

SOC 3313: Sociology of Sexuality

CRN 13567

Fall 2015

Dr. Rebecca Barrett-Fox

Office: International Student Center 213

Office Hours: T/Th 11-12:40 and by appointment

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Textbook and Materials

Kristin Luker, *When Sex Goes to School* (New York: WW Norton, 2007).

Access to Blackboard and MS Office

Purpose and Goals/Learning Outcomes

Catalog Course Description: Examines sexuality from a sociological perspective, focusing on the social construction of sexuality and the moral and political controversies that surround it.

Purpose and Goals: The purpose of this course is to introduce students to key concepts and findings in the sociology of sexuality, focusing on the social construction of sexuality, the diversity of human sexuality, and the ways in which sexuality intersects with other major sociological themes, such as reproduction, family, and gender. The goal is that all students will be able to engage confidently and critically with issues of sexuality in their personal, professional, and civic lives and will learn the skills necessary to find research-based answers to questions about sexuality in the US today. I will know if you achieved this goal if you are able to successfully demonstrate the following *Student Learning Outcomes* in the following ways:

- Recognize sexuality diversity in the contemporary US and demonstrate basic factual knowledge about human anatomy and reproduction as well as advanced knowledge about sexuality; demonstrate familiarity with a core substantive area of sociology (as assessed on discussion board, 20x20, and notes)¹
- Identify appropriate research methods for specific research questions relating to sexuality and evaluate research on sexuality (as assessed on selection of sources for 20x20 presentation)
- Engage respectfully and reflectively with people of who hold different views and opinions about human sexuality, demonstrating, in particular, compassion as they engage with people who have had experiences different from their own and who may have been marginalized by those experiences (as assessed on discussion board posts)
- Self-direct their own learning about sexuality (as assessed on 20x20 presentation)

¹ Also a *Program Outcome* that all graduating seniors should be able to demonstrate.

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Course Requirements

Notes: You will read the Kristen Luker's *When Sex Goes to School*, as well as an array of articles, all of which can be found through the A-State library system for free (If you locate the article through the A-State library but receive a message saying you must pay for the article, *DON'T*. Instead, perform a new search for the article. If you need help finding an article, you should **CALL THE LIBRARY** for assistance; **DO NOT** contact me for help finding articles.), and other texts. For each chapter in the book or article you read, you must complete write at least 250 words of notes about the text. Your notes should be organized an APA style citation to the work, your name, the date, and the word count. Beyond that, what you include is up to you, but your notes **MUST** demonstrate that you have thoroughly read the entire article, watched the movie, listened to the radio broadcast, etc., so be sure to include notes that reference material from throughout the text. Additionally, you will watch several films over the semester and must similarly write notes about them. All films are available via a simple web search. You may skip writing notes **EIGHT** times, though only up to **FIVE** of these skips may for academic journal articles.

I want to reiterate that this assignment **IS NOT** a free response to what you read or a summary of it. Instead, you should record, in an organized way, the key points, concepts (such as key words and their meanings), and findings, as well as any direct quotations (which should be cited by page number). You may, of course, also include questions you have, counterarguments you generate, examples from your own life, etc., but the point of the assignment is to show me that you've read the article *thoroughly*. Your notes should do that. 40% of final grade.

Discussion Board: Each week, you will be asked to post to a discussion board, where your classmates can see, three kinds of posts: 1) posts in response to specific tasks I ask you to complete or questions I ask you to consider; while a few posts ask for very succinct answers, most should be about 100-300 words, 2) a link to a news article relating to the sociology of sexuality with at least 50 words of commentary on it, and 3) responses of at 100-300 words in which you engage the posts from a classmate. You may skip **TEN** of the assigned discussion board posts. 30% of final grade. All discussion boards are due by 10pm on their due date.

