Sociology 126

Sex and Sexuality as Social Practice and Representation

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Office Hours:
by appointment
Office: 210 Rachel Carson

Summer 2017
TTH 1:00-4:30PM
Location: SSI 161
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Objectives and Content

This course explores the cultural, historical, and political factors that shape sex as a social practice. The course is particularly focused on social conflicts over sex and sexuality, addressing why what is often interpreted as "natural" human behavior is so contested and why it is imbued with so many different meanings. For example, we look at how and why definitions of sex as "moral/immoral" and "normal/abnormal" vary across history and culture. We also consider the fact that what are often taken to be "private" issues are actually intimately connected to social and political struggles. We consider that some groups have attempted to regulate others' sexual practices while other groups have struggled for sexual self-determination. We will focus on topics such as: constructions of gender and sexual binaries, sexual practices versus identities, racial/ethnic cultural differences and sexual practices, sexuality and the discourse of romantic love, so–called "subversive" sexual practices, moral panics over sex, the gendered politics of sexual pleasure, and sexual commerce and erotic labor.

Explicit Material: In the process of examining sexuality we will read about and may occasionally view visual representations of explicit sexuality as a way of analyzing what particular cultures view as normal/abnormal sexuality. If the presentation of explicitly sexual material is likely to be disturbing to you, you have two options: you can either take this course with another instructor who utilizes different material, or, in communication with the professor, you can opt out of particular classes dealing with that material. If you are concerned about any particular topic, consult with me in advance of that day.

The subject matter of this course requires that students maintain a mature and respectful demeanor. Some of the issues we cover may make some students feel uncomfortable. Please try to remember that learning is a process that challenges us on many levels and is not always comfortable.

Required Texts: *Sex Matters,* by Stombler et. al., FOURTH EDITION, 2014. This book is available at the Literary Guillotine. In addition to this text, a number of readings will be available on eCommons.

Course Requirements and Evaluation:
Class Attendance and Participation: Because the success of the class depends upon active participation and collectively developed discourse, aside from regular attendance, keeping up with the weekly reading is the single most important requirement of the course. Classroom learning is not only more effective, but more enjoyable when students, like yourself, actually participate in the course. Please note that a good proportion of your grade depends on you being in class and participating.

Reading Responses: To encourage engaged reading and to foster lively, productive discussions, each participant will keep a journal in which they prepare a set of comments and/or questions about each week's readings. Do not simply write summaries of each reading item. Rather write comments and/or questions that work to explore the adequacy of a particular argument, critique the logic of a theory or a concept, depict the general areas of overlap and divergence among the authors, or reflect on the readings' implications for social change. The purpose of this writing is to help you articulate for yourself what topics you would like to address in the class discussion that day, what contribution you would like to make. There are 9 substantive themes over the quarter. Pick four to submit a 2 page journal entry on.

Group Media Facilitation. At the beginning of the quarter students will sign up in small groups which, in conjunction with the instructor, will help facilitate one day's discussion of the daily readings by bringing in media elated to that day's subject matter.

You and your partner(s) will have three extra responsibilities during your assigned day: 1) You will be responsible for an exceptionally close reading of the articles for that day. 2) You will bring to class 2-3 visual representations from news media and popular culture related to the topic for that week. At least one of item must be from the news not popular entertainment. These visual representations are designed to foster class discussion. 3) You will write 2-3 discussion questions that relate to your media examples that you will present to the class to generate discussion. You must get your material/questions to the instructor for feedback at least THREE days in advance of the day you facilitate (for each day you are late, your grade will be reduced by an entire grade point). To make this possible, you need to meet with your partner(s) well in advance of your facilitation date to decide on your media clips and get instructor APPROVAL to use them.

In class on the day you facilitate, you will show the media clips and present questions that evoke classroom discussion. You can put discussion questions and quotes from the readings on power point slides, if you like, but do not exceed SIX slides. You do not have to address EVERY reading for that day. You might choose three or so concepts from the readings and use them to get the class to analyze the media texts you have brought to class. Or you might focus on two or three articles, the arguments being made in them and their relation to one

another, asking the class to consider how the media examples enforce or complicate the arguments in the articles. Try to ask questions that get the class to go beyond telling us what their own personal OPINIONS are on the subject, but instead get the class to think about what the various authors might have to say about the media clips, and which get the class to think SOCIOLOGICALLY about the media clips. Creative and fun ideas are welcome.

