

SOC1020

# CONTEMPORARY SOCIAL ISSUES: SEX AND SEXUALITY IN SOCIETY

Spring 2024  
MWF 1:25-2:15pm  
Calhoun Hall 320

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“The time has come to think about sex. To some, sexuality may seem to be an unimportant topic, a frivolous diversion from the more critical problems of poverty, war, disease, racism, famine, or nuclear annihilation. But it is precisely at times such as these, when we live with the possibility of unthinkable destruction, that people are likely to become dangerously crazy about sexuality.”

- Gayle S. Rubin, “Thinking Sex”

## 1 Course Description

Sex and sexuality are contentious subjects in the United States, as elsewhere. Sex and sexuality are understood often as private, intimate matters, and yet seem to be omnipresent. We have witnessed a plethora of transformations in sex and sexuality over the past century with changes in intimate and sexual life, the legalization of same-sex marriage, conversations about sexual assault materializing with the #MeToo movement, along with the rise of new sexual identities (e.g., pansexual, bisexual) and familial and sexual formations (e.g., polyamory), to name just a few. This course will examine sex and sexuality from a sociological perspective.

The first unit will tackle foundations in the sociological study of sex and sexuality. We will approach sexuality from a historical perspective, situate the study of sex and sexuality in pertinent theoretical frameworks, and then turn to examine the interconnectedness of sexuality and other important social and material differences (e.g., gender, race, class). The next unit will examine the importance of sexuality in structuring important institutions, such as the family, schools, higher education, the workplace, and the medical establishment. The third and final unit will analyze sex and sexuality in contemporary society, turning attention to sexuality on college campuses, sexual pleasure and orgasms, hookup culture, sex work, and technology. The course will conclude with a contemplation of the future of sex and sexuality in sociological

projects and in society. On a day-to-day basis, the course will balance lecture, in-class activities, and small and large-group discussions. Mondays and Wednesdays will be led by the instructor and be primarily lecture-based and Fridays will be student-led discussions.

## 2 Learning Objectives

By the end of this course, students will be able to:

1. Discuss the role of sex and sexuality in shaping society and society's role in shaping sex and sexuality.
2. Outline the main theoretical approaches to the sociology of sexuality.
3. Describe how sexuality is a critical component of identity and inequality that intersects with race, class, gender, and disability.
4. Enumerate the ways sexuality structures and is structured by important institutions in the United States, such as the family, schools, the workplace, and the medical establishment.
5. Articulate understandings of sex and sexuality in contemporary topics (e.g., pornography, sexual assault, hookup culture).

## 3 Course Materials

No standard textbook is required for this course, but all students will be required to purchase the following book:

- Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. New York, NY: W.W. Norton & Company.

Most required readings for this course will be academic journal articles or book chapters that will be provided to you on Brightspace. Required readings for each class are organized by modules that correspond to the course schedule.

## 4 Course Requirements

### **Introductory Meeting with Professor Stacey (2%; 20 points)**

In order to get to know each of you, I am asking that you find time to meet with me over the first six weeks of the semester. Meetings can be held in-person at my office or virtually via Zoom, and will last about 15 minutes. We will have an introductory conversation, during which you should bring any questions for me and be prepared to share a little information about yourself (e.g., where you're from, your favorite hobbies, what you're studying, why Vanderbilt University, your experience with sociology or gender courses, your plans after graduating). Please know that I am happy to share information about myself as well. You can sign up for a meeting using this link: <https://calendly.com/lawrence-stacey>.

### **Participation (10%; 100 points)**

Engaging in class discussions and activities is a cornerstone of higher education. My expectation is that you will be involved in the course experience. Opportunities will be provided regularly for you to participate through in-class activities and class discussions or by inquiring with questions during our class meetings, among other opportunities. Your participation will likely not look the same every class day and some days you might participate more than others. Participating in class can take different forms (e.g., listening attentively, talking to other students in group settings, coming to office hours, e-mailing me to discuss course concepts, etc.). If you feel that you are struggling to find chances to participate, please reach out to me. Please also note that while I do not have an official attendance policy, your participation grade will in part be determined by how often you are in class and have the opportunity to participate.

