
SOC 490-10-01: SEXUALITIES AND THE LAW
ACADEMIC HALL 303, MONDAY/WEDNESDAY 4:00-5:15PM, FALL 2017

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Office Hours: Mondays/Wednesdays 5:15-6:15, Thursdays 3:00-4:00, and by appointment
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COURSE DESCRIPTION

Using frameworks from the sociology of sexualities and feminist and queer theories, explores various ways sexualities are regulated by the State. Students will explore the socially constructed nature of sexualities through the lens of criminalization (ie. sodomy and sex work) as well as through policy and laws regulating sexuality like age of consent, marriage, immigration, and sexual assault. Emphasis on how sexuality as a site of oppression is impacted by race, gender, socioeconomic status, age, ability, and nationality.

STUDENT LEARNING OUTCOMES

Knowledge outcomes:

By the end of the course students will be able to recall...

- The various ways sexuality is socially constructed.
- How sexuality is treated as uniquely distinct from other social behaviors in society.
- How discrimination is institutionalized.

Skills outcomes:

By the end of the course, students will be able to...

- Recognize when sexuality is being used as a form of social control.
- Make persuasive verbal and written arguments using sociological theories and frameworks.
- Advocate for marginalized groups.

Other outcomes:

By the end of the course students will be able to...

- Analyze claims they hear about sexuality-related issues.
- Identify essentialist arguments about sexuality.
- Talk with colleagues, friends, and loved ones more openly about sexuality and sexuality-related issues.

PROGRAM LEARNING OUTCOMES

In addition to the course learning outcomes detailed above, the sociology department at CSUSM is committed to ensuring that the following 4 of the 5 program student learning objectives (PSLOs) are met for all sociology students and other students taking this particular course:

PSLO #1: Analyze and interpret the diversity of social experience using a sociological perspective, especially as it relates to race, class, gender, age, sexual preference, religion, and nationality.

How: Every class meeting and assignment is geared towards this goal included weekly readings, written assignments, and discussion groups. I engage an intersectional approach to this topic, which means that the inclusion of race, class, age, sexual preference, religion, and nationality is intrinsic to all course materials.

PSLO #2: Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.

How: You will be exposed to competing theoretical approaches to understanding this topic like essentialist versus constructionist theories. Much of the course will examine various structures and institutions where sexuality is regulated, including the legal and criminal justice systems, family, and religion. You will be exposed to various social, cultural, and political strategies that intervene towards positive change in regard to regulating sexuality.

PSLO #3: Locate, analyze, assess, and communicate sociological scholarship.

How: You will locate, analyze, assess, and communicate sociological scholarship through the readings and written assignments.

PSLO #5: Articulate the ethical and social justice implications of sociological inquiry.

How: You will learn about sexism, racism, classism, and heterosexism as systems of oppression. You will learn how various social justice movements, including feminism and the LGBT rights movement, have worked towards equality for all.

TWO NOTES ON SMARTS (borrowed from Dr. Lisa Wade, Ph.D., Occidental College)

Myth: "A" students are smarter than other students.

Fact: College is a unique institution with its own rules and skills. You will not simply get an A because you are smart. Being smart *at college* means learning a specific skill set. Since you are competing with students who are also smart, getting an A in a course is a combination of effort, prior knowledge, and experience. If you are a freshman, you may find that you must work harder to get the same grade as a senior who has much more experience at excelling in college classrooms and, thus, knows better how to do it. If this is your first sociology class, you may find that you have to work harder to get the same grade as someone who has taken sociology classes before and, thus, has more background knowledge to apply and with which to absorb new sociological knowledge. If you are a freshman, be patient with yourself. Don't put pressure on yourself to get straight As from the get go. Give yourself a break. Acknowledge that there will be a learning curve and give yourself some time to climb it. Do your best and look forward to when you will be the one with knowledge and experience.

Myth: We are born with a certain level of intelligence that remains static throughout our lives.

Fact: The mind is like the body. If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, your reasoning skills, your ability to absorb new information, and more. But it isn't necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You're not really challenging and improving your mind until it hurts a little. So you may find that learning in this class (and others) is kind of like suffering. It's okay. It doesn't mean that you're not smart, it means that you're getting even smarter.

