

Shaun Miller

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HOPR 1953, Sec. 903: Rebellious Sexualities: Sexuality on the Outliers<sup>1</sup>

Office Hours: Mon. and Thurs. 2PM - 3:30PM on the Bridge

Human sexuality is a combination to two mighty streams: biological ancestry and cultural heritage. Our biology affects human culture because the reasons behind our many social arrangements is to structure sexual development and familial relationships. Also, culture affects biology because our history and culture enter into our experiences of sexual desires and activities so deeply that we sometime conclude that these desires are not “natural,” but perhaps, to some extent, an outcome of social arrangements. As a result, human sexuality will must be explained by these two streams.

### Course Goals:

The purpose of this course is to get an overall view of different forms and practices of sexuality that are against the “norm.” We will look at rebellious sexualities through six topics. Each topic will take up two weeks, but we will look at the topic from a biological perspective for one week, and then the socio-cultural perspective the other week. The class would study different modes of sexuality in terms of identity, biology, practices, values, philosophies and behaviors. Whether a form of sexuality is “normal” or “abnormal” depends on how distant it is from a paradigmatic type. Societies even decide whether these differences are “anomalies” or “variations.” By looking at sexuality on the outliers, the class offers an opportunity to broaden one’s horizon in terms of what sexuality is.

- Sexual desire: is sexuality dynamic or static? Students will examine some of the theoretical bases of sexology and their relevance to our thinking about sexuality today.
- Gender: Does gender inform sexuality, or is it the other way around? Students will investigate the differences between gender and sexuality, and investigate gender-identity.
- Sexual orientation: Is sexuality built through nature, or is it socially and culturally constructed? There has been a big debate about whether, for example, homosexuality is a “defect” or a valuable alternative. Students will learn about various perspectives of sexual orientation following the essentialist and social constructionist arguments.
- Sex work: what are the ethical implications of sex work, such as pornography and prostitution? Are these vicious actions, “necessary evils,” or could they be used positively? Students will learn different issues pertaining to the values and arguments about sex work.

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<sup>1</sup> Due to the nature of this course, it is expected that some content may be judged, by some, as explicit. It is not the intent of the course to offend but rather to provide a knowledge base sufficient for the individual to make informed choices regarding sexuality in a variety of potential contexts. Should you have concerns about any aspect of the course, it is **STRONGLY ENCOURAGED** to visit with me as soon as you are having such feelings. The content of this course may evoke memories of past situations ranging from those that were uncomfortable to traumatic. If you experience discomfort with any information pertaining to this course you are advised to consult with an advisor or counselor.

- Non-monogamy: Is monogamy the assumed relationship? Could other types be argued for? Students will learn whether monogamy and non-monogamy are alternative type of relationships, and whether these different types against the norm are valuable.
- Sexual Well-Being: Are the values around sexuality natural or cultural? How have other cultures looked at sexual well-being? Is this closer to abstinence, or rational promiscuity? Students will learn about the natural law, ancient customs, and current trends within sexual well-being.

*Cautionary Note:* Because the nature of the course deals with sexual themes, I should let you be aware that some of the readings and perhaps the discussions will be (but not limited to) revolving around: animalistic sexual desire, penises, vaginas, third genders, hermaphrodites, transgendered persons, homosexuality, masturbation, anal sex, oral sex, pornography (which may include certain paraphilias and behaviors), prostitution, whores, queer theory, and sluts. Some readings may include pictures, but they are there for educational purposes.

Some of the authors write in academic prose, while others write for a general audience. Thus, some terms and words may sound crude and pornographic, but they are trying to make a point with their words. These works are chosen mainly because they are classic works that have dealt with sexuality, or they are famously provocative that have influenced the social understanding of sexuality. **Thus, if you are easily offended by anything sexual in nature, it would be best advised not to take this class.**

### **Course Requirements:**

D2L Posts (50%): Each week, you will post on D2L a critical response to the readings. This is not to summarize the readings; it is a way for you to reflect on them and give your assessment of them. There are many ways of doing this. You could pinpoint a particular passage in the reading and analyze it; you could agree with the article and explain why; you could disagree with the article and explain why. You will post an original post at least six times; and you will respond to a post at least five times. At the beginning of class, you will read your post (or another thought about the week's readings) to the class. Please have these readings written/typed so that your thoughts will be well-articulated. These readings will be the starting point of our class discussions.

Participation/Preparation (50%): Discussions will be important in the class and it is expected of you to participate in order to truly understand the materials. I expect you to attend and be ready to participate each week. Talking, texting, or MP3 listening is totally unacceptable is considered lack of participation. **If there is no participation, this will affect your grade.** On top of this, **this also requires you to attend throughout the semester as well. You must attend class or you will be lost.**

### **Attendance Policy:**

You should also be aware of these two University policies concerning absences:

Regardless of the faculty's policy on attendance, students who miss an exam or a deadline must contact their instructor as soon as possible and failure to do so may result in a withdrawal from the course by the college office. In addition,

regardless of the faculty's policy on attendance, students who are absent from class for a week or more must inform the college office in which they are enrolled and, failure to do so may result in a withdrawal from the course by the college office. (MU Undergraduate Bulletin, p. 39)

If you miss class, it is your responsibility to learn what you missed in class. In addition, there is no longer any distinction between excused and unexcused absences, and the university no longer provides documentation for illnesses and the like. Thus, absences for sickness or family emergency count just the same as all other absences. More info can be found at: <http://bulletin.marquette.edu/undergrad/academicregulations/#attendance>.

### **Laptop Policy:**

You are welcome to bring your laptop to be used to take notes, or view the articles being discussed; however other uses during the instruction period must be approved of by the professor. Improper use (e.g., surfing the web, other course assignments whether for this class or not, etc.) of the laptop will result in the student being asked to discontinue bringing it to class.

