

**San José State University, Spring 2015**  
**Department of Justice Studies**  
**JS 130 Sexuality & Justice**

**General Class Information**

<b>Instructor:</b>	Dr. Edith Kinney, J.D.
<b>Office Location:</b>	MacQuarrie Hall 525B
<b>Email:</b>	<a href="mailto:edith.kinney@sjsu.edu">edith.kinney@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday / Thursday, 3-4 p.m., or email for an appointment
<b>Class Time:</b>	Tuesday / Thursday 1:30-2:45
<b>Classroom:</b>	Sweeney Hall 312
<b>Prerequisites:</b>	JS 100W

**Course Description**

JS130 surveys the relationship between sexuality and social and criminal justice. Students explore the nature and extent of sexual offenses against adults and children. A critical examination of recent public policies aimed at managing sexual aggression is included.

This class aims to explore how socially constructed norms shape the legal regulation of sexuality, and how various elements of sex and sexuality have been criminalized, policed, and governed. The course examines issues of sexual orientation, gender identity, sexual violence, commercial sex, criminalized consensual sexual activity, and reproductive justice, while providing the critical tools required to evaluate legislative and judicial responses to gender, sexuality, and sexual orientation. We will study cases and social movements to assess how legislative, judicial, and social institutions regulate sexual behavior, association, and expression.

**Prerequisites**

Enrollment requires previous completion of Core GE, satisfaction of the Writing Skills Test, and upper division standing (for students who begin continuous enrollment Fall 2005 or later, 100W is prerequisite or co-requisite to enrollment in all other SJSU Studies courses).

## **Required Texts/Readings**

### **Textbooks**

This course does not have a designated textbook. E-readings will be available on Canvas and via the Online Syllabus on Google Drive (through your @sjsu.edu email account).

### **Suggested Readings:**

For an introduction to sexuality studies, refer to the following texts:

Veronique Mottier. *Sexuality: A Very Short Introduction*. New York: Oxford, 2008,

NOTE: Available as an SJSU Library e-book

Steven Seidman, Nancy Fischer, and Chet Meeks, eds. *Introducing the New Sexuality Studies: Original Essays and Interviews*. New York: Routledge, 2011,

NOTE: Available as an SJSU Library e-book

## **Student Learning Objectives**

JS130 surveys the relationship between sexuality and social and criminal justice. Students explore the nature and extent of sexual offenses against adults and children. A critical examination of recent public policies aimed at managing sexual aggression is included.

SLO 1: demonstrate an understanding of various pieces of sex or sexuality related legislation and public policies surrounding sexual offending.

SLO 2: think critically about these issues and produce detailed, scholarly, and objective assignments that demonstrate their ability to conduct independent research and justify their perspective.

SLO 3: demonstrate their knowledge and familiarity with the material discussed during class by contributing meaningfully and respectfully to class discussions.

SLO 4: Students should read, write, and contribute to discussion at a skilled and capable level.

## **Classroom Protocol**

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. Readings about sexuality and justice can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, free to contact the professor in person or anonymously (e.g., a note slipped under Dr. Kinney's office door of 525B MacQuarrie Hall).

3. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth). We will discuss ground rules and develop classroom standards of conduct at the beginning of the semester.
4. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
5. Students are responsible for any and all notes and materials missed in their absence.
6. Please turn off all cell phones, pagers, PDA's or any other electronic device. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. If you are caught using a telephone (even silently, e.g. texting), you will be asked to leave the classroom. Computers may be used for e-readings and class activities, but you will be "on call" to answer questions about the readings if your computer is open.

## **Grading Policy**

### **Readings**

Students are expected to complete readings *before* the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, and we can engage the material together. Though readings are not a graded assignment per se, the final and midterm exams will certainly focus on students' ability to recall, understand, and integrate readings in their responses.

### **Grading Policies**

Writing assignments will be graded on a 100-point scale and evaluated on content, clarity, and thoroughness. See Canvas for a detailed rubric and writing resources. This course will be using the +/- system on final grades based on the following percentages:

98-100:	A+	77-79:	C+
94-97:	A	74-76:	C
90-93:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
		0-59:	F

Please note, a "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

## **Assignments**

### **Film Analysis**

**5% of final grade**

Students will watch a film related to sexuality and justice (selections will be announced in class) and write a 3-page review analyzing the film and pertinent legal/justice issues.

