

Spring 2010

Sociology of Sexualities



Bellevue College

SOC 256 – SECTION 5884

9:30 – 10:20 AM Daily

**BELLEVUE COLLEGE
SOCIOLOGY OF SEXUALITIES
SPRING 2010 – SECTION 5884**

Instructor: Alicia E. Lewis, Ph.D.

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COURSE DESCRIPTION

Sexuality is a central feature of social life, yet we often take it for granted because it seems so natural. One of the goals of this course is to help you understand how organizations, interactions, relationships, and identities are gendered and sexualized. Throughout the duration of this course, we will investigate how sexuality is constructed, shaped, and influenced by social forces. We explore how sexuality operates (a) as a system of social relationships in which both gender and sexuality interacts with and influences institutional structures, (b) as a way to oppress groups through what people “do” in social interactions, and (c) as an attribute used by individuals for self identification.

Another continuing goal of any sociology course is to help you to think like a sociologist. First, sociologists who study gender and sexuality explore and unravel cultural behaviors, issues, and consequences in society. Sociology can provide perspectives on sexuality to explain how people live, why we live in a particular way and how difference in culture and stratification (inequality) impact groups of people, institutions, and systems. Secondly, this course is designed to assist students with their skills in analysis and critique through exploration of sociological imagination, and exploring the structure of society and the relationships of individuals relative to these socially constructions related to sexuality. The overall goal is to help students make sense of our sexual worlds using both quantitative and qualitative methodologies, and to better understand the behaviors of others as products of social structures and functions.

COURSE OBJECTIVES

- To illustrate and demonstrate the pervasiveness of sexuality in our individual lives, interactions, and institutions.
- To reveal and explore the ‘lenses of gender’ in order to understand sexuality, so we may look at them, critically analyze them, rather than simply to look through them.
- To create an interactive learning environment where each participant creates, interacts with and disseminates knowledge.

- To expose students to empirical data on the sociology of sexuality. Additionally, to expose students to theoretical and methodological approaches to studying sociology of sexualities both quantitatively and qualitatively.
- To improve students' critical thinking skills including an ability to identify, evaluate, and engage with researchers', authors', instructors', and students' claims.
- To improve students' written and verbal communication skills.
- To work effectively in small groups.

REQUIRED COURSE MATERIALS

1. Hutchison, Bobby (2010). Annual Editions: Gender 10/11 (First Ed.). McGraw-Hill: Boston.
2. Peril, Lynn (2002). Pink Think: Becoming a Woman in Many Uneasy Lessons. W.W. Norton & Company: New York.
3. Selected course materials and various readings provided by the instructor.
4. Other selected web resources provided by the instructor.

GRADING

Description	Possible Points
Reading Questions and Reflection Papers	250
Quizzes	100
Current Events	100
Essays	50
Gender/Sexuality Convention (aka: Final Exam)	100
Attendance and Participation	100
Total	700

Point and Grade Range

700-630	A	559-490	C
629-560	B	489-420	D
419 <	F		

ASSESSMENT AND GRADING

Final grades will be determined by percentage of the total points possible:

% Calculation for an "A"		% Calculation for a "B"		% Calculation for a "C"		% Calculation for a "D"	
100-99%	4.0	89%	3.4	79%	2.4	69%	1.4
98%	4.0	88%	3.3	78%	2.3	68%	1.3
97%	4.0	87%	3.2	77%	2.2	67%	1.2
96%	4.0	86%	3.1	76%	2.1	66%	1.1
95%	4.0	85%	3.0	75%	2.0	65%	1.0
94%	3.9	84%	2.9	74%	1.9	64%	0.9
93%	3.8	83%	2.8	73%	1.8	63%	0.8
92%	3.7	82%	2.7	72%	1.7	62%	0.7
91%	3.6	81%	2.6	71%	1.6	61% -	0.0
90%	3.5	80%	2.5	70%	1.5		

BELLEVUE COLLEGE COURSE OUTCOMES

The following outcomes are designed to directly connect course content with course materials and activities throughout the duration of the quarter.

