Sociology 135: Sexual Cultures
Fall 2021

INSTRUCTOR
Jill Bakehorn, Ph.D. (Pronouns: she/her or they/them)
E-mail: jabakehorn@berkeley.edu

Drop-in Office Hours: Thursday 11:00am-Noon
Sign-up Office Hours: Monday + Wednesday 2:30-3:30pm
Sign-up: https://calendly.com/bakehorn/office-hours

CLASS MEETING
Mondays, Wednesdays, Fridays 9:00am-9:59am
145 Dwinelle

Course Description

In this course we will be drawing upon social construction theory to examine the creation, reproduction, and stratification of sexualities and sexual cultures in particular social, cultural, historical, and political contexts. While many people think of sexuality as inherent, biological, and purely “natural”, we will be challenging the idea of a “pre-social” sexuality. You will come to see sexuality as something that is constructed and structured by and through social relations.

The course begins with an examination of sociological theories of sexuality. How do sociologists approach the study of sexuality? What do we mean by sexuality? How has this definition changed over time? What implications does this have for people’s lives? We will also examine queer theory and the challenges it poses to common-sense understandings of sexuality and identity.

Utilizing these theories, we will explore the tension between our sense of self or subjectivity and the larger social structures, cultures, and communities in which we are embedded. How do people make sense of sexual feelings, behaviors, and identities within larger sociocultural contexts? We will discuss structural dynamics like gender norms, heteronormativity, racial hierarchies, class cultures, scientific knowledge, institutional constraints, and cultural spheres and how these impact individuals’ sense and understanding of their own sexuality and what is possible. How do collective groups challenge, expand, and transform the boundaries of sexuality and sexual identities?
Keep in mind this is a sociology course. Just to refresh your memory, sociology is the study of human social activity, organization, and interaction. Sociology is about the search for patterned behavior and social, rather than individual, explanations for this behavior. Sociologists look beyond the taken-for-granted notions of our social environment to examine the many layers of social meaning in the human experience. (If this doesn’t sound familiar to you, or you are unclear about the sociological perspective, please refer to your introductory sociology text for a refresher.)

This class will be challenging on a number of levels:

🔹 You will be expected to keep up with a number of readings for each class meeting.
🔹 These readings will be challenging not only in terms of their length and number, but also in terms of the subject matter presented and the complex theories proposed.
🔹 We will be challenging common sense, taken-for-granted notions of sexuality.
🔹 We will be speaking frankly about issues of race, class, gender, and sexuality. Some topics may be challenging in the sense that you may find the subject matter embarrassing or difficult to discuss. Some of these topics will be graphic, controversial, or explicit. Frank discussions and presentation of material may include things that some find offensive or that differ greatly from your own experiences, preferences, and beliefs. It is important that we are non-judgmental.

This course challenges many taken-for-granted assumptions about sexuality and the social world. Keep in mind that your personal experiences may not match the general sociological insights discussed in the course. This does not negate the insights. Ask yourself why this might be the case. You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective. Disagreements and debates are expected and welcome in this class, however, I will not tolerate personal attacks.

**Course Goals**

🔹 Move beyond understanding sexuality as “natural”
🔹 Use a social constructionist approach to understanding sexuality
🔹 Explore sexuality as a cultural phenomenon and how culture impacts individual experiences of sexuality, including identity and practices
🔹 Introduce queer theory
🔹 Utilize critical gender and race approaches
🔹 Adopt an intersectional understanding of sexuality
Learning Outcomes
By the end of the semester you should be able to:
❖ Explain the social constructionist perspective in relation to sexuality
❖ Apply the main tenets of queer theory
❖ Connect sociological theories to the social world and your experiences
❖ Utilize a critical gender and race perspective
❖ Use an intersectional approach to discussing social phenomena
❖ Understand how our sexualities are shaped by sociocultural forces and how we may contribute to changing societal understandings of sexuality
❖ Write succinct papers that effectively synthesize course materials and apply theory

Required Texts


Course Reader: Available digitally on bCourses and in digital and hardcopy form from Copy Central (they will ship it to you if you are not local).

Coronavirus Safety

Students must follow county and campus regulations regarding safety protocols. Vaccinations and/or negative COVID-19 testing is required to attend in-person classes. For now, and the foreseeable future this semester, masks that cover both your nose and mouth are required for everyone (vaccinated or not) whenever you are in class.

These protocols are in place to ensure the safety of everyone.

Class could shift to remote instruction at any time given the changing nature of the pandemic and public health guidelines, but also due to wildfire smoke, power shut-offs, or other unforeseen calamities.
Assignments

Reading Responses: These reading responses test your comprehension of course readings as well as your ability to explain concepts in your own words. Because you will not be able to rely on direct quotations of the material, you must focus on your own understanding and articulation of the texts. You will also be asked to make connections between the course materials and your experience of the social world.

