

# Sexual Stratification & Politics

## SOC 133

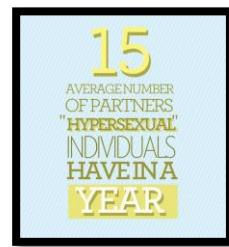
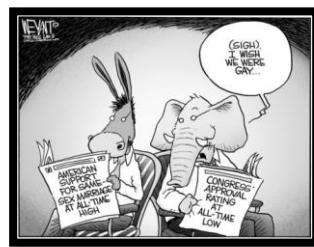
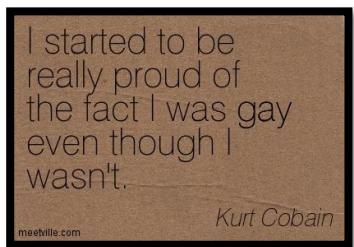
**Instructor:** David Orzechowicz  
**Email:** [djorzechowicz@ucdavis.edu](mailto:djorzechowicz@ucdavis.edu)  
**Office Hours:** Thursdays 9-11am and by apt.  
**Office:** SSH 2259

**Class Time:** MW 6:10-8pm\*  
**Class Location:** Young 194  
**Out-of-Office Hours:** Fridays 1-3pm  
**Location:** LGBTQIA RC or SCC

**TA:** Owen Cortner  
**Email:** [ocortner@ucdavis.edu](mailto:ocortner@ucdavis.edu)

**Office Hours:** Tuesdays 2-4pm  
**Location:** SSH 257

\* Course will only go to 8pm on 04.30, 05.05, 05.14, and 06.02. Lecture will typically end at 7:30pm.



### Course Overview

In popular culture and discourse, sexuality is commonly understood to be both intimately personal and innate. Essentialist ideas about sexuality – e.g. beliefs that sexuality represents a biological drive or genetic predisposition – are so widespread that they are the centerpiece for both Lady Gaga's *Born This Way* and the dominant pro-gay-rights rhetoric. The appeal of essentialist understandings of sexuality is easily grasped. They account for visceral, bodily experiences of the sensual and erotic, while legitimating the reality that sexuality is not easily mutable, e.g. we cannot simply take-up or set-aside sexual attractions, arousals, or identities. But dominant, essentialist understandings of sexuality fail to account for variation in “sexual” acts, roles, and identities over time and across space, or how social stratification emerges around sexuality in a single time and place. Essentialist approaches are, in fact, widely uncritical, ahistorical, and ethnocentric in how they conceptualize sexuality itself.

This class will offer an alternative approach to the study of sexuality, sexual stratification, and sexual power dynamics: a social constructionist approach. This will unfold in three distinct arcs of the course. First, we will unpack and critically examine sexuality as a social construction; that is, as a product of negotiated, shared, and contested meanings about what counts as sexual, how “sexual” feelings and desires can and should be expressed, and the implications for identities. Second, we will consider how social institutions and organizations legitimate and reward certain sexualities over others, and the how this produces sexual stigma and stratification. Finally, we will consider ways of challenging or “queering” dominant social constructions of sexuality.

### Some Basics

Class will be a combination of lecture, free writes, and small and large group discussion about course material. Please come to class ready to ask questions, share thoughts and experiences, and otherwise participate in our discussions. Readings may be the basis for group work and discussion, and should be completed before lecture on the day in which they are assigned. I will assume that you have read and have a basic knowledge of the material for the day. Lecture material will supplement, unpack, or compliment course readings, and I do not want to see anyone feeling lost or behind.

Please be courteous and respectful of one another. We all bring different experiences to this class, and have the opportunity to learn from the experiences of others. I will not tolerate verbal attacks or slander aimed at a particular racial, ethnic, gender, class, ability, religious, political, or sexual orientation group – or any other group for that matter. Challenging ideas is encouraged and desired; attacking individuals is not.

