

S Y L L A B U S

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Class: M W F Noon – 12:50 pm
 118C ASA Bldg.
 Office Hours: MWF 10:00 - 12:00,
 or by appointment

Course Description and Objectives: Sex and sexuality are typically thought to be governed by innate biological, physiological, or psychological instincts. We do not usually think of sex and sexuality as being *socially* constructed, and furthermore, we do not usually think about our sexual identities as being influenced by social forces. Yet research shows that *culture* greatly influence our understandings of sexuality and the development of our sexual identities. How are our senses of “self” shaped by our sexual behaviors and desires? How are these behaviors and desires shaped by social forces? Are these forces culturally specific, or are they universal?

In seeking answers to these questions, we will critically investigate sexuality as one identity that intersects uniquely with other identities such as gender, race, ethnicity, nationality, age, religion, etc., to create each individual’s distinct sense of *self*. As such, we will use sociological and social psychological approaches to investigate the tools available in “cultural toolboxes” that facilitate (or impede) identity construction.

Upon successful completion of this course, you will be able to: (a) demonstrate an understanding of such concepts as sexual identity, homophobia, and heteronormativity; (b) display basic knowledge of sexual diversity in U.S. history, culture, and social structure; (c) demonstrate critical thinking about the dialogue surrounding different theories and perspectives pertaining to sexuality and sexual identity in the United States and internationally; (e) apply concepts from personal experiences to identify intersections of sexual identity with other identities as elements of human expression that must be understood to enhance the common good.

Instructor’s Obligation to Students: I take very seriously my responsibility to the students in my class, and will do every reasonable thing in my power to provide you with the opportunity to succeed in this course. I will be prepared for class and knowledgeable in the materials presented. I will strive to make the course as interesting to you as possible. I will work with you individually, outside of lectures, should you need additional assistance.

Students’ Obligation to Instructor: As I indicated above, I will endeavor to provide for students the opportunity to succeed in this class. But I can only provide the *opportunity*.

By enrolling in this class, students will acknowledge that they are responsible adults, capable of making informed decisions. I expect you to be prepared for class, but of course, this is your choice. Everything you do in this course is a result of the decisions *you* make; *you* must accept the consequences of your decisions.

Required Readings: There is one required book to be purchased for this class:

D’Emilio, John and Estelle B. Freedman.1997. *Intimate Matters: A History of Sexuality in America* (2 ed.). Chicago: University of Chicago Press.

Besides this, various required readings will be available on Blackboard. At first glance, there seems to be a lot of reading in this class; relax, you won’t have to put that much into it... often, a basic familiarization with the main idea of a reading is all that is necessary for you to do well.

Course Requirements and Grading: Grades for the course will be based upon total point accumulation over the semester, and points can be earned in a number of ways. Maximum points will be distributed as follows:

Examination	100 pts
Weekly Reaction Papers	80 pts (8 wks at 10 pts each)
Research Paper	100 pts
Class Presentation	20 pts
TOTAL:	300 Points

Final course grades will be based on the following point totals:

- A 270 – 300 points
- B 240 – 269 points
- C 210 – 239 points
- D 180 – 209 points

Examinations: There will be one (!) examination in this class. *Make-up exams will not be given except at the discretion of the instructor, and only in the event of excused absences.*

Weekly Reaction Papers: In lieu of a second exam, you will be expected to write a short paper each week that encapsulates your understanding of the readings and presents the background for a discussion question also to be submitted. Of the 13 weeks in the semester that material is discussed, you will submit reaction papers for 8. *A Note Regarding Participation:* You should plan to speak up in this class. Feel free to bring up points that you find especially interesting to discuss. We will use the submitted discussion questions as a basis of discussion, but you may have more than you submit. Questions & comments are always welcome. If you see something outside of class that you think relates to our discussion feel free to bring it up. Disagreement is fine as long as it is done respectfully; our differences are what will make the discussion interesting.

Research Papers: Students will be required to submit a research paper in this class. Papers are expected to be research-oriented rather than opinion-oriented, and academic resources from outside class will be *required*. Complete guidelines will be distributed and discussed in class.

