



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

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| <b>Subject:</b>                     | SOCI   |
| <b>Course Number:</b>               | 118  |
| <b>Descriptive Title:</b>           | Sociology of Sexualities   |
| <b>Course Disciplines:</b>          | Sociology  |
| <b>Division:</b>                    | Behavioral and Social Sciences   |
| <b>Department:</b>                  | Sociology  |
| <b>Catalog Description:</b>         | This course examines how and why sexuality matters in society at both individual and institutional levels. It addresses diverse sexualities using sociological theories, methodological processes, and an intersectional approach involving race/ethnicity, class, and gender. Students will utilize a sociological lens to assess the relationship between historical socio-sexual contexts and contemporary sexualities. |
| <b>Prerequisite:</b>                |  |
| <b>Co-requisite:</b>                |  |
| <b>Recommended Preparation:</b>     | Sociology 101 AND English 1 or eligibility for English 1A or qualification by appropriate assessment   |
| <b>Enrollment Limitation:</b>       |  |
| <b>Course Length:</b>               | Full Term  |
| <b>Hours Lecture (per week):</b>    | 3  |
| <b>Hours Laboratory (per week):</b> | 0  |
| <b>Outside Study Hours:</b>         | 6  |
| <b>Total Hours:</b>                 | 54   |
| <b>Course Units:</b>                | 3  |
| <b>Grading Method:</b>              | Letter Grade only  |
| <b>Credit Status:</b>               | Credit, degree applicable  |
| <b>Transfer CSU:</b>                | Yes  |
| <b>Effective Date:</b>              | Proposed   |
| <b>Transfer UC:</b>                 | Yes  |
| <b>Effective Date:</b>              | Proposed   |
| <b>General Education ECC:</b>       | Area 2C - Social and Behavioral Science  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |
| <b>CSU GE:</b>                      |  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |
| <b>IGETC:</b>                       |  |
| <b>Term:</b>                        |  |

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| <b>Other:</b>                     |   |
| <b>Student Learning Outcomes:</b> | <p><b>SLO #1 Theoretical Perspectives</b><br/>Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, symbolic interactionism, feminist, and queer theories to sexualities.</p> <p><b>SLO #2 Sociological Concepts</b><br/>Students will define and demonstrate an understanding of sociological concepts as they relate to sexualities, such as the sociological imagination, identities, socialization, prejudice, discrimination, deviance, culture, power, and social movements.</p>  |
| <b>Course Objectives:</b>         | <ol style="list-style-type: none"> <li>1. Define sexuality and identify the components of sexuality.</li> <li>2. Define, identify, and discuss the basic concepts relating to the sociology of sexualities.</li> <li>3. Discuss historical, sociological, and social-psychological approaches to sexualities.</li> <li>4. Evaluate the process of constructing and deconstructing gender and sexual categories.</li> <li>5. Explore sexual decision-making processes as in sexual debuts and intimate relationships.</li> <li>6. Apply the sociological theories to sexualities.</li> <li>7. Consider the relationship between social institutions, culture, and sexuality.</li> <li>8. Apply an intersectional approach to sexualities that involves race/ethnicity, gender, and class.</li> <li>9. Identify key sexualities researchers and assess their scholarly contributions to the field.</li> <li>10. Discuss social norms and values related to sexuality, and how they have changed over time.</li> <li>11. Assess how sexual pleasure and desire manifest in intimate relationships.</li> <li>12. Investigate the commodification of sexuality and its impact on contemporary culture.</li> <li>13. Evaluate the relationship between power and sexuality.</li> <li>14. Explore the role of sexual addiction and sexual compulsions in individuals' lives.</li> <li>15. Assess a global approach to sexualities.</li> <li>16. Discuss the impact of various approaches to sexual education programs in the school system.</li> </ol> |
| <b>Major Topics:</b>              | <p><b>I. Introduction to the Sociology of Sexualities (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Definitions of Sociology</li> <li>B. Definitions of Key Sexuality Terms</li> <li>C. Problematizing a Definition of Sexuality</li> <li>D. Pluralizing Sexualities</li> <li>E. Establishing a Relationship between Sociology and Sexualities</li> <li>F. Micro and Macro Level Approaches to Sexualities</li> </ol> <p><b>II. Investigating Sexualities (5 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. The Sociological Imagination</li> <li>B. Sociological Theories</li> <li>C. Contemporary Theory <ol style="list-style-type: none"> <li>1. Queer Theory</li> <li>2. Feminist Theories</li> <li>3. Symbolic Interaction</li> </ol> </li> </ol>   |

- D. Social Science Research on Sexualities
  - 1. Key Researchers
  - 2. Current Research on Sexualities
  - 3. Obstacles to Researching Sexualities

**III. Categorizing Sexualities (5 hours, lecture)**

- A. The Social Construction of Sexuality
- B. The Sexual Socialization Process
- C. Sexual Orientations
- D. Genders
- E. Normative Sexual Constructs

**IV. Doing Sexualities (5 hours, lecture)**

- A. Sexual Identities
- B. Gender Identities
- C. Sexual Behaviors Versus Identities
- D. Expressing Sexuality and Gender Identities

**V. Deconstructing and Reconstructing Sexualities (5 hours, lecture)**

- A. The Value of Deconstructing/Reconstructing Identities
- B. Gender and Sexuality Transgressions
- C. Gender and Sexuality Transitions
- D. Gender and Sexual Fluidity
- E. Socio-Sexual Change

