**University of Colorado, Boulder – Spring 2022**

**SOCY 1006-100 – The Social Construction of Sexuality**

**Lectures (in-person): T/TH 11-11:50AM, Engineering Center 201**

**Zoom Classroom:**  <https://cuboulder.zoom.us/j/93194759100>

**In-Person Recitations:**

* Lievanos Medina (101) – F 8-8:50AM (Muenzinger Psych & Biopsych D110)
* Lievanos Medina (103) – F 12:20-1:10PM (Bruce Curtis Bldg E 155)
* Lievanos Medina (105) – F 10:10-11AM (Koelbel Bldg – Leeds 320)

**Zoom Classroom Link for Lievanos Medina Recitations:**

<https://cuboulder.zoom.us/j/96464453782> (No Passcode)

**Remote Recitations:**

* Olson (102) – F 2:30-3:20PM
* Olson (104) – F 9:05-9-55AM
* Olson (106) – F 11:15AM-12:05PM

**Zoom Classroom Link for Olson Recitations:**

<https://cuboulder.zoom.us/j/98305036368> (Passcode: SOCI1006)

**FACULTY INFORMATION**

**Instructor:** Amanda A. Stewart, PhD (she/her)

**E-mail:** Amanda.Stewart-1@colorado.edu

**Office Location:** Due to COVID-19 precautions, I will only be available virtually.

**Office Hours:** Thursdays – 12-1:30PM (Drop by using the below link anytime)

* Via Zoom –
	+ Zoom Office Link: <https://cuboulder.zoom.us/j/4450913646>
* By appointment

**Instructor Bio**

Amanda Stewart is an Assistant Teaching Professor of Sociology. She earned her PhD in Sociology at the University of Illinois at Chicago in 2019. Amanda received her BA in German at Luther College and her MA in Gender, Sexuality and Cultural Studies at the University of Manchester (UK). Her dissertation research, based on in-depth interviews, considers the experiences of queer and trans women currently living in the rural United States and focuses on the strategies these women use to negotiate the places where they live and the associated challenges. Amanda has worked in higher education since 2006 as an administrator, academic adviser, and instructor of Sociology and Gender and Women’s Studies. She most often teaches courses focusing on gender, sexualities, and families. Amanda is also the Coordinator of the Sociology Honors Program. In this role, she works with advanced undergraduate students as they complete original research and write their honors thesis.

**Teaching Assistant:** Eduardo Lievanos Medina (he/him)

**Email:** Eduardo.LievanosMedina@colorado.edu

**Office Location:** Due to COVID-19 precautions, Eduardo will only be available virtually.

**Office Hours:** Thursdays from 12:30-2:30PM (Drop by using the below link any time)

* Via Zoom –
	+ Zoom Office Link: <https://cuboulder.zoom.us/j/98739269515>
* By appointment

**Teaching Assistant:** Marley Olson (she/her)

**Email:** Marley.Olson@colorado.edu

**Office Location:** Due to COVID-19 precautions, Marley will only be available virtually.

**Office Hours:** Fridays 12:15-2:15PM (Drop by using the below link any time)

* Via Zoom –
	+ Zoom Office Link: <https://cuboulder.zoom.us/j/8048495524>
* By appointment

**Teaching Assistant Bios**

Eduardo Lievanos Medina (He/Him) is a Doctoral student of Sociology at CU Boulder.  He is a decolonial scholar who studies race, class, and gender inequality within the context of globalization.  His current research is situating immigrant farmworkers' transnational experiences of exploitation within racialized labor and immigration structures in the US.

Marley Olson (she/her) is a Doctoral Candidate in the Department of Sociology at the University of Colorado Boulder. Her specialty areas include gender, health/illness, and qualitative research methods. Her current research examines the gendered biopolitics of traumatic brain injuries.

