

# Sexualities (SOCI 174) Syllabus

Section 80, Fall 2022

<b>Instructor:</b>	Dr. Tracy DeHaan
<b>Email:</b>	<a href="mailto:tracy.dehaan@sjsu.edu">tracy.dehaan@sjsu.edu</a> or use Canvas Inbox
<b>Text:</b>	408.755.5446
<b>Virtual Office Hours:</b>	Wednesdays 11-1pm <a href="#">by appointment</a> or Thursdays 5-6pm on <a href="#">Zoom</a>
<b>Office Location:</b>	Online Only
<b>Class Days/Time:</b>	Asynchronous
<b>Classroom:</b>	N/A
<b>Prerequisites:</b>	SOCI 1 (or equivalent)

## COURSE DESCRIPTION

In this course, a sociological perspective is used to examine human sexuality, focusing on how sexuality reflects the society in which we live. Although it is often assumed that sexual attitudes and behaviors are biologically based, they are strongly shaped by society. In this course, we will focus on sociological theories of sexuality, examine the history of sexuality in Western society, link sexuality to “micro” and “macro” levels of social relations, visit societal debates on sexuality, note the historical acquisition of sexuality by normative groups, read and talk about alternative forms of sexuality, understand sexuality as an intersecting concept, and generally underscore sexuality as a *social construction*.

This course is delivered completely online. We will not meet synchronously (unless for virtual office hours), and Canvas will be the main platform for communication and course engagement. All assignments, activities, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module for detailed information on course expectations (the syllabus), answers to common questions, and support resources.

## COURSE MATERIALS & RESOURCES

*Sexualities: Identities, Behaviors, and Society*, 2<sup>nd</sup> edition

Edited by Michael Kimmel

ISBN: 9780199944231

Note: A hard copy of this book is on reserve at the library for shared use. However, because of COVID, the library has also offered digital chapters for students needing to “borrow” the textbook from the library. Please email me if this is you, and I will share the textbook chapters with you courtesy of the library. All chapters from the textbook are scanned and uploaded to a shared folder on Google Drive.

Course materials, such as additional electronic readings, videos, podcasts, syllabus content, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. You must also [update your settings](#) to receive announcement information.

### *Lectures*

Students will be expected to consume the assigned materials before participating in class assignments and quizzes. **Most modules contain lecture videos that you are expected to watch.** These videos explore the assigned chapters in more depth and help you to understand the materials better. Treat the lecture videos as you would class attendance. Pay attention, take notes, and ask me questions about the content! ***Without watching them regularly, it is unlikely that you will do well in the course.***

### *Internet/Computer Access*

All students will need consistent access to an electronic device with a strong Internet connection. Canvas runs best on a desktop/laptop device. Please note that there are often glitches in the Canvas app for mobile devices. Therefore, you should not rely solely on your cell phone or tablet to complete the work of the class. Computer labs are available on campus at the MLK Library and/or Clark Hall. A limited quantity of [rental laptops](#) are also available from MLK Library. If you are a low-income student, you may qualify for [discounted Internet through Xfinity](#).

### *Audio Player*

Because this course requires students to listen to podcasts, all students must have access to an audio player. These include [iTunes](#) for Mac or [Window's Media Player](#) for PC. You may also use an app such as [Pocket Casts](#) for your handheld devices. There are also numerous other free audio players available on the Internet.

### *Adobe Express (formerly Spark)*

All students will create a webpage this semester. You are *required* to use [Adobe Express](#) to complete this assignment. Adobe Express is available for free if you use your @sjsu.edu email address to log-in/register.

### *Adobe Reader*

All students must have access to a program that can open .pdf files. [Adobe Reader](#) is a free software program that can open .pdf files, and it is available on Mac, PC, and most [mobile operating systems](#).

### ***Free Copy of MS Word***

All students have free access to Microsoft Office products, including Word. All you need is a personal computer and your campus email address to [download the software for free](#).

### *Cloud Storage*

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program ([Google Drive](#)) to store your work in this class. ***I do not make exceptions to my late policy due to lost or damaged electronic files.***

## COURSE REQUIREMENTS

Unless otherwise noted, assignments are due by 11:59pm (PDT/PST). **No extra credit will be provided under any circumstances.** Please take these assignment due dates seriously. More information about assignments may be found under the “Assignments” link on Canvas.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Introductory Assignments	August 19	9%
Module Quizzes	Most Thursdays – See Schedule	30%
Sex Exploration Assignment		
Sign-up	August 26	1%
Group I Discussion	September 25	7.5%
Group II Discussion	October 9	7.5%
Article Review	October 30	15%
Sexualities Webpage	November 20	15%
Autoethnography	December 9	15%

### *Introductory Assignments*

There are three introductory assignments due the first week of class. The goals of these assignments include introducing you to the course and helping you get to know others in the class.

