

University of Western Ontario  
Department of Women's Studies and Feminist Research  
September 2014 – April 2015

**WS 2273 E SEXUAL SUBJECTS**

**\*\*\*Draft\*\*\***

<b>Lecture</b>	
Date and Time: Wednesday 10:30 – 1:30	Location: TBA

<b>Course Director</b>	<b>Teaching Assistant</b>
Jessica Joy Cameron Email: jessica.cameron@uwo.ca Office Hours: Wednesday 2:00 – 4:00 Location: TBA	TBA Email: TBA Office Hours: TBA Location: TBA

If you are unable to meet during office hours, please email the course director to arrange another time. You can also call during scheduled office hours at x.TBA.

**COURSE ORIENTATION**

**Course Description:**

This course is interested in the interdisciplinary study of sexuality. Our investigations will cover three distinct but overlapping units. Beginning with history, we will look at how sexual subjectivities, identities and practices have changed throughout the twentieth and twenty-first century. Next we will survey important methodological approaches to the study of sexuality in our unit on theory. Our studies are not intended to be exhaustive and you may wish to do further research on approaches not covered in class. We will end with a look at practice. By paying attention to feminist debates, we will gain an understanding of how different methodologies frame sexual practices and contribute to the formation of sexual subjects.

**Course Objectives:**

In relation to our three units – history, theory, practice – this course will enable students to:

- gain an understanding of developments in the history of sexuality
- be able to identify differences and similarities between methodological approaches to the study of sexuality as well as the historical and political context for their emergence
- gain perspective on debates concerning the politics of particular sexual practices and understand their relation to methodological frameworks

More generally, this course will enable students to:

- think critically about the personal and social implications of the subject area
- recognize the ways in which sexuality and sexual identity are always contingent upon gender, race, religion, ethnicity, age, ability and class
- understand how sexuality, in concert with gender, operates as both an enabling and constraining force in the lives of individuals and social groups
- gain perspective on the relationships between sexuality, society and competing ideologies
- develop more advanced analytical, reading, writing and public speaking skills

## COURSE ASSESSMENT

### Learning Activities:

• Discussion Question A	05 %	1 pages	Due TBA
• Discussion Paper A	20 %	4 pages	Due TBA
• Group Presentation	15 %	3 pages	Due TBA
• Discussion Paper B	20 %	4 pages	Due TBA
• Discussion Question B	10 %	2 pages	Due TBA
• Argumentative Essay	30 %	6 pages	Due TBA

### Assignment Outlines:

#### Unit I: Discussion Question A

- Choose a week from Unit I to write a discussion question and a brief exploratory response to share with the class.

#### Unit I: Discussion Paper A

- Write a short paper that identifies how sexual ideologies during a particular historical period operated as an enabling and / or constraining force in the lives of individuals and social groups. Be sure to discuss the intersections of gender, race, religion, ethnicity, age, ability and / or class. The final part of this paper should relate your discussion to current social trends.

#### Unit II: Group Presentation

- In small groups, prepare and present on one of the methodologies covered in Unit II. Your presentation should provide a description of the methodology, clarify the historical and political context for the methodology's emergence and identify some of its strengths and weaknesses.

#### Unit II: Discussion Paper B

- Write a short paper that compares and contrasts two methodologies used for the study of sexuality. Conclude your paper with a brief discussion of which framework you personally prefer by backing your arguments up with academic sources.

#### Unit III: Discussion Question B

- In groups of two, develop a discussion question that addresses contradictions concerning how a particular sexual practice from Unit III has been understood. Write two or three different exploratory responses and share them with the class.

#### Unit III: Argumentative Essay

- Write an essay exploring different ways a particular sexual practice has been understood. Be sure to identify how the debate relates to methodological frameworks discussed in Unit II.

### Grading Criteria:

A (80 and up) – Superior work which is clearly above average

- Challenging and specific thesis that is clearly developed
- Correct and interesting sentence structure
- Sophisticated writing style
- Appropriate documentation
- Quotations well integrated into the text
- Evidence of originality or independence of thought
- Provision of strong analysis
- Complexity and subtlety in approach to subject
- Well-organized with a logical development of the argument

B (70 to 79) – Good work, meeting all requirements and eminently satisfactory

- Clear development of a specific thesis
- Correct sentence structure with proper paragraphs
- Adequate documentation
- Provision of some analysis
- Allowance for some (minor) problems such as: errors in factual content or interpretation, some minor errors in terminology or general writing skills, occasional lapses in clarity, including vagueness, incompleteness or flaws in structure

C (60 to 69) – Competent work, meeting requirements

- Generally correct but tends to provide more description than analysis
- Tends to be too general or superficial in the handling of material
- Weaknesses in argument including a descriptive thesis, a mechanical approach, lack of adequate evidence, documentation or support
- Problems with grammar or matters of style
- Simplicity of thought, structure or expression