#### University of Colorado Boulder Department of Sociology Statement on Inclusivity

The University of Colorado Boulder Department of Sociology emphasizes the importance of diverse voices and experiences for strengthening our teaching, research, and service to broader communities. As a department committed to justice and equity, our goal is to create an environment that welcomes and supports everyone. We are a member of the American Sociological Association, abide by its Code of Ethics, and expect our faculty, students, and staff to adhere to its code. Here is the department’s [inclusive excellence plan](https://www.colorado.edu/sociology/sites/default/files/attached-files/inclusive_excellence_statement_2016.pdf).

#### Communication

Do you have questions that we haven’t addressed in class? Are you wondering how what you are reading applies to your own life or other courses you are taking? Do you want to check on your progress in the course? Eduardo, Marley, and I are available to meet with students to address any questions or concerns you may have about this class. The best way to reach us is via email. We will typically respond to emails within 24 hours during the week (Monday-Friday) but please allow at least 48 hours for a response on weekends. Please email us from your CU email and **include your name and course within the text of the email**. This will help us to reply in a timelier manner. Emails coming from outside emails accounts are often sent to spam and will slow our replies significantly. If you have not heard back from us in 48 hours, please resend your message or see us before or after our synchronous sessions. **Please also make sure that you have the correct email for Amanda (see Faculty Information) as there is another Amanda Stewart on campus.**

**COURSE INFORMATION**

**Credit Hours:** 3

**Course Description**

Discusses the social determinants of sexuality. Analyzes the economic, psychological, and cultural influences on human sexuality. Interactional perspective of human sexuality is presented.

**Course Prerequisites**

There are no prerequisites for this course.

**Class Attributes**

* Arts & Sciences General Education: Distribution – Social Sciences
* Arts & Sciences General Education: Diversity – US Perspective

**Course Objectives**

## Explain what it means when sociologists (or others) argue that sexuality is socially constructed

## Discuss how sexualities work within our society to create both inequalities and privilege

## Explain sociological theory and current research on sexualities

## Discuss ideas (both verbally and in writing) relating to sexualities thoughtfully with others in class, your life, and/or public/non-academic audiences

**Required Texts**

* Textbook (required) - Stombler, Mindy, Dawn M. Baunach, Elisabeth O. Burgess, Wendy Simonds, and Elroi J. Windsor, eds. 2019. *Sex Matters: The Sexuality and Society Reader.* New York: W. W. Norton & Company. (ISBN – 9780393623581 [paperback] eBook also available).
* Book (required) – Robinson, Brandon Andrew. 2020. *Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness.* Oakland, CA: University of California Press. (ISBN - 978-0520299276 [paperback] eBook also available).
* There will be additional readings not included in the text. These readings will be posted on Canvas and are noted with an \* in the course schedule.
* Computer and internet access

**Method of Instruction – In-Person/Remote.** This class will be taught using a combination of in-person (lectures) and remote instruction (some recitation sections) modes. Students are expected to attend all lectures in-person and their associated recitations (based on their registration – either in-person OR remote).

#### Student Responsibilities and Class Expectations

All students will complete the coursework according to the course schedule unless other arrangements are made before the due date. All students must attend lectures and recitations unless other arrangements have been made. If students are not able to attend, they should be in contact with the instructor and/or teaching assistants and plan to watch the recordings of any lectures they miss. Students should complete all course readings **before** coming to lecture on the day in which they are listed. If you have questions about specific readings, please bring these questions with you to lecture as I will begin and end each meeting with time for questions.

### **ASSIGNMENTS AND GRADING**

#### Assignments:

**Recitations – Attendance and Participation: 5% of final grade**

* Recitations for this class meet weekly (Fridays). The purpose of recitation is to review material and engage in discussion. Please come to recitation having read all the materials assigned for that week. Please bring any questions or comments you may have with you to recitations. **If you are unable to attend a session, please let Marley or Eduardo know ahead of time.**

**Quizzes: 30% of final grade**

* Weekly quizzes will be given via Canvas to help ensure that you are keeping up with the readings. Quizzes will include multiple choice questions that are easily answered IF you have completed the readings. There will be no make-up for these quizzes so please make sure that you complete them BEFORE the due date/time listed. Each quiz will include 2-10 questions and is worth 10 possible points. You will have 20 minutes to complete each quiz (during a single sign on).
	+ Quizzes open Thursdays at 12PM and are due Fridays at 11:59PM. Please see the weekly schedule for all quiz due dates (end of the syllabus).

