

SEX AND THE LAW

Department of Sociology |
Dr. Jordan Grasso |

a State Universi
| SOC 407 | CRN

arcos

"The world is waging a war on sex. It is a quiet war. It is often an undercover war. It has gone unnoticed, for the most part, except by those who have been affected by it, directly or indirectly. And yet it is hardly an unpopular war... It is also a terribly destructive war. It has devastated civil liberties. It has had grave consequences for the autonomy and agency of women, young people, the disadvantaged, and the vulnerable. It has ruined many, many lives... Costly for some, the war on sex has turned out to be immensely profitable and useful for others... And, as in most wars, fog and shadows, propoganda and disinformation conceal the contours of events. So we need to understand what is going on in order to confront it and to challenge it."

~David Halperin, 2017, *The War on Sex*

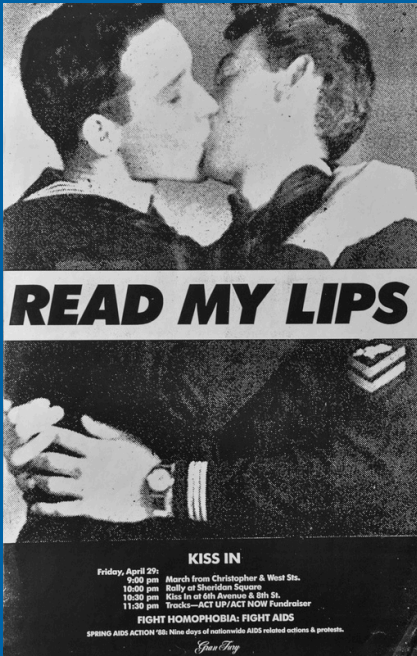


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COURSE OVERVIEW

INSTRUCTOR

 please allow up to 48 hours for a response, not including weekends.

COURSE INFORMATION

This class will be conducted [entirely online](#) in an asynchronous format, with no required on-campus meetings. While online learning offers flexibility, it often requires more self-discipline, time management, and independent study than in-person classes. If you feel this might not be the best fit for your learning style right now, you may want to explore available in-person options.

OFFICE HOURS

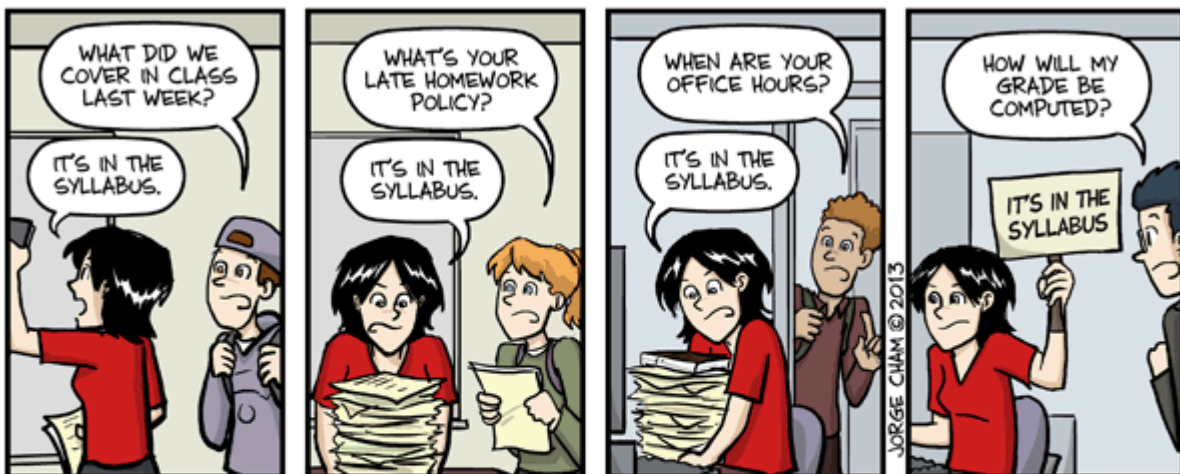
Office hours are held virtually via Zoom by appointment only. Set an appointment at least 24 hours in advance using the Calendar link on Canvas.