### **Discussion Posts (8%; 80 points)**

Four times throughout the semester, you will write a 250–300-word discussion post grappling with the ideas presented in the week’s readings. You may submit discussion posts any four weeks during the semester, and they are due on Fridays at 5:00pm. Excellent discussion posts will offer a brief summary of the readings in a few sentences; critique the ideas presented; connect the main arguments in the week’s readings to other ideas we have discussed throughout the course; and will conclude by asking a question or two, encouraging us to think more deeply about sex and sexuality in society.

### **Discussion Leader Group Assignment (15%; 150 points)**

On Fridays during the semester, students will generate discussion questions and lead class discussion. As outlined in the weekly class schedule, each Friday we will discuss the readings from Monday’s and Wednesday’s class sessions. Each student will lead class discussion *once* with a group of their peers (about 3-4 students in total). Students will be responsible for coming up with ten discussion questions on the week’s readings and will lead class discussion. Students will be given a rubric that clearly outlines what is expected during class discussion and on which components students will be judged and graded. In short, students will be graded on their list of discussion questions; the breadth of the material the topics cover; the extent to which the questions are thoughtful, provocative, and interesting; and the degree to which they show comprehension of the weekly readings. Students will also be graded on the extent to which the questions engender discussion in a collaborative and collegial manner.

I will pass around a sign-up sheet in class on Friday, January 12<sup>th</sup> and students will sign up for one class to lead discussion during the semester. Students will turn in their ten discussion questions at least one day prior to the class one is facilitating discussion (i.e., by Thursday at 1:25pm). I will provide feedback, offer suggestions for improvement if necessary, and “approve” the questions before they are asked in class. The main goals of class discussion are to re-cap the main points from the readings; encourage students to think critically about the theoretical and empirical ideas presented by the author(s); and to get one’s peers involved in and to contribute to class dialogue.

### **Paper (15%; 150 points)**

Once during the semester, you will be required to write a short, double-spaced paper (about 1,500 words). I will provide the class with one op-ed piece, one podcast, and one research article. You will choose one of the pieces and analyze the topic presented from a sociological perspective. Excellent papers will briefly summarize the topic; use sociological terms and

concepts from the readings and class to make sense of the topic; synthesize ideas we have discussed; and use sociological knowledge to further or critique the author's or host's understanding of the material. In summary, the chief goal of this assignment is to assess each student's comprehension of the course material and the student's ability to apply course concepts to a relevant topic. The op-ed, podcast, or article will tackle a different topic (e.g., infidelity, sex work, the rise of new sexual identities), and you may choose the one of most interest to you. The paper is due on **Friday, April 5<sup>th</sup> at 5:00pm**.

### **Exams (50%; 500 points in total)**

This course has three required exams. Each exam will serve to assess your comprehension of each of the three course units and will be hand-written in class. Exam questions will be based on lectures, the required readings listed in the course schedule below, in-class activities, and discussions we have as a group. The exams will include a combination of multiple choice, short, and long answer questions. The first exam will take place on **Friday, February 2<sup>nd</sup>** and will cover UNIT I: FOUNDATIONS IN THE STUDY OF SEX AND SEXUALITY. The second exam will take place on **Friday, March 8<sup>th</sup>** and will cover UNIT II: SEX AND SEXUALITY IN VARIOUS INSTITUTIONS. The third and final exam will take place on **Wednesday, May 1<sup>st</sup>** from 9:00-11:00am and will cover UNITS I, II, and III.

## **5 Grading**

Grades will be assigned on the following point breakdown.

Introductory Meeting	20 points
Participation	100 points
Discussion Post #1	20 points
Discussion Post #2	20 points
Discussion Post #3	20 points
Discussion Post #4	20 points
Discussion Leader Group Assignment	150 points
Paper	150 points
Exam #1	150 points
Exam #2	150 points
Final Exam	200 points
<b>Total</b>	<b>1000 points</b>

You will receive a point-based grade on each of the above items. Grades will not be curved. Your end-of-semester grade will be determined by the following percentage and point breakdown.

