



**Sociology of Sexuality**

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Paul Root Wolpe received his bachelor's degree cum laude, with a concentration in the sociology and psychology of religion, from the University of Pennsylvania. He received his M.A. and Ph.D. at Yale University, under a National Institute of Mental Health Fellowship in Mental Health Services Research and Evaluation.

Wolpe is currently a Senior Scholar on the faculty of the Center for Bioethics at the University of Pennsylvania, and is on the faculty of the Department of Sociology at Penn, where he has taught for the past nine years. For five of those years he was the Director of Research in the Department of Psychiatry at Jefferson Medical College, teaching medical students and faculty about the sociological aspects of medicine and bioethics. He also spent time as an ethnographer of Native American tribes in Nevada and Utah, has training in Gestalt therapy, worked as a massage therapist, and does consulting in patient education strategies.

Wolpe is the author, with Janell Carroll, Ph.D., of *Sexuality and Gender in Society*, a textbook from HarperCollins being published in December, 1995; a second, complementary text on sexuality is due from HarperCollins in 1996. He has also published in the sociological and the medical literature on topics such as deviance, alternative medicine, bioethics, and professionalism.

Wolpe is the recipient of a number of writing and teaching awards.

# Lecture One: Sexuality from a Sociological Perspective

## Objective

After this lecture, students should have a basic knowledge of the different approaches that have been used to understand human sexuality. They should also be familiar with some of the more prominent theorists in the fields, recognizing both their contributions and the weaknesses of their approaches. Finally, students should begin to appreciate the ways society itself molds not only our attitudes about sexuality, but scholarly theories about sexuality; theorists are also socialized into the real world and are influenced by it.

## Approach

The purpose of this lecture is to outline the sociological view of sexuality. The first level of understanding is to shift, or at least supplement, our vision of sexuality a primarily individualistic, psycho-biological phenomenon (sexuality is what individuals do based on their innate sex drive modified by their personal histories) to a set of social conventions that have profound impacts on the nature of individual sexuality.

Theories of sexuality tend to be exclusive -- that is, they come at sexuality from a particular perspective that tends to exclude other perspectives. Therefore it is important to look at all theories (including sociological ones) skeptically.

Modern social theory about sexuality tends to look at sexuality in terms of social power and control, and less at individual behaviors. Therefore, sociological theory looks often at struggles over interpretations of sexuality and less at the private sexual lives of individuals.

## **Outline**

- I. The social power of sexuality
- II. Traditional scientific theories of sexuality
  - A. Biological/pathological theories
    1. The "sexual drive"
    2. Perversion and biology
  - B. Psychological/psychoanalytic theories
    1. Sigmund Freud
    2. Behaviorist theory/ Learning Theory
    3. Cognitive Theory
    4. Humanistic Theory
  - C. Sociobiological theory

- III. Sociological theory
  1. Sexuality as socially constructed
  2. Foucault
  3. Feminism and gay rights

- IV. Modern influences on sexuality

## **QUESTIONS:**

1. What differentiates sociological views of sexuality from other theories?
2. What degree of sexual behavior do you believe is "innate" vs. socially constructed? Do you believe the two ideas are really analytically distinct?
3. Describe how modern influences on sexuality have effected traditional theories.

## **References:**

### **Essential**

Carroll J., and Wolpe, P.R. (1995) *Sexuality and Gender in Society* New York: HarperCollins.

Foucault M. (1978) *The History of Sexuality: An Introduction*. New York: Vintage Books.

Masters, W., Johnson, V., and Kolodny, R. (1993) *Biological Foundations of Human Sexuality*. New York: HarperCollins.

Freud, S. (1924) *A General Introduction to Psychoanalysis*. New York: PermaBooks, 1953.

### **Strongly Recommended**

Ehrenreich, B, et al. (1986) *Re-Making Love*. New York: Anchor Press.

DeLamater, J (1987) A Sociological Approach. *In Theories of Human Sexuality*. Geer, J.H., O'Donohue, W.T. (eds) New York, NY: Plenum Press, p. 237-253.

Pomeroy, W.B. (1982) *Dr. Kinsey and the Institute for Sex Research*. New Haven, CT: Yale University Press.

### **Suggested**

Stevens & Bellig, Eds. (1988) *The Evolution of Sex*. New York: Harper and Row.

Faludi, S. (1991) *Backlash: The Undeclared War Against American Women* New York: Crown.

Marshal, D., Suggs, R. (1971) *Human Sexual Behavior: Variations in the Ethnographic Spectrum*. Englewood Cliffs, NJ: Prentice Hall.

