

## **Sexual Behavior, Sexually Transmitted Infections, and Scientific Measurement**

**SOCIOLOGY 381w**

Thursdays, 1-40 to 4-30pm in PH 202 and Computer Lab

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**Office Hours**

**Thursdays, 4-30 to 6-30pm**

**Other times by appointment**

The onset of the AIDS epidemic in the USA and other nations spurred the fielding of major national surveys of patterns of sexual behavior. In contrast to the pioneering work of Alfred Kinsey earlier in the 20<sup>th</sup> century, these surveys used probability sampling techniques to characterize (with known margins of sampling error) the behavior of national populations — rather than purposively recruited or accidental collections of volunteers.

This seminar will discuss the methods and findings of major surveys of sexual behavior conducted in the United States and in the United Kingdom (UK) between 1990 and 2002. The results of these surveys are reported in:

Laumann E, Gagnon J, Michael R, Michaels S. *Social Organization of Sexuality*. Chicago: University of Chicago Press, 1994. **[LAUMANN]**

Johnson A, Wadsworth J, Wellings K, Field J. *Sexual Attitudes and Lifestyles*. London: Blackwell, 1994. **[JOHNSON]**

11 Journal articles from 2000 NATSAL. **[NATSAL]**

Mosher WD, Chandra A, Jones J. Sexual behavior and selected health measures: men and women 15-44 years of age, United States, 2002. *Advanced Data from Vital and Health Statistics*, 2005 Sep 15;(362):1-55. **[NSFG]**

The Johnson book is required, and it is out of print. A scanned copy of this book will be provided in class along with a long article reporting results from the 2002 NSFG. (I paid for permission to distribute a limited number of CDs with copies of the second book; you must return your CD to me at the end of the semester.) Seven supplemental readings will also be distributed **[SUPPL]**.

In addition to class readings, students will conduct analyses of survey data on sexual behavior in the USA and Great Britain. These analyses will explore suspicions, hunches, and formal hypotheses that emerge from class discussions of our readings.

**WRITING ASSIGNMENTS.** As this is a writing intensive course, students will be required to draft synopses of selected readings. These synopses will be shared with the class and critiqued in class. When assigned, these synopses will be due by 11-59pm on the Tuesday before our Thursday class. Students will also be required to write a 15 to 25 page paper at the

end of the term. Details of the requirements for this paper can be found at the end of this syllabus. The final paper is due by email on May 20th by 11:59 pm.

**GRADES.** 40 percent of a student's grade will be based upon two evaluative quizzes designed to insure that seminar participants have completed their reading assignments. 60 percent of a student's grade will be based upon their performance on a 15-20 page term paper. Requirements for the term paper can be found on the final page of this syllabus.

**PLAGIARISM.** The use of other people's work or ideas without appropriate acknowledgment is a serious breach of the standards of academic scholarship. Students who engage in such behavior may be given a grade of F, and they may be subject to other disciplinary action. The university's academic integrity policy is published in full at:

***[web.cuny.edu/academics/info-central/policies/academic-integrity.pdf](http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf)***

**COMPUTER ACCOUNTS.** If you do not have a CAMS/Active Directory account, you must sign up for one. See tutorial at: <http://www.qc.cuny.edu/Computing/Pages/CamsTutorial.aspx>

**CONTACTING ME.** The best way to contact me is to send E-Mail to CFTurner3@GMail.com. ***Please put SOC381 in Subject line of your message.*** My office telephones are 202-657-4455 (home) and 718-997-2819 (university). *Please leave voicemail messages ONLY on 202-657-4455.*

## REQUIRED READINGS

February 3	<b>Overview of Course</b>
February 10 & 17	<b>Study Background and Research Methods Used</b> *Johnson et al., Ch. 1-3 Laumann et al., Ch. 1-2 and Appendix A *NSFG, pp 1 - 10 *NATSAL – K
February 24 & March 3	<b>Initiation of Sexual Behavior</b> *Johnson et al., Ch. 4 Laumann et al., Ch. 9 *NATSAL – G, I
March 10, 17	<b>Male - Female Sexual Behaviors</b> *Johnson et al., Ch. 5-6 Laumann et al., Ch. 3-5 *NSFG, pp - 11 - 55 *NATSAL – D, H, J <b>NOTE. In-class quiz on readings on March 17<sup>th</sup>.</b>
March 24, 31	<b>Sexually Transmitted Infections and Health</b> *Johnson et al., Ch. 9 Laumann et al., Ch. 11 *SUPPL – A, B *NATSAL – B
April 7, 14	<b>Same-Gender Sexual Behaviors</b> *Johnson et al., Ch. 7 Laumann et al., Ch. 8 *NSFG, pp. 13-17 *NATSAL – A, C *SUPPL – C, D  <b>NOTE. No class on April 21<sup>st</sup> due to Spring Break.</b>
April 28, May 5	<b>Methodological Issues in Surveys of AIDS Risk Behaviors</b> *NATSAL – E, F *SUPPL – E, F, G
May 12	<b>In-class quiz on readings and discussion of status of projects.</b>

## PAPER REQUIREMENTS.

The paper is a major component of your final grade. It must be:

- An original report of secondary data analysis you or your group have performed using the 2000 NATSAL dataset. It is NOT to be library research or student-conducted original research, e.g., using new data obtained by interviewing respondents.
  - It must be between 15 and 25 pages in length (double-spaced) including figures and tables (but NOT computer output).
  - It must be on a topic that has been approved by the instructor.
  - It must begin with a cogent statement of the area you will be investigating and either:
    - the hypotheses you will test, e.g., "young people who have received sex education are no more likely to begin having consensual sex at an early age, but they are more likely to use condoms and/or other contraception at first intercourse, report the experience to be 'wanted', etc."; and/or
- OR*
- the particular areas you wish to explore — even though you do not have an initial notion of what you will find, e.g., "we wish to explore whether or not receiving sex education prior to initiation of consensual sex was associated with: age at first sex, the likelihood condoms/contraceptives were used at first sex, likelihood first sexual experience was wanted, etc.")
  - We will begin working on the data analyses for your project in class no later than March 24<sup>th</sup>.
  - A rough first draft of the paper is due April 28<sup>th</sup>. This draft will not be graded and need not be complete — but at least 50% of the text, tables, and figures should be done. Your preliminary findings will be discussed in the seminar.