If you find yourself falling behind, not understanding material, not doing as well on assignments as you would like, or are encountering other personal or professional obstacles that might impede your ability to succeed in this course, please do not hesitate to see me during office hours or by scheduling an appointment. And do not wait; the sooner you approach me about potential conflicts or problems related to the course, the more I can do to help you succeed in this class.

Please note that we will discuss sensitive and explicit topics. If at any time you feel uncomfortable during class, you are free to step out of class. However, if you think you will feel uncomfortable with open and frank discussions, this course may not be a good choice for you. This is an “R” rated class.

### Expectations

The following outlines what you may expect of me as your instructor:

- **A sincere effort to help you learn the course material.** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can.
- **Accessibility.** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. Please try to make it your personal goal to visit my office hours at least once this quarter. I think you will find it helpful. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. *Please see Course Policies, below, for my e-mail policy.*
- **Attention.** When you are speaking, you will have my undivided attention.
- **Fairness.**

The following outlines what I expect from you as a student in this class:

- **A sincere effort to learn the course material.**
- **Preparation.** You should come to class having done the assigned readings and homework. On seminar days, you should bring the readings. All homework and papers should be typed and double-spaced (unless otherwise noted). Please purchase a stapler and a box of large paper clips, if you don't already have them – individual papers must be stapled, while groups of items turned in together must be clipped. (Note that the BCC guideline for homework is two hours outside of class for each hour spent in class.)
- **Attendance.** Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course, as I cover a lot of material in class that cannot be found in the readings. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return, even if it was assigned on the day you were absent. I highly recommend that you get the names and contact information some of your classmates so you can contact them for any assignments or notes if you miss class.
- **Promptness.** You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. No late work will be accepted unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **One Diva, One Mic.** Only one person speaks at a time.
- **One Stage, Many Divas.** No one person should monopolize discussion; everyone gets the opportunity to voice their thoughts, questions, and insights.
- **Contribution.** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.
- **Respect and tolerance.** Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.
- **Honesty.** If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

**Course Policies**

1. **Extensions:** If something is going to be late, always contact me beforehand. Given the circumstances, I may give you an extension, but extensions are not guaranteed.
2. **Late Penalty:** The first day an assignment is late, your grade will be reduced by a full letter grade; for each additional late day, your grade will be further reduced by 1/3 of a letter grade. Each weekend day counts as one day. For example, if you write a “B” quality paper due Friday, and you turn it in on the following Tuesday, you will receive a “D.”
3. **Medical Excuses:** If you are unable to make class or turn in an assignment late due to physical or mental health reasons, you must get a letter from your doctor/therapist, including an office telephone number, written on official letterhead paper. **The medical excuse must make clear that you were not able to attend class or hand in the assignment on the due date.**
4. **Plagiarism:** I adhere to University policies on plagiarism. See <http://sja.ucdavis.edu/avoid.htm> for those policies. I will report cases of plagiarism to the Office of Student Judicial Affairs.
5. **Contesting Grades:** If you disagree with the grade you receive on an assignment and wish to contest the grade, you must resubmit the original assignment to the TA *no sooner than 24 hours and no later than 1 week* after it has been returned to you with a 1 page (min) justification as to why you deserve a better grade. This written justification should be specific in its argument, and should engage the original prompt, the work you submitted, and the feedback you received. If, after contesting the grade, you still feel you did not receive the grade you deserve, you may submit the same materials to the instructor. The grade you receive from me will be your final grade, and may go up or down.
6. **Email:** I will return all emails within 48 hours of their receipt. This means that last-minute questions and extensions may be missed, so plan accordingly. I will not address substantive course questions over email; past experience has shown me that email exchange is a poor way of discussion course material. You can email me to set up an appointment or inform me of an absence. But if you have questions about a concept, theory, reading, or lecture, they are best addressed in-person. Also, answers to some questions can be found in the syllabus and assignment prompts. Please check these documents before emailing me with questions.
7. **Technology in the Classroom:** Please turn off or silence all cell phones. Please do not text in class. While I discourage students from being online during class – psychologists have found that multitasking generally divides our attention, not expand it – if you do feel you need to be online on your computer, please sit in the back 2 rows, so as to minimize distractions for others. If you will not be online, please do not sit in the last 2 rows – leave them for your peers who may need to get online.
8. **Gender-neutral language.** We cannot assume we know the gender identities of others. Please use “they,” “them,” and “their” when referencing people in class.

