Sex, Gender, and Power  
FYSP 082, Fall 2011  
Tue. and Thu. 11-12:15, Carnegie 301

Kim Schreck, PhD  
Email: (best way to reach me) kschreck@oberlin.edu or kschreck@gmail.com  
Office Hours: Mon. and Fri. 3:30-4:40, Rice Hall rm. 017**, and by appointment  
**I am holding office hours in a seminar room so there is room for small groups to come in together to discuss presentations. I will also happily meet you at Azariah’s in the library at other times/days.

"Like gender, sexuality is political. It is organized into systems of power, which reward and encourage some individuals and activities, while punishing and suppressing others." --Gayle Rubin

"Let’s talk about sex, baby....  
Let’s tell it how it is, and how it could be  
How it was, and of course how it should be" --Salt N Pepa

Course Description: During the upcoming semester you will be introduced to the basic concepts and theories of Gender and Sexuality Studies, throughout modern US History and across many disciplines, and we will focus especially on how these concepts impact teens and young adults in campus culture. Two questions will serve as driving themes of our course:

1. What is the relationship between sex and gender and POWER (and why do we care)?  
2. What does it mean to own your sexuality (and what makes this so difficult)?

We will turn to science, the social sciences, the humanities, and the media to gain exposure to various theories of human sexuality and the processes that shape the sexual culture and people’s understanding of their place within it. We will analyze how sexuality is mediated by gender, race, ethnicity, able-bodiedness, age, religion, looks, popular culture, and we will explore why discussions of sex are both taboo and yet omnipresent in our culture, often provoking volatile reactions in American society. We will explore sexuality as having political implications, as well as being fundamental to human rights and personal agency.

Course Objective: As your teacher it will be my objective to try to make this class stand out as one of the most thought-provoking, perspective-broadening classes you will ever take. It will be your objective to work on improving your critical thinking and reading skills, your ability to formulate coherent, persuasive arguments in your academic writing, and your comfort with engaging in academic discussion and debate. You will improve your argumentation skills as you develop defensible opinions about social processes that have shaped and transformed sexual cultures, personal visions, and the performance of gender and sexuality in historical and contemporary America. Our mutual objectives will be to read, think, discuss, analyze, write (and sometimes revise) our way through the course texts.

At the end of this class, students will have demonstrated...

Knowledge: Students will demonstrate familiarity with an overview of theories and studies surrounding sex and gender in the modern (20th c.) United States, including the history of Sexology, the U.S. Women’s Movement and key concepts of feminist and queer theory, including distinctions between sex, gender, desire, sexuality, gender identity and performance, oppression, intersectionality, and social constructionism.

Skills: Assignments will require students to demonstrate their ability to:
1) critically analyze course materials in verbal discussions and in coherent written form  
2) openly discuss assigned readings and participate in respectful debate  
3) use gender as an analytic category, especially in analyzing popular culture
Required Texts:
Books you must purchase (Please order them from Amazon.com or some other online source)**
2. C.J. Pascoe, *Dude You’re a Fag: Masculinity and Sexuality in High School*
3. Kathleen A. Bogle, *Hooking Up: Sex, Dating, and Relationships on Campus*
**Please also purchase a large folder or 3-ring binder to organize your other course materials

Articles (found as word or pdf documents on Blackboard)
**Please bring all Blackboard readings to class for discussion, as we cannot properly discuss texts without having them in front of us**

ASSIGNMENTS AND ASSESSMENT: 400 pts.

1. **Attendance and Participation** (including random quizzes): 50 pts
2. **Pair Project: leading discussion/article presentation:** 30 pts
   --sign ups on second class meeting (Thur. 9/8)
   wk 4, Th. 9/29  Stiritz: __________________________
   wk 5, Tu. 10/4  Frye: __________________________
   McIntosh:____________________________________
   Th. 10/6  Collins: __________________________
   Gomez:____________________________________
   wk 6, Th. 10/13 Tolman: _______________________
   wk 7, Tu. 10/18 Fausto-Sterling: _______________
   wk 10, Tu. 11/8 Bornstein:_____________________

