

University of Texas
Department of Sociology
TTH 3:30-4:45
F 12-12:50, 1-1:50, 2:00-2:50

UGS 303 (60140, 60145, 60150)
Spring 2020
PAR 203
MAI 220E

Love, Sex, and Relationships in the Early Life Course

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Pronouns: She/her
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Description:

The romantic and sexual lives of Americans have undergone dramatic change over the past 60 years. Hooking up, online dating, cohabitation, rising visibility of same sex relationships, delayed different sex marriage, and gay marriage are social realities that were relatively rare, private behaviors in the not so distant past. Although new family forms and mating behaviors are evident across the age spectrum, these changes are most often discussed in regard to adolescents and young adults. For some, these changes are seen as overwhelmingly positive, expanding romantic possibilities and allowing for greater personal happiness and greater social (and legal) support of the unions we create. For others, these changes mark a significant deterioration in the social fabric of US society.

In this class, we will examine changes in dating, union formation, and household relationships among young Americans, drawing on demographic, economic, sociological, historical, and psychological perspectives. Our discussions will consider explanations and debates about family variations as well as implications for public policy. Special attention will be paid to gender, race, sexual orientation, and social class, as the meaning and implication of these changes can operate differently across these social groups. These goals will be accomplished through selected readings, film, and respectful and engaged discussion.

As a signature course, this class will also seek to enhance your core academic skills through discussions and readings on note taking strategies, approaches to college level reading, and formal writing skills. By the end of the term we should all be better informed about the contours of romantic involvement in the early stages of the life course, be familiar with some basic social science theories, and possess an expanded tool box of academic skills.

SPECIAL CONSIDERATIONS

- This course is designed to be an active and collaborative learning experience. As such, thoughtful discussion is the cornerstone of the class. You are expected to join the class discussions and share your opinions. All perspectives will be welcomed and discussed. As a student in this class, it is your responsibility to listen closely and respectfully to the viewpoints expressed in the course material and in the remarks of all class participants (including your fellow students and guest speakers). When you have different viewpoints on an issue, you are encouraged to share your views openly and in a courteous manner. Contrasting different views is one of the most effective ways to learn.

- Love, sex, and relationships are foundational to the human experience and can be a politically charged and emotional topic for most people. A sociological understanding of love, sex, and relationships is only possible through the systematic study of a number of controversial issues, including: heterosexual/homosexual sexual behavior, racism, sexism, rape and consent, and intimate partner violence. In some cases, films and/or guest speakers may use profane language and/or explicit sexual and medical descriptions in making their points. If your religious, moral, or psychological sensibilities will be offended, you may have some difficulties with this course.
- We will discuss hard, complicated things in this class. During the semester, if you find yourself having difficulty with any part of the course material and you do not feel you can share your questions or concerns in class, please talk to me during my office hours, contact me via e-mail, or make an appointment to see me. Also, feel free to leave the classroom if the discussion becomes challenging for you.

I strongly encourage you to use the **Undergraduate Writing Center**, 1-6222 (www.uwc.utexas.edu). The UWC offers free, individualized, expert help with writing for any student, by appointment or on a drop-in basis. These services are not just for writer's that have "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with you on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Reading Materials

Books:

- Schalet, Amy. *Not Under My Roof: Parents, Teens, and the Culture of Sex*.
- Pascoe, C. J. *Dude You're a Fag: Masculinity and Sexuality in High School*.
- Wade, Lisa. *American Hookup: The New Culture of Sex on Campus*.

Other Readings:

Other readings are required and can be found in files section of the class Canvas site.

Be sure to check the syllabus and Canvas before each class to be up to date with the readings.

<http://canvas.utexas.edu>

To access the class home page, go to this link and log into Canvas with your UT EID. You will find a link to this course under the heading "My Courses". All course material will be posted on this web page, including announcements and grades. In addition, some readings can be accessed through this web page.

