

SOCIOL/GDNR_ST 232
Sexuality and Society
SPRING 2018
T –Th 3:30 – 4:50 PM, Lutkin Hall



Professor Héctor Carrillo

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Office hours: Wednesday 11 AM-12 PM and Thursday 2-3 PM

Teaching Assistants:

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COURSE DESCRIPTION

Sexuality is fundamental to the cultural, economic, political, and social organization of the United States. This course examines the theoretical and methodological approaches that have been used in sociological studies of sexuality—including those that guide sexuality-related analyses of meanings and identities, practices and behaviors, power and politics, sexual interaction, and morality and social control.

The course is divided in three parts. Part I provides some important conceptual foundations for us to understand the various approaches that have been used to study sexuality, as well as the contributions of sociology to the field of sexuality studies. In this section we will discuss the work and influence of Freud, Kinsey, and Foucault, as well as understandings that emerged from social constructionist approaches in sociology and anthropology.

In Part II we will discuss the links and tensions between individuals' own interpretations and those that are made available to them within the sociocultural contexts in which they live. Among other topics, we will examine how people use and question existing categories of sexual identity, the boundaries of sexual identity categories, the connections and disconnections between notions of sexual identity and gender expectations, how sociocultural expectations emerge in the interpretations that people make while having

sex, and the ways in which collective identities and sexuality-related social movements are formed. We will also pay close attention to forms of social inequality.

Finally, in Part III, we will explore how and why sexuality is a heavily regulated social activity and one that is deeply connected with morality in contemporary society. We will pay close attention to topics such as the emergence of moral panics, the age of consent and the regulation of teen sexuality, and sexual violence.

GOALS:

- To understand how society influences people's sexuality and sexual identities, as well as how people contribute to changing social interpretations of sexuality.
- To discuss how the sociological study of sexuality helps us comprehend society more broadly, as well as to consider the importance of sexuality studies within the broader field of sociology.
- To analyze why sexuality is a socially- and culturally-charged topic, and one that is commonly perceived as requiring considerable social regulation.

COURSE REQUIREMENTS:

Students will be expected to:

- Do all **required readings** prior to each class session.
- Complete a closed-book, **in-class midterm** exam that will take place on **Thursday, May 3**. The exam will consist of essay questions covering the material discussed during class **sessions 1 to 7 (up to April 24)**. I will provide further instructions on Canvas.
- Write **two critical review essays**, due **Tuesday, May 22** and **Tuesday, June 5**. Students must submit an electronic copy of the critical review essay via Canvas and Turnitin before 3:30 PM on the due date. Further instructions for these assignments will be posted on Canvas.
- **Attend** class and section on a regular basis and participate in class discussion.
- Use the following **format** for all written assignments (except for the midterm): one-inch margins, double spaced, font: Times Roman 12. Include page numbers on all pages, and don't forget to write your name on the first page.

POLICIES AND PROCEDURES:

Grading:

In this class you will earn a grade by completing the following assignments:

Midterm	35% of the final grade
Critical review essay #1	25% of the final grade
Critical review essay #2	25% of the final grade
Attendance and participation	15% of the final grade

Make-up midterms will be offered only to students who have a medical excuse or comparably serious justification. If you turn in the first essay late, a penalty will apply unless you have a medical excuse of comparably serious justification. In the case of the second essay, late papers will not be accepted unless you contact me before the essay is due *and* you have a medical excuse or comparably serious justification. Please note that there is no excuse for failing to keep electronic backups of your data (for example, on flash drives, CDs, external hard drives, or other computers) in case your primary computer fails or your hard drive crashes.

Attendance and participation:

You are expected to attend class and section sessions on a regular basis. Attendance will be taken. Students are responsible for all material presented in the readings, films, lectures, and sections. You must come to class having already read the assigned readings for that day. Please bring your copies of the readings to lectures and sections so that you can refer to them during class. I strongly encourage you to ask questions and offer opinions and comments, both in lectures and during section. I see class discussion as an important component of adult learning.