You will be graded on the relevance of your media examples, how well you demonstrate their salience to the material for the day, and your ability to ask questions that provoke discussion. It is less a presentation than a facilitation, meaning you are not expected to be "experts" on the topic. You are expected to bring in media and make links between the reading and the media you bring in and to get students talking about the material. You don't have to be the "teacher" on that day. You need to try to get an interesting conversation going amongst your peers about that day's material. It is okay, if you, yourself, still have questions about the material. DO NOT summarize the day's readings. You can assume that the class has already read the material, and that they do not need a summary presentation. I recommend that you meet with your group ASAP, read the material for your day several weeks ahead of time, and begin to brainstorm ideas for your group's facilitation.

You must also turn in a one page summary description of your group media facilitation with URLs, etc. If you showed slides, just print them and that will suffice as your one page description.

We will use either the computer installed in the classroom, or my laptop, for these facilitations. Do not plan to use your own laptop. Instead bring your material on a memory stick or access links via your email and/or the internet.

Peer review: While the Instructor will ultimately determine your grade, students will be asked to perform peer reviews of the group facilitations to ensure everyone in the group participates in the creative process.

Quizzes. Daily quizzes will be given to ensure that everyone is keeping up with the reading. Daily class attendance will be taken via collection of quizzes.

Final Paper Project: Research and write a 7-9 page profile of a community organization, group, or individual actively dealing with social problems and controversies related to sex and sexuality. More details and examples will be given out in class. We may schedule some student presentations on final papers for the last day of the course.

Grading Breakdown

Attendance, prepared participation, and quizzes:	20%
Reading Response Papers:	20%
Group media facilitation:	30%
Final course project:	30%

NO LATE PAPERS WILL BE ACCEPTED. ALL OF THE REQUIRED COURSE ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THE COURSE.

WEEK ONE WEEK ONE WEEK ONE WEEK ONE

1TUESDAY August 1
Introduction to Course
Film 1:58 (K)

1THURSDAY August 3
Discourses and Theories of Sexuality

TEXTBOOK
•Are We Having Sex Now or What? By Christina
•Doing it Differently: Women's and Men's Estimates of Their Number of Lifetime Sexual Partners by Stombler and Baunach
•The Porning of America by Sarracino and Scott
•Sexuality and Social Theorizing

ECOMMONS
•Thinking Sex Excerpt (Wheel) by Rubin
•Social Construction Theory: Problems in the History of Sexuality by Vance from *Social Perspectives in Lesbian and Gay Studies* Nardi and Schneider

•Foucault for Beginners pages 2-18, 134-151 by L Fillingham
•We other Victorians and The Repressive Hypothesis by Foucault from *The History of Sexuality*

•Michel Foucault and the 'Invention' of Sexuality by Richardson et al
•Queer Theory and Postmodern Sexualities by Richardson et al

•Fear Eats the Soul; Sex Panic; and Innocents at Home: How Sex Panics Reshaped American Culture by Lancaster
•Kids Gone Wild (excerpts) by Best and Bogle

WEEK TWO WEEK TWO WEEK TWO WEEK TWO

2TUESDAY August 8
Deconstructing Gender and Sex Binaries
Film 1:30 (SC)

TEXTBOOK
•LGBTQ Politics in America: An Abbreviated History by Meeks
•Straight Dude Seeks Same by Ward
•Gay-for-Pay: Straight Men and the Making of Gay Pornography by Escoffier

ECOMMONS
•In the Closet by Seidman
•Latinos on the Down Low by Gonzalez
•Ten Things You Should Know About the DL by Boykin
•A Down Low Dirty Shame by Sanders
•Why Are We Gay by Dahir

•Who Will Make Room for the Intersexed? By Haas
•Sex and the TransMan by Green
•Our Many Selves from Trans Bodies Trans Selves
•The Current Wave from Transgender History by Stryker

2THURSDAY August 10
U.S. Sexuality in Cross-Cultural Perspective

TEXTBOOK
•Sexual Risk and the Double Standard for African American Adolescent Women by Fasula et al
•Visibility as Privilege and Danger: Heterosexual and Same-Sex Interracial Intimacy by Steinbugler

ECOMMONS
•The Sexual Politics of Black Womanhood by Hill Collins
•Longing to Tell: Black Women Talk About Sexuality and Intimacy (excerpts) by Rose
•Little White Lies: Race, Dildos, and American Culture by Alavi

•We Don't Sleep Around Like White Girls Do: Family Culture and Gender in Filipina American Lives by Espiritu

