

Human Sexuality: Scientific and Cultural Perspectives  
Spring, 2005  
Tuesdays and Thursdays, 11:00 a.m.-12:20 p.m.  
209 Blake Hall

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### COURSE NUMBERS

As a Psychology undergraduate class: PSYC 690, Seminar: Sexuality Perspvs, class #64883  
As a Psychology graduate class: PSYC 690, Seminar: Sexuality Perspvs, class #65306  
or PSYC 980, Spec Probs in Psyc, class #61067  
As a Women=s Studies undergraduate class: WS 696, Studies in: Sexuality Perspvs, class #64469  
As a Women=s Studies graduate class: WS 696, Studies in: Sexuality Perspvs, class #64470  
or WS 797, Directed Readings, class #63695

### COURSE OBJECTIVES

1. Engage in critical thinking about issues related to sexuality. This involves
  - § thinking about the assumptions we and others make about sexuality.
  - § thinking about the definitions people make up related to concepts related to sexuality.
  - § learning how to evaluate research related to sexuality so you can evaluate claims made by researchers, reporters, politicians, activists, etc.
  - § thinking about how gender relates to sexuality: how the social construction of gender relates to sexuality, differences and similarities in women's and men's sexual experiences, etc.
  - § thinking about differences among women and differences among men in their experiences with sexuality.
2. Learn factual knowledge related to issues in sexuality and know the conceptual, methodological, and political issues integral to generating these facts.
3. Feel free to express your own opinions and experiences while also being supportive your classmates when they express their opinions and experiences.

### TEXTS

Stompler, Mindy; Baunach, Dawn M.; Burgess, Eliasbeth O.; Donnelly, Denise; & Simonds, Wendy. (Eds.). (2004). *Sex matters: The sexuality and society reader*. Boston: Pearson.

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2<sup>nd</sup> edition). Boulder, CO: Westview Press.

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Other readings will be available online through KU=s e-Reserve or electronic journals or will be e-mailed to you.

GRADING

Exam 1: Tuesday, March 1	25%
Exam 2: Thursday, April 7	25%
Exam 3: Monday, May 16, 10:30 a.m.-1:00 p.m.	25%
Weekly reaction papers	10%
Class attendance and participation	15%

Exams. 75% of your grade will be based on exams. Exams will cover readings, class discussions, and guest speakers. The final exam will not be cumulative. Grades will be passed around in class, posted in the hallway near my office C305 Fraser, and/or e-mailed to students who request them.

Weekly Reaction Papers. 10% of your grade will be based on weekly reaction papers. To facilitate class discussion, turn in reaction papers on Tuesdays for that week's readings, with the following exception: Reaction papers are due on Thursday for any week in which we have an exam or a guest speaker on Tuesday.

There are 15 weeks of readings; only 8 reaction papers are required (i.e., you get 7 "free" weeks in case you are absent, busy, etc.). Late reaction papers will not be accepted, except in cases of a university-excused absence.

The reaction papers should be thoughtful reactions to or evaluations of the readings for the week. Examples of topics to cover in your reaction papers include the following:

- § critical evaluations of the authors' questions, methods, or conclusions.
- § an analysis of the authors' perspectives and biases, including a discussion of what points they did not discuss that might have been relevant.
- § implications of the authors' points.
- § similarities or differences between the readings and other readings we have done in this class.
- § similarities or differences between the readings and readings you have done in other classes.
- § the Questions for Discussion or Case for Analysis posed in Wiederman's book.
- § links between the readings and your own experiences or events in the news.
- § your questions about points in the article that might have been unclear.
- § your ideas about future studies that would follow up on the authors' points.

Each reaction paper should be 1 to 2 pages (1 page is fine; there's no need to put the last line on p. 2). They can be typed or neatly handwritten.

Class Attendance and Participation. 15% of your grade will be based on class attendance and participation. I encourage every student to contribute *at least* one comment to each class discussion; ideally, every student would contribute multiple thoughtful comments to each class discussion.