Course Requirements

1. Attendance/participation –10%
2. Gender in everyday life activity – 5%
3. Responses papers – 12%
 - Art response – 6%
 - UGS lecture response – 6%
4. Everything but the Paper– 35%
 - Part 1 – 15%
 - Part 2 – 15%
 - Part 3 – 5%
5. Letter to parent –14%
6. Quizzes –24%

Class participation. Class participation is measured in a number of ways. First, dialogue is a central component of this course. Dialogue does not mean that we should be out to win debates with our fellow students or throw out uninformed opinions, nor does it mean that we will strive to come together as a one-view-for-all group. Instead, what we would like to achieve is an **ACADEMICALLY INFORMED**

dialogue regarding the issues that are being discussed, using the readings, guests, each other, and previous class discussion as the tools to help us discuss these issues in a civil manner. Thus, you are expected to a) show up and b) complete all readings for the day's class before coming to class. Read as actively as possible. Class time will be an opportunity to discuss and further explore the readings, so it is essential that everyone comes prepared. This is not to say that our personal experiences, backgrounds, and opinions are not important. They are, but our personal experiences and backgrounds are also (very) limited. In short, you are expected to be academically informed, full prepared participants in the discussions that take place. And, of course, a significant part of a good dialogue involves good listening...not just talking.

Second, you will complete a personal narrative. A really good way for me to get to know you is by having you write up your responses to a set of questions that provide me a window into who you are and how I can help you be as strong a student as you can be. For example, where are you from? why are you taking this course – are you particularly interested in the topic or did it fulfill a requirement? what parts of the syllabus look most and least interesting to you? what do you find most exciting and most challenging about the transition to UT? The complete list of questions is available on Canvas. It is due on Tuesday, **January 28th**.

Third, you will share **1 current newspaper** or other media stories related to romantic relationships, sexuality or love. This can be turned in over the course of the semester. Stories in the press are common and bring a 'real world' dimension to our conversations. Please print out what you find (or send me the url) and **write up** a brief description about what you read/saw. Be prepared to talk about it in class.

Gem visits and response papers. Signature courses are designed to draw on university "gems", the unique resources (e.g., collections, museums) of the University that are available to students. In this class, the *Everything but the Paper* project will have you take advantage of the exceptional research resources available at the UT libraries. You are also required to attend three other Gems this semester.

During your discussion sections, we will visit the Harry Ransom Center (HRC) and explore materials in the archive that related to love, sex, and relationships. We will make this trip on **Friday, February 14th**, with your discussion section.

We will also visit the Blanton Museum. Here we will also be given a guided tour of this incredible resource, discussing art related to love, sex, and relationships. We will make this trip on Thursday, **April 16th** as a full class.

Four UGS Lectures are scheduled between February 25 and April 7. These lectures are led by leading scholars at UT and will provide you insights into the research that is done here. Select one and attend it.

Spring 2020 Lecture Series – Texas Union Theatre 7:00-8:00pm

Tuesday, February 25

Thomas Palaima, Ph.D. (with Michael Lesy and Aloysius Martinich) – Immigration and Imagination

Monday, March 9

Kevin Foster, Ph.D. -- Opportunity Hoarding or Opportunity for All: The Choice in Education Today.

Monday, March 30

Mary Steinhardt, Ed.D. – (working title) Building Resilience and Strength when Challenged with Change and Stressful Situations

Tuesday, April 7

John Bartholomew, Ph.D. – If Exercise is Good For You, Why Don't We Do More?

After attending these Spring Lecture and the Blanton, you are expected to write two 2-3 page (double spaced) response paper. These papers should describe the event you observed and provide a critical discussion of how this event fits or fails to fit with the materials we have discussed in class. The Spring Lecture gem response is due no later than one week after the event; the Blanton gem response is due **April 23th**.

Gender in everyday life. Go to one section (electronics, food, toys, Valentine’s day cards, etc.) of any store (CVS, Target, Dick’s Sporting Goods, Best Buy, HEB). Take pictures and write a 1-2 page response on how the items in that section conform to, perpetuate, or resist traditional notions of masculinity or femininity. Think about things such as the colors, what acts the items conform to, what the words on the packaging imply, how the items contrast with similar feminine or masculine items in the same section, etc. Do you find any items that don’t conform to typical gender ideas? Submit your most interesting pictures and essay as attachments. Be prepared to discuss your findings in class. Due **February 6th**.

