

SOCI 382

Sociology of Sexualities

Course Description

Examination of sociological, theoretical and historical perspectives on sexualities. Topics may include medicalization of sexualities; research methods used in the study of sexualities; sexualities of children and teens; heterosexualities; lesbian, gay and queer sexualities; bisexualities, asexualities, pansexualities, and polyamory; trans sexualities; sexually transmitted infections; consent; sex for sale; sex positivity. Intersections among sexualities and other forms of social inequalities will be considered.

Note: It is recommended that students take [281](#) before enrolling in this course. Students are strongly encouraged to take this course before enrolling in [481](#)

Course Materials

There will be no textbook for this course. Please consult the course syllabus for assigned readings for each week. You are required to read them BEFORE each class. Watch CourseSpaces for any changes or additions that may arise.

Fall 2018
Tues: 6:30-9:20 PM
Classroom: COR A229
CRN: 12953

Instructor: Dr. Aaron Devor
Email: ahdevor@uvic.ca
Phone: (250) 721-7577
Office: COR A367
Office Hours: Tues 4:30-5:30 PM
Tues 9:30-10:00 PM

Teaching

This is a three-hour class once a week. You should come to class prepared for a sustained and concentrated classroom experience. There will be lectures, discussions, in-class exercises, videos, and guest lecturers.

TA: Robyn Hlatky
Office: COR A362
Email: hlatky@uvic.ca
Hours: Tues 3:30-4:30
and by appointment as needed

If you miss a class, contact a classmate first. If you can't find out what you need to know that way, then contact your T.A.

Contacting Dr. Devor

The best way to contact me is via email. See Electronic Communications Policy at the end for more details.

Course Evaluation

Your grade for the course will be determined by the following:

1. During the first week of class you will be assigned to a small group. Each small group will have a discussion space on Course Spaces. Starting with week two, every week you will be required to read the assigned readings and write a 400-500 word *commentary* (not a summary) about the ideas in the readings. You may skip one week without penalty. Each week's commentary is worth two points. You may score 0, 1, or 2. Total score is worth **40%** of your final grade.
2. You have two options for **50%** of your grade. Choose either option 2a or 2b below. **You must inform your TA which option you will use by 4:00 PM September 25.** If we do not receive notice from you by this date, you will be required to write exams 1 and 2.
 - a. Two short-answer in-class exams, each worth **25%** of your final grade. (**Total = 50%**)
 - b. You may write a 10-page essay worth **50%** of your final grade. Pick a topic from one week of the course. Develop a question about that subject about which you would like to know more, and research it using reliable scholarly sources. Write your essay using proper academic format. Use APA style. Do not include cover pages or bibliography in your 10-page count.
3. One short-answer in-class exam worth **10%** of your final grade. Everyone must write exam 3.

Important Dates

Weekly commentaries

Due each week.

Tues @ 4:00 PM.

Late assignments will not be graded

In-class exam 1

October 16.

In-class exam 2

November 20

Research paper

Due November 20 @ 6:00 PM.

Please submit it as a Word document in CourseSpaces.

In-class exam 3

December 04.

Sep 18. Last day for 100% reduction of tuition fees

Sep 21. Last day for adding courses

Oct 09. Last day for 50% reduction of tuition fees

Oct 31. Last day for withdrawing from first-term courses without penalty of failure

Course Schedule

Date	Topic	Readings
Week 1 Sept 11	Introduction Review of course expectations and assignments.	Devor, A. (1996, November). How Many Sexes? How Many Genders? When Two Are Not Enough. Provost's Lecture. University of Victoria. Online at http://web.uvic.ca/~ahdevor/HowMany/HowMany.html
Week 2 Sept 18	Medicalization of Sexualities Maybe it's not all so natural Guest Lecturer: Thea Cacchioni	Thea Cacchioni (2015) The Medicalization of Sexual Deviance, Reproduction, and Functioning. In J. DeLamater, R.F. Plante (eds.), <i>Handbook of the Sociology of Sexualities</i> (p. 435-452), Cham, Switzerland: Springer International Publishing. Available on CourseSpaces.
Week 3 Sept 25	Finding Out What Some People Do How sex research is done and what it tells us. How pornography distorts what we believe	Ridner, S.L., Topp, R., & Frost, K.L. (2007). Methodological issues in identifying sexuality for research. <i>American Journal of Men's Health</i> , 1 (1), 87-90. doi: 10.1177/1557988306294609 Do you think "oral sex" is "having sex"? Does the answer matter? (2011). <i>The Canadian Journal of Human Sexuality</i> , 20(3), 115-117. http://bit.ly/1sOctEA Lewis, M. A., Atkins, D. C., Blayney, J. A., Dent, D. V., & Kaysen, D. L. (2013). What is hooking up? Examining definitions of hooking up in relation to behavior and normative perceptions. <i>Journal of Sex Research</i> , 50(8), 757-766. doi: 10.1080/00224499.2012.706333 Weinberg, M. S., Williams, C. J., Kleiner, S., & Irizarry, Y. (2010). Pornography, normalization, and empowerment. <i>Archives of Sexual Behavior</i> , 39(6), 1389-1401. doi:10.1007/s10508-009-9592-5 Dickson, E. J. Is Internet Porn Making Young Men Impotent? <i>Rolling Stone Magazine</i> (Sept 21, 2017) https://www.rollingstone.com/culture/features/is-internet-porn-making-young-men-impotent-w503299