Grade	Percent	Points
A	93.00-100.00	930-1000
A-	90.00-92.99	900-929
B+	87.00-89.99	870-899
B	83.00-86.99	830-869
B-	80.00-82.99	800-829
C+	77.00-79.99	770-799
C	73.00-76.99	730-769
C-	70.00-72.99	700-729
D+	67.00-69.00	670-699
D	63.00-66.99	630-669
D	63.00-66.99	630-669
D-	60.00-62.99	600-629
F	0.00-59.99	0-599

## 6 Course Policies

### Artificial Intelligence

Using artificial intelligence (AI), including but not limited to language models such as Chat GPT, is strictly prohibited in this course. All assignments, including discussion posts, papers, and exams, must be completed by the student without the use of AI. Any violation of this policy will be considered a breach of academic integrity. The use of AI undermines the integrity of the learning process, and does not reflect the student's true abilities or knowledge. It is important that students demonstrate their own understanding and mastery of the course material, rather than relying on external sources, including AI. By upholding this policy, I strive to maintain a fair and equitable learning environment that promotes academic excellence and fosters ethical conduct among all students.

### Ask for Help

Ask early and as often as necessary. Note that you will be graded according to the grading criteria listed above. Please do not ask to be bumped up to the next highest grade at the end of the semester. If you have any problems or concerns throughout the semester, please come see me during office hours (or by appointment), before it is too late. I am happy to work with you during the semester to help facilitate your understanding of the course material.

### Attendance

To earn a passing grade, students must miss no more than 9 class sessions (barring extenuating circumstances or chronic illness). Please come talk to me as early as possible if you feel that attending class is going to be difficult.

### Complete the Readings

Please have all readings for the respective class completed before coming to class so that you can maximize your learning. You do not have to understand every detail of the readings perfectly, but you should have a general understanding of each piece and be able to contribute generally to any class discussion about it.

### **E-mail Policy and Etiquette**

I will respond to e-mails within two business days (i.e., not including Saturdays and Sundays). You may ask questions about course logistics and content via e-mail. Be sure your subject line includes "SOC 1020." Due to FERPA policies, I am unable to respond to inquiries about grades via e-mail. If you are concerned about your grade on an assignment or your overall course grade, you must see me in person. However, you may e-mail me if an incorrect grade has been posted.

### **Late Policy**

*Assignments:* Every assignment is due at the time outlined on the syllabus. Late assignments will not be given full credit, unless you have an unforeseen circumstance or emergency or have spoken with me prior to the deadline and we have agreed on an extension. I will reduce grades for late assignments by 20% for each day they are late. After 5 full days have passed since the submission deadline, you will receive a zero for the assignment, but I will still provide feedback.

*Exams:* Make-up exams will generally not be given. Only if you have an unforeseen emergency (e.g., a funeral, a car accident) will I grant an exam make-up opportunity. The make-up exam will be different, but of similar difficulty, to the missed exam. In the case of such an emergency, please contact me as soon as possible.

### **Lecture Slides**

I will post all lecture slides on Brightspace prior to the start of each class.

### **Respect is Expected**

We will cover several complex and sensitive issues in this class. While completing the readings prior to class is essential, so is listening to the insights of others. We are a diverse group of people and all bring a different standpoint. Your experience in this course will be enriched if all students feel comfortable contributing. Our diversity of experiences will allow all of us to better understand the topics at hand. It is vital that our classroom be an open-minded, productive place for dialogue where we respect each other's viewpoints. Instead of being reactionary, I ask that you take a moment to consider new ideas and ways of thinking about social issues and structures. If you disagree with or have a different experience than someone and wish to engage in a debate with a peer or myself, please do so in an informed and respectful manner. Disrespectful comments towards other students or groups of people will not be tolerated. In summary, be respectful.

### **Study Guides**

For each exam, students will be provided with a study guide. The study guide is meant to provide you with a list of possible topics and concepts that might appear on the exams. The study guides are not meant to be entirely exhaustive; content may appear on the exam that was

not on the study guide. I recommend using the study guide to jog your memory, focus your study efforts, and describe what you have learned in class thus far.

### **Use of Electronic Devices**

You are permitted to use electronic devices to take notes during lecture. However, please do not abuse this privilege. Refrain from engaging in blatantly non-course-related activity (e.g., browsing the internet).