COURSE DESCRIPTION

Using frameworks from the sociology of sexualities and feminist and queer theories, this course explores various ways sexualities are regulated by the State, including how sexualities are socially constructed through the lens of criminalization (ie. sex offender registries and prohibitions on sex work) and policies and laws regulating sexuality (such as age of consent, marriage, immigration, and sexual assault). There is an emphasis on how sexuality, as a site of oppression, is impacted by race, gender, socioeconomic status, age, ability, and nationality.

ENROLLMENT RESTRICTIONS

Students who have taken SOC 490-10 may not also receive credit for SOC 407.
Prerequisites: SOC 307 or SOC 311 or SOC 313 or SOC 315 or consent of instructor.



LEARNING OUTCOMES

Program Student Learning Outcomes

The Sociology Department has a set of student learning outcomes for our undergraduate major in Criminology and Justice Studies. It is expected that you will demonstrate an advanced understanding of the following PSLOs:

LEARNING OBJECTIVE #1

Analyze and interpret the diversity of social experience using a sociological and/or criminology and justice studies perspective especially in relation to race, class, gender, sexualities, religion, and nationality.

Students will engage with and analyze course materials by completing reading annotations and participating in activities throughout the semester.

LEARNING OBJECTIVE #2

Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.

Students will explore how sex is criminalized and examine its social, structural, and institutional challenges throughout the semester. Assignments—including read & annotate tasks, learning checks, a documentary review, and the final project—will emphasize responses, interventions, and alternative approaches.

LEARNING OBJECTIVE #3

Locate, analyze, assess, and communicate criminology and social justice scholarship.

Students will engage in discussions and reflections on scholarship through reading annotations and will research and communicate about literature related to a topic of their choice for their final op-ed project.

LEARNING OBJECTIVE #5

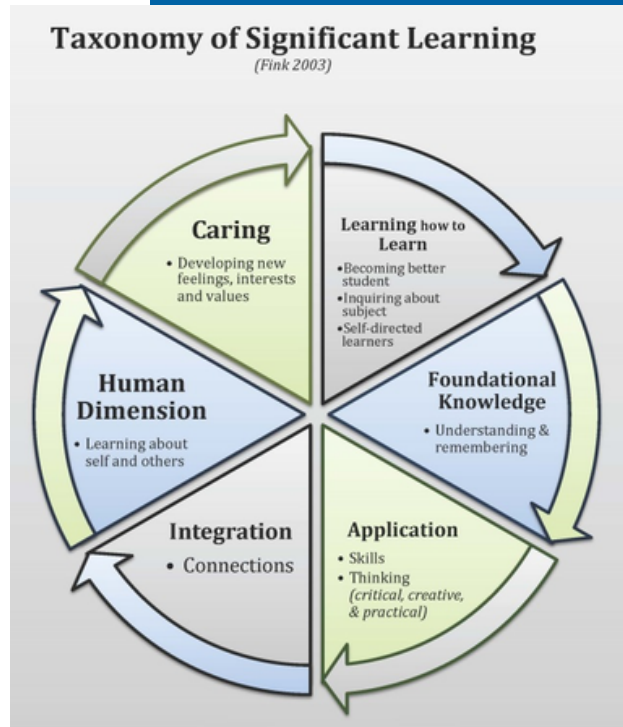
Articulate the ethical and social justice implications of criminology and justice studies.

Students will analyze and interpret the implications of course materials by completing reading annotations, a documentary review, and a final op-ed project.



LEARNING FORMAT

Learning Expectations: This class is structured to produce **significant learning** through consistent, **active**, and engaged participation rather than passive learning that relies on memorization and regurgitation. Although **gaining foundational knowledge** related to the topic is indeed an aspect of the learning process in this class, you will also be expected to **practice applying and integrating** new information to other facets of your life while simultaneously considering the **human dimension** of what you are learning. If we are successful, we will all learn from each other and develop a **deeper care** about the topic at hand while improving ourselves as **self-directed lifelong learners**.