Date	Topic	Readings
Week 4 Oct 02	Sexualities of Kids and Teens Why are we always so worried?	<p>Olafson, E. (2011). Child sexual abuse: Demography, impact, and interventions. <i>Journal of Child & Adolescent Trauma</i>, 4(1), 8-21. doi:10.1080/19361521.2011.545811</p> <p>Media Smarts. Young Canadians in a Wired World, Phase III: Sexuality and Romantic Relationships in the Digital Age. Only read the Executive Summary. http://mediasmarts.ca/ycww/sexuality-romantic-relationships-digital-age</p> <p>Al-Dien, M. M. Z. (2010). Perceptions of Sex Education among Muslim Adolescents in Canada <i>Journal of Muslim Minority Affairs</i> 30(3), 391-407. doi:10.1080/13602004.2010.515823</p>
Week 5 Oct 09	Heterosexualities Heteronormativity rules!	<p>Myers, K., & Raymond, L. (2010). Elementary school girls and heteronormativity: The girl project. <i>Gender & Society</i>, 24(2), 167-188. doi:10.1177/0891243209358579</p> <p>Richardson, D. (2010). Youth masculinities: Compelling male heterosexuality. <i>The British Journal of Sociology</i>, 61(4), 737-756. doi:10.1111/j.1468-4446.2010.01339.x</p> <p>Schilt, K., & Westbrook, L. (2009). Doing gender, doing heteronormativity: "Gender normals," transgender people, and the social maintenance of heterosexuality. <i>Gender and Society</i>, 23(4), 440-464. doi: 10.1177/0891243209340034</p> <p>Boesveld, S. & Hopper, T. (August 8, 2014) One law student has a radical proposal for fixing marriage: Cut it off after four years. <i>National Post</i>. http://news.nationalpost.com/2014/08/08/one-law-student-has-a-radical-proposal-for-fixing-marriage-cut-it-off-after-four-years/</p>
Week 6 Oct 16	In-Class Exam 1 (6:30-8:00 PM) Alphabet soup Part I (8:10 – 9:20 PM) Bisexualities, asexualities, pansexualities, polyamoury Guest Lecturer: Kimi Dominic	<p>MacDowall, L. (2009). Historicising contemporary bisexuality. <i>Journal of Bisexuality</i>, 9 (1), 3-15. doi:10.1080/15299710802659989</p> <p>Brotto, L.A., Knudson, G., Inskip, J., Rhodes, K., & Erskine, Y. (2010). Asexuality: A mixed-methods approach. <i>Archives of Sexual Behavior</i>, 39, 599-618. doi:10.1007/s10508-008-9434-x</p> <p>Klesse, C. (2014). Polyamory: intimate practice, identity or sexual orientation? <i>Sexualities</i>, 17 (1/2), 81-99. doi:10.1177/1363460713511096</p>