I will make available some class materials on Canvas, but students are expected to attend class in order to learn the course material. Students are also expected to be not just physically present in the classroom but also mentally present. Students should not be otherwise occupied with email, texting, computer games, or other online activities that are not part of the class goals and activities.

Diversity of opinions:

In this course we will discuss several topics that can be controversial. Please keep in mind that you may be exposed to opinions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view.

Sexuality-related material:

The goals of this class require that we speak frankly about sexuality. In lectures, films, and class discussion, you may be exposed to sexually explicit language and you will learn information about a variety of sexual interpretations, ideas, practices, and lifestyles that may differ considerably from your own. For the purposes of the class, it is important to maintain a neutral, non-judgmental tone in relation to sexuality.

Communication:

This course will use the Canvas course management system (<http://www.it.northwestern.edu/education/login.html>). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

Syllabus is subject to change:

This syllabus and schedule are subject to change in the event of unforeseen circumstances. I will post announcements of changes on Canvas and include them in email messages to students.

Academic integrity:

Academic integrity is fundamental for this course, and plagiarism and other forms of academic dishonesty will not be tolerated.

I strictly follow university regulations concerning academic integrity, which means that I report all suspected violations of the policy (including suspicion of cheating, plagiarism, fabrication, obtaining an unfair advantage, and aiding and abetting dishonesty) to the Assistant Dean for Advising and Academic Integrity, who then carries out a formal investigation. Please familiarize yourself with the university's policy on academic integrity (see <http://www.northwestern.edu/uacc/>). You should understand that examples of plagiarism include obtaining text from any source (including the Internet), and passing off such text as your own work, rather than citing the source of the material. In addition, while I encourage students to collaborate when studying or learning course material or when working on any group projects, it should be clear that no collaboration is permitted on written work or exams, and any collaboration in those cases constitutes academic dishonesty.

If you have any questions about what constitutes plagiarism or academic dishonesty, I strongly encourage you to speak to me about it. Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty. The administrative penalty, assigned by university officials, typically is suspension for one quarter; any such suspension becomes part of your record, which is made available on request to potential employers and graduate school admissions committees. The academic penalty is assigned by the instructor and can severely affect your grade for the course.

Turnitin

This course makes use of Turnitin, a software program that compares your work against other texts in its database in order to safeguard academic integrity. Therefore you will be required to submit your written essays electronically via Canvas and Turnitin. All student work may be analyzed electronically for violations of the university's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Please contact me if you have any questions about Turnitin.

Accessibility:

Any student with a documented disability needing accommodations is requested to contact the Accessible NU Center: <http://www.northwestern.edu/accessiblenu/about-us/our-office/evanston-campus/index.html>. Please also speak with me as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

My office is wheelchair-accessible via a ramp from the parking lot in the back of the building. Let me know if you plan to drop by during office hours so that I can open the door to the building for you.

Courtesy toward others:

Make sure your cell phone is turned off or set to vibrate. Don't engage in conversation with other students that is not part of the class discussion. Please keep to a minimum interruptions and distractions caused by late arrivals or early departures.

Class materials and lectures

Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without my express written permission. No audio or video recordings of class are permitted without my permission.

READINGS:

All readings will be available in Canvas as PDFs.

STUDENT RESPONSE SYSTEM:

You will need a Turning Account License, which can be purchased at the NU bookstore in Norris or online at: <https://store.turningtechnologies.com/>. Additionally, you will need a "clicker" or a ResponseWare license to respond to polls using your phone or laptop. The NU Password is: acHu.

You must have access to your clicker or ResponseWare regularly, as we will conduct polls in many class sessions. To learn how to purchase and account license and register your clicker, you can go here: <https://canvas.northwestern.edu/courses/5666/pages/using-turning-technologies-clickers-in-canvas>. You can also get more information on the Northwestern Student Response System here: <http://www.it.northwestern.edu/srs/>

CLASS SCHEDULE

Part I – Conceptual Foundations for the Sociological Study of Sexuality

Week 1

Class 1 – Thursday, April 5: Introduction

(No readings)

Week 2

Class 2 – Tuesday, April 10: Freud and Psychoanalysis

Freud, Sigmund. 1963. *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Vol. XVI: Introductory Lectures on Psycho-Analysis. London: Hogarth, **read 303-38** (“The Sexual Life of Human Beings” and “The Development of the Libido”).

