NOTE: On the College's marking grid there is no D-. Therefore no such final mark will be recorded. However, for the course assignments, I will use D- as an additional non-failing mark.

EVALUATION:

Academic assignments for this course emphasize synthesis of ideas from a sociological standpoint, and the best questions you can think of to advance that synthesis. Analysis does not mean just reporting what others have said on a topic. Important as this is, other authors' ideas or conclusions are valuable because they add insight or specific details that help you to ask questions about the topic you have selected. My assignments are philosophical, analytical inquiries that advance through your and others' ideas and investigations. Deciding what questions are worth raising is an important part of analysis. Conclusions are valuable but aren't obligatory for any of my assignments.

How your grade is calculated?

Assignment 1: First Essay	Weight: 33.3%
Assignment 2: Midterm Essay or project	Weight: 33.3%
Take home final exam (essay or project)	Weight: 33.4%

The two assignments and the take home final exam are equally weighted. Each assignment and the final take home exam will be given a letter grade (A to F) corresponding to a numerical score value (4 to 0) as per the grading criteria table shown above. The final grade for the course will be determined by the average of the scores on the two assignments and the final take home exam. The following example illustrates the determination of how the grade is calculated:

Task	Grade	Score	Final score & Grade	
Assignment 1	B	3.0	3.0	
Assignment 2	A-	3.7	3.7	
Final Exam	B+	3.3	3.3	
			$(3.0+3.7+3.3)/3=3.33=B+^*$	

***Please note that your final grade will be based on the two assignments and the take home final exam. However, your grade may go up by at least one letter grade beyond the average of these three assignments as a result of participation as outlined later in this document.**

First Essay Assignment - Due Date: October 9th Minimum Length: 1200 words

Select any of the articles in the **Selling Sex** text that are not assigned for class discussion. Write a sociological, critical commentary on the position of the author(s). This means far more than just summarizing the details of the article. What might be left unsaid or unconsidered? How well does the article articulate its logic and thread of argument development? No research or referencing is necessary for this assignment. However, be aware that our strong inclination is to offer an opinion on whether some behaviour is or is not sexually

deviant, psychologically abnormal, or morally repugnant. This course explores the types of logic, theories, and sociocultural experiences of sexuality, and this should be evident in how you address the specific details and implications of the article you choose. When reading it may be easier for us to identify bits of a published piece rather than understand its overall purpose and how successfully it communicated this purpose. Aim for comprehension on both levels. Opinions are valuable in this case only if they can be incorporated into a rigorous discussion of ideas.

Midterm Essay or Project - Due Date: November 27th. Minimum Length: 1600 words

Select a topic within the field of sexuality that has global/international relevance. The possibilities are extensive but try to avoid the obvious ones. All are acceptable but many areas in Sexuality Studies don't receive media exposure. This might address a proposed change in law or policy; you might detect a gap between what we are taught about sexuality and what our culture demands of us sexually, and want to investigate this; perhaps you have traveled to another society and became intrigued by cross-cultural similarities or differences, and you want to follow the intrigue further. For all the possibilities critical analysis is emphasized here, using your own and others' ideas. Do not write just a descriptive or summarizing report. Explain why these ideas perplex and/or persuade you. Setting up your essay as a debate can help you structure this assignment because it can clarify questions that will help you probe the topic. If you favour a project, you and I must discuss your suggestion before moving ahead with the work. They cover a range of possibilities. In the past people have written short stories or a collection of poems; or created something of an artistic nature, such as sculptures, paintings, etc. One individual created a short film, another person a choreographed dance. Projects must be accompanied by a written component, but not one as minimally long as an essay

Please note: This assignment requires research. In-text and Works Cited citations must be in Chicago Style, author-date approach. Three academic research sources are mandatory. More than 3 are welcome. This means more than pulling a sentence out of a book and quoting it in the essay. You must read fully each source and explain its logic and applicability. I will know this by how you incorporate it into your analysis. Not following these will cause a mark reduction. Projects are also evaluated by other faculty appropriate to the kind of work you submit to me.

Final Exam – Essay or Project Due Date: TBA Minimum Length: 1000 words

Your final exam will be a take-home essay. I will specify at least one theory that you must use as a basis of inquiry into a topic of your or my choice.

