INSTRUCTOR
Jill Bakehorn, Ph.D. (Pronouns: she/her or they/them)
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Office: 479 Barrows Hall
Sign-up Office Hours: Tuesdays 9:30-11:30am
Sign-up: http://www.wejoinin.com/sheets/xjanb
Drop-in Office Hours: Thursdays 9:30am-11:30am

CLASS MEETING
Tuesdays and Thursdays 2:00-3:30pm
60 Evans

GSIs AND SECTIONS
Tara Gonsalves (taragonsalves@berkeley.edu)
Sections: S101 MW 9-10am 475 Barrows
S102 MW 10-11am 475 Barrows

Karina Vasilevska-Das (karinadas@berkeley.edu)
Sections: S103 TR 8-9am 175 Barrows
S104 TR 9-10am 475 Barrows

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 will begin with an examination of sociological theories of sexuality, including queer theory. 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 then unpack terms like heterosexual, gay, lesbian, bisexual, queer, transgender, asexual, polyamorous, and others. We will spend a good deal of time deconstructing commonsense ideas about sexual identity categories, paying particular attention to the complexity of sexuality as it intersects with other identity categories.

In the last section of the semester, we will focus on the pornography industry. We will apply the theories and understandings of sexualities learned in the first part of the course to the modern day pornography industry in the United States. We will examine the history, laws, policies, public sentiment, debates, and politics of the industry, focusing on pornography made by women and the LGBTQ community. We will examine how the sex industry can be a reflection of and reinforce sexual inequalities, but can also be used to challenge these inequalities.
Some questions about sexuality and sexual cultures that will be addressed:

- What does it mean to say that sexualities are constructed?
- How have sexualities been constructed over time?
- How does sexual practice become sexual identity?
- How does queer theory inform our understandings of sexualities?
- What are the major debates about pornography?
- What is feminist porn?
- How are race, class, gender, and sexual identity represented in pornography?

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.

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**

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
- Use an intersectional approach
- Critically analyze media/“common sense” understandings of sexuality
- Be conversant in the major debates around pornography
REQUIRED TEXTS


Course Reader: Available at Copy Central (2576 Bancroft Way) and on bCourses.

ASSIGNMENTS

**Reading Responses:** Two 3-4 page response papers. Each is worth 20% of your final grade. Due dates are listed in the course outline. I will upload response paper prompts to bCourses. No late responses are accepted without prior approval.

These reading responses will test your comprehension of course readings as well as your ability to explain, synthesize, and make connections between the readings **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 be asked to make connections between the course materials and your experience of the social world.

**Exams:** Take-home midterm and final exam--both are in essay format. Each is worth 25% of your final grade. You will be responsible for course readings, lectures, and any media presented in the class. No late exams are accepted without prior approval.

**Participation:** Attendance and participation in weekly section is required. In addition to in-class and section participation, you may also participate by posing questions, comments, or links to relevant videos or news stories in the chatroom or discussion board on bCourses. **If you post a link, be sure to contextualize it and make a connection to issues we are studying in the course.**

GRADE BREAKDOWN:
Reading Responses (40%)
Exams (50%)
Participation in section and lecture (10%)

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. Bring your reading materials to every class; you will likely need to refer to them in class discussions. All of your assigned readings (aside from the required books) are available on bCourses and as a reader from Copy Central.
Participation: This class will incorporate the use of lecture, films, music, visuals, and group discussions. I expect you to be an active participant in the course. Bring your questions and comments to class and don't be shy about bringing them up.

If you have a question about the readings, lecture, etc., please post your question to the chatroom or discussion board on bCourses where both your questions and my answers will be visible to other students, rather than e-mailing me. Feel free to answer each other’s questions as well.

Missing Class: If you miss a class, do not ask me if you missed anything. Of course you did!—but don’t expect me to fill you in. I suggest sharing contact information with a classmate early on in the semester and getting the notes you missed.

Course Slides: I use course slides which often incorporate media. I will post course slides after lecture, not before, 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 class.

Course Etiquette: Do not read, listen to music, browse the Internet, text, or sleep during class. If you want to do these things, don’t bother coming to class. All cell phones must be silenced and put away during class.

Laptop Policy: I encourage you to consider taking notes without a computer if you are able. If you need/want to use a computer during class, I ask that you sit in the back four rows of the classroom so that you do not distract and disturb other students.

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.

GRADING POLICIES

For assignments turned in via bCourses, your feedback can be found there. Be sure to carefully consider the feedback; it is provided to help you improve on future assignments.