How Grades Will Be Calculated. Course grades will be calculated as follows:

TOTAL = .25\*EXAM1 + .25\*EXAM2 + .25\*EXAM3 + .1\*PAPERS + .15\*ATTEND&PARTICIPATION + XCREDIT,  
 where EXAM1, EXAM2, and EXAM3 = your grades on the three exams;  
 PAPERS = your percentage score for the 8 reaction papers (# papers / 8 \* 100);  
 ATTEND = a score based on the percentage of classes you attend and the frequency and quality of your class participation.  
 XCREDIT = the number of acceptable extra credit projects you turn in; possible range = 0 to 5.

This TOTAL will be translated to a letter grade based on the following algorithm:

- A 90 and above
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

GRADUATE CREDIT

Students taking the course for graduate credit should write a research paper on some topic related to sexuality. The paper should be about 3500 words (about 10 pages) plus references. It should be fully documented in APA or MLA style.

Graduate students who are willing can present their papers to the class during the last week of class.

### OPTIONAL EXTRA CREDIT PROJECTS

You can earn up to five points of extra credit by doing projects. You will get one point toward your final grade for each acceptable project. EXTRA CREDIT PROJECT #1 SHOULD IDEALLY BE TURNED IN BY THURSDAY, FEBRUARY 3. ALL OTHER EXTRA CREDIT PROJECTS MUST BE TURNED IN BY THURSDAY, MAY 12, the last day of class. Each project must come from a different category (except for #5 and #6; see below). You may select up to five projects from the following categories:

1. To help me get to know people in the class, turn in a sheet of paper including your name (& how to pronounce it if it's not obvious, & what you like to be called if that's different from your name), your picture, and some fascinating facts about yourself. (If you drop this class, be sure to contact me to make arrangements for picking up your photo.) If you are taking both Human Sexuality and Women and Violence this semester, please indicate this on the paper you turn in; the same project will count for both courses. REQUESTED BY THURSDAY, FEBRUARY 3.
2. Write a letter to a legislator, advertiser, etc., about an issue related to sexuality. The letter must be intelligently written, addressed to the correct person, and include the inside address. Turn in a photocopy; mail the letter yourself.
3. Analyze advertisements, TV shows, popular music, etc., for their treatment of sexuality.
4. Interview someone on the topic of sexuality. For example, it could be someone who has had a sexual experience relevant to a topic we've discussed; someone who does sexual research; someone who works in the field of sexuality. Write a 3- to 4-page summary.
5. Attend a talk on sexuality; write a 1- to 2-page report. Flyers announcing talks will be in the folder. You can get extra credit for up to three talks.
6. Turn in suggested exam questions. For one extra-credit point, you can turn in three multiple-choice questions or one essay question per exam. Your questions must meet the following criteria:
  - Multiple-choice questions:*
    - \* Turn in three multiple-choice questions.
    - \* For each question, indicate which of the answers is correct.
    - \* Be sure that the correct answer is actually correct and that the distractors (the wrong answers) are actually wrong.
  - Essay questions:*
    - \* Turn in one essay question.
    - \* Include the grading criteria; that is, what points would someone need to include to get full or partial credit?
  - Both types of questions:*
    - \* The questions should not be too easy. That is, the answers should not be obvious to someone who has not read the material or attended class.
    - \* The questions should not be too hard. That is, the answers should be obvious to someone who has read the material and attended class.
    - \* If the question came from the readings, indicate which reading it came from and the page number(s).
    - \* If the question came from the class discussion or lecture, indicate the date(s) of the class(es).
7. Use your creativity to plan some other project; check with me to be sure it's OK.

There will be no special extra credit projects for individual students; it is not fair to others. If you need a certain grade, NOW is the time to think of that, not at the end of the semester. All extra credit projects must be turned in by the last day of class. Do not wait until final grades are posted, calculate how many points you are from the next highest grade, and request to do that number of extra credit projects.