### *Module Quizzes*

There will be a total of 14 module content quizzes. You must complete 12 quizzes for full credit, which means you may miss 2 quizzes without penalty to your course grade; your 2 lowest scores are dropped from Canvas as we move through the course. This flexibility is built into the course to accommodate for unforeseen circumstances. As such, **requests for extensions/makeups on quizzes outside of the late policy period will not be granted.**

I highly recommend that you take the quizzes using the desktop version of Canvas; the app is glitchy when it comes to quizzing, and I will not allow for make-ups due to problems with the Canvas app. I also do not allow for retakes of quizzes that were accidentally started, regardless of the reason.

Quizzes are due by 11:59pm on the date assigned (see the course schedule). Each quiz is worth 2.5% of your course grade for a total of 30%. You will only have one attempt to take the quiz; there are no re-tests. I highly encourage you to prepare for these before beginning the quiz session by consuming all assigned module materials.

Each quiz will test your comprehension of the corresponding module’s materials. There are five questions per quiz, and you will have 10 minutes to complete the quiz. Please do not ask for additional time unless you have accommodations with the AEC on campus.

### *Substantive Assignments*

You will have four substantive assignments due throughout the semester. The sex exploration assignment is a multi-group, multi-task assignment where I will ask you to explore sexuality on your own, collaborate with a group, and then bring shared knowledge to a group discussion so you may educate others. The article review requires you to conduct a literature search, read an academic article of your choice (about sexualities), and summarize/synthesize the article with course materials. The sexualities webpage requires you to use Adobe Express to create an informative webpage about a topic

of sexuality. Finally, the autoethnography requires you to write about your own experiences and analyze them through the lens of course materials.

## CLASSROOM PROTOCOLS

### *Late Assignment Policy*

The introductory assignments cannot be submitted late. They serve as attendance for your first day, and students who do not submit these on time may be dropped from the course for non-attendance.

All other assignments may be submitted up to three days late without penalty; this is a **grace period** everyone receives; you do *not* need to request it.

After the grace period, the following rules apply:

- No quizzes may be submitted past the three-day grace period.
- The Sex Exploration Sign-Up cannot be submitted after the three-day grace period.
- All other assignments may be submitted up to 5 days past the grace period with a 10% per day late penalty.

### *Symptomatic COVID-19 Late Policy*

If you have contracted symptomatic COVID-19, and experience symptoms that interfere with your ability to continue in class, please notify me immediately. You will be asked to submit one of the following:

1. A doctor's note stating you have tested positive.
2. A dated, positive PCR test result with your name visible.
3. A picture of a positive antigen (at-home) test next to your student ID and a dated slip of paper (you may also write the date on the test cartridge).

Upon approval, you will have all assignment due dates for the next seven days (after the positive test date) extended by seven days without penalty. Symptoms persisting beyond the seven-day range should be reported to the DRC for potential semester-long health accommodations.

If you contract symptomatic COVID-19 at the end of the semester, and you've completed most of the work prior to infection, you will be provided the option to take an "incomplete" in the class.

### *Requesting an Exception*

Unless you already have accommodations through [AEC on campus](#) granting you extra time on out-of-class assignments, ***please do not make requests for exceptions to the above-stated policies***. I'm sure you have a good reason for why you deserve one, but when you ask me to skirt the written policies of the class, you are really asking me to grant subjective leeway, which is not only unfair but also unethical. Know that if you do contact me and request an exception without a current accommodation from the AEC, your request ***will be denied***.

## COMMUNICATION

### *Communicating with Me*

The fastest/best way to reach me is by text (408.755.5446). Please identify yourself by name and tell me the class you are in the first time you text so I may save you as a contact. I usually respond to text messages daily, within a few hours, between the hours of 11am and 11pm, including weekends and holidays.

Email is another great option. When you email me, you can expect to receive a response from me within 48 hours (excluding breaks, holidays, and/or weekends). You may email me using Canvas Inbox (safest) or you may use my [SJSU email address](#). **Please include the course number and section in the subject line of your email correspondence.**

If you'd prefer to meet live and one-on-one, I hold regular office hours online. See the bottom of our course homepage on Canvas for days, times, and modalities.

#### *Netiquette Guidelines*

- **Avoid sarcasm.** People who don't know you may misinterpret your meaning.
- **Use appropriate language.** This includes avoiding "text talk".
- **Avoid "flaming"** (online "screaming") or sentences typed in all caps.
- **Be courteous** to the other students in the class. You might find it helpful to read your posts out loud before you submit it: "tone" is a very important part of online communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- **Never make derogatory comments** toward another person in the class.
- **You can disagree with ideas**, but do not make personal attacks.
- **Communicate professionally.** All communications in class should remain professional. This is an academic environment, and so you should act appropriately for the context.

