

AP/SXST 3601: Heterosexualities
York University - Winter 2013

Professor Marc Stein
Class: W8:30-1130 a.m.
Room: Founders College 203
Course Website: <https://moodle.yorku.ca/moodle/course/view.php?id=11314>

Office: 234 Founders College
416-736-5123 x33218, mrstein@yorku.ca
Office Hours: By Appointment

This interdisciplinary course examines the past, present, and future of heterosexualities, including heteronormative sexualities and heterosexualities that are dissident, resistant, and transgressive. Cross-sex sexualities are explored in relation to masculine, feminine, and other genders and in relation to ability, age, class, nation, race, and religion. Heterosexualities are analyzed as social formations and cultural performances that are constructed, reproduced, disciplined, regulated, enforced, celebrated, critiqued, desired, and opposed. Their relationships to kinship, family, marriage, reproduction, the economy, and the state are also considered. The concept of heteronormativity is used to emphasize not only the normative status of heterosexuality but also the normative status of particular forms of heterosexuality (i.e. monogamous, marital, private, monoracial, and reproductive heterosexualities). The course emphasizes that heterosexuality is often best explored in specific chronological, geographic, and cultural contexts rather than in universalizing ways. Heterosexuality's special rights and privileges are considered, along with the heterosexualization of human rights, citizenship rights, and social citizenship. Feminist, queer, and trans challenges to heteronormative sexualities are explored, as are heterosexualities that are feminist, queer, and trans. Other nonnormative sexualities that receive attention include heterosexualities that cross boundaries of ability, age, class, nation, race, and religion; the heterosexualities of people with disabilities; free love and polyamorous heterosexualities; sadomasochistic heterosexualities; and nonmarital and nonreproductive heterosexualities.

Organization of the Course

The class meets once a week for three hours. The format features integrated lectures and discussions, along with occasional films and videos. There is a ten-minute break in the middle of each class meeting. The required weekly readings are central to the course and must be completed before each class.

Course Learning Objectives

The purpose of this course is to assist student in developing critical interdisciplinary perspectives on heterosexualities. One major goal is to strengthen and deepen student knowledge of the theories, methods, and contents of sexuality studies, thus building on the general introduction provided in SXST 2600 and preparing students to do advanced work in SXST 4600. Another is to challenge the popular notion that sexuality and heterosexuality are fixed and innate components of human nature; this course emphasizes the cultural, geographic, and historical variability and mutability of sexuality and heterosexuality. The course emphasizes critical and transferrable skills in reading, writing, communicating, interpreting, and analyzing.

Readings

There is one assigned book and one assigned course kit; both are available at the York University Bookstore in York Lanes and the book is on reserve at Scott Library. The course kit readings are labeled with asterisks below. Most of the other course readings are available via electronic links provided on the syllabus and the course website or through Scott Library electronic access. Whenever possible, assigned course readings should be brought to class in published, photocopied, printed, or electronic form. The required book is Mary Louise Adams, *The Trouble with Normal: Postwar Youth and the Making of Heterosexuality* (Toronto: Univ. of Toronto Press, 1997).

Evaluation

Class Participation	Jan.-Apr.	25%
Short Assignments and Quizzes	Jan.-Apr.	25%
Paper 1 (1500 words)	27 Feb.	20%
Paper 2 (2500 words)	17 Apr.	30%

For class participation, students are expected to attend every class meeting (except in cases of serious illnesses and emergencies); make up missed work; come to class on time and remain present until the end of class; complete all readings assigned before coming to class; come to class prepared to discuss the readings; respond to the comments of other students and the instructor; communicate in civil, constructive, and respectful ways; read and respond to the messages generated by the electronic discussion system; and help create a positive learning environment for the class as a whole. Class attendance is mandatory; unexcused absences will result in failure. Excuses will only be accepted for documented health and family emergencies. All work missed because of class absence must be made up by arrangement with the instructor.

Technology in the classroom: You are welcome to bring cell phones, laptop computers, and other electronic devices to class, but only if you ensure that they do not make disruptive sounds during class, you do not make disruptive sounds in using them, and you use these devices only for class-related purposes and personal emergencies.

Short Assignments, Quizzes, and Papers: There will be six short assignments and quizzes, of which I will count your best five. These may be assigned a week in advance or they may take place in the first 10-15 minutes of class. Students who arrive to class late will not be allowed to submit or complete that day's short assignment or quiz. The short assignments and quizzes will be based primarily on the course readings. Unless otherwise specified, all assignments and papers must be submitted in hard copy (not electronically) and they must identify you by name; please do not ask the course director to print your papers for you. Short assignments will not be accepted late. Papers submitted after the specified date and time will be penalized five points per day. Accommodations will be made for missed quizzes and late assignments and papers only if there is a legitimate reason and relevant documentation for failure to submit the work on time; in general, extensions should be requested in advance.

