



## **SOCIOLOGY 119 – SEXUALITY AND SEXUAL IDENTITIES**

**University of California, San Diego**

**Spring 2025**

**Lecture Meetings: MWF, 6:00pm-6:50pm in FAH 1101**

**Instructor:** Pablo Victoria Torres, Ph.D. ([pvictori@ucsd.edu](mailto:pvictori@ucsd.edu))

Office Hours: Wednesdays, 4:50pm-5:50pm and by appointment in SSB 473 or on Zoom (note: please email instructor at least an hour beforehand of intention to attend office hours; if mode of meeting is by Zoom, a Zoom link will be provided shortly before meeting time)

**Teaching Apprentice:** Yael Vargas ([ymavargas@ucsd.edu](mailto:ymavargas@ucsd.edu))

Office Hours: Tuesdays, 4:30pm-5:30pm in Gildred Latin American Studies Building courtyard or on Zoom (note: please email TA at least an hour beforehand of intention to attend office hours; Zoom link: <https://ucsd.zoom.us/j/7633148745>)

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In over ten years teaching at the college level, what I have learned is that to convey the knowledge you are sharing, you must embody it. It is my pleasure to be able to do so.

### **Course Description from the Course Catalog**

Introduction both to the sociological study of sexuality and to sociological perspectives in gay/lesbian studies. Examines the social construction of sexual meanings, identities, movements, and controversies; the relation of sexuality to other institutions; and the intersection of sexuality with gender, class, and race.

Upon successful completion of the course, you should be able to:

1. Become perceptive to the sociological perspective
2. Explain what a social construct is and identify processes that make human sexuality a social construct

3. Apply concepts, theories, and ideas discussed in this class to multiple socio-historical contexts and to your own biography
4. Trust your own voice while recognizing and respecting others'
5. See why society needs you to be YOU <3

## **Learning Material (Readings and Movies)**

Readings: I will provide you with all our readings. You can find these on our Canvas page.

Movies: I find that films are an effective teaching tool in social science courses. As such, we will be watching several movies that relate to the topics we cover in our course. Movies will be screened either on Mondays and Wednesdays, or on Wednesdays and Fridays. We won't be watching movies every week... but maybe we will (lol). In any case, when we do, I will be sharing the title of the movie with you via Canvas so you can watch the movie on your own in case you don't want to come to class those days. I did not list the movies we are watching in our class schedule below because sometimes movie titles come to me shortly before lecture and I don't want to commit to anything before then.

If you are absent from class, you are responsible for watching these movies on your own. Movies are available to rent or watch online on streaming services such as Google Play, Netflix, Hulu, Amazon Prime Video, Disney+, etc. Rentals on non-subscription websites (such as Google Play) are about \$5. If you have trouble accessing a movie, please let me know and I'll figure something out for you.

## **Assignments**

### Written Reflections

Choose ONLY 5 weeks for which readings/movies are assigned (see our course schedule below) and for each week that you choose, submit a written reflection on one or two readings of your choice and/or the movie (remember, I will make an announcement on Canvas regarding the title of the movie if we are watching one for that week). Each Written Reflection (a TOTAL of 5 for the entire term) is to be 2-3 typed double-spaced pages in length. Leave the weeks that you choose NOT to submit a Written Reflection for blank (in other words, DO NOT SUBMIT ANYTHING IN if you are not doing a Written Reflection for a particular week).

To guide your responses, you may address all or some of the following orienting questions:

Did you enjoy the reading(s)/movie? Why? Why not? (Taste/Interest)

Is (Are) the reading(s)/movie important? If so, why and for whom? If not, why not? (Relevance)

Can you apply the reading(s)/movie to a personal experience (past or present)? To a historical or current event? To a play or other artistic performance? To a novel or other written work? To a movie (either one assigned for this class or any other movie) or television show? (Application)

Did the reading(s)/movie inspire questioning/questions on your part? (Curiosity/Questioning)

### Midterm and Final Papers

You are responsible for completing two examination papers this term. For each paper I will provide you with a set of prompts that you will be able to choose from. Prompts will be distributed two weeks before each paper is due. Each paper should be between 4-5 double-spaced pages long. Please submit these on Canvas.