**Course Reading**

Required Text: All required course readings will be available on the course smartsite (<https://smartsite.ucdavis.edu/portal/site/soc133s14>). If you have any trouble accessing the course smartsite, e-mail me **ASAP** so I can forward you the readings. Do not wait until the night before – I may not see your e-mail until it is too late.

**Assignments and Grading**

<i>Assignment</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
<i>Participation</i>	<i>Daily</i>	<i>10%</i>
<i>Midterm 1</i>	<i>04/19</i>	<i>30%</i>
<i>Midterm 2</i>	<i>05/17</i>	<i>30%</i>
<i>Final Exam</i>	<i>06/09</i>	<i>30%</i>

*Note: Both midterms will be take-home exams; you will be given 120 hours (5 days) in which to address the prompt. The final exam format is TBD, and will be something we discuss as a group.*

**Student Disability Policy**

If you have any documented educational needs, please advise me at the beginning of the quarter so that appropriate accommodations can be made.

### Reading and Assignment Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
03.31	Introduction	<p><a href="http://themoth.org/posts/stories/not-that-kind-of-gay">http://themoth.org/posts/stories/not-that-kind-of-gay</a></p> <p><a href="http://www.thestdproject.com/stds-scarlet-letter-std-stigma/">http://www.thestdproject.com/stds-scarlet-letter-std-stigma/</a></p> <p><a href="http://www.nytimes.com/2012/10/20/opinion/blow-shades-of-gay.html?_r=0">http://www.nytimes.com/2012/10/20/opinion/blow-shades-of-gay.html?_r=0</a></p> <p><a href="http://www.nytimes.com/2012/09/09/fashion/cindy-gallops-online-effort-to-promote-real-not-porn-fed-sex.html">http://www.nytimes.com/2012/09/09/fashion/cindy-gallops-online-effort-to-promote-real-not-porn-fed-sex.html</a></p> <p><a href="http://www.blackgirldangerous.org/2012/06/20121127why-im-not-going-to-pride/">http://www.blackgirldangerous.org/2012/06/20121127why-im-not-going-to-pride/</a></p>
04.02	The Social Construction of Sexuality	<p>Seidman, Steven. 2010. "Social Constructionism: Sociology, History, and Philosophy." Pp 25-39 in <i>The Social Construction of Sexuality</i>, 2nd ed. New York: W.W. Norton.</p> <p>Vance, Carole S. 1998. "Social Construction Theory: Problems in the History of Sexuality." Pp 160-170 in <i>Social Perspectives in Lesbian and Gay Studies: A Reader</i>, ed. Peter M. Nardi and Beth E. Schneider. New York: Routledge.</p>
04.07	Inventing Sexuality	<p>Weeks, Jeffrey. 2003. "The Invention of Sexuality." Pp 11-40 in <i>Sexuality</i>, 2nd ed. New York: Routledge.</p> <p>Stein, Arlene. 1989. "Three Models of Sexuality: Drives, Identities, Practices." <i>Sociological Theory</i> 7(1): 1-13.</p>
04.09	"Doing" Sexuality	<p>Schwartz, Pepper. (2007.) "The Social Construction of Heterosexuality." Pp. 80-92 in <i>The Sexual Self: The Construction of Sexual Scripts</i>, ed. Michael Kimmel. Nashville, TN: Vanderbilt University Press.</p> <p>Messner, Michael A. (1999.) "Becoming 100% Straight." Pp. 227-32 in <i>Inside Sports</i>, ed. Jay Coakley and Peter Donnelly. London: Taylor Francis, Ltd.</p>
04.14	Intersectionality	<p>Nagel, Joane. (2001.) "Racial, Ethnic, and National Boundaries: Sexual Intersections and Symbolic Interactions." <i>Symbolic Interaction</i> 24:123-39.</p> <p>Pedulla, David S. (2014.) "The Positive Consequences of Negative Stereotypes: Race, Sexual Orientation, and the Job Application Process." <i>Social Psychology Quarterly</i> 77:75-94.</p> <p>Dyer, Richard. (2002.) "Gay Misogyny." Pp. 46-8 in <i>the culture of queers</i>. London: Routledge.</p>
<b>Midterm 1 Prompt Released</b>		
04.16	Historical Emergence of Lesbian/Gay Identities	<p>D'Emilio, John. (1993.) "Capitalism and Gay Identity." Pp. 467-76 in <i>The Lesbian and Gay Studies Reader</i>, eds. Henry Abelove, Michele Aina Barale, and David M. Halperin. NY: Routledge.</p> <p>Greenberg, David F. and Marcia H. Brystry. (1996.) "Capitalism, Bureaucracy, and Male Homosexuality." Pp. 83-110 in <i>Queer Theory/Sociology</i>, ed. Steven Seidman. Cambridge, MA: Blackwell Publishers, Ltd.</p>
04.21	Organizations & Sexuality: The Corporate Closet	<p>Woods, James D. with Jay H. Lucas. (1993.) "Dimensions of the Closet." Pp. 1-30 in <i>The Corporate Closet: The Professional Lives of Gay Men in America</i>. New York: The Free Press.</p> <p>Hall, Marny. (1986.) "The Lesbian Corporate Experience." <i>Journal of Homosexuality</i> 12:59-75.</p>