D (50 to 59) – Fair work, minimally acceptable

- Does not provide an argument or a line of thought
- Major difficulties with logical structure and expression of ideas
- Topic has not been thought through
- Errors of grammar and diction interfere with understanding
- Over-generalization with inadequate support, evidence or documentation

F (49 and down) – Fail

- Assignment submitted does not apply to course
- Basic requirements of the assignment are not met
- Contains plagiarism with the intent to deceive

## **COURSE POLICIES**

### **Attendance Policy:**

Attendance will be taken regularly in this course. Persistent absenteeism (defined as six weeks) may be rendered grounds for failure in this course (after due warning is given) in accordance with the policy of the Department of Women's Studies and Feminist Research. Please see Examinations / Attendance in the 2013 Western Academic Calendar (<http://westerncalendar.uwo.ca/2013/pg130.html>).

### **Email Policy:**

Both the course director and teaching assistant will try to respond to properly composed emails signed with your full name within 48 hours (excluding weekends). Outstanding emails will be answered during office hours. Please note that email is not the place to ask questions regarding missed course content or to have your assignments reviewed before submission. Please see us during office hours.

### **Electronic Devices:**

Please turn off all electronic devices while in class. If you absolutely must answer an important call or text, please put your phone on vibrate and exit the room to take the call or text. Laptops may be used for note taking purposes only. Students found surfing the net or checking email will be asked to put their computers away. Please see the following article from the Globe and Mail on the correlation between laptop use and poor grades (<http://m.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/?service=mobile>).

**Late Policy:**

Students who are unable to meet a deadline for any reason must speak with the course director at least one week in advance to negotiate an alternate submission date. If you do not notify me a week ahead of time but speak with me before the due date, you will receive a 10% deduction. If you speak with me on or after the assignment due date, you will receive a 25% deduction. These same rules apply for agreed upon alternate submission deadlines. Exceptions will be made for students with compassionate or medical grounds – both of which require official documentation (as outlined below).

**Academic Accommodation:**

Students seeking academic accommodation for any missed tests, exams, participation components and / or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home faculty with documentation within 28 days of a missed assignment. Academic accommodation cannot be granted by the instructor or department. For UWO Policy on Accommodation for Medical Illness see ([http:// westerncalendar.uwo.ca/2013/pg117.html](http://westerncalendar.uwo.ca/2013/pg117.html)) and (<https://studentservices.uwo.ca/secure/index.cfm>).

**Student Resources:**

Please know that you have access to the following services through the Student Development Centre (x83031): Psychological Counselling, Career Services, Learning Skills, Effective Writing Program, Employment Services, International Student Services, Services for Students with Disabilities and First Nations Services. Students who are in emotional or mental distress should refer to Mental Health at Western (<http://www.uwo.ca/uwocom/mentalhealth/>).

**Turnitin Policy:**

All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University. Papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licencing agreement currently between the University and Turnitin.com (<http://www.turnitin.com>).

**Academic Offences:**

You cannot submit assignments in WS 2273 E Sexual Subjects submitted or prepared for another course at Western or elsewhere unless you have explicit permission in writing in advance from both professors to do so. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence that will be taken seriously. Please see the Western Academic Calendar (<http://westerncalendar.uwo.ca/2013/pg113.html>) and the Western Senate Statement on Plagiarism ([http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf)) to learn more about what constitutes an academic offence and how they will be disciplined.

**COURSE CONTENT****Course Materials:**

Course reading materials will be available at the Book Store and on reserve at the D.B. Weldon Library.

- Text: Angus McLaren. *Twentieth-Century Sexuality: A History*. Wiley, 1999.
- Pack: Women's Studies. *2273 Sexual Subjects Course Pack*. UWO, 2014.
- Film: Please see Course Schedule for bibliographic information.

