

**Southern Illinois University**  
**SOC 490 Special Topics in Sociology of Sexuality**  
**Fall 2012**

**Class Times:** TR 3:35pm-4:50pm (Parkinson 108)

**Instructor:** Chris Wienke, Ph.D.

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Office Hours: TR 12:00pm-1:45pm; 5:00pm-5:45pm

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**Overview**

This course will address a range of issues related to human sexuality and the interaction between sexuality and other social processes. While the course focuses on sociological research, it will include information from other disciplines. The aim of this course is: 1) to acquaint students with relevant concepts, theories, and methods in the field of sexual studies; 2) to increase awareness of the social and historical construction of sexuality and the ways in which the socialization process shapes sexual behavior and desire; 3) to develop understanding of how basic social institutions affect the rules governing sexuality; 4) to address some of the major moral and political controversies that surround sexuality; and 5) to explore the dark side of sexual life. Students will be asked to write reactions to assigned readings, to participate in writing exercises and class discussions related to readings, lectures, and/or films, to demonstrate their understanding of the material through periodic quizzes and examinations, and to conduct and discuss their own research.

**Required Materials**

1. Hyde & Delamater (2008). *Understanding Human Sexuality (10<sup>th</sup> edition)*. New York: McGraw-Hill. [UHS]

2. Seidman, Steven, (2010). *The Social Construction of Sexuality (2nd Edition)*. New York: W. W. Norton. [SCS]

3. Selected readings available on Desire2Learn. [D2L]

**Course Requirements and Grading**

1. *Exam I, Exam II, and Final Exam*. Each of the exams will be based on a synthesis of the materials covered in readings, lectures, films, and classroom discussions. The exams are designed for you to demonstrate what you have learned, apply concepts from the readings, lectures, films, and classroom discussions to specific questions, and extend the learning process to the tests themselves. Exams are scheduled for September 20, October 25, and December 11. The average of the three exams is worth 50% of the final grade. **(Note: You must notify the instructor in advance if you need to reschedule an exam)**

2. *Quizzes*: There will be five quizzes over the course of the semester (each of which will focus on the weekly readings). The quizzes are simply designed to help you check your progress in keeping up with the readings. You should of course be doing the reading, anyway, and the quizzes will help you make sure you have understood some of the most important points in the readings. This may also serve as starting points for class discussions. Quiz questions will focus on key concepts *found in the readings* (Note: you should always bring your readings to class). You will have five minutes to complete the quiz. Only four out of five quizzes will count toward the final quiz grade B that is, the quiz with the lowest score will be dropped. Altogether, the quizzes are worth 10 percent of the final grade. **(Note: To reschedule a quiz, you must notify the instructor in advance).**

3. *Reaction papers*: You will submit three short *Reaction* papers to the assigned readings (each of which will focus on the weekly readings). Your reactions papers may include (but are not limited to) an evaluation or criticism of arguments found in the readings, suggestions for extending or modifying these arguments, an application of ideas found in the reading to analyze a specific issue of interest to you, or reflections on personal experiences touched on by the readings. Another suggestion is to comment succinctly on what you found most interesting, important, puzzling, infuriating, fundamental, etc., about the readings (include citations, page numbers, the names of authors, etc. when appropriate). There is no strict page limit on these papers, though as a rough guideline, I recommend at least 2 pages per paper. Each paper should be typewritten or word-processed, double-spaced, in standard 12-point fonts. The papers will count for 10 percent of the total grade.

4. *Research Project*. The purpose of offering you an opportunity to research a topic through a *Project* approach is to enable you to do some actual *field work* in an area related to sexuality. This experiential approach is designed to be more rewarding than a traditional library research paper.

What have you always been curious about? Now is the time to find out about it. Talk to experts, conduct a survey, interview people, visit a special interest or support group (a singles club, gay bar, nudist colony, an incest victims group, sex addicts anonymous, etc), an agency (Planned Parenthood, a rape crisis center, etc.), a sex-related business (topless bar/strip club, adult bookstore, x-rated movie theater, etc.), or surf the internet (dating websites, internet porn, online sexual communities, etc.); get involved! Choose a subject that is meaningful to you and which will provide an opportunity for you to explore your feelings and attitudes. Looking through your reading materials for topic ideas should help. Some examples of past projects include sitting in on natural childbirth classes, analyzing advertisements in the *Acasual encounters* section of craigslist, and conducting a survey on masturbation among friends and classmates.

Before starting the project, you should *meet with me during my office hours* (or a mutually convenient time) prior to **October 18** to *discuss your research topic*. Failure to meet with me will result in a 5% point reduction on the final grade of the project.

Once you have decided on a topic, do some background reading on the topic (doing this part is important!). How have others studied this topic? What have they learned? What issues remain unresolved? You **must** use *at least 4* academic sources (i.e., books or academic journals) related to your topic. The more sources, the better.