### **Late and Incomplete Assignments**

You are expected to maintain academic standards that reflect the highest level of honesty and integrity, including turning in your assignments on time.

Communicate with me as early as possible if meeting a deadline will be an issue.

### **Grading Distribution**

<b>Requirement</b>	<b>Percentage distribution toward final grade</b>
1. 5 Reading Responses	50%
2. Midterm Examination Paper	25%
3. Final Examination Paper	25%
Final Grade	100%

### **Grades**

I can't judge your opinion, therefore as long you voice that (your opinion) in written form via your submitted assignments, you will earn an "A" for your assignments. If you don't turn an assignment in, however, I have nothing to submit a grade for, therefore you will receive a 0 for that assignment.

### **Expectations**

You wanted this experience. I wanted this experience. You're making me a part of your journey and I'm making you a part of mine. Be responsible *because* you're passionate. Let your curiosity guide you. Don't be afraid.

## **UC San Diego Principles of Community**

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UC San Diego community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UC San Diego community, we can enhance the excellence of our institution.

These policies include but are not limited to Academic Personnel M015 – The University of California Policy on Faculty Conduct and the Administration of Discipline; The University of California Personnel Policies for Staff Members and UC San Diego Implementing Procedures, Appendix II – Personnel Policies for Senior Managers; the University of California, San Diego Student Conduct Code; UC San Diego House Officer Policy and Procedure Document; and applicable university collective bargaining agreements. For further information or inquiries, contact the Director of the Office of Academic Diversity and Equal Opportunity, the Director of ACCES and the office of Equal Opportunity/Staff Affirmative Action, and/or the Director of the Office for the Prevention of Harassment and Discrimination. To the extent that any information presented in this document is interpreted as being in conflict with University policies, procedures, or applicable collective bargaining agreements the terms of those University policies, procedures, and agreements shall govern.

## **Disability and Accessibility Accommodations**

The University of California, San Diego is committed to providing a barrier-free environment for learning and an electronic environment that is accessible to everyone, including individuals with disabilities. If you have a disability and feel you need accommodations in this course, please refer to the steps delineated on the Office for Students with Disabilities website:  
<https://osd.ucsd.edu/students/registering.html#STEP-1:-Schedule-an-Intake-Appo>

## **Privacy Practices**

As your instructor, I am committed to protecting your privacy by only using university-approved course technologies and adhering to the Family Educational Rights and Privacy Act (FERPA) and Campus Privacy Office guidelines. This includes using your educational data only as allowed by FERPA (for example for legitimate educational purposes such as submitting your final grades to the registrar's office). Communications in this course are subject to the UC Principles of Community

## **UCSD Academic Integrity Policy**

Academic integrity is essential for an academic community, including UC San Diego. Academic integrity is built on a foundation of honest, responsible, fair and trustworthy scholarly activity.<sup>[i]</sup> Without it, the degrees we confer, the research we conduct, and our reputation all diminish in value.

Thus, the University expects that both faculty and students will adhere to its standards of academic integrity. The UC San Diego Academic Integrity Policy (herein the “Policy”) states the general rules associated with student integrity of scholarship. The Procedures for Resolving Alleged Violations of the Policy (herein the “Procedures”) are found at: [/media/633239/ai-](https://media/633239/ai-)

[procedures.pdf](#) and authorized by the San Diego Division of the Academic Senate's Educational Policy Committee.

The rest of the Policy can be found here: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>.

