BROWN SCHOOL  
WASHINGTON UNIVERSITY IN ST. LOUIS  
FALL 2019  
REGULATING SEX: SOCIAL WORK PERSPECTIVES  
S40 SWSP 5784 01 and 02  

CREDIT HOURS: 3  
INSTRUCTOR: Susan Stiritz, PhD, MSW (she, hers)  
GRADE: L/G  
INSTRUCTOR: Susan Stiritz, PhD, MSW (she, hers)  
OFFICE: 202 Brown Hall  
ROOM: Hillman 370  
OFFICE HOURS: Tuesdays 10-11 am  
DAY/TIME: W 9am-noon or 1-4 pm  
PHONE: 314 422 0944  
TA: Noelle Summers, MSW (she, hers)  
E-MAIL: sstiritz@wustl.edu  
c.summers@wustl.edu

I. COURSE DOMAIN AND BOUNDARIES:

“People are in general not candid over sexual matters. They do not show their sexuality freely, but to conceal it they wear a heavy overcoat woven of a tissue of lies, as though the weather were had in the world of sexuality. Nor are they mistaken.”

In The Standard Edition of the Complete Psychological Works of Sigmund Freud, vol II. p.41

“Ultimately, they aren’t looking for information on how to have frustrating, uncomfortable safer sexual experiences. They want to know how to have pleasurable safer sexual experiences with their partner(s).”


Ethnocentric monoculturalism is the individual, institutional, and cultural expression of the superiority of one group’s cultural heritage over another’s, combined with the possession of power to impose those standards broadly on the less powerful group.


“Regulating Sex” aims to teach future social workers the critical importance of integrating concern for sexual health into their everyday social work practices. Two assumptions grounding this course are that sexual pleasure and satisfaction heal and that there is no sexual health without social justice. Drawing on Foucault’s concepts of biopower, this course examines disparate ways different forms of sexuality are valued and treated in societies to reflect and reinforce hierarchies of privilege within those societies. The course affirms that gender equity; safe and dignified
fertility management; childbirth choices; support for parenting; consensual, pleasure-focused sexuality and reproductive education, counseling and therapy, and sexual freedom together constitute a fundamental human right to sexual health. In this course, students identify oppressive strategies that narrow sexual rights of members of targeted groups in a society and consider policies, programs, and procedures that expand diversity, equity, and inclusion in relationships, families, groups, and communities. They study how under conditions of hierarchy, sexual taboos shape norms, values, conduct, institutions, and citizenship in ways that advance some people’s agency and prosperity while damaging the agency and life prospects of others, creating social, economic, and health disparities on macro, mezzo, and micro levels.

By the end of this course, students will be able to
1. Compare and contrast various sexual cultures
2. Describe effects of late capitalism and arrangements of privilege and disadvantage on sexual culture
3. Re-conceptualize sexual empowerment and devise strategies to support it
4. Describe one’s own sexual ethnocentricity and goals for expanding sexological world views
5. Demonstrate media literacy by analyzing how consumer culture shapes sexuality
6. Demonstrate collaborative and conflict resolution skills
7. Develop at least five professional skills needed to teach in difficult settings
8. Increase civic engagement
9. Empower oneself and others to become creative problem solvers
10. Report greater comfort in talking about sexuality in personal and professional settings
11. Identify regulation of sex and sexualities by analyzing thick descriptions in literary and social science readings
12. Converse across disciplines to discover new tools for problem-solving
13. Become familiar with critical concepts and theories to expose assumptions that create hierarchies in US and other societies
14. Develop sexual health policies that promote social justice
15. Explain relationships among culture, society, power, and sexual citizenship

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | Reinforced |
| Engage diversity and difference in practice | C2 | Emphasized |
| Advance human rights and social and economic and environmental justice | C3 | Emphasized |
| Engage in practice-informed research and research-informed practice | C4 | Emphasized |
| Engage in policy practice | C5 | Reinforced |
| Engage with individuals, families, groups, organizations, and communities | C6 | Emphasized |
| Assess individuals, families, groups, organizations, and communities | C7 | Emphasized |
| Intervene with individuals, families, groups, organizations, and communities | C8 | Emphasized |
| Evaluate individuals, families, groups, organizations, and communities | C9 | Emphasized |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications
If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate
university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.
V. READINGS

Required:


Articles adopted as course readings are on Canvas. Please download them into an e-reader or print all readings from file on Canvas and bring them to class on days they will be discussed. Discussion is not possible without texts in hand.