The **report** should cover the following: 1) Describe your topic of research; 2) Discuss why you chose to research this topic; 3) Give some background information on the topic from your library research and cite the sources you used 4) Explain how you conducted your research; 5) Present and discuss the results of your project; 6) Discuss what personal insights and learning took place for you; 7) Write about how you feel about the topic (e.g., did your feelings or attitudes change as a result of the research?); 8) Bibliography).

*Final drafts* should be typewritten or word-processed, double-spaced, in standard 12-point fonts, and be approximately 6-8 pages in length (excluding a cover sheet or bibliography). General formatting of in-text citations and the bibliography should follow ASA style guidelines. For more information on ASA style, you should google *ASA Style Guide* (I also encourage you to see me or someone from the SIU Writing Center if you have any questions about the mechanics of writing a *position* paper). The paper must follow all university rules related to academic honesty. For journal articles, consider using these search engines: *SocINDEX*; *PsycINFO*; and *Social Science Citation Index* (Just go to the SIU library website and click on *Databases/Find Articles*). Also

consider *WorldCat*, which is useful in searching books. Common sexuality-related journals include: *Sexualities*; *Sexuality and Culture*; *Journal of Sexual Research*; *Archives of Sexual Behavior*; *Journal of Homosexuality*; *Gender & Society*; *Signs*; *Sex Roles*; *Studies in Gender and Sexuality*; *Law & Sexuality*; *Journal of History of Sexuality*; *Journal of Sex & Marital Therapy*; *Journal of Psychology and Human Sexuality*; *Journal of Bisexuality*; *Culture, Health, Sexuality*.

**Plagiarism:** When you copy something word for word, you must place it in quotation marks and reference it (Note: if you must quote another author, only use quotations that are essential to your argument. The use of Anonessential quotations@ will result in a lower grade). If you are paraphrasing ideas in your own words, it is not necessary to use quotation marks, but you must cite the source. This should be done according to ASA guidelines (see above). If you use another author=s words without citing them, you are committing plagiarism and will receive an F.

This assignment is due on **December 6**, and is worth 25% of the final grade. (**Note: Written work must be submitted on time; late work will be penalized a letter grade per day from the due date**). You will make a formal 5-10 minute presentation to the class on either December 4 or December 6. The goal of the presentation is to present your research project in front of your peers.

(Note: If you are a graduate student, you must write a traditional research paper in lieu of the project described above, and make a brief presentation at the end of the course on the research. Paper topics must be approved by the instructor).

5. **Class Exercises.** From time to time, you will be asked to complete class exercises. The exercises, which may take place in class or out of class, will be linked to concepts, issues, or questions drawn from the readings, class lectures, and/or film material. The exercises will be graded only as Acomplete@ or Aincomplete,@ and are worth 5% of the final grade. In addition, they will help me assess student attendance; therefore, no-make-up or late exercises will be accepted because of absence or tardiness.

6. **Attendance.** Naturally, attendance is expected and necessary in order to successfully complete this course as readings will be a supplement to and not a reiteration of lectures and class discussion. Attendance grades will consist of sporadic attendance checks. You are allowed to miss up to 4 class sessions. You will be docked 3 percentage points per class session for any additional class sessions you miss, REGARDLESS OF THE EXCUSE. (**Note: If you fail to come to class on time or leave before class is dismissed, you will be marked Aabsent@**)

**Grading Scale:** *Out of 100 Percentage Points:* A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below.

- ! Exams 1, 2, & 3 = 50%
- ! Quizzes = 10%
- ! Reaction Papers = 10%
- ! Research Project = 25%
- ! Class Exercises = 5%

### **Other Important Information**

1. **Classroom Decorum:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. If your *cell phone* must be on for medical, childcare, or other reasons, please set it to vibrate, not ring. *Computer laptops* and *tablets* are not allowed in class unless you have written permission from ADisability Support Services.@
2. **Cheating:** All SIUC policies regarding plagiarism and academic dishonesty will be upheld in this course. A grade of AO@ will be recorded for all works in which you were found to have been involved in any acts of academic dishonesty. If you are not familiar with the definitions and consequences of

cheating or with your rights, refer to your *Student Conduct Code*, see an academic advisor, or ask me.

3. *Grade Appeals*: Any student who believes that she or he has been graded unfairly may appeal that grade following standard university procedures. Certain procedural rights are guaranteed to all students charged with academic dishonesty who are subject to disciplinary action. These rights are outlined in the *Student Conduct Code*.

