

# SOC 395: Sociology of Sexuality

Fall 2021

M/W 2:00-3:15pm

CCC 207

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## What is this course about?

Sex and sexuality may seem like personal and intimate topics. However, we will see that sexuality is a social phenomenon that includes bodies, communities, identities, norms, status, sexual acts, emotions, and even laws. Sexuality has become a fundamental concept in the organization of self and community, and often serves as a litmus test for what is “right” or “wrong,” “good” or “bad.” In this class, we will examine sexuality from a sociological framework. We will begin by examining our understandings of sex categorization and methods of study. We will continue by investigating aspects of sexual culture in the US, including media representation, education, bodies, and sexual violence.

### A note on the content

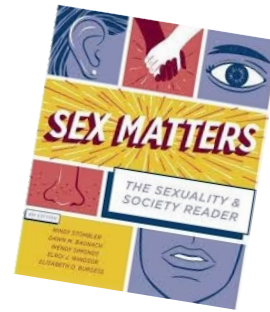
The content of this course can be difficult, uncomfortable, and/or embarrassing, so I will do my best to prepare you in advance for upcoming topics (including content warnings when relevant). If you feel you cannot participate in a specific class due to the subject matter for a given day, please contact me so that we can make alternate arrangements.

## What am I going to learn to do this semester?

Course Goals-- At the end of the course, successful students will:	Learning Outcomes--At the end of the course, I will know you have successfully met the course goals, because you will be able to show me through your work that you can:
understand how cultural ideologies about sexuality intersect with ideas about gender, race, ability, class, age, religion, and other differences.	<ol style="list-style-type: none"> <li>1. identify dominant cultural ideologies as they are reflected in individual sexual practices, in institutions, and discourses of morality, value, and purity.</li> <li>2. use a sociological lens to explore the complex and shifting dimensions of human sexuality</li> </ol>
understand that identity categories such as sexuality, gender, race, and class are socially constructed and used to structure and generate social inequity	<ol style="list-style-type: none"> <li>1. identify dominant cultural ideologies as they are reflected in individual sexual practices, in institutions, and discourses of morality, value, and purity.</li> <li>2. use a sociological lens to explore the complex and shifting dimensions of human sexuality</li> <li>3. discuss sexuality using contemporary theoretical perspectives</li> </ol>
understand how their own identity shapes their perceptions, interpretations, and experiences of sexuality	<ol style="list-style-type: none"> <li>3. discuss sexuality using contemporary theoretical perspectives</li> <li>4. name your own values and where/how they originated</li> <li>5. exhibit empathy for people who have different preferences or experiences than you do.</li> </ol>

## What book do I have to get?

*Sex Matters: The Sexuality and Society Reader*, 4th Edition (2013).  
ISBN-10: 0393935868



\*\*All additional readings will be provided on Canvas\*

## How am I going to be graded?

Before I answer that question, I want to let you know that all assignments expected to reflect an understanding of critical scholarship. This does not mean that you are expected to agree with all of the arguments or ideas put forth in this class, but it does mean that you will be expected to demonstrate the ability to apply critical theories and methods in your work.

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Assignment	Points/Percentage	Learning Outcomes (#)
<b>Engagement Activities</b>		
Participation	20%	3, 4, 5
Viewing Guides	10%	1, 2, 3
Reading Guides	20%	1, 2, 4
<b>Writing</b>		
Short Papers (x2)	35%	1, 2, 3, 4, 5
<b>Final Project</b>		
Project Proposal	5%	2
Project	5%	1, 2, 3
Presentation of Project to Class	5%	1, 2, 3, 5

### Participation (20%)

This class is based on the educational premise that knowledge is constructed through an (inter)active process rather than absorbed passively. Therefore, the format for the course will be a combination of lecture, discussion, and activities, with an emphasis on dialogue and sharing of perspectives. **It is expected that you will be an active and informed participant in all class discussions and activities, and that you will have read assigned texts by the dates indicated on the syllabus.** We are expected to engage in respectful intellectual dialogue with our peers, thus you will need to be self-reflective about your own identities and how you may be responsible for reproducing privilege in your work and in relations with your peers. Finally, some of the material covered will be particularly sensitive to some students. We all take a responsibility in creating and maintaining a safe/brave space for every student, so we will treat material shared in the classroom as **confidential**. *I cannot stress that enough!*

Here is our participation rubric for the semester:

10 points	In order to receive full credit for participation, you have participated in nearly every class this term. Your participation was thoughtful, engaged, respectful of other ideas and comments offered by your peers, and demonstrated that you had completed the readings.
<b>Presuming you attended class regularly, and thus are eligible for all 10 points (you can't technically participate when you're not in class, no?), the following point guidelines apply:</b>	
7-9 points	If you do not engage in every class, but participate somewhat frequently throughout the term in a thoughtful manner (at least 1x/class on average), you will receive 7-9 points depending on the regularity and quality of your commentary or questions
5-6 points	If you rarely or hardly engage in class at all (less than 1x/class), but still manage to demonstrate that you were actively (if silently) engaged in class discussion through your writing assignments (by referencing class discussion, for example), you will receive 5-6 points.
3-4 points	If you rarely or never engage in class and your written assignments demonstrate that you may not have been paying attention all the time in class, but you are at least not being disruptive to other students, and not being disrespectful to me or your peers during class (i.e. by listening to Spotify, texting, watching TV on your tablet, shuffling pages of The Pointer, doing homework for another course), you will receive 3-4 points.
0-2 points	It's really hard to engage every class period and to get 0-2 points unless your presence is actually detrimental to others' learning. This has never happened in any of my courses.

### 5 Viewing Guides (10%)

These can be completed during classtime when we view films. You may also complete them on your own time if you watch any of the films on your own, though you are responsible for getting access to those films that are not available freely through the library.

When we watch longer media clips in class, you will be asked to complete a viewing guide to focus your critical attention. As long as you thoughtfully complete and turn in 5, you will receive full credit. There will be 7 opportunities (including one additional OPTIONAL outside-of-class opportunity over Thanksgiving) to complete these, so don't worry if you miss one.

### 10 Reading Guides (20%)

I will provide a reading guide for each class period readings are assigned. You are responsible for completing the reading guides before class and turning them in by the end of the day on which we discuss the corresponding readings in class. These reading guides are meant as just that--*guides*. They are structured in a way that should help you to take notes on the readings. Therefore, I suggest you use them during class as a basis for discussion and to take additional notes based on our conversations before turning them in if you'd like. As long you complete 10 of them (there will be 15 available throughout the semester) thoughtfully and turn them into me, you will receive full credit. **You are responsible for pacing these for yourself throughout the semester.**

## Short Projects (35%)

There will be two short projects for this class where you will be asked to apply theories from the course to the “real world”. More details will be handed out and posted online during the term.

- 1) **Due date - Monday, October 4:** [Interview project](#) (15% of final grade) 3-4 pp.
- 2) **Due date - Wednesday, December 15:** [Final Reflection](#) (20% of final grade) 3-4 pp.

## [Final Project \(15%\)](#)

Wow! This final project isn't worth a whole lot. Why is that? Because I (Lindsay) only want you to do a final project if you want an A in the course. *If you are happy with a B grade and do the rest of the work for the course, then you are not required to turn in a final project.*

The major assignment for the term will have 3 parts. You will receive more information and a copy of the grading rubric for this project that will explain how points are divided across different categories. You may work alone or in pairs. With permission, you may work in larger groups if the project is of significant complexity (e.g. you actually shoot a documentary). You are welcome and encouraged to use your other assignments (short projects) to serve as research for and to build up to this final assignment.

### 1. Project/Topic Proposal (5%) - Due Wed., Oct. 13

You will be asked to propose a title, topic, and format for your final project fairly early in the semester so that you can be especially tuned in to the course content that might be helpful to you. In this proposal, you are asked to identify the thing you will create and provide a one-paragraph description of what you would like to do with it, including what it has to do with sexuality and our class.

### 2. The Project Itself (5%) - Due Sunday, Dec. 12

This is your time to really show off! You may submit either the actual product (a video, a podcast, a script, a piece of art, etc.) with an explanation of what you created OR a paper if the thing you create is written.

### 3. Presentation of Project to class (5%) - Due on assigned day in last weeks of class

You will have roughly 15 minutes to share your project with your peers and to take their questions. Given the wide variety of possibilities with this project, you are encouraged to come to me regularly with questions. I want to see you succeed, to be creative, and to enjoy yourself while you learn, so I will do my level best to work with and support you and your project.

## What happens if I turn in an assignment late?

All assignments are due on the dates designated in the syllabus. If you make arrangements with me ahead of time, I may agree to accept a late assignment. If prior arrangements have not been made, you may receive a lowered grade (one whole letter grade or 10% per day) for that assignment.