COURSE REQUIREMENTS AND EXPECTATIONS

REQUIRED COURSE MATERIALS

- *The War On Sex*. 2017. David M. Halperin and Trevor Hoppe, Editors. Durham, N.C.: Duke University Press. This book is REQUIRED for the course. It's available through the university bookstore as well as through various online outlets. If you cannot purchase a copy of this book, please discuss this with me during the first week of classes so that we can come up with an alternative. You will not be able to pass the course without doing the readings.
- Supplemental readings will be made available for free in digital form via Cougar Courses or the Kellogg Library.
- Films, video, and audio clips will be used in class and are considered required course materials.

COUGAR COURSES

- We will be using Cougar Courses in this class. For access, go to <http://cc.csusm.edu>. You should automatically be granted access to the Cougar Courses component of the class if you are officially enrolled in the course. If you have problems with access, please email cchelp@csusm.edu or call the student help desk at (760) 750-6505.
- You can find the reading schedule, assigned readings, assignment prompts and rubrics, an electronic copy of the syllabus and other useful resources on Cougar Courses.
- You will post most of your written assignments to Cougar Courses.
- I will use Cougar Courses as a communication tool therefore **you are required to check it every weekday**.
- It is your responsibility to make sure your computer is compatible and kept up-to-date with the Cougar Courses software. See above for help resources.

TEACHING PHILOSOPHY

This course is designed with the intention of helping you develop your critical thinking skills through thinking outloud (discussion), reading, and writing. I am not so much interested in you saying or writing the "right" thing, as I am interested in seeing you make *an effort* to think, discuss, and write about complicated sociological topics. All of the work you do in this class should be considered "practice" much like you would practice or train for an athletic endeavor.

READING

Readings are assigned on a week-by-week basis. A reading schedule can be found at the end of this syllabus and a copy is also available on Cougar Courses. It is your responsibility to know the weekly reading assignments. You are expected to complete all of the reading assignments, make ties to course concepts and integrate them into discussions and written assignments. **You should have completed the week's assigned readings before class meets on Monday afternoon.** Please bring the appropriate assigned readings to lecture with you every day that we meet.

Students who complete all of the course reading assignments as scheduled will be better prepared to succeed in the course than those who do not.

WRITING REQUIREMENT

In line with CSUSM's writing requirement you must write a minimum of 2500 words in this course. This will be accomplished through various assignments, including written reading responses, an annotated bibliography, an op-ed, and discussion facilitations.

Please note that if you submit assignments late or miss them, you may NOT make them up.

READING DISCUSSION GROUPS (50 points)

- You will be responsible for participating in 10 discussion groups AND facilitating 2 group discussions over the course of the semester (10 total). Both participants and facilitators receive points for discussions.
- You earn 3 participation points for each discussion you attend and up to 10 additional points for each facilitation.
- Discussion group assignments are due by **4:00pm** on the days you facilitate.
- **See "Reading Discussion Group" assignment on Cougar Courses for full details.**

WRITTEN READING RESPONSE ASSIGNMENTS (20 points)

- You are required to complete 2 reading responses over the course of the semester.
- Reading responses are due on the following dates: **10/4 & 11/29.**
- Each reading response is worth up to 10 points.
- Your written response must be posted to Cougar Courses by **4:00pm** the day it is due.
- **See "Written Reading Response Prompt" on Cougar Courses for full details.**

ANNOTATED BIBLIOGRAPHY (15 points)

As a way to develop and practice your ability to seek out scholarly sources and comprehend academic literature, you will create an annotated bibliography based on the topic of your op-ed letter (see below). Details about this assignment will be announced by **Week 4** of the semester. **This assignment is due by 11:59pm, Sunday, November 26.**

OP-ED LETTER ASSIGNMENT (15 points)

Students will write an opinion editorial letter to a media source or state or federal legislator arguing a position about a timely sexualities-related topic. Details about this assignment will be announced by **Week 8** of the semester. **This assignment is due by 11:50pm, Sunday, December 10.**

Students who attend lecture regularly, are engaged and attentive in the classroom, and participate in classroom discussions and activities will be better prepared to succeed in the class than those who do not.

