

**SYLLABUS**  
**SOCIOLOGY M252: Selected Topics in Gender: Sexual Politics**  
**Tuesday, 12PM-2:50PM**  
**Haines A76**

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**Course Statement**

Sexuality is an important site for the enactment of gender and gender identity. Sexual preference and sexual behavior can also form the basis for social identity, repression, discrimination, and privilege, independent of gender. In turn, social factors, including social class, ethnicity, generation, and networks, shape our sexual practices and choice of partners. In this class, we will examine these issues by reading and writing about a variety of original sociological, historical, and anthropological texts.

In addition to exposing you to exemplary and important work being done in gender and sexuality, this course considers a variety of different kinds of social inquiry and empirical methods. Thinking about methods and the way methods connect to theory is a key part of transitioning from a sophisticated consumer of research to a scholar and researcher yourself. The written memos are designed to encourage you to think and write critically about theory and methods. You are encouraged in these memos to think about the utility of these readings for your own ongoing or planned research and writing. These memos will also provide an invaluable resource for preparing for qualifying exams, future literature reviews, and for your future teaching career. The oral presentations will give you practice in presenting work and facilitating discussion. Because it relies so much on your participation, this class will only be as good as you make it. Please give it your all!

**Evaluation**

- WRITTEN WORK
  - **3 memos (40%)** on the week's reading of 3 pages single spaced in length (posted on the class website), **one of which must be posted on or before week 4**. You must post your memo on the class website discussion board, under the proper heading, by noon on the Friday before class. An excellent memo will provide some summary of the reading, but will also engage critically and present an argument for a particular point of view. Ideally these memos will make others in the class think and will provide a starting point for an interesting debate. Don't be afraid to be provocative!

- **6 responses** to other people's postings of one and a half page in length, **two of which must be posted before week 4 (30%)**. Please post your responses by 7AM on the Tuesday of class.
- Because of the importance of timeliness to enable exchange among students, there is a strict policy for late postings. A half letter grade will be deducted for work posted more than 15 minutes after the deadlines. A full letter grade will be deducted for every 24 hours a posting is late.
- **ORAL WORK**
  - **Leading class discussions (15%)**: Class participation includes short presentations in several seminars. Every seminar, two to four students will give a short (5-10 minutes) presentation and raise questions for the class and then lead a discussion. Presentations should provide some background information about the author (you'll be amazed what you can find on Google!) and, if you can, on the research itself. Questions can build upon class memos and responses to memos. Creative presenters may attempt to tie class readings to current events or stage an in-class debate. Be creative and feel free to consult with the professor if you have questions about how to present most effectively. During weeks when a book is assigned, the two presenters should meet ahead of time to discuss the book and how they will coordinate their presentations. During the weeks where several articles are assigned, each presenter will present an article.
  - The presentation portion of the grade will be based on the quality of the presentation, discussion questions, and facilitation of discussion. If you miss class on a day you are presenting, you will lose up to 1.7 percentage points off of your final grade.
  - **Class participation (15%)** in discussions led by others. If you miss class, you will lose 1.7 percentage points off of your final grade from this category. (Likewise, if you miss half of class, you will lose 0.8 percentage point).
- Grades will be kept up to date using my.ucla.gradebook.

#### **Required texts (Available at the ASUCLA Student Store)**

- Foucault, Michel. 1980. *History of Sexuality*. New York: Vintage Books.
- Gamson, Joshua. 1998. *Freaks Talk Back: Tabloid Talk Shows and Sexual Nonconformity*. Chicago: Chicago University Press.
- Kulick, Don. 1998, *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press.
- Laumann, Edward O. John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual practices in the United States*. Chicago and London: University of Chicago Press
- Saguy, Abigail. 2003. *What is Sexual Harassment? From Capitol Hill to the Sorbonne*. Berkeley: University of California Press.

## Detailed Schedule

### Week 1, January 10: Introduction

- No readings assigned for the first week. The first class will be dedicated to organizational issues.

### Week 2, January 17: Theory

- Foucault, Michel. 1980. *History of Sexuality*. New York: Vintage Books.

### Week 3, January 24: Theory continued

- Rubin, Gayle. 1993. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." in Henry Abelove et. al. eds. *The Lesbian and Gay Studies Reader*. London: Routledge: 3-44.
- Butler, Judith. 1993. "Imitation and Gender Insubordination." in Henry Abelove et. al., eds. *The Lesbian and Gay Studies Reader*. London: Routledge: 307-320.
- MacKinnon, Catharine. 1982. "Feminism, Marxism, Method and the State: An Agenda for Theory." *Signs* 7(3): 515-544.
- Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* 3 (1997)

### Week 4, January 31: Historical

- Biesel, Nicola. 1993. "Morals Versus Art: Censorship, The Politics of Interpretation, and the Victorian Nude." *American Sociological Review*. 58:145-162.
- Jacquelyn Dowd Hall, 1983, "'The Mind that Burns in Each Body': Women, Rape, and Racial Violence," in Anne Snitow, Christine Stansell, and Sharon Thompson, eds. *Powers of Desire: The Politics of Sexuality*. New York: Monthly Review Press, pp. 328-349.
- John D'Emilio, 1983, "Capitalism and Gay Identity," in Anne Snitow, Christine Stansell, and Sharon Thompson, eds. *Powers of Desire: The Politics of Sexuality*. New York: Monthly Review Press, pp. 100-113.
- Kathy Peiss, 1983 "'Charity Girls' and City Pleasures: Historical Notes on Working-Class Sexuality," in Anne Snitow, Christine Stansell, and Sharon Thompson, eds. *Powers of Desire: The Politics of Sexuality*. New York: Monthly Review Press, pp. 74-87.

### Week 5, February 7: Ethnography and Ethics

- Humphreys, Laud. "Tearoom Trade." Chapters 1-2.
- Ronai, Carol Rambo and Carolyn Ellis. 1989. "Turn-ons for Money: Interactional Strategies of the Table Dancer." *Journal of Contemporary Ethnography*, 18: 3.
- Goode, Erich, 2002. "Sexual Involvement and Social Research in a Fat Civil Rights Organization," *Qualitative Sociology*. 25 :4, pp. 501-34.
- Responses to Goode (to be presented as a group by one student):
  - Saguy, Abigail. "Sex, Inequality, and Ethnography: Response to Erich Goode." 2002. *Qualitative Sociology*. 25 :4, pp. 549-556.

- Williams, Christine L. 2002. "To Know Me Is to Love Me? Response to Erich Goode," *Qualitative Sociology*. 25 :4, pp. 557-60.
- Zussman, Robert. 2002. "Editor's Introduction: Sex in Research," *Qualitative Sociology*. 25 :4, pp. 473-77.
- Bell, Susan E. 2002. "Sexualizing Research: Response to Erich Goode," *Qualitative Sociology*. 25:4, pp. 535-39.
- Manning, Peter K, 2002. "FATETHICS: Response to Erich Goode," *Qualitative Sociology*. 25 :4, pp. 541-47.

**Week 6, February 14: Interview-based research and ethnography (cont.)**

- Gamson, Joshua. 1998. *Freaks Talk Back: Tabloid Talk Shows and Sexual Nonconformity*. Chicago: Chicago University Press.

**Week 7, February 21: Ethnography**

- Don Kulick, 1998, *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press.

**Week 8, February 28: Survey Research**

- Laumann, Edward O. John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual practices in the United States*. Chicago and London: University of Chicago Press, Read carefully: Chapters 1-4, Epilogue, and Appendixes. Skim Chapters 10-14.

**Week 9, March 7: Comparative**

- Saguy, Abigail. 2003. *What is Sexual Harassment? From Capitol Hill to the Sorbonne*. Berkeley: University of California Press.

**Week 10: March 14: Comparative (cont.) and Conclusion**

- Saguy, Abigail C. 1999. "Puritanism and Promiscuity? Sexual Attitudes in France and the United States." 1999. *Comparative Social Research*. Vol. 18, pp. 227-247.
- Schalet, Amy, 2000. "Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands." *Body & Society*, Vol 6(1), pp. 75-105.