## Lecture Two: Sexuality in Historical Perspective

### Objective

After this lecture, students should have a preliminary understanding of the sweep of Western historical perspectives on sexuality. The student should be able to relate the major contributions of the Hebrews, Greeks, and Romans to modern sexual belief. The dominant role of Christianity and Christian theologians should also be clear, especially Sts. Paul, Jerome, Augustine, and Aquinas. The profound changes brought about by the Reformation, Renaissance, and Enlightenment, and the ways they tempered Christian thinking, should also be clear. Finally, modern sexual beliefs and attitudes in America are themselves the result of a long history, and that history should be clear, especially the contributions of the Puritans, the medical movements of the nineteenth century, and the major trends of the twentieth century, including feminism and gay rights.

### Approach

Sociologists look to history not to describe or understand the disjunctive moments that historians so love to explore -- the revolutions, assassinations, wars, famines, and so on -- but to try to discover the laws and trends of everyday life. We look back to history to understand the ongoing flow of social life, the broad forces that slowly shape and move human behavior. In that sense a historical review of sexuality has two goals: to understand the common threads of thinking that tie our forebears to us today; and to explore the fundamental differences in their thinking in an effort to understand why we have made the decisions we have made, and what the affects of those decisions are on modern society.

Perhaps most important in Western society is to always keep in mind the ongoing tension between a liberalizing tendency to loosen sexual mores and push for greater individual freedom, and the conservative tendency towards control over sexual behavior, often under the auspices of religion. This tensions is exacerbated by the use of sexuality as a means of social control, usually through laws or moral expectations articulated by the powerful to control the acts of the less powerful.

### Outline

- I. Our Early Ancestors
  - A. The sexual results of walking upright
  - B. Early civilizations
    - 1. Egyptian sexuality

- II. Our Great Influences
  - A. The Hebrews
    - 1. Laws of sexual purity
    - 2. The focus on family sexuality
    - 3. Gender relationships
  - B. Greece 1000 to 200 B.C.E.
    - 1. Greek sexual hierarchy and sexual power
    - 2. Pederasty as a social system
    - 3. The model of femininity/masculinity
  - C. Rome
    - 1. Economic sexuality
    - 2. The acceptance of homosexuality
    - 3. Gender Relationships
- III. The influences of Christianity
  - A. Early Christianity
    - 1. Paul: the beginnings of sexual suspicion
    - 2. Jerome and Augustine and the condemnation of sexual life
  - B. The Middle Ages
    - 1. The early Middle Ages and the status of women
    - 2. The "High" Middle Ages and the liberalization of sexuality
    - 3. The Big Crackdown -- the thirteenth century
      - a. Thomas Aquinas
    - 4. The Reformation and new views of Christian sexuality
- IV. The Emergence of Modernity
  - 1. The Renaissance
  - 2. The Enlightenment
  - 3. The Victorian Era
- V. Sexuality in American History
  - 1. The Puritans
  - 2. The Colonies
  - 3. Post-Revolutionary America
    - a. The Liberalization of Sex
    - b. Slavery
  - 4. The Nineteenth Century
  - 5. The Twentieth Century and Movements for Sexual Reform
    - a. The Social Hygiene Movement
    - b. Sexology
    - c. Feminism
    - d. Gay Rights

## QUESTIONS:

1. Select and discuss two 20th Century Sexual Reform Movements from the following: The Social Hygiene Movement; Sexology Movement; Feminism Movement; Gay Rights Movement.
2. Do you think the lesson of history is more that sexuality is profoundly different in different times and places, or that a common thread of sexual behavior and beliefs ties us all together?

## References:

### Essential

- D'Emilio, John, and Estelle Freedman. (1988) *Intimate Matters: A History of Sexuality in America*. New York: Harper and Row.
- Tannahill, Reay. (1980) *Sex in History*. New York: Stein and Day.
- Boswell, J. (1980) *Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*. Chicago: The University of Chicago Press.

### Strongly Recommended

- Bullough, Vern L. (1973) *The Subordinate Sex: A History of Attitudes toward Women*. Urbana, IL: University of Illinois Press.
- Halperin, David M. (1990) *One Hundred Years of Homosexuality: and Other Essays on Greek Love*. New York: Routledge.
- Margulis, Lynn, Sagan, Dorion. (1991) *Mystery Dance: On the Evolution of Human Sexuality*. New York Summit Books.

### Suggested

- Klapisch-Zuber, Christiane (Editor) (1992) *A History of Women in the West, Volume II: Silences of the Middle Ages*. Cambridge, England: Belknap Press.
- Manniche, Lise. (1987) *Sexual Life in Ancient Egypt*. London: KPI Ltd.
- Money, John. (1985) *The Destroying Angel*. Buffalo Prometheus Books.
- Salisbury, Joyce E, (Editor) (1991) *Sex in the Middle Ages*. New York: Garland Publishing, Inc.