## COURSE GRADES

### *My Grading Philosophy*

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that, when combined with critical feedback, leads to meaningful learning. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued effort.

### *Discussing Grades*

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you'd like to discuss specific grades, you must use Canvas Inbox or visit me during office hours.

Please note that ***I will not respond to emails about "improving your grade" or "extra credit opportunities" regardless of circumstance.*** Furthermore, I will not tolerate impulsive, disrespectful emails pertaining to grades received in this course. Disrespectful emails will be forwarded directly to the department chair. If you have concerns over an assigned grade or would like more personal feedback, please see me during office hours or email me using Canvas Inbox. Please note that I do not change assigned grades unless I have made a legitimate error.

### *Canvas as a Grading Tool*

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **NOT** rely on these automatic calculations for a full understanding of your position in the class. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a "0" is entered; this can make your grade look inflated. Your "current" grade may not reflect your overall position/potential in the class.

All assignments will be given point scores. These scores will be turned into percentages and weighted according to the table above to average your course grade. The course percentages will be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A minus	70-73%	C minus
88-89%	B plus	68-69%	D plus
84-87%	B	64-67%	D
80-83%	B minus	60-63%	D minus
78-79%	C plus	Below 60	F

*Note: Percentages are rounded to the nearest whole number. For example, if you receive a 93.3 your grade will be rounded to 93 as an A-minus. If you receive a 93.6 your grade will be rounded to a 94 as an A. **Please do not email me and ask for an alternative rounding system or request a personal "bump" in your percentage to get you into the next grade level.***

## UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to review these university policies.

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 for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica.

## COURSE GOALS AND OBJECTIVES

### *Student Learning Outcomes*

At the completion of the course, students will be able to understand sexuality as a socially constructed concept that is continuously influenced and (re)shaped by history, the current moment, culture, and society. Students will also be able to cite and describe important sociological theories and methodologies used to analyze human sexuality. Furthermore, students will be able to understand sexuality as a diverse and continuously shifting concept.

### *Course Objectives*

As a result of participating in this course, students will:

1. Identify socio-cultural and historical factors shaping sexuality.
2. Differentiate between the dominant sexual theories used in sociology.
3. Describe and critically examine how sexualities and sexual identities impact, and are impacted by, other social constructs.
4. Increase their awareness and respect of people, perspectives, and experiences that are different from their own.
5. Recognize the methods sociologists use to investigate human behavior.
6. Learn to think critically and apply sociology to their own lives.

## SOCI 174 Course Schedule

*The schedule is subject to change with fair notice. Changes will be announced on Canvas.*

*All assigned materials may be found under the “Modules” link on Canvas*

*All assignments are due by 11:59pm on the date assigned.*

KEY: CAN = Canvas PDF | SEX = *Sexualities Reader* | DIG = Digital Media

Week	Date	Topics, Readings, Assignments, Deadlines
1	MODULE 0 – INTRODUCTORY MODULE	
	August 19	Review the introductory module <b>Introductory Quiz</b> <b>Class Content Agreement</b> <b>Introductory Discussion</b> <b>Canvas Headshot Assignment</b>
2	MODULE 1 – THEORETICAL PERSPECTIVES	
	August 25	CAN – <i>Why Sex Matters: A Brief History of Sex/uality</i> CAN – <i>Theoretical Perspectives</i> Watch: Lecture Videos <b>Module 1 Quiz</b>
	August 26	<b>Sign up for Sex Exploration Area</b>
3	MODULE 2 – SEX AS A SOCIAL CONSTRUCT	
		CAN – <i>Sexual Pleasure</i> CAN – <i>Sex and Power</i> CAN – <i>Purity and Pollution: Sex as a Moral Discourse</i> Watch: Lecture Videos
	September 1	Module 2 Quiz
4	MODULE 3 – BECOMING SEXUAL: CHILDHOOD SOCIALIZATION	
		SEX – 2.1 <i>Primary School Studs: (De)Constructing Young Boy’s Heterosexual Masculinities</i> SEX – 2.2 <i>The Ambiguity of “Having Sex”: The Subjective Experience of Virginity Loss in the United States</i> DIG – <i>What’s the Significance of Losing Your Virginity?</i> Watch: Lecture Videos
	September 8	<b>Module 3 Quiz</b>
5	MODULE 4 – COLLEGIATE SEXUALITIES: CONSENT	
		SEX – 12.3 <i>Involving Men in Efforts to End Violence Against Women</i> SEX – 3.2 <i>Working Out a Yes</i> DIG – <i>Building Consent</i> DIG – <i>The Hunting Ground</i> Watch: Lecture Videos

