

**UTEP**

**FALL 2016**

**SEXUALITY & SOCIETY**

**ANTH 4370-009 16515      SOCI 3341-009 14270**

**MW 1:30pm – 2:50pm**

**OLD MAIN 214**

**Instructor:** Roc Callaway

**Office:** Old Main 203

**Office Phone:** (915) 747-6156

**Office Hours:** MW 10:30am – 11:20am or by appointment

**Email:** recallaway@utep.edu (please use your @miners.utep.edu account)

PLEASE REFER TO THIS DOCUMENT BEFORE CONTACTING US.  
YOUR ANSWER WILL LIKELY BE FOUND HERE.

**INSTRUCTOR'S OVERVIEW OF THE CLASS**

This course will examine sexuality in its social and cultural contexts, focusing on how society influences or shapes the many variations in sexual identity and sexual behavior. Qualitative approaches will be discussed and applied to sexuality research and to cultural and social influences on sex and sexuality. Topics of interest to be covered are categorizing sex, investigating sexuality, sexual education, heteronormativity, sexual bodies, practices and diseases, bisexuality, sexual violence, and social control of sexuality.

**REQUIRED TEXT**

Stompler, Baunach, et al., *Sex Matters: The Sexuality & Society Reader 4<sup>th</sup> ed.* W.W. Norton 2014

Callaway, Roderick

2005 ¿Ya Sabe Tu Mama? Does Your Mama Know? Balancing Sexual Desire, Behavior and Identity in Restricted Spaces on the Border. M.A. thesis, University of Texas at El Paso Department of Sociology and Anthropology. El Paso, Texas.

**DISABILITY SUPPORT SERVICES:**

**If you have a disability and need classroom accommodations**, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

## ATTENDANCE

You should make an effort to ATTEND EVERY CLASS. Arriving prepared and participating in discussions and group or individual work will contribute to your success in this class. **Please arrive on time and remain until I dismiss you.** It is up to you to be in class when work is assigned and collected. Please understand that assignments will be due at the beginning of class, meaning by 1:30pm, and must be submitted **by you**. There is no “grace period”, if you arrive late (after 1:30.01pm) it is highly unlikely your work will be accepted. Students who submit work then leave before class ends will be considered absent and will not receive credit for the assignment.

**All absences will be considered unexcused; there is no need for you to provide evidence to explain your absence.** Except where UTEP policy dictates otherwise, make-ups will not be allowed for any work missed during your absence.

## CLASSROOM ETIQUETTE & POLICIES:

Please refer to the UTEP Handbook of Operating Procedures for information about conduct, appeals, student’s rights and responsibilities.

You are advised that materials to be discussed in class and the accompanying language might be, to some, offensive or controversial. I expect that we will conduct ourselves as adults and with respect for differences of opinions and with respect for ourselves and fellow class members. **I reserve the right to dismiss students who are disrupting class in any form.** Eating, talking out of turn or to your neighbor instead of adding to discussion, packing to leave before you are dismissed, and sending/reading text messages during class are some examples of disruptive behavior that may result in you being dismissed from class. Continued instances of any disruptive, disorderly or disrespectful behavior may result in further action including the student being dropped from the course.

**Academic dishonesty in any form will neither be tolerated or ignored and will be referred to the Dean of Students for disciplinary action.**

Electronic devices should be turned off or placed on silent and kept out of sight at all times during class. I reserve the right to answer your phone should it ring during class.

## GRADING CRITERIA

**Your Final Course Grade will be assigned on a 1000 point scale as follows:**

**895 – 1000 pts = A**

**795 – 894 pts = B**

**695 – 794 pts = C**

**600 – 694 pts = D**

**<600 pts = F**

**YOUR FINAL GRADE WILL RESULT FROM POINTS YOU EARN ON:**

A.) Chapter Quiz (8 of 9)	25 pts each	Total 200 pts
B.) Reading Responses (9 of 10)	30 pts each	Total 270 pts
C.) Reading Questions (15 of 19)	5 pts each	Total 75 pts
D.) Discussion Leader (Group)	50 pts	Total 50 pts
E.) Group Project	Paper 105pts/Presentation 75pts/Critique 25pts	Total 205 pts
F.) Participant Observation Assignment	100 pts	Total 100 pts
G.) Film Analysis Paper	100 pts	Total 100 pts
		<hr/> Total 1000 pts

**Make-Up and/or Late Work & Extra Credit:**

No exceptions will be made for the times or dates work is assigned or due. You **will not** be allowed to make up any missed work or exams. Note that the lowest grades for one quiz, one reading response paper, and three reading questions will be dropped and will not affect your final course grade.