### RESPECT FOR YOUR CLASSMATES

This class could result in discussions that are controversial or personal. Please do your best to support each other during these conversations. If we all work together, we can create a warm and supportive classroom environment!

### DISABILITY

Any student in this course who has a disability that may prevent her or him from fully demonstrating her or his abilities should contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational opportunity.

## ELECTRONIC RESOURCES

### E-Reserve

Some articles for this class are available on KU=s e-reserve system. To use the e-reserve system, do the following:

1. Go to KU=s homepage (www.ku.edu); using the index, click on L (for Libraries); then click on Libraries.
2. Click on Course Reserves; then on Find E-Reserves.
3. Under *Select an instructor*, click on *Muehlenhard, Charlene*; then click Go.
5. Click on PSYC690 or WS696 or Human Sexuality: Scientific & Cultural Perspectives or Human Sexuality (X).
6. Type in the password, which is PSYC690 (there is no space between PSYC and 690).
7. Click on the article you want. The readings are organized by exam.

### Electronic Journals

Some articles for this class are available on electronic journals. To access these journals, do the following:

1. Go to the KU web site (www.ku.edu) ; using the index, click on L (for Libraries); then click on Libraries.
2. Click on E-journals.
3. In the empty box, type in the journal name (e.g., *Archives of Sexual Behavior*), and click Search.
4. For some journals, you will have more than one choice. Choose a source that offers *full text coverage*.
5. Click on the year and issue you want; then click on the article you want.
6. Select the version of the article you want to print. In general, print the version that looks like a journal article, not like a typed page. This is especially important if the paper includes tables or figures.

*For Expanded Academic ASAP*, you will probably need to scroll down to the bottom of the article. Click on Acrobat Reader, NOT on Browser Print.

*For Ovid*, click on Ovid Full Text; then click on Full Text (PDF).

### Printing Your Article

1. You will need the Acrobat Reader program to print your article. If you don't have it, you can download it for free.
2. You can print the papers by clicking on the Print icon or by clicking on File and then Print.
3. To print the article *single sided*: Click on All x pages and then OK.  
To print the article *double sided*: Click on Even Pages Only, check Reverse pages, and click on OK. After the even pages have printed, turn them over. Click the Print icon again, click on Odd Pages Only, UNCHECK Reverse pages, and click on OK.

Even on the high-speed Internet connections we have at Fraser, long articles take a long time to download and print.

DATES, DEADLINES, AND OTHER INFORMATION THAT MIGHT BE USEFULADD/DROP DATES

Wednesday, January 26, 2005:	Last day to add a class or to change sections online. Last day to add/change sections without written permission.
Wednesday, February 9, 2005:	Last day to cancel 15-week course (i.e., to drop without a W on your transcript). Last day to drop a class on-line.
Thurs, Feb 10/Tues, April 6, 2005:	Second Drop Period, during which you can drop a College of Liberal Arts and Sciences (CLAS) class with a guaranteed W.
Wed, April 7/Thurs, May 12, 2005:	Third Drop Period; if you drop a CLAS class during this period, it will be the professor's decision as to whether to give you a W or an F.
Thursday, May 12, 2005:	Last day to add a course, drop a course, or change sections; after that, the only way to add or drop a course or to change sections is to petition the College. Last day to withdraw from all courses.

OTHER DATES AND DEADLINES

Mon, Feb 21/Fri, March 4, 2005:	Time period to elect Credit/No credit grade option
Friday, March 4, 2005:	Last day to elect repeat policy
Friday, April 15, 2005:	Deadline that application for degrees (AFD) must be received at the Registrar's Office. NOTE: YOUR SCHOOL/COLLEGE MAY HAVE AN EARLIER DEADLINE
Friday, May 13, 2005:	Stop Day
Mon, May 16/Fri, May 20, 2005:	Final exams
Sunday, May 22, 2005:	Commencement at Memorial Stadium

INFORMATION ABOUT MAJORING IN PSYCHOLOGY OR MAJORING OR MINORING IN WOMEN=S STUDIES

Majoring or minoring in Women=s Studies. Any interested student can become a Women=s Studies major or minor.