## How will I know what my letter grade is?

This course uses the standard UWSP grading system.

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	

84 – 86% = B                    67 – 69% = D+  
80 – 83% = B-                    64 – 66% = D

Grade disputes cannot be made until **24 hours after a grade is received** and must begin with a written request and justification for a grade change.

## This stuff is interesting! Can I share a recording of this class with my friends/family/roommates/etc.?

Let's hope this section of the syllabus is less relevant when we're not doing class on Zoom, eh?

Y'all, I hate to cite some dry policy here, but I must protect the privacy of our conversations around what is undoubtedly a sensitive and, at times, controversial topic. **So, the short answer is no.** The long answer is this policy:

*Lecture materials and recordings for SOC 395 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] **Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities.** Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.*

## I need to talk to you about something. How do I get in contact with you?

### Contact Information



**EMAIL** is the quickest way to reach me at: [lindsay.bernhagen@uwsp.edu](mailto:lindsay.bernhagen@uwsp.edu)



**CALL/TEXT** anytime 715-316-3308! Leave a voicemail if I do not answer.



**PRIVATE ZOOM MEETING** is available by request

### Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## Office hours

Because I have another position at UWSP, my schedule varies widely from week-to-week. For that reason, office hours are by appointment. Individual meetings can be arranged through an email request, text request, phone call, or conversation directly before or after class.

## I have a special circumstance. What policies and resources are in place to help me?

### Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

### Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

### Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Cool, I want to do well in this class, but none of that helps me. What else is available?

- **Me!** Please feel free to contact me at any time over the course of the semester regarding papers, concerns, observations, etc. I want you to *always* see me if you are having difficulty with an assignment or class material. I will do everything in my power to make this course work for you, as long as I can do so in a way that is fair to other students in the course. Email is generally the most efficient way to get in contact with me and I diligently aim for a maximum of 24-hrs. turnaround time in response to emails, unless I explain otherwise in class.
- **Taking care of yourself:** A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the [UWSP Counseling Center](#) for assistance, support and advocacy. This service is free and confidential.

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

## Shouldn't there be something in here about plagiarism?

There should! It's required. I have a lot of experience engaging with violations of academic misconduct policies. I recognize that the rules regarding academic misconduct can sometimes be confusing for students with respect to specific assignments or course work. If you have questions, I encourage you to come and see me. **I am always willing and prepared to help clarify any aspects of the work for this course that may be confusing.** If you have questions or concerns about a particular assignment, you should talk with me before the assignment is submitted. Ignorance or misunderstanding of the UW System policy will not serve as a valid excuse for academic misconduct. Here's the policy, for your reference:

### *UWSP 14.01 Statement of Principles*

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible



for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#). Let's not get to this point, okay? Talk to me before the assignment is due.

## Got it. Now what are we going to be doing day to day?

That's a [separate document](#) so you can easily access the course schedule without having to scroll through all of this other stuff.

**Readings in Sex Matters: The Sexuality and Society Reader**

PDFs on Canvas

All others are direct links to articles/podcasts online

Week	Date	Readings to prepare for class	Main Topics/In-Class Activities	Assignments Due
1	Wed., Sept. 8		Welcome and Overview	
2	Mon., Sept. 13	<p><b>Reading 1:</b> Are We Having Sex Now or What? (pp. 5-10)</p> <p><b>Reading 8:</b> Large Scale Sex: Methods, Challenges, and Findings of Nationally Representative Sex Research (pp. 61-72)</p>	Laying the Groundwork: What is sex(uality)?	<a href="#">Reading Guide #1</a>
	Wed., Sept. 15	<p><b>Reading 7:</b> Alfred Kinsey and the Kinsey Report (pp. 54-60)</p> <p><b>Reading 10:</b> Sexuality and Social Theorizing (pp. 88-99)</p>	Laying the Groundwork: How do we study sexuality? <a href="#">Kinsey Clip</a>	<a href="#">Reading Guide #2</a>
3	Mon., Sept. 20	<p><b>Reading 19:</b> Sexuality Education and Desire: Still Missing After All These Years (pp. 206-228)</p> <p>Valenti, J. "Chapter 2: Tainted Love" in <i>The Purity Myth</i></p>	Sexuality and (Feminine) Adolescence <a href="#">John Oliver segment</a>	<a href="#">Reading Guide #3</a>
	Wed., Sept. 22	<p>Pascoe, C.J. "Chapter 2: Becoming Mr. Cougar" in <i>Dude, You're a Fag</i>, pp. 23-51</p> <p><a href="#">Orenstein, P. "The Miseducation of the American Boy"</a></p>	Sexuality and (Masculine) Adolescence	<a href="#">Reading Guide #4</a>

