COURSE DESCRIPTION AND EMPHASIS

This course introduces the sociological literature on sexuality. Drawing from social psychological and life course perspectives, the course addresses the following questions:

(1) How do sexual behaviors and attitudes change across life stages? To answer the question, we will examine what social factors account for these changes and how sexual behaviors in early life stages influence those in later stages.

(2) How does the society shape sexual experience in each life stage? What are consequences of sexual behaviors for the society and for individuals? We will also discuss how and why these social antecedents and consequences of sexuality change across life stages.

(3) How does sexuality impact life transitions and trajectories? For example, we will examine how adolescent sexual behaviors influence the timing and quality of marriage and how sexual orientation impacts the process of educational and occupational attainment.

Inequality is another important focus, and the course addresses the issue in three ways. First, sexuality is used as a way to exercise power. Topics such as rape and human trafficking directly address this aspect of inequality. We will also discuss how gender and racial inequalities manifest in sexual relationships. Second, sexuality creates status differences in society. For example, we will discuss stigma experienced by sexual minorities. Third, status differences linked to sexuality motivate social movements and social change (e.g., queer movement, lesbian feminist movement).

In the first two weeks, we will contrast sociological and biological/psychological approaches to sexuality and learn basic concepts in social psychological and life course perspectives. The middle part of the course is organized by life stages: adolescence, young adulthood, middle adulthood, and late adulthood. In the last segment of the course, we will visit several topics that have received much attention from sexuality scholars in recent years (race, socioeconomic class, sexual violence, and social movements), and we will think about their implications for social psychological and life course perspectives.

COURSE OBJECTIVES

Upon successful completion of this course, you will obtain the following skills:

1. Explain how social psychological and life course perspectives can be applied to sexuality research.
2. Explain how sexuality creates status differences, is used as a means to gaining and maintaining power, and serves as a basis for social movements.
3. Explain central concepts in the sexuality literature.
4. Describe the history, trend, and future directions of sexuality research.
5. Identify key findings in subfields of the sexuality literature.
6. Explain how the sexuality literature relates to your other scholarly interests (e.g., social movement, health, gender, social networks, emotions, identity).

In addition to these objectives specific to the course content, the course is designed to improve broader scholarly skills including:

1. Identify theoretical and methodological strengths and weaknesses of a given study.
2. Apply theoretical perspectives to empirical research.
3. Identify similarities and differences across individual studies and synthesize them.
4. Write scholarly papers.

COURSE REQUIREMENTS

Reading Assignments (3 to 4 articles or book chapters each week)
Read the assigned articles before you come to each session. The articles will be made available on Blackboard in the first week of the semester.

Weekly Discussion Questions
Submit two questions for each article assigned for the week. You are required to submit questions through the course Blackboard site by the midnight before the class session. No or only partial credit will be given for poor questions and those submitted late. Please write questions that will motivate class discussions. They can take forms of criticisms, ideas for future studies, and comparison/contrast with other articles we have read in the course. Questions can address any aspect of articles including literature review, theoretical framework, methods, interpretations of the results, and discussions. Please be concise in your questions (a few sentences each); you can elaborate on your questions in class.

Review Presentation
Twice during the semester, you are required to make a brief presentation. Come prepared to talk for 10 minutes and spend 10 minutes on class discussions. Select one of the following topics:

1. Review of a non-US or historical study. Many of our course readings concentrate on the contemporary US as the cultural and historical contexts. For your presentation, find a study conducted in a non-US society or for a previous time period. Cross-cultural research and cross-historical research are even better. For your presentation, please prepare to compare and contrast the study to other articles we have read in the course and to speak about how the article helps us understand the impact of cultural or historical contexts.

2. Review of a documentary film or TV show. Review a film or TV show that provides sociological insights into sexuality. You have use a non-fiction film or show for this review. In your presentation, provide a very brief description of the overall story and show a segment in class if possible. Give discussions about specific scenes that focus on sexuality issues. Apply the concepts and theories we have covered in class to the movie and also think about how the movie may inform back to those concepts and theories.

3. Review of public media articles on a recent sexuality event or phenomenon. Focus on a recent sexuality issue and discuss sociological implications by drawing on concepts and theories covered in the course and by bringing any sociological literature you are familiar with. In addition to providing basic facts about the event or phenomenon, explain how the public media portray it by using one or more articles from newspapers, magazines, or online news sites.
Research Proposal
You will write a proposal for empirical research that focuses on sexuality. As you write the proposal, demonstrate the ability you have developed in this course to apply existing theories, find gaps in the literature, and lay out methods appropriate for your research questions. Your proposal should include the following components: (1) introduction and literature review (identify unexplored questions in the literature, which your study will seek to answer; and for a quantitative study, present your hypotheses and arguments for them); (2) methods (plans for sampling procedure, measurement, and analysis); (3) potential contributions to the literature (and any policy implications); and (4) limitations (identify any anticipated limitations of the study and discuss how you overcome them or why they do not necessarily undermine the study contributions). If you are not familiar with the format of research proposals, please refer to journal articles in your area. You can think of the front end of each empirical paper as a proposal.

An outline (1 to 2 pages) is due on February 3, 3:30PM, and the final proposal (12 to 15 pages) is due on April 28, 3:30PM. They should be submitted through Blackboard. Double space your outline and final proposal and use a 12-point font.

GRADING
• Discussion questions (10% of the final grade)
• Discussion participation (10%)
• Review presentation (30%)
• Project outline (10%)
• Project presentation (10%)
• Project proposal (30%)

UNIVERSITY ATTENDANCE POLICY
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY
Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students’ academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: http://www.fsu.edu/~dof/honorpolicy.htm.

DISABILITY ACCOMMODATIONS
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. Your request should be made during the first week of semester. For more information about services available to FSU students with disabilities, contact:
SYLLABUS CHANGE POLICY
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE SCHEDULE AND READING ASSIGNMENTS

January 13

Theoretical Perspectives and Overviews


Additional References for Overview Articles and Classic Sexuality Research:


January 20

More on Theoretical Perspectives


Additional References for Theoretical Perspectives:


**January 27**

**Social Interaction, Self, and Sexuality**


Additional References in This Area:

February 3

Sexuality in Adolescence


Additional References in This Area:


February 10

Sexuality in Young Adulthood


Additional References in This Area:


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**February 17**

**Sexuality in Mid Adulthood**  
*Sexual Continuity and Change, Sexual Market, Union Formation*


Additional References in This Area:


**February 24**

**Sexuality in Mid Adulthood**

(Parenting, Work)


**Additional References in This Area:**


March 3

Sexuality in Late Adulthood


Additional References in This Area:


March 10

Spring Break (NO CLASS)
March 17
Health and Medicine


Additional References in This Area:


March 24
Sexual Violence, Sex Work, Criminal Regulations


Additional References in This Area:


March 31

**Race, Class, and Sexuality**


Additional References in This Area:


April 7

Community, Collective Identity, Social Movements


Additional References in This Area:


April 14

Paper Presentations

April 21

Paper Presentations