Date	Topic	Readings
Week 7 Oct 23	Alphabet soup Part II Lesbian, gay and queer sexualities	<p>Gates, G.J. (2011). How many people are lesbian, gay, bisexual, and transgender? The Williams Institute. http://bit.ly/2tG2wm9</p> <p>Adams, T. E. (Spring 2010). Paradoxes of sexuality, gay identity, and the closet. <i>Symbolic Interaction</i>, 33 (2), 234-256. doi: 10.1525/si.2010.33.2.234</p> <p>Crossman, B. (2013). Censor, resist, repeat: A history of censorship of gay and lesbian sexual representation in Canada. <i>Duke Journal of Gender Law & Policy</i> 21(45), 45-66. http://go.galegroup.com.ezproxy.library.uvic.ca/ps/i.do?action=interpret&id=GALE A363188285&v=2.1&u=uvictoria_p&it=r&=LT&sw=w&authCount=1</p> <p>Levitt, H. & Hiestand, K. (2005) Gender within lesbian sexuality: Butch and femme perspectives. <i>Journal of Constructivist Psychology</i>, 18(1), 39-51. doi: 10.1080/10720530590523062</p>
Week 8 Oct 30	Alphabet soup Part III Trans Sexualities	<p>Devor, A. & Dominic, K. (2015). Trans* Sexualities. In <i>Handbook of the Sociology of Sexualities</i> (p.181-199) J. DeLamater and R. F. Plante (eds.). Cham, Switzerland: Springer International Publishing. Available on CourseSpaces.</p> <p>Blair, K.L. & Hoskin, R.A. (2018). Transgender exclusion from the world of dating: Patterns of acceptance and rejection of hypothetical trans dating partners as a function of sexual and gender identity. <i>Journal of Social and Personal Relationships</i> (online first) doi: 10.1177/0265407518779139</p>
Week 9 Nov 06	Sexually Transmitted Infections Guest Lecturer: Nathan Lachowsky	<p>Health Canada. (2014). The chief public health officer's report on the state of public health in Canada, 2013: Infectious disease—the never-ending threat. Sexually transmitted infections—A continued public health concern. http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2013/sti-its-eng.php</p> <p>Shoveller, J. A., Knight, R., Johnson, J., Oliffe, J. L. & Goldenberg, S. (2010). 'Not the Swab!' Young men's experiences with STI testing. <i>Sociology of Health & Illness</i> 32(1), 57-73. doi: 10.1111/j.1467-9566.2009.01222.x</p> <p>Kippax, S., Stephenson, N. (2012). Beyond the distinction between biomedical and social dimensions of HIV. <i>American Journal of Public Health</i> 102(5), 789-799. Doi: 10.2105/AJPH.2011.300594</p>
Week 10 Nov 13	Reading week	<p>Use this time to catch up on your reading and writing assignments.</p>

Date	Topic	Readings
Week 11 Nov 20	Research papers due @ 6:00 PM In-class exam 2 (6:30-8:00 PM) Sex For Sale	<p>Saewyc, E., Miller, B., Rivers, R., Matthews, J., Hilario, C. & Hirakata, P. (2013). Competing discourse about youth sexual exploitation in Canadian news media. <i>Canadian Journal of Human Sexuality</i>, 22(2), 95-105. doi:10.3138/cjhs.2013.2041</p> <p>Benoit, C., Smith, M., Jansson, M., Magnus, S., Flagg, J., Maurice, R. (2017). Sex work and three dimensions of self-esteem: Self-worth, authenticity, and self-efficacy. <i>Culture, Health & Sexuality</i>. doi: 10.1080/13691058.2017.1328075</p> <p>Benoit, C., Ouellet, N., Jansson, M., Magnus, S., Smith, M. (2017). Would you think about doing sex for money? Structure and agency in deciding to sell sex in Canada. <i>Work, Employment & Society</i>. doi: 10.1177/0950017016679331</p>
Week 12 Nov 27	Consent Consent, coercion and abuse	<p>Burkett, M. & Hamilton, K. (2012). Postfeminist sexual agency: Young women's negotiations of sexual consent. <i>Sexualities</i>, 15(7), 815-833. doi: 10.1177/136346071245407</p> <p>Kloess, J. A., Beech, A. R. & Harkins, L. (2014). Online child sexual exploitation: Prevalence, process, and offender characteristics. <i>Trauma Violence Abuse</i> 15, 126-139. doi:10.1177/1524838013511543</p> <p>Piccigallo, J. R., Lilley, T. G. & Miller, S. L. (2012). "It's cool to care about sexual violence": Men's experiences with sexual assault prevention. <i>Men and Masculinities</i> 15, 507-525. doi: 10.1177/1097184X12458590</p>
Week 13 Dec 04	Summary & Conclusion In-class exam 3 Course evaluations	<p>Rachel White (May 9, 2012). 8 Ways To Be Positive You're Sex Positive. http://www.thefrisky.com/2012-05-09/8-ways-to-be-positive-youre-sex-positive/</p> <p>Mandy Len Catron. (Jan 09, 2015). To Fall In Love With Anyone, Do This. <i>New York Times</i>. http://www.nytimes.com/2015/01/11/fashion/modern-love-to-fall-in-love-with-anyone-do-this.html?_r=0</p>

Department of Sociology Evaluation

100-level courses

Minimum writing requirement	In-class or take-home assignment spanning at least 5 pages in length.
Evaluation	Primarily multiple-choice exams, short assignment, possibly written component on exams.
Format	Lectures and tutorials. Primarily textbook readings. Students also read original sociological research.