## Lecture Three: Studying Sexuality

### Objective

At the conclusion of this lecture the student should have a general understanding of the invention of "sexual science" and the historical context in which it developed. The student should be able to identify the major sexological researchers and to explain their particular contributions to the enterprise. It is also important that the student understand the critique of the sexological agenda (from both the right and the left), and why some object to the way the entire enterprise conceptualizes sexuality. Finally, the student should be able to situate modern sexuality in the current political climate.

### Approach

Sexological research is a unique invention of the last 100 years or so. It has been very controversial -- Hirschfeld's papers were burned by the Nazis, controversies over Kinsey's findings led to a loss of his funding, and the Congress put a stop to a proposed survey of teenage sexuality in the early 1990s. The tension over sexology mirrors the tension in society over liberal and conservative trends in general. However, perhaps in sexology as in no other place, the public can see the value judgments embedded in scientific research, and they can take issue with the values of supposedly "objective" research.

To understand sexology, then, one must understand more than the results of findings or the designs of scientific research. One must understand the underlying assumptions that inform the entire sexological enterprise. These assumptions have been questioned by both the political left and the right, by feminists and fundamentalists. Yet, at the same time, the findings of sexological researchers have had a profound impact on our conceptions of sexuality and our attitudes towards sexual minorities.

## Outline of Lecture Three: Studying Sexuality

- I. "Sexology"
  - A. What is sexology?
  - B. The critique of sexological assumptions
    1. The critique of the right
    2. The critique of the left
- II. The German invention of sexology
  - A. Iwan Bloch, 1907
  - B. Magnus Hirschfeld, 1919

### III. American Researchers

#### A. Kinsey

1. The invention of the sexual survey
2. Findings
3. Opposition and Struggle
4. The Kinsey Institute

#### B. Masters and Johnson

1. Human Sexual Response
2. Human Sexual Inadequacy

#### C. Modern Studies on Sexual Frequencies

1. Hooker
2. Hunt: 1975
3. Hite: 1976-1987
4. Bell & Weinberg: 1978
5. AIDS and the Adolescent Sex Survey: early 1990s
6. Janus and Janus: 1993
7. Michael et al.: 1994

### IV. Sexology Today and in the Future

#### **QUESTIONS:**

1. Can sexological research be performed and interpreted in a scientific way, devoid of the value judgments that cause conflict, or is there no such thing as a value-free sexology?
2. What are some of the basic ethical problems in sexological research?

#### **References:**

##### **Essential**

Irvine, J. (1990) *Disorders of Desire: Sex and Gender in Modern American Sexology*. Philadelphia, PA: Temple University Press.

Kinsey, A.C., Pomeroy, W. (1948) *Sexual Behavior in the Human Male*. Philadelphia: Saunders.

Kinsey, A.C., Pomeroy, W., Martin C.E, Gebhard P. (1953) *Sexual Behavior in the Human Female*. Philadelphia, PA: Saunders.

Masters, W.H., Johnson, V.E. (1966) *Human Sexual Response*. Boston, MA: Little Brown.

Masters, W.H., Johnson, V.E. (1970) *Human Sexual Inadequacy*. Boston, MA: Little, Brown, & Company.

##### **Strongly Recommended**

Hite, S. (1976) *The Hite Report*. New York: Macmillan.

Hite, S. (1981) *The Hite Report on Male Sexuality*. New York: Alfred Knopf.

Hite, S. (1987) *Women and Love*. New York: Alfred Knopf.

Bell, A.P., Weinberg, M.S. (1978) *Homosexualities: A Study of Diversity Among Men and Women*. New York: Simon and Schuster.

Janus, S.S., Janus, C., Vincent J. (1986) The psycho-sexuality of stand-up comedy. *Journal of Psychohistory* 14: 133-140.

Michael et al., (1994) *Sex in America*. Boston: Little Brown and Co.

##### **Suggested**

Pomeroy, W.B. (1982) *Dr. Kinsey and the Institute for Sex Research*. New Haven, CT: Yale University Press.

## Lecture Four: Gender Roles and Sexuality

## Outline

### Objective

After this lecture, the student should have an understanding of the difference between gender roles and sex differences, and should see the social forces that contribute to the definitions of gender roles. It should become clear how gender roles are socially constructed, how they differ in different societies, and how profound those differences can be; some societies, for example, have three genders. The student should also gain an appreciation of how people are socialized into gender roles from an early age (even prenatally!), how those gender roles get reaffirmed in childhood and adolescents, and how they influence adults throughout their lifetimes. Also, the student should understand the ways in which scholars have tried to explain gender hierarchy, the dominant public and, often, private power expressed by men over women. Finally, the student should begin to appreciate the difficulty in creating theories to explain these complex phenomena.

