

SOCIOLOGY 135: SEXUAL CULTURES
SUMMER 2015

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Office Hours: Wednesday 4-5

Class Meeting Time, Location
Mon-Thurs, 2-4 pm
140 Barrows Hall
Session D: July 6 – August 14

Course Overview

What does it mean study sexuality from a sociological perspective? How can a person's desires and sexual identity—which feel so natural and innate—be shaped by social contexts? In this course, we will answer these questions using theoretical and empirical texts from sociology and related disciplines. We will study the historic development of LGBT movements in depth, because this provides a clear example of how sexual identity constructs can (and do) change over time. But we will also look at other examples of the social construction of sexuality, including heterosexual socialization, campus “hook up culture,” and global intersections of culture, law, and sexuality. By the end of the course, students will be able to:

- Explain how sexuality is socially constructed, both institutionally and interpersonally;
- Describe the sexual hierarchy and explain how it intersects with other forms of domination (gender, race, class, nationality);
- Describe the development of the “gay identity movement,” its major institutions, and its effects on peoples' everyday lives;
- Describe how globalization as a form of social change shapes peoples' understandings of sexuality and sexual identity;
- Explain the role of families and schools in shaping sexual identity;
- Identify the institutional features that contribute to women's risk of sexual assault on college campuses.

Required texts

The course reader is available at Copy Central, 2576 Bancroft Way. I will also post .pdfs of all readings on bCourses.

Grading and Assignments

Attendance and participation: 20%
Two short (4 page) papers: 15% each
Midterm: 25%
Final: 25%

Important dates:

Paper 1 due, Monday July 20
Midterm, Monday July 27

Paper 2 due, Thursday August 6
Final exam, Thursday August 13

Exams will consist of a choice of short answer questions, asking you to clarify key concepts from the course, explain an analytic approach, or illustrate a featured concept using an empirical example. The exams will cover all assigned course material. The final exam will be cumulative. Both exams will be given in class. I will distribute a study guide in advance.

Papers will be structured similarly to exam questions, but the longer format will allow you to go into greater depth in discussing a single topic. I will distribute more detailed instructions one week before the due date. I will not be able to review drafts of the papers.

Class participation is an important part of your grade, for two reasons. First, as summer courses are more condensed, missing class will make it impossible for you to stay caught up. Second, you will not be able to achieve the learning objectives stated above solely by reading the material—you must also verbalize the concepts, share ideas, and work together to do well in this course. I will assess participation qualitatively—that is, quality matters more than quantity. There will be a variety of ways to participate, including class discussion, group activities, and online discussion.

Class time. Every day I will spend part of the time lecturing. Lectures will provide a background to the day's selections, highlight and explain important concepts, and provide a framework to help you understand how the concepts fit together. Every day we will also have some form of in-class discussion, usually conversations in pairs or small groups. I will provide questions to be discussed, and then you will share your ideas with the class.

Time commitment. U.C. Berkeley policy dictates that students are expected to do 180 hours of work during the span of a 4 credit course—in the summer, that works out to 30 hours per week. Subtracting 8 in-class hours means you should plan to read and/or study for 22 hours every week, for this course alone.

COURSE POLICIES

Attendance in class is mandatory. If you think you will miss one day of class or more, you should consider taking another course. If you must miss a class, you are responsible for obtaining notes from another student and catching up on any in-class assignments.

Office hours appointments are on a drop-in basis. If you cannot make the regular time, please e-mail me to make an appointment at another time. During office hours, I can answer questions about the readings, clarify something from lecture, or discuss any topic related to the course. Please come to office hours with a specific question in mind.

I will use **bCourses** to post resources, report grades, and set up online discussions. You are responsible for checking the course's site on a regular basis. Please let me know if you have difficulty using bCourses.

You may use **laptops and other devices** during class for note-taking only. Please do not distract me or your classmates by using them for anything else. This excludes cell phones—please keep your phones off during class.

Late papers. Papers must be turned in on time. If you are late for class that day—or miss the deadline for any other reason—your grade will be reduced by 1/3 of a letter grade. I will only accept a late paper if it is turned in by e-mail within 24 hours of the time it is due. Extensions will only be given in extreme circumstances, with documentation explaining the reason that the paper cannot be turned in on time.

Missed exams. If you have a real and verifiable emergency that causes you to miss an exam, you must report it to me within 24 hours after the time of the exam. To schedule a make-up exam, you must provide appropriate documentation to verify the emergency.

Plagiarism means representing the work of others as your own. This includes copying papers from the Internet or other students. It also includes quoting class materials without quotation marks and a citation. Any case of plagiarism will be taken seriously and will result in you failing the course.

Grading policy. I am happy to discuss your grade with you in order to help you improve. If you want to dispute a grade on a paper or exam, please follow these steps: (1) write a short memo describing the specific reason that you believe the grade is inaccurate or unfair; (2) e-mail the memo to me within one week after the work is handed back to you; (3) come to the next office hours session to discuss the issue with me. Keep in mind that if I re-grade your work, the grade could go down as well as up.

Students with disabilities who require any kind of accommodation should contact me as soon as possible so that I can make appropriate arrangements. Be sure to have an accommodation letter from the Cal's Disabled Students Program.

COURSE SCHEDULE AND READINGS

MONDAY JULY 6, Course introduction

Unit I: Conceptual Foundations

TUESDAY JULY 7, History of sexual categories

Weeks, Jeffrey. 2010. "The Invention of Sexuality." Pp. 12-45 in *Sexuality*.

