

Texas A & M University – Central Texas
SOC 4311
Sociology of Sexuality
Spring 2023

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, we can make an appointment to meet in person or via WebEx by directly contacting me at the email below. Additionally, you can contact me through Canvas email.

E-mail: dietert1@tamuct.edu

Class Location and Time: Face-to-face course, Monday and Wednesdays from 11:00am to 12:15pm (January 17 – May 12)

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Required Texts

Textbook (Required)

Stomblor, Mindy, Dawn M. Baunach, Elisabeth O. Burgess, Wendy Simonds, and Elroi J. Windsor. 2019. *Sex Matters: A Sexuality and Society Reader*. New York: W.W. Norton & Company. (9780393623581)

For Referencing (Required)

American Sociological Association. 2022. *American Sociological Association Style Guide (7th)*. American Sociological Association Publisher. (978-0-912764-58-0)

Catalog Description

The sociological study regarding how sexuality is perceived, defined, and experienced in the context of society. Further analysis include how sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.

Course Overview

This course is about sexuality and how it is perceived, defined, and experienced in the context of society. It is also about how sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.

Questions we will ask include: What is the meaning given to sexuality in our culture? How does U.S. culture compare with other cultures regarding sexuality? Is there only “one” sexuality or are there multiple sexualities? What has sexuality to do with race, gender, social class, age, and ability? Historically, how did the study of sexuality develop? How did research shape the way in which sexuality was and is perceived? We will consider how the social construction of sexuality influences our lives on both a macro and micro level of analysis. Finally, the readings in this class portray sex as a social issue influenced by culture, politics, economics, media, education, medicine, law, family and friends.

Course Objectives

Knowledge Outcomes:

1. Students will examine sexuality through the sociological lens as the product of complex social arrangements and processes.
2. Students will explore sexuality from a historical context.
3. Students will examine representations of sexuality in U.S culture (media, products, porn industry, musical genres, and online social media).
4. Students will consider how different sexualities are perceived, valued and treated.
5. Student will analyze power dynamics as these relate to sexuality.
6. Students will gain knowledge about historical, theoretical and research perspectives on sexuality.
7. Students will learn how culture shapes social norms, attitudes, beliefs, policies and social institutions in regards to sexuality.
8. Students will explore multiple sexualities.

Skills Outcomes:

1. Students will learn how to analyze sexuality from a sociological perspective.
2. Students will be able to discuss the relationship between sex and gender.
3. Students' critical thinking skills will be enhanced to the extent that they learn about themselves and their social worlds.
4. Students will be able to use technical sociology vocabulary.
5. Students will use and develop writing skills through various writing projects.
6. Students will enhance their online course taking skills through discussion boards and submitting assignments.

Value Outcomes:

1. Students will learn to appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, ability) in individuals and understand how these are related to sexuality by taking an intersectional approach.
2. Students will also take a sex-positivity approach to the various topics regarding sexuality.

Class Policies

Expectations

This course relies on assigned readings, discussions, and exercises to address the topic of sexuality. In this course, we will focus on the sociological aspects of sexuality, how sexuality is constructed, given meaning and how sexuality influences life experiences. Understanding contemporary sexual matters requires considering how sexuality varies across time and place and how it is modeled, molded, and even manipulated by those around us. This course also takes a sex-positivity approach, which challenges the cultural stigmatization and marginalization of some sexualities and the valorization of others.

Studying Sex: Ground Rules

In this course we will read, observe, and discuss many explicit, sensitive, and controversial topics. It is therefore imperative that all class members treat each topic and each other with maturity and respect. The material we will be covering in this course may be embarrassing, difficult to discuss and so forth. But it can also be interesting, enjoyable and thought provoking. Frank discussion of sexual questions and sociological findings will strengthen your knowledge about sexuality. Your contributions to class discussions will be an important and valued component of this class. Please be prepared to address this material in a straightforward manner by keeping up with your readings and assignments.

