

**SEXUALITIES STUDIES**  
FALL 2021, WST 3603, 3 credits  
Class Number: 25768

This course will be a face-to-face course with remote access. Zoom links will be posted in Canvas for students that need to, or prefer to, participate remotely. Face masks are expected in all UF facilities, including classrooms. Further information and official announcements regarding Fall 2021 plans and expectations for classes and campus are in Canvas and will be discussed in class.

T | Period 6 - 7 (12:50 PM - 2:45 PM), (Onsite) Room: [FLG 0230](#)

R | Period 6 (12:50 PM - 1:40 PM), (Onsite) Room: [NEB 0202](#)

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Office hours (Zoom<sup>1</sup>): W, 12-2pm, Th 2-3pm

TA office hours: TBA

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"Understanding contemporary sexual matters requires considering how sexuality varies across time and place and how it is modeled, molded, and even manipulated by those around us" - *Stomblor et al. 2019: xiii*

"...sexuality (is) an identity as well as a social location that structures individuals' lives alongside race, gender, and class." - *Moore, 2012: 34*

**COURSE DESCRIPTION:** This course is an introduction and overview of the study of sexuality. The course begins by reviewing various approaches to researching and theorizing sexuality, ultimately focusing on a critical framework of "intersectionality." Recognizing the complicated way sexuality has been addressed (or not) in intersectional scholarship, this course includes queer of color critique as an analytic lens. As Barcelos (2020: 69) explains "Queer of color critique is a mode of analysis with roots in women of color feminisms that is grounded in the struggles and world-making of LGBTQ people of color" and "interrogates the intersections of race, gender, sexuality, class, nation, and diaspora..." The course uses a critical framework of intersectionality to examine topics related to sexuality today— for example, various categories, identities, and experiences of sexuality (queer, trans, ace, intersex, enby, LGB, pan, poly, "straight" and more) and various sexual cultures (e.g., hook up culture, bud sex/dude sex cultures, and more). The course also reviews (mostly social science) research addressing sexuality in relation to issues of social control, violence, representation, commercialization, bodies, and health – again taking these up and considering them from a critical sexuality framework of intersectionality. The course is structured to provide students the opportunity to think in terms of an intersectionality framework while reflecting on patterns of marginalization and valorization of different expressions of pleasure, desire, and intimacy. The course concludes with examination of cutting-edge research that takes up, reflects on, and extends the class framework of intersectionality. Please note: *This course will take up and consider a variety of views about sexualities; one political view is not a required nor an expected outcome.* (WST: SS; TPS: Core; HDS Minor: Tier 2)

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<sup>1</sup> If you would like to meet face-to-face please contact me. More details to be provided in class.

## **COURSE OBJECTIVES/GOALS**

This course is designed to provide students with an overview of the study of sexuality, with a particular focus on critical sexuality studies, with an intersectional lens. By the end of the semester students should be able to:

- outline the diverse ways people learn about sexuality and the social consequences thereof.
- explain different theories of sexuality.
- identify key aspects of an intersectional approach to sexuality.
- understand qualitative research approaches and how to read such research articles.
- apply an intersectional framework to analyze current trends and research in sexuality.
- explain difference and variation in sexual categories and meanings.
- explain how sexuality structures lives alongside race, gender, class, age, and ability (at minimum).
- use research to identify new ways of thinking about sexuality and sexual well-being when centering the people most impacted by interlocking systems of oppression.

## **FALL 2021 CLASSROOM AND CAMPUS EXPECTATIONS**

These are classroom and campus expectations for Fall 2021 as outlined in recent administrative memos (in Canvas).

- All people inside of UF facilities are expected to wear masks in community spaces in buildings, including common areas in our office suites, when we are not in our individual offices or workspaces, even if you are vaccinated.
- Instructors may ask their students to wear a mask, but they may not require nor ask a student to leave the classroom.
- Students who must miss class due to quarantine will be treated as though they are absent from class because of any other illness. The instructor and student should think of it as such and arrange for the student to make up classwork.
- Each classroom will also be equipped with a supply of extra masks, hand sanitizer and wipes

## **INFORMATION ABOUT REMOTE LEARNING ACCESS**

This course will provide remote access to class sessions. This information is also noted in the Welcome module of our course's Canvas page, where zoom links are posted. For the time being, the remote access will be synchronous zoom access during class times, not recorded. I commit to working out an arrangement that fits the quickly changing needs we are confronted with while also maintaining the best teaching/learning environment possible.