Optional:


Useful Websites for Sexual Health Information
Scarleteen | Sex Education for the Real World  www.scarleteen.com/
Go Ask Alice  http://www.goaskalice.columbia.edu/Cat6.html
SIECUS  http://siec.us.org/
CDC  https://www.cdc.gov/
Guttmacher Institute  https://www.guttmacher.org/
Tools for Educators  http://www.plannedparenthood.org/resources/
Kinsey Institute Sexuality Information  http://www.kinseyinstitute.org/resources/sexlinks.html
Advocates for Youth  http://www.advocatesforyouth.org/
The Sex Education Web Circle  http://www.sexuality.org/wc/
Guttmacher Institute  http://www.guttmacher.org/
AAECT  http://www.aasect.org/
Out History (LGBTQ history)  http://outhistory.org/wiki/Main_Page
Woodhull Sexual Freedom Alliance  http://www.woodhullalliance.org/
In the Mix. Reality TV for teens  http://www.pbs.org/inthemix/
Love your body  http://loveyourbody.nowfoundation.org/oncampus.html
Sex Ed Library  http://www.sexedlibrary.org/
Sociometrics  http://www.socio.com/
Teaching Sexual Health  http://www.socio.com/
VI. ORGANIZATION OF COURSE

This course is organized around five themes: (1) social construction of sex/gender, (2) roles of sex/gender scripts in organizing and regulating societies, (3) sexual liberation from oppression of hierarchies of privilege and power, (4) variability and fluidity in sex/gender experience, expression, meaning, and cultures, and (5) best practices in addressing clients’ sexual health, sexual flourishing, and sexual human rights. These themes structure exploration of various sexual institutions and cultures.

Discussion-Based Format
The discussion-based format of this course encourages students to share expertise and to learn from each other. Various teaching methods help students engage with course content from a different perspectives. Lectures by the instructor and guests, large and small group discussions, role-plays, case studies, debates, brainstorming, film screenings, field trips, reading of fiction and poetry, anonymous class surveys, analyses of fine art, and other experiences aim to expand students’ abilities to imagine and appreciate others’ realities more fully. Explicit films, erotic readings, and frank discussions are important parts of this course, which aims to prepare students to practice as social workers who are also competent, perhaps even certified, sexual health educators.

The Sexual Health Model. The Sexual Health Model, which informs the curriculum for this course, assumes nine components are essential to competence in working in the fields of sexuality education, counseling or therapy: (1) talking comfortably, truthfully, and knowledgeable about sex, (2) integrating historical and cultural contexts with understandings of sexual identity, desire, and expression, (3) knowing sexual anatomy and functioning, (4) balancing information about pleasure and safety, (5) intervening to remove barriers to sexual health, (6) promoting positive body image, (7) supporting masturbation and fantasy, (8) teaching sex positivity, (9) supporting intimacy and egalitarian relationships, and (9) valuing spirituality.

The Sexual Health Model: CDC’s sexual health framework replaces former deficit (medical) model of sexual health
VII. ROLE OF FACULTY AND STUDENTS

Class discussion is highly valued in this course because it facilitates an open environment for mutual learning. Students should complete assigned readings and be prepared to discuss them in class. Students will take turns leading discussions of class readings and facilitating experiential learning exercises, which expand and deepen understanding of each session’s readings.

Should problems, misunderstandings, or desire to meet with the instructor arise, students should schedule a meeting or visit during office hours. If students have special needs relating to a learning disability, physical disability, language challenges or other issues, the student should inform the instructor at the start of the course so that special arrangements can be made to accommodate these needs.

Academic Honesty
Please refer to the Student Handbook for policies of intellectual integrity and academic honesty.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Grades.
Students’ grades for the semester will reflect their demonstration of how they assimilated and applied class materials in class discussions and in writing assignments. Each of four writing assignments will determine one fifth of the grade, with class attendance and participation determining the final fifth. Before embarking on each writing assignment, students are encouraged to consult the professor to discuss ideas.

Written Assignments.
Please submit all written work via Canvas.

1. A 5-6-page history of a sexual health policy you think needs to be changed if sexual self-efficacy is to expand. You will later write a briefing paper recommending needed changes in that policy. Examples of sexual health policy include laws or administrative procedures that regulate abortion, sex work, sexuality education, family planning, marriage, adoption, reproductive technologies, birth surrogacy, contraception, sex surrogacy, guardianship of people with intellectual disabilities, age of consent, licensing of sex therapists and other sexual health professionals, and selling of sex toys, among others.


3. An “opinion piece” or “op-ed piece” (such as those published in newspapers) on the sexual health policy you have chosen for your policy brief. The piece, which should range roughly from 700 to 1500 words, should demonstrate the author’s expertise on the topic that is the subject of your previous paper. pertinent to our course and advocate a position—such as a change in policy, law reform, or a new perspective on a contemporary matter of public concern. Several examples of published “op-eds” focused on sex and sexualities are posted in a folder on Blackboard to provide you with models. This assignment is due by Sunday, October 28, by midnight. Please submit your work via Blackboard.

4. An organizational sex chat report, a needs assessment of an organization’s support of clients’ and staff members’ sexual health and sexual self-efficacy. Interviews will be with a policy-maker at a school, agency, or organization, a staff member, and a client. This assignment is due by Friday, December 13, before midnight. from the same organization.