### Reading and Assignment Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
04.23	Sexuality in Organizations	<p>Erickson, Karla A. (2010.) "Talk, Touch, and Intolerance: Sexual Harassment in an Overtly Sexualized Work Culture." <i>Research in the Sociology of Work</i> 20:179-202.</p> <p>Dellinger, Kirsten and Christine L. Williams. (2002.) "The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing." <i>Social Problems</i> 49:242-57.</p>
04.28	Sexual Cultures & Stratification	<p>Green, Adam Isaiah. (2011.) "Playing the (Sexual) Field: The Interactional Basis of Systems of Sexual Stratification." <i>Social Psychology Quarterly</i> 74:244-66.</p> <p><a href="http://thingslesbiansdo.blogspot.com/2011/03/types-of-lesbians.html">http://thingslesbiansdo.blogspot.com/2011/03/types-of-lesbians.html</a></p> <p><a href="http://www.studiomoh.com/fun/census/results.php">http://www.studiomoh.com/fun/census/results.php</a> [Please take the quiz on this site and come to class knowing what "type" of gay you would be.]</p>
04.30	Representations of Sexuality	<p>Rushton, J. Phillippe and Anthony F. Bogaert. (1987.) "Race Differences in Sexual Behavior: Testing an Evolutionary Hypothesis." <i>Journal of Research in Personality</i> 21:529-51.</p> <p>Littlefield, Marci Bounds. (2008.) "The Media as a System of Racialization: Exploring Images of African American Women and the New Racism." <i>American Behavioral Scientist</i> 51:675-85.</p> <p><b>In-class video:</b> <i>The Celluloid Closet</i>.</p>
05.05	Sexuality and Globalization	<p><b>Reading TBD.</b></p> <p><i>Guest Lecturers: Owen Cortner and Brandon Buchanan</i></p>
05.07	Sexual Stigma: HIV & STIs	<p>Lichtenstein, Bronwen, Tess M. Neal, and Stanley L. Brodsky. (2008.) "The Stigma of Sexually Transmitted Infections." <i>The Health Education Monograph Series</i> 25:28-33.</p> <p>Earnshaw, Valerie A. and Stephenie R. Chaudoir. (2009.) "From Conceptualizing to Measuring HIV Stigma: A Review of HIV Stigma Mechanism Measures." <i>AIDS Behavior</i> 13:1160-77.</p>
05.12	Sexual Stigma: Bi- and Transphobia	<p>Weiss, Jillian Todd. (2003.) "GL vs. BT: The Archaeology of Biphobia and Transphobia Within the U.S. Gay and Lesbian Community." <i>Journal of Bisexuality</i> 3:25-55.</p>
<b>Midterm 2 Prompt Released</b>		
05.14	Challenging Sexual Stratification: Asexuality	<p>Scherrer, Kristin S. 2008. "Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire." <i>Sexualities</i> 11(5): 621-641.</p> <p><b>In-class video:</b> <i>(A)Sexual</i></p>
05.19	Challenging Sexual Stratification: Queer Theory	<p>Stein, Arlene and Ken Plummer. 1994. "'I Can't Even Think Straight': 'Queer' Theory and the Missing Sexual Revolution in Sociology." <i>Sociological Theory</i> 12: 178-87.</p> <p>Namaste, Ki. (1994.) "The Politics of Inside/Out: Queer Theory, Poststructuralism, and a Sociological Approach to Sexuality." <i>Sociological Theory</i> 12: 220-31.</p>