### **Texts:**

The texts will be entirely pdfs and they will be available through D2L and Ares. It is extremely important that you print out these readings and bring them to class because we will often read and refer to these texts in class. I have called on people in the past to read through the text and students sometime do not bring their materials. This is unacceptable and is considered lack of participation and preparation. Thus, you will lose points for not bringing these materials with you. To repeat, **these readings must be brought to class so that we can discuss and read over them. Otherwise, you will lose participation points.** The Ares password is: HOPR903.

### **Academic Dishonesty:**

I will not tolerate acts of academic dishonesty, especially plagiarism or the use of unauthorized materials during exams. Any act of academic dishonesty will be reported to the Chair of the Philosophy Department, and may result in a failing grade on the assignment or a failing grade in the class, depending upon the severity of the case. Examples of academic dishonest include copying material from a website or classmate and handing it in as your own, copying another student's work on a quiz or exam, quoting from a document or website without properly citing the author and source, and paraphrasing someone's work without citing the work. Not only is plagiarism against my policy, but it's also against the university's policy. Do not plagiarize; it's not worth it and it seriously affects your grade.

I suggest that all students should familiarize themselves with the regulations of the College of Arts and Sciences concerning Academic Dishonesty. These can be found in the Undergraduate Bulletin at:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html>

If you are ever in doubt about whether something counts as plagiarism or cheating, please do not hesitate to ask me before to handing in or completing the assignment.

**Students with Disabilities:**

Students with physical or learning disabilities must notify me at the beginning of the term if special accommodations are needed. If you are assessed and determined to have a disability later in the term, please contact me as soon as possible so that we may make the necessary arrangements.

Sexual Desire	Week 1 (8/28): Introduction	
	Week 2 (9/04): Biological/Natural  Social/Cultural	Ogas and Gaddam – <i>A Billion Wicked Thoughts</i> - Chap. 3, 4 and 6 (D2L)  If time, watch film on The Science of Sex Appeal from Discovery International (Links)
Gender (and the spectrum of it)	Week 3 (9/11): Biological/Natural	Fausto-Sterling – “The Five Sexes”  Fausto-Sterling – <i>Sexing the Body</i> – “Should There Be Only Two Sexes?”
	Week 4 (9/18): Social/Cultural	Overall – “Trans Persons, Cisgender Persons, and Gender Identities”  Warnke – <i>Debating Sex and Gender</i> – “Different Sexes, Different Genders” (Reserve Desk)
Sex Differences, Sexual Orientation, and Masturbation	Week 5 (9/25): Biological/Natural	Fletcher – <i>The New Science of Intimate Relationships</i> – “Sex and Passion”  The Vatican – “Declaration on Certain Questions concerning Sexual Ethics”
	Week 6 (10/02): Social/Cultural	Foucault – <i>History of Sexuality, Vol. 1</i> – “Domain”  Shrage – <i>Talk About Sex</i> – “Anatomy is Not Destiny: Sexual Orientation and Gender Variance”
Sex Work/Sex Technology	Week 7 (10/09): Biological/Natural	Ogas and Gaddam – <i>A Billion Wicked Thoughts</i> – “Erotical Illusions: The Creative Power of Cues”  Selections from <i>A Vindication of Rights of Whores</i> readings (D2L)
	Week 8: Midterm. No class on 10/16	
	Week 9 (10/23): Social/Cultural	Lane – <i>The Feminist Porn Book</i> – “Imag(in)ing Possibilities: The Psychotherapeutic Potential of Queer Pornography”  Bielski – “The Rise of Ethical Porn”  Nussbaum – “Whether from Reason or Prejudice”: Taking Money for Bodily Services”

Non-Monogamy	Week 10 (10/30): Biological/Natural	Ryan and Jethá – <i>Sex at Dawn</i> – Chaps. 15-17, 19. (D2L)  Saxon – <i>Sex at Dusk</i> – Selections
	Week 11 (11/06): Social/Cultural	Easton and Hardy – <i>The Ethical Slut</i> – “Our Beliefs” and “Slut Skills”  Taorimino – <i>Opening Up</i> – “Myths about Nonmonogamy,” “Polyamory,” and “Compersion”  “The Theory of Jealousy Management”
Sexuality, Values, & Well-Being	Week 12 (11/13): Biological/Natural	Budziszewski – <i>On The Meaning of Sex</i> – “The Meaning of the Sexual Powers”  Tannahill – <i>Sex in History</i> – “China” (D2L)
	Week 13 (11/20): Social/Cultural	Foucault – <i>The Use of Pleasure</i> – Selected Readings (D2L)  Foucault – <i>The Care of the Self</i> – Selected Readings (D2L)  Russell – “Our Sexual Ethics”  Sandler – “The Childfree Life”

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Ogas, Ogi and Sai Gaddam. “The Miss Marple Detective Agency: Female Desire.” In *A Billion Wicked Thoughts*, 62-84. NY: Dutton, 2011.

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Fausto-Sterling, Anne. “The Five Sexes: Why Male and Female Are not Enough.” In *Philosophy and Sex*, 4<sup>th</sup> Edition, 363-371. Edited by Robert B. Baker and Kathleen J. Wininger. Amherst, NY: Prometheus Books, 2009.

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Overall, Christine. “Trans Persons, Cisgender Persons, and Gender Identities.” In *The Philosophy of Sex*, 6<sup>th</sup> Edition, 252-266. Edited by Nicholas Power, Raja Halwani, and Alan Soble. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2013.

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- Ryan, Christopher and Cacilda Jethá. "The Truest Measure of a Man." In *Sex at Dawn*, 225-232. NY: HarperCollins Publishers, 2010.
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