- 1. Valuing Diversity and Increasing Cultural Competence.** The developed awareness of recognizing someone or some cultural practice as diverse is critical for your experience in a sociology class. Additionally, course materials and activities will focus directly on increasing your overall cultural competence. Developing an appreciation for diversity and increasing cultural competence require multiple frameworks for critical thinking through the reading, writing, and discussion process including (but not limited to):
 - Demonstrate your ability to carefully read and critique claims from each of the various sociological perspectives.
 - Engage in class discussions, activities, and reflective work both inside and outside of class with openness, thoughtfulness, and a continual effort to learn to suspend judgment in order to understand context of a social phenomenon.
- 2. The Process of Writing Clearly.** Written communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. Writing is a process—it involves your abilities to thoughtfully articulate and integrate your ideas with other ideas. Additionally, it is "where the proof meets the pudding." Writing in a sense is everywhere, when it comes to finding a job and developing a career path. If you increase your skills to learn to write better, your career opportunities will substantially widen! This outcome includes abilities designed to help students:
 - Increase their use and application of the writing process from a sociological perspective.
 - Develop an understanding and abilities to create and enhance ideas with support.

- Demonstrate clear organization of thoughts in coherent written form.
 - Apply appropriate methods of integrating and documenting sources and course materials into assigned work.
 - Practice appropriate mechanics, grammar, and word usage based on the language of instruction.
3. **Developing Critical Thinking Skills.** Critical thinking finds expression particularly in the discipline of sociology and in everyday life. The development of critical thinking skills depends upon your ability as a student to build on, synthesize, and critically evaluate topics and the comments of course materials, as well as your fellow students with a clear integration and aid of readings and course materials. This outcome includes abilities designed to help students:
- Learn to suspend their judgments in order to understand what someone is trying to claim.
 - Apply relevant criteria and standards when evaluating information, claims, and arguments from a sociological perspective.
 - Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, hypotheses, and conceptual frameworks.
 - Carefully ask questions in order to understand various sociological perspectives.
4. **Commitments and Responsibilities.** Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of commitment and responsibilities needed to enable students to work successfully both individually and with others. This outcome includes abilities designed to help students:
- Meet obligations necessary to complete tasks. For example, turn in assignments, quizzes, etc., on time.
 - Clearly communicate to the instructor and any affected parties any difficulties that may prevent them from fulfilling their obligations.
 - Demonstrate common courtesies and show respect for the needs, challenges, and rights of others.
 - Read course materials and use the guidance offered in the syllabus and during course facilitation.
 - Complete work independently and appropriately acknowledge the sources of ideas and contributions of others.
 - Strive for excellence each and every day in this class in contributions, activities, and performances.

VALUING DIVERSITY AND CULTURAL COMPETENCE

We recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, we ask everyone to assert language and attitude of respect, sensitivity, and awareness.

STUDENTS WITH DISABILITIES

Students with disabilities who have accommodation needs are required to meet with the Director of Disability Support Services (in Room B132) to establish their eligibility for accommodation. Telephone: (425) 564-2498 or TTY (425) 564-4110. In addition, students are encouraged to review their accommodation requirements with each instructor during the first week of the quarter.

If you need course adaptations or accommodations because of a disability; if you have emergency medical information to share with me; if you need special arrangements in case the building must be evacuated; please provide me with such information so that I may assist you.

KEEP COPIES OF YOUR WORK

Please keep an accurate and organized record of your work and in safe place until the end of the quarter. When you turn in a paper, be sure you keep either a paper copy or an electronic copy.

ACADEMIC INTEGRITY**Preventing Plagiarism**

Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. It is an act of intentional deception that not only is dishonest but diminishes your learning process. Violations such as cheating, plagiarism, forged documents, forged signatures, submission of the same documents to different courses are serious violations. If I suspect you have plagiarized your work, I will talk with one-one-one and ask you to demonstrate to me that the work in question is your own. If it is found that you are responsible for academic dishonesty, you will receive a zero for that assignment. If you are responsible for plagiarizing again in the same quarter, you will fail the class. In order to provide you with the highest level of quality instruction and to serve your needs the best related to composing papers for this class, please refer to the following web site (below) for support and guidance on preventing plagiarism. Additionally, we will have facilitated discussions about constructing grounded, quality papers throughout the duration of the quarter.