## **7 University Policies**

### **Academic Integrity**

Academic misconduct is not tolerated and includes (but is not limited to): plagiarism, sharing, copying, or cheating on any of the papers or exams. Students are expected to be familiar with and adhere to The Vanderbilt Honor System. Standards of academic integrity will be strictly enforced. Any violations of the code will result in, at a minimum, a grade of 0 on the assignment or assessment and may also result in further penalties. If suspicion is strong or evidence is available that one has violated the Honor Code, I am obliged to report the violation to the appropriate honor council.

### **Accommodations**

If you need course accommodations due to a disability or other needs, please contact me as soon as possible. Requests for academic accommodations should include university documentation and be made during the first week of the semester so that arrangements can be made. For more information on how to request accommodations, please check out the Student Access website.

### **Writing Support**

Professional and academic writing is a skill that requires practice and training. I encourage each of you to take advantage of the wonderful writing support resources offered on campus. Vanderbilt's Writing Studio, for example, offers free one-on-one consultation on papers and assignments.

## **8 Weekly Course Schedule**

### **UNIT I: FOUNDATIONS IN THE STUDY OF SEX AND SEXUALITY**

**Monday, January 8: Introduction to the Course**

**Wednesday, January 10: Sexuality in Historical Perspective**

- D'Emilio, John, and Estelle B. Freedman. 1988. "Introduction." Pp. X-XIX in *Intimate Matters: A History of Sexuality in America*. Chicago, IL: The University of Chicago Press.

- Hari, Johann. 2011. "The Hidden History of Homosexuality in the US." *Independent*.

### **Friday, January 12: Theoretical Perspectives on Sexuality, Part I**

- Rubin, Gayle. 1998. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 100-133 in *Social Perspectives in Lesbian and Gay Studies*, edited by Peter M. Nardi and Beth E. Schneider. New York, NY: Routledge.
- Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs: Journal of Women in Culture and Society* 5(4): 631-660.

### **Wednesday, January 17: Theoretical Perspectives on Sexuality, Part II**

- Coaston, Jane. 2019. "The Intersectionality Wars." *Vox*.
- Crenshaw, Kimberlé. 2016. "The Urgency of Intersectionality." *TedTalk*.

### **Friday, January 19: Discussion on Sexuality in Historical Perspective and Theoretical Perspectives on Sexuality**

### **Monday, January 22: Sexuality and Gender**

- Mittleman, Joel. 2023. "Homophobic Bullying as Gender Policing: Population-based Evidence." *Gender & Society* 37(1): 5-31.

### **Wednesday, January 24: Sexuality and Class**

- McDermott, Elizabeth. 2011. "The World Some Have Won: Sexuality, Class, and Inequality." *Sexualities* 14(1): 63-78.

### **Friday, January 26: Discussion on Sexuality, Gender, and Class**

### **Monday, January 29: Sexuality and Race/Ethnicity**

- hooks, bell. 1992. "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace." Pp. 122-132 in *Black Looks: Race and Representation*. Boston, MA: South End Press.

Choose **one** of the following:

- Robinson, Brandon Andrew. 2015. "'Personal Preference' as the New Racism: Gay Desire and Racial Cleaning in Cyberspace." *Sociology of Race and Ethnicity* 1(2): 317-330.
- Stacey, Lawrence, and TehQuin D. Forbes. 2022. "Feeling Like a Fetish: Racialized Feelings, Fetishization, and the Contours of Sexual Racism on Gay Dating Apps." *The Journal of Sex Research* 59(3): 372-384.

### **Wednesday, January 31: Sexuality and Disability**



Choose **one** of the following:

- Cuthbert, Karen. 2017. "You Have to be Normal to be Abnormal: An Empirically Grounded Exploration of the Intersection of Asexuality and Disability." *Sociology* 51(2): 241-257.
- Santinele Martino, Alan. 2017. "Crippling Sexualities: An Analytic Review of Theoretical and Empirical Writing on the Intersection of Disabilities and Sexualities." *Sociology Compass* 11(5): e12471.

