



Soc 497 / Gender Studies 400
Sociology of Sexuality
Section: 01E
COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole Farris

Office Location: Ferguson Social Science Room 217

Office Hours: T/Th 9:00am to 9:30am; W 12pm to 4pm; by appointment

Office Phone: 903.886.5169

Office Fax: 903.886.5330

University Email Address: Nicole.Farris@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 to 48 hours; M-F 8am to 5pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

- 1) CJ Pascoe. 2012. "Dude, You're a Fag." Perseus Publishers. ISBN: 9780520271487
- 2) Jane Ward. 2015. "Not Gay: Sex Between Straight White Males." Ingram Publishers. ISBN: 9781479825172
- 3) Michel Foucault. "History of Sexuality: Volume 1." ISBN: 97806792469
- 4) Lisa Wade. 2017. "American Hookup" WW Norton, Inc. Publishers. ISBN: 978039335553.
- 5) Phyl Newbeck. "Virginia Hasn't Always Been for Lovers." ISBN: 978080932857
- 6) Provided readings on eCollege

Software Required: Access to course website- you need to have an active email username and password. I will post your grades to the course website, as well as your powerpoints, assignments, and supplemental articles that I see fit to include in lecture.

Optional Texts and/or Materials: NONE

The syllabus/schedule are subject to change.

Course Description

SOC 497: Sociology of Sexuality

Semester Hours: 3

This course is designed to introduce students to the sociological study of sexuality at the advanced undergraduate level. We will seek to understand how sex and sexuality have influenced individuals and social domains. By examining past perceptions of, reactions to, and issues surrounding sexuality, we can explore what has been accepted, rejected, and why. While the course will primarily draw from a sociological perspective, it will also be somewhat inter-disciplinary in nature. Undergraduate students from all departments are welcome; however, one important goal will be to think about sociological approaches to the study of sexuality. This course is a seminar-style examination of human sexuality from the sociological perspective. While often thought of as a "biological function", this course draws upon a diverse literature to frame the theoretical and empirical understanding of human sexuality as a socially constructed product. This class theoretically examines and compares biological, psychological, and sociological explanations of human sexual activity as a historically and culturally contingent phenomena.

Student Learning Outcomes (Should be measurable; observable)

- 1) Theory and Content: Students will be able to sufficiently synthesize theoretical knowledge in sociology of sexuality. Measured by: reaction papers; project
- 2) Critical Thinking: Students will be able to think critically about complex sexuality-related concepts/knowledge. Measured by: talking/participation points
- 3) Communication: Students will be able to communicate, express, and discuss complex sexualities-related concepts sufficiently. Measured by: In class assignments/reaction papers/project
- 4) Sociocultural and International Awareness: Students will show sufficient understanding of responsible citizenship, political issues, and gender/sexuality relations. Measured by: Assignments

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

Main Course Meetings: Students are required to attend Wednesday course meetings where the method of instruction will consist of a combination of lectures, discussions, and relevant films..

Student Responsibilities or Tips for Success in the Course

Do the reading ahead of time: Reading about a definition or issue and then hearing about it in class will help to cement your knowledge of the definition or issue. This will be very beneficial when it comes time to study for your exam. I will deliver the lecture material under the assumption that you have already read the assigned chapter for the week.

Take Notes: I will use a power-point style presentation for this class, however this power-point presentation is not all-inclusive. I will be making many important points during lecture, and these will not be included on the power-point. The power-point is to be used as an outline to help you while you take notes; not to be the only notes you take.

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Face Your Fears: Ask questions in class. I do realize that this can be hard, especially in a large class. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you. Talk to the instructor! If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever way I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned.

Tolerance and Diversity: Whatever we may encounter, we must be respectful of one another as we explore the sociology of sexuality together. DISRESPECT OF ANY KIND WILL NOT BE TOLERATED. To facilitate learning and dialogue, I support openness to and tolerance of differences in race, ethnicity, culture, sexual orientation, gender, social class, and disability status, as well as respect for differing personal, spiritual, religious, or political values. We will respect diversity of background, experience, and opinion as we discuss issues of “difference” in an academic and analytic fashion. Pejorative or otherwise offensive expressions and/or language toward or about any social group will not be tolerated and may result in dismissal from class.

GRADING

Final grades in this course will be based on the following scale out of 300 points total:

Final Course Grade Determination:

A = 270-300 points

B = 240-269 points

C = 210-239 points

D = 180 to 209 points F = 179 points or Below

Assessments

Explanation by graded assessment type (percentage or points toward final grade)

Assignment	Points
Reaction Papers (4 @ 25 pts each)	100
Group Discussion/Leadership and Attendance	50
Talking Points/Discussion Questions	50
Individual Project	100
Total Points	300

TECHNOLOGY REQUIREMENTS

The syllabus/schedule are subject to change.

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

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ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](#) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

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1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

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- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I prefer communication via email. I rarely answer my office phone and am much more likely to respond to email. I will respond to email within 24 to 48 hours, between normal business hours of 8am to 5pm. Please be sure that when you email me, you use a proper greeting (Dr. Farris, Professor Farris, Instructor Farris), an email body, and an appropriate closing. You should never send an email with just an attachment and no email body. Be sure you have an appropriate and informative subject line and include the name and section of the course you are enrolled in. See the attached page for some email expectations that would serve you well in all future communication with any professors or potential employers.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

You are expected to attend all class meetings. Many students find their first statistics course difficult, due in part to the fact that the material presented in class is not material you have heard before. It is in your best interest to attend class regularly and engage in active learning. If you are absent, YOU are responsible for obtaining any information that was discussed in class. I will not give out my notes if you are absent. Please make every effort to arrive to class on time, as a late arrival disturbs your classmates and myself. I will only accept late work with documented proof of a university excused absence (doctor's

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appointments, death in the family, unexpected emergencies, etc). In but rare cases, there is no extra credit for the course. It is your responsibility to keep up with your grades and your progress in the class. I will not change grades at the end of the semester, so please do not email me asking if you can do anything for a better grade. Keep up with your work during the semester.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Attendance and Participation

Students are expected to attend class and participate in discussions. Everyone is expected to contribute to the teaching/learning experience. It is important that you respect the contributions of your classmates.