Seidman, Steven. 2010. "Social Constructionism: Sociology, History, and Philosophy." Pp. 25-39 in *The Social Construction of Sexuality*.

WEDNESDAY JULY 8, Social construction of identity

Goffman, Erving. 1961. Pp. 1-19 and 32-40 in *Stigma*.

Simon, William and John H. Gagnon. 1999. "Sexual Scripts." Pp. 29-38 in *Culture, Society, and Sexuality: A Reader*.

THURSDAY JULY 9, Sexuality and power

Rubin, Gayle. 1999. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 143-78 in *Culture, Society, and Sexuality: A Reader*.

Unit II: Social Change and LGBT Identities

MONDAY JULY 13, Pre-Stonewall homosexualities

Faderman, Lillian. 1991. Chapters 5 and 7 in *Odd Girls and Twilight Lovers*.

Humphreys, Laud. 1970. "Tearoom Trade: Impersonal Sex in Public Places." *Society* 7(3):10-25.

TUESDAY JULY 14, Historic development of LGBT movements

Epstein, Steven. "Gay and Lesbian Movements in the United States: Dilemmas of Identity, Diversity, and Political Strategy." Pp. 30-90 in *The Global Emergence of Gay and Lesbian Politics*, B. Adam et al., eds.

WEDNESDAY JULY 15 AND THURSDAY JULY 16, The "gay identity" movement

Armstrong, Elizabeth. 2002. Chapters 5 and 6 in *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*.

Unit III: Contemporary LGBT Issues

MONDAY JULY 20, The rise of gay marriage

[PAPER 1 DUE, no readings assigned]

TUESDAY JULY 21, Queer critiques of marriage

Warner, Michael. 1999. Chapter 3 in *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*.

WEDNESDAY JULY 22, Post-gay identities?

Seidman, Steven. 2004. Chapter 2 in *Beyond the Closet: The Transformation of Gay and Lesbian Life*.

Ghaziani, Amin. 2011. "Post-Gay Collective Identity Construction." *Social Problems* 58(1):99-125.

THURSDAY JULY 23, Intersections of race and gender

Moore, Mignon. 2006. "Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities." *Signs* 32(1):113-39.

Han, Chong-suk. 2009. "Asian Girls are Prettier: Gendered Presentations as Stigma Management among Gay Asian Men." *Social Interaction* 32(2):106-22.

MONDAY JULY 27, MIDTERM EXAM

Unit IV: Globalization and Sexualities

TUESDAY JULY 28, Social change

Altman, Dennis. 2004. "Sexuality and Globalization." *Sexuality Research & Social Policy* 1(1):63-8.

Schmidt, Johanna. 2003. "Paradise Lost? Social Change and *Fa'afafine* in Samoa." *Current Sociology* 51(3/4):417-32.

WEDNESDAY JULY 29, Human rights

"Universal Declaration of Human Rights." 1948. Accessed at <http://www.supremecourt.ge/files/upload-file/pdf/act3.pdf>

O'Flaherty, Michael and John Fisher. 2008. "Sexual Orientation, Gender Identity, and International Human Rights Law: Contextualizing the Yogyakarta Principles." *Human Rights Law Review* 8(2):207-48.

THURSDAY JULY 30, Sexual tourism

Cantu, Lionel. 2002. "De Ambiente: Queer Tourism and the Shifting Boundaries of Mexican Male Sexualities." *GLQ: A Journal of Lesbian and Gay Studies* 8(1-2):139-66.

Hoang, Kimberly Kay. 2010. "Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labor in Ho Chi Minh City's Sex Industry." *Sexualities* 13(2):255-72.

Unit V: Focus on Gender and Sexuality

MONDAY AUGUST 3, Schools and families

Wilkinson, Lindsey and Jennifer Pearson. 2009. "School Culture and the Well-Being of Same-Sex Attracted Youth." *Gender & Society* 23(4): 542-568.

Solebello, Nicholas and Sinikka Elliot. 2011. "'We Want Them to Be as Heterosexual as Possible': Fathers Talk about Their Teen Children's Sexuality." *Gender & Society* 25(3):293-315.

TUESDAY AUGUST 4, Gender and sexuality in high school

Pascoe, C. J. 2007. Chapters 1 and 2 from *Dude, You're a Fag: Masculinity and Sexuality in High School*.

WEDNESDAY AUGUST 5, Transgender studies

Lucal, Betsy. 2008. "Building Boxes and Policing Boundaries: (De)Constructing Intersexuality, Transgender, and Bisexuality." *Sociology Compass* 2(2):519-36.

Schilt, Kristin. 2006. "Just One of the Guys: How Transmen Make Gender Visible at Work." *Gender & Society* 20(4):465-90.

Unit VI: Hook-ups and Risk on College Campuses

THURSDAY AUGUST 6, Sexual assault on campus

[PAPER 2 DUE, no readings assigned]

MONDAY AUGUST 10, Campus "hook-up culture"

Bogle, Kathleen A. 2008. Chapters 4 and 5 in *Hooking Up: Sex, Dating, and Relationships on Campus*.

TUESDAY AUGUST 11, Hooking up and sexual assault

Currier, Danielle M. 2013. "Strategic Ambiguity: Protecting Emphasized Femininity and Hegemonic Masculinity in the Hookup Culture." *Gender & Society* 27(5):704-727.

Armstrong, Elizabeth, Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4):483-99.

WEDNESDAY AUGUST 12, Final exam review

THURSDAY AUGUST 13, FINAL EXAM