Interested students can do the paperwork anytime.

Information on the requirements needed to complete a Women's Studies major or minor can be obtained from the Women's Studies Program office (213 Bailey Hall, 864-4012), from the undergraduate catalog, or on the Women=s Studies Program website, [www.ku.edu/~wsku](http://www.ku.edu/~wsku)

Majoring in Psychology. Students need to meet specific academic criteria in order to become a Psychology major.

Applications are accepted the first two weeks in February and the first two weeks in September.

There is no Psychology minor.

Information on the requirements for becoming a Psychology major or major requirements can be obtained from the Psychology Department office (426 Fraser, 864-4131), from the undergraduate catalog, or on the Psychology Department website, [www.psych.ku.edu/undergrad\\_admission.html](http://www.psych.ku.edu/undergrad_admission.html)

HOW TO GET MORE INFORMATION

§ To get an up-to-date list of open classes: [www.opensections.ku.edu/](http://www.opensections.ku.edu/)

§ General information about enrollment, class times, grades, ARTS forms, etc.: KU Registrar: [www.registrar.ku.edu/](http://www.registrar.ku.edu/) or [www.timetable.ku.edu](http://www.timetable.ku.edu)

§ To get your ARTS form online: [www.artsform.ku.edu](http://www.artsform.ku.edu)

§ Psychology Department Office, 426 Fraser, 864-4131, [www.psych.ku.edu](http://www.psych.ku.edu)

§ Women's Studies Program Office, 213 Bailey Hall, 864-4012, [www.ku.edu/~wsku/](http://www.ku.edu/~wsku/)

§ College of Liberal Arts and Sciences Undergraduate Services Office: 109 Strong, 864-3500, [www.clas.ku.edu/us/](http://www.clas.ku.edu/us/)

§ Check the undergraduate catalog

§ KU home page: [www.ku.edu](http://www.ku.edu)

§ KU Info (for general information about KU and Lawrence): 864-3506

## READINGS FOR EXAM 1

Week 1 January 20, 2005. WELCOME BACK! HAPPY NEW YEAR!

Week 2 January 25 & 27, 2005. What Is Sex?

*Sex Matters:*

Reading 1. Greta Christina. Are we having sex now or what? pp. 4-7.

Stephanie Sanders & June Machover Reinisch. Would you say you "had sex" if . . . ? pp. 7-8.

Sanders, S. A., & Reinisch, J. M. (1999). Would you say you "had sex" if . . . ? *Journal of the American Medical Association*, 281, 275-277.

Peterson, Zoë D., & Muehlenhard, Charlene L. (2005). *What is sex and why does it matter? College students' motivations for labeling or not labeling an act "sex."* Manuscript in preparation. [This paper will be e-mailed to you.]

Week 3 February 1 & 3, 2005. What Is Gender?

*Sex Matters:*

Spotlight on Research: An interview with Walter L. Williams, pp. 1-3.

Reading 2. Anne Fausto-Sterling. The Five Sexes, Revisited. pp. 9-14.

Suzanne Kessler. Defining genitals: Size does matter, p. 14.

Reading 3. Kate Bornstein. Nuts and Bolts. pp. 15-16.

IN THE COURT OF APPEALS OF THE STATE OF KANSAS: IN THE MATTER OF THE ESTATE OF MARSHALL G. GARDINER, Deceased. No. 85,030. SYLLABUS BY THE COURT.  
<http://www.kscourts.org/kscases/ctapp/2001/20010511/85030.htm>

Description by an attorney: Below is the link to that case I mentioned . . . . The name of the case is *In the Matter of the Estate of Marshall G. Gardiner*. As I've said, I have not read the entire case but I do know that this case did not actually decide whether J'Noel, the transsexual wife, is in fact her husband's heir; that decision was remanded to the district court with further instructions. There has been a Petition for Review filed with the Kansas Supreme Court but the Supreme Court has not decided whether it will grant the petition. The decision on whether to hear the case should be made sometime this fall. Because a petition for review is pending, this opinion is not final and cannot be cited, at this point, as Kansas law.