Grading: The grading scheme for the course conforms to the 9-point system used in undergraduate programs at York (for example, A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Papers, assignments, and quizzes will receive either a letter grade designation or a corresponding number grade (for example, A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York's grading system, see

http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf).

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For information on this option, see <http://www.registrar.yorku.ca/enrol/passfail/>.

Important Deadlines for Winter 2013 Courses: The last date to enrol in a course without the permission of the instructor is 21 Jan. The last date to enrol in a course with the permission of the instructor is 4 Feb. The last date to drop a course without receiving a grade is 15 March.

Other Important Course Information

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Academic Honesty: The York University Senate Policy on Academic Honesty states, "Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat.... Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist." In particular, copying the answers of another student or looking at books or notes during an examination is unethical and violates university policy. Using ideas, words, phrases, sentences, or paragraphs taken from books, articles, or internet sources without the appropriate quotation marks and citations is unethical and violates university policy, even if you make minor modifications of the original. Penalties may include a failing grade in the course, suspension, and expulsion. For the complete university policy, see <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

Schedule

9 Jan.: Introducing Heterosexualities

16 Jan.: Theorizing Heterosexualities

*Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex," in *Toward an Anthropology of Women*, ed. Rayna R. Reiter (New York: Monthly

Review, 1975), 157-210.

Anne Koedt, "The Myth of the Vaginal Orgasm," *Notes from the Second Year: Women's Liberation – Major Writings of the Radical Feminists*, Apr. 1970, 37-41, <http://www.uic.edu/orgs/cwluherstory/CWLUArchive/vaginalmyth.html>

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," *Signs* 5, no. 4 (Summer 1980): 631-660.

Katerina Deliovsky, "Compulsory 'White' Heterosexuality: The Politics of Racial And Sexual Loyalty," *Socialist Studies* 1, no. 2 (2005): 75-92.

23 Jan.: Historicizing Heterosexualities

*Henry Abelove, "Some Speculations on the History of Sexual Intercourse during the Long Eighteenth Century in England," *Genders* 6 (Fall 1989): 125-30.

*Jonathan Katz, "The Invention of Heterosexuality," *Socialist Review* (1990): 7-34.

Mattie Udora Richardson, "No More Secrets, No More Lies: African American History and Compulsory Heterosexuality," *Journal of Women's History* 15, no. 3 (Autumn 2003): 63-76.

Mary Louise Adams, *The Trouble with Normal: Postwar Youth and the Making of Heterosexuality* (Toronto: Univ. of Toronto Press, 1997), vii-52.

30 Jan.: Normalizing Heterosexualities

Mary Louise Adams, *The Trouble with Normal: Postwar Youth and the Making of Heterosexuality* (Toronto: Univ. of Toronto Press, 1997), 53-135, 166-172.

6 Feb.: Politicizing Heterosexualities

Hazel Carby, "'On the Threshold of Woman's Era': Lynching, Empire, and Sexuality in Black Feminist Theory," *Critical Inquiry* 12, no. 1 (Autumn 1985): 262-77.

Christina Simmons, "Women's Power in Sex Radical Challenges to Marriage in the Early-Twentieth-Century United States," *Feminist Studies* 29, no. 1 (Spring 2003): 168-198.

Carrie Pitzulo, "The Battle in Every Man's Bed: 'Playboy' and the Fiery Feminists," *Journal of the History of Sexuality* 17, no. 2 (May 2008): 259-289.

Queers, "Queers Read This: I Hate Straights," Jun. 1990, <http://www.qrd.org/qrd/misc/text/queers.read.this>

13 Feb.: Racializing Heterosexualities

Hazel Carby, "'It Jus Be's Dat Way Sometime': The Sexual Politics of Women's Blues," *Radical America* 20, no. 4 (1986): 3-22, <http://dl.lib.brown.edu/pdfs/1142530423771460.pdf>

*Jennifer Ting, "Bachelor Society: Deviant Heterosexuality and Asian American Historiography," in *Privileging Positions: The Sites of Asian American Studies*, ed. Gary Y. Okihiro, et al. (Pullman: Washington State Univ. Press, 1995), 271-79.

Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens," *GLQ* 3 (1997): 437-465.

*Mark Rifkin, *When Did Indians Become Straight?: Kinship, the History of Sexuality, And Native Sovereignty* (New York: Oxford Univ. Press, 2011), 3-38.

27 Feb.: Enabling and Disabling Heterosexualities

*Barbara Faye Waxman, "It's Time to Politicize Our Sexual Oppression," *Disability Rag*, Mar./Apr. 1991), reprinted in *The Ragged Edge: The Disability Experience from the Pages of the First Fifteen Years of the Disability Rag*, ed. Barrett Shaw (Louisville: Avocado, 1994).

Robert McRuer, "As Good As It Gets: Queer Theory and Critical Disability," *GLQ* 9, nos. 1-2 (2003): 79-105.

Patrick White, "Sex Education; Or, How The Blind Became Heterosexual," *GLQ* 9, nos. 1-2 (2003): 133-147.

