San José State University
Sociology and Interdisciplinary Sciences
SOCl 174, Sexualities, Section 80, Fall 2018

Course and Contact Information

Instructor: Dr. Rachel Bryant-Anderson  
Email: rachel.bryantanderson@sjsu.edu
Office Hours: By appointment M-F, online through Canvas Conferences
Class Days/Time: Online (assignments due Mondays, Wednesdays, and Fridays)
Prerequisites: SOCI 001

Course Format

This class will only meet online and will be facilitated through the Canvas Learning Management System. You will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a traditional class.

Catalog Description

Examines diverse social constructions of sexual intimacy, meanings, identities, practices, and power embedded in relationships, communities and organizations. Sociological themes of morality, control, sexual citizenship, science and the production of sexual subjects, and the political economy of sex may be examined.

Course Description

This course explores topics in the sociology of sexuality. We will examine the tensions and disagreements that characterize debates over sex and society and identify political and theoretical issues at stake in these debates.

While sexuality is often framed as individual, natural, and/or biological, we will examine the social factors that shape human sexuality. We will: use and evaluate social theories and empirical analyses of sexuality; consider how our individual and group identities are shaped by social constructions of sexuality; explore issues of embodiment and sexual practices from a sociological perspective; analyze some of the social institutions that regulate sexuality as well as the social consequences of current constructions of sexuality; and examine social movements that seek to address the various social “problems” associated with sexuality. As we do this, a central concern will be identifying how systems of power influence sexuality. Throughout the course, we will consider how heteronormativity functions to regulate the lives of a sexually diverse citizenry, and we will also evaluate how other systems of privilege and oppression operate in conjunction with sexuality.
Course Learning Outcomes (CLO)

SOCI 174 Learning Objectives

Upon successful completion of this course, students will be able to:

1. Explain how sexuality is socially constructed and identify examples of how the social construction of sexuality varies by culture, subgroup, and time.

2. Analyze how heteronormativity functions as a system of power and intersects with other systems of power.

3. Analyze the role sexuality plays in shaping individual identities and social experiences, including how this varies based on other social statuses (such as gender, class, race, ethnicity, age, etc.).

4. Analyze how major social institutions construct and regulate sexuality.

5. Identify a variety of social “problems” related to sexuality, including how these problems are framed and proposals to solve them.

How We’ll Address These Objectives

Main course activities and assignments that will address these objectives:

- Readings, assignments, and other course content for Module 2, with additional application in later modules
- Essay 1
- Readings, assignments, and other course content for Modules 2-6
- Essays 1-5
- Readings, assignments, and other course content for Module 3, with additional application in later modules
- Essay 2, 3, & 4
- Readings, assignments, and other course content for Module 5, with additional application in other modules
- Essay 4
- Readings, assignments, and other course content for Modules 2-6
- Essays 1-5

Required Texts/Materials

Textbooks


Notes on accessing the textbooks:

- If you’re ordering new copies of the books, you can purchase them as a bundled package at a discount through the Spartan Bookstore (ISBN: 978-0393287301).
• You can order other formats of the books (used, rentals, electronic) through other retailers at reduced prices.
• I have placed copies of these books on reserve at the SJSU library; however, the library’s copy of *Sex Matters* is an older edition. You will be able to access some, but not all of the *Sex Matters* readings in the reserve copy.

Other Readings
Other readings available on Canvas (denoted as C on reading schedule)

Other Technology Requirements / Equipment / Material

Very reliable computer/Internet access
Access to technology for video and audio recording
Access to your SJSU Canvas account

Course Requirements and Assignments

Essays
This class is split into five topical modules (with one additional introductory module). At the end of Modules 2-6, there will be an essay assignment (similar to a take-home essay exam). You will be required to turn in essay responses for three of the five units (or two of the units if you choose to do the case study option below). These assignments will require you to demonstrate your understanding of course materials, as well as your ability to engage with course themes and topics. I will post a detailed assignment prompt with further instructions for each essay.

Case Study Option
In lieu of one of the three required essay responses, you may present a “case study” to the class. This will involve: (1) choosing an issue or artifact that relates to the course themes; (2) presenting an analysis of the issue using the theories and perspectives offered in the course readings; and (3) leading an online class discussion following your presentation.

Case studies may be completed individually or in groups of 2-3. There is some flexibility in how you choose to present your case study, including a video presentation, blog post, or podcast (I am open to other formats, so feel free to propose other ideas).

