

**INTE 275/2, FASS 291/2**  
**INTRO TO SEXUALITY RESEARCH**  
**Fall 2014**  
**Wednesdays 13:15 – 16:00, H-531**

**Instructor:** Ryan Conrad, FB-346  
**Office hours:** Wednesdays 12-13h  
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Course Description:

An interdisciplinary survey of approaches to research in sexuality within the humanities, the fine arts, and the social sciences. Basic concepts of sexual identity, values, conduct, representation, and politics are addressed through topical concerns and through the perennial dialogue between biological and socio-cultural models of sexuality. The relation between theories and research methods, whether they emerge from biostatistical discourse or research creation, is discussed in the context of classical and current research as well as creative activity. The syllabus reflects the varying specializations of the instructors from year to year.

NOTE: Students who have received credit for INTE 275, INTE 391, FASS 391, FASS 291 may not take this course for credit.

This course will introduce students to the interdisciplinary field of sexuality research by approaching the broad question of “What is human sexuality?” from the perspective of the social sciences, humanities, and fine arts. It will explore the varied ways in which people acquire sexual knowledge, realize their erotic desires, express their sexual identities, and develop sexual cultures and communities. The course’s main focus is on the discussions of how social norms and institutions, political and economic forces, and cultural/visual representations operate together in shaping human sexual behavior. By addressing such diverse topics as interracial marriage, pornography, transgender issues, the wedding industry, queer politics, non-monogamous kinship networks, sex work, HIV/AIDS and others, this course will allow students to examine the complex notions of sex, gender, race, class, power, body, identity, and desire in an engaging and comprehensive way.

Course Objectives:

The main purpose of this course is to provide students with broad knowledge and analytical tools that will allow them to critically approach questions about human sexuality.

- Through in-depth reading of assigned material and by regularly attending lectures, students will develop comprehensive understanding of the various methodologies and topical issues related to sexuality research and become acquainted with the key concepts used in sexuality research.

- Through in-class discussions students will learn to engage with academic sources and cultural work in a critical fashion, formulating their thoughts, questions, and criticisms and sharing them with the instructor and fellow students.
- Through in-class exams students will demonstrate their mastery of the course materials and general knowledge in the field of sexuality studies.
- Through work on individual research papers, students will be able to apply the intellectual skills they acquired in class to a research topic of their interest and will learn to express their ideas in well-organized written form.

### Course Policies:

#### **Attendance**

Attending each class is crucial to understanding the course material. An attendance sheet will be circulated at the beginning of each class which you are responsible to sign. You are allowed no more than two absences. **If you miss three or more classes you will automatically fail the course.** If you must leave for any reason during the class, be sure to let the instructor know before class starts, and take care not to disturb your classmates as you exit.

#### **Late submissions**

To receive an extension, you will have to discuss your situation with the instructor in person at least one week before the deadline. **No extensions are granted by email.** If you miss class or an assignment deadline because of illness, a doctor's note must be provided, otherwise **no late assignments will be accepted.**

#### **Classroom environment**

Because this class has a large enrolment of approximately 120 students and deals with topics that remain highly controversial in our culture, it is essential to maintain a respectful and supportive classroom environment. While considering questions of human sexuality, it is important to treat differences in personal values, feelings, and opinions as opportunities for learning about and from others. All viewpoints, whether based on feminist analysis or traditional morality, are open to critical examination. You are not expected to conform to any set of sexual values, but encouraged to ask questions and share your own views during classroom discussions. Disagreeing with the instructor or fellow students is absolutely fine as long as you remain respectful and patient. If tensions or disagreements arise, remember to keep channels of listening and exchanging open, and to maintain the focus on learning.

No student is required to relate personal information of any kind in coursework or group discussions. You are, however, expected to keep any information garnered from those who do strictly confidential.

Visual material will be shown in this course each week, from renaissance paintings to contemporary film and new media. These materials are often, but not always, of sexually explicit nature. If you find it too disturbing, you are free to leave the room during presentations and screenings. You are however expected to return to the classroom for the discussion afterwards and you are still responsible to be knowledgeable about the material. In general, you are expected to approach the imagery from the position of scholarly inquiry, open-mindedness, and respect the same way you would treat a journal article.

#### Course requirements:

You final grade will be calculated on the basis of the following five criteria:

- ATTENDANCE / PARTICIPATION, 10%, weekly.

You are expected to attend class each week fully prepared to participate in class discussions about readings, in-class viewing, and lectures.

- TWO IN CLASS EXAMS, 20% each, October 8 and November 12.

For this assignment, you will complete two in class exams where you will have the opportunity to demonstrate what you have learned based on course readings. Each exam will focus on core concepts from the preceding thematic units which will be discussed at length during in-class lectures. The exams will consist of multiple choice, true/false, and short written answers.