### Reading and Assignment Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
<b>05.21</b>	<b>Challenging Sexual Stratification: Feminist Porn</b>	Taormino, Tristan. 2013. "Calling the Shots: Feminist Porn in Theory and Practice." Pp 255-264 in <i>The Feminist Porn Book: The Politics of Producing Pleasure</i> , ed. Taormino et al. New York: The Feminist Press. Lee, Jiz. 2013. "Uncategorized: Genderqueer Identity and Performance in Independent and Mainstream Porn." Pp 273-278 in <i>The Feminist Porn Book: The Politics of Producing Pleasure</i> , ed. Taormino et al. New York: The Feminist Press. Hill-Meyer, Tobi. 2013. "Where the Trans Women Aren't: The Slow Inclusion of Trans Women in Feminist and Queer Porn." Pp 155-163 in <i>The Feminist Porn Book: The Politics of Producing Pleasure</i> , ed. Taormino et al. New York: The Feminist Press. Miller-Young, Mireille. 2013. "Interventions: The Deviant and Defiant Art of Black Women Porn Directors." Pp 105-120 in <i>The Feminist Porn Book: The Politics of Producing Pleasure</i> , ed. Taormino et al. New York: The Feminist Press.
<b>05.26</b>	<b>No Class</b>	<b>Memorial Day Holiday.</b>
<b>05.28</b>	<b>Challenging Sexual Stratification: Gay-Friendly &amp; Queer Org's</b>	Williams, Christine L., Patty A. Giuffre, and Kirsten Dellinger. (2009.) "The Gay-Friendly Closet." <i>Sexuality Research and Social Policy</i> 6:29–45. Hammers, Corie. (2009.) "An Examination of Lesbian/Queer Bathhouse Culture and the Social Organization of (Im)Personal Sex." <i>Journal of Contemporary Ethnography</i> 38:308-35.
<b>06.02</b>	<b>Challenging Sexual Stratification: Queer Fandom</b>	Jenkins, Henry & John Campbell. (2006.) "Out of the Closet and into the Universe: Queers and Star Trek." Pp. 89-114 in <i>Fans, Bloggers, and Gamers: Exploring Participatory Culture</i> , ed. Henry Jenkins. New York, NY: New York University Press. <i>Guest Lecturer: Evan Lauteria</i>
<b>06.04</b>	<b>Challenging Sexual Stratification: Queer Heterosexualities</b>	Bridges, Tristan. (2014.) "A Very Gay Straight? Hybrid Masculinities, Sexual Aesthetics, and the Changing Relationship between Masculinity and Homophobia." <i>Gender &amp; Society</i> 28:58-82. Dan Savage video <i>On Straight Men</i> .
<b>06.09</b>	<b>Final Exam</b>	<b>8:30-10:30pm</b>