IN THE SUPREME COURT OF THE STATE OF KANSAS: IN THE MATTER OF THE ESTATE OF MARSHALL G. GARDINER, Deceased. No. 85,030. SYLLABUS BY THE COURT.  
<http://www.kscourts.org/kscases/supct/2002/20020315/85030.htm>

Description by an attorney: Here's the link to the Gardiner case. The Supreme Court's decision was unfavorable to J'Noel. . . . Although this is a court decision, they clearly depend on the legislative history of our current marriage statute. I'm sad for J'Noel although there is a nice paragraph at the end where the Court recognizes her "journey."

Week 4 February 8 & 10, 2005. Research Methods

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Preface, pp. ix-xii.

Part 1. The Questions, p. 1.

Chapter 1. Why Understand Research? pp. 2-8.

Chapter 2. What Are the Goals of the Research? pp. 9-14.

Chapter 3. What Kind of Person Would Participate in a Study Like This? pp. 15-19.

Chapter 4. How Do Researchers Pose Sexuality Questions to Respondents? pp. 20-30.

Chapter 5. What Does This Research Mean? pp. 31-38.

Appendix. Evaluating Sexuality Information Posted on the Internet, pp. 127-129.

Crawford, Mary; & Kimmel, Ellen. (1999). Promoting methodological diversity in feminist research. *Psychology of Women Quarterly*, 23, 1-6.

Merrick, Elizabeth. (1999). "Like chewing gravel": On the experience of analyzing qualitative research findings using a feminist epistemology. *Psychology of Women Quarterly*, 23, 47-57.

Week 5 February 15 & 17, 2005. Sex Research: Classic Studies and an Illustrative Example*Classic Studies:**Sex Matters:*

Reading 6. Vern L. Bullough. Alfred Kinsey and the Kinsey Report, pp. 34-40.

Reading 7. Edward O. Laumann, John H. Gagnon, Robert T. Michael, & Stuart Michaels. Survey of Sexual Behavior of Americans, pp. 41-48.

Reading 27. Philip Elmer-Dewitt. Now for the Truth About Americans and Sex, pp. 250-254.

Reading 8. Allan M. Brandt. Racism & Research: The Case of the Tuskegee Syphilis Study, pp. 50-57.

*Illustrative Example:*

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Part 2. The Applications, p. 39.

Core Questions, p. 40.

Chapter 6. Behavior: Do Males and Females Differ in Sexual Experience? pp. 41-50.

*Sex Matters:*

Mindy Stompler & Dawn M. Baunach. Doing It Differently: Women's and Men's Estimates of Their Number of Lifetime Sex Partners, pp. 48-49.

Alexander, Michele G., & Fisher, Terri D. (2003). Truth and consequences: Using the bogus pipeline to examine sex differences in self-reported sexuality. *Journal of Sex Research*, 40, 27-35. [available electronically]

Week 6 February 22 & 24, 2005. Sex Is Not a Natural Act: The Social Construction of Sexuality

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2nd edition). Boulder, CO: Westview.

Introduction to the second edition: Good news and bad news, pp. ix-xv.

Part 1. Sex is not a natural act: Themes and variations.

Introduction, pp. 1-4.

Chapter 1. "Am I normal?" The question of sex, pp. 5-14.

Chapter 2. Social constructionism and the study of human sexuality, pp. 15-29.

Chapter 3. Sexual biology and the symbolism of the natural, pp. 31-40.

Chapter 4. Historical, scientific, clinical, and feminist criticisms of "the human sexual response cycle" model, pp. 41-61.