- RESEARCH PAPER PROPOSAL, worth 10%, due October 22.
- RESEARCH PAPER, worth 40%, due December 5.

For this assignment, you will carry out a simple research project exploring a topic of your choice in the field of sexuality studies and write a paper of about **3,000 words** (8-10 pages). You can research a particular policy, activist group, legal case study, sexual practice, artistic work, establishment, or event. For your research, you will consult at least **five outside sources** that are not assigned in the class, at least **three of which should be academic** (peer-reviewed journal articles, books, or book chapters). In your paper, you will (1) outline your topic, connect it to the issues discussed in class, and formulate your research question(s); (2) describe, evaluate, and compare your sources; and (3) attempt to answer your research questions by analyzing the sources and proving an overview of the leading critical opinions on the topic.

To better organize your work on the research paper, you will be required to submit a proposal that will include (1) a paragraph describing your topic, (2) three preliminary research questions, and (3) an annotated bibliography. The proposal is due at the beginning of class on October 22.

The research paper is to be submitted to **the assignment box of the Mel Hoppenheim School of Cinema, FB-319 by December 5, 16:00h**. If you would like to receive your paper back with the instructor's feedback, please include a stamped self-addressed envelope with your submission.

Submit all assignments in hard copy, double-spaced, 12pt font, with your name and course number on the first page. No plastic folders or binders and **absolutely no email submissions**.

### **Plagiarism**

At Concordia University, there are very strict policies regarding plagiarism (presenting the text you have obtained elsewhere, for example from another student or the Internet, as your own work) and other forms of academic misconduct. As an instructor I am required to report all such activity to the Deans. Make sure to familiarize yourself with them by consulting Concordia University Academic Integrity web-site at: [concordia.ca/students/academic-integrity.html](http://concordia.ca/students/academic-integrity.html).

### **Citation guides**

To learn how to present bibliographic and in-text citations to books, journal articles, web-sites, and other materials using the correct format, consult Citation and Style Guides at Concordia Libraries website (<http://library.concordia.ca/help/howto/citations.html>). Choose the style appropriate for your field of study and write your citations accordingly. There is no required citation style for this course, but you must use the style you chose correctly and consistently. If in doubt, use Turabian (<http://library.concordia.ca/help/howto/turabian.pdf>), a simple citation style for term papers in social sciences.

The following table will be used to calculate your final letter grade:

90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C

60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F, FNS

Weekly reading schedule:

The only book for this course that you are required to purchase is available at the Concordia Coop Bookstore located at 2150 Rue Bishop. This book is a publishing project from the non-profit activist collective Against Equality ([www.againstequality.org](http://www.againstequality.org)) and is available for under \$20. This book is **not** available at the University Bookstore.

Conrad, Ryan. *Against Equality: Queer Revolution, Not Mere Inclusion*. Oakland, CA: AK Press, 2014.

All other readings are available electronically through Concordia Library website. Some readings are also available in hard copy on three-hour reserve in the Webster Library Course Reserve Room (LB-201).

1. **September 3 INTRODUCTION**

Suggested reading:

Chapman, Owen, and Kim Sawchuck. "Research-Creation: Intervention, Analysis and "Family Resemblances"." *Canadian Journal of Communication* 31, no. 1 (2012): 5-26.

2. **September 10 SEXUAL DIVERSITY, SOCIAL NORMS, AND THE TASK OF SEXUALITY RESEARCH**

Weeks, Jeffrey. "The Invention of Sexuality." In *Sexuality*, 11-40. 2nd ed. London: Routledge, 2003.

Rubin, Gayle. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *The Lesbian and Gay Studies Reader*, edited by Henry Abelove, Michèle Aina. Barale, and David M. Halperin, 9-16. New York: Routledge, 1993.

3. **September 17 INVENTING HETEROSEXUALITY**

Blank, Hanne. "The Love That Could Not Speak Its Name." In *Straight: The Surprisingly Short History of Heterosexuality*, IX-XXVII. Boston: Beacon Press, 2012.

Ingraham, Chrys. "One Is Not Born A Bride: How Weddings Regulate Heterosexuality." In *Introducing the New Sexuality Studies*, edited by Steven Seidman, Nancy Fischer, and Chet Meeks, 303-07. London and New York: Routledge, 2011.

4. **September 24 HOMOSEXUALS, GAYS, LESBIANS, AND QUEERS...**

D'Emilio, John. "Capitalism and Gay Identity." In *The Lesbian and Gay Studies Reader*, edited by Henry Abelove, Michèle Aina. Barale, and David M. Halperin, 467-76. New York: Routledge, 1993.

Altman, Dennis. "Global Gaze/Global Gays." *GLQ: A Journal of Lesbian and Gay Studies* 3, no. 4 (1997): 417-36.