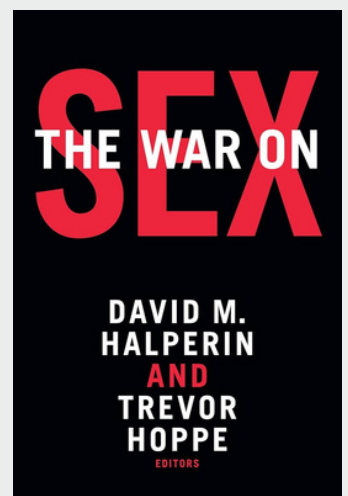


Recommended Weekly Schedule

Monday-Thursday	Friday-Sunday
<ul style="list-style-type: none">M: Read the Weekly Class AnnouncementReview Course MaterialsBegin Read & Annotate AssignmentTh: Annotation Assignment Due	<ul style="list-style-type: none">Review Read & Annotate ResponsesReview Lecture VideosF: Annotation Facilitation Due (if assigned)Sun: Module Notes & Participation Due

COURSE MATERIALS

- This semester, we will be reviewing several materials, including section of the book, *The War on Sex*, several peer-reviewed articles, scholarly reports, legislative documents, news articles, and podcasts. **All readings will be provided on Canvas.**
- Students will also be required to watch the documentary, *Untouchable* and may need to **pay to rent** it from iTunes, Amazon, Peacock, or GooglePlay.
 - Note: There are two documentaries titled *Untouchable*. Please be sure to access the documentary about sex offender registries, NOT the documentary about Harvey Weinstein



ASSIGNMENTS & GRADING

Key Note!

Please note, I will **not grant any individualized special requests** at the end of the semester to bump or round up grades. Flexibility and forgiveness is built into the grading structure. It is each students' responsibility to **keep up with announcements**, in which I may provide extra credit opportunities, though these are not guaranteed during any given semester. I strongly recommend not waiting until the last minute to complete assignments as there simply won't be enough time.

1. READ AND ANNOTATE (20%) [DUE THURSDAY @ 11:59PM]

To support deeper engagement with course materials, students will collaboratively annotate one or more assigned readings each week.

2. READING FACILITATION (5%) [DUE FRIDAY @ 11:59PM]

Once during the semester, each student will be assigned to help facilitate Read & Annotate discussions. Working with a team of peers, students will be responsible for highlighting key insights, expanding on comments, and responding to questions from classmates. More information and guidelines can be found on Canvas.

3. MODULE NOTES (15%) [DUE SUNDAY @ 11:59PM]

Handwriting promotes active engagement, improves retention, and deepens understanding compared to typing. Each week, students will take handwritten notes on all assigned materials—readings, podcasts, videos, and lectures. Notes are due at the end of the week and will be graded as complete, incomplete, or missing. Module notes may be used to complete participation assignments (including the weekly learning check).

4. PARTICIPATION (30%) [DUE SUNDAY @ 11:59PM]

At the end of each week, students will complete a written participation activity and/or a 10 question learning check featuring multiple choice and short answer questions to assess their understanding of the week's material.

5. DOCUMENTARY REVIEW (10%) [DUE SUNDAY @ 11:59PM]

Students will be required to access and watch one assigned documentary and write a scholarly review that engages with its content through the lens of course themes and materials. More information and guidelines can be found on Canvas.

6. FINAL OP-ED PROJECT (20%) [SEE CANVAS FOR DUE DATES]

At the end of the semester, students will write an extended op-ed on a topic of their choice, incorporating course materials and independently researched journal articles. Full details, requirements, and the grading rubric for the final project will be posted on Canvas later in the semester. Please note that no late work will be accepted for any parts of this assignment.