**VI. Sexual Decision-Making (5 hours, lecture)**

- A. Sexual Debuts (Virginity and Other Firsts)
- B. Power
- C. Intimate Relationships
- D. Consent

**VII. Commercial Sexualities and Sex for Profit (7 hours, lecture)**

- A. The Sex Industry
- B. Social Stratification and Sex Work
- C. Profits and Sexual Commerce

**VIII. Sexual Addictions and Compulsions (5 hours, lecture)**

- A. Identifying Normative Sexual Behavior
- B. Sexual Addictions
- C. Sexual Compulsion

**IX. Sexuality and Intimate Relationships (5 hours, lecture)**

- A. Normative Relationship Expectations
- B. Diverse Intimate Relationships
- C. Sexual Communication Styles

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|   | <p>D. Sexual Pleasure, Desire, and Behavior<br/> E. Sexual Compatibilities/Incompatibilities<br/> F. Intimate Partner Violence</p> <p><b>X. The Politics of Sexuality (6 hours, lecture)</b></p> <p>A. Identity Politics<br/> B. Sexual Rights Movements<br/> C. Sexual Citizenship and Sexual Agency<br/> D. Sexuality and Social Institutions<br/> E. Approaches to Sexual Education<br/> F. Navigating the Sexual Future</p>   |
| <b>Total Lecture Hours:</b>                                   | 54  |
| <b>Total Laboratory Hours:</b>                                | 0   |
| <b>Total Hours:</b>   | 54  |
| <b>Primary Method of Evaluation</b>                           | 1) Substantial writing assignments  |
| <b>Typical Assignment Using Primary Method of Evaluation:</b> | In a two- to three-page essay, discuss what social norms exist surrounding a sexual debut. How does gender impact social expectations regarding virginity? Incorporate three concepts from the course textbook and lectures in your essay. Next, find a television show, movie, or other social media representation of an actual sexual debut. Discuss how the depiction of the sexual debut fits with current normative social expectations regarding the first time someone engages in sexual activity.  |
| <b>Critical Thinking Assignment 1:</b>                        | Consider the lectures and reading on the two main sexual education approaches in the United States. Write a three- to four-page essay; discuss the differences between abstinence-only and comprehensive sexual education programs. Identify the main points and perspectives of each approach, make sure to also discuss the strengths and limitations of each. Finally, choose one approach and argue for why you believe it is the best method for teaching adolescents about sex, sexual health, and sexuality.   |
| <b>Critical Thinking Assignment 2:</b>                        | Choose two friends or family members to interview about their impressions, experiences, and expectations regarding love. Ask them a series of questions about what love means, how they express love, how they feel loved, and what their experiences have been with romantic love. Take notes on their responses. Make sure to ask their demographic information (age, gender, etc.). Next, write a four- to five-page paper analyzing their responses in terms of similarities and differences between them, how their responses relate to current social expectations, regarding love, and how the four main agents of socialization reinforce an emphasis on romantic love. |
| <b>Other Evaluation Methods:</b>                              | Essay Exams, Multiple Choice, Presentation, Quizzes, Term or Other Papers, Written Homework   |
| <b>If Other:</b>  | Group work  |
| <b>Instructional Methods:</b>                                 | Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations   |
| <b>If other:</b>  |   |
| <b>Work Outside of Class</b>                                  | Required reading, Study, Written work (such as essay/composition/report/analysis/research)  |
| <b>If Other:</b>  |   |

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| <b>Up-To-Date Representative Textbooks:</b>  | Mindy Stomblor. <u>Sex Matters: The Sexuality and Society Reader</u> . 4th ed. Pearson, 2013.  |
| <b>Alternative Textbooks:</b>  |  |
| <b>Required Supplementary Readings:</b>  |  |
| <b>Other Required Materials:</b>   |  |
| <b>Requisite</b>   |  |
| <b>Category</b>  |  |
| <b>Requisite course:</b>   |  |
| <b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>               |  |
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| <b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable</b> |  |
| <b>Requisite course:</b>   | Sociology-101 And English 1  |
| <b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>               | <p><b>Students who have successfully completed Sociology 101 prior to taking other sociology courses will have a foundation in sociological concepts and theoretical perspectives, ensuring a greater level of student success in other sociology courses.</b></p> <p>SOCI 101 -Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances.</p> <p>SOCI 101 -Demonstrate an understanding of sociological concepts relating to social stratification and inequality.</p> <p>SOCI 101 -Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.</p> <p><b>A student needs college-level reading and writing skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of written assignments.</b></p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> |
| <b>Requisite:</b>  | Eligibility for English 1A or qualification by appropriate testing   |
| <b>Requisite and Matching skill(s): Bold</b>   | <b>A student needs college-level reading and writing skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned</b>   |

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| <b>the requisite skill. List the corresponding course objective under each skill(s). if applicable</b> | <b>readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of written assignments</b> |
| <b>Enrollment Limitations and Category:</b>  |   |
| <b>Enrollment Limitations Impact:</b>  |   |
| <b>Course Created by:</b>  | Kassia Wosick   |
| <b>Date:</b>   | 09/30/2016  |
| <b>Board Approval Date:</b>  | 11/20/2017  |
| <b>Last Reviewed and/or Revised by:</b>  | Kassia Wosick   |
| <b>Date:</b>   | 10/22/2020  |
| <b>Last Board Approval Date:</b>   | 12/21/2020  |