

SOC 395: Sociology of Sexuality

Fall 2018

M/W 2:00-3:15pm

CCC 205

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What is this course about?

Sex and sexuality may seem like personal and intimate topics. However, we will see that sexuality is a social phenomenon that includes bodies, communities, identities, norms, status, sexual acts, emotions, and even laws. Sexuality has become a fundamental concept in the organization of self and community, and often serves as a litmus test for what is “right” or “wrong,” “good” or “bad.” In this class, we will examine sexuality from a sociological framework. We will begin by examining our understandings of sex categorization and methods of study. We will continue by investigating aspects of sexual culture in the US, including media representation, education, bodies, and sexual violence.

A note on the content

The content of this course can be difficult, uncomfortable, and/or embarrassing, so I will do my best to prepare you in advance for upcoming topics (including content warnings when relevant). If you feel you cannot participate in a specific class due to the subject matter for a given day, please contact me so that we can make alternate arrangements.

What am I going to learn to do this semester?

Course Goals-- At the end of the course, successful students will:	Learning Outcomes--At the end of the course, I will know you have successfully met the course goals, because you will be able to show me through your work that you can:
understand how cultural ideologies about sexuality intersect with ideas about gender, race, ability, class, age, religion, and other differences.	<ol style="list-style-type: none"> 1. identify dominant cultural ideologies as they are reflected in individual sexual practices, in institutions, and discourses of morality, value, and purity. 2. use a sociological lens to explore the complex and shifting dimensions of human sexuality
understand that identity categories such as sexuality, gender, race, and class are socially constructed and used to structure and generate social inequity	<ol style="list-style-type: none"> 1. identify dominant cultural ideologies as they are reflected in individual sexual practices, in institutions, and discourses of morality, value, and purity. 2. use a sociological lens to explore the complex and shifting dimensions of human sexuality 3. discuss sexuality using contemporary theoretical perspectives
understand how their own identity shapes their perceptions, interpretations, and experiences of sexuality	<ol style="list-style-type: none"> 3. discuss sexuality using contemporary theoretical perspectives 4. name your own values and where/how they originated 5. exhibit empathy for people who have different preferences or experiences than you do.

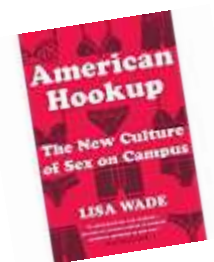
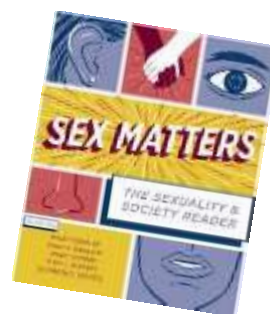
What books do I have to get?

Sex Matters: The Sexuality and Society Reader, 4th Edition (2013).

ISBN-10: 0393935868

American Hookup by Lisa Wade (2017).

ISBN-10: 039328509X



**All additional readings will be provided on Canvas*

How am I going to be graded?

Before I answer that question, I want to let you know that all assignments are expected to reflect an understanding of critical scholarship. This does not mean that you are expected to agree with all of the arguments or ideas put forth in this class, but it does mean that you will be expected to demonstrate the ability to apply critical theories and methods in your work.

Assignment	Points/Percentage	Learning Outcomes (#)
In Class/Preparation Activities		
Participation	20%	3,4, 5
Viewing Guides	10%	1, 2, 3
Reading Guides	15%	1, 2, 4
Writing		
Short Papers (x2)	20%	1, 2, 3, 4, 5
Final Project		
Project Proposal	5%	2
Product and Outline OR Paper	15%	1, 2, 3
In-Class Peer Review	5%	3
Presentation of Project In Class	10%	1, 2, 3, 5

Participation (20%)

This class is based on the educational premise that knowledge is constructed through an (inter)active process rather than absorbed passively. Therefore, the format for the course will be a combination of lecture, discussion, and activities, with an emphasis on dialogue and sharing of perspectives. **It is expected that you will be an active and informed participant in all class discussions and activities, and that you will have read assigned texts by the dates indicated on the syllabus.** All students are expected to engage in respectful intellectual dialogue in the classroom, thus you will need to be self-reflective about your own identities and how you may be responsible for reproducing privilege in your work and in relations with your peers. Finally, some of the material covered will be particularly sensitive to some students. We all take a responsibility in creating and maintaining a safe/brave space for every student, so we will treat material shared in the classroom as **confidential**.