☛ Talking points

During the semester, you will be responsible for coming to class read and prepared for scholarly discussion. As such, you are to come to class with “notes,” observations, and questions from your

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readings. While you may employ your own style and format, I will also provide an example that I have found to be very helpful for class interaction, student understanding, and future aspirations. (50 points)

☰ Reaction Papers

You are required to write 4 reaction papers throughout the semester. These papers are meant to help you digest the readings more fully and to help class discussions to be more informed by the class readings. In these papers, you should provide your critical evaluation of one or more of the readings assigned during that section. You may provide a brief summary of the readings, but this should be limited to a paragraph. More importantly, you might consider the strengths and weaknesses of the readings, the implications of findings, and/or the application of this work within your own experiences, disciplines, other course content and current events. Papers should be no more than two pages, typed and single-spaced. You may pick which weeks you opt to write reaction papers, however, papers are due in class following our discussion of the topic and no late papers will be accepted. (100 points)

Presentation

During the semester, you will be responsible for researching and presenting an assigned reading to the class. In addition to introducing the class to the reading, you will summarize the reading and then pose questions for the class and facilitate class discussion and learning. Presentations will run 20-30 minutes in length and you will be graded on the following 4 items: overall presentation, knowledge/understanding of the subject, fielding of questions, and class reaction. Lastly, you will be required to submit the references for your talk and any acknowledgements. You will be allowed to work in teams of 2-3 however, all group members will receive the same grade. You will also be graded on your attendance and participation while other groups are presenting. (50 points)

Individual Project

Choice of one of the following:

A. Literature Review

The literature review option allows you to choose any relevant topic to the sociology of sexuality, including issues not covered in class. You will use sociological and other social science journals and/or books for this paper. The following questions should help guide you: What have other researchers learned about your topic? Describe what others have found. Are there agreements or disagreements among previous research? Are there shortcomings to any of these studies? What else should we know about this topic? Look at journal articles (including class readings) for examples of literature reviews. UNC also has an excellent webpage explaining literature reviews: http://www.unc.edu/depts/wcweb/handouts/literature_review.html

B. Content Analysis

You will conduct a content analysis of how sexuality is portrayed in some form of media (e.g., movies, television shows, television commercials, magazine advertisements, newspapers, music videos, music lyrics, etc.). You will be expected to have a mini-literature review and to link your analysis to other course readings and discussions. This option may be better suited for those that have already had their required methods courses—if you are concerned, set up an appointment to meet with me so we can discuss your methodological foundation.

There are two due dates during the semester on which you will give me your topic statement and an annotated bibliography (compilation of abstracts of 5 or more articles/books relevant to your topic). I will comment on the materials you hand in but not grade them. However, if your work is not satisfactory, you will receive a notice.

* While length is not as important as quality, I would expect solid final projects to be around 10 pages double-spaced (6 single) both options.

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***** Please no recording (video or audio), duplicating, copying, etc. any materials or lectures from this course without previous permission. *****

COURSE OUTLINE / CALENDAR

Week	Topic	Read	Assignments	Due Date
1: Section I: A Historical View 1/17	Ancient Civilizations Sex Studies Revisited	Intimate Matters Chapters 1,2,5		
2: Section II: Introduction to the Sociology of Sexuality 1/24	What is Sex? What is Sexuality? Perspectives of Sexuality	Bernstein 2013. Irvine 2005.	Reaction Paper 1	1/28/2018 by 11:59pm
3: 1/31	The Foucaultian Revolution	Foucault 1-73, 92- 114, 135-159 Epstein 2003 Bartky	Discussion	
4: Section III: Bodies and Behaviors 2/7	Identities, Behavior, Desire		Reaction Paper 2	2/11/2018 by 11:59pm
5: 2/14	Binaries	Fausto-Sterling Hooks Morgan		
6: 2/21	Performance	Fausto-Sterling Schilt and Westbrook Film	Individual Project Proposal Due	2/25/2018 by 11:59pm
7: 2/28	Sex, Sexual Orientation, Gender	Schilt, Willer, Bridges, Film	Reaction Paper 3	3/4/2018 by 11:59pm
8: Section IV: Sexual Identities and Communities 3/7		China McIntosh Whitam Bell		
9: 3/14	SPRING	BREAK	NO	CLASS
10: 3/21	Identities	Ward	Group Presentation <i>Individual Project References Due</i>	In Class 3/25/2018 by 11:59pm
11: 3/28	Community	Newbeck	Group Presentation <i>Reaction Paper 4</i>	In class 4/1/2018 by 11:59pm (not an april fool's joke)
12: Section V:		QT Chapter 6,7,8		

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Queer Theory and Theorizing Sexuality 4/4		SB Ch. 9		
13: 4/11	Sex and Social Institutions	DYAF Pharr	Group Presentation	In Class
14: 4/18	Sex and Social Institutions	American Hookup	Group Presentation	In Class
15: 4/25	Politics, Commerce, and the Media	Rubin Speaking Sexuality Film		
16: Section VII: Reactions to a “sexy” culture: What do you think? 5/2	Class choice			
16: 5/9	FINAL	PROJECT	DUE	5/9/2018 BY 11:59PM

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