Writing Lab Web Site: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

ATTENDANCE, PARTICIPATION, AND DISCUSSION

Attendance will be taken on a daily basis. Students are expected to attend class daily, to arrive on time, and to actively participate in discussion and course activities. Frequent absences, tardy arrivals, and lack of preparedness will impact your grade. For the duration of the quarter, more than **two** unexcused absences will lower your overall grade. If you are sick, have appointments, or must attend to an emergency, please contact the instructor immediately so that appropriate accommodations can be made for you. Remember, **communication is key**.

Here are some course policies to adhere to:

1. Turn off all cell phones and portable devices or set them to vibrate while class is in session. Please no text messaging while class is in session.
2. To tobacco chewing/spitting during class.
3. Eating and drinking is allowed as long as it is not disruptive (i.e., no pop rocks) ☺

In-Class Discussion and Participation

Each day of the work week, you will be expected to complete assigned readings before the next class session. In addition to attending class, it is also expected you will be actively and thoughtfully engaged in class. This level of participation means you actively listen to others, you are attentive, and you are sharing your informed insights and thoughts. If you have any questions, comments, and/or concerns about active discussion, please contact me. The following are some guiding principles:

1. Allow others to share their reasoned and informed interpretations, analysis, and opinions of course materials even though you may disagree with them. We can ask individuals to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
2. Do not demean or diminish the experiences other people are willing to share in the class. We can ask individuals to conceptualize their experience within a larger social pattern (i.e. are they typical? Unusual?).
3. Students will self-monitor their use of classroom "verbal" space. Participate in classroom discussion without dominating it.
4. Have a sense of humor about our social worlds—be willing to accept other people's blunders without assuming they are intentionally trying to be offensive. By the same token, be mindful of inappropriate jokes, puns, and inappropriate innuendos.
5. Be committed to grow and learn about yourself. This includes a willingness to seriously read, study, and interpret empirical and anecdotal information.

Critically engage with the reading materials. Characterizing readings as "boring", "difficult", or "stupid" is not critically engaging with the materials. While some of the readings may be difficult and not as exciting as you would like, they offer evidence and analysis to help sharpen your understanding of sociology. Critically engaging with readings means identifying major claims, evaluating claims based on evidence and logic, and developing a sociologically informed and thoughtful response to claims based on this analysis.

The "Male and Female" Bashing Issue

The class is about gender and sexual identities, inequalities, institutions, and interactions. For example, this means we will necessarily examine the different positions and powers that females and males have relative to one another. This also means we will examine the privileges that group membership provides to members. These activities are a part of your learning process and are based on empirical evidence and logic. Students (regardless of their gender/sex) who are defensive, illogical, and resistant to learning about gender and sexuality from a sociological perspective will not be entertained, nor tolerated.

ESSAYS

The purpose of essays is to discuss the key points from the readings, lectures, and course materials and how they increased your awareness and understanding of sociology and various social phenomena. The goal is to measure your ability to summarize and synthesize materials from all of the materials in this lesson and articulate your thoughts informed by the course content. **Do not simply reiterate or review each reading or lecture.** Instead, identify the overarching central points of the lesson and provide your informed thoughts about them. Your goal is to demonstrate that you've engaged with the material and developed your understanding of sexuality from a sociological perspective. Essays should be written in a formal style with an introduction and clear thesis rather than in a free-flowing journal-like style (more typical of reflection papers). The depth of your essay should demonstrate the degree to which you've reflected on the class material and your own understanding and social positions. The ideal length for your essay is approximately 1500-2000 words (about two-three pages) which means that you will have to be concise, clear, and well-organized.

Essay writing is challenging! The process will challenge you to understand a sociological perspective that you may not necessarily agree with. The purpose of essay writing is to engage in a process where you are learning to suspend your judgments so that you can understand what someone is claiming. Along the vein of constructing essays, students will be exposed to critiquing scholarly work. All essays are due on or before their respective due dates. **No late papers will be accepted.** Your papers should be composed of four concisely written paragraphs:

- **Paragraph 1** includes the identification of the major claim of the chapter, article or course materials.
- **Paragraph 2** includes the discussion of the major claim of the chapter, article, or course materials.
- **Paragraph 3** includes an evaluation and critique of the major claim. For example, does it contain any logic? What were the assumptions? Are the assumptions valid? What sources are cited?
- **Paragraph 4** includes your own response and opinion to the claim.

READING QUESTIONS AND REFLECTIONS

Reading questions are designed for you to demonstrate accountability and responsibility for the weekly readings, lectures, and course materials. Take the time to answer each question completely.