Percent → Letter Grade

A. Above and Beyond	A- = 90 to 92.99%	A = 93 to 100%	
B. Doing Well	B- = 80 to 82.99%	B = 83 to 86.99%	B+ = 87 to 89%
C. Meeting Requirements	C- = 70 to 72.99%	C = 77 to 76.99%	C+ = 77 to 79%
D. Opportunity for Growth	D- = 60 to 62.99%	D = 67 to 66.99%	D+ = 67 to 69%
F. Not Meeting Requirements		F = 0 to 69.99%	

COMMUNICATION WITH THE INSTRUCTOR



LOOK AT 3, THEN ASK ME

Many questions about the course and expectations for students can be found in a variety of places. Before reaching out with questions about the course, please [review at least three different sources](#) including your peers, the syllabus, the Canvas page, or assignment instructions. If you still have questions, please email me and provide a thorough description of your question. Keep in mind that [it may take up to 48 hours for me to respond, and it is unlikely that I will respond on weekends](#). Please plan accordingly.

PROFESSIONAL EMAIL COMMUNICATION

This is an upper-division course. As such, you should have plenty of practice sending emails to your instructors. If not, I encourage you to use the following sample email format:

[Subject Line] SOC 407 Question about _____

[Email Body] Hi Dr. Jordan,

[A line that recognizes our common humanity. For example, "I hope you are enjoying your weekend."] My name is _____ and I am in your SOC 407 course. I have a question regarding _____. [Ask your question using proper grammar and spelling, making sure you first consult your notes, the syllabus, and your classmates.] I have already looked for the answer to my question in _____. [Let me know where you have already looked for your question: syllabus, assignment instructions, which other classmates have you asked?] Can you please clarify?

Thank you for your time,
[Your full name]

COURSE POLICIES

SOCIAL JUSTICE AND HUMAN RIGHTS

By nature of the topic of the course, [we will be discussing sensitive topics throughout the quarter](#). As you may know, there is a difference between being triggered (in the sense of a post-traumatic stress disorder) and feeling uncomfortable. Feeling uncomfortable (and sometimes even angry or offended) is an important part of intellectual growth, and why a university education can be so important. Our material will include representations of sexual assault, abuse, violence, racism and racial slurs, sexism and misogyny, police brutality, transphobia and transmisogyny, homophobia and heterosexism, classism, hateful language, etc. Although this content notice is intended as a blanket trigger warning, please know that [I am always here to dialogue with you in more depth](#) about any of these topics and/or suggest additional resources. This class is taught from a social justice perspective and critical lens. Per the code of student conduct, comments that are racist, sexist, heterosexist, colorist, xenophobic, etc. are not permitted. If, as a student, you ever feel unsafe, threatened, or put down by another student, I request that you [let me know so that I can respond accordingly](#).

ONLINE NETIQUETTE DISCUSSION EXPECTATIONS

(Policy Derived from Professor Marisol Clark-Ibáñez at Cal State San Marcos)

Online interactions are governed by rules and social norms for interacting with others. These guidelines aim to make some of the expectations more explicit to you as a student.

Disembodied Discussions: A key distinguishing feature of an online course is that most communication occurs via the written word. Body language, voice tone, and instantaneous listener feedback of the traditional classroom are often absent. These facts need to be taken into account both when contributing messages to a discussion board and other learning spaces.

Keep in mind the key points, continued on the next page...



COURSE POLICIES

Adjust Your Language: Written text can easily be misinterpreted and the way we used to write about circumstances or people has changed to be more inclusive and less biased. Avoid the use of exclusionary or offensive language. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Be Direct in Your Communication: In general, avoid humor and sarcasm because they frequently depend either on facial expression, vocal tone, and familiarity with the reader. Communicate succinctly, using facts as evidence to back up opinions.

Be Forgiving: When someone makes a mistake -- whether it's a spelling error, a seemingly silly question or an unnecessarily long answer -- be kind about it. If you feel strongly about it, think twice before reacting.

The Recorder Is On: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, your audience might not be able to decode misspelled words or poorly constructed sentences. Especially for writing more than a few sentences, it is a good practice to compose on Word so that you can correct errors before posting them.