### **Case Brief & Analysis**

**10% of final grade**

Students will write one case brief summarizing a case/court decision. It should be no longer than 2 pages, and must include the case name; full citation; a summary of the relevant facts; the procedural posture of the case (where did the case come from, and which court wrote the decision?); a brief statement of the issue/legal question presented in the case; identify the holding/decision; and summarize the majority reasoning as well as the reasoning of any concurring and/or dissenting opinions (if applicable). A concluding paragraph should identify how the case relates to the principle we are studying (e.g., discretion, equal protection, 1<sup>st</sup> Amendment rights, cruel and unusual punishment, etc.) and analyze the implications of the case with regard to broad course themes/discussions/debates.

This exercise is intended to develop your legal reading and writing skills, as well as your ability to articulate what you have learned. We will discuss how to read, map, and analyze a case in class. Reading and understanding case law and legal writing is a skill that requires practice and patience. If you have trouble understanding a case or difficulty identifying key points, arguments, and holdings, please visit the professor during office hours.

### **Participation**

**10% of final grade**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to keep up with class reading, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Attendance and participation (both in class and online) is essential in order to succeed in JS 130.

### **Midterm Exam**

**20% of final grade**

### **Final Exam**

**25% of final grade**

Students' grasp of the material will be assessed by two examinations. Both tests will comprise multiple choice, short answer, and essay-style questions. More information will be provided in class.

### **Research Paper**

**30% of final grade**

Students are required to write a original 10-12 page research paper that addresses an issue of your choosing (in consultation with the professor) related to sexuality and justice. Papers will be evaluated based on the quality and organization of their writing, as well as evidence of substantial effort to respond to feedback. This assignment observes that writing is a process; to complete the research paper, students will submit the following: (1) Abstract and Paper Proposal (2) An outline of your paper, along with a reference list of at least three empirical, peer reviewed journal articles that you intend to use in your paper. (3) A peer review will be conducted on a rough draft of your paper (4) The final paper, incorporating responses to the peer review and feedback.

## **Justice Studies Department Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e. reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Students in JS 130 will have the opportunity to improve their writing and critical literacy skills through completion of in-class and online writing assignments, a research paper, exams, and extra credit (optional).

## **Library Liaison**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, MLIS, Academic Liaison Librarian  
4<sup>th</sup> Floor, King Library / Phone: 408-808-2118 / Email: [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s written/emailed permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” As our class requires active participation of students and guests who may be on any recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

#### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

#### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>. Class readings and discussions will address topics including sexual violence and sexual offending, issues that may be difficult, challenging, and potentially triggering for survivors of trauma. Students should feel free to contact the instructor if you are concerned about a particular reading or topic.

## **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

# JS 130 Sexuality, and Justice

## Fall 2015 Course Schedule and Readings

The Class Schedule below is tentative and subject to change. The dynamics and abilities of the individual class often dictate the amount of time spent on classroom discussions, and Guest Lecturers' schedules often change. This usually means that it is necessary to adjust some activities or materials as the semester progresses. This makes it particularly important to come to class on time (to receive those announcements), to check Canvas and your email, and to check in with the instructor after any absences.

### *Unit 1: Introductions*

#### **January 22**

Course Overview; Syllabus; Introductions; Class Contract  
Introduction to Law, Gender, and Sexuality

**Assignment:** Watch "The History of Sex: The 20th Century," History Channel,  
<https://www.youtube.com/watch?v=6AkIESal13s>

#### **January 27**

#### **Introduction to Gender, Sex, and Sexuality Studies**

Discussion of "The History of Sex"

Seidman, "Theoretical Perspectives," (pg. 1-12) in Seidman, Fischer & Meeks,  
*Introducing the New Sexuality Studies* (SJSU Library e-Book)

Overview of Law Relating to Sexuality: Family Law, Sex Crimes, Sex  
Discrimination, Reproductive Rights, Pornography and Obscenity, LGBT Rights,  
Intersex Rights

### *Unit 2: Historical Perspectives: Domestic Violence, Sex Discrimination, and Prostitution*

#### **January 29**

#### **Domestic Violence**

Domestic Violence, Social Norms, and Legal Precedent – Chapter 1, *Before the  
Law* [Before Law\\_Ch1](#)

Bartlett & Rhode, *Gender, Law & Policy*, "Formal Equality" (1-9)