Because sexuality is both personal and social, a sociological study of sexuality will raise many issues, about which we will not all agree. You are encouraged to disagree with class material, myself and each other provided you can do so in a respectful manner. Disagreeing conveys that you have heard the other speaker, thought about their comments, and you are offering an alternative. Disrespect suggests the converse or more specifically, that you have failed to listen or address what the other speaker has offered. Your challenges should also not be based on moral or religious statements. You can discuss religion as a *social institution* that influences how you view sexuality. However, please reframe from using scripture as a value judgment in your analysis. If you have questions, please ask. You must go beyond a “gut level” reaction to this material and engage in critical analysis. To successfully complete the goals of this course, we must establish and develop a foundation of **respect** and **trust** in this course.

In order to benefit from this class it is essential that you are prepared each week. This will require you to keep up with the assigned readings. This course requires a heavy reading load as well as a substantial mental commitment to the class and class activities. If you are uncomfortable with frank and open discussions of sexual matters you may want to reconsider your enrollment in this course. If you have questions or concerns about this, please speak directly with me.

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning

environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Posting of Grades: Normally, I grade on most weekends. My goal is to grade your assignments the same week that they are turned in, if possible. If I am running behind, I will send out an email letting students know the status of their assignments. Because I expect all students to improve on each writing assignment as they progress through the semester, I strive to get your grades with comments to you as soon as I can.

Assignment Resubmissions: I may ask you to resubmit your first essay if this assignment is not done correctly. This will give you an opportunity to increase your grade and help you to learn how future essay should be written.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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University Policies/Services

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading,

understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Important University Dates

You can find important university dates at the following link:

<https://www.tamuct.edu/registrar/academic-calendar.html>]

Course Requirements

1. **Sexuality Assignment (55 points):** Choose one assignment (located at the back of your syllabus) for a total of 55 points towards your final grade. One of the goals of this class is to get you interested in critically analyzing sexuality in the world around you. At the end of this syllabus, there is a list of four assignments. You must choose one of them to complete. **There is not a length requirement for each assignment BUT you want to complete each section of the assignment to the best of your ability. I will be looking at the content that you use to complete your chosen assignment.** Please double-space, use one inch margins, and use 12 point Times New Roman font. When you use any citations, please use ASA both in text and in your reference page. Please see the grading rubric at the end of your syllabus. **This assignment is due on Friday April 14 by midnight.**
2. **Research Paper (200 points) – Due Monday May 8 at midnight:** You will choose one topic relevant to sexuality and complete a research project that addresses aspects of that topic that you find important. Remember that you want to **narrow down your topic** enough to provide an extensive analysis of the social issue.
 - Your research paper should be approximately 2500 words. This length requirement **does not include** your title page, abstract or your reference page.
 - When thinking about how to organize and write your research paper, you do the following:
 - Provide an introduction that defines the social problem/issue for the reader. If available, provide some statistics so that the reader can better understand the topic. Before you go into your review of the literature section, tell the reader what you will cover in your research paper. After you have written your review of the literature, provide a discussion section to talk about any observations that you found in the literature. Next, you can provide a concluding paragraph wrapping up your final thoughts. In this section, you can also suggest any future research areas on your topic. Finally, you will provide your reference page. **Remember that you must use ASA referencing style.** You are also allowed to use headings as needed, which will positively contribute to the organization of your paper.
 - You must use no less than 7 - 10 **scholarly** references. Scholarly references are those found in social science journals or other scholarly journals.
 - Please use **ASA (American Sociological Association)** referencing format. The ASA reference guide is listed under required texts on the first page of your syllabus.
 - As I stated above, your references must be scholarly research articles or more specifically, peer reviewed articles. If you want to use a reference such as a website and you are unsure if it is acceptable, please feel free to discuss the reference with me.
 - In addition, **I do not accept “recycled” papers or more specifically, papers that have been written for another class! Also, please do not cut/paste any of your essays into your final paper. Either way, you will make a zero on this paper.**
 - Please submit your double-spaced paper in Times New Roman using 12 point font.
 - When you submit your papers into the canvas system, **SimCheck/Turnitin** will generate an “originality report.” This report provides a percentage of your work cited from different sources. **You do not want your paper to go beyond 20%.** Please let me know if you have any questions about percentages.