3. **Campus "EVENT" (attend and review): 20 pts**
4. **Short paper 1 (~2 pgs/500 words)—Analyzing a secondary source:** 50 pts (Guidelines will be distributed in class.)
   --first draft 20 pts (due: Tue. 9/13) (in class writing workshop)
   --revision 20 pts (due: Tue. 9/20)
5. **Short paper 2 (~2 pgs/500 words)—Analyzing a primary source:** 50 pts
   --complete draft 40 pts (due Tue. 9/27)
6. **Response paper (~4 pgs/1000 words): 80 pts (using articles, Blumberg, and Pascoe, find theme to explore in multiple sources)
   --thesis 10 pts (due: Tue. 11/8)
   --final draft 50 pts (due: Tue. 11/15)
7. **Final research paper (popular culture analysis): 120 pts**
   --topic reveal/discussion 10 pts (due: Tue. 11/1)
   --annotated list of sources 10 pts (due: Tue. 11/22)
   --first draft 30 pts (due: Tue. 12/6)
   --peer review 20 pts (due: Thu. 12/8)
   --final draft 50 pts (due via electronic submission by 6 p.m. Sun. Dec. 18)

COURSE POLICY DETAILS

1. **Attendance and participation:** In order to encourage active and interactive learning this will be a discussion-based class. Your active engagement is fundamental to your educational experience and therefore a large portion of your overall grade will be based on your presence and participation. Absences, though occasionally necessary, will be excused only for pre-approved health issues or personal emergencies and (with rare exception) should be negotiated with me BEFORE THE MISSED CLASS MEETING to be considered excused. Everyone may have one freebie, but after that you lose 10 points off your total A&P points for each unexcused absence. Excessive tardiness and sleeping during class will also lead to deductions in you’re A&P points.
What you should do if you must miss a class:
   a. contact me so I don’t worry about you (contact info at top of syllabus)
   b. do everything in your power to quickly catch up...for example, contact a peer from
      the class for notes, announcements, handouts, or changes to assignments or
      scheduled readings. (They happen)
   c. make an appointment ASAP to discuss any questions you have about what you
      missed

What you should never do if you miss a class:
   a. use the old “I wasn’t there that day” excuse—please be prepared and caught up
   b. send me an email that asks, “Did I miss anything important?” (I really dislike that.)
   c. expect me to fully reproduce what you missed for an unexcused absence during
      office hours

**You do not need to miss a class to visit me during office hours!!!!!!**
Office hours visits will sometimes be required, but they are always welcome.

2. Papers: With the exception of your final draft of your final research paper, I expect all papers
   to be printed out and submitted at the beginning of class on the day they are due. Lateness
   begins on the day papers are due, meaning they are considered one day late if turned in later
   that day. Late submissions will receive one-half letter deductions for each day they are late
   (i.e. an A becomes an A-, a B+ becomes a B, etc.).

   All papers should be typed in 12-point font (Times-New Roman or similar, please) and
   should have one-inch margins. You will need to provide a “Works Cited” page with your
   Response Paper and your final Research Paper. Two-sided copies are encouraged.

3. Grading: All assignments will be graded on a point system, and final course grades will be
   determined by the following percentages of 400 pts;***

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   ***To receive credit for the course all written work must be submitted.

4. Honor Code: This course will follow the policies described in the Oberlin College Honor Code
   and Honor System. Please include the statement “I affirm that I have adhered to the Honor
   Code in this assignment” in all written work. Please contact me if you have any questions
   about citations, or the relationship of the Honor Code to your work in this course. For more
   information on the Honor Code, see
   http://www.oberlin.edu/students/student_pages/honor_code.html

5. Students with Disabilities: If you need disability-related accommodations for your work in
   this course, please quickly and confidentially let me know. Support is available through
   Student Academic Services—please contact Jane Boomer, Coordinator, Office of Disability
   Services, (Room 627/28 Peters Hall, ext. 55588, http://www.oberlin.edu/disability) for
   assistance in developing a plan to address your academic needs.

6. Classroom Policies: Because many of the topics we will examine can be difficult or
   controversial, we must all commit ourselves to making our classroom a safe space for
   articulating ideas and asking questions. Please note, “safe” is not necessarily the same thing
as comfortable. If we venture into uncomfortable territory it is crucial that everyone treat those moments and their classmates with patience and respect. NO CELL PHONES/TEXTING/FB'ing IN CLASS. Please try to avoid other disruptions such as making non-emergent trips to the restroom.