Reflection papers are just that—they are a reflection of your lived experience as it relates to the material in class. They are another venue to voice your concerns that you wouldn't normally voice through in-class discussion or essays. Reflection papers should be well developed and carefully constructed and should no less than 900-1500 words (single-spaced) in length. **No late papers will be accepted.**

QUIZZES

Quizzes are designed to test your knowledge and understanding of the course materials explored throughout the week. Quizzes may include a combination of any of the following: multiple choice questions, short answer, an essay portion, and reflection questions, and capturing theoretical and conceptual frameworks on gender and sexuality through drawing. Quizzes are usually conducted in class. **No late quizzes will be accepted and no make-up quizzes will be allowed unless prior accommodations have been made between student and instructor.**

SEXUALITY/GENDER CONVENTION

In groups of two (2), research and select an issue and/or social phenomena related to sexuality and/or gender. Your small group will develop a poster presentation (foam core, or poster board) that thoroughly explores the issue and/or phenomena you've chosen. Include in your poster presentation the following information:

1. Summary (history, magnitude and causes) of the issue addressed by the group/example,
2. A clear and concise analysis of your issue
3. The targeting population and/or audience
4. An evaluation of how effective the form of resistance is. In other words, what "solutions" are out there to address the problem and how effective are these "solutions"

Your poster should utilize at least 4 scholarly peer-reviewed journal articles and at least 2 books. You will need to provide classmates viewing your poster presentation with a fact sheet and other relevant materials (including an abstract). More specific details and information to come during the first week of class.

SUPPORT AND ASSISTANCE

If you find yourself struggling with anything in this course, **please** make an appointment to see me immediately so we are able to set you up for success.

Reading Lab

The Reading Lab—located in A262—supports students to become better readers. Students can make use of the Reading Lab services by enrolling in a class which the lab supports, by referral from an instructor, or by registering to work independently.

Writing Lab

The Writing Lab—located in A262—is a place for students to go for help with any writing assignment or project, for any BC class in any discipline or for personal needs such as resumes or college application essays. In addition, students may use the lab as a study space or reference center. Tutors are available at all times, and students who come to the Lab may work with tutors one-on-one.

BELLEVUE COLLEGE CAMPUS RESOURCES

Take advantage of all of the wonderful campus resources available and catered specifically for you and your needs!

Counseling Center

Bellevue College Counseling Center's mission is to advocate for student, college, and community success by promoting balanced learning in an academic environment which embraces intellectual, physical, spiritual, social, and emotional values. BC Faculty Counselors, some of whom are licensed in the state of Washington, provide short-term individual counseling at no charge for registered BC students. Their professional, confidential counseling is available for you when you need someone who will listen, help, and assist in providing coping skills, developing insights and exploring alternatives consistent with your personal values. This guidance is provided to enhance your success and wellness at BC. Our counselors' main goal is to help you find ways to succeed that are congruent with your unique experiences, culture, values, and priorities. To make an appointment, call them at: (425) 564-2212.

TRIO

TRIO is a team of professional staff and student tutors who provide one-on-one academic support to First-Generation students, economically disadvantaged students, and students with disabilities. TRIO's purpose is to teach students how to navigate the college system, identify their educational goals and achieve academic success. The TRIO Student Support Services program offers first generation college students with limited income and/or disabilities a multiplicity of academic and personal support services: study skills development to achieve academic success, tutoring to master course content, and intensive academic and personal advisement to build confidence and promote student success. TRIO SSS is located in B233. To make an appointment, call them at (425) 564-5745.

Veteran's Office

The Veteran's Advisor Office assists veterans, reservists, dependents and VA chapter 31 students with eligibility questions. Our office serves as a liaison between Bellevue College and the Department of Veterans Affairs. Please contact BC's Veterans Office Advisor by calling (425) 564-2220, or by visiting the Veterans Coordinator's Office on the first floor of the Student Services Building in Building "B" (B123A).

Career Center

The Bellevue College Center for Career Connections is here to help connect you to the world of work. Feel free to stop by our office during business hours (see below). We are located on the 2nd floor of the "B" Building (Student Services) on the Bellevue College Main Campus. If you take the stairs, we're the first desk on the left. You can also call (425) 564-2279.

