

**SOCI 394 ST: Love, Intimacy, and Power**  
**St. Francis Xavier University**  
**Department of Sociology**  
**Fall 2016**

Instructor: Dr. Peter Mallory

*Office Hours:* Tues. 12:00-1:00;

Wed. 2:30-4:30; Thurs. 12:00-1:00

*Office:* Annex 9D

*Email:* pmallory@stfx.ca

*Phone:* 902-867-2445

### **Lecture Schedule**

T1 and T2, Tuesday and Thursday 3:45-5:00

### **Course Description**

Major transformations have occurred in the realm of intimacy and in the way people connect and disconnect in their personal lives. But what is intimacy and what forms can it take today? Are intimate relations only personal and private, or do they have broader social significance? In developing a sociological perspective on intimate relations, this course takes as its starting point that intimacy has no single relational form or institutional home in our society. In other words, intimacy can develop not only between romantic partners, family members, and friends, but also in less personal bonds between strangers and acquaintances. Likewise, just as intimacy exceeds any single type of relational form, so it also manifests in and through various social institutions and contexts. To study intimate relations sociologically, we must therefore study how intimate social bonds both shape and are shaped by broad aspects social life, such as: 1) politics, law, and citizenship; 2) expert and scientific discourses; 3) mass media, social media, and new communication technologies; 4) cultural beliefs, representations, and norms; and 5) capitalist economies and consumer culture. Our aim in the course will be to draw on contemporary critical theory and feminist theoretical perspectives to understand how power, inequalities, and social structures continue to shape the possibilities for how people connect and disconnect today.

### **Required Texts**

1. Foucault, Michel. 1990 [original 1976]. *The History of Sexuality*, Volume 1. New York: Vintage Books
2. Illouz, Eva. 2012. *Why Love Hurts*. Cambridge: Polity Press.
3. Turkle, Sherry. 2011. *Alone Together: Why We Expect More From Technology and Less from Each Other*. Basic Books: New York.
4. Other readings are on reserve at the library or posted on Moodle.

## Course Evaluation

- 25% Short Analytical Papers (5 at 5% each)
- 15% Midterm Exam
- 25% Essay
- 10% Participation
- 25% Final Exam

### *Essay:*

There will be one essay assignment. A handout will be distributed during class with possible topics. Completed papers will be around 8 pages in length (250 words per page, 12 point standard font, double spaced). It will be due no later than **Thursday, December 1**.

### *Mid-term Test:*

There will be an in-class quiz on **Tuesday, October 25**. The purpose of the quiz is to give you feedback on your progress in the course.

### *Exam:*

An exam will be scheduled during the regular examination period. It will be closed book and consist of essay questions.

### *Class Participation:*

Active participation is an important part of this course. Participation comprises attendance, active listening, giving other students an opportunity to speak, raising and answering questions, and providing relevant comments on the material discussed in lecture. Please bring the readings to class and be prepared to offer your questions and insights.

### *Weekly Reading Analyses*

There is a template posted to Moodle that you will use to submit a short analytical discussion of the week's readings **five times** throughout the term. Each time you submit, you should fill out the template and print it with your responses to the three questions. In total, your analysis should not exceed 2 double-spaced pages. You must submit your first reading analysis in the first four weeks of class; the rest of the submission dates are up to you, but I encourage you not to leave them to the end of term.

The main purpose of the reading analyses is to help you prepare for lectures and class discussions. For this reason, you will receive comments on your first submission, but after that, only a grade will appear (although you may see check marks to indicate good points or question marks to indicate unclear sections). However, if you have concerns about how you are doing on these assignments, please do not hesitate to see me in my office.

Reading analyses are due at the start of class on Tuesdays. You may only hand in an analysis on whatever the current week's readings are, and you can only hand in one in any given week. If there are three required readings in a week, your reading analysis should cover two of the week's assigned readings. Late submissions will not be accepted. It is up to you to organize your submission dates so that you don't run out of weeks.

*How to do well on your reading analyses:*

- Demonstrate that you have read the material carefully by putting ideas in your own words; avoid direct quotations, since the purpose is to show how you are thinking with the material.
- In responding to question 1 on the template, explain the main idea(s) of each article in no more than a sentence or two each.
- In responding to question 2 on the template, aim to offer critical insights and assessments of our authors' work. Critical insights are not necessarily "negative" but might also involve explaining why an author's work is important with respect to sociological approaches to intimate relations. In other words, explain why a certain idea matters in the context of course themes and the issues we have been working on together.
- In responding to question 3 on the template, be sure your questions are clear and precise and that it is obvious which reading(s) they emerge from. Avoid questions with answers that are factual or to which an author has provided clear responses already. The idea is to raise questions for further thinking about our course themes. I may ask you to contribute these questions in class on some weeks.

## **IMPORTANT COURSE INFORMATION AND POLICIES**

### **Late Policy**

Late papers submitted without prior permission will incur a late penalty of 5% of the total assignment per day, including weekends.