### Approach

We are all immersed in our sense of gender -- we take for granted that we are male or female, or even that we have conflicts between our masculine and feminine side. We must approach gender as something we are always in the process of becoming, rather than something that we *are*. And there are strong influences that mold and shape that process of becoming.

Gender forms such a basic part of our personalities that we have trouble seeing the forest for the trees. Exploring gender and gender roles means making problematic that which is fundamental to us. In that sense, the first thing we have to do to explore gender roles is to undermine our sense of security about them, to ask questions such as: Is everyone either male or female? Are their differences between biological, psychological, and social genders? Are their really only two genders, as we seem to believe?

Gender roles are determined to a large part by society, which is why they differ in different times and places, and why they can change with such rapidity, as they are now. Yet there are overall trends that need explaining, such as why it is that so many societies seem to devalue that which is female.

- I. What are Gender Roles?
  - A. The ideas of masculinity and femininity
    - 1. Socially Constructed Categories
    - 2. What aspects of gender roles are innate?
  - B. Modern questions of old stereotypes
- II. Categories of Gender
  - A. Masculinity
  - B. Femininity
  - C. Asexuality
  - D. Androgyny
  - E. Transvestism
  - F. Transsexualism
  - G. Third Genders
- III. The Socialization Process
  - A. Infancy
    - 1. Prenatal socialization
    - 2. The Baby-X experiment
  - B. Childhood
    - 1. Modeling
    - 2. Selective rewards
      - a. parental
      - b. peer
    - 3. Media images
  - C. Adolescents
    - 1. Developing "love styles"
    - 2. Peer pressure
    - 3. Gay adolescents
    - 4. Changing teen gender roles
  - D. Adults
    - 1. Careers
    - 2. Family life
    - 3. Sexual life
    - 4. Senior years
- IV. Theories of Gender
  - A. Theories of Gender Role Development
  - B. Theories of Gender Hierarchy

## QUESTIONS:

1. What does the existence of androgyny, transsexualism, and third genders tell us about the nature of conventional gender roles?
2. How do changing gender roles impact society as a whole?

## References:

### Essential

Epstein, C.F. (1988) *Deceptive Distinctions: Sex, Gender, and the Social Order*. New Haven: Yale University Press.

Gilmore, David D. (1990) *Manhood in the Making: Cultural Concepts of Masculinity*. New Haven: Yale University Press.

Ortner, Sherry B. and Harriet Whitehead, Eds. (1981) *Sexual Meanings: The Cultural Construction of Gender and Sexuality*. Cambridge: Cambridge University Press.

### Strongly Recommended

Wilson S., Medora, N. (1990) Gender comparisons of college students' attitudes toward sexual behavior. *Adolescence*, 25, 99, 615-627.

Bly, Robert. (1990) *Iron John: A Book About Men*. Reading, MA: Addison-Wesley.

Reinisch, June M., Leonard A. Rosenblum, and Stephanie A. Sanders, Eds. (1987) *Masculinity/Femininity: Basic Perspectives*. New York: Oxford University Press

### Suggested

Holden, C. (1991) Is "gender gap" narrowing? *Science* 253:959-960.

Carroll, J.L., Volk, K.D., Hyde, J.S. (1985) Differences between males and females in motives for engaging in sexual intercourse. *Archives of Sexual Behavior*, 14, 131-139.

Wolf, Naomi. (1991) *The Beauty Myth: How Images of Beauty are Used Against Women*. New York: William Morris.

## Lecture Five: Sexual Orientation

### Objective

This lecture should provide insight in to the question of what sexual orientation actually is, why there are different orientations, and why different orientations matter. The student should gain perspective on how other cultures view homosexuality and why our culture has developed the views it has. The student should become familiar with different approaches to the topic and the theories of different academic disciplines. The unique lifecycle experiences of gays and lesbians in America will be discussed, as will the organizational and political movements that have tried to change views of homosexuality in society. The student should understand the pervasiveness of the antagonism towards homosexuality in our culture, both in the overt expressions of homophobia and in the subtle assumptions of heterosexism. Finally, the student should recognize the power of the forces that want to control non-heterosexual expressions, and the level of anger and outrage that many members of each group have against the other -- including the tendency of some homosexuals to denigrate "breeders" (heterosexuals) and bisexuals.

