

**SOCIOLOGY 64: SOCIOLOGY OF SEXUALITY
SPRING 2014**

Course schedule: Tuesdays and Thursdays, 9:30 to 10:50 am; ELH 100

Course web site: (tba)

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Office: 4257 SSPB
Office hours: Wednesdays 3-4pm and by appointment

Teaching assistants: (tba)

Course Description:

In this class, we will explore *how* and *why* sexuality matters in society. We will discuss how sexuality affects the expectations, experiences, and opportunities of men and women in society, moving beyond assumptions about sexuality as “human nature” or “personal choice.” Our *sociological* examination of sexuality will involve discussions of the meaning of sex and gender, the politics of sexual identity, the role of sexuality in other major social institutions, and issues of sexual ethics and inequalities. The lectures and readings will reflect a number of different perspectives. By participating in this class, you will gain the conceptual and theoretical tools to analyze the personal and institutional consequences of different social constructions of sexuality.

Course Objectives:

- To understand how sociologists study and understand sexuality in ways distinct from other disciplines and ways of thinking.
- To learn a wide range of theoretical and methodological approaches which have significantly contributed to the sociological study of sexuality.
- To appreciate the wide variation and diversity in people’s sexual experiences, desires, and identities.
- To understand how various social institutions shape sexuality, including the family, education, the media, and the government.
- To recognize how people are stratified according to sexuality (empowered, disempowered, privileged, disenfranchised) and to recognize how sexuality intersects with other systems of stratification and inequality (such as age, race, class, and gender).
- To explore contemporary controversies related to sexuality, and to build frameworks for understanding their moral and political significance.

Grading

Class Participation	10%
Discussion Section Participation	10%
Sexual Biography Paper	15%
The Body Paper	15%
Midterm	25%
Final exam	25%

Assigned readings

There is one required book available at the UCI bookstore. The required book is:

Sex Matters: Mindy Stompler, Dawn M. Baunach, Wendy Simonds, Elroi J. Windsor, and Elisabeth O. Burgess. 2014. *Sex Matters: The Sexuality and Society Reader* (4th Edition). Norton.

There will be additional articles assigned, and these *required* readings will be linked here or on the course website.

Part of being ready to participate is coming to class having completed the readings for that week. We will read a lot of material from varied sources. You may find some of it difficult upon first reading it. You will need to read carefully and may need to read things twice (or more times!) in order to understand it. This is to be expected and is part of careful reading. If you simply cannot understand some parts, highlight them and ask about them in class, come to my office hours, or discuss them with your peers. I do not expect you to understand everything effortlessly, but I do expect to see you ACTIVELY trying.

As you read and prepare for class participation, try to answer these questions:

- What is the main point? What exactly is the author saying in this paper/article/chapter? It often helps to think about the title and make sure you understand it.
- How does the author frame the argument? Is the argument a reaction to something else? Is it contradicting something else or building on it?
- What's the author's tone? How the author is delivering the argument can often be a good clue to her or his intentions for the piece. Is it non-descript and academic? Feisty? Sarcastic?
- Do you believe the author's claims? What evidence did the author give? If it is research, do you think the methodology and data interpretation are sound?
- How does the reading relate to other material from class? (e.g., discussions, other readings, videos)
- How do you personally feel about the reading? What questions does it raise for you? What feelings did the reading bring out in you, and do you think these feelings affected how you processed the reading?

Class and Discussion Section Participation

Class participation and discussion section participation will each be 10% of your grade (20% total).

Class Participation: The majority of participation will be assessed through in-class responses with the “**iclicker**” classroom response system. Note that there may be a few iclicker responses within a class meeting and each count as one individual point. For example, if you leave early and miss a response you lose credit for that question. **Each student has 10 “free” clicker points to allow for times when you forget your iclicker or must be absent.**

You will need to purchase an iclicker from the bookstore (used ones are fine as well) if you don't already have one. You must register your iclicker for this class or your responses will not count. For more information see: <http://www.classrooms.uci.edu/ars/>. To register your iclicker: <http://www.iclicker.com/registration/>.

Discussion Section Participation: Your teaching assistant will provide you with a section syllabus that outlines her or his expectations for your attendance and participation. Section meetings will be used to engage more actively with the material I present in lecture and to discuss the readings in greater depth.

****A Brief Comment on Respect****

Sex can be an embarrassing and sensitive topic. People often hold strong feelings about what is “natural” or “unnatural,” “right” or “wrong,” and “good” or “bad” about sex. Something you find “gross” may be a fundamental aspect of another person’s sexuality. There will no doubt be disagreements along these lines in the course of the quarter, and to avoid them would be a disservice to the sociological approach we are taking to sexuality. During discussions and throughout the course, please respect your fellow classmates and their comments. If I believe you are behaving inappropriately, I will let you know. Similarly, if you ever feel uncomfortable during class, for any reason, or feel that my behavior is inappropriate, please let me know immediately. I expect our class to have many frank and open discussions on a wide range of sex-related issues. While I will never require any of you to reveal personal information during class discussions, I welcome such information when relevant and will do my best to ensure a safe and supportive class environment. Ensuring this safe environment is a responsibility we all share.