Quizzes. Upon completion of *Not Under My Roof* and *Dude You’re a Fag*, you will complete a quiz that covers the details of each book. **February 20th** and **March 10th**.

Letter home. One way to organize what you have learned in this class is through a cumulative exam, another is through a letter. Here, I would like you to write a letter—you do not need to send it—describing what you have learned so far. The goal here is to think critically about the material – do you ‘buy’ these arguments, what’s new or different here, how does it help you make sense of your world, how might the recipient – your parent, former teacher, pastor, grandparent—receive this information? Due **May 7th**.

Everything but the Paper. This is a multistage group project that you will work on throughout the semester. Broken into 3 parts, this assignment will seek to expand your understanding of young people’s romantic and sexual lives and enhance your ability to critically assess the reliability and validity of information available at UT and on the web. This assignment will enhance your ability to use the data you have collected to write up a compelling, evidence-based bibliography of your topic.

In Part 1 of the assignment, you will work as a group to develop an annotated bibliography on 5 credible sources *which together tell a compelling and coherent story* about a “social” problem related to love, sex, and relationships. This part is worth 15% of your final grade and is due on **March 3rd**. Part 2 builds on Part 1 and will include an introduction (5 pages) and revised annotated bibliography. Part 2 is due on **April 9th** and is worth 15% of your final grade. For the final part of the assignment, your group will present your research to the class. We will begin these presentations on **April 28th**. This is worth 5% of your grade. I will provide a more detailed rubric as the semester progresses.

University Notices and Policies

This course takes part in UT Austin’s SHIFT initiative and incorporates protective factors to promote student wellness and mitigate the risks associated with drug and alcohol misuse, including adverse academic outcomes. Learn more at <https://shift.utexas.edu/>.

University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

In this course, that means we will all work to ensure that the discussion space is shared relatively equally among the participants, and to maintain an atmosphere of respect for each other’s perspectives and arguments, especially when there are strong disagreements.

Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Personal Pronouns. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. We will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Students with disabilities. This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Religious Holy Days. By UT Austin policy, students are required to notify me of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, a work assignment, or a project in order to observe a religious holy day, I will certainly give you an opportunity to complete the missed work within a reasonable time after the absence.

Important Safety Information

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can intervene to prevent harmful behavior from continuing or escalating and provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members, TAs, and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that we are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee.

Starting January 1, Senate Bill 212 (SB 212) means the professor and TA for this course are required to report for further investigation any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee. This means we cannot keep confidential information about any such incidents that you share with us. If you need to talk with someone who can maintain confidentiality, please contact University Health Services (512-471-4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). We strongly urge you make use of these services for any needed support and that you report any Title IX incidents to the [Title IX Office](#).

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns.

Grading

- A (94 – 100) Excellent grasp of subject matter; provides relevant details and examples; draws clear and interesting connections, exceptionally original, coherent and well-organized; explains concepts clearly; ideas clearly written/stated, outstanding classroom participation
- A- (90 – 93) Very good grasp of subject matter; provides relevant details and examples; draws clear connections; explains concepts clearly; ideas clearly written/stated
- B+ (86 – 89) Good grasp of some elements above, others need work
- B (83 – 85) Satisfactory grasp of some elements above
- B- (80 – 82) Uneven, spotty grasp of the elements above
- C+ (76 – 79) Limited grasp of the above
- C (73 – 75) Poor grasp of the above
- C- (70 – 72) Very poor grasp of the above

- D (60 – 69) Little evidence of grasp of material, having done readings, attended class, or completed assignments
- F (0 – 59) Insignificant evidence of having done readings, attended class, or completing assignments

Internet Accessibility

Announcements, exercises, and other information will sometimes be sent to students over email or posted on the course webpage, so it's important that you check your email and the webpage at least once a week. If you need any help in the basics of email, word processing, or web browsing, please let me know immediately, and suitable help will be arranged.