In order to receive full credit for participation, you have participated in nearly every class this term. Your participation was thoughtful, engaged, respectful of other ideas and comments in the class, and demonstrated that you had completed the readings. Presuming you attended class regularly, and thus are eligible for all 10 points (you can't technically participate when you're not in class, no?), the following point guidelines apply:

- If you do not participate in every class, but participate somewhat frequently throughout the term in a thoughtful manner (at least 1x/class on average), you will receive 7-9 points depending on the regularity and quality of your commentary or questions.
- If you rarely or hardly participate verbally in class at all (less than 1x/class), but still manage to demonstrate that you were actively (if silently) engaged in class discussion through your writing assignments (by referencing class discussion, for example), you will receive 5-6 points.
- If you rarely or never participate verbally in class and your written work demonstrates that you may not have been paying attention all the time in class, but you are at least awake, not being disruptive to other students, and not being disrespectful to me or your peers during class (i.e. by listening to Spotify, texting, watching TV on your tablet, shuffling pages of The Pointer, doing homework for another course), you will receive 3-4 points.
- It's really hard to show up every class period and to get 0-2 points unless your presence is actually detrimental to others' learning. This has never happened in any of my courses.

4 Viewing Guides (10%)

When we watch longer media clips in class, you will be asked to complete a viewing guide to focus your critical attention. As long as you complete 4 of them thoughtfully and turn them in to me, you will receive full credit. There will be 5 opportunities to complete these, so don't worry if you miss one.

10 Reading Guides (15%)

I will provide a reading guide for each reading or set of readings that you are assigned. You are responsible for completing the reading guides before class and turning them into me by the end of the day on which we discuss the corresponding readings in class. I suggest you bring them to class to use as a basis for in-class discussion and to take additional notes based on our class discussions. These reading guides are meant as just that--*guides*. They are structured in a way that should help you to take notes on the readings. As long you complete 10 of them (there will be 18 available throughout the semester) thoughtfully and turn them into me, you will receive full credit. You are responsible for pacing these for yourself throughout the semester.

Short Projects (20%)

There will be two short projects worth 15% each for this class where you will be asked to apply theories from the course to the "real world". More details will be handed out and posted online during the term.

1) **Due date - Monday, October 22: Interview project (10% of final grade)** 4-5 pp.

2) **Due date - Wednesday, December 19: Final Reflection (10% of final grade)** 2-3 pp

Final Project (35%)

The major assignment for the term will have 3 parts. You will receive more information and a copy of the grading rubric for this project that will explain how points are divided across different categories. You may work alone or in pairs. With permission, you may work in larger groups if the project is of significant complexity (e.g. you actually shoot a documentary). You are welcome and encouraged to use your other assignments (short projects) to serve as research for and to build up to this final assignment.

1. Project/Topic Proposal (5%) - Due Wed., Oct. 10

You will be asked to propose a title, topic, and type for your final project fairly early in the semester so that you can be especially tuned in to the course content that might be helpful to you. In this proposal, you are asked to

identify the thing you will create and provide a one-paragraph description of what you would like to do with it, including what it has to do with sexuality.

2. Product + Outline OR Paper (15%) - Due Sunday, Dec. 16

This is your time to really show off! You may submit either the actual product (a video, a podcast, a script, etc.) with an outline of what you created OR a paper if the thing you create is written.

3. Peer Review in class (5%) - Monday, Dec. 3

We will spend this day in class looking at each other's work and giving feedback prior to the in-class presentations.

4. Presentation of Project in class (10%) - Due on assigned day in last weeks of class

You will have 10 minutes to share your project with your peers and to take their questions. Given the wide variety of possibilities with this project, you are encouraged to come to me regularly with questions. I want to see you succeed, to be creative, and to enjoy yourself while you learn, so I will do my level best to work with and support you and your project.

What happens if I turn in an assignment late?

All assignments are due on the dates designated in the syllabus. If you make arrangements with me ahead of time, I may agree to accept a late assignment. If prior arrangements have not been made, you will receive a lowered grade (one whole letter grade or 10% per day) for that assignment.

How will I know what my letter grade is?

This course uses the standard UWSP grading system.

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Grade disputes cannot be made until **24 hours after a grade is received** and must begin with a written request and justification for a grade change.