Jana Grekul, Harvey Krahn, and Dave Odynak, "Sterilizing the 'Feeble-minded': Eugenics in Alberta, Canada, 1929-1972," *Journal of Historical Sociology* 17, No. 4 (Dec. 2004): 358-84.

6 Mar.: Transgressing Heterosexualities – Part 1: Perverts, Porn, and Polyamory

*Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in *Pleasure and Danger: Exploring Female Sexuality*, ed. Carole S. Vance (London: Routledge, 1984), 267-319.

Ann Barr Snitow, "Mass Market Romance: Pornography for Women Is Different," *Radical History Review* 20 (Spring/Summer 1979): 141-161.

Christian Klesse, "Polyamory and its 'Others': Contesting the Terms of Non-Monogamy," *Sexualities* (2006): 565-83.

Andrea Zanin, "Crazy and Criminal: On Those Damn Books, and Why They Matter," 20 Sep. 2012, <http://sexgeek.wordpress.com/2012/09/20/crazy-and-criminal-on-those-damn-books-and-why-they-matter/>

13 Mar.: Transgressing Heterosexualities – Part 2: Race, Class, Colonialism, and Empire

Gary B. Nash, "The Hidden History of Mestizo America," *Journal of American History* 82, no. 3 (Dec. 1995): 941-62.

Adele Perry, "'Fair Ones of a Purer Caste': White Women and Colonialism in Nineteenth-Century British Columbia," *Feminist Studies* 23, no. 3 (Autumn 1997): 501-524.

Deborah Brock, Kara Gillies, Chantelle Oliver, and Mook, "Migrant Sex Work: A Roundtable," *Canadian Woman Studies* (Summer 2000): 84-91.

Amalia Cabezas, "Between Love and Money: Sex, Tourism, and Citizenship in Cuba and the Dominican Republic," *Signs* 29, no. 4 (Summer 2004): 987-1015.

20 Mar.: Transgressing Heterosexualities – Part 3: Age and Generation

Sheila Cavanagh, "Sexing the Teacher: Voyeuristic Pleasure in the Amy Gehring Sex Panic," *Social Text* 23, no. 1 (Spring 2005): 111-134.

Angela Meah, Jenny Hockey, and Victoria Robinson, "'I'm A Sex Kitten, Aren't I...': Relocating Agency and Pleasure in Older Women's Narratives about Sex," *Australian Feminist Studies* 26 (2011): 57-71.

Susan Frohlick and Paula Migliardi, "Heterosexual Profiling: Online Dating and 'Becoming' Heterosexualities for Women Aged 30 and Older in the Digital Age," *Australian Feminist Studies* 26 (2011): 73-88.

Jonathan Hughes, "Are Older Men Taking Sexuality As Prescribed?: The Implications of

the Competing Influences on Ageing Male Heterosexuality,” *Australian Feminist Studies* 26 (2011): 89-102.

27 Mar.: Transgressing Heterosexualities – Part 4: Queer, Trans, and Intersex

Holly Devor, “Sexual Orientation Identities, Attractions, and Practices of Female-to-Male Transsexuals,” *Journal of Sex Research* 30, no. 4 (Nov. 1993): 303-315.

Roger Adkins, “Where ‘Sex’ Is Born(e): Intersexed Births and the Social Urgency of Heterosexuality,” *Journal of Medical Humanities* 20, no. 2 (1999): 117-133.

Nicola R. Brown, “‘I’m in Transition Too’: Sexual Identity Renegotiation in Sexual Minority Women’s Relationships with Transsexual Men,” *International Journal of Sexual Health* 21, no. 1 (2009): 61-77.

Kristen Schilt and Laurel Westbrook, “Doing Gender, Doing Heteronormativity: ‘Gender Normals,’ Transgender People, and the Social Maintenance of Heterosexuality,” *Gender and Society* 23, no. 4 (Aug. 2009): 440-64.

Robert Heasley, “Queer Masculinities of Straight Men,” *Men and Masculinities* 7, no. 3 (Jan. 2005): 310-320.

3 Apr.: Desiring Heterosexualities

Mary Holmes, Chris Beasley, and Heather Brook, “Heterosexuality,” *Australian Feminist Studies* 26 (2011): 3-7.

Chris Beasley, “Libidinous Politics: Heterosex, ‘Transgression,’ and Social Change,” *Australian Feminist Studies* 26 (2011): 25-40.

Fleur Diamond, “Beauty and the Beautiful Beast: Stephenie Meyer’s *Twilight* Saga and the Quest for a Transgressive Female Desire,” *Australian Feminist Studies* 26 (2011): 41-55.

Murray Drummond, “Reflections on the Archetypal Heterosexual Male Body,” *Australian Feminist Studies* 26 (2011): 103-117.

Rachel Kalish and Michael Kimmel, “Hooking Up: Hot Hetero Sex or the New Numb Normative?” *Australian Feminist Studies* 26 (2011): 137-151.