You will need to check with me as early in the semester as possible about approval of your case study idea and to schedule your presentation post and follow-up discussion. This option is contingent upon my approval. I will hand out a detailed assignment prompt with further instructions for the case study option.

Reading Quizzes
There will be required reading quizzes associated with most of the assigned readings. The quizzes will be posted within the course modules and added to the online Canvas course schedule as they are assigned.

Please note: you will have a “free pass” for one of the quizzes, but you will not be able to make up missed quizzes.
Module Activities

I will regularly assign activities to be completed for class credit. These will require you to engage with the assigned readings. Some will involve participating in online discussions with your peers. The assignments will be posted within the course modules and added to the online Canvas course schedule as they are assigned.

Please note: you will have a “free pass” for one of these assignments, but I will not accept module activities that are submitted late.

Extra Credit

You may attend university and community events related to the course material for extra credit. To receive credit, write a brief (1-2 page) summary/reflection that clearly describes what you did and how it related to course materials and themes. I will post extra credit opportunities in Canvas Announcements as they come up throughout the semester. If you would like to receive credit for an event I haven’t announced, run it by me ahead of time. Extra credit reflections are due on the last day of class, but may be submitted at any point earlier in the semester.

Workload and Time Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Since this is a three unit online course, you should plan to spend nine hours per week working independently. In general, there will be several readings and assignments due week, and you will have required work due every Monday, Wednesday, and Friday.

Final Examination or Evaluation

Depending on which major assignments you choose to complete, you may have an essay or case study due during finals week, in addition to a module assignment reflecting on your learning in the course.

Late Assignment and Make-up Work Policy

Essays: I will accept late essays for up to one week after the due date. Late essays will be marked down one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time.

All Other Work: You may not turn in module assignments or complete reading quizzes after the deadline. You will receive one “free pass” in each of these categories (no points deducted for missing), and I strongly suggest saving this for unforeseen circumstances that arise during the semester. Canvas will automatically drop your lowest grade in these two categories; you don’t need to contact me in order to use your free pass.

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, it’s important that you let me know as soon as possible and stay in touch with me.

Submitting Assignments: Guidelines & Policies

Unless otherwise noted, assignments are due by 11:59pm on the stated deadline. Assignments must be submitted on Canvas.
Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run into difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

**Assignment Format**

Please note that Canvas will not read .pages format. Submit your work in .doc or .pdf format.

**Grading Information**

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

- **Essays/Case Study** (3 @ 20% each) - 60%
- **Reading Quizzes** - 20%
- **Module Assignments** - 20%
- **Extra Credit** - Up to 3%

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing (“F”):

- A+ = 98 – 100%
- A  = 92 – 97.9%
- A- = 90 – 91.9%
- B+ = 88 – 89.9%
- B  = 82 – 87.9%
- B- = 80 – 81.9%
- C+ = 78 – 79.9%
- C  = 72 – 77.9%
- C- = 70 – 71.9%
- D+ = 68 – 69.9%
- D  = 62 – 67.9%
- D- = 60 – 61.9%

**A Grades**

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples, advanced understanding of the course material). This is work that could serve as a model for other students.

**B Grades**

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements, reflects a good understanding of the course material, and involves clear, coherent, carefully edited writing. The work has a clear purpose and appropriate development but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp of grammar and mechanics.

**C Grades**

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent but may be somewhat vague, unclear, or uneven.
Classroom Protocol

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following norms:

- Pay close attention to what others have to say.
- Treat information others share about themselves/their experiences in class as confidential.
- Address/refer to others using the name and pronouns they identify as correct for themselves.
- Provide encouraging/kind but honest and critical feedback on your peers’ work when asked to do so.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Participate in discussion board conversations in a thoughtful, timely, and ongoing manner in order to engage in meaningful dialogue with your peers.
- Observe “netiquette” guidelines in all online interactions.
- Have a sense of humor about our social world. Be willing to accept other people’s blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

Getting Your Questions Answered

General Questions

Most of your course-related questions should be answered on this syllabus. If you have additional general questions about the course or particular assignments, please post them on the “General Questions and Sharing” discussion board. This will allow your peers to quickly answer the question and for everyone to view the responses to questions that more than one student may be wondering about. If your question on the General Questions and Sharing board doesn’t receive a response within 24 hours, feel free to contact me through e-mail to let me know.

