**SOCI 4365: Sexuality and Society**
Spring 2018

**Professor:** Dr. Rachel M. Schmitz  
**Contact:** rachel.schmitz@utrgv.edu  
**Office Hours:** MW 11 a.m. – 12 p.m.  
**Office Location:** ELABN 338

**Classroom:** ECOBE 116  
**Time:** MW 9:25 a.m. – 10:40 a.m.  
**Duration:** 1/17/18 – 5/10/18

**Required Texts:**

**Additional Readings:** Required readings on Blackboard.

**Important:** Contact me at my UTRGV email address. DO NOT use the Blackboard messaging system.

This course can be applied towards the Gender & Women’s Studies Program Minor or Undergraduate Certificate. If you have questions about the program, please ask your professor or visit the website [http://www.utrgv.edu/gwstudies/](http://www.utrgv.edu/gwstudies/).

**Course Aims and Scope**
Welcome to Sexuality and Society! In this course, students are introduced to a wide variety of issues in the field of sexualities and their social aspects, including sexuality as a site of inequality and marginalization and how sexuality intersects with other identities, like race/ethnicity, gender, age, class and ability status. Throughout the course, you will attain the following markers of sociological knowledge:
- Explore contemporary debates surrounding issues related to sexualities from a global perspective.
- Examine the variety of social theories used to explain sexual orientation, sexual identity and sexual practices.
- Challenge preconceived notions about the social world and so-called common sense explanations for social phenomena.
- Cultivate and improve scholarly skills such as critical thinking, writing and oral expression.
- Recognize and analyze the structural advantages/disadvantages of varying social positions and how they intersect (i.e. sexuality, race/ethnicity, class, gender, ability and age).

**Course Format**
This class consists of lectures, in-class activities and collaborative class discussions. The success of discussions depends upon each student’s active engagement and participation. Students are expected to contribute to discussions through thoughtful, respectful input and attentive listening.

**Course Expectations**
- Attend class regularly. I take attendance each class period.
• Please arrive to class promptly.
• Read the assigned readings before class and bring them with you. Students will be assessed on their contributions to class discussions.
• Be respectful of others’ opinions, backgrounds and experiences. An open environment for discussion is essential to learning.
• During class, be positive, willing and prepared.
• Emulate academic honesty. Instances of cheating or plagiarism will result in a failing grade.
• Follow deadlines for assignments and tests. I will send out reminders when appropriate, however the final responsibility for due dates remains with the student.
• Turn in all assignments on time. Late assignments will not be accepted.
• Hard copies of all assignments are required. E-mailed assignments will not be accepted.
• Please follow all writing guidelines in this syllabus when writing your assignments.
• Turn off cell phones while in class. Texting is a disruption that will result in the loss of participation points.
• Please refrain from using computers for activities other than taking notes.
• Check Blackboard and your school email regularly for updates and announcements.
  o It is your responsibility to make sure the university has your correct email on file.

Course Grade Breakdown
Student grades will be assessed through the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and In-Class Activities</td>
<td>30</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Final Project Paper</td>
<td>40</td>
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<tr>
<td>Final Project Presentation</td>
<td>10</td>
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<tr>
<td>Two Exams (45 points each)</td>
<td>90</td>
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<tr>
<td>Total</td>
<td>200</td>
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</table>

Grading Scale
A = 200-179   B = 178-159   C = 158-139   D = 138-119   F = 118 & below

Participation and In-Class Activities – 30 points
Discussion is vital to learning the concepts of this course. Students are expected to have read all assigned course materials before the start of class on the day they are listed on the calendar. Participation points will be given for attendance and contribution to class discussions and activities. **If you know you are going to miss class for a University-sanctioned reason, please notify me beforehand.**

Writing Assignments
Students will complete two writing assignments throughout the semester to develop academic writing skills and apply concepts learned in class to everyday life. These assignments will be announced and explained well in advance of their due date. Hard copies are due in class on the due date. Late assignments and emailed assignments will not be accepted.

Sociology of Sexuality on the Internet (Tracton 2000) – 30 points
• For this assignment, students will analyze both sides of a debate regarding a chosen topic using Internet websites or organizations. You will describe each group and then discuss issues related to sexuality. Further details will be provided.
Due Date: 2/19/18

Final Project Paper – 40 points

- Storytelling Project (Robertson 2016)
  - The final project involves writing and presenting to the class a true story related to the sociology of sexualities.
  - Due Date: 4/25/18

Final Project Presentation – 10 points

- Presenting your final project to the class
  - Due Date: 4/30/18 or 5/2/18

Exams – 45 points each

Two exams will be administered in this course to assess student learning. Each exam will consist of multiple choice and essay questions. Each exam will include material discussed since the previous exam. The final exam is NOT cumulative. Exams are worth 45 points each.