If you are joining a class session remotely, please practice using Zoom ahead of time. Plan to have access to a microphone, speakers or headphones, and a webcam. Most laptops should have all these components. In cases of slow Internet connectivity, you can participate through your phone (audio only) by joining the Zoom meeting via a telephone number. (Keep Learning – eLearning – University of Florida). If you are joining the class session onsite, it may be helpful to have a laptop computer to access material online during class. For more information on learning during the COVID19 pandemic, refer to the UF Keep Learning website: [Keep Learning - eLearning](#) - University of Florida

**MINIMUM TECHNICAL SKILLS:** To complete your tasks in this course via remote learning access, you will need a basic understanding of how to operate a computer, how to use Zoom, and how to use word processing software. Zoom: Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>. See also the information in our class Canvas space.

**TECHNOLOGY RESOURCES:** For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu>, (352) 392-HELP (4357), Walk-in: HUB 132. Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty.

**PRIVACY & ACCESSIBILITY POLICIES:** For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas) : [Privacy Policy](#) / [Accessibility](#)
- Zoom: [Privacy Policy](#) / [Accessibility](#)

### **GENERAL COURSE INFORMATION**

*Please note: This class uses the Canvas system (<https://lss.at.ufl.edu/>). This means you will be expected to access Canvas regularly for class materials, schedules, assignments, and zooms. Please use Canvas email to contact Dr. Broad.*

**ACADEMIC ETIQUETTE & COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Because we are operating with a unique teaching/learning structure with remote access due to COVID-19, participation and discussion will be differently defined (further details provided in class). Please remember that for onsite students arriving late or leaving early is disruptive to the class. For students attending remotely online, please follow online learning etiquette (e.g., microphone off unless speaking). Please know you may choose, at any time, to attend class remotely online. Come to class prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day before you attend class. Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to sometimes engage unpopular positions. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation.

**UF ACADEMIC INTEGRITY:** This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: “The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Further information about the UF Honor Code and guidelines for Academic Honesty are here. In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

**STUDENT CONDUCT CODE AND SEXUAL HARASSMENT:** This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#). Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

**UF GENDER EQUITY:** The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality." For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

- [Office of Victim Services](#): 1515 Museum Road, (352) 392-5648 (M- F, 8:00 a.m. – 5:00 p.m.) (352) 392-1111, (after business hours and on weekends)
- [Alachua County Victim Services & Rape Crisis Center](#): 352-264-6760, M-F, 8:30AM- 5PM, some services available 24/7
- [Peaceful Paths Domestic Abuse Network](#): 352-377-8255 (24-hour helpline)

**ACCOMMODATIONS:** The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable educational access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

**CLASS RECORDING POLICY:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of

the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**COMMUNITY RESOURCES:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here is a list of resources:

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

**ACADEMIC RESOURCES:** The following are academic resources that may be helpful for completing this course:

- [UF Computing Help Desk](#) (for E-learning technical support) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center:](#) Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support:](#) Various ways to receive assistance with respect to using the libraries or finding resources.



- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at [GatorEvals Public Data](#)

EXTRA COURSE FEES: There are no additional fees for this course.

LAND ACKNOWLEDGEMENT: This is an acknowledgement that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, we acknowledge an obligation to honor the ancestral, present, and future Native residents of Florida. (Originally Crafted by UF Libraries)

CONSIDER (DOUBLE) MAJORING IN WOMEN’S STUDIES: Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It’s also the perfect complement to pre-health studies. Contact undergraduate coordinator Devan Johnson ([devnjohn@ufl.edu](mailto:devnjohn@ufl.edu)) to make an appointment to discuss adding the major.

*NOTE: I will try to remain as faithful as possible to this syllabus. However, there are times I may need to adjust the plan and make changes. I will announce any such changes in advance, in class or via the class email list. This is especially significant given the ever-changing structure of teaching/learning this semester.*

## REQUIRED READING

- SM** Stomblor, M and D.M. Baunauch, E.O. Burgess, W. Simonds, E.J. Windsor. 2019. *Sex Matters: The Sexuality & Society Reader, Fifth Edition*. New York: W.W. Norton & Company. [Hard copy available in course reserves in Library West]
- R** Readings in Canvas – see course schedule below for details
- B** Barcelos, Chris. 2020. *Distributing Condoms and Hope: The Racialized Politics of Youth Sexual Health*. Oakland, CA: University of California Press. [Available as ebook in Library West and on reserve]:  
<https://uf.catalog.fcla.edu/permalink.jsp?20UFPDA009374706>  
[https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UFL/6ad6fc/alma99383095784106597](https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383095784106597)

*NOTE: To access Course Reserves (ARES) you must do so via Mozilla Firefox.*

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### ANSWERS TO IMPORTANT QUESTIONS:

*May I take my exam late? May I turn my assignment/paper in late?* Late assignments, papers, and exams will only be accepted/arranged when students face documented circumstances beyond his or her control.

