MCMASTER UNIVERSITY

Department of Sociology

Sociology 3UO3

*The Sociology of Sexualities*

Spring, 2022

Tuesdays and Thursdays : 6pm-9pm Prof. Randal Schnoor

Online: Live lectures (synchronous) email: schnoor@mcmaster.ca

Office hours: by appointment

\*Course Delivery

The course will be delivered online through ZOOM live every Tuesday and Thursday 6-9pm. It will not be recorded. You are expected to attend each lecture live. This will allow for live discussion between the instructor and students, which is an integral part of the course delivery. I look forward to meeting you online and discussing the material with you!

Course Description

Sociology of Sexualities is an examination of the various social, historical and cultural processes through which ideas about sexuality and gender have been and are continually constructed. This course takes the perspective that sexuality is not necessarily a biological certainty. Even what appears to be self-apparent in terms of sexuality, gender and the physical body can be attributed to cultural meaning and social practice rather than human biology. Ethnographic and historical research has demonstrated that human beings articulate varied ideas about sexuality and that these notions are inextricably tied to the cultural, religious, social and economic fabric of a given society. Finally, by examining the ways sexuality is tied to power relations this course will attend to the intersections of ethnicity, religion, gender, and race.

**Readings**

All course readings can be found through Avenue to Learn under eReserves.

**Learning Objectives**

* to consider and critically evaluate competing theoretical approaches
* to dispel the many “common sense” ideas from which we understand sexualities in the world around us.
* to critically assess the relations of power in our society as they relate to sexualities.

**Course Evaluation**

* Test #1 (May 24/22) 33%
* Assignment (due: June 10/22) 33%
* Test #2 (June 16/22) 33%

**Lecture Schedule**

1. May 3/22

**Course Overview, Introductory Lecture: What is the Sociology of Sexualities?**

Ferber, Abby L., Kimberley Holcomb & Tre Wentling (eds.) Sex, Gender and Sexuality: The New Basics (Oxford University Press, 2017), “**Introduction**,” pp. xv-xx.

Film: *Historical Perspectives (with Ron Scott) - LGBTQ patients*

 2) May 5/22

**What is Social Constructionism?**

Becker, Howard 1963 [1991], ***Labelling Theory***

(Reprinted in *Constructions of Deviance*. 2003 (eds.) Patricia A. Adler and Peter Adler, Belmont: CA, Wadsworth/Thomson Learning, pp. 70-74)

Lemert, Edwin. 1951. ***Primary and Secondary Deviation***

(Reprinted in *Social Deviance,* 2005, Henry N. Pontell, Upper Saddle River, New Jersey: Pearson Prentice Hall, pp. 74-77)

Film: *Further Off the Straight and Narrow*

3) May 10/22

**The Sociology of (Homo)sexuality**

McIntosh, Mary. Autumn, 1968.***“*The Homosexual Role”** *Social Problems* 16:2, pp. 182-192.

Film: *The Times of Harvey Milk*

4) May 12/22

**The Social Construction of Homosexuality: The Role of Power**

Blinde, Elaine M. and Diane E. Taub. May, 1992. “**Homophobia and Women’s Sports: The Disempowerment of Athletes**” *Sociological Focus*. Vol. 25:2

Kimmel, Michael. 2005. “**Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity**.” In Michael Kimmel (ed.) *The Gender of Desire*.

5) May 17/22

**Sexual Behaviours of Young** **Adults**

**Beres, M.A., Terry, G., Senn, C.Y. and Ross, L.K.,** 2019. Accounting for men’s refusal of heterosex: A story-completion study with young adults. *The Journal of Sex Research*, *56*(1), pp.127-136.

6) May 19/22

**Constructing Queer Families**

**Martin, Karin A. April, 2009. “**Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young Children**”** [***American Sociological Review***](http://www.ingentaconnect.com.ezproxy.library.yorku.ca/content/asoca/asr)**, Volume 74, Number 2, pp. 190-207.**

**Scheibling, C.** “Why Can’t Boys Be #LikeAGirl?”: Sticky Essentialism and Ambivalent (De)gendering in Fathers’ Online Accounts of Children’s Gender and Sexuality. *Sex Roles* **86,**366–378 (2022).

7) May 24/22 - **TEST #1 (NO CLASS)**

8) May 26/22

**Transgender Issues: Putting the “T” back in LGBT**

Fausto-Sterling, Ann. 2000. “**The Five Sexes Revisited**” *The Sciences*: New York Academy of Sciences.