**Exams: 45% of final grade, 15% each**

* There will be three exams. The exams will contain a combination of multiple choice, vocabulary matching, and short answer/essay questions. Study Guides for each exam will be posted on Canvas at least two weeks before each exam. Exams will be given via Canvas and will be open book/open note. Each exam is NOT cumulative. Lecture will NOT meet on days when exams are due.
	+ Exam 1 opens Tue., Feb. 8 at 12PM - Due Tue., Feb. 15 at 11:59PM
	+ Exam 2 opens Tue., Mar. 8 at 12PM - Due Tue., Mar. 15 at 11:59PM
	+ Exam 3 opens Thu., Apr. 21 at 12PM – Due Thu., Apr. 28 at 11:59PM

**Group Project: Public Service Announcement (PSA) Video – Understanding Sexualities, Inequalities, Creating Change: 20% of final grade**

When studying Sociology, students are often troubled by what they learn about inequalities, both locally and globally. The purpose of this assignment is to give you the opportunity to not just learn about and increase awareness about inequalities related to sexualities, but to also create a video that will inform the public about this issue and how THEY can begin to create change/make a difference.

* Students will work in groups of 4-6 and will choose their own topics and groups.
	+ YOU are ultimately responsible for finding your own group. I encourage you to talk with other students before/after lecture/recitations to make these connections.
	+ There is also a discussion board on Canvas which you can use to brainstorm topics and search from groups/additional group members.
* This project is 20% of your final grade.
	+ As this is a group project, you should be working collaboratively. With this in mind, all members of the group will receive the same grade. Please make sure that the final product is something that everyone has been involved in creating AND is ultimately happy with what you’re presenting.
	+ If members of your group are not participating (i.e., not responding to emails/messages, attending meetings, etc.), please let me know ASAP so that I can help you to remedy any issues and pull your group back together.
* Groups will select a specific issue related to sexualities and create a short video to inform a public audience about the issue and discuss how WE can begin to create social change surrounding this issue.
* **Videos should be no more than 2 minutes in length.**
	+ You do NOT need to do anything fancy. I recognize that most of these videos will be filmed in Zoom and may include screenshares where you show photos, text, etc.
		- If you do have video production skills, feel free to use them but again, you will NOT be penalized for something that isn’t ‘ready for TV/internet’
		- I expect that most groups will work remotely and will NOT meet in person to film/complete your video.
		- **Your PSA video should NOT look like a traditional research presentation. Please be creative and follow the style of the PSA videos that we’ve watched in class.**
* As you’re completing the research for your video (Yes, you SHOULD do some research as your video should be informed, contain ACCURATE information, and include citations for specific data/statistics that you’re providing/have found in your research), please think about the following questions:
	+ What is the issue you’re exploring?
	+ Where can this specific issue be observed?
	+ Who is affected?
	+ How are people organizing to create change around this issue?
	+ What can you/others do to get involved with this issue?
* As you’re creating your video, please think about the following questions:
	+ Who is the target audience? Who do we want to reach with this message?
	+ What is the message? What do we want our audience to understand?
	+ What is the significance of this issue? Why is it important to my audience?
	+ What do we want our audience to do as a result of the PSA?
* **The above questions should help you to frame the script for your PSA but should NOT become the entirety of your PSA.**
	+ For example, you should NOT have a slide titled, “How are people organizing to create change around this issue?” but you SHOULD talk about what individuals and organizations are doing to create change. You may want to include a listing of organizations that your audience could connect with if they’re interested in learning more/volunteering/etc.
* One member of each group must upload your group’s topic and a full list of group members (first AND last names) to Canvas (Assignments section) before 11:59PM on Fri., Feb. 4.
* Each group will submit a PSA Video Group Progress Report during the semester. The expectations for this report are on Canvas and will also be discussed during class. The Progress Report is due Fri., Mar. 11 at 11:59PM.
	+ Your PSA Video is due Fri., Apr. 22 at 11:59PM and is worth 100 possible points.
	+ Only **ONE** member of each group must upload your video to Canvas.