I need to talk to you about something. How do I get in contact with you?

Contact Information



EMAIL is the quickest way to reach me at: lindsay.bernhagen@uwsp.edu

TEXT is also available for emergencies: 715-316-3308



CALL my office any time (715-346-3177). Leave a voicemail if I do not answer.



SKYPE is available by request

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Office hours

Because I have another position at UWSP, my schedule varies widely from week-to-week. For that reason, office hours are by appointment. If you want to stop by to see if I'm in the office, feel free to do so. If I'm here, my door is open! Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

I have a special circumstance. What policies and resources are in place to help me?

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Cool, I want to do well in this class, but none of that helps me. What else is available?

- **Me!** Please feel free to contact me at any time over the course of the semester regarding papers, concerns, observations, etc. I want you to *always* see me if you are having difficulty with an assignment or class material. I will do everything in my power to make this course work for you, as long as I can do so in a way that is fair to other students in the course. Email is generally the most efficient way to get in contact with me and I diligently aim for a maximum of 24-hrs. turnaround time in response to emails, unless I explain otherwise in class.
- **Taking care of yourself:** A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the [UWSP Counseling Center](#) for assistance, support and advocacy. This service is free and confidential.

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Shouldn't there be something in here about plagiarism?

There should! It's required. I have a lot of experience engaging with violations of academic misconduct policies. I recognize that the rules regarding academic misconduct can sometimes be confusing for students with respect to specific assignments or course work. If you have questions, I encourage you to come and see me. **I am always willing and prepared to help clarify any aspects of the work for this course that may be confusing.** If you have questions or concerns about a particular assignment, you should talk with me before the assignment is submitted. Ignorance or misunderstanding of the UW System policy will not serve as a valid excuse for academic misconduct. Here's the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#). Let's not get to this point, okay? Talk to me before the assignment is due.

Got it. Now what are we going to be doing day to day?

That's a [separate document](#) so you can easily access the course schedule without having to scroll through all of this other stuff.

Readings in Sex Matters: The Sexuality and Society Reader

Readings in American Hookup

Readings on Canvas

Week	Date	Readings to prepare for class	Topics/In-Class Activities	Assignments Due
1	Wed., Sept. 5		Introductions	
2	Mon., Sept. 10	<p>Reading 1: Are We Having Sex Now or What? (pp. 5-10)</p> <p>Reading 8: Large Scale Sex: Methods, Challenges, and Findings of Nationally Representative Sex Research (pp. 61-72)</p>	Laying the Groundwork: What is sex(uality)?	
	Wed., Sept. 12	<p>Reading 7: Alfred Kinsey and the Kinsey Report (pp. 54-60)</p> <p>Reading 10: Sexuality and Social Theorizing (pp. 88-99)</p>	Laying the Groundwork How do we study sexuality? Kinsey Clip	
3	Mon., Sept. 17	<p>Reading 19: Sexuality Education and Desire: Still Missing after All These Years (pp. 206-228)</p> <p>Valenti, J. "Chapter 2: Tainted Love," <i>The Purity Myth</i></p>	Sexuality and (Feminine) Adolescence John Oliver segment	
	Wed., Sept. 19	<p>Pascoe, C.J. "Chapter 2: Becoming Mr. Cougar" and part of "Chapter 3: Dude, You're a Fag," <i>Dude, You're a Fag</i>, pp. 23-65</p>	Sexuality and (Masculine) Adolescence	
4	Mon., Sept. 24	<p>Reading 5: Gay by Choice? The Science of Sexual Identity (pp. 36-42)</p> <p>Reading 4: Straight Dude Seeks Same: Mapping the Relationship Between Sexual Identities, Practices, and Cultures (pp. 29-35)</p>	Sexuality and Identity	