3. **Essay Questions (3 x 25 points each = 75 points):**

- **Each essay should be no less than 500 words.** The due dates are included below in your tentative course schedule. **You want to choose your topic based off of the readings that we are covering for that specific week.** When you write your essays, you will organize your dialog using an introduction, body and conclusion format. In the introduction paragraph, you want to introduce the topic and tell the reader what you will cover in the body of your essay. Those points will make up the body of your essay, using paragraphs where appropriate. Finally, you will provide a conclusion paragraph bringing back your main thesis full circle. I will be looking for good writing skills. (See grading rubric at the end of this syllabus for specific details on how I will grade your papers.)
- For these papers, you are required to use 12 point font in Times New Roman. Please double-space your papers and use one inch margins.
- When referencing, you must use ASA referencing style. **You must reference within the text of the essay in order to support your dialog.** You do not need to over-reference but you do want to reference something with by paraphrasing or directly quoting. You do not want your essays to go over 20% on the SimCheck/Turnitin. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference.

4. **Attendance (120 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 24 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is $24 \times 5 = 120$ points. I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**

****ALL GRADING RUBRICS USED IN THIS COURSE ARE LOCATED AT THE END OF THIS SYLLABUS****

Grading Scale

- A = 405 – 450 (Excellent)
 B = 323 – 404 (Better than Average)
 C = 225 – 322 (Average)
 D = 134 – 224 (Below Average)
 F = 133 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday January 16 – Wednesday January 18

Course Introductions

- **Monday** January 16 – No Class – MLK Day
- **Wednesday** January 18 – Course Introductions, Syllabus

WEEK 2: Monday January 23 – Wednesday January 25
Categorizing Sex

Readings

- Chapter 1
 - Readings 1-6
- Spotlight on Research (beginning of chapter), Box Readings

WEEK 3: Monday January 30 – Wednesday February 1
Investigating Sexuality

Readings

- Chapter 2
 - Readings 7-10
 - Spotlight on Research (beginning of chapter), Box Readings

Essay 1 due by Friday at midnight

WEEK 4: Monday February 6 – Wednesday February 8
Representing Sex

Readings

- Chapter 3
 - Readings 11-15
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 5: Monday February 13 – Wednesday February 15
Learning about Sex

Readings

- Chapter 4
 - Readings 16-21
 - Spotlight on Research (beginning of chapter), Box Readings

Essay 2 due by Friday at midnight

WEEK 6: Monday February 20 – Wednesday February 22
Sexual Bodies

Readings

- Chapter 5
 - Readings 22-27
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 7: Monday February 27 – Wednesday March 1
Sexual Practices

Readings

- Chapter 6
 - Readings 28-34
 - Spotlight on Research (beginning of chapter), Box Readings

Essay 3 due by Friday at midnight

WEEK 8: Monday March 6 – Wednesday March 8
Sexual Health

Readings

- Chapter 7
 - Readings 35-40
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 9: Monday March 13 – Sunday March 19 – SPRING BREAK ☺

WEEK 10: Monday March 20 – Wednesday March 22
Social Control

Readings

- Chapter 8
 - Readings 41-44
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 11: Monday March 27 – Wednesday March 29 – No Class

- Take this week to do research for your final paper. You can go to the library to collect your scholarly literature. Please make sure to check in with me about your final topic. Also, if you have any questions about your citations and what counts as “scholarly,” be sure to ask.

WEEK 12: Monday April 3 – Wednesday April 5
Social Control cont.