EXAM 1: Tuesday, March 1. 2004

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## READINGS FOR EXAM 2

Week 7cMarch 3, 2005. More Social Constructions of Sexuality*Sex Matters:*

- Spotlight on Research: An interview with Nicki Thorogood, pp. 198-200.  
 Reading 21. Michael Bronski. The Eroticized Male Body, pp. 201-208.  
 Reading 22. Barbara Faye Waxman Fiduccia. Sexual Imagery of Physically Disabled Women, pp. 209-212.  
 Reading 23. Jane Gerhard. The Politics of Vaginal Orgasm, pp. 213-224.  
 Reading 24. Susan Bordo. Pills and Power Tools, pp. 227-229.  
 Reading 25. Virginia Braun & Sue Wilkinson. Socio-Cultural Representations of the Vagina, pp. 230-240.  
 Eve Ensler. Because He Liked to Look at It, p. 241.

NOTE: Reading 26, Maggie Paley's "The Size Question" (pp. 242-247) is NOT assigned.

Week 8cMarch 8 & 10, 2005. The Medicalization of Sexuality

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2nd edition). Boulder, CO: Westview.

Part 2, Chapter 6. Doing the Viagra tango: Sex pill as symbol and substance, pp. 107-112.

Part 3, Chapter 2. Biological politics (read: propaganda) is alive and well in sexology, pp. 125-130.

Part 4. The medicalization of sexuality.

Introduction, pp. 179-182.

Chapter 1. Sexism in sex therapy: Whose idea is "sensate focus"? pp. 183-185.

Chapter 2. Women's sexuality: Not a matter of health, pp. 187-194.

Chapter 3. The medicalization of impotence: Normalizing phallocentrism, pp. 195-208.

Chapter 4. Pleasure, medicalization, and the tyranny of the natural, pp. 209-217.

Chapter 5. Sexology and the pharmaceutical industry: The threat of co-optation, pp. 219-242.

Week 9cMarch 15 & 17, 2005. Sexual Dysfunction*The Creation of Sexual Dysfunction*

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2nd edition). Boulder, CO: Westview.

Part 3, Chapter 3. Gender and meaning in the nomenclature of sexual dysfunctions, pp. 131-138.

Part 5. The creation of FSD.

Introduction, pp. 243-246.

Chapter 1. "Female sexual dysfunction" alert: A new disorder invented for women, pp. 247-250.

Chapter 2. A new view of women's sexual problems by The Working Group on A New View of Women's Sexual Problems, pp. 251-256.

Chapter 3. The selling of "female sexual dysfunction," pp. 257-260.

Chapter 4. Book review: *A New Sexual World*—NOT! pp. 261-267.

Chapter 5. The pink Viagra story: We have the drug, but what's the disease? pp. 269-275.

Chapter 6. Conclusion: We need theory, we need politics, pp. 277-279.

*Therapy for Sexual Dysfunction*

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2nd edition). Boulder, CO: Westview.

Part 3, Chapter 5. Towards a feminist sex therapy, pp. 147-157.

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Chapter 13. Therapy and Dysfunction: How Well Does Sex Therapy Work? pp. 102-109.

*Supplementary Information* (I included this in case you're interested. It will not be on the exam.)

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: American Psychiatric Publishing.

Sexual and Gender Identity Disorders, pp. 493-538. [e-Reserve]

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( SPRING BREAK!!! ( March 21-27, 2005

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Week 10 March 29 & 31, 2005. Sexual Orientation: Models and Influences

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.  
Chapter 10. Orientation: What Determines Sexual Attraction to Men or Women? pp. 74-81.

*Sex Matters:*

Reading 9. Robert Alan Brookey. Bio-Rhetoric, Background Beliefs and the Biology of Homosexuality, pp. 58-66.  
Reading 5. Martin S. Weinberg, Colin J. Williams, & Douglas W. Pryor. Becoming Bisexual, pp. 23-30.