*May I take an incomplete in the course?* The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate catalog under “Grades/ Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.

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## COURSE REQUIREMENTS AND EXPECTATIONS

**ATTENDANCE AND PARTICIPATION:** This class depends on everyone’s active participation and thoughtful discussion. Regardless of whether you are attending onsite or remotely online, please be on time. Regular attendance is expected. [No attendance will be taken, but some participation assignments will be given during class and significant assignments will depend on knowledge acquired from regular attendance]. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day before you attend class. *Please know you may choose, at any time, to attend class online.*

**READING AND STUDY TIME:** Each week the class meetings will include discussion-based lectures, structured discussion, and some small-group assignments. The assigned readings for each week include 2-4 readings/day, either as separate readings or from the core textbook. This balance should provide core concepts with interesting examples. Before class you should complete the readings and think critically about their application to topic of the day. Course lecture each week will also include overviews of readings to help students with material. Please note, university courses, in general, are designed such that every hour in class is expected to be accompanied by at least 3 hours of study outside of class.

**PARTICIPATION ASSIGNMENTS** (5 points possible/assignment, total = 25 points, 8% of the final grade): Periodically during the semester, we will do an assignment during class for which you can earn participation points. The purpose of these assignments is to help you engage and master the material of that week. These assignments will be structured as during-class worksheets helping to analyze key points of readings or a “guest” research talk.

**TAKE HOME EXAM 1** (100 points possible, 33% of the final grade): Take Home Exam 1 will be distributed on *Thursday, October 5<sup>th</sup>* and due one week later on *Thursday, October 12<sup>th</sup>*. It will cover the material from the first part of the course. *Further information will be provided in class.*

**RESEARCH ARTICLE PRESENTATION (and PAPER):** (50 points possible, 16% of the final grade): In Week 13 of the semester, you will be expected to do a group presentation and write an individual paper about intersectional sexuality research. The presentation and paper will center on one in-depth example of recent intersectional sexuality research (research articles will be provided by Dr. Broad). *Further information will be provided in class.*

**TAKE HOME EXAM 2** (100 points possible, 33% of the final grade): Take home exam 2 will be distributed on *Tuesday, December 7<sup>th</sup>* and due nearly one week later on *Monday, December 13<sup>th</sup>* at 11am. It will cover the material from the second part of the course. *Further information will be provided in class.*

**FINAL ESSAY** (25 points possible, 8% of the final grade): As part of your second take home exam you will be expected to write a 3-5 page essay (also due *Monday, December 13<sup>th</sup> at 11am*). Hint: Those who keep up in the readings, regularly attend class, and take notes will be better prepared for this final essay.

## WEEKLY SCHEDULE

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### PART 1: INTRODUCTION, THEORIES, FRAMEWORK

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#### **WEEK 1**

**Tues., Aug. 24<sup>th</sup>**

#### **INTRODUCTIONS & SEMESTER PLAN**

Read Syllabus

**Thurs., Aug. 26th**

#### **TALKING SEX/ THINKING POWER**

Read [UF Sexual Harassment Policy](#)

Watch [Microaggressions video](#)

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#### **WEEK 2**

**Tues., Aug. 31<sup>st</sup>**

#### **HOW DO WE LEARN ABOUT SEX?**

SM, Reading 16 (pp. 173-192, including box)

SM, Reading 17 (pp. 193-206, including box)

SM, Reading 20 (pp. 234 – 239)

Recommended:

Corinna, H. 2016. *s.e.x. the all-you-need-to-know sexuality guide to get you through your teens and twenties, second edition*. Philadelphia: De Capo Press (on reserve at Library West)



**Thurs., Sept. 2<sup>nd</sup>**

**HOW DO WE LEARN ABOUT SEX?**

SM, Reading 12 (pp. 128-142, including box)

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**WEEK 3**

**Tues., Sept. 7<sup>th</sup>**

**HOW DO WE LEARN ABOUT SEX?**

SM, Reading 18 (pp. 207- 222, including box)

SM, Reading 19 (pp. 223-233, including box)

Recommended:

García, L. 2009. “‘Now Why Do You Want to Know about That?’ Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth.” *Gender & Society*, 23 (4): 520-541.