If you would like to request a re-grade or re-evaluation of an assignment, you must 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. You must request a re-grade within 7 days of the assignment being returned. If you request that I re-grade your assignment rather than your GSI, 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 or on exams or using notes during 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 zero for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite their sources or because they feel desperate. If you get to this point in your writing, contact me or your GSI immediately rather than doing something you'll very likely regret.

OFFICE HOURS

I will be holding Sign-up office hours from 9:30am-11:30am on Tuesdays. Sign-up: http://www.wejoinin.com/sheets/xjanb

I will be holding Drop-in office hours from 9:30am-11:30am on Thursdays—no appointment necessary.

Your GSI will also be holding office hours. 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, you should take advantage of office hours early in the semester. Your GSI and I will be much more amenable to granting extensions when I have been made aware of problems early on rather than at the last minute.

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you when you may need letters of recommendation.

SPECIAL NEEDS

Disability Accommodations
Please let me know early in the semester if you qualify for any disability accommodations.

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.” Located in The Cesar Chavez Student Center on Lower Sproul Plaza. Front desk phone: 510 642 7332.
COURSE OUTLINE  Readings are to be completed on the day listed below. Schedule is subject to change.

WEEKS ONE AND TWO: CONSTRUCTING SEXUALITY

Thursday, 8/25   Introductions

Tuesday, 8/30   The Social Construction of Sexuality


Thursday, 9/1   Constructing Sexual Hierarchies/Critiques of Social Construction of Sexuality


WEEK THREE: QUEER THEORY AND SOCIOLOGY OF SEXUALITY

Tuesday, 9/6   Queer Theory Meets Sociology


Thursday, 9/8   Queering Sociology


WEEK FOUR: CONSTRUCTING SEXUAL IDENTITIES

Tuesday, 9/13  Constructing the Homosexual and the Heterosexual


Thursday, 9/15  Catch-Up/Review

WEEKS FIVE-SEVEN: NOT GAY: SEX BETWEEN STRAIGHT WHITE MEN

Tuesday, 9/20  Homosexual Contact in Straight White Male Culture

**READING RESPONSE 1 DUE**

Ward: Chapter 1: Nowhere Without It: The Homosexual Ingredient in the Making of Straight White Men

Thursday, 9/22  A History of “Not-Gay” Sex

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


Tuesday, 9/27  Heteroflexibility

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


Thursday, 9/29  Homosexual Contact and Heterosexual Authenticity

Ward: Chapter 4: Average Dudes, Casual Encounters: White Homosociality and Heterosexual Authenticity

Tuesday, 10/4  Homosocial Hazing

Ward: Chapter 5: Haze Him! White Masculinity, Anal Resilience, and the Erotic Spectacle of Repulsion
Thursday, 10/6  Heterosexual Constructions of Queerness

Ward: Chapter 6: Against Gay Love: This One Goes Out to the Queers

WEEKS EIGHT-NINE: (DE)CONSTRUCTING SEXUAL IDENTITIES

Tuesday, 10/11  Negotiating Multiple Identities: Race and Gender


Thursday, 10/13  Negotiating Multiple Identities: Trans* Sexuality


Tuesday, 10/18  (Re)Defining Sexual Identities: Hook-Up Culture

**MIDTERM DUE**

NO CLASS, BUT CATCH UP ON READINGS


Thursday, 10/20  Constructing New Identities


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.
WEEK TEN: GAY PLACES AND SPACES

Tuesday, 10/25   Gay Identity and Place: Gay Enclaves


Thursday, 10/27   Troubling Sexual Identities and Attractions: Drag


WEEK ELEVEN: FEMINIST PORN

Tuesday, 11/1   The Feminist Sex Wars: Anti-Porn


Thursday, 11/3   Women Making Pornography


Tuesday, 11/8   In Their Own Words: Feminist Pornographers


WEEK TWELVE: LGBTQ PORN

Thursday, 11/10    Gay/Lesbian Porn


Tuesday, 11/15    Genderqueer/Trans* Porn

**READING RESPONSE 2 DUE**


WEEK THIRTEEN-FOURTEEN: RACE AND CLASS IN PORN

Thursday, 11/17    Depicting Class


Tuesday, 11/22    Depicting Race


Thursday, 11/24    THANKSGIVING HOLIDAY

WEEK FIFTEEN: CATCH-UP/REVIEW

Tuesday, 11/29    Depicting Race (Cont)

Thursday, 12/1    Catch-Up/Review

WEEK SIXTEEN: READING, REVIEW, AND RECITATION

Monday, 12/5- Friday, 12/9

FINAL EXAM DUE:    Tuesday 12/13 at 11am