5. **October 1 TRANSGENDER BODIES AND IDENTITIES**

Namaste, Viviane. "Transsexual, Transgender, and Queer," In *Introducing the New Sexuality Studies*, edited by Steven Seidman, Nancy Fischer, and Chet Meeks, 140-147. London and New York: Routledge, 2011.

Rubin, Henry. "Always Already Men." In *Self-made Men: Identity and Embodiment among Transsexual Men*, 143-73. [Nashville, TN]: Vanderbilt University Press, 2003.

6. **October 8 SEX & DISABILITY**

*\*In class exam\**

Markotic, Nicole, and Robert McRuer. "Leading With Your Head: On the Borders of Disability, Sexuality, and the Nation." In *Sex and Disability*, edited by Robert McRuer and Anna Mollow, 165-82. Durham [N.C.: Duke University Press, 2012.

Dejardins, Michel. "The Sexualized Body of the Child: Parents and the Politics of 'Voluntary' Sterilization of People Labeled Intellectually Disabled." In *Sex and Disability*, edited by Robert McRuer and Anna Mollow, 69-85. Durham [N.C.: Duke University Press, 2012.

7. **October 15 SEX PANICS & SEX CRIMES**

Lancaster, Roger N. "Fear Eats the Soul." In *Sex Panic and the Punitive State*, 1-18. Berkeley: University of California Press, 2011.

Meiners, Erica, Liam Michaud, Joshua Pavan, and Bridget Simpson. "Worst of the Worst: Queer Investments in Challenging Sex Offender Registries." In *Against Equality: Prisons Will Not Protect You*, edited by Ryan Conrad, 81-99. Lewiston, ME: Against Equality Press, 2012.

Watch in Class: John Greyson, *After the Bath* (1994) 45min, color.

8. **October 22 HIV/AIDS**

***\*Research paper proposal due at the beginning of class\****

CAITE (Canadian AIDS Treatment Information Exchange), "HIV... The Basics." *Managing Your Health*, (Chapter 2, HIV...the basics), Toronto: CAITE, (2009): 5-14.

Kippax, Susan, and Kane Race. "Sustaining Safe Sex Practice: Twenty Years On." *Social Science and Medicine*, no. 57 (2003): 1-12.

Symington, Alison. "Criminalization Confusion and Concerns: The Decade Since the Cuerrier Decision." *HIV/AIDS Policy Law Review* 19, no. 1 (2009): 5-10.

Watch in class: *Testimonial Cultures: HIV/AIDS* (2013), 30min, color.

9. **October 29 SEXUALITY AND ACTIVISM**

Conrad, Ryan. *Against Equality: Queer Revolution, Not Mere Inclusion*. Oakland, CA: AK Press, 2014. (Chose at least one essay from each of the three sections)

Watch in class: Eric Stanley and Chris Vargas, *Homotopia* (2007), 30min, color.

10. **November 5 INTERRACIAL SEX & MARRIAGE**

Qian, Zhenchao. "Breaking the Last Taboo: Interracial Marriage in America." *Contexts* 4, no. 4 (2005): 33-37.

Thompson, Debra. "Racial Ideas and Gendered Intimacies: the Regulation of Interracial Relationships in North America." *Social and Legal Studies* 18, 3 (2009): 353-371.

11. **November 12 PORNOGRAPHY**

*\*in class exam\**

Smith, Clarissa, and Feona Atwood. "Emotional Truths and Thrilling Slide Shows: The Resurgence of Antiporn Feminism." In *The Feminist Porn Book: The Politics of Producing Pleasure*. Edited by Tristan Taormino, Celine Parreñas Shimizu, Constance Penley, and Mireille Miller-Young. New York: Feminist Press at the City University of New York, 2013. 41-57.

Fung, Richard. "Looking for My Penis." In *How Do I Look?: Queer Film and Video*, edited by Bad Object-Choices, 145-68. Seattle: Bay Press, 1991.

12. **November 19 SEX WORK**

Bernstein, E. "Sex Work for the Middle Classes." *Sexualities* 10, no. 4 (Spring, 2007): 473-88.

Ka Hon Chu, Sandra, Jean Clamen, Richard Elliot, Katrina Pacey, and Tara Santini. "Reckless Endangerment: Q&A on Bill C-36" info sheet, Canada HIV/AIDS Legal Network, Stella, Pivot Legal Society, June 2014. 1-15.

Watch in class: Lizzie Borden, *Working Girls* (1986), 93min, color.

13. **November 26 POLYAMORY**

Sheff, E. "Polyamorous Women, Sexual Subjectivity and Power." *Journal of Contemporary Ethnography* 34, no. 3 (June 2005): 251-83.

Klesse, Christian, and Dossie Easton. "Expert Interview: The Trials and Tribulations of Being a 'Slut'-Ethical, Psychological, and Political Thoughts on Polyamory: Christian Klesse in Conversation with Dossie Easton." *Sexualities* 9, no. 5 (2006): 643-50.