Student Activities and Programs

There's more to college than attending classes, studying and taking exams. Much of what you learn in college comes from experiences outside the classroom. By challenging yourself and participating in various campus activities, you learn valuable life skills. Teamwork, goal setting, effective communication, and time management are some of the skills you're sure to develop when you get involved in campus life. These skills ensure success in any field in the years to follow. For more information, visit them in the Student Union Building (C212) or visit their web site at: <http://bellevuecollege.edu/stupro/>

Social Sciences Division

Bellevue College offers a wide variety of courses in the social sciences including Administration of Criminal Justice, Anthropology, Economics, Ethnical and Cultural Studies (NEW!), Geography, History, International Studies, Political Science, Psychology, and Sociology. All of these fields explore aspects of the human situation, and they do so on both the individual and the collective levels in wide-ranging social and historical settings. Each discipline includes its own particular perspectives, theories, and methods; and within each discipline there are diverse views as to how social science is best conducted.

Interested in learning more about one or more of these fields? Contact an Academic Advisor in the Division of Social Sciences today! Make an appointment with **Deanne Eschbach** by phone: 425-564-2331 or 425-564-2212 or in person in the Social Science Division. Come to the Social Science Division, room D110 (just south of the water fountain) to meet with Deanne during the advising hours.

Sociology

The Bellevue College Sociology Department offers introductory and more specialized, advanced courses. All courses provide credits to fulfill the social science distribution requirement for BC's degree programs and transfer to Washington state four-year colleges as social science (or elective) credit. At the 100 level, the department offers introductory courses, special topics, and independent study. At the 200 level, we offer more advanced, yet basic and transferable, courses which pursue some of the specialties. For more information about our courses, distribution requirements, special offerings, and links to some of the faculty who teach the courses, contact the Sociology Department today! Come to the Social Science Division, room D110 (just south of the water fountain) for more information about this program.

ABOUT DR. LEWIS



Dr. Alicia Lewis is an executive board member for the National Alliance for Education and Change (www.educationandchange.org) --a non-profit organization dedicated to strengthening communities through projects and initiatives related to gender and sexual equality, entrepreneurial growth and development, and social mobility. Dr. Lewis holds a doctorate in Education with a Cognate Adult and Organizational Learning and emphasis in Health and Safety. She also holds a Master of Science Degree in Interdisciplinary Studies involving four areas of study: Sociology, Adult and Organizational Learning, Health and Safety, and Counseling Psychology. Dr. Lewis is adjunct faculty at several community colleges in the Pacific Northwest, is a sociology instructor for the University of Idaho Department of Sociology, Anthropology, and Justice Studies, and provides teaching

and learning enhancements to a diversity course curriculum. Her contributions have helped shaped the use of several methodologically sound approaches to assist schools, colleges, universities and community organizations with their diversity programs and services. Dr. Lewis has instructed and facilitated hundreds of gender, diversity, and social justice courses, workshops and seminars, providing training and technical assistance for local and regional organizations, university orientation programs, and accredited conferences. She is an experienced educator, facilitator, and researcher, and is the recipient of several awards in teaching, professional excellence, writing, and leadership.

My Teaching Philosophy: A Truncated Version

I strongly believe academic knowledge and cultural competencies need to be directly linked to lived experiences—including work, family, community, and the global environment. Experience has revealed to me that students find a greater degree of relevancy when course content is grounded to lived experiences and vice versa. My philosophical approach to achieving this level of understanding is to create meaningful course content. In order to create empathy and respect for other human beings, I strive to teach students to learn to suspend their judgments so that depth and complexity may be understood. When learners have well-informed responses to social issues—and they are able to practice these responses through the exploration of knowledge and critique of their own attitudes, values, and beliefs—I believe students have the extraordinary potential to become influential in conveying their voices by respectfully challenging and critiquing dominant discourse.

It may be hard to believe, but I went through similar educational experiences as you all are going through now! My initial experiences were unsuccessful, at best. This means that I can not only relate to the challenges and hardships you face, but I may have a lot of tips and tricks to share with you to be able to successfully navigate the academic environment, along with all of the other things you've got going on in your daily lives.

Bottom line—I believe that we (meaning you and I) are engaged in participatory education. We learn from and grow with each other. Along this vein, I am very approachable. If you have questions, comments, or concerns, please feel free to contact me and we can talk through it together.