COURSE SCHEDULE

Week 1
Tue. 9/6: Why Sex Matters?
  --introductions

Thu. 9/8: Sex and Gender Hierarchies: All in our Heads?
  --Tiefer, “Am I Normal?: the Question of Sex” (BB)
  --Weeks, “The Social Construction of Sexuality” (BB)
*sign up for article reviews/presentations
**Distribute SHORT PAPER 1: How to analyze secondary sources

Week 2
Tue. 9/13: Sexuality: History and Theory
  --Warner, “The Ethics of Sexual Shame” (BB)
**SHORT PAPER 1 first drafts due

Thu. 9/15: Historians and Sexuality
  --Brumberg, intro and 3-55
*workshop on revising papers

Week 3
Tue. 9/20: Sexology and Gender Presumptions
  --Ellis, “Analysis of the Sexual Impulse” (BB)
  --Freud, “Femininity” (BB)
**SHORT PAPER 1 revision due at beginning of class
*how to analyze primary texts/sources

Thu. 9/22: The “Human Animal”/“Human Sexual Response Cycle”
  --Kinsey, “How to Masturbate” (BB)
  --Masters and Johnson, “The Human Sexual Response Cycle” (BB)
*Distribute SHORT PAPER 2: Analyzing primary sources

Week 4
Tue. 9/27: Sex, Gender, and Embodiment
  --Brumberg, 56-95
Video clips: Very Personally Yours (1946) and American Pie (1999)
**SHORT PAPER 2 due at beginning of class

Thur. 9/29: Sex, Education, and Puberty
  --Stiritz, “Cultural Literacy:” (BB)
  --Steinem, “If Men Could Menstrate”
  --Ensler, “I was 12”
Week 5
Tue. 10/4: Intersectionality
  --Frye, “Oppression” (BB)
  --McIntosh, “White Privilege and Male Privilege” (BB)

Thur. 10/6: Intersectionality, con’t.
  --Gomez, “The Event of Becoming” (BB)

Week 6
Tue. 10/11: Sex and Body Politics
  --Brumberg, 97-214

Thur. 10/13: Sex, Bodies, and Power
  --Tolman, “Sowing the Seeds of Violence in Heterosexual Relationships” (BB)

video: Killing Us Softly 3 (Jean Kilbourne)

Week 7
Tue. 10/18: Sex, Gender, and Masculinity
  --Fausto-Sterling, “How to Build a Man” (BB)
video: Private Dicks (excerpts)

Thur. 10/20: LIBRARY VISIT: Help with research papers
(meet with Librarian Jen Starkey in Mudd Library Computer Classroom)

Week 8
FALL BREAK!!!!!
**Response papers due at beginning of class**

**Thur. 11/17:** Discuss film and research papers

**Week 12**
**Tue. 11/22:** FWB Relationships
   -- Bisson and Levine, "Negotiating a Friends With Benefits Relationship" (BB)

**Descriptive bibliography of sources for research paper due**

**Thur. 11/24:** HAPPY THANKSGIVING!!!

**Week 13**
**Tue. 11/29:** Navigating Hook Up Culture
   -- Bogle, Hooking Up, 1-127

**Thur. 12/1:** Life and "Dating" After College?
   -- Bogle, Hooking Up, 128-186

**Drafting Research Papers**

**Week 14**
**Tue. 12/6:** RESEARCH PAPERS!

**Complete first drafts due**
*Peer review assignments made

**Thur. 12/8:** Capitalizing on Sex and Gender

**Peer reviews due** (one copy for me, one for person whose paper you reviewed)
   video: Orgasm, Inc.

**Week 15**
**Tue. 12/13:** LAST DAY OF CLASS
*return of first drafts of research papers
*set up appts. to discuss final drafts
*discuss what we learned
*in class evaluations

**Final papers are due, in electronic form, by 6 p.m. on Sunday, Dec. 18, 2011.**
Sexuality by academic disciplines**

"An intellectual is a person who’s found one thing that’s more interesting than sex.” ~Aldous Huxley

Anthropology: We have reason to believe that man first walked upright to free his hands for masturbation. ~Lily Tomlin

Art: Now, if groups like Moral Majority have their way, there won’t be any sex education at school, and our kids will be the dumbest in the world when it comes to sex... But our parents are sexually retarded too... Fear and primitive morals are creating a sexual pressure-cooker in this country and soon the top will blow... Only in the U.S. do we find children drawing a picture of a baby coming from the clouds or from under a cabbage leaf. ~Floyd Martinson

Biology: A chicken and an egg are lying in bed. The chicken is smoking a cigarette with a satisfied smile on its face and the egg is frowning and looking put out. The egg mutters to no one in particular, "I guess we answered that question." ~Author Unknown