Papers

You will write two 3-5 page papers. Take note that neither assignment requires you to reveal personal information. In each case, you have the option to discuss yourself or someone else. Papers must be written using 12 point Times New Roman font, double spaced, with one inch margins. It takes *at least* three full pages (excluding header information) to fully address the topics in these papers. Shorter papers are unlikely to have fully addressed the assignment and thus are likely to receive lower scores. Points will be deducted for misspellings, poor grammar, and unclear writing. Hardcopies of your papers are due at the beginning of class on the dates indicated below and in the syllabus. I DO NOT accept emailed papers and points will be deducted for unstapled papers. Papers handed in late during class will receive a 10% grade deduction. Papers handed in by the end of the day will receive a 15% grade deduction. For every day after the due date a paper is late, a further 15% will be deducted (e.g., a paper handed in the day after it is due will be docked 30%). Detailed guidelines for these papers will be handed out in class and posted on the course website.

Paper #1: The Sexual Biography Paper provides you with an opportunity to evaluate yourself (or alternatively, someone you interview) as a sexual person from a sociological perspective. This type of writing assignment may be difficult at first because we are trained to think of ourselves—especially our sexual selves—individualistically. Not only do we usually think of our sexual attitudes and behavior as uniquely formed by personal, private choices, but we also tend to think of our sexuality as being rooted deep in biology and psychology. Sociologists argue that human behavior is patterned and repetitive according to the social groups we belong to. How might your sexual development be patterned and repetitive in this way? How might your sexuality be affected by your relationship to various social groups (Race, Class, Gender, Nationality, Religion/Religiosity, Age, Marital or Relationship Status, Year in College, Sexual Orientation, Community Type)? What is the origin of your sexual attitudes and behaviors? Do your friends and family members hold the same attitudes as you?

Paper #2: The Body Paper requires you to critically examine your own body or a representation of one in a magazine or online. The purpose of this assignment is to analyze our relationships to our

bodies—the ways we objectify them and inhabit them. The assignment asks you to describe your body—or the body—in a detailed, clinical way, as if you were a doctor or examiner describing the body to a note-taker. You will not use the first person “I” to describe your body (“I have a large stomach”). Instead, say things like, “The stomach is large and round ... The tips of the ears are pointy and red, like an alien’s.” You WILL NOT describe your genitals. Again, you may describe a picture of someone else’s body. After you provide a detailed description, you will then discuss the process; how did it make you feel? What in particular did you notice? How would this body need to be changed in order for it to achieve the dominant beauty standards in contemporary U.S. society? For a particular sub-culture?

The first paper is due: Tuesday, April 22nd
The second paper is due: Tuesday, May 20th

Exams

The midterm will ask about material covered in the first half and the final will focus on material covered in the last half. The final will not be cumulative in terms of the readings, although it will include theoretical perspectives, general themes and critical thinking skills that span the whole class. There *will* be questions on the exams that are covered in lecture but not covered in the readings. It is important that you attend lectures and take good notes. If you have to miss a lecture, be sure to get notes from a friend. If you do not understand a concept covered in the readings or lecture your best strategy is to ask right away. Don’t wait until just before the exam to evaluate your understanding of the material.

The dates and times for the midterm and final exam are listed below. Check your schedule *now* to be sure that you do not have any other obligations that would prevent you from attending the exam. Exams will NOT be rescheduled due to scheduling conflicts.

The midterm is scheduled for **Tuesday, May 6th**, during regular class time.

The final exam is scheduled for **Thursday, June 12th, 8 to 10 am.**

Other Policies

Course Consent: By enrolling in and attending this course you are confirming your consent to be exposed to materials (readings, audiovisual, lectures) that may deal with explicit sexual behaviors. If you do not consent, I expect you to drop the course. If you have problems with specific aspects of the material, I expect you to contact me immediately so that we can discuss this and find an appropriate solution.

Make-Up Exams: Make-up exams will not be given, except in the most unusual (and documented) circumstances. If you cannot take the exam, you must contact me *prior* to the exam and, with my permission, may take the exam at a later date. Failure to do so will mean that you will not be able to take a make-up exam.

Special Needs: Students with special needs that might impact their ability to complete the course should inform me as soon as possible and provide the appropriate documentation from university services. I will do my best to accommodate any special needs.