Be Mindful: Recognize that you may state something that others may find offensive, and they may let you or the instructor know. Whether intended or not, what you communicate impacts people in different ways. The goal of communication is to convey messages. We are all accountable for our communication and, at times, may need to clarify what we mean; this may include issuing an apology. We treat this as a communal learning environment, and we are in community with each for the duration of this course. If you find yourself in a tough communication situation, it is best to consult with the instructor.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be confusing to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it aloud to another person before posting it, even better.

Netspeak: There are conventions established for academic online writing. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Also, do not use abbreviated writing in formal writing (e.g., "b/c" instead of because). Emoticons, however, can occasionally be helpful to convey feelings in your writing, especially in online discussion spaces.



COURSE POLICIES

LATE/MISSING WORK

To account for technical glitches and last minute emergencies, Canvas will accept submissions up to 24 hours past the due date. Additionally, I will automatically drop from your final grade your two lowest Read & Annotate assignments, two lowest Module Notes assignment, and two lowest Participation assignments. Other late or missing work beyond the already extended submission window will not be accepted without *prior* approval. I build in flexibility when it comes to grades by automatically dropping low scores and allowing late submissions. This built in flexibility is meant to provide some leeway for personal emergencies, accidents, or technical issues related to missing a deadline. Work submitted via email will not be accepted. Please do not wait until the last minute.

CONTESTING GRADES

If you believe you received an incorrect grade on an assignment, you must email me a one-page, double-spaced reflection explaining what grade you believe you deserved, why, and how your reasoning aligns with the assignment prompt, instructions, and rubric. Grade contestations must be submitted via email within 48 hours of the grade being released. Please note that I'm human and sometimes make mistakes. If you think the issue may just be a typo or a simple error, feel free to reach out via email or Canvas without a reflection. Comments posted on Canvas or emails that do not include the required reflection for a formal grade dispute will not receive a response.

NAME AND PRONOUNS

I will gladly honor your request to address you by your chosen name or pronouns. Please advise me of changes I need to make to my records. On Canvas, feel free to include your pronouns by going to your "Account Settings" and updating as needed (as I have done). I ask that you similarly respect my pronouns (they/them).

RELIGION

There may be times when an academic requirement conflicts with religious observances and practices. If that happens, you may request reasonable accommodation for religious practices. In all cases, you must put your request in writing at least a week in advance. I will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course.

DISABILITY (DSS)

I am committed to creating a course that is inclusive in its design for all abilities. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. To formally ensure they receive the appropriate accommodations, please reach out to the Disability Support Services (DSS) Office. This office is located in Craven Hall 4300, and can be contacted by phone at (760)750-4905, or TTY (760)750-4909, and by email (dss@csusm.edu).



COURSE POLICIES

THE PROMISE AND PERIL OF USING CHATGPT

Let's acknowledge what is beyond dispute: Technological advancements are nothing new to our daily lives, both within and outside academic settings. The invention and proliferation of computers, smartphones, calculators, Siri and Alexa, and platforms like Grammarly have encouraged us to rethink how technology can simultaneously contribute to and detract from the many goals of education. Many technological advances are now commonly accepted tools to be used to facilitate student learning—and we're better off as a result. ChatGPT and the use of AI will likely be no different as it becomes part of our academic and professional lives.

However, at the time being, let me be clear that [the use of AI to generate thoughts or responses to prompts is strictly prohibited in this course](#). You may use tools like Grammarly to check grammar, spelling, and flow, but any use of AI for developing responses will result in an automatic "0" on the assignment and may be reported as an act of academic dishonesty. Submitting AI-generated ideas as your own constitutes academic dishonesty and will be treated as such. Any assignments indicating the use of AI will result in an automatic "0."