Technical Issues

For technical questions about Canvas, check the Canvas Student Resources or contact eCampus for help.

Office Hours

I strongly encourage you to check in with me. We’ll be using the “Conference” feature in Canvas for office hours, and one or more students at a time can virtually meet with me. In order to best meet the needs of students with varied schedules, I will be scheduling office hours as requested by students wishing to meet with me.
E-mail

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCI 174) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn’t already been answered in one of those documents and, if you have a general course question, posted your question on the “General Questions and Sharing” discussion board.

I will respond to your e-mail within 24 hours on weekdays IF you follow the above guidelines. If you don’t, I may ask you to review these guidelines and send a revised version.

How NOT to Contact Me

Canvas gives you lots of options for leaving me messages; unfortunately, many of these methods never reach me. Using “Conversations” (your Canvas “Inbox”) will send me an e-mail (which I will respond to within 24 hours M-F), and I will regularly check the “General Questions and Sharing” discussion board. **These are the only effective methods for reaching me from within Canvas.**

If you leave a comment on an assignment that has already been graded, reply to an announcement that I post, or use a method other than those listed in the paragraph above, I will likely not receive your message.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)” Make sure to review these university policies and resources.
SOCI 174 / Sexualities, Fall 2018, Course Schedule

This schedule is subject to change. I will provide advance notice of any changes.

Please note that this schedule only lists the major assignments associated with each module; there will be additional smaller assignments due every Monday, Wednesday, and Friday (the full list of assignments and due dates will be outlined at the beginning of each module). There will also be quite a bit of reading to complete within the module content. Since I will be communicating with you primarily through writing rather than oral lectures, your “lessons” within each module will involve lots of reading (in addition to watching video clips, etc.). You will also be regularly reading and responding to your peers’ work.

Course Schedule

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<tr>
<th>Module</th>
<th>Dates</th>
<th>Readings</th>
<th>Major Assignments</th>
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<tbody>
<tr>
<td>One: Introductions</td>
<td>Weeks 1-2: 8/21-8/27</td>
<td>C: Syllabus</td>
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<td>C: Netiquette Guidelines</td>
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<td>C: “Asking Questions about Sex”</td>
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<td>SCOS Chapter 2: “Social Theories of Sexuality”</td>
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<td>SCOS Chapter 3: “Social Constructionism”</td>
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<td>SM Reading 1: “Are We Having Sex Now or What?”</td>
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<td>C: “The Heterosexual Comes Out”</td>
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<td>SM Reading 13: “Geisha of a Different Kind”</td>
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<td>C: “We Don’t Sleep Around Like White Girls Do”</td>
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<td>SM Reading 50: “How Could You Do This to Me?”</td>
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<td>C: “Actress Cynthia Nixon’s Claim…”</td>
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<td>SM Reading 3: “The Perils and Pleasures of Sex for Trans People”</td>
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<td>SM Reading 27: “Fixing the Broken Male Machine”</td>
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<td>SM Reading 28: “In Search of (Better) Sexual Pleasure”</td>
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<td>SM Box (p. 265): “Hung”</td>
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<td>SM Reading 17: “Sexuality in a Virtual World”</td>
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<td>SM Reading 35: “There’s More to Life Than Sex?”</td>
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<td>SM Reading 38: “Becoming a Practitioner”</td>
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<td>Five: Sex in Public: Social Influences, Consequences, &amp; Regulations</td>
<td>Weeks 10-14: 10/22-11/19</td>
<td>SM Reading 19: “Sexuality Education and Desire”</td>
<td>Essay 4</td>
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<td>SCOS Chapter 7: “Into Our Bedrooms”</td>
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<td>SM Reading 45: “Birthright: A History of Planned Parenthood”</td>
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<td>SCOS Chapter 12: “A Right to Sex Work?”</td>
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<td>Additional sex work reading to be assigned individually</td>
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<td>SM Reading 48: “Hooking Up”</td>
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<td>SM Reading 54: “Sexual Assault on Campus”</td>
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<td>C: “Raped: A Male Survivor Breaks His Silence”</td>
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<td>C: Selections from Yes Means Yes!</td>
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<td>SCOS Chapter 5: “Gay, Lesbian, and Bisexual Politics in the United States”</td>
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<td>SCOS Chapter 6: “The Revolt Against Sexual Identity”</td>
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<td>SCOS Chapter 13: “Gay Marriage?”</td>
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<td>Additional readings to be assigned individually</td>
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