Please Note: GRADES WILL BE REDUCED BY ONE LETTER GRADE IF THE ASSIGNMENT IS LESS THAN MINIMUM LENGTH. GRAMMAR IS IMPORTANT FOR PRECISE COMMUNICATION. WHILE NOT VALUED AS HIGHLY AS CONTENT, POOR GRAMMAR CAN AFFECT YOUR MARK FOR THE ASSIGNMENT. ALL WRITTEN/PROJECT ASSIGNMENTS ARE SUBJECT TO LATENESS PENALTIES OF ONE GRADE LEVEL PER CALENDAR DAY BEYOND THE DUE DATE. ALL WRITTEN ASSIGNMENTS MUST BE SENT BY EMAIL, TO MY COLLEGE ACCOUNT: asegal@gprc.ab.ca YOU MUST INCLUDE THE WORD 'ASSIGNMENT' IN THE SUBJECT LINE. INDICATE YOUR NAME, COURSE NUMBER (AND SECTION IF I AM TEACHING MORE THAN ONE OF YOUR COURSE). ALSO STATE CLEARLY IN THE SUBJECT BOX WHICH ASSIGNMENT IT IS.

Discussion Bonus mark:

Every person in the course may (but not necessarily will), receive a bonus mark in increase his/her final grade by at least one letter grade based on a combination of the frequency and quality of the participation. Discussion postings to a Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading the books and completing all written assignments. Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. Eligibility for the bonus is nullified if you are absent for more than 3 classes.

STUDENT RESPONSIBILITIES:

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion -oriented and therefore require commitment from students.

1. Read assignments.
2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. *All written work must be sent via email to asegal@gprc.ab.ca You MUST use the word 'assignment' in the subject line.*
6. *Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class. Please do not put me in a position of having to do this.*

STATEMENT ON PLAGIARISM AND CHEATING:

In an academic setting, presenting others' work as your own is a serious violation. However, referencing articles and books and online academic products do not prevent you from building on their ideas and speculations. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

****Note:** all Academic and Administrative policies are available on the same page.

DISCUSSION SEQUENCE:

1. *Introduction to course*

2. *Sexuality: Introduction; Chapter 1 - Before Sexuality*

Class Discussion:

Prior to enrolling in this course, did you think there was a 'before sexuality' human history? If you did, what led you to this thought? If not, what explains not thinking of it, and are you surprised that some imagine the possibility? Why does Mottier use this title?

Our society invests heavily in biological, body-founded assumptions of sexuality. Yet, we also explore myth and mythology. Are myth and mythology descriptive of the same elements of human existence? What conceptual value is there, so far, in Mottier's reference to myth? Why does she mention it?

The chapter contains much detail of sexual expression through epochs of human history. Does the author indicate these constitute a sexuality, or something else? What is this 'something' if not sexuality?

When Mottier looks into ethos of sexuality, is she also reviewing myth? Are myth and ethos connected in this chapter?

What logic propels the position of the book so far, and how effectively does the author outline her purpose and her early arguments?

3. *Sexuality: Chapter 2 - The Invention of Sexuality*

Class Discussion:

From popular-culture, religious, scientific standpoints, how might power factor in with our understanding of sex?

When we speak of sex and sexuality, are we alluding to the same phenomena?

Some people assume the absurdity of saying sexuality is invented. Do we believe that breathing is an invention? If not, what meaning does 'the invention of sexuality' have? And if we justifiably can speak of inventing sexuality, why is it necessary to write about a sexual revolution?

We are always part of, subjected to, and 'permitted' to be who and what we are, through social discourse.

We will examine what concepts sociologists activate when they discuss discourse, and also paradigm.

The easiest response we can experience is to review what humans thought or believed many years ago, and ridicule those alive in those eras, for their ignorance or superstition. Prepare to discuss in class the variety of perspectives on sexuality cited by the author, and to imagine what we embrace today that might also be lampooned by our ancestors.

4. *Sexuality: Chapter 3 - ...Feminist Critiques of Sexuality*

Class Discussion:

What establishes a critique as feminist? Mottier has indicated a plural outlook on feminist assessment of sexuality. Why has she done this if 'feminist' appears to be all-inclusive?

Do some of these critiques criticize others?

I will introduce you to concepts of epistemology, commodification, consumption, inscription, transgression, and representation. All are types of discourse. From this point onward we will include them in our discussions of course material.

5. *Lecture - The Body*

6. *Sexuality: Chapters 4 & 5 - The State in the Bedroom; The Future of Sex*

Class Discussion:

In my introduction to the course I indicated that sex, and sexuality, are substantially political. From what you recall of that introduction, can you conclude closeness or separation of ideas between my outlook and Mottier's?

How is the state involved in our sexuality, does it have a future in it, and will we continue referring to it as being 'in the bedroom'?

We do not exist only in intellectual atmospheres. We live material lives. Therefore, some social developments instigate demands for action, others are exploited by the state to create new policy or law, or change or re-entrench other policy or law. Specify the particular examples given to us by the author, and be ready to discuss if these examples serve her position well.

Who or what comprise the state?

Is it as strange to talk about the future of sex as it was to talk about inventing sexuality? When Mottier writes of the future of sex, is she also considering the future of sexuality?