•Mexican Immigrant Women and Sexual Initiation by Lopez
•Respect Yourself Protect Yourself (excerpts) by Garcia

•Tainted Love? Exploring the Contours of Interracial Romance and Resistance to Interracial Intimacy by Mills

WEEK THREE WEEK THREE WEEK THREE WEEK THREE

3TUESDAY August 15
Sex, Marriage, and Romanticism
Film: 1:42 PM

ECOMMONS
•The Hookup Culture on Campus by Bogle

•The Radical Idea of Marrying for Love by Coontz from *Marriage: A History: from Obedience to Intimacy or How Love Conquered Marriage*
•Introduction, Love Sex and Kinship in Gay El Lay, Unhitching the Horse from the Carriage, and Conclusion by Stacey
•Prologue and Welcome to Tehran and Meeting Mating and Cheating in the Islamic Republic by Mahdavi
•Enforcing Romantic Love through Immigration Law in *Love and Empire: Cybermarriage and Citizenship Across the Americas* by Schaeffer

•What IS Polyamory, The Ethics of Polyamory, and How Polyamory Benefits Us All by Anapol from *Polyamory: The New Love without Limits*

•Easton and Liszt Who Is An Ethical Slut, Values and Ethics, Paradigms Old and New, Ancestors and Antecedents, and A Slut Utopia by Easton and Liszt from *The Ethical Slut*
•Slut! Insults of Insults by Tanenbaum
•Sugar Dating by Wadsworth

3THURSDAY August 17
The Gendered Politics of Sexual Pleasure
Film: (OI)

TEXTBOOK
•The Sorcerer's Apprentice: Why Can't We Stop Circumcising Boys? By Darby
•In Search of (Better) Sexual Pleasure: Female Genital "Cosmetic" Surgery by Braun
•The G-Spot and Other Mysteries by Burgess and Palder

ECOMMONS:
•Introduction to Women, Sexuality, and the Political Power of Pleasure by Jolly et al
•Female Genital Cutting by Burgess

•The Myth of the Vaginal Orgasm by Koedt
•Just the Facts Ma'am by Good Vibrations from *The G-Spot*
•Preface and What IS Female Ejaculation? and The Ancient Herstory of Female Ejaculation by Sundahl from the *Female Ejaculation and the G Spot*

•Pretending Orgasm During Sexual Intercourse by Wiederman

WEEK FOUR WEEK FOUR WEEK FOUR WEEK FOUR

4TUESDAY August 22
"Subversive" Sexualities
Film: (SDI)

TEXTBOOK:
•Techniques of Pleasure by Weiss
•Kink without Borders: Sexual "Deviance" across Cultures by Bhugra
•Sexual Spanking, the Self, and Deviance by Plante

ECOMMONS
•Guess My Fetish by Blue from *Fetish Sex* and Fetishes by Blue from *The Ultimate Guide to Sexual Fantasy*

•Introduction: How We Got Here by Henkin and Holiday from *Consensual Sadomasachism*
•BDSM or Intimate Violence: how do you tell the difference? By Donnell
•BDSM Safewords by Lieff
•Sadomasochism: Definitions and Legislation

•The Elementary Forms of Group Sex from Plays Well With Others by Frank

4THURSDAY August 24
Film 1:36 (SB)

WEEK FIVE WEEK FIVE WEEK FIVE WEEK FIVE

5TUESDAY August 29
Sexual Commerce and Erotic Labor

TEXTBOOK
•Sex Work for the Middle Classes by Bernstein

ECOMMONS
•The Meaning of Sex by Chapkis from *Live Sex Acts*
•Forty Reasons Why Whores Are My Heroines by Sprinkle
•Naked Capitalists by Rich
•Sex and Tourism by Nagel
•State as Pimp by Jeffreys
•Bad Nights, Good Nights by Egan

5THURSDAY August 31
Sex and Violence

TEXTBOOK:
•I Wasn't Raped But . . . by Gavey
•Rape and War: Fighting Men and Comfort Women by Nagel

•Sex Matters: Future Visions for a Sex Positive Society by Windsor and Burgess
•The Social Control of Adult-Child Sex by Mullis and Baunach

ECOMMONS:
•Sexuality and Militarism by Enloe
•Embryonic Sexual Citizenship by Evans

•The Social Construction of Consent Revisited by Jamieson from *Sexualizing the Social*
•Token Resistance to Sex: New Perspectives on an Old Stereotype by Muehlenhard and Rodgers

•Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color by Crenshaw in *Critical Race Theory* K Crenshaw et al