Class 3 – Thursday, April 12: Freud (cont). Kinsey and Surveys of Sexual Behavior

Kinsey, Alfred C., Wardell B. Pomeroy, and Clyde E. Martin. 1948. *Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders, **read 3-9; skim 335-63; read 636-41**.

Kinsey, Alfred C., et al. 1953. *Sexual Behavior in the Human Female*. Philadelphia: W.B. Saunders, read **4-11**.

Laumann, Edward O. et al. 1994. “The Social Organization of Sexuality: Sexual Practices in the United States.” Chicago: University of Chicago Press. Ch. 2: “The Study Design,” **read 35-42**.

Film clip: “Kinsey” (Bill Condon, 2004)

Week 3

Class 4 – Tuesday, April 17: Social Constructionism, Sexual Scripts, and Sexual Fields

Plummer, Ken. 1982. “Symbolic Interactionism and Sexual Conduct: An Emergent Perspective.” In *Human Sexual Relations*, ed. Mike Brake, **223-41**. New York: Pantheon.

Green, Adam Isaiah, 2008. “The Social Organization of Desire: The Sexual Fields Approach.” *Sociological Theory* 26: 25-50 (**read pages 25 to top of 34**).

Class 5 – Thursday, April 19: The Social Construction of Sexual Cultures

Herdt, Gilbert. 1987. *The Sambia: Ritual and Gender in New Guinea*. New York: Holt, Rinehart and Winston, **read 101-10, 145-55.**

Kimmel, Michael. 2006. “Ritualized Homosexuality in a Nacirema Subculture.” *Sexualities* 9 (1): **95-105.**

Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. New York: W.W. Norton and Company. Chapter 1: “Hooking Up, a How-To.” **Read pages 27-49.**

Film: “Guardians of the Flutes.” (Paul Redish, 1994)

Week 4

Class 6 – Tuesday, April 22: Foucault and Notions of Power and Pleasure

Foucault, Michel. 1980. *History of Sexuality, Volume I: An Introduction*. New York: Vintage. **Read pages 3-13, 17-35, 103-105.**

Part II – Sexuality in People’s Everyday Lives

Class 7 – Thursday, April 24: “Normality” and the Sex/Gender System

Rubin, Gayle S. 1993. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.” In *The Lesbian and Gay Studies Reader*, ed. Henry Abelove, Michèle Aina Barale and David M. Halperin, 3-44. New York: Routledge. **Read pages 3-16.**

Dean, James Joseph. 2014. *Straights: Heterosexuality in Post-Closeted Culture* (New York: New York University Press). Ch. 2: “From ‘Normal’ to Heterosexual: The Historical Making of Heterosexualities.” **Read pages 47-57.**

Week 5

Class 8 – Tuesday, May 1: The Boundaries of Heterosexuality, Bisexuality, and Homosexuality

Dean, James Joseph. 2011. “The Cultural Construction of Heterosexual Identities.” *Sociology Compass* 5, no.8: **679–687.**

Carrillo, Héctor and Amanda Hoffman. 2018. “‘Straight with a Pinch of Bi’: The Construction of Heterosexuality as an Elastic Category among Adult U.S. Men.” *Sexualities* 21, No. 1–2: 90–108. **Read pages 90-106.**

Burke, Kelsy. 2014. "What Makes a Man: Gender and Sexual Boundaries on Evangelical Christian Sexuality Websites." *Sexualities* 17, No.1-2: 3–22. **Read pages 3-18.**

Class 9 – Thursday, May 3: In-class Midterm

Week 6

Class 10 – Tuesday, May 8: Intersections between Sexuality and Gender

Pascoe, C. J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Ch. 3: "Dude, You're a Fag: Adolescent Male Homophobia." **Read pages 52-83.**

Valentine, David. 2007. *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press, 29-53.