4. *Emergency Procedures*. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

### **TENTATIVE SCHEDULE OF CLASS MEETINGS**

#### **Foundations in Sexual Knowledge: Terms, Theories, & Methods**

WEEK 1: Aug 21-23 UHS: Chapter 1 (Pp. 2-3; 8-18); D2L: Christina AAre we having sex now or what?@; D2L: Fausto-Sterling AThe five sexes: Why female and male are not enough.@

WEEK 2: Aug 28-30 UHS: Chapters 1 (pp. 3-7) & 2 (pp. 27-29); SCS: Chapters 1,2, & 3; D2L Donnelly et al. ASexuality and social theorizing@  
Aug 30: **QUIZ 1** (Covering Week 2 readings)

WEEK 3: Sept 4-6 UHS: Chapter 3; D2L: Bullough AAlfred Kinsey and the Kinsey Report@; D2L: Erickson & Steffen AAsking questions about sex.@

#### **Sex in American History**

WEEK 4: Sept 11-13 D2L: Excerpts from D=Emilio & Freedman *Intimate Matters* (Chapters 1, 4, 8, 11, 13, 14, & 15).

WEEK 5: Sept 18-20 D2L: Excerpts from D=Emilio & Freedman *Intimate Matters* (Chapters 1, 4, 8, 11, 13, 14, & 15).  
Sept 18: **REACTION PAPER 1** (Discuss at least 3 class readings on the topic of ASex in American History@)  
Sept 20: **EXAM ONE**

#### **Sexual Orientation & Identities**

WEEK 6: Sept 25-27 UHS: Chapter 13; SCS: Chapters 4, 5, & 6; D2L: Golombok & Tasker ADo parents influence the sexual orientation of their children?@ D2L: Diamond AFemale bisexuality: From adolescence to adulthood@; D2L: Ward AStraight dude seeks the same.@

#### **Sexuality over the Life Course**

WEEK 7: Oct 2-4 (Continue with readings from week 6); UHS: Chapters 9; D2L: Regnerus AForbidden fruit: Initiation sex and the new middle-class morality@; D2L:

	Rose AGoing too far? Sex, sin and social policy.@ Oct 2: <b>QUIZ 2</b> (Covering Week 6 readings)
WEEK 8: Oct 9-11	Bogle AHooking up: Men, women, and the sexual double standard.@ Oct 9: NO CLASS (Fall break)
<b>Gender &amp; Sexuality</b>	
WEEK 9: Oct 16-18	UHS: Chapter 10 &12; D2L: Teachman APremarital sex, premarital cohabitation, and the risk of subsequent marital dissolution among women@; D2L: Judith Treas & Deirdre Giesen ASexual infidelity among married and cohabiting Americans@; D2L: Alexander & Fisher ATruth & consequences: Using the bogus pipeline to examine sex differences in reported sex-reported sexuality.@ Oct 16: <b>REACTION PAPER 2</b> (Discuss at least 3 class readings on the topic of ASexuality over the Life Course@) Oct 18: <i>THE LAST DAY TO MEET WITH DR. WIENKE REGARDING YOUR RESEARCH TOPIC</i>
WEEK 10: Oct 23-25	D2L: Stoltenberg AHow men have (a) sex@; D2L: Baker ACountry music and women=s sexuality: What do women want?@; D2L: Feinberg ATransgender warriors: Making history.@ Oct 23: <b>QUIZ 3</b> (Covering Week 9 & 10 readings) Oct 25: <b>EXAM TWO</b>
<b>Sex &amp; Social Institutions: The State, Media &amp; Popular Culture, &amp; Medicine</b>	
WEEK 11: Oct 31-Nov 1	UHS: Chapter 20; SCS: Chapters 7 & 13 Oct 31: <b>INTERLUDE</b> : Reflecting on our own research, discussing our research in progress, and other matters
WEEK 12: Nov 6-8	SCS: Chapters 8 & 9; D2L: Durham AGirls, media, and the negotiation of sexuality: A study of race, class, and gender in adolescent peer groups@; D2L: Alavi ALittle white lies: Race, dildos and American culture@; D2L: Loe AFixing the male machine@ Nov 8: <b>QUIZ 4</b> (Covering Week 12 readings)
<b>Conflicts over Sexual Morality</b>	
WEEK 13: Nov 13-15	UHS: Chapters 14 & 16; SCS: Chapters 11 & 12.
WEEK 14: Nov 20-22	SCS: Chapters 10; D2L: Sarracino & Scott AThe Porning of America.@ Nov 20: <b>QUIZ 5</b> (Covering Week 13 & 14 readings) Nov 22: NO CLASS (Thanksgiving)
<b>The Dark Side of Sexuality</b>	
WEEK 15: Nov 27-29	UHS: Chapter 15 & 18; D2L: Gavey A`I wasn=t raped, but . . .=: Revisiting definitional problems in sexual victimization@; D2L: Fee AVenereal disease: Sin versus science@; D2L: Nack ADamaged goods: Women managing the stigma of STDs.@ Nov 29: <b>REACTION PAPER 3</b> (Discuss at least 2 class readings on the topic of AThe Dark Side of Sexuality@)
WEEK 16: Dec 4-6	Project Presentations

Dec 6: *RESEARCH PROJECT DUE*

WEEK 17: Dec 10-14

**FINAL EXAM**

Dec 11, 5:50pm-7:50pm