Cases: *Bradwell v. Illinois*, 83 U.S. 130 (1872); *Muller v. Oregon*, 208 U.S. 412  
(1908) [B&R Bradwell & Muller cases](#)

### **February 3**

#### **Intimate Partner Violence - Contemporary Debates**

INCITE! Women of Color Against Violence, "Dangerous Intersections"

<http://incite-national.org/page/dangerous-intersections>

Class Discussion: The *Violence Against Women Act*: Expanding Protection for Native American Women and LGBT People

### **February 5**

#### **Progressive Era Morality Campaigns: "White Slavery" and Prostitution Reform**

Lucas, Race, Class, Gender, and Deviancy: The Criminalization of Prostitution, 10 *Berkeley Women's L.J.* 10: 47, (1995).

Luker, "Sex, Social Hygiene and the Double-Edged Sword of Social Reform," *Theory and Society* 27: 601-634, (1998).

### *Unit 3: Sex, Privacy, and Reproductive Justice*

### **February 10 - 12**

#### **Privacy, Sexuality and Reproductive Rights: Contraception, Abortion, and the Right to Privacy**

Pew Research, "A History of Key Abortion Rulings of the U.S. Supreme Court," <http://www.pewforum.org/2013/01/16/a-history-of-key-abortion-rulings-of-the-us-supreme-court/>

Bartlett & Rhode, *Gender Law and Policy*, "Pregnancy and Autonomy"

([B&R Pregnancy & Autonomy](#)) (excerpts)

*Griswold v. Connecticut*, 381 U.S. 479 (1965)

*Roe v. Wade*, 410 U.S. 113 (1973)

*Planned Parenthood of Southeastern Pennsylvania v. Casey*, 505 U.S. 833 (1992)

*Gonzales v. Carhart*, 550 U.S. 124 (2007)

Reva Siegel, "Dignity and the Politics of Protection: Abortion Restrictions Under *Casey* / *Carhart*," 117 L. J. 1694 (2008) (Read excerpt included in "B&R Pregnancy & Autonomy" reading above; full article, FYI:

[Siegel Politics of Protection](#))

Dorothy Roberts, Ms. Magazine: <http://www.msmagazine.com/apr01/roberts.html>

SisterSong: "[What Is Reproductive Justice?](#)"

Class Discussion: *Hobby Lobby* decision

*Recommended:* Adams & Arons, "[A Travesty of Justice: Revisiting Harris v. McRae](#)" Berkeley Law Journal, 2014

## **February 17**

### **Sexuality, Law & Social Movements: Abortion Access & Protests**

**Guest Speaker:** Dr. Josh Wilson, University of Denver

*The Street Politics of Abortion*, Chapter 3, "Going Big: Schenk v. Pro-Choice Network of NY"

## **February 19**

**Film: TBA**

## ***Unit 4: Prostitution, Sex Work, and Human Trafficking Campaigns***

## **February 24**

### **Prostitution Policy and Anti-Trafficking**

Open Society Foundation, "Law and Policy Affecting Sex Work,"

<http://www.opensocietyfoundations.org/sites/default/files/sex-work-laws-policies-20120713.pdf>

U.S. Department of State, "The Link Between Prostitution and Sex Trafficking" (2004) [US 2004 Link](#)

Elizabeth Bernstein, "Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns" (2010) Signs, [Bernstein 2010 Carceral Feminism](#)

## **February 26**

### **Sex Trafficking Campaigns in Thailand**

Noy Thrupkaew, Sept. 16, 2009, "The Crusade Against Sex Trafficking,"

<http://www.thenation.com/article/crusade-against-sex-trafficking#>

*Recommended:* "The Crusade Against Trafficking Part II: "Sister, Why Doesn't Anything Change?"

Empower (2012) *Hit and Run:*

[http://www.empowerfoundation.org/sexy\\_file/Hit%20and%20Run%20%20RATS](http://www.empowerfoundation.org/sexy_file/Hit%20and%20Run%20%20RATS)

[W%20Eng%20online.pdf](#) (read pgs. 10-22, skim and read a few migration stories (p 22-36), read 37-48, skim laws from 48-53)

Video: *The Last Rescue in Siam*:

[http://www.empowerfoundation.org/sexy\\_en.php#](http://www.empowerfoundation.org/sexy_en.php#)