	Wed. , Sept. 26	<p>Reading 49: Out in the Country (p. 556-568)</p> <p>Reading 50: How Could You Do This to Me? How Lesbian, Bisexual, and Queer Latinas Negotiate Sexual Identity with Their Families (pp. 569-578)</p>	Sexuality and Identity	
5	Mon., Oct. 1	None	Sexuality and Identity In-class screening: Forbidden (2016) (84 minutes)	Viewing Guide #1 (in class)
	Wed., Oct. 3	<p>Hennessy, "Queer Visibility in Commodity Culture" (pp. 111-top paragraph of 121; pp. 126-bottom of 129; bottom of 135-end)</p> <p>Rapcevicz, C. "Homonormativity, Homonationalism, and the Other 'Other'"</p>	Sexuality and Identity	
6	Mon., Oct. 8	<p>Reading 3: The Perils and Pleasures of Sex for Trans People (pp. 22-28)</p> <p>Henry, D. "Ch. 7 Sex and Sexuality" in <i>Trans Voices: Becoming Who You Are</i> (pp. 160-179)</p>	Sexuality and the Body: Gender	
	Wed., Oct. 10	<p>Rainey, S.S. "Ch. 7 The Sexual Pleasure of Care" in <i>Love, Sex, and Disability</i> (pp. 141-155)</p> <p>Reading 15: Out of Line: The Sexy Femmegimp Politics of Flaunting It! (pp. 157-162)</p>	Sexuality and the Body: Disability In-class screening (Sex)abled (14 minutes) & CNN Clip on Sex Surrogacy	Project Topic Viewing Guide #2 (in class)
7	Mon., Oct. 15	Reading 57: Sex Work for the Middle Classes (p. 652-661, including "Strip Clubs and Their Regulars")	Sexuality and Sex Work	

		<p>Martin, N.K. "Porn Empowerment: Negotiating Sex Work and Third Wave Feminism"</p> <p>Panichelli et al, "Queering Whiteness: Unpacking Privilege within the US Sex Worker Rights Movement" in <i>Queer Sex Work</i></p>		
	Wed., Oct. 17	<p>Reading 34: "The Privilege of Perversities: Race, Class, and Education Among Polyamorists and Kinksters" (pp. 387-402)</p> <p>Reading 38: "Becoming a Practitioner: The Biopolitics of BDSM" (pp. 432-440)</p>	Sexuality and Kink	
8	Mon., Oct. 22	None	Sexuality and Kink In class screening: Kink (2013) (80 minutes)	Short Project: Interview Viewing Guide #3 (in-class)
	Wed., Oct. 24	<p>Hunt and Jang, "'Good Sex' and Religion: A Feminist Overview"</p> <p>Bailey, "Love Multiplied: <i>Sister Wives</i>, Polygamy and Queering Heterosexuality"</p>	Sexuality and Religion	
9	Mon., Oct. 29	Fahs, B. "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence"	Sexuality and Religion	
	Wed., Oct. 31	None	Sexuality and Religion In-class screening: Hell House (2001) (85 minutes)	Viewing Guide #4 (in-class)

10	Mon., Nov. 5	Intro & Chapters 1-2 in <i>American Hookup</i> (pp. 13-70)	Sexuality and Higher Ed	
	Wed., Nov. 7	Chapters 3-5 in <i>American Hookup</i> (pp. 71-133)	Sexuality and Higher Ed	
11	Nov. 12 Nov. 14	No class this week! Use this time to get ahead.		
12	Mon., Nov. 19	Chapters 6-9 in <i>American Hookup</i> (pp. 134-223)	Sexuality and Higher Ed	
	Wed., Nov. 21	Chapter 10 & Conclusion in <i>American Hookup</i> (pp. 224-248)	Sexuality and Higher Ed	
13	Mon., Nov. 26	None	Sexuality and Higher Ed (CW: Rape and Assault) In-Class Screening The Hunting Ground (2015) (103 minutes)	Viewing Guide #5 (in-class)
	Wed., Nov. 28	This American Life (podcast), Episode 640: "Five Women" Tolentino, J. "How Men Like Harvey Weinstein Implicate Their Victims in Their Acts" Traister, R. "This Moment Isn't (Just) about Sex" "700,000 Female Farmworkers Say They Stand with Hollywood Actors against Sexual Assault"	Sexuality and #metoo (CW: Rape and Assault) NWLC Report	
14	Mon., Dec. 3	In-class Peer Review for Projects	Projects	Full Draft of Project – bring to class

	Wed., Dec. 5	Presentations	Projects	
15	Mon., Dec. 10	Presentations	Projects	
	Wed., Dec. 12	Presentations	Projects	

Finals Week:

Final project due in on Canvas on **Sunday, December 16.**

Final Exam Window (activity TBD as a class) on **Monday, December 17, 2:45-4:45pm**

Short Project: Final Reflection due on Canvas by the time I wake up (7am or so) on **Wednesday, Dec. 19th.**