### Outline

- I. Defining sexual orientation
  - A. Models of sexual orientation
    1. Homosexuality/heterosexuality in other cultures
  - B. Prevalence of different sexual orientations
- II. Why are there different sexual orientations?
  - A. Biological theories
  - B. Freud and the psychoanalytic school
  - C. Gender-Role nonconformity
  - D. Behaviorist theories
  - E. Sociological theories
- III. Living as a homosexual/bisexual
  - A. Growing up gay or lesbian
    1. The "presumption of heterosexuality"
    2. The pathological assumption
  - B. Coming out
  - C. Living a gay or lesbian life
    1. Looking for partners
    2. Gay and lesbian couples
    3. Gay and lesbian parents
    4. Gay and lesbian seniors
    5. Gay and lesbian problems and organized responses



#### IV. Social aspects of sexual orientation

- A. Homophobia
- D. Bisexuality
- B. Religion and Law
- C Sexual rights and politics
  - 1. Lesbianism and feminism
  - 2. The gay rights movement

#### V. A final comment

### QUESTIONS:

1. How has the relative triumph of the gay rights movement changed the nature of attitudes towards sexuality in general in American society?
2. What is it, at base, that seems to disturb so many heterosexuals about the existence of homosexuality?

### References:

#### Essential

- Boswell, John. (1980) *Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*. Chicago: The University of Chicago Press.
- Hamer, Dean H. (1994) *The Science of Desire: The Search for the Gay Gene and the Biology of Behavior*. New York: Simon and Schuster.
- Marcus, Eric. (1992) *Making History: The Struggle for Gay and Lesbian Civil Rights*. New York: HarperCollins
- Forstein, M. (1988) Homophobia: an overview. *Psychiatric Annals* 18: 33-36.

#### Strongly Recommended

- Andrews, Nancy. (1994) *Family: A Portrait of Gay and Lesbian America*. San Francisco: HarperSan Francisco.
- Weston, Kath. (1991) *Families We Choose*. New York: Columbia University Press.
- Bayer, R. (1981) *Homosexuality and American Psychiatry: The Politics of Diagnosis*. New York: Basic Books.
- Herdt, G. (1988) Cross-cultural forms of homosexuality and the concept 'gay' *Psychiatric Annals* 18: 37-39.
- Herek, G.M. (1986) The social psychology of homophobia: toward a practical theory. *New York University Review of Law & Social Changes* 14: 923-935.
- Neisen, J.H. (1990) Heterosexism: redefining homophobia for the 1990s. *Journal of Gay and Lesbian Psychotherapy* 1: 21-35.

#### Suggested

- Bell, A.P., Weinberg, M.S., Hammersmith, S.K. (1981) *Sexual preference: Its Development in Men and Women*. Bloomington: Indiana University Press.
- Marcus, Eric. (1993) *Is it a Choice? Answers to 300 of the Most Frequently Asked Questions about Gays and Lesbians*. San Francisco: HarperSan Francisco.
- Altman, D. (1982) *The Homosexualization of America, the Americanization of the Homosexual*. New York: St. Martin's Press.
- Friedman, R. M. (1986) The psychoanalytic model of male homosexuality: a historical and theoretical critique. *The Psychoanalytic Review* 73: 484-519.
- Hansen B. (1989) American physicians' earliest writings about homosexuals, 1880-1900. *The Milbank Quarterly* 67: 92-108.

## Lecture Six: Love and Lust, Marriage and Divorce

### Objective

After this lecture, the student should have a better understanding of the nature of social pairings and why society supports and enforces standards of sexual relationships. The student should understand the sociological view of love, based not only on emotion but on socially structured expression of that emotion. Different theories of love should lead the student to recognize that love can be explored theoretically. Finally, the lectures will explore statistics on such things as marriage and divorce, premarital sex, and so on, separating rumor from scientific research.

### Approach

Sexuality is bound up in relationships, and every society has structured human sexual relationships through law and religion. However, the ways society structures these relationships are based on a host of factors that are unique to that society. For example, in the past, it was clear to many that the person you loved passionately, for whom you had romantic love, was the person you *should not* marry. Patterns of social life differ through time and geography.

Love and passion have always had a place in human affairs; love poetry is among the earliest we have found. Yet we really understand little about love, why and how it arises, and why its power is so great. Sociologists try to show, for example, that the idea of "chemistry," that is, being attracted to specific partners, is as much guided by social factors as by some mysterious force of nature. Social relationships also determine the acceptability of adultery, marital sex in the elderly, and other expressions of sexuality. It is important to explore these things in order to understand why we as a society have made the sexual choices that we have.