## **Friday, February 2: Exam #1**

# **UNIT II: SEX AND SEXUALITY IN VARIOUS INSTITUTIONS**

## **Monday, February 5: Sexuality in The Family**

Choose **one** of the following:

- Martin, Karin A. 2009. "Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young Children." *American Sociological Review* 74(2): 190-207.
- Solebello, Nicholas, and Sinikka Elliott. 2011. "'We Want Them To Be As Heterosexual As Possible': Fathers Talk about Their Teen Children's Sexuality." *Gender & Society* 25(3): 293-315.

## **Wednesday, February 7: Sexuality in Intimate Relationships**

- DiGuilo, Sarah. 2018. "What is Gaslighting? And How Do You Know If It's Happening to You?" *NBC News*.
- Sweet, Paige L. 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5): 851-875.

## **Friday, February 9: Discussion on Sexuality, Families, and Intimate Relationships**

## **Monday, February 12: Gender in Schools and Higher Education**

Choose **one** of the following:

- Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63(4): 494-511.
- Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84(3): 369-393.

## **Wednesday, February 14: Sexuality in Schools and Higher Education**

Choose **one** of the following:

- Pascoe, C.J. 2007. "Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High." Pp. 145-157 in *Counterpoints, Vol. 367: Sexualities in Education: A Reader*.
- Mittleman, Joel. 2022. "Intersecting the Academic Gender Gap: The Education of Lesbian, Gay, and Bisexual America." *American Sociological Review* 87(2): 303-335.

### **Friday, February 16: Discussion on Gender, Sexuality, and Schools**

### **Monday, February 19: Gender and Sexuality in the Workplace**

Choose **one** of the following:

- Tilcsik, Andras. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology* 117(2): 586-626.
- Mishel, Emma. 2016. "Discrimination against Queer Women in the US Workforce: A Résumé Audit Study." *Socius* 2: 1-13.

### **Wednesday, February 21: Pretty Privilege**

- Monk Jr., Ellis P., Michael H. Esposito, and Hedwig Lee. 2021. "Beholding Inequality: Race, Gender, and Returns to Physical Attractiveness in the United States." *American Journal of Sociology* 127(1): 194-241.

### **Friday, February 23: Discussion on Gender, Sexuality, Workplaces, and Pretty Privilege**

### **Monday, February 26: Sexuality and Religion (Guest Lecture by Charlotte Cooper)**

- Readings TBD

### **Wednesday, February 28: Sexuality in Sex Education**

- Brückner, Hannah and Peter Bearman. 2005. "After the Promise: The STD Consequences of Adolescent Virginity Pledges." *Journal of Adolescent Health* 36(4):271-278
- Garcia, Lorena. 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.

### **Friday, March 1: Discussion on Religion, Sex Education, and Sexual Health**

### **Monday, March 4: HIV, AIDS, and The Medical Establishment**

- France, David. 2012. *How to Survive a Plague*. Documentary.

### **Wednesday, March 6: Sexuality in The Criminal Justice System**

- Robinson, Brandon Andrew. 2020. "The Lavender Scare in Homonormative Times: Policing, Hyper-Incarceration, and LGBTQ Youth Homelessness." *Gender & Society* 34(2): 210-232.

### **Friday, March 8: Exam #2**

## **UNIT III: SEX AND SEXUALITY IN CONTEMPORARY SOCIETY**

### **Monday, March 18: Pornography, Sexting, and The Nude**

- Fabrizio, Doug. 2023. "Kelsy Burke on America's Pornography Obsession." *Radiowest Interview*.
- Jonstonbaugh, Morgan. 2021. "Men Find Trophies Where Women Find Insults: Sharing Nude Images of Others as Collective Rituals of Sexual Pursuit and Rejection." *Gender & Society* 35(5): 665-690.

### **Wednesday, March 20: Sex Work**

- Bernstein, Jacob. 2019. "How OnlyFans Changed Sex Work Forever." *The New York Times*.
- Jones, Angela. 2016. "'I Get Paid to Have Orgasms': Adult Webcam Models' Negotiation of Pleasure and Danger." *Signs: Journal of Women in Culture and Society* 42(1): 227-256.