Class 11 – Thursday, May 10: Sexual Fluidity and the Stability of Sexual Identities

Diamond, Lisa. 2008. *Sexual Fluidity: Understanding Women's Love and Desire*. Cambridge: Harvard University Press. Ch 3: "Sexual Fluidity in Action." **Read pages 54-90.**

Week 7

Class 12 – Tuesday, May 15: Collective Sexual Identities and Social Movements

Armstrong, Elizabeth A. 2002. *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*. Chicago: University of Chicago Press, read 1-5, 15-23.

Ghaziani, Amin. 2011. "Post-Gay Collective Identity Construction." *Social Problems* 58, no. 1: 99-125.

Scherrer, Kristin S. 2008. "Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire." *Sexualities* 11(5): 621–641.

Class 13 – Thursday, May 17: Sexualities in Motion: Sexual Migration and Globalization

Altman, Dennis. 2004. "Sexuality and Globalization." *Sexuality Research & Social Policy* 1, no.1: 63-68.

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 3. **Read pages 66-98.**

Week 8

Class 14 – Tuesday, May 22: The Sexual Moment: The Contrasting Discourses of Sexual Passion, Sexual Safety, and Sexual Assault

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 9. **Read pages 216-232.**

Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53, no. 4: 483–499.

Adelman, Mara B. 1992. Sustaining Passion: Eroticism and Safe-Sex Talk. *Archives of Sexual Behavior* 21, no. 5: 481-94.

Critical review essay #1 due. An electronic copy must be submitted before 3:30 PM via Turnitin on Canvas.

Class 15 – Thursday, May 24: Sexuality and Racialization

Sánchez Taylor, Jaqueline. 2001. "Dollars Are a Girl's Best Friend? Female Tourists' Sexual Behaviour in the Caribbean." *Sociology* 35, no. 3: 749–764.

Green, Adam Isaiah, 2008. "The Social Organization of Desire: The Sexual Fields Approach." *Sociological Theory* 26: 25-50. **Read pages 34-48.**

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapter 10. **Read pages 233-256.**

Short film: Rent a Dread (Timothy Speaks Fishleigh and Jessica Canham).

Part III – Sex, Morality, and the Social Regulation of Sexuality

Week 9

Class 16 – Tuesday, May 29: Regulating Youths' Sexuality: Sexual Consent and Sexting

Levine, Judith. 2002. *Harmful to Minors: The Perils of Protecting Children from Sex*. New York: Thunder's Mouth Press. Ch. 4: "Crimes of Passion: Statutory Rape and the Denial of Female Desire." **Read pages 68-89.**

Schaffner, Laurie. 2005. "Capacity, Consent, and the Construction of Adulthood." *In Regulating Sex: The Politics of Intimacy and Identity*, edited by Elizabeth Bernstein and Laurie Schaffner, 189-205. New York: Routledge.

Angelides, Steven. 2013. "'Technology, Hormones, and Stupidity': The Affective Politics of Teenage Sexting." *Sexualities* 16, No. 5-6: 665-689.

Class 17 – Thursday, May 31: Sexuality and Moral Panics

Lancaster, Roger. 2011. *Sex Panic and the Punitive State*. Berkeley: University of California Press. "Chapter 1: Panic: A Guide to the Uses of Fear." **Read pages 23-38.**

Nathan, Debbie, and Michael Snedeker. 1995. *Satan's Silence: Ritual Abuse and the Making of a Modern American Witch Hunt*. New York: Basic Books. Ch. 4: "Judy Johnson and the McMartin Preschool," read 67-92.

Film: "Capturing the Friedmans" (Andrew Jarecki, 2002)

Week 10

Class 18 – Tuesday, June 5: Wrap up

No readings

Critical review essay #2 due. An electronic copy must be submitted before 3:30 PM via Turnitin on Canvas.