Week	Date	Topics, Readings, Assignments, Deadlines
	September 15	<b>Module 4 Quiz</b>
6	MODULE 5 – COLLEGIATE SEXUALITIES: HOOKUP CULTURE	
		DIG – <i>Hookup Culture: The Unspoken Rules of Sex on College Campuses</i> SEX – 3.1 <i>The Gender of Desire: The Sexual Fantasies of College Women and Men</i> SEX – 3.3 <i>Gender, Agency, and Sexual Decision-Making in Collegiate Hookups</i> Watch: Lecture Videos
	September 22	<b>Module 5 Quiz</b>
	September 25	<b>Group I Sex Exploration Assignment</b>
7	MODULE 6 – MARGINALIZED SEXUAL BODIES	
		CAN – <i>Sexualizing Asian Male Bodies</i> CAN – <i>The Body, Disability, and Sexuality</i> CAN – <i>Sex and the Senior Woman</i> DIG – <i>What is Sex Life After 70</i> Watch: Lecture Videos
	September 29	<b>Module 6 Quiz</b>
8	MODULE 7 – THE CLITORIS	
		CAN – <i>Polishing the Pearl: Discoveries of the Clitoris</i> CAN – <i>Viagra and the Coital Imperative</i> DIG – <i>How Can Unleashing the Power of the Clitoris Revolutionize Lives?</i> Watch: Lecture Videos
	October 6	<b>Module 7 Quiz</b>
	October 9	<b>Group II Sex Exploration Assignment</b>
9	MODULE 8 - ORGASMS	
		CAN – <i>Orgasm</i> SEX – 8.3 <i>Faking It: The Story of “Ohh!”</i> DIG – <i>What Can Men and Women Do to Have Better Orgasms</i> Watch: Lecture Videos
	October 13	<b>Module 8 Quiz</b>
10	MODULE 9 – SEXUAL IDENTITIES: HETEROSEXUALITIES	
		SEX – 5.2 <i>Critique of Compulsory Heterosexuality</i> SEX – 5.3 <i>The Not-so-Straight Path to Heterosexuality: Sexual Orientation Questioning Among Young Men and Women</i> DIG – <i>Can a Man Enjoy Sex with Other Men and Still Be Straight?</i> Watch: Lecture Videos
	October 20	<b>Module 9 Quiz</b>
11	MODULE 10 – SEXUAL IDENTITIES: LGBT IDENTITIES	
		SEX – 6.1 <i>Lesbian Identities: Concepts and Issues</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		SEX – 6.3 <i>The Gay-Friendly Closet</i> SEX – 6.2 <i>Transgender Youth</i> DIG – <i>A Transgender Child Faces Growing Up</i> Watch: Lecture Videos
	October 27	<b>Module 10 Quiz</b>
	October 30	<b>Article Review</b>
12	MODULE 11 – SEXUAL IDENTITIES: NON-NORMATIVE AND “OTHERS”	
		CAN – <i>Polyamorous Women, Sexual Subjectivity, and Power</i> SEX – 7.1 <i>There’s More to Life than Sex? Difference and Commonality within the Asexual Community</i> DIG – <i>Asexuality: The Invisible Orientation</i> Watch: Lecture Videos
	November 3	<b>Module 11 Quiz</b>
13	MODULE 12 – TECHNOLOGIES NEW AND OLD	
		CAN – Shopping for Love: Online Dating and the Making of a Cyber Culture of Romance CAN – <i>Pleasure for Sale: Feminist Sex Stores</i> DIG – <i>Love at First Bot</i> by Flash Forward Watch: Lecture Videos
	November 10	<b>Module 12 Quiz</b>
14	MODULE 13 – SEX EDUCATION AND SEXUAL HEALTH	
		SEX – 13.1 <i>They Think You Shouldn’t Be Having Sex Anyway: Young People Suggestions for Improving Sexuality Education Content</i> CAN – <i>Schools and the Social Control of Sexuality</i> SEX – 13.2 <i>Damaged Goods: Women Managing the Stigma of STDs</i> Watch: Lecture Videos
	November 17	<b>Module 13 Quiz</b>
	November 20	<b>Sexualities Webpage</b>
15	<b>Thanksgiving Break – No Assignments or Office Hours</b>	
16	MODULE 14 – PORNOGRAPHY	
		SEX – 11.1 <i>Pornography and Media: Towards a More Critical Analysis</i> SEX – 11.2 <i>Pornography, Women, and Feminism: Between Pleasure and Politics</i> DIG – <i>How is Porn Evolving to Benefit Everybody?</i> DIG – <i>Hot Girls Wanted</i> Watch: Lecture Videos <b>Quiz due by 11:59pm</b>
	December 1	<b>Module 14 Quiz</b>
Final	December 9	<b>Autoethnography due by 10:00pm (time regulated by the CSU)</b>