20x20 Presentation: Students may work individually or in pairs to complete a Pecha Kucha presentation: 20 highly engaging, highly visual PowerPoint slides shown for exactly 20 seconds each for 6 minute, 40 second presentation. Your presentation should be 1) informative and accurate, 2) engaging, 3) focused on a narrow topic of interest to you, 4) informed by research from at least 8 peer-reviewed journal articles, plus at least 3 other sources, and 5) include at least one direct quotation from an expert you speak with directly. You will record your voice narration over your slides to insure that the timing is perfect. *You are responsible for learning how to create the PowerPoint slide and correctly use the narration functions.* The 20x20 presentation is also due in stages: 1) Submit your general topic and partner's name (if any) to Bb Discussion Board by October 5. *No two groups may address the same topic. You are responsible for insuring that your group has not selected the same topic as another group.* 2) You must submit a tentative bibliography, in APA style, of sources to Bb by October 26 at 10 pm. 3) You must submit to Bb an abstract of your presentation (a 100-250 word description, plus your working title) by November 2 at 10 pm. 6) You must submit an outline of at least 10 slides in PowerPoint to Blackboard by November 16 at 10 pm. 7) You must submit an outline of 20 slides (including a title slide and a bibliography slide) to Blackboard by November 20 at 10 pm. 8) You must submit a first draft of your recorded presentation to Bb by December 4 at 10 pm. 9) You must view another group's first draft of their 20x20 presentation and provide feedback to it using the *20x20 Presentation Rubric*, which you will post online and send to them, cc'ing me, by December 7 at 10 pm. 10) You submit your final presentation to Bb by December 12 at 10 pm. This project is worth 30% of your final grade for the course. 30% of final grade.

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Policies

Students with Disabilities: Students with disabilities or challenges that create a barrier to success in this class and who need accommodation in order to succeed in the course should contact me promptly.

Confidentiality will be maintained, and every reasonable effort will be made to meet student needs. Any student requiring accommodation must be registered with ASU's Office of Disability Services, 972 3964.

Inclement Weather Policy: Given that this class is fully online and that all work can be submitted in advance of deadlines, we will maintain our schedule regardless of the weather.

Academic Misconduct Policy:

Cheating, including plagiarism, is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Plagiarism is a serious offense against academic integrity usually involves passing off the work, words, or ideas of others as your own without giving proper credit. If you have questions about what constitutes cheating, including, plagiarism, you should ask me. Remember these two rules to avoid an accusation of cheating: 1) When in doubt, cite. 2) Don't collaborate if it could be interpreted as cheating.

For further information, including specifics about what constitutes plagiarism or cheating, see ASU's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>.

All accusations of student cheating will be shared with the student's advisor and, if needed, coach, as well as the department chair and dean of the college. Students accused of cheating will meet with me to discuss the matter. Students found guilty of cheating will face penalties ranging from failure on the assignment to expulsion from the university. *Please note that I press the matter of cheating as far as it can go and always urge the harshest possible penalty.*

Late Work: I do not accept late work.

Extensions: If you anticipate being unable to complete an assignment prior to its due date, contact me via email at least 24 hours before it is due. In the subject line, write "Request for an extension on _____" and describe the assignment. Extensions are not guaranteed, and multiple requests for extensions are likely to be denied.

A note on managing the workload for this course:

In general, work is due every Monday, though toward the end of the semester parts of your work on your 20x20 will be due on Fridays. You will note that some weeks involve a lot of work and some weeks involve a little. In particular, the first few weeks have a heavy load. Because all work is assigned at the start of the semester and because all submission sites for the class are open, you can work ahead on weeks when less work is due. This is done purposely to give you flexibility in meeting your deadlines in all of your classes. Don't forget, too, that I don't expect you to complete all the work! You may skip writing notes EIGHT times, though only up to FIVE of these skips may be for academic journal articles, and you may skip TEN discussion posts. You do not need to notify me when you are using your skips; just don't turn in the work. You may use these skips to avoid assignments that are too personally painful for you if you like, or you may use them to help you manage your work load in this and other courses.

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Course Outline

Due date	Work to be submitted
8/31	<ul style="list-style-type: none"> • Read the prologue (no notes needed) and chapters 1-4 of <i>When Sex Goes to School</i>; this means 250 words per chapter for chapter 1, chapter 2, chapter 3, and chapter 4 • Notes on <i>The Virgin Daughters</i> (film, available online) • Listen to lectures on Bb. Post 250 words of notes PER LECTURE to Bb. • Discussion board #1: Ask a friend to explain sex to you. With your friend's permission, record the audio (you can use your cell phone) and upload to Bb, or summarize in a paragraph and post. • Discussion board #2: How did you learn about sex? Respond in a paragraph on Bb. • Discussion board #3: Visit a website aimed at kids or teens that promote abstinence. Respond to what you see there. • Discussion board #4: Visit a website that sells artificial hymens. Respond to what you see there.
9/8	<ul style="list-style-type: none"> • Discussion board #5: Evaluate your sex ed experience. Was it useful? • Discussion board #6: News item • Discussion board #7: Free response • Discussion board #8: Free Response • Notes on <i>The Dancing Boys of Afghanistan</i> at TopDocumentaryFilms.com • Notes on the remainder of <i>When Sex Goes to School</i>
9/14	<ul style="list-style-type: none"> • Notes on Carmit Katz, "Internet-related Child Sexual Abuse: What Children Tell Us in Their Testimonies" <i>Children and Youth Services Review</i> 35 (2013): 1536-1542. • Discussion board #9: Find the sexual offender nearest your address via the sex offender registry. Post online. • Notes on Alicia W. Peters, "'Things that Involve Sex are Just Different': US Anti-Trafficking Law and Policy in the Books, in Their Minds, and in Action," <i>Anthropological Quarterly</i> 86(1): 221-255 (Winter 2013). • Discussion board #10: Visit a website that offers support to victims of rape or childhood sexual abuse. Respond to what you see there. • Discussion board #11: Visit the Polaris Project's webpage devoted to Arkansas. Respond to it. • Discussion board #12: Find the name and phone number of a sex trafficking hotline, a rape hotline, and a child abuse hotline. Store them in your cell phone so you can call them or share them if you suspect someone has been victimized. <i>This is especially important for the men in class to do, because men are more likely than women to be approached by victims of sex trafficking. If you are approached, for example, by someone offering you sex in exchange for money, call this line as it is likely (esp. if they are minors or foreign-born) that they have been victims of sex-trafficking.</i> Post the names/numbers to discussion board.
9/21	<ul style="list-style-type: none"> • Notes on Kevin Gerard Neill, "Duty, Honor, Rape: Sexual Assault Against Women During War," <i>Journal of International Women's Studies</i>, 2(1), 2000: 43-51. • Notes on <i>Sex Slaves</i>, on TopDocumentaryFilms.com • Discussion board #13: News item
9/28	<ul style="list-style-type: none"> • 20x20 topics due

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10/5	<ul style="list-style-type: none"> • Discussion board #14: Free response • Discussion board #15: Ask another person in class a thoughtful question about that person's 20x20 topic • Discussion board #16: Ask a different person a thoughtful question about that person's 20x20 topic • Discussion board #17: Ask a different person a thoughtful question about that person's 20x20 topic • Discussion board #18: Ask a different person a thoughtful question about that person's 20x20 topic. Notes on Christine Milrod and Martin A. Monto, "The Hobbyist and the Girlfriend Experience: Behaviors and Preferences of Male Customers of Internet Sexual Service Provider," <i>Deviant Behavior</i> 33(10), 2012: 792 • Notes on Mindy S. Bradley, "Girlfriends, Wives, and Strippers: Managing Stigma in Exotic Dancer Relationships," <i>Deviant Behavior</i> 28 (2007): 379-406. • Notes on Jeffrey Escoffier, "Porn Star/Stripper/Escort: Economic and Sexual Dynamics in a Sex Work Career," <i>Journal of Homosexuality</i> 53(1-2), 2007: 173-200. • Notes on <i>Sex: The Annabel Chong Story</i> on TopDocumentaryFilms.com [Warning: Contains graphic images of sex as well as images of self-mutilation (cutting)] • Discussion board #19: Writing on behalf of a friend or from your own perspective, what was your first encounter (if any) with pornography?
10/12	<ul style="list-style-type: none"> • Notes on Edward Downs and Stacy L. Smith, "Keeping Abreast of Hypersexuality: A Video Game Character Content Analysis," <i>Sex Roles</i> 62 (2010): 721-733. • Discussion board #20: Should prostitution be illegal in the US? • Discussion board #21: If you share your computer with anyone else, go set your internet search settings to a "safe search" option. Take a screen shot and submit it to the discussion board. <i>If you do not share your computer with anyone, you can still do this, or you can skip the assignment, but it will count as one of your "free skips."</i> • Discussion board #22: A friend of yours is considering taking a job, short-term, as a sugar baby as a way to pay for college next year. What advice do you give your friend? • Discussion board #23: Visit the blog of a sex worker. Respond.
10/19	<ul style="list-style-type: none"> • Notes on David A. Moskowitz and Michael E. Roloff, "The Existence of a Bug Chasing Subculture," <i>Culture, Health & Sexuality</i> 9(4), 2007: 347-357. • Notes on the Center for Disease Control's 2012 Sexually Transmitted Disease Surveillance "All Slides," available at http://www.cdc.gov/std/stats12/slides/2012-Slides-All.pdf • Discussion board #23: News item • Discussion board #24: Free response • Discussion board #25: Visit a bug-chasing website. Respond. • 20x20 bibliography due
10/26	<ul style="list-style-type: none"> • Notes on Rachel K. Jones and Jenna Jerman, "Abortion Incidence and Service Availability in the United States 2011", available from the Guttmacher Institute • Notes over <i>Griswald v. Connecticut</i> (1965), which you can find online • Notes over <i>Roe v. Wade</i> (1973), which you can find online • Notes over <i>Sebelius v. Hobby Lobby Stores, Inc.</i>(2014), which you can find online • Discussion board #26: Visit the blog of someone who has had an abortion. Respond. • Discussion board #27: Ask a friend why s/he has made the contraception choices s/he has made. If given permission, record audio and post to Bb, or summarize. • 20x20 abstract due

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11/2	<ul style="list-style-type: none"> Notes over three short pieces: 1) any news article of your choosing about free sperm donation, 2) http://www.cnn.com/2014/01/23/justice/kansas-sperm-donation/, and 3) a visit to the website Bastard Nation. Discussion board #28: A female friend is considering using free sperm donation. What advice do you give? Discussion board #29 due: Free response Discussion board #30: News item
11/9	<ul style="list-style-type: none"> Notes over <i>Obergefell v. Hodges</i> Discussion post #31: Interview someone who holds a view about sexual diversity that is different from your own. Summarize this person's position and post online. Discussion post #32: Visit a website dedicated to supporting those who are coming out. Respond. 10 slide outline due
11/16	<ul style="list-style-type: none"> 20 slide draft due
11/23 - 11/27	<ul style="list-style-type: none"> Thanksgiving Break
11/30	<ul style="list-style-type: none"> Notes over Kate L. Collier, Henny M. W. Bos, Michael S. Merry, and Theo G. M. Sandfort, "Gender, Ethnicity, Religiosity, and Same-sex Sexual Attraction and the Acceptance of Same-sex Sexuality and Gender Non-conformity," <i>Sex Roles: A Journal of Research</i> Notes over Mark Carrigan, "There's More to Life than Sex?: Difference and Commonality within the Asexual Community," <i>Sexualities 14</i>(4), 2011: 462-478, Notes over Aaron T. Norton and Gregory M. Herek, "Heterosexuals' Attitudes Toward Transgender People: Findings from a National Probability Sample of U.S. Adults," <i>Sex Roles: A Journal of Research</i> Notes over Alice Dreger's TED Talk, which you can find at ted.com
12/4	<ul style="list-style-type: none"> First draft of recorded 20x20 due
12/7	<ul style="list-style-type: none"> Notes over at least 45 minutes of <i>Transgeneration</i>, which you can find on Youtube Notes over "Two Families Grapple with Sons' Gender Identity," by Alix Spiegel, available at NPR.org Discussion post #33: Visit a website that supports people who are asexual. Respond. Discussion post #34: A friend has a young child who identifies with a gender that does not align with the perceived child's sex. Your friend is worried. What advice do you give? Peer reviews of 20x20 due
12/13	<ul style="list-style-type: none"> Write an email to Dr. Barrett-Fox answering one of the following questions: 1) an opinion you changed over the course of the semester, 2) an item on the syllabus that should be taught again in future semesters, or 3) a way that this class has been useful to you. <i>This will count as a discussion post but will not be visible to your peers.</i> Final draft of 20x20 due

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