## Reading Schedule:

### INTRODUCTION

- SEPTEMBER 10: INTRODUCING SEXUAL SUBJECTS
  - Text: Introduction

### HISTORY

- SEPTEMBER 17: GENDER AND SEXUALITY DURING WWI
  - Text: 'The Cult of the Clitoris': Sexual Panics and the First World War
- SEPTEMBER 24: THE INTERWAR HETEROSEXUAL FAMILY
  - Text: 'Hypersexual Youths': Premarital Sex and the Sex Educators
  - Text: 'Selfish Beasts': Marriage Manuals and the Eroticization of Marriage
  - Text: 'Race Suicide': Birth Control, Abortion and Family Stability
- OCTOBER 01: INTERWAR SEXOLOGY
  - Text: 'Perverts': Mannish Women, Effeminate Men and the Sex Doctors
  - Text: 'Frigidity': Sigmund Freud, Psychoanalysis and Gender
- OCTOBER 08: RACISM AND SEXISM DURING AND AFTER WWII
  - Text: 'Compulsory Heterosexuality': Eugenicists, Fascists and Nazis
  - Pack: Moon, "Partners in Prostitution"
- OCTOBER 15: POSTWAR SEXOLOGY
  - Text: 'Surveying Sex': From Alfred C. Kinsey to Hugh Hefner
  - Film: *Kinsey*. Dir. Bill Condon. Twentieth Century Fox, 2004.
- OCTOBER 22: THE SEXUAL REVOLUTION
  - Text: 'Sexual Revolution?': The Pill, Permissiveness and Politics
  - Text: 'Backlash': AIDS and the Sexual Counter-Revolution
- OCTOBER 29: ONGOING FIGHT FOR MARRIAGE EQUALITY
  - Optional Pack: Kim, "Skeptical Marriage Equality"
  - Film: *From Criminality to Equality: End of Second Class*. Dir. Nancy Nicol. V Tape, 2009.

### THEORY

- NOVEMBER 05: LIBERAL FEMINIST THEORIES OF SEXUALITY
  - Pack: Friedan, "The Sex-Seekers"
  - Film: *Democracy on Trial*. Dir. National Film Board of Canada. NFB, 1984.
- NOVEMBER 12: SOCIALIST FEMINIST THEORIES OF SEXUALITY
  - Pack: Engels, "The Family"
  - Film: *Bell Hooks*. Dir. Sut Jhally. Media Education Foundation, 1997.
- NOVEMBER 19: RADICAL FEMINIST THEORIES OF SEXUALITY
  - Pack: Rich, "Compulsory Heterosexuality and Lesbian Existence"
- NOVEMBER 26: ANTI-RACIST THEORIES OF SEXUALITY
  - Pack: Collins, "The Sexual Politics of Black Womanhood"
  - Pack: Cannon, "The Regulation of First Nations Sexuality"
- DECEMBER 03: PSYCHOANALYTIC THEORIES OF SEXUALITY
  - Pack: Freud, "Forth Lecture"
  - Pack: Irigaray, "Psychoanalytic Theory"

- JANUARY 07: POST-STRUCTURAL THEORIES OF SEXUALITY
  - Pack: Foucault, “We 'Other Victorians”
  - Pack: Foucault, “The Incitement to Discourse”
- JANUARY 14: QUEER THEORIES OF SEXUALITY
  - Pack: Butler, “Gender is Burning”
  - Film: *Paris is Burning*. Dir. Jennie Livingston. Miramax Films, 1991.
- JANUARY 21: SEX-POSITIVE FEMINIST THEORIES OF SEXUALITY
  - Pack: Rubin, “Thinking Sex”
  - Pack: Millar, “Toward a Performance Model of Sex”
- JANUARY 28: TRANSNATIONAL FEMINIST THEORIES OF SEXUALITY
  - Optional Pack: Grewal, “Global Identities”
  - Film: *Beyond Borders*. Dir. Jennifer Kawaja. National Film Board of Canada, 1999.

## PRACTICE

- FEBRUARY 04: MASTURBATION
  - Pack: Bell, “The Female Phallus”
  - Pack: Wilchins, “Our Cunts are Not the Same”
- FEBRUARY 11: QUEERING HETEROSEXUALITY
  - Pack: Katz, “The Heterosexual Comes Out”
  - Pack: Heasley, “Queer Masculinities of Straight Men: A Typology”
- FEBRUARY 25: QUEERING QUEER SEXUALITY
  - Pack: Queen, “Beyond the Valley of the Fag Hags”
  - Pack: Halberstam, “The Queer Art of Failure”
- MARCH 04: EROTIC POWER PLAY
  - Pack: Califia, “Feminism and Sadomasochism”
  - Pack: Dymock, “Flogging Sexual Transgression: Interrogating the Costs of the *'Fifty Shades Effect'*”
- MARCH 11: PENETRATIONS
  - Pack: Dworkin, “Occupation / Collaboration”
  - Pack: Cameron, “Dworkin's Subjects: Subjectification and the Politics of Heterosexuality”
- MARCH 18: SEXUAL VIOLENCE
  - Pack: Marcus, “Fighting Bodies, Fighting Words”
  - Pack: Paglia, “Rape and Modern Sex War”
- MARCH 25: PORNOGRAPHIES
  - Pack: MacKinnon, “Sexuality”
  - Pack: Erickson, “Out of Line”
- APRIL 01: SEX WORK
  - Pack: Coy, “This Body Which is Not Mine: The Notion of the Habit Body, Prostitution and (Dis)embodiment”
  - Pack: Pendleton, “Love for Sale”

## CONCLUSION

- APRIL 08: MINDFUL SEXUAL SUBJECTS
  - Optional Pack: Attwood, “Sexed Up”