Writing Guidelines

- All outside assignments must be typed and printed prior to class. Black and white photographs are fine. Late, hand-written and emailed work will not be accepted. Computers and printers are available in the library for student use.
- Print papers on white printer paper with black type.
- Use 12 pt., Times New Roman font.
- Use 1” margins on all sides.
- Double-space papers.
- Use proper citation techniques for all cited material (ASA, APA or MLA).
  - Plagiarism is not allowed and will result in a failing grade.
  - Choose a style and be consistent.
- Staple all papers together prior to class.
- Failure to follow these guidelines will result in a loss of points.

Class Environment

While subjects in this course are interesting and socially relevant, they may also be controversial and incite debate. As a class, we will all cooperate to foster an open, respectful environment for discussion. Hate speech and disrespectful language/behavior will not be tolerated. Students who are disrespectful will be told to leave and will not receive any participation/activity points for the day. The use of technology, talking out of turn, sleeping and explicit/ offensive language are considered disruptive behavior. If you find yourself emotionally overwhelmed by class content, please contact Counseling and Psychological Services at 956-665-2574.

Record Keeping

You are expected to retain all graded assignments that are returned to you for your records. I will retain all other graded assignments for one year. If you have concerns about your grade, please contact me before that time so they can be resolved.

Students with Disabilities

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact
Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at 956-882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at 956-665-7005 (Voice), 956-665-3840 (Fax), or via email at ability@utrgv.edu.

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available 4/11/18-5/2/18.

**Student Resources**

- Writing Center - Student Academic Center 3.119, 956-665-2538, wc@utrgv.edu.
- Learning Center – LEAC 100, 956-665-2585.
- Academic Advising Center - Southwick Hall, Rm 101A, 956-665-7120, academicadvising@utrgv.edu.
- Purdue Online Writing Lab (OWL) - https://owl.english.purdue.edu/owl/. Great for citation assistance.
- Full-time enrolled students can download and install Microsoft Office 365 for free following the instructions posted here: http://www.utrgv.edu/it/how-to/pro-plus-software/index.htm.

**Personal Identities**

Gender is central to the lives of many students, and not all students go by their legal name or find that the set information in the University system does not accurately portray their identity. Please send me an email and let me know what your preferred name and pronouns are. For example, I prefer to be called Dr. Schmitz or Rachel, and my pronouns are her & she.

**Academic Integrity**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in academic/scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Academic/scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Given that academic/scholastic dishonesty harms the individual as well as the integrity of the University, policies on academic/scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). Ignorance of these rules, regulations, and guidelines is never considered an “excuse” for engaging in academic/scholastic dishonesty. All academic/scholastic dishonesty incidents will be reported to the Dean of Students.
Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