***\*\*COURSE SCHEDULE BELOW\*\****



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*Almost there...*

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## **Course Schedule**

WEEK ONE			
Date	Readings	Topic	Due
Monday, 3/31/25	Bullough: “Alfred Kinsey and the Kinsey Report”	Investigating Sexuality	Written Reflection due by Monday, 4/7/25
Wednesday, 4/2/25	Jungels and Gorman: “Large Scale Sex: Methods, Challenges, and Findings of Nationally Representative Sex Research”		
Friday, 4/4/25	Brandt: “Racism and Research: The Case of the Tuskegee Syphilis Study”		
	Donnelly, Burgess, and Simonds: “Sexuality and Social Theorizing”		
	Sanders: “Sexing Up the Subject: Methodological Nuances in Researching the Female Sex Industry”		
WEEK TWO			
Date	Readings	Topic	Due
Monday, 4/7/25	Christina: “Are We Having Sex Now or What?”	Categorizing Sex	Written Reflection due by Monday, 4/14/25
Wednesday, 4/9/25	Davis: ““Bringing Intersext Back”? Intersexuals and Sexual Satisfaction”		

<b>Friday, 4/11/25</b>	<p>Tobin: “The Perils and Pleasures of Sex for Trans People”</p> <p>Ward: “Straight Dude Seeks Same: Mapping the Relationship between Sexual Identity, Practices, and Cultures”</p> <p>Greenberg: “Gay by Choice? The Science of Sexual Identity”</p> <p>Rupp and Taylor: “Straight Girls Kissing”</p>		
<b>WEEK THREE</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>
<b>Monday, 4/14/25</b>  <b>Wednesday, 4/16/25</b>  <b>Friday, 4/18/25</b>	<p>Stokes: “Representin’ in Cyberspace: Sexual Scripts, Self-Definition, and Hip Hop Culture in Black American Adolescent Girls’ Home Pages”</p> <p>Han: “Geisha of a Different Kind: Gay Asian Men and the Gendering of Sexual Identity”</p> <p>Escoffier: “Gay-for-Pay: Straight Men and the Making of Gay Pornography”</p> <p>Erickson: “Out of Line: The Sexy Femmegimp Politics of Flaunting It!”</p> <p>Sarracino and Scott: “The Porning of America”</p> <p>Costello: “Sexuality in a Virtual World”</p>	Representing Sex	Written Reflection due by Monday, 4/21/25
<b>WEEK FOUR</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>

<b>Monday,</b> <b>4/21/25</b>  <b>Wednesday,</b> <b>4/23/25</b>  <b>Friday,</b> <b>4/25/25</b>	<p>Simonds and Jungels: “The Death of the Stork: Sex Education Books for Children”</p> <p>Fine and McClelland: “Sexuality Education and Desire: Still Missing After All These Years”</p> <p>Schalet: “Sex, Love, and Autonomy in the Teenage Sleepover”</p> <p>Hoffman: Fighting Teenage Pregnancy with MTV Stars as Exhibit A”</p> <p>Fafula, Miller, and Wiener: “Sexual Risk and the Double Standard for African American Adolescent Women”</p> <p>Spechler: “Put Me In, Coach: Sex Lessons for Adults”</p>	Learning About Sex	Written Reflection due by Monday, 4/28/25
<b>WEEK FIVE</b>			
<b>Day/Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>4/28/25</b>  <b>Wednesday,</b> <b>4/30/25</b>  <b>Friday,</b> <b>5/2/25</b>	<p>Burgess and Palder: “The G-Spot and Other Mysteries”</p> <p>Darby: “The Sorcerer’s Apprentice: Why Can’t We Stop Circumcising Boys?”</p> <p>Wade: “The Politics of Acculturation: Female Genital Cutting”</p> <p>Loe: “Fixing the Broken Male Machine”</p> <p>Braun: “In Search of (Better) Sexual Pleasure: Female Genital ‘Cosmetic’ Surgery”</p>	Sexual Bodies	Written Reflection due by Monday, 5/5/25