#### Submission Policies

**All assignments must be submitted via Canvas.** For full credit, you must submit your assignment before 11:59PM on the due date listed on the schedule. If you are unable to submit your assignment to Canvas, in the case that the CU network or Canvas itself is having technical issues, please submit your assignment to me via email. Please ALSO submit your assignment via Canvas once the network/system is available. If you do not know how to submit your assignment via Canvas, please see me for assistance. Hard copies of assignments will NOT be accepted. All assignments will typically be graded within two weeks of the due date.

#### Grading Criteria and Points Breakdown

|  |  |
| --- | --- |
| Assignment | Percentage Breakdown |
| Recitations (Attendance and Participation) | 5% of final grade |
| Quizzes | 30% of final grade  |
| Exams | 45% of final grade (15% each) |
| Group Project: Public Service Announcement (PSA) Video | 20% of final grade  |

#### Grading Scale

Grades will be assigned as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

**COURSE AND UNIVERSITY POLICIES**

**Quizzes:** Weekly quizzes will be given in this course using Canvas. **There will be no make-up for quizzes so please make sure that you complete them BEFORE the due date listed.** Each quiz will be 2-10 questions and will be worth 10 possible points. You will have 20 minutes to complete each quiz (during a single sign on).All quizzes are open book/open note. Please use all resources that you have to your advantage. **All quizzes will have time limits (20 minutes) so please make sure that you are spending some time to prepare as you will NOT have time to look up every answer.**

**Make-Up Assignments/Exams/Late Work:** Make-Up Assignments and/or extensions will only be given when arrangements have been made **prior** to the due date and/or if proper **documentation** is provided. **Late work will be accepted.** For every day of the week that your work is late, your final grade on the assignment will be lowered one full letter grade. Late assignments will NOT be accepted after 5 days. If you are communicating with me regarding difficulties that you are having, the above is often more flexible.

**Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their names and pronouns via the student portal; those names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Plagiarism and the Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](https://www.colorado.edu/osccr/honor-code). All assignments will be submitted via Canvas and will be checked for originality using Turnitin.

**Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details. In this class, if you contact me, you will not be penalized for missing the class and you **WILL** have the option to make-up any missed points. If there is an exam or an assignment is due during the absence, please see me in advance in order to make arrangements for making up the exam, submitting the assignment, etc.

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Classroom Behavior:** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.  For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Conduct & Conflict Resolution policies](https://www.colorado.edu/sccr/student-conduct).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and the support resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don’t Ignore It](https://www.colorado.edu/dontignoreit/).

**Campus Resources:**

* **Center for Inclusion and Social Change:** Location: C4C, Suite N320. Phone: (303) 492-0272. Website: <http://www.colorado.edu/cisc/>
* **Office of Victim Assistance:** Location: C4C, Suite N450**.** Phone: (303) 492-8855. Website: [www.colorado.edu/ova/](http://www.colorado.edu/ova/)
* **Ombuds Office** (confidental and informal): Location: 4C, Suite N440. Phone: (303) 492-5077. Website: [www.colorado.edu/ombuds/](http://www.colorado.edu/ombuds/)
* **Writing Center:** Location: Norlin E111. Phone: (303) 735-6906. Website: [www.colorado.edu/pwr/writing-center/](http://www.colorado.edu/pwr/writing-center/)

**Requirements for COVID-19:** As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to[Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policy on[classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the[Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](https://www.colorado.edu/health/public-health/quarantine-and-isolation) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](https://www.colorado.edu/health/public-health/quarantine-and-isolation) (contacttracing@colorado.edu).