Essay Exams: Midterm and final exam. You will be responsible for course readings, lectures, and any media presented in the class. These exams will focus on your ability to apply theories and to synthesize and make connections between various readings.

All work must be original (you cannot recycle work from other courses).

Participation: These assignments are designed to keep you motivated and engaged with the course, to provide opportunities for you to check your comprehension, and to prepare for graded assignments. Assignments will be due on Mondays at 11:59pm (exceptions made for Monday holidays-due date is Tuesday).

These assignments will be designed to give you a space to practice the skills you will later be graded on. You must complete 10 of the 12 assignments in order to get full credit. You will receive either full credit (10 points) or zero for each assignment.

Grade Breakdown
Reading Responses (30%)
Midterm (25%)
Final Exam (30%)
Participation Assignments (15%)
Course Format and Policies

Readings: Readings should be completed prior to class. You must keep up with the readings to participate in class discussions and complete assignments.

Course Slides: I use course slides which often incorporate media. I will post course slides, but they will only contain the text. Keep in mind that these slides are meant to be a guide during lecture and are therefore not exhaustive or a substitute for attending/watching lecture.

Zoom Etiquette and Tips: If we end up needing to go remote, please refer to this guide.

Email: Clearly indicate to which class you are referring in your emails to me. I endeavor to respond to emails within 24 hours, but this is not always possible; please be patient.

Names and Pronouns: You have the right to be referred to by the name you prefer and with the correct gender pronouns. Because the name listed in University records may not correspond to your preferred name, please inform me of your name (and pronunciation) and your pronouns so that I can ensure you are properly recognized and respected.

You can refer to me as Prof. Bakehorn, Dr. Bakehorn, or Jill. My pronouns are she/they.

Grading Policies

No late assignments will be accepted without prior approval; however, I am happy to provide extensions—just ask! Seriously, just ask. Grades are not curved.

All assignments will be checked by TurnItIn for plagiarism. Keep in mind, this program keeps a database of previously turned in papers as well as searching the internet.

Be sure to carefully consider assignment feedback; it is provided to help you improve on future assignments. For in-text feedback, click on the link “View Feedback” which may not be visible if you are not in full-screen mode.

To request a re-grade of an assignment: first, wait 24 hours after the assignment was returned and second, write up a statement detailing why you believe you deserve a higher grade. This statement should be about the substance of your work, not about effort. Be sure to make specific reference to your work, don’t simply say that you responded to the questions asked. Demonstrate how you did so. Request a re-grade within 7 days of the assignment being returned. My assessment and grade of your work will be used, even if that means you get a lower score than originally given for that work.
Academic Dishonesty

The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct).

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on response papers and exams. Plagiarism includes turning in any work that is not your own as well as improper or missing citations of others’ works. As a student of the University of California, you are bound by the Code of Academic Conduct. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a failing grade for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite sources or because they feel desperate. If you get to this point in your writing, contact me ASAP rather than doing something you’ll very likely regret. I am happy to help and remember, you can ask for an extension.

Office Hours

Please see Page 1 or this link for information about my office hours. These office hours are specifically for you. We can discuss readings, assignments, post-college plans, existential dread, how to access resources, letters of recommendation, any issues you are having—don’t have to be related to this class, what is bringing you joy, whatever.

If you are having any difficulties with the material or assignments for the course or if you are having any personal problems that are affecting your ability to complete assignments on time, please take advantage of office hours—I am here to help!

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you in the future when you may need letters of recommendation. You do not need to be struggling or have course-specific questions to go to office hours.

All office hours will be via Zoom.
Student Support Services

Course Accessibility
This course is intended for all UC Berkeley students, including those with mental, emotional, physical, or cognitive disabilities, illnesses, injuries, impairments, or any other condition that can negatively impact equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me by email or during office hours to discuss your specific needs.

I also encourage you to contact the Disabled Students’ Program. If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. As a reminder, you do not need DSP accommodations to ask for an extension in this class.

Student Learning Center
“The primary academic support service for students at Berkeley, the SLC helps students transition to Cal; navigate the academic terrain; create networks of resources; and achieve academic, personal and professional goals.”

Sexual Harassment and Violence Support Services
To learn more about these issues, how to support survivors, or how to file a report and receive support services, start here: Survivor Support. Please note that I am not a confidential advocate; I am a mandated reporter. You can speak to a Confidential Care Advocate at the Path to Care Center.

Economic, Food, and Housing Support
If you are in need of economic, food, or housing support, you can find help at the Basic Needs Center. You may be eligible for money to buy groceries via Calfresh or our Food Assistance Program. If you are in need of food immediately, please contact our UC Berkeley Food Pantry. More information can be found here.