ASSESSMENT

Course requirements	Point distribution
Reading Discussion Groups	50
Written Reading Responses	20
Annotated Bibliography	15
Op-Ed Letter	15
TOTAL	100

GRADING SCALE

94% to 100% A	74% to 76.9% C
90% to 93.9% A-	70% to 73.9% C-
87% to 89.9% B+	67% to 69.9% D+
84% to 86.9% B	64% to 66.9% D
80% to 83.9% B-	60% to 63.9% D-
77% to 79.9% C+	Below 60% F

D. CLASSROOM POLICIES

GENERAL CLASSROOM EXPECTATIONS

- COVERT AUDIO & VIDEO RECORDING OF CLASS IS PROHIBITED. Please ASK permission.
- Please do not use your handheld digital devices during class unless asked to do so.
- Laptop use is not allowed in my classroom during lectures. See me in person to seek an exception.
- Be on time, prepared and ready to work for the whole class period. Please bring the appropriate assigned readings with you to class.
- Be respectful of your neighbors and your instructor by not talking during lectures.
- Use the appropriate names and gender pronouns for everyone in class.
- Follow the classroom “Rules of Engagement”

SEXUAL CONTENT IN THE CLASSROOM

In this course you will be reading, watching, listening to, and discussing a myriad of sexual topics. It is impossible to teach a course on sexuality without talking explicitly about sexuality, but due to the social taboos and cultural inhibitions related to sexuality in the United States, this topic can be particularly difficult to discuss and may stir up various strong emotions for you. If at any point during the semester you find yourself emotionally overwhelmed by the content, I urge you to contact Student Health & Counseling Services located across from the Student Union. They can be reached by phone at (760) 750-4915 or online at www.csusm.edu/counseling/.

OFFICE HOURS

I encourage you to visit me during office hours or by appointment as many times as you like over the course of the semester and into the future. There are more than 30 students in this class and while I do my best to learn your names and a little bit about you, coming to office hours is an excellent way to ensure that I get to know you and see that you are engaged in the class. As your college career progresses, you will have to request things from your former instructors like letters of recommendation for study abroad programs or graduate school. Taking advantage of office hours visits with all of your instructors and professors will help you develop the relationships you will need to be successful in the future.

APPEALING GRADES WITH THE UNIVERSITY

There is a formal grade appeal process established through the university if you are dissatisfied with my final decision regarding grades you are assigned in this class. You can find more information about this process here: http://www.csusm.edu/policies/active/documents/student_grade_appeals.html

SOCIOLOGY AND CRIMINOLOGY & JUSTICE STUDIES STUDENT RESEARCH SYMPOSIUM

March 12, 2018

Conducting and presenting research as an undergraduate has been shown to make students' overall college experience better, particularly for under-represented students. Sociology and Criminology & Justice Studies majors/minors who are interested in conducting and presenting research have a variety of options on campus, including turning a class project into a research presentation, developing a research project around your own community activism, and/or working independently with a professor. Consider presenting at The **Sociology, Criminology & Justice Studies Student Research Symposium on March 12, 2018**. For more information, talk to your professors about this opportunity, email kglover@csusm.edu, and/or visit the Sociology Department website - <http://www.csusm.edu/sociology/symposium/index.html>

UNIVERSITY POLICIES

ABSENCE DUE TO UNIVERSITY ACTIVITIES AND RELIGIOUS BELIEFS

CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. *Within the first week of classes*, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

By the end of the first week of classes, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student by the end of the second week of classes.

For the complete CSUSM policy on Student Absence from Class for University Events and Religious Observances go here:

http://www.csusm.edu/policies/active/documents/Student_AbsencefromClassforUniversityEventsandReligiousObservances.html

ACADEMIC HONESTY

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Sanctions at the University level may include suspension or expulsion from the University.

For more information on the CSUSM policy on academic honesty go here:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

DISABILITY ACCOMODATION

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations are welcome to speak with me before or after class OR meet with me during my office hours if you prefer a more confidential exchange.

DISCRIMINATION AND HARASSMENT - Executive Order 1095

The CSU, through its chancellor and presidents, is committed to creating an atmosphere in which all Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation.

It is CSU policy that no Student shall, on the basis of any Protected Status (Age, Disability, Gender, Genetic Information, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status) be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this executive order.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim)), any member of the University community who knows of, or has reason to know of, allegations or acts that violate this policy, shall promptly inform the CSUSM Title IX Coordinator Bridget Blanshan (bblansha@csusm.edu or (760) 750-4056).