**Basic Needs Statement:** It can be difficult to manage everyday life as a college student. It can become increasingly challenging to do your best if you’re having problems meeting basic needs like having a safe place to live and sleep and enough food to eat. If you’re experiencing these, or any other challenges in your life, please know that there are many resources on campus and in the greater community that can help. Please talk to me and we can work together to make sure any needs that you have are met. I am always here to help.

* If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources.
* If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](https://www.bouldercounty.org/families/housing/rental-assistance/#about) at 303-441-1000 or [Off-campus Housing](https://www.colorado.edu/offcampus/) at och@colorado.edu & 303-492-7053.
	+ For assistance with landlord-tenant matters, contact [Mediation Services](https://bouldercolorado.gov/community-relations/mediation-program) at 303-441-4364 & mediation@bouldercolorado.edu.
* A [**Student Emergency Fund**](https://www.colorado.edu/studentaffairs/student-emergency-fund) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](https://www.colorado.edu/counseling/)).
* [Case manager resources](https://www.colorado.edu/studentaffairs/sscm) are also available to help you find appropriate campus and local resources.
* A 24/7 [**Suicide Prevention hotline**](https://www.colorado.edu/resources/suicide-prevention) is available for you: just call 303-492-2277.

#### Netiquette and Zoom Classroom Expectations (Remote Recitations)

The syllabus statement on Classroom Behavior (see above in Course and University Policies section) also applies to the Zoom classroom. You are expected to be professional and respectful, regardless of the space. Here are some additional expectations for our Zoom classroom:

**General**

* Sign in with your **first and last name** AND **include your pronouns** (i.e., Amanda Stewart she/her).
	+ If you do not use the name that is listed in the official CU system, please see the Names and Pronouns section of the syllabus below and update your information there so that what I see in Zoom matches what is in Canvas/the grading system.
* Try to limit your online engagement during class to our in class activities. Please close any/all apps that are not relevant to class and turn off any notifications/sounds that may be disruptive.
* If you do not have access to a computer/smartphone with internet access, you may be able to call in. Please contact CU Tech Support for assistance with this option.
	+ Please also please let me know so I can also help to troubleshoot any access issues.

**Video**

* Please turn on your video, whenever possible. It’s helpful for everyone to be able to see each other, just as we would in an in-person class.
	+ That said, Zoom can be exhausting. It’s okay to turn off video if you need a break. I would rather have you in class with no video, than not have you in class.
	+ If you have limited bandwidth or no webcam, it’s also okay to not use video.
	+ I understand that privacy is also an issue on Zoom. Please feel free to change your background to give yourself a bit more privacy. There are lots of fun backgrounds available online. That said, please make sure that your background is classroom appropriate.

**Audio**

* Please mute your microphone when you are not talking. This helps to eliminate background noise and allows everyone to concentrate on the current speaker.
* If you have headphones with a microphone, you may want to use them as this often improves audio quality.
* Do your best to find a quiet, distraction-free spot before you log in. I understand that this can be difficult, especially if you are living in a shared space. I understand that the occasional roommate, parent, child, family member, dog, cat, pet, etc. may pop in and that’s okay. This is also a challenge for me. You will very likely see my dog, or at least his ears, make an appearance on Zoom this semester.

**Chat**

* If you use the chat window, please try to stay on topic, as much as possible.
* As expected in all in-person courses, please be respectful. Disrespect and hate speech will not be tolerated.