Audiovisual Recording: Other than taking notes for personal use, any recording of class material or lecture is **strictly prohibited**, this includes pictures, video, and sound recordings. If you have a compelling reason to record lecture material (e.g., a documented learning disability) you must meet with me privately to make arrangements. I own the copyright to all lecture material and notes; these are for private use only, and may not be sold or shared with companies or websites that distribute/sell course notes.

Expected behavior: I assume you are attending lecture to listen to what I (and your peers) have to say. If you attend lecture but choose not to pay attention, don't interfere with the ability of *other* students to pay attention. Among other things, this means turning off cell phones and other noise-making devices so they do not interrupt class, and not distracting the students around you by talking or other activities. If you bring a laptop to take notes that is the only function it should serve in class. Also, arriving to class late and leaving early are disruptive and should be avoided. If you are regularly unable to attend lecture during the times it is scheduled, take some other class that fits your schedule better.

Academic Honesty: You should familiarize yourself with the UCI policy on Academic Honesty. See <http://www.editor.uci.edu/catalogue/appx/appx.2.htm>. Academic dishonesty will not be tolerated. Any work that reflects academic dishonesty will receive a failing grade and students submitting such material may be subject to further disciplinary action at my discretion. It is your responsibility to know what constitutes academic dishonesty at UCI, and to act in accordance with the campus policies. When in doubt, please ask.

Changes: Any changes to requirements, readings, or other structural aspects of the class will be announced in lecture. Also, changes to the course structure or policies will be updated on the syllabus, which will be posted to the course web site. The version of the syllabus on the web site is always the most recent and takes precedence over any previous versions.

Extra Credit

Students can receive **up to 15** extra credit points in the course toward the final exam via writing a 3-5 page analytic paper after viewing one of the movies listed on the course website. You may suggest a movie to me that is not on the list but you need to justify your choice. Points applied toward extra credit will be reduced when the paper is poorly written. All stylistic rules mentioned above for main course papers apply (i.e., font, margins). On one hand, watching a film you have not seen before allows you to approach the movie with fewer preconceptions. On the other hand, you may enjoy re-viewing a film, but this time applying what you know from this class in analyzing its themes.

The paper should contain three parts:

- (1) **Movie Summary:** At the beginning of your paper, provide the name of the movie, a short description of the main characters and their relationships to each other along with a one-paragraph summary of the movie. Do not spend more than two paragraphs on this part of the assignment.
- (2) **Movie Analysis:** This part of your paper should consist of an analysis of how the movie relates to and illustrates topics we have covered in this class. Focus on at least two but no more than four topics/terms addressed in the class.
- (3) **Movie Messages:** In the last part of the paper, address the following questions: What implicit and explicit messages does this movie contain about sex and sexuality? What do you think about these messages? Are they positive or negative? This part of the assignment should be a minimum of a page.

All extra credit papers are due by: **Tuesday, June 3rd at the beginning of class.** However, you may turn in this paper at any point *after the first exam.*

Other Resources

Learning and Academic Resource Center: <http://www.larc.uci.edu/index.html>. This is a good online resource for help improving your writing skills, whether you are a native English speaker or not.

Counseling Center, Room #202, Student Services I. This is a good place to go to talk to someone about problems you're having with schoolwork, how to get back on track if you're falling behind, and how to deal with difficult emotions or personal situations you may be in. Drop in between 8:00 a.m. and 5:00 p.m., or call at any time to talk to someone or to make an appointment, (949) 824-6457.

SCHEDULE

(**Readings marked with two asterisks are available as pdf documents on the course website)

WEEK 1 (APRIL 1ST AND 3RD): THE SOCIOLOGY OF SEXUALITY

Sex Matters: Preface (pg. xv-xix)
#1 Are We Having Sex Now or What? (plus Box, pg. 9):
#5 Gay by Choice?... (plus Box pg. 41)
#31 The Pursuit of Sexual Pleasure

WEEK 2 (APRIL 8TH AND 10TH): THE SOCIAL CONSTRUCTION OF GENDER AND SEX

Sex Matters: #2 "Bringing Intersexy Back?"...
#3 The Perils and Pleasures of Sex for Trans People
#4 Straight Dude Seek Same...
#6 Straight Girls Kissing

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 2:125-51. <http://www.jstor.org/stable/189945>

WEEK 3 (APRIL 15TH AND 17TH): RESEARCHING AND THEORIZING SEXUALITY

Sex Matters: Spotlight, pg. 1 and pg. 51
#7 Alfred Kinsey and the Kinsey Report
#8 Large Scale Sex...
#9 Racism and Research (plus Box p. 84)
#10 Sexuality and Social Theorizing

Rochlin, Martin. "The Heterosexual Questionnaire."**

WEEK 4 (APRIL 22ND AND 24TH): HETEROSEXUALITY: MASCULINITY AND SEXUALITY

PAPER #1 DUE – BEGINNING OF CLASS TUESDAY

Sex Matters: #27 Fixing the Broken Male Machine
#48 Hooking Up: Sex in Guyland (plus Box, pg. 554)