### **Outline**

- I. Sexual relationships and social sanction
  - A. Permitted sexual pairings
    - 1. The idea of monogamy: Who does it benefit?
  - B. The patterning of sexual life
- II. Love
  - A. The history of love
    - 1. Romantic vs. Companionate love
  - B. Theories of love
    - 1. Sternberg's triangles
    - 2. Lee's colors

- C. Where does love come from?
  - 1. Behavioral Reinforcement Theories
  - 2. Cognitive Theories
  - 3. Physiological Arousal Theories
  - 4. Sociobiological Perspectives
- D. Who are we attracted to?
  - 1. Our choice of partners
  - 2. Attachment styles
- E. The dark side of love
  - 1. The green eyed monster
  - 2. Every step you take, I'll be watching you
  - 3. Addicted to love

### III. Dating

- A. Courtship rituals
- B. Premarital sexuality
- C. Premarital pregnancy

### IV. Making commitments

- A. Cohabitation
- B. Marriage
  - 1. The current status of marriage
  - 2. Marital sexuality
    - a. Gender roles in marital sexuality
  - 3. Extramarital sexuality
    - a. Adultery
    - b. Open marriages
  - 4. Gay and lesbian marriages

### V. Breaking Commitments

- A. Divorce

### VI. Love and sex

### **QUESTIONS:**

- 1. Do love and sex play independent roles in a committed relationship, or are they inevitably intertwined?
- 2. Have things really changed, or is love and marriage still in style?

## References:

### Essential

Benokraitis, N. (1993) *Marriages and Families* Englewood Cliff, NJ: Prentice Hall

Sternberg R.J. (1988) *The Triangle of Love: Intimacy, Passion, Commitment*. New York: Basic Books.

Weitzman, L.J. (1986) *The Divorce Revolution* New York: Free Press.

### Strongly Recommended

Frank, E., Anderson, C. (1989) The sexual stages of marriage. In Henslin, .M., (ed) *Marriage and Family in a Changing Society*. New York, NY: The Free Press, 190-195.

Thompson, A.P (1984) Emotional and sexual components of extramarital relations. *Journal of Marriage and the Family*, 46, 35-42.

Lee J.A. (1977) A typology of styles of loving. *Personality and Social Psychology Bulletin* 3: 173-182.

### Suggested

Bennett, N., Blanc, A., Bloom, D.E. (1988) Commitment and the modern union: assessing the link between premarital cohabitation and subsequent marital stability. *American Sociological Review*, 53, 127-138.

Shaver P., Hazan C., Bradshaw, D. (1988) Love as attachment: the integration of three behavioral systems. In *The Psychology of Love*. R.J. Sternberg, M. L. Barnes, Eds. New Haven and London: Yale University Press. Pp. 68-99.

Cochran, J.K., Beeghly, L. (1991) The influence of religion on attitudes toward nonmarital sexuality: A preliminary assessment of reference group theory. *Journal for the Scientific Study of Religion* 30: 45-62.

Dunlap, D.W. (1995) Some states trying to stop gay marriages before they start. *The New York Times* March 13:A18.

## **Lecture Seven: Ethical Sexual Behavior: Morality, Religion, and Law**

### Objective

By the end of this lecture, the student should have an understanding of why ethics and sexuality are so intertwined. It should be clear why sexual laws are found in every society, and what the fundamental types of sexual laws are. The student should also see why, at this moment in history, there is so much turmoil surrounding the changing of sexual law, in both the secular and religious realms. The student should become familiar with the sexual beliefs of some other major religions, and be able to contrast them with his or her own. Finally, the student should be able to describe the sexual policies of a variety of American religious denominations, and the struggles they are having over changing those policies.

### Approach

Sexuality has always been guided by ethical principles. Yet to say that is often to assume that societies are in general agreement about what those principles ought to be. In fact, societies have always disputed those principles. Sometimes the disputes over sexual principles have even started wars.

We are in a time of enormous and rapid change right now in trying to forge a new set of sexual ethical principles. This is reflected in the secular realm, with changing laws about abortion, homosexuality, premarital sex, adultery, and pornography, just to name a few; and our religious institutions are grappling with those as well as disputes over female and gay clergy, divorce, contraception, and the like. It is important to understand where these fights originate, and how they portend fundamental changes in human relationships in the future.