Kimmel et al. 2013 “‘I make sure I am safe and I make sure I have myself in every way possible’: African-American youth perspectives on sexuality education” *Sex Education* 13, 2: 172–185

**Thurs., Sept. 9<sup>th</sup>**

**CAUTIONARY TALES OF SEX RESEARCH**

SM, Reading 8 (pp. 75-84)

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**WEEK 4**

**Tues., Sept. 14<sup>th</sup>**

**CAUTIONARY TALES OF SEX RESEARCH**

SM, Reading 7 (pp. 68-74)

SM, Reading 9 (pp. 87-98)

**Thurs., Sept. 16<sup>th</sup>**

**METHODS OF SEX RESEARCH**

R, “Chapter 3: Researching Sexuality” (Todd)

R, “Moving Beyond the Controversy: Remembering the Many

Contributions of Laud Humphreys to Sociology and the Study of Sexuality”

*International Journal of Sociology & Social Policy* 24 (3-5): 3-11. (Schacht)

Recommended:

Humphreys, Laud. “Tearoom Trade: Impersonal Sex in Public Places” *Transaction*. January 1970 7(3):10-25

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**WEEK 5**

**Tues., Sept. 21<sup>st</sup>**

**SEX THEORIZING**

R, “Theoretical Perspectives” (Seidman)

Recommended:

“Thinking Sex” (Rubin)

**Thurs., Sept. 23<sup>rd</sup>**

**INTERSECTIONALITY**

R, “Age, Race, Class and Sex...” (Lorde)

R, “La Güera” (Moraga)

R, Combahee River Collective Statement (CRC)

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**WEEK 6**

**Tues., Sept. 28<sup>th</sup>**

**INTERSECTIONALITY**

R, Chapter 3: “Getting the History of Intersectionality Straight?” (Collins & Bilge)

R, “Intersectionality and the Study of Black, Sexual Minority Women” (Moore)

Recommended:

Lundquest, Jennifer Hickes and Celeste Vaughan Curington. 2019 “Love me  
tinder, love me sweet: reshaping the college hookup culture” *Contexts*

**Thurs., Sept. 30<sup>th</sup>**

**INTERSECTIONALITY**

R, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of  
Queer Politics?” (Cohen)

R, “Messing up sex: The promises and possibilities of queer of  
color critique” (Manalansan)

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**PART 2: SEX MATTERS & INTERSEXTIONALITY**

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**WEEK 7**

**Tues., Oct. 5<sup>th</sup>**

**CATCH UP & CATEGORIZING SEX**

*Take Home Exam 1 distributed*

SM, Reading 1 (pp. 5-13, including box)

SM, Reading 2 (pp. 14 – 24)

**Thurs., Oct. 7<sup>th</sup>**

**CATEGORIZING SEX**

SM, Reading 3 (pp. 25-31)

Recommended:

Costello, 2019 “Beyond Binary Sex and Gender Ideology” In *The Oxford  
Handbook of the Sociology of the Body and Embodiment*, edited by  
Natalie Boero and Katherine Mason. Oxford University Press.

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**WEEK 8**

**Tues., Oct. 12<sup>th</sup>**

**CATEGORIZING SEX**

*DUE (by 11am): Take Home Exam 1*

SM, Reading 4 (pp. 32-40, including box)

SM, Reading 5 (pp. 41-51, including box)

SM, Reading 44 (pp 529 – 541)

**Thurs., Oct. 14<sup>th</sup>**

**CATEGORIZING SEX**

SM, Reading 6 (pp. 52-64, including box)

Recommended:

Hamilton and Armstrong, 2009 “Gendered sexuality in young adulthood: Double  
binds and flawed options” *Gender & Society* 23 (5): 589-616.

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**WEEK 9****Tues., Oct. 19<sup>th</sup>****SEXUAL VIOLENCE**

*NOTE: The readings and class discussion for today discuss the culture of sexual assault, harassment, and violence. Those needing an alternative assignment, please contact Dr. Broad.*

SM, Reading 51 (pp. 614-619, no box)

SM, Reading 15 (pp. 159-168)

SM, Reading 46 (pp. 548-563)

**Thurs., Oct. 21<sup>st</sup>****SEXUAL SAFETY?**

SM, Reading 53 (pp. 636-639, not box)

*Research Article Presentation Preparation*

Recommended:

Ward, 2020 "Pickup Artists: Inside the Seduction Industry" In *The Tragedy of Heterosexuality*. New York: New York University Press :75-112.