**Course Schedule and Assignments**

**\*\*Schedule and assignments subject to change at the discretion of the instructor\*\***

**\*\*Readings should always be completed BEFORE coming to class/completing the assignments on the day on which they’re listed. \*\***

|  |  |
| --- | --- |
| **Dates** | **Assignments/Due Dates** |
| Tue., Jan. 11 | **Course Introductions****Read:*** Course Syllabus

**Discuss:*** Course Expectations, Syllabus, and Canvas
* PSA Video Project
 |
| Thu., Jan. 13 | **Defining Sex****Read:** * Christina – Are We Having Sex Now or What? (SM - p. 5-8)
* Seidman - Social Constructionism: Sociology, History, and Philosophy\*
 |
| Fri., Jan. 14 | **No Recitations – Recitations begin next Friday!** |
| Tue., Jan. 18 | **Categorizing Sex****Read:** * Davis – Bringing Intersexy Back? (SM – p. 14-23)
* Tobin – The Perils and Pleasures of Sex for Trans People (SM – p. 25-31)
 |
| Thu., Jan. 20 | **Categorizing Sex continued****Read:** * Ambrosino – I Am Gay – But I Wasn’t Born This Way (SM – p. 32-37)
* Ryan – Queer: Identity and Praxis (SM – p. 37-40)
* McGann – Bisexuality and Bi Identity (SM – p. 49-51)
 |
| Fri., Jan. 21 | **Recitations – Defining and Categorizing Sex** |
| Tue., Jan. 25 | **Categorizing Sex continued****Read:** * Silva – Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex with Men (SM – p. 41-49)
* Budnick – “Straight Girls Kissing”? Understanding Same-Gender Sexuality beyond the Elite College Campus (SM – p. 52-60)
* Brown & England – Sexual Orientation versus Behavior – Different for Men and Women? (SM – p. 60-63)
 |
| Thu., Jan. 27 | **Investigating Sexuality****Read:** * Jungels and Gorman – Large-Scale Sex: Methods, Challenges, and Findings of Nationally Representative Sex Research (SM – p. 75-85)
* Strombler and Baunach – Doing It Differently: Women’s and Men’s Estimate of Their Numbers of Lifetime Sexual Partners (SM – p. 85-86)

**Complete:*** **Quiz 1 – Opens at 12PM – Due Fri., Jan. 28 at 11:59PM**
 |
| Fri., Jan. 28 | **Recitations – Categorizing Sex and Investigating Sexuality****Complete:*** **Quiz 1 – Due at 11:59PM**
 |
| Tue., Feb. 1 | **Investigating Sexuality continued****Read:** * Bullough – Alfred Kinsey and the Kinsey Report (SM – p. 68-74)
* Brandt – Racism and Research: The Case of the Tuskegee Syphilis Study (SM – p. 87-98)
* Stombler and Jungels – Funding Sex Research (SM – p. 107-110)
 |
| Thu., Feb. 3 | **Representing Sex****Read:*** Han – Sexy Like a Girl and Horny Like a Boy: Contemporary Gay “Western” Narratives about Gay “Asian” Men (SM – p. 115-127)
* Jones, Maggie – What Teenagers Are Learning from Online Porn (SM – p. 128-139)

**Complete:*** **Quiz 2 – Opens at 12PM – Due Fri., Feb. 4 at 11:59PM**
* **PSA Topic and List of Group Members – Due Fri., Feb. 4 at 11:59PM**
 |
| Fri., Feb. 4 | **Recitations - Exam 1 Review****Complete:*** **Quiz 2 – Due at 11:59PM**
* **PSA Topic and List of Group Members – Due at 11:59PM**
 |
| Tue., Feb. 8 | **Representing Sex continued****Read:*** Erickson – Out of Line: The Sexy Femmegimp Politics of Flaunting It! (SM – p. 153-158)
* Hollander and Rodgers – Constructing Victims: The Erasure of Women’s Resistance to Sexual Assault (SM – p. 159-167)