Mental Health Resources
All students — regardless of background or identity — may experience a range of issues that can become barriers to learning like strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. UC Berkeley offers many services like Recalibrate and Corona Virus Mental Health Resources.
Course Outline
Complete readings on the day listed below. Course schedule is subject to change.

Week One: Introductions

Wednesday, 8/25  Welcome + Introductions

Friday, 8/27  Introducing the Sociology of Sexuality

Weeks Two-Four: Constructing Sexuality & Queer Theory

Monday, 8/30  The Social Construction of Sexuality


Wednesday, 9/1 +  Sexuality: Discourse, Power, and Knowledge

Friday, 9/3


Monday, 9/6  Holiday: NO CLASS

Wednesday, 9/8  Critiques of the Social Construction of Sexuality

Friday, 9/10  
**Queer Theory Meets Sociology**


Monday, 9/13 +  
**Queering Sociology**

Wednesday, 9/15


Friday, 9/17  
**Catch-up/Review**

**Week Five: Constructing Sexual Identities**

Monday, 9/20 +  
**Constructing the Homosexual**

Wednesday, 9/22


Friday, 9/24  
**Constructing the Heterosexual**  
[READING RESPONSE 1 DUE]

**Weeks Six-Eight: Not Gay: Sex Between Straight White Men**

**Monday, 9/27**  
Homosexual Contact in Straight White Men's Culture

Jane Ward: Chapter 1: Nowhere Without It: The Homosexual Ingredient in the Making of Straight White Men in *Not Gay: Sex Between Straight White Men*

**Wednesday, 9/29**  
A History of “Not-Gay” Sex

**Friday, 10/1**

Jane Ward: Chapter 2: Bars, Bikers, and Bathrooms: A Century of Not-Gay Sex in *Not Gay*


**Monday, 10/4**  
Heteroflexibility

**Wednesday, 10/6**

Jane Ward: Chapter 3: Here’s How You Know You’re Not Gay: The Popular Science of Heterosexual Fluidity in *Not Gay*

**Friday, 10/8**  
Homosexual Contact and Heterosexual Authenticity

**Monday, 10/11**

Jane Ward: Chapter 4: Average Dudes, Casual Encounters: White Homosociality and Heterosexual Authenticity in *Not Gay*


**Wednesday, 10/13**  
Homosocial Hazing

Jane Ward: Chapter 5: Haze Him! White Masculinity, Anal Resilience, and the Erotic Spectacle of Repulsion in *Not Gay*
Friday, 10/15

**Heterosexual Constructions of Queerness**

Jane Ward: Chapter 6: Against Gay Love: This One Goes Out to the Queers in *Not Gay*

### Week Nine: Midterm

**Monday, 10/18**
Review/Catch Up

**Wednesday, 10/20**
Work on Midterm—NO CLASS

**Friday, 10/22**

**TAKE-HOME MIDTERM**
NO CLASS

### Weeks Ten-Eleven: (De)Constructing Sexual Identities

**Monday, 10/25** + **Wednesday, 10/27**

**Constructing New Identities: Asexuality**


**Friday, 10/29**

**Constructing New Identities: Polyamory and Language**

Ritchie, Ani and Meg Barker. 2006. “There Aren’t Words for What We Do or How We Feel So We Have To Make Them Up: Constructing Polyamorous Languages in a Culture of Compulsory Monogamy.” *Sexualities* 9 (5):584-601.

Monday, 11/1 + Wednesday, 11/3
Negotiating Multiple Identities: Trans Genders, Sexualities, and the Creation of a Category


Friday, 11/5
Negotiating (Trans) Gender and Intimate Relations


Weeks Twelve-Fifteen: Activism, Culture, and Porn

Monday, 11/8 + Women Making Pornography
Wednesday, 11/10


Friday, 11/12  
In Their Own Words: Feminist Pornographers


Dylan Ryan: “Fucking Feminism” Pp 121-129 in *The Feminist Porn Book*


Monday, 11/15 +  
Genderqueer/ Trans* Activism & Subjectivity in Porn

Wednesday, 11/17


Friday, 11/19  
Resisting Anti-Blackness in Porn  
**READING RESPONSE 2 DUE**


Mireille Miller-Young: “Interventions: The Deviant and Defiant Art of Black Women Porn Directors” Pp 105-120 in *The Feminist Porn Book*

Sinnamon Love: “A Question of Feminism” Pp 97-104 in *The Feminist Porn Book*

Monday, 11/22  
Mental Health Day: NO CLASS

Wednesday, 11/24  
HOLIDAY: NO CLASS
Friday, 11/26  
HOLIDAY: NO CLASS

Monday, 11/29 +  
Wednesday, 12/1

Constructing Authentic Sexuality?


Friday, 12/3  
Review/Wrap up Semester

Week Sixteen: Reading, Review, and Recitation

Monday, December 6—Friday, December 10

Final Exam: Due Thursday, 12/16 at 10pm