**Extra credit will not be offered in this course.**

Exceptions, although unlikely, to any policy will be considered on a case-by-case basis.

**ALL PAPERS SHOULD BE FORMATTED AS FOLLOWS:**

Typewritten                      Double-spaced                      12 pt Times New Roman font  
1" margins all around                      Stapled                      Name only in upper left corner of 1<sup>st</sup> page

Include assignment Title (RR1, RQ12 etc.)

Papers should be proofread and submitted as grammatically correct and error-free as possible.

**IMPORTANT CLASS DATES:**

**FALL 2016**

22 Aug 16      Classes Begin  
05 Sept 16      Labor Day Holiday  
07 Sept 16      Census Date  
28 Oct 16      Course Drop/Withdrawal Deadline  
24 -25 Nov      Thanksgiving Day Holiday  
01 Dec 16      Last Day of Classes  
07 Dec 16      4pm – 645pm Group Presentations

## DAILY CLASS ASSIGNMENTS: Course Outline

Week 1 August 22 <sup>nd</sup> & 24 <sup>th</sup>	Introductions Sexuality Brief
Week 2 August 29 <sup>th</sup> & 31 <sup>st</sup>	Ch 2 (7, 8, 10, 11)                      Investigating Sexuality
Week 3 Monday September 5 <sup>th</sup> September 7 <sup>th</sup>	Labor Day Holiday- University Closed
Week 4 September 12 <sup>th</sup> & 14 <sup>th</sup> RQ1 RR1 & RQ2 Due Wednesday	Ch. 1 (1, 2, 3)                      Categorizing Sex Ch. 1 (4, 5, 6)                      Categorizing Sex
Week 5 September 19 <sup>th</sup> & 21 <sup>st</sup> RQ3 RR2 & RQ4 Due Wednesday	Ch 3 (12, 13, 14) DL1                      Representing Sex Ch 3 (15, 16, 17) DL2                      Representing Sex
Week 6 September 26 <sup>th</sup> & 28 <sup>th</sup> RQ5 RR3 & RQ6 Due Wednesday	Ch 4 (18, 19, 20) DL3                      Learning About Sex Ch 4 (21, 22, 23) DL4                      Learning about Sex
Week 7 October 3 <sup>rd</sup> & 5 <sup>th</sup> <b>Group Project Intro</b> RR4 & RQ7 Due Wednesday	<b>Group Project &amp; P/O Assignment Introductions</b> Ch 7 (39, 40, 41) DL5                      Sexual Disease
Week 8 October 10 <sup>th</sup> & 12 <sup>th</sup> RQ8 RR5, RQ9 & <b>Decision Paper</b> Due Wednesday	Ch 5 (24, 25, 26) DL6                      Sexual Bodies Ch 5 (27, 28, 29) DL7                      Sexual Bodies
Week 9 October 17 <sup>th</sup> & 19 <sup>th</sup> RQ10 RR6 & RQ11 Due Wednesday	Ch 6 (31, 32, 33) DL8                      Sexual Practices Ch 6 (34, 35, 37) DL9                      Sexual Practices
Week 10 October 24 <sup>th</sup> & 26 <sup>th</sup> RQ12 RQ13	Ch 8 (43, 44)                      Social Control of Sexuality Ch 8 (46, 47)                      Social Control of Sexuality
Week 11 October 31 <sup>st</sup> RR7 & RQ14 Due Monday November 2 <sup>nd</sup>	Ch 8 (48, 50) DL10                      Social Control of Sexuality View Film for Film Analysis
Week 12 November 7 <sup>th</sup> RR8 & RQ15 Due Monday November 9 <sup>th</sup> <b>Project Papers Due</b>	¿Ya Sabe Tu Mama?                      Social Control of Sexuality
Week 13 November 14 <sup>th</sup> & 16 <sup>th</sup> RQ16 RR9 & RQ17 Due Wednesday	Ch 9 (51, 52, 53) DL11                      Sexual Violence Ch 9 (54, 55, 56) DL12                      Sexual Violence
Week 14 November 21 <sup>st</sup> & 23 <sup>rd</sup> RQ18 RR10 & RQ19 Due Wednesday	Ch 10 (57, 58) DL13                      Commercial Sex Ch 10 (59, 60) DL14                      Commercial Sex
November 24 <sup>th</sup> & 25 <sup>th</sup>	Thanksgiving Holiday – University Closed
Week 15 November 28 <sup>th</sup> <b>P/O Papers Due Monday</b> November 30 <sup>th</sup> <b>FA Papers Due Wednesday</b>	Discuss P/O Assignment <i>Discuss Film Analysis Assignment</i>
Week 16 Wednesday December 7 <sup>th</sup> 4pm – 645pm	<b>Project Presentations</b>