### **March 3**

#### **Prostitution and Problem-Solving Courts**

**Guest Lecturers: Dr. Santhi Leon, J.D. and Dr. Corey Shdaimah**

“JUSTifying Scrutiny: State Power in Prostitution Diversion Programs,” Vol. 16(3), 250-273 (2012)

#### **Canvas Discussion Forum: Justice Approaches to Prostitution, Trafficking and Commercial Sexual Exploitation of Children (CSEC)**

**Assignment: Read the following and post your response to Canvas Discussion by noon, 3/8**

Jennifer Musto, “Domestic minor sex trafficking and the detention to protection pipeline,” *Dialectical Anthropology*, Vol. 37(2), 257-76 (2013)

Brown, “A Court’s All-Hands Approach Aids Girls Most at Risk,” NY Times, Jan. 28, 2014, <http://www.nytimes.com/2014/01/29/us/a-courts-all-hands-approach-aids-girls-most-at-risk.html>

Clark, “There is No Such Thing As a Child Prostitute,” *East Bay Express*, July 02, 2014, <http://www.eastbayexpress.com/oakland/there-is-no-such-thing-as-a-child-prostitute/Content?oid=3998333>

### **Unit 5: Sex, Power, and Sex Crimes**

#### **March 5**

##### **Sex and Power**

Barber, “Sex and Power” in Seidman, Fischer & Meeks, *Introducing the New Sexuality Studies* (SJSU Library e-Book)

### **March 8th - International Women’s Day!**

<http://www.un.org/womenwatch/feature/iwd/history.html>

**“Human Rights are Women’s Rights and Women’s Rights are Human Rights!”**

**March 10**

**Researching Sex Offenses and Sex Offender Policy**

**Guest Lecturer: Dr. Danielle Harris, Justice Studies, SJSU**

**Readings TBA**

**March 11: OPTIONAL EXTRA CREDIT ACTIVITY: Ann Lucas Lecture:  
Hadar Aviram, *Cheap on Crime***

**March 12**

**Children and Sex Offender Policy**

Human Rights Watch, *Raised on the Registry: The Irreparable Harm of Placing Children on Sex Offender Registries in the US*,

<http://www.hrw.org/reports/2013/05/01/raised-registry-0>

**Take-at-Home Midterm Exam**

**March 17**

**Sexual Harassment and Sexual Violence in the Military**

Retro Report: The Legacy of Tailhook: <http://retroreport.org/the-legacy-of-tailhook/>

“The Military’s Rough Justice on Sexual Assault,”

[http://www.nytimes.com/2014/11/30/magazine/the-militarys-rough-justice-on-sexual-assault.html?emc=edit\\_th\\_20141130&nl=todaysheadlines&nid=58689494](http://www.nytimes.com/2014/11/30/magazine/the-militarys-rough-justice-on-sexual-assault.html?emc=edit_th_20141130&nl=todaysheadlines&nid=58689494)

*FYI: Military Sex Assault Trial Showcases 2 Approaches to Prosecution*, NY Times, [http://www.nytimes.com/2014/03/03/us/military-sex-assault-trial-showcases-2-approaches-to-prosecution.html?nl=todaysheadlines&emc=edit\\_th\\_20140303&r=0](http://www.nytimes.com/2014/03/03/us/military-sex-assault-trial-showcases-2-approaches-to-prosecution.html?nl=todaysheadlines&emc=edit_th_20140303&r=0)

**March 19**

**Sexual Assault and Sexual Violence on Campus: Developing and Implementing California’s “Affirmative Consent” Standard**

**Guest Lecturer**, Elena Acavedo Dalcourt, J.D., University of California, San Diego, Office For the Prevention of Harassment and Discrimination

Readings TBA

**March 24 and 26: No Class: Enjoy Spring Break!**

**March 31**

**Sex and Sexual Assault in Correctional Settings**

**Prison Rape Elimination Act**

Canvas Readings (TBD)

NPR, "California Prisons Aim To Keep Sex Between Inmates Safe, If Illegal,"  
Jan. 21, 2015

Life of the Law Podcast, "23: Prison and Pregnancy," Released Dec 17, 2013

**April 2**

**Dating Violence and Sexual Violence inside and outside the system /**

**Juvenile Justice and System Control of Girls' Sexuality Via Status Offenses**

**Guest Lecturer: Dr. Veronica Herrera, SJSU**

Canvas Readings (TBD)