	<p>Gaskin: “The Pleasures of Childbirth”</p> <p>Manderson: “Boundary Breaches: The Body, Sex, and Sexuality after Stoma Surgery”</p>		
<b>WEEK SIX</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>
<p><b>Monday, 5/5/25</b></p> <p><b>Wednesday, 5/7/25</b></p> <p><b>Friday, 5/9/25</b></p>	<p>Rye and Meaney: “The Pursuit of Sexual Pleasure”</p> <p>Fahs: “Getting, Giving, Faking, Having: Orgasm and the Performance of Pleasure”</p> <p>Siebers: “A Sexual Culture for Disabled People”</p> <p>Sheff and Hammers: “The Privilege of Perversities: Race, Class, and Education Among Polyamorists and Kinksters”</p> <p>Carrigan: “There’s More to Life than Sex? Difference and Commonality within the Asexual Community”</p> <p>Nash and Bain: “‘Reclaiming Raunch’? Spatializing Queer Identities at Toronto Women’s Bathhouse Events”</p> <p>Steinbugler: “Visibility as Privelege and Danger: Heterosexual and Same-Sex Interracial Intimacy”</p> <p>Weiss: “Becoming a Practitioner: The Biopolitics of BDSM”</p>	<p>Sexual Practices</p>	<p>Written Reflection due by Monday, 5/12/25</p> <p>Midterm Paper due by Monday, 5/12/25</p>
<b>WEEK SEVEN</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>



<b>Monday, 5/12/25</b>  <b>Wednesday, 5/14/25</b>  <b>Friday, 5/16/25</b>	Sonfield: "Secondary Prevention of Sexuality Transmitted Infections: Treating the Couple and Community"  Fee: "Venereal Disease: Sin versus Science"  Nack: "Damaged Goods: Women Managing the Stigma of STDs"  Tavory and Swidler: "Condom Use and Meaning in Rural Malawi"	Sexual Disease	Written Reflection due by Monday, 5/19/25
<b>WEEK EIGHT</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>
<b>Monday, 5/19/25</b>  <b>Wednesday, 5/21/25</b>  <b>Friday, 5/23/25</b>	Mullis and Baunach: "The Social Control of Adult-Child Sex"  Windsor: "Sick Sex"  Lepore: "Birthright: A History of Planned Parenthood"  Phillips: "Deconstructing 'Down Low' Discourse: The Politics of Sexuality, Gender, Race, AIDS, and Anxiety"  Davidson Ladly: "Gay Pakistanis, Still in Shadows, Seek Acceptance"  Kimmel: "Hooking Up: Sex in Guyland"  Gray: "Out in the Country"  Acosta: "'How Could You Do This To Me?': How Lesbian, Bisexual, and Queer Latinas Negotiate Sexual Identities with Their Families"	Social Control of Sexuality	Written Reflection due by Monday, 5/26/25
<b>WEEK NINE</b>			

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<b>Monday, 5/26/25</b>  <b>Wednesday, 5/28/25</b>  <b>Friday, 5/30/25</b>	Gavey: “‘I Wasn’t Raped, but...’: Revisiting Definitional Problems in Sexual Victimization”  Edwards, et al.: “Rape Myths”  Fowles: “The Fantasy of Acceptable ‘Non-Consent’”  Armstrong, Hamilton, and Sweeney: “Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape”  Walker, Archer, and Davies: “Effects of Rape on Men: A Descriptive Analysis”  Nagel: “Rape and War: Fighting Men and Comfort Women”	Sexual Violence	Written Reflection due by Monday, 6/2/25
<b>WEEK TEN</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>
<b>Monday, 6/2/25</b>  <b>Wednesday, 6/4/25</b>  <b>Friday, 6/6/25</b>	Bernstein: “Sex Work for the Middle Classes”  Moore: “Overcome: The Money Shot in Pornography”  Shapkina: “Not for Sale: Stopping Sex Trafficking in the United States and Worldwide”  Bretns and Hausbeck: “Marketing Sex: U.S. Legal Brothels and Late Capitalist Consumption”	Commercial Sex	Written Reflection due by Monday, 6/9/25
<b>FINALS WEEK</b>			
<b>Date</b>	<b>Readings</b>	<b>Topic</b>	<b>Due</b>

<b>6/7-13/2025</b>	None	Finals Week	Final Paper Due by Friday, 6/13/2025
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