Course Outline and Assigned Readings

Section I. An Introduction to Sociology

Week 1

Tuesday Introduction

Thursday Tolman. "Dilemmas of Desire: Teenage Girls Talk about Sexuality."
Orenstein, "Welcome to Dick School."

Week 2

Gender and Race

Tuesday West and Zimmerman. "Doing Gender" *Gender & Society*
Mojola. "Consuming Women, Modernity, and HIV Risk"

Complete your narrative

Thursday Orenstein, "Heads You Lose, Tails I Win: Boys of Color in a White World"
Patton, "Whose afraid of Black Sexuality?"

Friday **No Discussion Sections today**

Week 3

Sexuality and Historical Time

Tuesday D'Emilio. 1983. "Capitalism and Gay Identity."
Ghaziani. "The Closet." *Contexts*

Budnick. 2017. "Straight Girls Kissing: Beyond the Elite College Campus." *Contexts*

Thursday Furstenberg et al., 2004. "Growing up is Harder to Do." *Contexts*.
Gender in everyday life activity due

Section II. Adolescent Romance

Is the American way of conceptualizing adolescent sexuality 'normal'? We will spend the next five weeks discussing sex, gender, and romance among American teens through a comparative assessment of teen romance and sex in the US and the Netherlands, sex education in American schools, and an in-depth discussion of masculinity.

Week 4

Tuesday **Trip to the PCL: Learning Lab 1A. Bring your laptop.**

Thursday Schalet, Not Under My Roof, Chapters 1-2

Friday **HRC during discussion section**

Week 5

Tuesday Schalet, Not Under My Roof, Chapters 3-4
Thursday Schalet, Not Under My Roof, Chapters 7-8
Not Under My Roof **quiz**

Week 6

Tuesday Pascoe, Dude You're a Fag, Chapters 1-2
Thursday Pascoe, Dude You're a Fag, Chapter 3

Week 7

Tuesday Pascoe, Dude, You're a Fag, Chapter 4-5
Part 1 of Everything but... Due

Thursday Pascoe, Dude You're a Fag, Chapter 6

Week 8

Tuesday Dude You're a Fag **quiz**
Thursday Fields et al., "Beyond Bullying." *Contexts*.

Spring Break

Section III. Young adulthood, sexuality, and love

The next six weeks we will discuss love, romance, and intimacy among young adults. We will try to understand how it has changed and what these changes mean for women and men. Are these changes good? We will also discuss the role of other institutions – college but also work and the penal system – in shaping the nature of unions.

Week 10

Tuesday` Hull, Meier, Ortyl. 2010. "The Changing Landscape of Love and Marriage." *Contexts*.
Russell and Fish, "Mental Health of LGBT Youth."

Thursday McCabe. 2016. "Friends with Academic Benefits." *Contexts*
Wade. American Hookup: The New Culture of Sex on Campus Intro-Chapter 2

Week 11

Tuesday Wade, American Hookup: The New Culture of Sex on Campus Chapter 3
Hess. 2015. How Drunk is Too Drunk to Have Sex on Campus? *Slate*.

Thursday Wade, American Hookup: The New Culture of Sex on Campus Chapters 4- 5

Week 12

Tuesday Wade, American Hookup: The New Culture of Sex on Campus Chapter 6 -7

Thursday Wade, American Hookup: The New Culture of Sex on Campus Chapter 8-9

Part 2 of Everything but.. Due

Week 13

Tuesday Wade, Chapter 10-Conclusion.

Thursday **Trip to Blanton**

Week 14

Tuesday Furstenberg et al., 2016. Growing up is Harder to Do - Post recession. *Context*

Thursday Class cancelled

Blanton Gem Due

Week 15

Tuesday **Part 3 of Everything but... Presentations**

Thursday **Part 3 of Everything but... Presentations**

Week 16

Tuesday Wrap up

Thursday **Letter to parent**