Readings

- Chapter 8 cont.
 - Readings 45-48
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 13: Monday April 10 – Wednesday April 12***Sexual Violence*****Readings**

- Chapter 9
 - Readings 49-54
 - Spotlight on Research (beginning of chapter), Box Readings

Sexuality Assignment (worth 55 points) due on Friday April 14 by midnight

WEEK 14: Monday April 17 – Wednesday April 19***Commercial Sex*****Readings**

- Chapter 10
 - Readings 55-59
 - Spotlight on Research (beginning of chapter), Box Readings

WEEK 15: Monday April 24 – Wednesday April 26***Sex Positive Society*****Readings for Monday**

- Sex Matters: Future Visions for a Sex Positive Society (p. 703)
- **Wednesday – No Class – work on final paper**

WEEK 16: Monday May 1 – Wednesday May 3

- **No Class This Week – Work on Final Paper**

WEEK 17: Monday May 8 – Wednesday May 10 – Finals Week

- **Final Paper Due by Monday May 8 by midnight**

***Professor reserves the right to amend this syllabus at any time.**

Sexuality Assignments

As indicated in the syllabus (due date on the schedule), you must pick **one** of the following assignments to complete. Your assignment is worth 55 points. These assignments require thought, work and research. Make sure you cite all your sources using ASA. You will get a zero and/or fail this course if you plagiarize even insignificant information. For each assignment, please make sure that you indicate at the start of the assignment which question below you are answering. (Just a hint: the shortest ones are not necessarily the easiest ones)

You will be graded based on the following (**ALSO SEE THE RUBRIC AT THE END OF YOUR SYLLABUS**):

1. Readability (grammar, sentence structure, organization) = 10 pts
 2. Referencing using ASA = 5 pts
 3. Effort = 10 pts
 4. Substance: did you address all parts of the assignment = 30 pts
- Total = 55 pts

1. You are a president of the local P.T.A. and have been asked to write a response/letter to the school board's decision to eliminate all sex education from the school curriculum. Write this response addressing the responsibilities (and/or needs of the concerned parties - parents, teachers, the school board, the students, and society) as well as the potential consequences of this action. **(You should integrate data into your letter to support your position)**

2. Focusing on a single genre of song (e.g. country, dance, pop, etc) pick at least 10 top-ten hits in that genre for a year in two separate decades (e.g. 1955 and 1995 or 1969 and 1999 or 1978 and 2008) and analyze the messages about love, sex, relationships and family that emerge. Are there differences between decades? Are there similarities over the years? How do the messages differ by gender? Note the answers to these questions and discuss any other trends you find. Be sure to provide a list of the songs that are included in your analysis (titles and artist). Please make sure that you tell me what genre you are using in your paper.

3. The goal of this assignment is for you to think about the social construction of sexuality, a topic covered in class and your readings. Your assignment is to think of some sexual "fact," phenomenon, or practice which many people consider "natural" and to demonstrate that it is in fact socially constructed. You will do this by pointing out social variation in the phenomenon. In selecting a sexual "fact," phenomenon, or practice think about sexuality in its broadest sense. Sexuality is not only about who does what to whom "in bed," but a wealth of other topics: puberty, dating, attractiveness, love, fertility, pregnancy, paternity, birth, prowess, receptiveness, worthiness and price. Choose any belief or practice related to sexuality which you know many people in society consider normal and "natural." Here are a few examples to get you thinking: "fat women are sexually unattractive;" "men have stronger sex drives than women;" "gay men are effeminate."

Do the following for your assignment:

- a. What is the sexual phenomenon considered "natural" by some that you have selected? Describe it clearly.

- b. Give evidence of social variance that you believe exists, where the “fact,” phenomenon or practice is not universal and “natural.” This evidence can be from another society, from a subgroup of the American population or from another era.
- c. State why you believe many Americans believe that the “fact” or practice you have selected is natural and universal. Is it a matter of simple ignorance? Or do people state the phenomenon is natural even though they are aware of variance, because calling it “natural” discredits the alternate practice or belief?
- d. What change, if any, do you believe would occur if the “fact” or practice were acknowledged to be socially constructed rather than natural and universal?

4. We as Americans are fully immersed in the world of consumer culture; shopping is one of the great American pastimes. I want to give you an opportunity to analyze the sexual ideologies embodied in consumer products. First, you will need to select a type of consumer product that relates to sexuality. Good places to look for such products are catalogs, websites, drugstores, or the mall. For example, you could look at "sexy" underwear in a Victoria's Secret or International-Male catalog or at a Frederick's of Hollywood. Drugstores sell numerous products that relate to sexuality, such as lubricants, birth control supplies, fertility predictors, pregnancy tests, menstrual supplies, douches, herbal "libido boosters," and creams for vaginal and "jock" itching. Many websites sell sexually related products - you might try www.goodvibes.com for a wide selection of videos, sexual aids such as vibrators, games for couples, and other products.