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**WEEK 10****Tues., Oct. 26<sup>th</sup>****COMMERCIAL SEX**

SM, Reading 31, (pp. 363-382, including box)

SM, Reading 58 (pp. 685-692)

**Thurs., Oct. 28<sup>th</sup>****COMMERCIAL SEX**

SM, Reading 57 (pp. 674-684)

SM, Reading 13 (pp. 143-152)

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**WEEK 11****Tues., Nov. 2<sup>nd</sup>****SEXUAL PRACTICES**

SM, Reading 28, (pp. 331- 341, no box)

SM, Reading 30 (pp. 352-362)

SM, Reading 32 (pp. 383-392)

**Thurs., Nov. 4<sup>th</sup>****SEXUAL PRACTICES**

SM, Reading 47, (pp. 564-572)

SM, Reading 48 (pp. 577-584)

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**WEEK 12****Tues., Nov. 9<sup>th</sup>****SEXUAL HEALTH**

SM, Reading 27 (pp. 319-326)

SM, Reading 37, (pp. 441-449)

SM, Reading 38, (pp. 455-463)

**Thurs., Nov. 11<sup>th</sup>****NO CLASSES – UNIVERSITY HOLIDAY**

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**WEEK 13**

**Tues., Nov. 16<sup>th</sup>      RESEARCH ARTICLE PRESENTATIONS**

**Thurs., Nov. 18<sup>th</sup>      RESEARCH ARTICLE PRESENTATIONS**

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**WEEK 14**

**Tues., Nov. 23<sup>rd</sup>      SEXUAL HEALTH**  
SM, Reading 39 (pp. 464-476)  
SM, Reading 40 (pp. 477-486)

**Thurs., Nov. 25<sup>th</sup>      NO CLASSES – UNIVERSITY HOLIDAY**

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**WEEK 15**

**Tues., Nov. 30<sup>th</sup>      CURRENT RESEARCH**  
B, Chapter 2 “The Messy Narratives of Disidentifying with Teen Motherhood”  
B, Chapter 3 “It’s their culture: Youth Sexual Health Promotion a Gendered Racial Project”  
Recommended:  
B, Chapter 1: “Race, Pregnancy and Power in Millerston”

**Thurs., Dec. 2<sup>nd</sup>      CURRENT RESEARCH**  
B, Chapter 4 “Sex, Science, and What Teens Do When It’s Dark Outside”  
Recommended:  
B, Chapter 5 “Educated Hope: Imagining Reproductive Justice in Millerston”

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**WEEK 16**

**Tues., Dec. 7<sup>th</sup>      CATCH UP & REVIEW**  
*Take Home Exam 2 distributed*

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**WEEK 17**

**Mon., Dec. 13<sup>th</sup>      DUE at 11am (in the morning): TAKE HOME EXAM 2 & FINAL ESSAY**

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## KEEPING TRACK OF YOUR GRADE

### SEXUALITIES STUDIES, FALL 2021

The following chart should be used to keep track of your grade in the class. Please be aware that the level of effort you put into the class, may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 300 points possible in the class. For further information on UF grading policies see Grades and Grading Policies in the Undergraduate Catalog. Please note: UF Policy states: a minimum grade of C is required for general education credit/

Grade	%	Points	Rough Translation
A	94 - 100 %	281 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 280	<i>excellent – reaching high expectations</i>
B+	87 - 89%	261 - 269	<i>very good -above expectations</i>
B	84 - 86%	252 - 260	<i>very solid completion of requirements</i>
B-	80 - 83%	240 - 251	<i>good completion of requirements</i>
C+	77 - 79 %	231 - 239	<i>requirements completed solidly</i>
C	74 - 76 %	222 - 230	<i>basic requirements completed</i>
C-	70 - 73%	210 - 221	<i>barely done requirements</i>
D+	67 - 69 %	201 - 209	<i>requirements not fulfilled</i>
D	64 - 66%	192 - 200	<i>poor work</i>
D-	60 - 63 %	180 - 191	<i>very poor work</i>
E	below 60 %	179 and below	<i>failing/inappropriate</i>

*Please note: UF grading policy for assigning grade points is detailed here:*  
[Grades and Grading Policies](#)

PARTICIPATION ASSIGNMENTS (25 total points possible)	_____
RESEARCH ARTICLE PRESENTATION/PAPER (50 points possible)	_____
TAKE HOME EXAM 1 (100 points possible)	_____
TAKE HOME EXAM 2 (100 points possible)	_____
FINAL ESSAY (25 points possible)	_____
TOTAL =	_____

To calculate your grade:

$$\frac{\text{TOTAL}}{\text{TOTAL POSSIBLE}} = \frac{\quad}{300} = \quad \%$$

NOTE: Final grades will be available on transcript view, on ONE.UF on December 22<sup>nd</sup>, 2021