Sell, Randall L. (1997). Defining and measuring sexual orientation: A review. *Archives of Sexual Behavior*, 26 (6), 643-658.  
[available electronically]

Rothblum, Esther, D. (2000). Sexual orientation and sex in women=s lives: Conceptual and methodological issues. *Journal of Social Issues*, 56 (2), 193-204. [available electronically]

Diamond, Lisa M. (2003). Was it a phase? Young women's relinquishment of lesbian/bisexual identities over a 5-year period. *Journal of Personality and Social Psychology*, 84 (2), 352-364. [available electronically]

Hyde, Janet Shibley, & Jaffee, Sara R. (2000). Becoming a heterosexual adult: The experiences of young women. *Journal of Social Issues*, 56 (2), 193-204. [available electronically]

Week 11 April 5 & 7, 2005. Can Sexual Orientation Be Changed?

*Sex Matters:*

Reading 4. Barry Yeoman. Gay No More? pp. 17-22.  
Spotlight on Research: An interview with John Bancroft, pp. 31-33.

Zucker, Kenneth J. (2003). The politics and science of "reparative therapy." *Archives of Sexual Behavior*, 32(5), 399-402.  
[available electronically]

Spitzer, Robert L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. *Archives of Sexual Behavior*, 32(5), 403-417. [available electronically]

Bancroft, John; Beckstead, A Lee; Byrd, A Dean; Carlson, Helena M; Cohen, Kenneth M; Savin Williams, Ritch C; Diamond, Lisa M; Drescher, Jack; Friedman, Richard C; Gagnon, John H; Hartmann, Lawrence; Herek, Gregory M; Hershberger, Scott L; Hill, Craig A; DiClementi, Jeannie D; Klein, Donald F; Krueger, Richard B; McConaghy, Nathaniel; Nicolosi, Joseph; Rind, Bruce; Rust, Paula C Rodriguez; Strassberg, Donald S; Tye, Marcus C; Vasey, Paul L; Rendall, Drew; Wainberg, Milton L; Bux, Donald; Carballo Dieguez, Alex; Dowsett, Gary W; Dugan, Terry; Forstein, Marshall; Goodkin, Karl; Hunter, Joyce; Irwin, Thomas; Mattos, Paulo; McKinnon, Karen; O'Leary, Ann; Parsons, Jeffrey; Stein, Edward; Wakefield, Jerome C; Worthington, Roger L; Yarhouse, Mark A. (2003). Peer commentaries on Spitzer. *Archives of Sexual Behavior*, 32(5), 419-468. [available electronically]

Spitzer, Robert L. (2003). Reply: Study results should not be dismissed and justify further research on the efficacy of sexual reorientation therapy. *Archives of Sexual Behavior*, 32(5), 469-472. [available electronically]

EXAM 2: Thursday, April 7, 2005

## MATERIAL FOR EXAM 3

Week 12 April 12 & 14, 2005. The Social Control of Sexuality*Sex Matters:*

Chapter 9. Social Control of Sexuality.

Spotlight on Research: An interview with Keith Boykin, pp. 363-365.

\*Reading 43. Jeffery S. Mullis & Dawn M. Baunach. The Social Control of Adult-Child Sex, pp. 366-379.

\*Reading 44. Aaron Belkin. The Pentagon's Gay Ban Is Not Based on Military Necessity, pp. 380-387.

Reading 45. Patricia Hill Collins. The Sexual Politics of Black Womanhood, pp. 388-402.

\*Reading 46. Leora Tanenbaum. Slut! Insult of Insults, pp. 403-411.

Reading 47. Valerie Jenness. From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem, pp. 412-420.

\*Annie Sprinkle. Forty Reasons Why Whores Are My Heroines, pp. 420-421.

Tiefer, Leonore. (2004). Sex is not a natural act and other essays (2nd edition). Boulder, CO: Westview.

Part 3, Chapter 4. Some harms to women of restrictions on sexually related expression, pp. 139-146.

Mirkin, Harris. (1999). The pattern of sexual politics: Feminism, homosexuality and pedophilia. *Journal of Homosexuality*, 37, 1-24. [e-Reserve]

Senate vote on budget on Thursday. (Fri, April 26, 2002). *Kansas City Star*. [e-mailed to you]

Week 13 April 19 & 21, 2005. What Should Be Considered Sexually Coercive or Abusive? Adults

Muehlenhard, Charlene L., & Peterson, Zoë D. (2004). Conceptualizing sexual violence: Socially acceptable coercion and other controversies. In Arthur G. Miller (Ed.), *The social psychology of good and evil: Understanding our capacity for kindness and cruelty* (pp. 240-268). New York: Guilford.