4	Mon., Sept. 27	<p><b>Reading 5:</b> Gay by Choice? The Science of Sexual Identity (pp. 36-42)</p> <p><b>Reading 4:</b> Straight Dude Seeks Same: Mapping the Relationship Between Sexual Identities, Practices, and Cultures (pp. 29-35)</p> <p><b>Reading 46:</b> Deconstructing “Down Low” Discourse (pp. 535-541)</p>	<b>Sexuality and Identity 1</b>	<a href="#">Reading Guide #5</a>
	Wed., Sept. 29	<p><b>Reading 49:</b> Out in the Country (p. 556-568)</p> <p><a href="#">Connor, C. “Queer in the Country”</a></p>	<b>Sexuality and Identity 2</b>	<a href="#">Reading Guide #6</a>
5	Mon., Oct. 4	<b>None</b>	<p><b>Sexuality and Identity 3</b></p> <p>In-class screening:  <a href="#">Out in Rural America</a> (60 min)  Available on YouTube</p>	<p><a href="#">Short Project #1: Interviews</a></p> <p><b>Viewing Guide #1 (TBD)</b> (in class)</p>
	Wed., Oct. 6	<p>Hennessey, “Queer Visibility in Commodity Culture” (pp. 111-top paragraph of 121; pp. 126-bottom of 129; bottom of 135-end)</p> <p><a href="#">Rapcevicz, C. “Homonormativity, Homonationalism, and the Other ‘Other’”</a></p>	<b>Sexuality and Identity 4</b>	<a href="#">Reading Guide #7</a>

6	Mon., Oct. 11	<p><b>Reading 33:</b> A Sexual Culture for Disabled People (pp. 375-384)</p> <p><b>Reading 15:</b> Out of Line: The Sexy Femmegimp Politics of Flaunting It! (pp. 157-162)</p> <p><a href="#">Luterman, S. "The Drag Syndrome performance controversy shows too many people treat people with Down syndrome like sexless children."</a></p>	<p><b>Sexuality and the Body: Disability 1</b></p> <p>In-class screening</p> <ul style="list-style-type: none"> <li>• <a href="#">(Sex)abled</a> and/or</li> <li>• <a href="#">Every Body: Glamour, Datability, Sexuality, and Disability (TED Talk)</a></li> </ul>	<a href="#">Reading Guide #8</a>
	Wed., Oct. 13	<p>Pick <u>one</u> episode of podcast <i>Disabled After Dark</i>:</p> <ul style="list-style-type: none"> <li>• <a href="#">Episode 069: Why Planning for Sex is So Much Better...</a></li> <li>• <a href="#">Episode 103 : Chatting Sex and Disability</a></li> <li>• Any other episode that strikes your fancy</li> </ul> <p>Rainey, S.S. "Ch. 7 The Sexual Pleasure of Care" in <i>Love, Sex, and Disability</i> (pp. 141-155)</p>	<p><b>Sexuality and the Body: Disability 2</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CNN Clip on Sex Surrogacy</a></li> </ul>	<p><a href="#">Final Project Topic Due</a></p> <p><a href="#">Reading Guide #9</a></p>
7	Mon., Oct. 18	<p>Fenn, V. <a href="#">"No, Autistic People are Not Sexless--Our Sex Lives are as Varied as Anyone's"</a></p> <p>Norton, A. <a href="#">"New Study Examines Sexuality of People with Autism"</a></p>	<p><b>Sexuality and Autism</b></p> <p>In-Class Screening</p> <p><a href="#">Autism in Love (2015)</a></p> <p>75 minutes</p>	<p><a href="#">Reading Guide #10</a></p> <p><b>Viewing Guide #2 (TBD)</b></p>
	Mon., Oct. 20	<p><b>Reading 3:</b> The Perils and Pleasures of Sex for Trans People (pp. 22-28)</p> <p>Henry, D. "Ch. 7 Sex and Sexuality" in <i>Trans Voices: Becoming Who You Are</i> (pp. 160-179)</p>	<p><b>Sexuality and the Body: (Trans)Gender Identity</b></p> <p><a href="#">The Gender Revolution (2017)</a></p> <p>Available via UWSP Library</p>	<p><a href="#">Reading Guide #11</a></p> <p><a href="#">Viewing Guide #3</a> (in class)</p>