### **Outline**

- I. Sexual ethics
  - A. What is different about sexual ethics?
  - B. Public morality, private morality
  
- II. Sex and the law
  - A. Types of Laws
    - 1. Type I: Laws organizing public order
    - 2. Type II: Laws legislating public morality

**B. Sexuality laws in the United States**

1. Laws regulating private sexual behavior
2. Laws regulating public sexual behavior
3. Laws regulating coercive sexual behavior
4. Laws regulating commercial sex

**III. Religion and sexual codes of conduct**

**A. Judaism**

**B. Christianity**

1. Catholicism
2. Protestantism
  - a. Presbyterians
  - b. Lutherans
  - c. Episcopalians
  - d. Methodists
  - e. Other Protestant Groups
  - f. Protestant Sexual Morality

**C. Other Religions**

1. Islam
2. Hinduism and Buddhism

**IV. The role of religion and law**

**QUESTIONS:**

1. Do you think the decline in consensus about sexual morality in the United States has benefitted or hurt society?
2. Should a country keep a strict barrier between public and private sexual morality?

**References:**

**Essential**

- Einstein, Z.R. (1988) *The Female Body and the Law*. Berkeley, CA: University of California Press.
- Greeley, A.M. (1991) *Faithful Attraction*. New York, NY: Tom Doherty Associates, Inc.
- Green, Ronald M. (1992) *Religion and Sexual Health*. Boston, MA: Kluwer Academic Publishers.

**Strongly Recommended**

- Armstrong, Karen. (1987) *The Gospel According to Women: Christianity's Creation of the Sex War in the West*. Garden City, NJ: Anchor Press.
- Rhode, Deborah L. (1989) *Justice and Gender: Sex Discrimination and the Law*. Cambridge, MA: Harvard University Press.
- Biale, David. (1992) *Eros and the Jews*. New York: Basic Books.
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## Lecture Eight: Hidden Sexualities

### Objective

This lecture should introduce the student to the great variety of sexual behaviors and activities. The student should learn why scholars believe these behaviors come to be, why some people find it so important to suppress or stop these behaviors, and the points each side makes about how these behaviors are harmless and nobody's business or harmful and socially disruptive. The student should be able to describe the major paraphilias and the theories of why they arise. Finally, the student should be able to articulate the social explanation for variations in sexual behavior.

### Approach

Sexuality is a hidden part of our lives. Society does not speak freely about it, and we are each left to understand our own sexual development more or less in solitude. We are taught early that sexuality is a forbidden topic, or that only certain aspects of it are permitted a public airing. We are also taught that which is forbidden sexuality, but are never taught that the forbidden changes over time. When we find ourselves part of the forbidden side of sexual behavior, we usually see ourselves as at odds with society as a whole.

Societies split sexual behaviors into those it considers "normal" and those it sees as strange, bizarre, eccentric, immoral, perverted, or sick. Yet it is not clear why specific behaviors are so chosen by different societies; it is also unclear why people engage in such a variety of behaviors, and why they arise in particular individuals.

There are many theories about this, and many who advocate certain separations between the allowable and the forbidden.

### **Outline**

- I. The hidden nature of sexuality
  - A. Sexual scripts
    - 1. Script of secretiveness
    - 2. Script of shame
  - B. The sexually acceptable
    - 1. Masturbation
    - 2. Oral and anal sex

### II. "Paraphilias"

- A. Definitions
  - 1. DSMIII and DSMIV
  - 2. Variations or pathology?
- B. Some theories of the origins of paraphilias
  - 1. Biological
  - 2. Developmental/behavioral
  - 3. Sociological
- C. Some specific paraphilias
  - 1. Fetishism
  - 2. Sadism and Masochism
  - 3. Exhibitionism and Voyeurism
    - a. Exhibitionism
    - b. Obscene telephone callers
    - c. Voyeurism
    - d. Troilism
  - 4. Frotteurism or Frottage
  - 5. {Courtship Disorder}
  - 6. Transvestism
  - 7. Pedophilia
  - 8. Other paraphilias

### III. Sexuality and social control

#### QUESTIONS:

- 1. What determines the acceptable nature of sexual practices?
- 2. Why does almost every culture place social controls around sexual behavior?

#### References:

##### Essential

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## **Lecture Nine: Sexuality and Social Problems**

### **Objective**

By the end of the lecture the student should have an idea of the sociological view that claims-making activity creates social problems. Specifics about for major social problems -- prostitution, abortion, AIDS, and rape -- should be clear, as well as the enormous social investments that go into trying to define these behaviors. Finally, the student should be able to distinguish the social interests of those who fight on either side of the debates.

### **Approach**

One of the ways that battles over sexual standards are fought is by claiming that some set of social phenomena constitutes a social problem. Arguments become battles as one group tries to make a social claim -- prostitution spreads venereal disease, homosexuality causes AIDS, most women will be raped at least once in their lifetime -- and these claims become the central icons in debates about social truths and social policies.