Chemistry: Love is a matter of chemistry, but sex is a matter of physics. ~Author Unknown

Comparative American Culture Studies: Sex on television can’t hurt you unless you fall off. ~Author Unknown

Earth and Planetary Sciences: Our love could change the orbit of the earth. So, if a meteor ever comes hurtling towards earth with the guarantee of destruction, top scientists may call on us to, well, you know, do it like crazy for the sake of humankind. ~Author Unknown

Economics: There are three possible parts to a date, of which at least two must be offered: entertainment, food, and affection. It is customary to begin a series of dates with a great deal of entertainment, a moderate amount of food, and the merest suggestion of affection. As the amount of affection increases, the entertainment can be reduced proportionately. When the affection is the entertainment, we no longer call it dating. Under no circumstances can the food be omitted. ~Miss Manners’ Guide to Excruciatingly Correct Behaviour

Education: Conservatives say teaching sex education in the public schools will promote promiscuity. With our education system? If we promote promiscuity the same way we promote math or science, they’ve got nothing to worry about. ~Beverly Mickins

Engineering: I’d like to meet the man who invented sex and see what he’s working on now. ~Author Unknown

English: Literature is mostly about having sex and not much about having children; life is the other way around. ~David Lodge, The British Museum Is Falling Down, 1965

Equestrian Sciences: It doesn’t matter what you do in the bedroom as long as you don’t do it in the street and frighten the horses. ~Mrs. Patrick Campbell

Geography: Anybody who believes that the way to a man’s heart is through his stomach flunked geography. ~Robert Byrne, quoted in 1,911 Best Things Anybody Ever Said, 1988

History: For the first time in history, sex is more dangerous than the cigarette afterward. ~Jay Leno

Math: It is not economical to go to bed early to save the candles if the result is twins. ~Chinese Proverb

Neuroscience: The hypothalamus is one of the most important parts of the brain, involved in many kinds of motivation, among other functions. The hypothalamus controls the "Four F's": fighting, fleeing, feeding, and mating. ~Unknown psychology professor in neuropsychology course

Physics: Remember, if you smoke after sex you’re doing it too fast. ~Woody Allen

Political Science: I regret to say that we of the FBI are powerless to act in cases of oral-genital intimacy, unless it has in some way obstructed interstate commerce. ~J. Edgar Hoover, attributed

Pre-law: Obscenity is whatever gives the judge an erection. ~Author Unknown

Pre-Med: Masturbation: the primary sexual activity of mankind. In the nineteenth century it was a disease; in the twentieth, it’s a cure. ~Thomas Szasz

Psychology: A student undergoing a word-association test was asked why a snowstorm put him in mind of sex. He replied frankly: "Because everything does." ~Honor Tracy

Religious Studies: The only thing wrong with being an atheist is that there’s nobody to talk to during an orgasm. ~Author Unknown

Gender, Sexuality, and Feminist Studies: There is nothing wrong with going to bed with someone of your own sex. People should be very free with sex, they should draw the line at goats. ~Elton John

**disclaimer: The authenticity of these quotes cannot be verified and should be regarded, as intended, solely for purposes of amusement. Though found on this website (http://www.quotegarden.com/sex.html), the correlation between the quotes and academic disciplines was made by Kim Schreck during a moment of boredom.
TIPS FOR WRITING A GOOD ESSAY

**The purpose of essays is to allow you to demonstrate what you have learned and your ability to process, organize, and form your own analysis and interpretations. You needn’t be a great writer to produce well-crafted essays. This process is difficult for everyone, but tends to be more intimidating to those who are not often required to demonstrate their knowledge/understanding of course materials and themes in this manner. Following these tips should help demystify the dreaded essay exam.**

1. **Read the question carefully.** The thesis and the argument should address the question. Do not go off on tangents. Brainstorm to generate ideas about the question or topic of the essay. Organize these ideas into categories. These ideas and categories can then become the basis for organizing your essay and generating your thesis.

2. **Formulate your thesis before you start writing.** Your thesis is your big (main) point. What is the best way of summing up your answer to the question? This thesis should be clearly presented in the introduction. There should be no doubt in my mind, after reading your first paragraph, which question you are answering.

3. **Make an outline.** This helps you to avoid tangents by organizing your thesis, its main points, and the evidence you plan to use to support those points. If you have too much evidence for the length of the paper, select the ones that will mostly strongly illustrate your points.