**Complete:*** **Exam 1 – Opens at 12PM – Due Tue., Feb. 15 at 11:59PM**
 |
| Thu., Feb. 10 | **Learning about Sex****Read:** * Simonds and Jungels – The Death of the Stork: Sex Education Resources for Children and Parents (SM – p. 173-190)
* Malacane and Beckmeyer – Talking to Teens about Sex: Parent-Adolescent Communication about Sex and Sexuality (SM – p. 193-203)
 |
| Fri., Feb. 11 | **Recitations – Representing Sex and Learning about Sex** |
| Tue., Feb. 15 | **Exam 1 Workday – Class will NOT Meet****Complete:*** **Exam 1 – Due at 11:59PM**
 |
| Thu., Feb. 17 | **Learning about Sex continued****Read:** * Human Rights Campaign, et al - LGBTQ Youth Need Inclusive Sex Education (SM – P. 223-229)
* Garcia – Now Why Do You Want to Know About That? Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth\*

**Complete:*** **Quiz 3 – Opens at 12PM – Due Fri., Feb. 18 at 11:59PM**
 |
| Fri., Feb. 18 | **Recitations – Learning about Sex****Complete:*** **Quiz 3 –Due at 11:59PM**
 |
| Tue., Feb. 22 | **Sexual Bodies****Read:*** Braun – In Search of (Better) Sexual Pleasure: Female Genital ‘Cosmetic’ Surgery\*
* Hall – “When There’s No Underbrush the Tree Looks Taller” (SM – p. 295-306)

**Watch (in-class):*** Centrefold - <https://vimeo.com/46035152>
 |
| Thu., Feb. 24 | **Sexual Practices****Read:*** Rubin – Thinking Sex [Read p. 143-161] \*
* Rye and Meaney – The Pursuit of Sexual Pleasure (SM – p. 331-342)

**Complete:*** **Quiz 4 – Opens at 12PM – Due Fri., Feb. 25 at 11:59PM**
 |
| Fri., Feb. 25 | **Recitations – Sexual Bodies and Sexual Practices****Complete:*** **Quiz 4 – Due at 11:59PM**
 |
| Tue., Mar. 1 | **Sexual Practices continued****Read:*** Avishai and Burke - God’s Case for Sex (SM – p. 346-351)
* Zangari et al – A Qualitative Exploration of the “Coming Out” Process for Asexual Individuals (SM – p. 352-362)
 |
| Thu., Mar. 3 | **Sexual Health****Read:*** Nack – Damaged Goods: Women Managing the Stigma of STDs (SM – p. 441-450)
* Braun - “Proper Sex without Annoying Things”: Anti-condom Discourse and the “Nature” of (Hetero)sex (SM – p. 455-463)

**Complete:*** **Quiz 5 – Opens at 12PM – Due Fri., Mar. 4 at 11:59PM**
 |
| Fri., Mar. 4 | **Recitations - Exam 2 Review****Complete:*** **Quiz 5 – Due at 11:59PM**
 |
| Tue., Mar. 8 | **Sexual Health continued****Read:*** Tester and Rosen - PrEP for HIV Prevention: Community Controversy and Generational Sexualities (SM – p. 464-476)
* Villarosa – America’s Hidden HIV Epidemic (SM – p. 477-485)

**Complete:*** **Exam 2 – Opens at 12PM – Due Tues., Mar. 15 at 11:59PM**
 |
| Thu., Mar. 10 | **Social Control****Read:*** Lancaster – The New Pariahs: Sex, Crime, and Punishment in America (SM – p. 491-500)
* Cavalier and Burgess – Too Young to Consent? (SM – p. 500-504)
 |
| Fri., Mar. 11 | **Recitations – Sexual Health and Social Control** |
| Tue., Mar. 15 | **Exam 2 Workday – Class will NOT Meet****Complete:*** **Exam 2 – Due at 11:59PM**
 |
| Thu., Mar. 17 | **PSA Video Project Workday – Class will NOT Meet****Complete:*** **PSA Video Project Progress Report – Due on Fri., Mar. 18 at 11:59PM**
* **Quiz 6 (Social Control) – Opens at 12PM – Due on Fri., Mar. 18 at 11:59PM**
 |
| Fri., Mar. 18 | **No Recitations – Enjoy the break!****Complete:*** **PSA Video Project Progress Report – Due at 11:59PM**
* **Quiz 6 (Social Control) – Due at 11:59PM**
 |
| Mon., Mar. 21 – Fri., Mar. 25 | **Spring Break – No Lectures or Recitations** |
| Tue., Mar. 29 | **Social Control continued****Read:** * Simonds – From Contraception to Abortion: A Moral Continuum (SM – p. 521-524)
* Luna – Choice or Coercion? Abortion and Black Women (SM – p. 524-528)
 |
| Thu., Mar. 31 | **Social Control continued****Read:*** Xavier-Brier and Meeks – LGBTQ Politics in America: An Abbreviated History (SM – p. 573-576)
* Gray – Out in the Country (SM – p. 564-573)