Film: *Transgender Film - TBA*

9) May 31/22

**Transgender Issues: Continued**

Yerke, A. F., & Mitchell, V. 2011. **Am I Man Enough Yet? A comparison of the body transition, self-labeling, and sexual orientation of two cohorts of female-to-male transsexuals**. *International Journal of Transgenderism*, *13*(2), 64-76.

**Pullen Sansfaçon, A., Temple-Newhook, J., Suerich-Gulick, F., Feder, S., Lawson, M.L., Ducharme, J., Ghosh, S., Holmes, C. and Stories of Gender-Affirming Care Team,** 2019. The experiences of gender diverse and trans children and youth considering and initiating medical interventions in Canadian gender-affirming specialty clinics. *International Journal of Transgenderism*, *20*(4), pp.371-387.

10) June 2/22

**Intersections of Homosexuality and Ethnicity**

Schnoor, Randal F. and Morton Weinfeld**.** 2005. **“Seeking a Mate: Inter-Group Partnerships among Gay Jewish Men.”** *Canadian Ethnic Studies,* Volume 31, Number 1, pp. 21-39.

[Poon, Maurice Kwong-lai](http://csaweb109v.csa.com.ezproxy.library.yorku.ca/ids70/p_search_form.php?field=au&query=poon+maurice+kwong+lai&log=literal&SID=nig6v1qm9m6m69u30lkdqed3a7) and [Peter Trung-thu](http://csaweb109v.csa.com.ezproxy.library.yorku.ca/ids70/p_search_form.php?field=au&query=ho+peter+trung+thu&log=literal&SID=nig6v1qm9m6m69u30lkdqed3a7) Ho. February, 2008. “[**Negotiating Social Stigma Among Gay Asian Men**](http://csaweb109v.csa.com.ezproxy.library.yorku.ca/ids70/view_record.php?id=5&recnum=19&log=from_res&SID=nig6v1qm9m6m69u30lkdqed3a7)” *Sexualities*, vol. 11, no. 1-2, pp. 245-268.

11) June 7/22

**Intersections of Homosexuality and Religion, Part A: Judaism**

Brekhus, Wayne. [2003] 2008. **“Modes of Suburban Gay Identity”**

(Reprinted in Earl Rubington and Martin S.Weinberg (eds.) *Deviance: The Interactionist Perspective.* Boston: Pearson Education. pp. 417-422).

Schnoor, Randal F. 2006. **“Being Gay and Jewish: Negotiating Intersecting Identities,”** *Sociology of Religion*, Vol. 67:1, 43-60.

Film: *Trembling Before God*

12) June 9/22

**Intersections of Homosexuality and Religion, Part B: Christianity**

**Fahs, B. and Swank, E.,** 2021. Pray the gay will stay? Church shopping and religious gatekeeping around homosexuality in an audit study of Christian church officials. *Psychology of Sexual Orientation and Gender Diversity*, *8*(1), p.106.

Film: *For the Bible Tells Me So*

13) June 14/22

**Intersections of Homosexuality and Religion, Part C: Islam**

Hamdi, N., Lachheb, M., & Anderson, E. 2018. **“Muslim gay men: identity conflict and politics in a Muslim majority nation”** The British journal of sociology, 69(4), 1293-1312.

Film: *A Jihad for Love*

14) June 16/22

**TEST #2 (NO CLASS)**

**RESEARCH PAPER**

**Due Date: June 10/22**

Submit online through AVENUE TO LEARN

Length: 3-5 pages double spaced (12 point fonts, standard margins) excluding bibliography.

Description: Using at least two articles of your choosing from the course kit and

At least three other related scholarly sources write a short analytical paper which concerns some aspect of the sociology of sexualities.

**You should arrive at some specific position that you are arguing and this should be stated clearly in your paper**. Your argument should be supported by scholarly evidence. Your argument must go beyond arguments and ideas brought forward in class. It is recommended that you choose course kit readings that are related to each other.

Your paper will be evaluated based on the following criteria:

1. The clarity and soundness of your argument.
2. The use of relevant scholarly sources and the ability to engage these sources in an analytical fashion.
3. The extent to which your topic is interesting and original.
4. The general quality of the writing style.

You must reference all works used within the body of your text. APA Referencing style is recommended.

**University Policies**

1. Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academiccredit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.
1. Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

1. Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

1. Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

1. Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

1. Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

1. Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

1. Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

1. Grades

Grades will be based on the McMaster University grading scale:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |