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

Professor Abigail Saguy (accent on the second syllable, which rhymes with tea)
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Office hours: Thursday 11AM-1PM or by appointment

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
  o 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!
o **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.

o 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**
  
o **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.

  o 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.

  o **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)**

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


Week 3, January 24: Theory continued


Week 4, January 31: Historical


Week 5, February 7: Ethnography and Ethics

- Responses to Goode (to be presented as a group by one student):
Week 6, February 14: Interview-based research and ethnography (cont.)


Week 7, February 21: Ethnography


Week 8, February 28: Survey Research


Week 9, March 7: Comparative


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