### **Academic Honesty and Plagiarism**

Since this course requires you to complete a written assignment, you should familiarize yourself with standards for proper referencing of all materials cited (i.e. books, journals, newspaper articles, internet resources etc.). Students who attempt to pass off someone else's work as their own (plagiarism) will be dealt with through the university policy on academic honesty. Please ensure that you fully understand this policy (see section 3.8 in the calendar).

### **Special Accommodations**

If you develop a prolonged illness or encounter a personal crisis that will impact your participation in the course, please contact me as soon as the problem becomes apparent. Your best strategy for dealing with anything that may prevent you from completing the course in a way that is satisfactory to you is to discuss your concerns with me as soon as they become apparent so that we can work out a way of responding to them.

### **Other Accommodations**

If you are a student with physical, learning, or psychiatric disabilities that require reasonable accommodation in teaching style or evaluation, you should speak with me early in the term so that appropriate arrangements can be made.

## LECTURE SCHEDULE AND READINGS

### Sept 6 & 8 A Sociology of Love

Jackson, Stevi. 1993. "Even Sociologists Fall in Love: An Exploration in the Sociology of Emotions." *Sociology* 27 (2): 201–20.

### Sept 13 & 15 Discourse, Power, and Sexuality

Foucault, Michel. *History of Sexuality* Vol. 1. New York: Vintage Books. Pp. 1-35.

### Sept 20 & 22 Discourse, Power, and Sexuality

Foucault, Michel. *History of Sexuality*, Vol. 1. Pp. 36-74

### Sept 27 & 29 Intimacy, Equality, and the "Pure Relationship"

Giddens, Anthony. 1992. "Love, Commitment, and the Pure Relationship." Pp. 49-64 in *The Transformation of Intimacy*. Stanford, CA: Stanford University Press.

Jamieson, Lynn. 1999. "Intimacy Transformed? A Critical Look at the 'Pure Relationship'." *Sociology* 33 (3): 477–94.

### Oct 4 & 6 Intimacy beyond the Heterosexual Couple

Roseneil, Sasha and Shelley Budgeon. 2004. "Cultures of Intimacy and Care beyond 'the Family': Personal Life and Social Change in the Early 21st Century." *Current Sociology* 52 (2): 135–59.

Weeks, Jeffrey, Brian Heaphy, and Catherine Donovan. 2001. *Same Sex Intimacies: Families of Choice and Other Life Experiments*. New York: Routledge Pp. 28-50.

Foucault, Michel. 1997. "Friendship as a Way of Life." Pp. 135-40 in *Michel Foucault: Ethics, Subjectivity, and Truth*, edited by Paul Rabinow. New York: The Free Press.

### Oct 11 & 13 Authenticity, Performance, and the Self

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Double Day. Pp. 1-16

Hochschild, Arlie. 2012 [original 1983]. *The Managed Heart: Commercialization of Human Feeling*. Berkeley, CA: University of California Press. Pp. 35-55, 185-198.

Rousseau, Jean-Jacques. 1997 [original 1761]. *Julie, or the New Heloise: Letters of Two Lovers Who Live in a Small Town at the Foot of the Alps*. Hanover, NH: University Press of New England. [Selections]

**Oct 18 & 20 The Commercialization of Intimate Life**

Bauman, Zygmunt. 2003. "Falling in and out of Love." Pp. 1-37 in *Liquid Love*. Cambridge: Polity Press.

Hochschild, Arlie Russell. 2003. "The Commercial Spirit of Intimate Life and the Abduction of Feminism: Signs from Women's Advice Books" Pp. 13-29 In *The Commercialization of Intimate Life: Notes from Home and Work*. Berkeley, CA: University of California Press.

**Oct 25\* & 27 Virtual Intimacies**

Turkle, Sherry. 2011. *Alone Together: Why We Expect More From Technology and Less from Each Other*. Basic Books: New York. Pp. 1-20, 103-125, 127-147.

\*Mid-term test - Tuesday, October 25

**Nov 1 & 3 Virtual Intimacies**

Turkle, Sherry. *Alone Together*. Pp. 151-86, 279-296.

**Nov 8 & 10 Why Love Hurts**

Illouz, Eva. 2012. *Why Love Hurts*. Cambridge: Polity Press. Pp. 1-58.

**Nov 15 & 17 Why Love Hurts**

Illouz. Pp. 60-109.

**Nov 22 & 24 Why Love Hurts**

Illouz. Pp. 109 - 155, plus selections from final sections.

**Nov 29 The New Singletons**

Klinenberg, Eric. 2012. *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*. New York: Penguin. Pp. 1-27.

Maitland, Sara. 2014. "The Joys of Solitude." *The Guardian Weekly*, Feb 14, pp 26-29.

**Dec 1\* Conclusion to the Course**

\*Essay due in Class