

SOCY 126: Sex and Sexuality as Social Practice and Representation

Summer Session II 2019

MW 1-4:30pm | Soc Sci I-110

Instructor: Prof. Marcia Ochoa, Feminist Studies (marcia8a@ucsc.edu)

Office Hours: Wednesdays 10am-11:30am | Provost's Office, Oakes Academic

TA: Michelle Parra, Sociology (mparra3@ucsc.edu)

Office Hours:

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 Text (at Bay Tree Bookstore; other class readings available on Canvas)

Garcia, Lorena. *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. New York University Press, 2012.

Recommended Texts

Stryker, Susan. *Transgender History*. Berkeley: Seal Press 2008.

Fausto-Sterling, Anne. *Sexing the Body*. New York: Basic Books, 2000.

Incite! Women of Color Against Violence. *The Color of Violence: The Incite! Anthology*. Boston: South End Press, 2006.

Ferber, Abby L., Kimberly Holcomb, and Tre Wentling. *Sex, Gender, and Sexuality: The New Basics*. Oxford: Oxford U Press, 2009.

Course Requirements

Attendance and Participation	20%
Course Workbook (In-Class Writing, Reading Responses, and Discussion Questions)	15%
Group Media Facilitation	15%
Midterm Paper	20%
Final Sexual Health Education Materials Project	30%

Attendance & Participation

Attendance, arrival on time and participation are required. **These will count for 20% of your grade for the class.** Missing any class session will negatively impact your grade. I will allow for **one absence** over the course of the session. Each absence beyond the first will result in a **one-grade deduction** from your total final grade in the class (A to B, A- to B-, etc). Repeated tardiness will count against your grade and will reduce the total number of points you can earn of the 20%. Attendance is especially important during Summer Session, so absences are weighted more heavily.

Assignment Details

Course Workbook: To encourage engaged reading and to foster lively, productive discussions, each participant will keep a workbook in which they prepare a set of comments and/or questions about each week's readings. **The workbook should be a standard composition notebook with a sewn binding.** We will review workbooks once during the session, and again at the end of the class.

For the workbooks, *do not simply write summaries of each reading item.* Instead, 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. You will write reading responses for each session of class. Responses should be a minimum of 3 handwritten pages, including discussion questions.

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 readings by bringing in media related 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 your TA for feedback at least TWO 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.

Midterm Paper: Research and write a 5-7 page profile of a contemporary or historical 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.

Final Health Education Materials Development Project: You will research and present a topic in sexual health education in both graphic and spoken form. You can identify this topic based on your particular interests. Materials can be physical pamphlets or booklets, or a comprehensive website. Materials will be accompanied by a 5-page discussion of the research and development of the materials, including the citation of at least 5 peer-reviewed sources on the topic. Examples will be shown in class.

COURSE POLICIES

Accommodations

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to Prof. Ochoa in person or by email, ideally within the first week of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements and/or process. **If you are finding that your physical or mental health issues prevent you from attending class or section on a regular basis, talk to DRC about your options early on, don't let the absences snowball into a poor grade!**

Academic Integrity

Any test, paper or report that you submit and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. You must also give proper attribution for images or other media you include in your assignments.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or web site, indent it and use single spacing. In both cases, be sure to cite the original source in parentheses, using the style guide.

If you are uncertain about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand.

For a basic tutorial on proper citation of sources, see: guides.library.ucsc.edu/writing/cite_sources

Style Guide and Bibliographical Management: In this class, we will use Chicago Manual Style with Parenthetical Notation (Author-Date format) as our style guide. There are many guides, and the prevailing one in the Humanities is MLA Style. Chicago Style is used in the Social Sciences. Learning proper citational practices is key to preserving clarity and ensuring proper attribution. If you plan to do any kind of research beyond undergrad, it is also important to keep your sources organized and present your work in a professional manner using a consistent style.

If you are not familiar with Chicago Style, consult the manual's website for its Quick Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

Make sure you use Author-Date format and parenthetical notation!

I recommend you adopt a bibliographical management application such as Zotero or EndNote if you're planning on graduate school. Zotero is a free, web-based application developed by a digital humanities center for managing all kinds of sources. You can download it at: www.zotero.org

Course Schedule (All readings except García are available on Canvas)

Week 1

July 29

Thinking Sex

Lorde, Audre "Uses of the Erotic" (In Class)

Rubin, Gayle "Thinking Sex" (In Class)

Stryker, Susan "An Introduction to Transgender Terms and Concepts" (In Class)

Screening: *Live Nude Girls Unite!* (Query and Funary, 2000)

July 31

Foucault, Michel "We Other Victorians"

Cohen, Cathy "Punks, Bulldaggers, and Welfare Queens"

Rich, Adrienne "Compulsory Heterosexuality"

Week 2

Aug 5

Talking About Sex

Foucault, Michel "The Incitement to Discourse"

García, Lorena *Respect Yourself, Protect Yourself* (Introduction, Ch. 1-3)

Screening: *Mi Vida Loca* (Anders, 1993)

Aug 7

García, Lorena *Respect Yourself, Protect Yourself* (Ch. 4-6)

Gamson & Moore "The Sociology of Sexualities: Queer and Beyond"

Week 3

Aug 12

Representing Sex

Coates, Te-Nahasi "The Black Family in the Age of Incarceration"

Geary "The Moynihan Report: An Annotated Edition"

Fleetwood, Nicole "Excess Flesh"

McGruder, Aaron "Pathologizing Black Sexuality"

Aug 14

Parreñas Shimizu, Celine from *The Hypersexuality of Race*

Risman and Schwartz, "Sociological Research on Male and Female Homosexuality"

Bancroft, John "Alfred C. Kinsey and the Politics of Sex Research"

Martin, Emily "The Egg and the Sperm"

Week 4

Aug 19

Sex Work

Amaya Schaeffer, Felicity "Bodies for Export!"

Vidal-Ortiz, et. al. "Racing Sex Work"

Bernstein, Elizabeth "The Meaning of the Purchase"

Weitzer, Ronald "The Sociology of Sex Work"

Aug 21

Sex and Power

Armstrong, et. al "Silence, Power, and Inequality: An Intersectional Approach to Sexual Violence"

Incite! Women of Color Against Violence selections from

The Color of Violence

Cisneros, Sandra "Woman Hollering Creek"

Bernstein, Elizabeth "Militarized Humanitarianism Meets
Carceral Feminism"

Lancaster, Roger "Sex Panic"

*Pick one article from Armstrong et. al. bibliography to discuss
in class*

Week 5

Aug 26

Having Sex

Weiss, Margo "Becoming a Practitioner"

Cisneros, Sandra "One Holy Night"

Rodríguez, "Pornographic Encounters"

Aug 28

Final Projects Due

Final Project Presentations