Tentative Class Schedule

All readings should be completed prior to the start of class on the day they are assigned. Chapter readings from your textbook, *Sexualities*, are designated as “S.” Readings from *Queer Brown Voices* are labeled “QBV.” All outside readings can be found on Blackboard under “Required Readings” and are designated as “BB.” I reserve the right to make changes to the schedule as needed. Changes will be announced in class, on Blackboard and sent via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Activities</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introductions</td>
<td>S: Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Syllabus</td>
<td>Activity: “Sexual Secret Cards” (Trivette 2013).</td>
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<td></td>
<td>Sociology of Sexualities</td>
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<tr>
<td>2</td>
<td>1/22</td>
<td>Sociology of Sexualities</td>
<td>S: Chapter 1</td>
<td></td>
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<td></td>
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<td></td>
<td>Activity: Workshop on Citation Techniques</td>
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<tr>
<td>2</td>
<td>1/24</td>
<td>Childhood Sexual Socialization</td>
<td>S: Chapter 2</td>
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<td></td>
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<td>BB: “’Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse” (Pascoe 2005).</td>
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<td>Activity: Gendered Toys of Children (Guiffre 2013).</td>
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<tr>
<td>3</td>
<td>1/29</td>
<td>Childhood Sexual Socialization</td>
<td>S: Chapter 2</td>
<td></td>
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<td>Activity: Assignment 1 Overview</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Section</td>
<td>Activity</td>
<td>References</td>
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</table>
| 3    | 1/31 | Collegiate Sexualities | S: Chapter 3  
Activity: “Summer Lovin’ and the Sexual Double Standard”  
(Hoekstra 2014) |  
| 4    | 2/5  | Collegiate Sexualities | S: Chapter 3  
Activity: “The Consent Game” |  
| 4    | 2/7  | Sexual Socialization Through the Life Course | S: Chapter 4  
Activity: “How Does Sexuality Change with Age?”  
BB: “Sexuality of Mid-to- Later Life Married Couples”  
(Lodge and Umberson 2012) |  
| 5    | 2/12 | Sexual Socialization Through the Life Course | S: Chapter 4  
| 5    | 2/14 | Heterosexualities | S: Chapter 5  
Activity: “Heterosexual Questionnaire” (Rochlin 1972). |  
| 6    | 2/19 | Heterosexualities | S: Chapter 5  
BB: “Hetero-romantic Love and Heterosexiness in Children’s G-Rated Films” (Martin and Kazyak 2009) | ASSIGNMENT DUE  
| 6    | 2/21 | LGBT Identities | S: Chapter 6  
BB: “Latino LGBT Youth in New York City” (Castellanos 2016).  
Activity: “Situational Safety of LGBT College Students” |  
| 7    | 2/26 | LGBT Identities | S: Chapter 6  
QBV: “All the Identities on the Table: Power, Feminism, and LGBT Activism in Puerto Rico” (pp. 192-202).  
Film: “Gen Silent” |  
| 7    | 2/28 | Non-Normative Sexual Identities | S: Chapter 7  

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</table>
| 8    | 3/5  | Non-Normative Sexual Identities | S: Chapter 7  
BB: “Diversity of Gender and Sexual Orientation Identities in an Online Sample of Transgender Individuals” (Kuper et al. 2012).  
Activity: Exam Prep|
| 8    | 3/7  |  | **EXAM 1 – Chapters 1-7** |
| 9    | 3/12 |  | **SPRING BREAK NO CLASSES** |
| 9    | 3/14 |  | **SPRING BREAK NO CLASSES** |
| 10   | 3/19 | Sexual Behaviors | S: Chapter 8  
BB: “The Privilege of Perversities” (Sheff and Hammers 2011).  
Activity: Final Project Overview |
| 10   | 3/21 | Sexual Behaviors | S: Chapter 8  
| 11   | 3/26 | Technologies | S: Chapter 9  
Activity: “Cyber Sexual Harassment Survey” (Schenk 2008). |
| 11   | 3/28 | Technologies | S: Chapter 9  
BB: “Relational and Normative Contexts of Adolescent Sexting in the United States” (Lippman & Campbell 2014). |
| 12   | 4/2  | Sex as a Global Commodity | S: Chapter 10  
QBV: “Dancing at the Crossroads: Mulata, Mestiza, Macha, Mujer” (pp. 28-46). |
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</tr>
</thead>
</table>
| 12   | 4/4  | Sex as a Global Commodity | S: Chapter 10  
Film: “Sex Slaves” |  |   |
| 13   | 4/9  | Pornography | S: Chapter 11  
Activity: Final Project Overview |  |   |
| 13   | 4/11 | Pornography | S: Chapter 11  
Activity: Debate “Can Porn Be Good for Us?” |  |   |
| 14   | 4/16 | Sexual Violence | S: Chapter 12  
Activity: “The Rape of Mr. Smith.”  
Gender and safety strategies. |  |   |
| 14   | 4/18 | Sexual Violence | S: Chapter 12  
BB: “Rape and Respectability” (Phipps 2009).  
Activity: “Is It Theft?” (Berkland 2013). |  |   |
| 15   | 4/23 | Sex Education and Sexual Health | S: Chapter 13  
QBV: “Latinas/os and the AIDS Treatment Advocacy Movement” (pp. 171-182) |  |   |
| 15   | 4/25 | Sex Education and Sexual Health | S: Chapter 13  
BB: “Sexuality, Human Rights, and Health” (Miller and Vance 2004)  
Activity: Exam Prep | FINAL PROJECT PAPER DUE |   |
| 16   | 4/30 |  | FINAL PROJECT PRESENTATIONS |  |   |
| 16   | 5/2  |  | FINAL PROJECT PRESENTATIONS |  |   |
| 17   | 5/9  |  | FINAL EXAM – Chapters 8-13  
8am-9:45am |  |   |