**\*NOTE: I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student.**

## **ASSIGNMENT INSTRUCTIONS:**

**Chapter Quizzes** will be completed online within Blackboard. Each quiz will consist of multiple-choice and true/false questions. You will have only one (1) attempt and thirty (30) minutes to complete each quiz.

**The lowest one (1) quiz grade will be dropped.**

**Reading Responses (RR)** will be **due by 1:00pm on it's due date**. RRs should be no less than 4 full pages (preferably double-sided) describing your reaction to each of the assigned chapter's readings. Summaries of the readings should be avoided and may result in point deductions. Your response, or reaction, to the reading is most important. What thoughts came to mind as you read? Did you learn something new and/or were you challenged to reconsider how you previously thought about the topic? Are you surprised, confused, or angered by what you read? Why? Or why not? What connections—major similarities or differences—can you make across the multiple readings? What connections can be made to current, real world events or examples?

**The lowest one (1) reading response grade will be dropped.**

**Reading Questions (RO)** will be **due at the beginning of class (by 1:30pm)**. You must provide at least one question per each reading posed to the authors—or in general—that seek to address or further investigate the primary topic, any problems you find with the reading, points that are unclear to you, or your ideas about future studies related to the reading. Questions may be used during discussion of the readings. Please specify the reading your questions are related to.

**The lowest four (4) reading question grades will be dropped.**

**Discussion Leaders** will facilitate discussion of the readings for one class meeting. Although you are free to choose how you facilitate the discussion, listed below are my suggestions for successfully leading discussion.

- a. Present overall **brief** summary of major concepts/points developed in the reading. In-depth summarization should not be necessary as we all are responsible for having read the readings prior to our meetings.
- b. Facilitate discussion of the major concepts presented in the reading. You should not create a power point although you may choose to use other resources, including short video clips or hand-outs, as you deem suitable. Think of questions to challenge the class to consider each reading separately as well as make connections between each reading.

**Group Project** instructions provided below.

**Participant Observation** instructions provided below.

**Film Analysis** instructions will be provided.

# Sexuality & Society

## Group Research Project

### 205 pts

Decision Paper 1 page 5 points Due Wednesday October 12<sup>th</sup>

Research Paper 6 – 8 pages 100 points Due Wednesday November 9<sup>th</sup>

The research project allows you to use concepts from our readings and discussions to creatively analyze and develop an argument related to sexuality.

The **decision paper** will discuss your topic choice. What is the topic and the thesis you intend to develop and support within the paper? Why did you choose this topic? What are the two course readings, with two additional scholarly sources, you will use to develop your overall argument?

Your **research paper** should utilize the course readings and additional sources to support and develop the thesis from your decision paper. Clear connections must be made across the readings to support your thesis.

#### **PAPERS SHOULD FOLLOW THESE GUIDELINES:**

Typewritten No cover sheet Double-spaced 12 pt Times New Roman font  
1" margins all around Stapled Name only in upper left corner of 1<sup>st</sup> page  
Your papers should be proofread and submitted as grammatically correct and error-free as possible.  
You may lose points if I am unable to or find it difficult to read or understand your essay.

**Project Presentations** 8 – 10 minutes 75 points Wednesday, Dec 7<sup>th</sup> 4pm – 645pm

Groups will provide an overview of the arguments developed in the research paper, including connections across the readings as well as provide examples from real world, current events. Points will be awarded as follows:

**50 points** Overall topic discussion, connections and examples

**20 points** The presentation—cohesive flow of information and ideas, the cooperation and participation of all group members, creativity, appeal). Each group member should contribute equally during the presentation.

**5 points** Timeliness—the presentation should be between 8 and 10 minutes

# GROUP MEMBER CRITIQUE

**25pts**

Each group member is expected to contribute equally to the successful completion of the project.

Critiques by: Print Your Name \_\_\_\_\_

Using a scale of **0-5** (where **0** is poor/negative and **5** is excellent/positive), please evaluate yourself and each of your group members. Total points = your rating of the quality of contributions of each team member (ranging from 0 – 25). You must also provide comments in the reflections area for each group member, including yourself.

<p>Critique for: YOU _____</p> <ol style="list-style-type: none"><li>1. Completed fair share of work _____</li><li>2. Exhibited a positive attitude _____</li><li>3. Communicated well with others _____</li><li>4. Gave quality suggestions and input _____</li><li>5. Worked as a team member _____</li></ol> <p>Total (0 – 25) points _____</p> <p>Reflections: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Critique for: _____</p> <ol style="list-style-type: none"><li>1. Completed fair share of work _____</li><li>2. Exhibited a positive attitude _____</li><li>3. Communicated well with others _____</li><li>4. Gave quality suggestions and input _____</li><li>5. Worked as a team member _____</li></ol> <p>Total (0 – 25) points _____</p> <p>Reflections: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Critique for: _____</p> <ol style="list-style-type: none"><li>1. Completed fair share of work _____</li><li>2. Exhibited a positive attitude _____</li><li>3. Communicated well with others _____</li><li>4. Gave quality suggestions and input _____</li><li>5. Worked as a team member _____</li></ol> <p>Total (0 – 25) points _____</p> <p>Reflections: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Critique for: _____</p> <ol style="list-style-type: none"><li>1. Completed fair share of work _____</li><li>2. Exhibited a positive attitude _____</li><li>3. Communicated well with others _____</li><li>4. Gave quality suggestions and input _____</li><li>5. Worked as a team member _____</li></ol> <p>Total (0 – 25) points _____</p> <p>Reflections: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Due at the beginning of class on: Monday, November 28<sup>th</sup>

**YOU MAY SUBMIT EARLY. LATE WORK WILL NOT BE ACCEPTED.**

**Participation observation** is one of the **hallmarks of ethnology** or cultural anthropology and is employed by many sociologists as a research method. In its early history, anthropologists went into the field but often did not have the language skills and/or lived apart from those they were studying. Bronislaw Malinowski in his study of the Trobriand Islanders, among others, went beyond the second-hand information of traders and colonial administrators to help establish participant observation as a **method of research**.

In participant observation, the **ethnographer lives among** those in his/her study and **participates** in the community's round of activities over an **extended period of time**. Alice Reich has described participant observation as "a time-honored tradition of making a fool of oneself for a point" (Kutsche 1998:5). Why a fool? Generally, the ethnographer is not a member of his/her study community so s/he **comes as a stranger**. When in a totally foreign environment, one naturally expects that there will be misunderstandings. By overcoming these, we learn about those around us and ourselves.

As noted by Bohannan and van der Elst (1998:26), "Even the simplest of cultures is vastly more complex than the mind of any single person, whether native or observer, can encompass." In other words, there is no one person who has experienced, and therefore knows, all there is to any culture. Indeed, there may be some who know more than others and they are "found" treasures when undertaking any research. More likely, one will encounter an individual who has limited knowledge. Like those in one's research, an **ethnographer cannot possibly see and explain everything**. One should be cognizant that the task ahead can be never-ending and certainly is not easy.

With the above in mind, your observations will be **limited or affected** by a **number of factors**. Where are you positioned within the setting/event? What kind of setting/event is this? Are you strictly an observer or are you a participant? If a participant, how so? How many people are there (do you have a full or obscured view)? How do the participants use the space? Is note-taking possible? What effect, if any, does your presence have?

## THE ASSIGNMENT

**You must form a dyad or triad** (2 or 3 members only) to complete this assignment. You are to select a location where you are part of the scene. Basically, you **do as you typically do as a member of the public** (you observe without drawing attention to yourself) but in this case you **consciously evaluate the interaction(s)** that you observe. Since you are not interviewing, you do not need a consent form.

Please feel free to discuss the assignment (minimally and honestly) with anyone who asks what you are doing (only if you are asked). Your actions should not draw attention to yourself so this **should** be avoidable. Observing also **does NOT mean stalking** the individual(s)! There are many spaces in our community for you to conduct your observations.

**Choose a location that you consider "sexual" in nature and that you are, preferably, unfamiliar with.**

**Before** your observation, consider and write out your feelings and assumptions about the location you will observe. Who and what do you expect to encounter? What do you expect to experience in the space? Why do you have these assumptions? Why did you choose this location in particular?



**During** a sustained period of **at least 30 minutes**, make your observations. Depending on the location, your observation may require more or less time and/or multiple visits. Group members should be together but **should not discuss observations as they are occurring**. As soon as possible following (or discretely during) your observations, document (write down) what you have observed.

**Avoid being judgmental** in your descriptions. If you write "Mexican student," or "married couple," how do you know this? You are assessing data and coming to a conclusion—state what those bits of evidence are from which you are drawing. Be aware of **verbal and nonverbal forms of communication**, i.e., kinesics (body language) and proxemics (social distance). It is all data.

- ☞ Describe **in detail** the **setting** (a schematic drawing can be helpful). If possible, draw a sketch of the setting (you may also take a picture **if possible**), and submit it with your paper.
- ☞ Describe **in detail** the **individuals** on which you are focusing. Who is a major or minor actor in this?
- ☞ Describe **in detail** the **activity** and/or **interaction(s)** observed?
- ☞ Why did you **focus** on who/what you did?

Imagine if you conducted much longer participant observations (over months or years). Do you believe it would be difficult or easy to achieve?

**After** making and documenting your individual observations, note whether your initial assumptions were met or not and your feelings after having experienced the once unfamiliar setting.

Next, meet with and **discuss** your observations **with your partner(s)**. How did your observations compare? Are there major differences or similarities? How would each of you interpret what you saw? This discussion must be **included in your written assignment**; marks will be deducted without this aspect. Note that you will need to conduct your observations together, and then write up your individual experiences **before** meeting with your group members to discuss and compare.

Write up your observations. There is no set **number of words or pages** as the amount you write is **reflective** of the **observation time and the activity**. Your job will be to illustrate in word the setting, the people and interactions before, during and after your observations. Details are extremely important here. In addition to the actual paper, you will also submit any sketches or pictures, and notes made before, during and after observation.

**PAPERS SHOULD FOLLOW THESE GUIDELINES:**

**Typewritten**

**Double-spaced**

**12 pt Times New Roman font**

**1" margins all around**

**Stapled**

**Names only in upper left corner of 1<sup>st</sup> page**

**Your papers should be proofread and submitted as grammatically correct and error-free as possible. You may lose points if I am unable to or find it difficult to read or understand your essay.**

REFERENCES CITED:

Bohannon, Paul and Dirk van der Elst  
1998 Asking and Listening: Ethnography as Personal Adaptation. Prospect Heights, IL: Waveland Press.

Kutsche, Paul  
1998 Field Ethnography: A Manual for Doing Cultural Anthropology. Upper Saddle River, NJ: Prentice-H