### **Friday, March 22: Discussion on Pornography, Sexting, The Nude, and Sex Work**

### **Monday, March 25: Sexual Pleasure and the Orgasm**

- Armstrong, Elizabeth A., Paula England, and Alison C.K. Fogarty. 2012. "Accounting for Women's Orgasm and Sexual Enjoyment in College Hookups and Relationships." *American Sociological Review* 77(3): 435-462.
- Andrejek, Nicole, Tina Fetner, and Melanie Health. 2022. "Climax as Work: Heteronormativity, Gender Labor, and the Gender Gap in Orgasms." *Gender & Society* 36(2): 189-213.

### **Wednesday, March 27: Sexual Assault and the #MeToo Movement**

- Coleman, Cleopatra. 2017. "My Body Doesn't Belong to You." *Modern Love Podcast*.
- Hirsch, Jennifer S., and Shamus Khan. 2021. "Sexual Assaults." Pp. 1-33 in *Sexual Citizens: Sex, Power, and Assault on Campus*, by Jennifer S. Hirsch and Shamus Khan. New York, NY: W.W. Norton & Company.

## **Friday, March 29: Discussion on Sexual Pleasure, Orgasms, Sexual Assault, and the #MeToo Movement**

### **Monday, April 1: Monogamy and Polyamory**

- Schippers, Mimi. 2016. "Introduction: Polyqueer Sexualities." Pp. 1-36 in *Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities*. New York, NY: New York University Press.

### **Wednesday, April 3: Infidelity**

- Walker, Alicia M. 2019. "You're Not the Boss of Me." Pp. 51-86 in *The Secret Life of the Cheating Wife: Power, Pragmatism, and Pleasure in Women's Infidelity*. Lanham, MD: Lexington Books.
- 2022. "Do Men Cheat on Women They Love?" *Cheating: When Love Lies Podcast*.

## **Friday, April 5: Discussion on Monogamy, Polyamory, and Infidelity**

### **Monday, April 8: Families We Choose and Families We Keep**

- Weston, Kath. 1991. "Families We Choose." Pp. 103-136 in *Families We Choose: Lesbian, Gays, Kinship*. New York, NY: Columbia University Press.
- Reczek, Rin and Emma Bosley-Smith. 2022. "Introduction: The Parent Trap" and "Compulsory Kinship." Pp. 1-24 in *Families We Keep: LGBTQ People and Their Enduring Bonds with Parents*. New York, NY: NYU Press.

### **Wednesday, April 10: Sexual Identities and Sexual Experiences**

- Silva, Tony. 2023. "What It Means to Be a Daddy" Pp. 33-67 in *Daddies of a Different Kind: Sex and Romance between Older and Younger Adult Gay Men*. New York, NY: NYU Press.
- Goldhill, Olivia. 2018. "Omnisexual, Gynosexual, Demisexual: What's Behind the Surge in Sexual Identities?" *Quartz*.

## **Friday, April 12: Discussion on Families We Choose, Families We Keep, and Sexual Identities and Sexual Experiences**

### **Monday, April 15: Hookup Culture, Part I**

- Wade, Lisa. 2017. "Introduction," "Hooking Up, A How-To," "How Sex Became Fun," and "Sex in Drunkworld." Pp. 13-91 in *American Hookup: The New Culture of Sex on Campus*. New York, NY: W.W. Norton & Company.

### **Wednesday, April 17: Hookup Culture, Part II**

- Wade, Lisa. 2017. "Opting Out," "Opting In," "Careless and Carefree," and "Unequal Pleasures." Pp. 92-179 in *American Hookup: The New Culture of Sex on Campus*. New York, NY: W.W. Norton & Company.

**Friday, April 19: Hookup Culture, Part III**

- Wade, Lisa. 2017. "Wanting to Be Wanted," "Flirting with Danger," "Moving On," and "Conclusion: Changing the Culture." Pp. 180-248 in *American Hookup: The New Culture of Sex on Campus*. New York, NY: W.W. Norton & Company.

**Monday, April 22: Course Wrap Up and Review**

**Final Exam is on Wednesday, May 1 from 9:00-11:00am.**