200-level courses

Minimum writing requirement	At least one assignment involving library research that spans at least 8 pages in length.
Evaluation	A combination of multiple choice and written exams, including short-answer and essay questions.
Format	Lectures. Primarily textbook readings. Students also read original sociological research.

300-level courses

Minimum writing requirement	An essay involving literature reviews and applications of concepts. A minimum of 10 pages in length.
Evaluation	Short-answer and primarily essay-type exams, written assignments.
Format	Lectures. Assigned readings include scholarly articles and/or primary sociological writing. Readings may also include textbook chapters.

400-level courses

Learning outcomes	One term paper, involving advanced literature reviews and the application of a sociological model, spanning at least 15 pages in length.
Evaluation	Major paper, short-answer and primarily essay-type exams.
Format	Lectures/seminars. Assigned readings include scholarly articles, original monographs, and primary sources. Textbooks are not used.

Official Grading Standards

Undergraduate Records, University of Victoria

Passing Grade	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
Failing Grades	Grade Point Value	Percentage	Description
E	0	TBD	Conditional supplemental.
F	0	0-49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade		Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade		Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

University Course Policies

Commitment to Inclusiveness and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia, transphobia, and inappropriate behaviour toward people with a disability.

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam or assignment for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating

Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than five words in succession that is not the student’s original work. See also the Libraries’ plagiarism guide <http://library.uvic.ca/instruction/cite/plagiarism.html>.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Centre for Accessible Learning. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting to all of us. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to everyone. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Harassment

The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Waitlists

Waitlist offers sent by UVic’s registration system are time-limited and sent to your preferred email listed with UVic. Beginning the first day of the month in which a course starts there is a 24-hour limit to respond once a waitlist offer is sent, and failure to respond is not in itself sufficient ground for the approval of a Request for a Late Add.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. Please be thinking about this, and especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Specific Course Policies

Digital Etiquette

Phones etc: Please turn off sending and receiving functions of your phone and/or other devices before you enter the classroom. I understand that your phones connect you with your friends and family, but the classroom should be a place apart, however briefly, from the outside world. You will have breaks during which you can check your phones. If your phone rings, or I see you texting once during class this semester, I'll ask you to turn it off. If it happens again during class this semester, we'll need to have a talk. If you have child or elder care responsibilities and cannot turn your phone off, please let me know. Please leave it face down on your desk and on vibrate. If you need to take a call or respond to a text, please leave the room to do so. You will learn more if you can concentrate on the course while you're in the classroom.

Laptops & tablets: You may use a laptop or tablet to take notes during this class, however research shows that student do better when they take notes by hand (Mueller & Oppenheimer, 2014, doi:10.1177/0956797614524581). In-class electronics also present temptations that many students find irresistible. Please do not use a phone, laptop, or tablet during class to check your social media, play games, message people, respond to email, etc. Such activities not only distract you (meaning you will probably do worse in the class), they also distract other students sitting near you (who probably will also do worse in class) (Sana, Weston & Cepeda, 2013, doi:10.1016/j.compedu.2012.10.003). If you often seem distracted by what's on your screen, we'll need to talk.

Late Assignments

If you have a documented illness, accident, or family affliction, please report it to us as soon as possible, and we will accommodate your needs. In all other cases, there will be a 10% penalty per day (including weekends) before we grade your paper. If you feel you have exceptional circumstances, please contact us.

Communications Policy

The best way to communicate with Dr. Devor or your TA is via email. If you want us to know that your email is not spam, you should start every subject line with "SOCI 382" followed by a subject that says what that email is about. If you forget to do this, we might delete it as spam.

- Email should open with a salutation (e.g., Dear Dr. Devor)
- Body of the Message should explain in detail what you want.
- Use full sentences and good grammar. Spell check.
- Close with your full name and Student number.

We will usually answer emails within 48 hours Monday to Friday. Do not expect an answer on the weekends. If you send an email late on Friday, you may not hear back until late on Tuesday. Plan ahead! If your issue is truly an emergency (*not just lack of planning or attention on your part*), put "SOCI 382 Emergency" in the subject line. We'll answer as quickly as we can. Please do not abuse this option.