7. *Selling Sex: Introduction, Part 1 Overview, and Chapter 1 - Work, Sex, or theatre?....*

Class Discussion:

Of what value do historical accounts have for our perspectives on any topic? Of what value do the editors of this book think historical record has for their purpose in producing the book?

Does history facilitate or obstruct our response to this work? This is a question you can more substantively return to after you have read the entire book. However, you may have had an early set of reactions to it.

What are your first responses to these first sections? Don't feel obligated to come up with one answer.

Has the history as presented shifted the questions you have or had, and the position(s) you have or had?

These assigned readings outline briefly a few conceptualizations of sex work. Which are mentioned, and do they mesh with the history emphasized by the authors/editors?

8. *SS: Chapters 2 & 5 - Myths and Realities of Male Sex Work...; We Speak for Ourselves...; Lecture on Representation*

Class Discussion:

In sociology, **Representation** is an extremely important concept. A simple word encapsulates a host of ideas, assumptions, ontologies, and expectations. Who speaks for who is crucial in our analyses of social and political life. One aspect of this surging of analysis and debate includes references to myth and reality. How might you explain, and contemplate, both? When we state that something is a myth or reality, what do we mean? Are myth and mythology different? Are myth and reality the furthest poles of understanding available to us?

How does redwood's experiences clarify reality and myth? Ask the same question about JJ's in chapter 5. Chapter 5's title includes the phrase "anti-colonial". Did you react particularly to this? If so, what was your reaction and what do you think explains it? Was it more pronounced in any way compared to other parts of the title?

Why has JJ included this in the title? What does it contribute to the conceptual underflow of his entry in the book?

Does the chapter persuade you that the subjects mentioned do speak for themselves? What might 'speaking for ourselves' imply and assert in everyday existence? What criteria would you put forward to assess if this concept is viable, and if the lives of actual people reflect its viability?

9. *Lecture on Subjectivity*

10. *SS: Chapters 3 & 4 - Champagne, Strawberries.....; Trans Sex Workers....*

Class Discussion:

Would the authors of these chapters assume subjectivity, normative desire, and non-normative desire, are linked together, or not? Be ready to explain your response to this question.

Not everyone would speak of subjectivity and sex work at the same time. What would lead a person to connect the two, or not?

Apart from the title, does Love tell us what is the subjectivity of her life? Why include identity and social class in this section?

Are we likely to be non-normative if we 'present' as gender- or sex- racially transgressive?

What is cognitive dissonance, and how does it fit into Fletcher's argument?

11. *SS: Chapters 15 & 19 - Crown-Expert Testimony.....; Beyond the Criminal Code.....; Bill C-36*

Class Discussion:

What would evidence-based argumentation 'look like'? What criteria are deployed by Lowman to differentiate between it and the hyperbole he thinks also characterizes the debates around sex work in Canada? Where do you find yourself in the debate? Do some arguments persuade you, but not others? What specific positions are outlined in chapter 15? Which of them are critical to a conclusion that an individual might reach regarding sex work?

Does chapter 19 relate structural stigma and social profiling with subjectivity? What is structural stigma? What premises justify the idea of a social profile? Is police intervention made easier by assuming a viable profile of some kind, or by embedded stigma? Would Bill C-36 facilitate further such intervention, challenge or change it in some ways, make it constructive in sex workers' lives, or implement none of these possibilities?

Review the hearings into the prostitution bill. To what extent are the arguments in the volume assigned to the course, so far, reflected in the presentations to the committee? What are your own reactions to the

hearings? Do you have questions not yet considered? In the end, from what you know of the legislation, do you endorse it?

Who speaks for who?

12. SS: *Chapters 8 & 10 - Working for Change...;The Sex Workers Movement in Montreal*

Class Discussion:

What do both selections tell you about sociopolitical organizing? Fighting for change is not simple or uninvolved. What complications strike you in these accounts of activism?

Was/Is activism for sex work different in Montreal than in other areas of Canada? Could it be different? Is Montreal a salient lesson for activists on various fronts, or a unique example? If you hoped to organize on behalf of an objective, would you be educated by either of these chapters in how you should proceed? Can sociological observations be stated, based on these chapters?

13. SS: *Chapters 12 & 14 - Are Feminists Leaving Women Behind?....; Regulating Women's Sexuality.....*

Class Discussion:

In our popular culture's representation of them, women and feminism are synonymous. This is not so in 'reality'. In what sense are feminists leaving women behind? Does this amount to abandonment, disregard, betrayal, oversight, or something else? What does Jane Doe expect from feminists that they have failed to provide?

Does the position articulated in chapter 14 establish a similar premise as found in chapter 12?

What do they mean by internal exclusion?

Is sex worker mobilization, in your appraisal, a social movement? What conditions and criteria indicate a social movement?