*Sex Matters:*

Chapter 6. Sexual Practices.

Reading 28. Laura Kipnis. Against Love: A Treatise on the Tyranny of Two, pp. 257-261.

Chapter 10. Sexual Violence.

Spotlight on Research: An interview with Raquel Kennedy Bergen, pp. 422-424.

Reading 48. Nicola Gavey. "I Wasn't Raped, but . . .": Revisiting Definitional Problems in Sexual Victimization, pp. 425-434.

Mindy Stomblor. Linking Sexual Aggression and Fraternities, pp. 434-435.

Reading 49. Kathleen Basile. Rape by Acquiescence: The Ways in Which Women "Give in" to Unwanted Sex with their Husbands, pp. 436-444.

Denise Donnelly. Why Are Violent Couples More Sexually Active Than Non-Violent Couples? p. 444.

Reading 50. Fred Pelka. Raped: A Male Survivor Breaks His Silence, pp. 445-449.

Philip M. Sarrel & William H. Masters. Women Raping Men, p. 449.

Reading 51. Cindy Struckman-Johnson, David Struckman-Johnson, Lila Rucker, Kurt Bumby, & Stephen Donaldson. Sexual Coercion Reported by Women and Men in Prison, pp. 450-458.

Week 14 April 26 & 28, 2005. What Should Be Considered Sexually Coercive or Abusive? Children

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Chapter 12. Child Sexual Abuse: Is Sexual Contact Between a Child and an Adult Harmful? pp. 90-101.

Fergusson, David M., & Mullen, Paul E. (1999). *Child sexual abuse: An evidence based perspective*. Thousand Oaks, CA: Sage. [e-Reserve]

Chapter 4. The effects of childhood sexual abuse on children, pp. 53-65.

Chapter 5. The effects of childhood sexual abuse on adults, pp. 67-93.

Rind, Bruce. (2003). Adolescent sexual experiences with adults: Pathological or functional? *Journal of Psychology and Human Sexuality*, 15, 5-22. [either on e-Reserve or e-mailed to you]

*Supplementary Information* (I included this in case you're interested. It will not be on the exam, except what we discuss in class.)

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Week 15 May 3 & 5, 2005. Abstinence-Only Sex Education

Wiederman, Michael W. (2001). *Understanding sexuality research*. Belmont, CA: Wadsworth.

Chapter 11. Education: Are Sex Education Programs in Schools Effective? pp. 82-89.

*Sex Matters:*

Reading 20. Judith Levine. No-Sex Education, pp. 185-197.

Bailey, William; Young, Michael; Knickerbocker, Cliff; and Doan, Tam. (2002). A cautionary tale about conducting research on abstinence education: How do state abstinence coordinators define asexual activity? *American Journal of Health Behavior*, 26, 366-377. [e-Reserve]

Moran, Jeffrey P. (2000). *Teaching sex: The shaping of adolescence in the 20th century*. Cambridge, MA: Harvard University Press. [e-Reserve]

Chapter 7. The triumph of sexual liberalism? pp. 194-216.

Chapter 8. The myth of reform, pp. 217-234.

Week 16 May 10 & 12, 2005. Political Activism

Tiefer, Leonore. (2004). *Sex is not a natural act and other essays* (2nd edition). Boulder, CO: Westview.

Part 3. Feminism and sexuality.

Introduction, pp. 113-116.

Chapter 1. An activist in sexology, pp. 117-124.

Chapter 6. The capacity for outrage: Feminism, humor, and sex, pp. 159-178.

EXAM 3: Monday, May 16, 2005, 10:30 a.m.-1:00 p.m.

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HAVE A WONDERFUL SUMMER!!! (