8	Mon., Oct. 25	Fahs, B. "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence"  Bailey, "Love Multiplied: <i>Sister Wives</i> , Polygamy and Queering Heterosexuality"	<b>Sexuality and Religion 1</b> <a href="#">How an Abstinence Pledge in the '90s Shamed a Generation of Evangelicals</a> (11 minutes)	<a href="#">Reading Guide #12</a>
	Wed., Oct. 27	<b>None</b>	<b>Sexuality and Religion 2</b> In-class screening: <a href="#">Hell House (2001)</a> (85 minutes) Available for Purchase on Amazon	<a href="#">Viewing Guide #4 (in-class)</a>
9	Mon., Nov. 1	<b>Reading 34:</b> "The Privilege of Perversities: Race, Class, and Education Among Polyamorists and Kinksters" (pp. 387-402)  <b>Reading 38:</b> "Becoming a Practitioner: The Biopolitics of BDSM" (pp. 432-440)  Martin, N.K. "Porn Empowerment: Negotiating Sex Work and Third Wave Feminism"	<b>Sexuality and Kink 1</b>	<a href="#">Reading Guide #13</a>
	Wed., Nov. 3	<b>None</b> <b>CW: Explicit! Alternate assignment available upon request.</b>	<b>Sexuality and Kink 2</b> In class screening: <a href="#">Kink (2014)</a> (80 min.)	<a href="#">Viewing Guide #5 (in-class)</a>
10	Mon., Nov. 8	<a href="#">Beauchamp, Z. "Our Incel Problem"</a>  <a href="#">Wright, J. "Why Incels Hate Women"</a>	<b>Sexuality and Incels 1:</b> <a href="#">Nightline Clip</a>	<a href="#">Reading Guide #14</a>
	Wed., Nov. 10	<b>None</b>	<b>Sexuality and Incels 2:</b> In-class screening: <a href="#">TFW No GF</a> (81 min.) Available for Rent on YouTube	<b>Viewing Guide #6 (TBD) (in class)</b>

11	Mon., Nov. 15	<p>Chapters 3-5 in <i>American Hookup</i> (pp. 71-133)</p> <p>OR</p> <p>Wertheim, J. <a href="#">“Why Aren’t More People Talking about the Ohio State Sex Abuse Scandal?”</a></p> <p>North, A. <a href="#">“Gymnastics Still Hasn’t Fully Reckoned with Its Abuse Problem”</a></p> <p>Clark, N. <a href="#">“Gymnastics Hasn’t Changed Since Nassar”</a></p>	<p><b>Sexuality and Higher Ed 1</b></p> <p>OR</p> <p><b>Sexuality and College Sports 1</b></p>	<p><a href="#">Reading Guide #15</a> - American Hookup</p> <p>Reading Guide #15 - College Sports</p>
	Wed., Nov. 17	<p><b>None</b></p>	<p><b>Sexuality and Higher Ed 2:</b> In-class screening: Start <a href="#">The Hunting Ground (2015)</a> (104 min.) Available on HBO Max and to rent on many platforms OR</p> <p><b>Sexuality and College Sports 2:</b> <a href="#">At the Heart of Gold: Inside the USA Gymnastics Scandal</a> (89 min.) Available on HBO Max</p>	<p><a href="#">Viewing Guide #7 - The Hunting Ground</a> (in-class)</p> <p>OR</p> <p>Viewing Guide #7 - At the Heart of Gold (in class) (TBD)</p>
12	Mon., Nov. 22	<p><b>NO CLASS THIS WEEK!</b> <a href="#">Optional Thanksgiving Assignment</a></p>		
	Wed., Nov. 25			

13	Mon., Nov. 29	<b>None</b>	Finish film from prior class  Course Content Wrap-Up	
	Wed., Dec. 1	<b>Final Project Presentations</b>	<b>Projects</b>	<a href="#">Schedule Here</a>
14	Mon., Dec. 6	<b>Final Project Presentations</b>	<b>Projects</b>	<a href="#">Schedule Here</a>
	Wed., Dec. 8	<b>Final Project Presentations</b>	<b>Projects</b>	<a href="#">Schedule Here</a>

Finals Week:

[Final project](#) due in on Canvas on **Sunday, December 12.**

[Short Project #2: Final Reflection](#) due on Canvas by the time I wake up (7am or so) on **Wednesday, Dec. 15th.**

**Finals Period: 10:15-12:15pm on Wed., December 15**