Your assignment is to first pick a particular merchant you feel comfortable with, and then to pick a category of product. For example, you might go to Walgreen's to study the range of condoms available, or visit Lane Bryant to look at the brassieres they sell, or go to a GNC to see the herbal "libido boosters," or go to an adult bookstore and pick a category of magazines to peruse (for those of you who have always wanted to be able to say "it's for a college paper" as you examine the magazines filed under "bondage and discipline"). Whatever your choice, be sure to select a specific category of products. Once you have selected your product category, you will need to take field notes. For example, if you chose to look at the selection of "feminine deodorants" at www.drugstore.com, you should note the types of deodorants sold (wipes, washes, suppositories, powders and sprays), and the names of the individual products (e.g. "Massengill Flower Fresh Soft Cloth Towlettes"). Describe the packaging of the products, and the descriptive language appearing on it ("helps keep you dry and clean all day long," "for use before bedtime," "pleasant baby powder scent"). Also note the prices, which give a clue toward what is considered valuable.

Finally, after collecting your data, consider what messages the products send. What sexual ideologies (beliefs and opinions) underlie the products and their marketing? For example, the existence of a wide variety of feminine deodorants indicates that vaginal odor is considered to be an embarrassing problem. Moreover, the product descriptions provide evidence of an ideology that female sexual arousal is disturbing: it is wet when a woman should be dry, apparently "unclean" since it necessitates so much cleansing, lacking in the babyish innocence which women should embody, and even repugnant to sexual partners, since deodorizing cleansers are needed "before bedtime."

You should answer the following four questions in your paper:

- a. What store/catalog/website did you visit, and what category of product did you select?
- b. Why did you choose it?

- c. To whom is the category of products you examined marketed (e.g. women generally, men generally, women who wish to become pregnant, men with a shoe fetish, urban teenagers)?
- d. What messages are sent to that population by the products you studied? What is the general sexual ideology implied by the packaging, product descriptions, and illustrations? Give specific examples, and **devote the bulk of your paper to this question.**
- e. Critique the marketing of the category of products you selected. If you were "in charge," what changes would you make in the design and marketing of the products?

ASA Examples Using Strombler et al. (2019)

Referencing Parts From the Text Written by the Editors:

The Strombler et al. (2019) text is a reader. This means that in this textbook, there are readings from other authors. Strombler et al. (2019) are the editors who have included all of the readings and other materials from various authors in the book.

How to list a book in your reference page can be found on page 59 of your ASA guide. The actual textbook is listed like so:

Strombler, Mindy, Dawn M. Baunach, Elisabeth O. Burgess, Wendy Simonds, and Elroi J. Windsor. 2019. *Sex Matters: A Sexuality and Society Reader*. New York: W.W. Norton & Company.

Citing Your Readings in Text:

If you cite one of the readings, you include the name of the author(s) in the text of your paper **and** list the reading as a **chapter from a book**. How to list a chapter from this book of readings can be found on page 61 of your ASA guide.

So say that you reference/cite the first reading found on page 5. **If directly quoting** in text, you would do the following:

According to Christina (1992), “When I first starting having sex with other people, I used to like to count them” (p. 5).

OR

According to Christina (1992:5), “When I first starting having sex with other people, I used to like to count them.”

OR

“When I first starting having sex with other people, I used to like to count them” (Christina 1992:5).

If paraphrasing, you can place (Christina 1992) at the end of the sentence or say According to Christina (1992)...

Since you are not directly quoting when you paraphrase, technically you do not need to provide a page number.

Information on all readings can be found at the bottom of the page of each reading. This is where you find the **year of publication** etc.