Employees and Students who violate this policy may be subject to discipline. If employee discipline is appropriate, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and legal requirements. Student discipline shall be administered in accordance with §41301 of Title 5, California Code of Regulations and Executive Order 1098, or any superseding executive order, if applicable.

For questions or concerns regarding Executive Order 1095 please contact the Student Affairs Office at 760-750-4056 or visit this website: <http://www.csusm.edu/title9/policy/EO1095.pdf>

DROP/ADD DEADLINES

Add/Drop period begins the first day of classes, Monday, August 28 and runs through Monday, September 11, 2017. For details, go here: http://www.csusm.edu/schedule/fall2017/registration_information.html

FINAL EXAM POLICY

There is no final exam for this course.

SAFE ZONE

It is important for me to know that every student feels respected and at ease in my classroom and on campus. LGBTQA students may wish to know that I have received Safe Zone training from the LGBTQA Pride Center at CSUSM. My office hours are a safe space for you to come if you have any particular concerns with regard to LGBTQA issues. You may contact the Pride Center directly: <http://www.csusm.edu/asi/pc/>

STUDENT CONDUCT

As a member of the Cal State San Marcos community, all students are expected to adhere to the Standards for Student Conduct. Please remember that the Standards for Student Conduct exist to maintain a fair, safe, and healthy living learning environment for students, faculty, and staff. Students are also expected to be good citizens, engage in responsible behavior, be civil to each other, and positively contribute to university life. Student behavior that is not consistent with the Standards for Student Conduct will be addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. For more information about CSUSM's student conduct policy go here:

http://www.csusm.edu/dos/studres/standards_student_conduct.html

STUDENT OUTRACH AND REFERRAL (SOAR)

SOAR is a centralized service for all members of the university community seeking to assist students in finding answers to questions, resolving concerns, or identifying opportunities to maximize their success at CSUSM. SOAR provides individual attention to students and facilitates personalized referral to university resources. Contact SOAR via their website www.csusm.edu/soar/ or call (760) 750-SOAR.

TIME SPENT ON COURSES

The College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) expects students to do approximately 2 hours of work outside the classroom for every hour spent in the classroom. In other words, we will be spending 3 hours together in the classroom every week, therefore you should expect to do 6 hours of work outside the classroom for this course, for a total of 12 hours spent on this course every week.

Week:Date	Theme	Readings
Week 1: Aug 28 & 30	Intro to Sociology of Sexualities	Start reading for Week 2
Week 2: Sept 6 <i>(Class doesn't meet Monday, September 4)</i>	Review Social Construction	Rubin "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (42pp)
Week 3: Sept 11 & 13	Theories of Sexuality	Stein & Plummer "'I can't even think straight!' 'Queer Theory' and the Missing Sexual Revolution in Sociology"; Bernstein "Sociology of Sexualities: Taking Stock of the Field" (17pp)
Week 4: Sept 18 & 20	The War on Sex	Hoppe "Thinking Sex and Justice" AND Halperin "Introduction: The War on Sex" parts I and II (to p. 22)
Week 5: Sept 25 & 27	The War on Sex	Halperin "Introduction: The War on Sex" parts III-VII (to p. 48)
Week 6: Oct 2 & 4	Catch up	No readings
Week 7: Oct 9 & 11	Politics of Sex	Lancaster "The New Pariahs: Sex, Crime, and Punishment in America" (50pp)
Week 8: Oct 16 & 18	Politics of Sex	Levine "Sympathy for the Devil" AND Daniel-McCarter, Meiners, and Noll "Queer Disavowal" (53pp)
Week 9: Oct 23 & 25	Politics of Sex	Borchert "A New Iron Closet" (15pp) AND Case "Seeing the Sex and Justice Landscape through the Vatican's Eyes" (9pp)
Week 10: Oct 30 & Nov 1	The Sex Offender	All of Part II "The Invention of the Sex Offender" (47pp)
Week 11: Nov 6 & 8	Sex Work & Trafficking	All of Part III "Sex Work and the Trouble with Trafficking" (38pp)
Week 12: Nov 13 & 15	Criminalizing HIV	All of Part IV "Making HIV a Crime" (45 pp)
Week 13: Nov 20 & 22	Catch up	No readings
Week 14: Nov 27 & 29	Resisting the War on Sex	All of Part V "Resistance" (45 pp)
Week 15: Dec 4 & 6	Closing	No readings