Pascoe, C. J. 2005. “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse.” *Sexualities* 8(3):329-46. <http://sex.sagepub.com/content/8/3/329.full.pdf+html>
Messner, Michael A. 2007. “Becoming 100 Percent Straight.” Pg. 361-66 in *Men’s Lives*, Eds. Michael S. Kimmel and Michael A. Messner. Peason.**

Film: *A Call to Men* – Tony Porter
http://www.ted.com/talks/tony_porter_a_call_to_men.html

WEEK 5 (APRIL 29TH AND MAY 1ST): HETEROSEXUALITY: FEMININITY AND SEXUALITY

Sex Matters: #12 Representin’ in Cyberspace...
#32 Getting, Giving, Faking, Having...

Egan, R. Danielle. 2012. “Sexualizing Girl Troubles.” *Contexts* 11:56-7.
<http://ctx.sagepub.com/content/11/2/56.full.pdf+html>

Reid, Julie A., Sinikka Elliott, and Gretchen R. Webber. 2011. "Casual Hookups to Formal Dates: Refining the Boundaries of the Sexual Double Standard." *Gender & Society* 25 (5): 545-568. <http://gas.sagepub.com/content/25/5/545.short>

WEEK 6 (MAY 6TH AND 8TH): THE DEVELOPMENT OF CONTEMPORARY QUEER SEXUALITIES

MIDTERM, Tuesday, May 6th

Sex Matters: Box: LGBTQ Politics – pg. 565-8

Levine, Martin. 1998. Selections from *Gay Macho: The Life and Death of the Homosexual Clone*. NYU Press.**

Stein, Arlene. 1997. “Chapter 2: Difference, Desire, and the Self: Three Stories” in *Sex and Sensibility: Stories of a Lesbian Generation*. UC Press.**

Film Clips: *After Stonewall*

WEEK 7 (MAY 13TH AND 15TH): CONTEMPORARY QUEER SEXUALITIES, CONT.

Sex Matters: #36 “Reclaiming Raunch”?...
#50 “How Could You Do This To Me?” (plus Box, pg. 577)

“The Dawn Of A New Gay,” Aguirre-Livingston
[\(http://www.thegridto.com/city/sexuality/dawn-of-a-new-gay/\)](http://www.thegridto.com/city/sexuality/dawn-of-a-new-gay/)

D’Emilio, John. 1993. “Capitalism and Gay Identity” in *The Lesbian & Gay Studies Reader*.**

McLean, Kirsten. 2007. “Hiding in the closet?: Bisexuals, coming out and the disclosure imperative.” *Journal of Sociology* 43: 151-166.
<http://jos.sagepub.com/content/43/2/151.full.pdf+html>

WEEK 8 (MAY 20TH AND 22ND): FAMILY, CHILDHOOD, AND SEXUAL SOCIALIZATION

PAPER #2 DUE – BEGINNING OF CLASS TUESDAY

Sex Matters: #18 The Death of the Stork... (plus Box, pg. 204)
#19 Sexuality Education and Desire...
#20 Sex, Love, and Autonomy... (plus Box, pg. 234)

Martin, Karen and Katherine Luke. 2010. "Gender Differences in the ABC's of the Birds and the Bees: What Mothers Teach Young Children About Sexuality and Reproduction." *Sex Roles* 62 (3-4): 278-91.
<http://link.springer.com/article/10.1007/s11199-009-9731-4>

Film Clips: *It's Elementary*

WEEK 9 (MAY 27TH AND 29TH): SEX AS INDUSTRY

Sex Matters: #14 Gay-for-Pay...
#16 The Porning of America
#57 Sex Work for the Middle Classes... (plus Box, pg. 658)
#58 Overcome: The Money Shot in Pornography and Prostitution
#60 Marketing Sex... (plus Box, pg. 689)

WEEK 10 (JUNE 3RD AND 5TH): SEX AND MASS MEDIA

EXTRA CREDIT DUE – BEGINNING OF CLASS TUESDAY

Sex Matters: #21 Fighting Teenage Pregnancy...
Conclusion pg. 691-7

Ménard, A. D., & Kleinplatz, P. J. (2008). Twenty-one moves guaranteed to make his thighs go up in flames: Depictions of "great sex" in popular magazines. *Sexuality & Culture*, 12(1), 1-20. <http://link.springer.com/article/10.1007/s12119-007-9013-7>

Battles, K., & Hilton-Morrow, W. (2002). Gay characters in conventional spaces: Will and Grace and the situation comedy genre. *Critical Studies in Media Communication*, 19(1), 87-105. <http://dx.doi.org/10.1080/07393180216553>

Film: *Dreamworlds*