Why this matters: The grade you earn in this course is yours alone. If you're confused by prompts or unsure how to respond, that's what Office Hours are for. Most assignments in this course are reflective, and artificial intelligence cannot reflect on your behalf. **Your role** as a student is to [engage with the material, embrace challenges, and demonstrate your own thinking](#). **My role** as the instructor is to [guide your learning and assess your original work](#)—not computer-generated content. This policy is firm and will be strictly enforced.

If you have any questions or concerns, please schedule an appointment to discuss the appropriate and inappropriate uses of AI and related tools.



UNIVERSITY POLICIES

ALL-UNIVERSITY WRITING REQUIREMENT

Every course carrying degree credit at CSUSM must have a writing component that can be achieved in a variety of ways depending on the course. In this course, each student is required to write a minimum 2,500 words.

CREDIT HOURS POLICY

The university states that every one unit of a class requires 45 hours of work. This is a 4 unit class, equaling 180 hours over the course of the semester, or [approximately 11 hours per week](#). Although I do not anticipate the asynchronous work or homework to take this long, please plan accordingly. Past students who have done well have noted they did not typically need 11 hours each week to thoroughly read and complete assignments. However, you should [plan to spend around 30 minutes to one hour each day](#) working toward meeting the course requirements.

ACADEMIC HONESTY

Per the CSUSM Catalog, "Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Standards for Student Conduct Code. All assignments must be original work... All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source... Academic misconduct diminishes the work of other individuals, hurts the reputation of the university and its academic programs, and devalues a CSUSM degree or credential. Our collective responsibility as a community of learners and scholars is to uphold the highest standards of academic excellence by supporting and promoting academic integrity. As a student, it is your responsibility to protect your work and respect and protect others' work by providing proper credit for their ideas." [Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, and using AI to write or generate work](#). If you participate in academic dishonesty (accidental or not), the following sanctions may be applied: Automatic "0" on the assignment; Informal notification of the Office of the Vice President for Student Affairs; or Formal notification of the Office of the Vice President for Student Affairs through the Department Chair or College Dean.

RECORDING CLASS CONTENT

This class requires an inclusive and courageous classroom environment in which all participants are able to respect one another and the space we create. Therefore, [audio and visual recording or copying of any course content including but not limited to lectures or online written discussions is prohibited](#), except as preapproved to provide reasonable auxiliary aids and academic adjustments according to formal DSS requests. If you wish to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone in the class. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. See California Penal Code § 632 for more information about California's "two-party consent law."



CLASS SCHEDULE

Week	Topic	Assignments
Week 1: August 25	Course Overview	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Unit 1. Criminalization		
Week 2: September 1	Social Construction & Criminalization	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 3: September 8	The War on Sex (Pt. I)	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 4: September 15	The War on Sex (Pt. II)	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Unit 2. The Politics of Sex		
Week 5: September 22	Politics of Sex (Pt. I)	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 6: September 29	Politics of Sex (Pt. II)	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 7: October 6	Politics of Sex (Pt. III)	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Unit 3: Sex and the Law In Practice		
Week 8: October 13	Protection and Benevolent Sexism	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 9: October 20	Criminalizing Disease	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 10: October 27	Bodily Autonomy & Work	<ul style="list-style-type: none">Th: Read & AnnotateSun: Participation
Week 11: November 3	Pathologization and The Sex Offender	<ul style="list-style-type: none">Sun: Documentary ReviewSun: Topic Selection
Unit 4: Final Project Preparation		
Week 12: November 10	Op-Ed Preparation	<ul style="list-style-type: none">Sun: Annotated Bibliography
Week 13: November 17	Op-Ed Preparation	<ul style="list-style-type: none">Sun: Annotated BibliographySun: Op-Ed Outline
Week 14: November 24	Op-Ed Rough Draft & Fall Break	<ul style="list-style-type: none">Sun: Op-Ed Rough Draft
Week 15: December 6	Op-Ed Peer Reviews	<ul style="list-style-type: none">Th: Peer Reviews
Finals Week		
Finals Week: December 8	Final Projects Due	<ul style="list-style-type: none">Th: Final Draft of Op-Eds