Class participation.
Student’s class participation grade reflects attendance, 10 journal entries, facilitation of 1 experiential exercise, and leading discussions of 2 assigned readings.
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCIES</th>
<th>DIMENSION/S</th>
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<tbody>
<tr>
<td>History of a sexual health policy needing change now</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Policy briefing</td>
<td>C1, C2, C3, C4, C5, C6, C8</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Submission of editorial or letter to the editor</td>
<td>C1, C2, C3, C4, C5, C6, C8</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Book Review</td>
<td>C1, C2, C3, C4, C5, C6, C8</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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<tr>
<td>10 Journal entries</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Facilitation of discussion of 2 readings</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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<tr>
<td>Facilitation of 1 experiential exercise</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class #</th>
<th>Wednesdays Date</th>
<th>Topics and assigned readings (to be discussed on the date listed)</th>
</tr>
</thead>
</table>
| #1      | 8/28/2019       | **Critical Theories: Human Development, Gender Development, and Sexual Development**  
2. Dennis Dailey. (n.d.) Circles of Sexuality (1 page handout)  
| #2 | 9/4 | **Social Work: Challenging Binaries and Supremacies**  
1. *The Bluest Eye*, first third  
| #3 | 9/11 | 1. *The Bluest Eye*, second third  
Moon, L. (2008). *Feeling Queer or Queer Feelings in the Contact Zone*  
3. Chapter 1. Introduction: Queer(y)ing a psychosocial approach to sex, sexuality and gender in therapeutic settings  
| #4 | 9/18  
**FIELD TRIP**  
9am-12pm sect 02  
1-4 pm sect 01  
Bus will pick up students from both sections in front of Hillman Hall. Bring lunch or snacks. | **Exploring how neighborhoods and housing shape how we connect sexually.**  
Robert Hansman, Associate Professor of WUSTL School of Architecture, will lead field trip of St. Louis neighborhoods and historical contexts via bus.  

From WUSTL Source:  
“Since the shooting of Michael Brown, the eyes of the world have turned to St. Louis. Bob Hansman — one of the area’s most prominent community activists — has quietly ushered hundreds of students through neighborhoods of north St. Louis, chronicling the racial, social and urban histories that have shaped conditions on the ground.”  

Readings:  
1. *The Bluest Eye*, third third  
2. Hansman, Martin. 2010. MLK Talk  
3. Moon, L. (2008). *Feeling Queer or Queer Feelings in the Contact Zone*  
Chapter 3. Langdridge, D. Are you angry or are you heterosexual?  
4. Moon. Chapter 4. Queer(y)ing the heterosexualisation of emotion |
| DUE | 9/20  
(FRIDAY) | **First writing assignment due:**  
*History of sexual health policy through reproductive justice and DEI lenses.* |
| #5 | 9/25 | **Sexual Brakes and Accelerators**  

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<thead>
<tr>
<th>#6</th>
<th>10/02</th>
<th><strong>Power of the Erotic/Power of the Culture</strong></th>
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<tr>
<th>#7</th>
<th>10/09</th>
<th><strong>Bondage and BDSM</strong></th>
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<tr>
<td></td>
<td></td>
<td>1. Twyman v. Twyman (Tex. 1993)</td>
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<tr>
<td></td>
<td></td>
<td>4. Danielle Lindemann, BDSM as Therapy? (2011)</td>
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<tr>
<th>#8</th>
<th>10/16</th>
<th><strong>Sexual Unfolding</strong></th>
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| Law School talk | 10/16 | **Melissa Murray, Law School Dean’s Distinguished Scholar in Residence. Lecture, 3pm on Wed., Oct. 16.** |
**#9** 10/23  **Marriage**  
2. Fineman, M. (1995). The neutered mother, the sexual family and other twentieth century tragedies (excerpt)  

<table>
<thead>
<tr>
<th>DUE</th>
<th>10/27 (Sunday)</th>
<th><strong>Second writing assignment due, policy briefing, using reproductive justice and DEI lenses</strong></th>
</tr>
</thead>
</table>

**#10** 10/30  **Family**  
[Noelle at Healthy Teen Network in New Orleans]  

**#11** 11/06  **Sexual Unfolding on Campus**  
5. Krakauer & Laura Dunn. (2017). Don’t Weaken Title IX Campus Sex Assault Policies  

**#12** 11/13  **Exploiting Women**  
2. Roe v. Wade (1973)  

**#13** 11/20  **Sex Work**  
<table>
<thead>
<tr>
<th>HOLIDAY</th>
<th>11/27</th>
<th><strong>NO CLASS – THANKSGIVING</strong></th>
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<tbody>
<tr>
<td>#14</td>
<td>12/04</td>
<td><strong>Sex Exceptionalism</strong></td>
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<td>#15</td>
<td>12/11</td>
<td><strong>Sexual Innovation, Civil Regulation, Citizenship,</strong></td>
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<tr>
<td>DUE Friday, 12/15 Saturday, before 12am</td>
<td>Fourth writing assignment due, <em>Sex Chat with organization: How a work/school/agency environment affects clients and staff members’ sexual health and sexual self-efficacy.</em> ”</td>
<td></td>
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