Yet claims are only claims, and there are always those who dispute the claims. Certain types of claims become so much a part of social belief that it is almost impossible to discuss rationally -- abortion comes to mind -- and the struggles to have one's beliefs made into policy can spawn powerful factional fighting. The success of one's claims depends on things like relative social power and public image. Yet thousands of lives -- of AIDS sufferers, or of pregnant women, or of fetuses, to some -- ride on the decisions society makes about these claims.

### **Outline**

- I. Social problems
  - A. What is a "social problem"?
  - B. What defines a social problem as "sexual"?
  - C. Analyzing some controversies *as* social problems:
- II. Prostitution
  - A. Historical reactions to prostitution
    - 1. Use of prostitution in frontier towns
    - 2. Prostitution crusades in sexual purity campaigns
  - B. Modern "tolerance" levels of prostitution
    - 1. Prostitution sweeps as symbol
  - C. COYOTE and the new image of prostitution

### III. Abortion

- A. Historical overview
  - 1. Universal ambivalence
  - 2. Current rates
- B. What is the abortion debate really about?
  - 1. Symbolic Crusades
  - 2. The Right to Life
  - 3. The Right to Choose
- C. Sexuality and abortion

### IV. AIDS

- A. Disease and morality
  - 1. Sontag: Illness as metaphor
  - 2. Venereal disease and social judgments
    - a. History of Venereal disease attitudes
    - b. "Innocent" vs. "guilty" AIDS
- B. The costs of marginality
- C. AIDS as Metaphor

### V. Rape/Harrassment

- A. Increasing interest in issues of sexual power
  - 1. Changing Gender Roles
  - 2. Women in the workplace
  - 3. Feminism
- B. Defining Rape
- C. Theories of Rape and the depathologizing of rape
- D. "Child Sexual Abuse" and the repathologizing of rape

### VI. Negotiating images of sexuality

#### **QUESTIONS:**

1. Do you believe that social problems are entirely due to claims-making behavior?
2. Are there fundamental differences between sexual social problems and other kinds of social problems?

#### **References:**

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## Objectives of Lecture Ten: Modern Images of Sexuality

### Objective

The purpose of this lecture is to describe the nature of image-making about sexuality and to explore the power of sexual imagery. The student should come away from this lecture with a recognition of the fact that pornography and erotica are a continuum based on interpretation, and are defined by social conventions. The student should have a general appreciation of the history of sexual images in art, literature, television, and the movies. The arguments for and against the permissibility of explicit sexual images should be clear. Finally the student should appreciate the power of these images to shape society's views of sexuality.

### Approach

We live in a world of images in a way no other society has before us. We are saturated with images from advertising, television, computer screens, print media, audio and video tapes (!), and other sources. In fact, the technologies that are most profoundly changing our society are image-making technologies -- computer graphics, optical fibers, the Internet, virtual reality, and so on.

Within this universe of images are a subset of sexual images. Images of sexuality are used to shock, titillate, draw attention, and display social protest. It is not an exaggeration to suggest that creating images of sexuality which are distributed has become a primary means of trying to change sexual attitudes and make sexual claims. Yet images can be destructive as well as constructive, and there is a backlash against the technologization of sexuality.

### **Outline**

- I. Constructing images of sexuality
  - A. Sexuality as an ongoing process of redefinition
  - B. Moral entrepreneurs and sexual ideology
  - C. The definition of pornography as exemplar
- II. Erotic Literature
  - A. The invention of movable type
  - B. Opposition to the mass production of books
    - 1. Church fears of loss of control of information
    - 2. Beginnings of censorship and control of informational access
  - C. Erotic literature and American pornography law
    - 1. Hallmark cases in censorship in the United States

- III. Television and the Movies
  - A. Television, Film, and Minority Sexuality
  - B. Television, Film, and Gender
  - C. Television and Children
  - D. The Movement Against the Sexualization of the Visual Media
- IV. Advertising
  - A. Advertising and Gender Role Portrayals
  - B. Advertising and Portrayals of Sexuality
- V. FutureSex
- VI. Pornography
  - A. Legal and Governmental Definitions of Obscenity
    - 1. Court Decisions
    - 2. Presidential Commissions
  - B. The Pornography Debates
    - 1. Anti-pornography Arguments
    - 2. Anticensorship arguments
  - C. Pornography and Harm
    - 1. Society-wide Studies
    - 2. Individual Studies
    - 3. What is Harm?
  - D. Public Attitudes Towards Pornography
- VII. The Future

### **QUESTIONS:**

1. Why have images become more important in shaping public opinion today?
2. How powerful is the link between public images of pornography and private attitudes towards it?

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