*Unit 6: New Frontiers in Sexuality and Justice*

**April 7**

**Power Plays: The Boundaries of Consent and BDSM**

**Guest Lecturer: Ummni Kahn, *Vicarious Kinks: S/M in the Socio-Legal Imaginary*, (2014) (excerpt)**

**April 9**

**Optional Extra Credit Activity: HUMAN RIGHTS LECTURE – Activities TBA**

**April 14**

**Sexual Privacy and LGBT Rights in the Courts**

Maddox, "The U.S. Supreme Court and the Politics of Gay and Lesbian Rights,"  
in Seidman, Fischer & Meeks, *Introducing the New Sexuality Studies* (SJSU  
Library e-Book)

***Bowers v. Hardwick* (1986)**

***Romer v. Evans*, (1996)**

***Lawrence v. Texas* (2003)**

**FYI LGBT Legal Research Resources:**

Sexual Orientation and the Law: A Research Bibliography of Legal Literature

Discussing Gay, Lesbian, Transgender, and Bisexual Persons, Their Rights, and

Their Families, <http://www.lgbtbib.org/index.php>

**April 16**

**Same-Sex Marriage in the Courts: Strategic Litigation and Cultural and Legal Backlash**

Canvas: Cases and Campaign Materials

Pew Research - Religion & Public Opinion, "Same Sex Marriage State-by-State"  
<http://www.pewforum.org/2015/01/20/same-sex-marriage-state-by-state/>

Human Rights Watch, Q&A: How to Tackle Backlash Against LGBT Rights  
<http://www.hrw.org/news/2014/11/10/qa-how-tackle-backlash-against-gay-rights>

**April 21**

**Polyamory and Sexual Rights**

**Guest Lecturer, Professor Hadar Aviram, UC Hastings College of the Law**

Reading TBD

Listen to Life of the Law Podcast 27, "Polyamorous Love"

**April 23**

**Intersex Rights**

**Guest Lecturer: Anne Tamar-Mattis, J.D., Legal Director of Advocates for Informed Choice**

"AIC's Groundbreaking Lawsuit Accuses South Carolina, Doctors and Hospitals of Performing Unnecessary Surgery on Infant,"  
<http://aiclegal.org/programs/project-integrity/>

**Inter/Act**

[\*What We Wish Our Doctors Knew \(pdf\)\*](#)

[\*What We Wish Our Parents Knew \(pdf\)\*](#)

**Advocacy Material**

[\*AIC general brochure \(pdf\)\*](#)

[\*Know Your Rights \(pdf\)\*](#)

**Video:** <http://www.interfaceproject.org/>

**April 28**

**Trans\* Rights**

Transgender Law Center, #morethanmarriage Campaign

Discussion: Queer Asylum

Readings TBA

**April 30**

**Obscenity and Pornography**

Godfrey, "Law and the Regulation of the Obscene," in Seidman, Fischer & Meeks, *Introducing the New Sexuality Studies* (SJSU Library e-Book)

[Bartlett & Rhode - Pornography: MacKinnon, American Booksellers, Inc. v. Hudnut case, Feminist Anti-Censorship Taskforce Amicus Brief in Hudnut](#)

**Class Debate: Regulating Online Sexuality**

**Sexual Commerce, Child Pornography, Sexting, and Sex Crimes Online**  
Readings TBA

**May 5**

**Assisted Reproductive Technologies & Reproductive Labor**

Video: Baby M and the Question of Surrogacy:

<http://www.nytimes.com/2014/03/24/us/baby-m-and-the-question-of-surrogate-motherhood.html>

Alex Kuczynski, "Her Body, My Baby," *New York Times Magazine* (Nov. 28, 2008), *available at*

<http://www.nytimes.com/2008/11/30/magazine/30Surrogate-t.html>

Liza Mundy, *Everything Conceivable*, "Two Men and Two Babies: Gay Fatherhood through Surrogacy," (2007) (pg. 127-153). [2 men 2 babies](#)

LSRJ, "Assisted Reproductive Technology":

[http://lsrj.org/documents/factsheets/13\\_Assisted\\_Repro\\_Technology.pdf](http://lsrj.org/documents/factsheets/13_Assisted_Repro_Technology.pdf)

**May 7**

**Sex, Sexuality, and the State – Review**

**May 12**

**Final Discussion, Conceptual Slam, and Review**

**Thursday May 21**

**Final Exam, 12:15 - 2:30 p.m.**