**Complete:*** **Quiz 7 – Opens at 12PM – Due on Fri., Apr. 1 at 11:59PM**
 |
| Fri., Apr. 1 | **Recitations – Social Control****Complete:*** **Quiz 7 – Due at 11:59PM**
 |
| Tue., Apr. 5 | **Coming Out to the Streets – LGBTQ+ Youth and Homelessness****Read:*** Robinson – Introduction and Chapter 1
 |
| Thu., Apr. 7 | **Coming Out to the Streets – LGBTQ+ Youth and Homelessness****Read:*** Robinson – Chapter 2

**Complete:*** **Quiz 8 – Opens at 12PM – Due on Fri., Apr. 8 at 11:59PM**
 |
| Fri., Apr. 8 | **No Recitations – PSA Video Project Workday****Complete:*** **Quiz 8 – Due at 11:59PM**
 |
| Tue., Apr. 12 | **Coming Out to the Streets – LGBTQ+ Youth and Homelessness****Read:*** Robinson – Chapters 3 & 4
 |
| Thu., Apr. 14 | **Coming Out to the Streets – LGBTQ+ Youth and Homelessness****Read:*** Robinson – Chapter 5 and Conclusion

**Complete:*** **Quiz 9 – Opens at 12PM – Due on Fri., Apr. 15 at 11:59PM**
 |
| Fri., Apr. 15 | **Recitations – Coming Out to the Streets****Complete:*** **Quiz 9 – Due at 11:59PM**
 |
| Tue., Apr. 19 | **Sexual Violence****Read:*** Gavey – “I Wasn’t Raped, but…”: Revisiting Definitional Problems in Sexual Victimization (SM – p. 590-600)
* Stemple and Meyer – The Sexual Victimization of Men in America: New Data Challenges Old Assumptions (SM – p. 622-635)
 |
| Thu., Apr. 21 | **Commercial Sex****Read:*** Walby – What Male-for-Male Internet Escorts Say about What They Do (SM – p. 657-664)
* Jones – I Get Paid to Have Orgasms\*

**Complete:*** **No Weekly Quiz!** (Readings from this week WILL be on Exam 3)
* **Exam 3 – Opens at 12PM – Due Thurs., Apr. 28 at 11:59PM**
 |
| Fri., Apr. 22 | **Recitations – Exam 3 Review****Complete:*** **PSA Videos Due at 11:59PM**
 |
| Tue., Apr. 26 | **Sexualities and Social Change****Read:*** Armstrong, Elizabeth A. and Suzanna M. Crage. 2006. “Movements and Memory - The Making of the Stonewall Myth.” *American Sociological Review* 71:724-751. \*
* Windsor et al - Sex Matters: Future Visions for a Sex-Positive Society (SM – p. 703-712)
 |
| Thu., Apr. 28 | **Exam 3 Workday – Class will NOT meet****Complete:*** **Exam 3 – Due at 11:59PM**
 |
| Fri., Apr. 29 | **Reading Day – No Recitations** |
| Sat., Apr. 30 – Wed., May 4 | **Final Exams – No final exam in this class!** |