4. **The format of an essay.** It should consist of an introduction (that explains your thesis), a body (that presents your argument and evidence), and a conclusion (which restates your thesis in a way that summarizes the main points of your argument).

5. **The introduction.** It should present your thesis and suggest to the reader the organization that the essay will follow.

Ex 1: Question—Why did the Civil War occur? Thesis—*Although there were many factors that contributed to the outbreak of the Civil War, the most important of these was the slavery issue because...* What comes after the because makes your essay more interesting. You could stop after naming the "slavery issue" but explaining why will create a more analytical approach to the subject.

Ex. 2: Organization of ideas—*While other political, social, and economic issues contributed to the Civil War, they are less crucial than the slavery issue...* The reader now will expect you to discuss economic, political, and social causes; will expect you to make a cogent argument for why they are less important than slavery; and will be better able to evaluate your evidence and analysis of why slavery was the most significant cause of the Civil War.

6. **The body.** Like the intro and conclusion of your essay, the body should be composed of well-developed paragraphs. Each should have a topic sentence (the main point to be examined in the paragraph). This point should then be supported and explained with examples and evidence (usually from the course readings). Paragraphs should NEVER consist only of one sentence. Preferably they consist of five or six. Too few likely mean you did not offer adequate evidence to support your topic sentence, and too many probably mean you have a "conglomerate" paragraph where too many ideas are thrown together. If this happens, pause and pick out the main points in the paragraph and divide them into separate paragraphs.

7. **Organizational style.** Paragraphs should follow each other in a logical sequence. Make sure the reader can follow the direction of your argument by providing clear transitions to point the way. Readers should never have to try to follow your circuitous (i.e. ill-prepared) logic.

8. **Use details, and explain them.** Do not assume anything about what the reader knows. After all, the point of an essay/exam is to show the instructor that you know and understand the material. SHOW OFF. Make sure you do not simply list examples, but also explain their importance.
9. **The conclusion.** After you have finished the body of the essay, be sure to complete your essay with a conclusion. The conclusion should summarize your main points and restate the thesis (not in exactly the same words, please). It can also add some insight or opinion that follows logically from the essay.

10. **Your sources.** Integrate information from appropriate lectures, discussion, films and readings in your essays.

**COMMON MISTAKES TO AVOID**

1. Failing to give your paper a title can often detract from it, even if that is not part of the specified guidelines in the assignment. Often it is easiest to formulate an appropriate title after you have written your essay.

2. Always indent paragraphs (one hit of the tab key will do, or five spaces). Do not use extra line spaces while keeping your left margins flush to indicate that you have moved onto a new idea. It wastes space and it is incorrect in terms of style.

3. Proofread your essay before you submit it. Many of us rely too much on spell check to catch our typos but it will not catch many errors, particularly homonym and apostrophe errors (homonyms are words that sound alike but have different meanings...i.e. to, too, two, or their, there, and they're, and apostrophe errors reflect your improper understanding of how to demonstrate possession...i.e. The twin's bike was stolen vs. The twins' bikes were stolen or how to properly make contractions).

4. Avoid contractions, period. They should be reserved for informal writing. If you mean "they are" write it as two words, not as "they're". This will help you to avoid the homonym error and keeps your level of diction at a more formal level.

5. Confusing “then” with “than” is an all too frequent error (as in, “I’d rather have peas then corn”). Learn the difference. This is a pet peeve for some readers.

6. Don’t substitute fancy words from your thesaurus to try to impress the reader. More often than not you simply muddle the intended meaning of your sentence. (for ex. “muddle” brings up the following words as synonyms, only the first of which actually works as a good substitute: confuse, bewilder, baffle, puzzle, bamboozle, perplex.) Use language with which you are comfortable. Clarity of ideas and precision of words should be valued above attempts at erudition and sophistication.

7. Avoid overly long quotes. And never end a paragraph with a quote. Explain it.

**HELP WITH CITATIONS**

NEVER guess at the correct way to do footnotes, endnotes, and bibliographies. It is very easy to look up the correct style (“MLA” and “Chicago Manual of Style”) on the internet, or just by pulling out a published book or article and copying the style. If you have questions, visit the Campus Writing Center, located in Mudd 150 (drop ins are welcome) for help. Citation errors can result in plagiarism charges and HONOR CODE VIOLATIONS!