If you come across a reading that does not provide the year in which the reading was written, you do the following if directly quoting (n.d. stands for “no date.”):

“Several recent studies have explored the idea that definitions of sex may be flexible or ambiguous” (Sewell and Strassberg n.d.:27).

OR

According to Sewell and Strassbert (n.d.:27), “Several recent studies have explored the idea that definitions of sex may be flexible or ambiguous.”

Or when you paraphrase:

According to Sewell and Strassberg (n.d.), research has found that definitions of sex are not set in stone.

Reference Page

In your reference page, the reading should be listed **as a chapter from a book** found on page 61 of your ASA guide. Using the above citations as examples, you would do the following:

Christina, Greta. 1992. “Are We Having Sex Now or What?” Pp. 5-8 in *Sex Matters: The Sexuality & Society Reader*, edited by M. Stomblor, D. M. Baunach, E. O. Burgess, W. Simonds, and E. J. Windsor. Australia: Cengage Publishing.

Using Sewell and Strassberg (n.d.) you would do the following in your reference page.

Sewell, Kelsey K, and Donald S. Strassberg. n.d. “How Do Heterosexual Undergraduate Students Define Having Sex?” Pp. 9-15 in *Sex Matters: The Sexuality & Society Reader*, edited by M. Stomblor, D. M. Baunach, E. O. Burgess, W. Simonds, and E. J. Windsor. Australia: Cengage Publishing.

Citing in text depending on the number of authors

If you look on page 56, the ASA guide states that:

- If the citation has three authors, you cite all three last names in the first citation and then use et al. thereafter.
- If there are four or more authors, you use et al. at all times.

PLEASE CONSULT YOUR ASA GUIDE 7th EDITION FOR YOUR REFERENCING NEEDS. HERE YOU WILL FIND HOW TO LIST ONLINE SOURCES, JOURNAL ARTICLES ETC. LEARN IT WELL FOR ALL ASSIGNMENTS IN THIS CLASS.

Grading Rubric for Sexuality Assignment

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Readability (Spelling, Grammar, & Sentence Structure)	<i>Many</i> spelling, grammar, or sentence structure errors (0 - 4 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (5 – 7 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (8 - 9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10pts)
Proper Referencing Format (ASA)	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3 pts)	Good/average use of referencing in essay where appropriate (4pts)	No referencing errors in essay (5 pts)
Effort	No effort (0 - 2 pts)	Minimal effort (5 - 7 pts)	Good/average effort (8 - 9 pts)	Exceptional Effort (10 pts)
Substance	Information and evidence are not accurate, appropriate, and integrated effectively. (0-10 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (11-20 pts)	Information and evidence averagely accurate, appropriate, and integrated effectively. (21-29 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (30pts)

Grading Rubric for Essays

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3pts)	<i>Few</i> spelling, grammar, or sentence structure errors (4 pts)	<i>No</i> spelling, grammar, or sentence structure errors (5 pts)
Proper Referencing Format (ASA)	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3 pts)	Good/average use of referencing in essay where appropriate (4pts)	No referencing errors in essay (5 pts)
Structure and Organization of Essay	Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)	Minimal development and organization of introduction, body, and conclusion (3 pts)	Average development and organization of introduction, body, and conclusion (4 pts)	Accurate development and organization of introduction, body, and conclusion (5 pts)
Content of Essay	Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)	Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)

Grading Rubric for Final Research Paper

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (10pts)	<i>Few</i> spelling, grammar, or sentence structure errors (16 pts)	<i>No</i> spelling, grammar, or sentence structure errors (20 pts)
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts)	Used in text but not in reference page or used in reference page but not in text of paper (10 pts)	ASA style utilized with few errors both within the text of the paper and in reference page (16pts)	No errors in reference page and in text citation (20 pts)
Structure and Organization of Research Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-23 pts)	Minimal development and organization of introduction, body, and conclusion (24 pts)	Average development and organization of introduction, body, and conclusion (32 pts)	Accurate development and organization of introduction, body, and conclusion (40 pts)
Content of Research Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-79 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (80 pts)	Information and evidence averagely accurate, is appropriate, and integrated effectively. (100 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (120 pts)

Grading Scale:

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119