Class Presentation: You will present your research paper to the class in a talk similar to those at professional conferences in which sociology (among other social sciences) is progressed. Complete guidelines will be distributed and discussed in class.

Classroom Respect: A comfortable atmosphere is very important in providing for a student's opportunity to learn. Knowing that every student comes from a different place, and because some of the topics covered in sociology can be controversial in nature, I require students to RESPECT the opinions of others, regardless of agreement. In addition, out of respect to your fellow classmates, I require that all students exercise a level of "lecture etiquette." This means not coming into class late and disrupting others, not talking to fellow classmates during lecture, turning off cell phones (a personal "pet peeve"), etc. To be respected means to respect others around you.

Cheating/Plagiarism/Academic Dishonesty: All work you submit must be your own. This does not mean you should not rely on existing scholarship in completing your papers; in fact, using existing scholarship to support your own arguments is expected. However, you must document the scholarship of others in your work by the use of proper citation of these resources.

All SIUC policies regarding academic dishonesty will be upheld in this course, and *all* written materials submitted for grade may be checked for plagiarism using various electronic means, including software specifically designed to identify plagiarism (*yes, SIUC has the software*). According to the Student Conduct Code, plagiarism or academic dishonesty of any type may lead to zero points for a particular assignment, failure of the course, and/or referral to Student Judicial Affairs for possible dismissal from the university, regardless of standing. By submitting any work in this course, you acknowledge that you are aware of the definitions and consequences of plagiarism and other forms of academic dishonesty, and agree to be bound to them. **If you are not familiar with these definitions and consequences, ask me. Be sure before you submit any assignment!**

"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 and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website 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."

PROVISIONAL COURSE OUTLINE AND READING ASSIGNMENTS

Theoretical Bases

Week 1-- 1/18 & 1/20 – *Constructing Sex and Sexuality Globally*

- Gagnon & Simon: “The Social Origins of Sexual Development”
- Rose: “Going too Far? Sex, Sin & Social Policy”
- Johnston & Longhurst: “The Body”
- Johnston & Longhurst: “Global Intimacies”

Week 2 – 1/23, 1/25, & 1/27 – *Establishing the Link between Culture & Sexualities, pt. 1*

- Swidler: “Culture in Action”
- Howard: “Social Psychology of Identities”
- Snow & McAdam: “Identity Work Processes in the Context of Social Movements”
- Diani: “Linking Mobilization Frames & Political Opportunities: Insights from Regional Populism in Italy”

Week 3 – 1/30, 2/01, & 2/03 – *Establishing the Link between Culture & Sexualities, pt. 2*

- Nagel: “Racial, Ethnic, and National Boundaries”
- Johnston & Longhurst: “Nations & National Identity”
- Rouhani: “Religion, Identity, & Activism: Queer Muslim Diasporic Identities”
- Winterich: “Sex, Menopause & Culture”
- Gamson & Moon: “The Sociology of Sexualities: Queer & Beyond”

Empirical Observations

Week 4 – 2/06, 2/08, & 2/10 – Default: Sexuality in the US, pt.1 (Historical Background)

- D’Emilio & Freedman: *Intimate Relations* – Ch 2 “Family Life & the Regulation of Deviance”
- D’Emilio & Freedman: *Intimate Relations* – Ch 4 “Within the Family”
- D’Emilio & Freedman: *Intimate Relations* – Ch 5 “Race & Sexuality”
- D’Emilio & Freedman: *Intimate Relations* – Ch 6 “Outside the Family”

Week 5 – 2/13, 2/15, & 2/17 – Default: Sexuality in the US, pt. 2 (Historical Background)

- D’Emilio & Freedman: *Intimate Relations* – Ch 7 “Sexual Politics”
- D’Emilio & Freedman: *Intimate Relations* – Ch 8 “Civillized Morality Under Stress”
- D’Emilio & Freedman: *Intimate Relations* – Ch 9 “Crusades for Sexual Order”
- D’Emilio & Freedman: *Intimate Relations* – Ch 10 “Breaking with the Past”

Week 6 – 2/20, 2/22, & 2/24 – Default: Sexuality in the US, pt. 2 (Historical Background)

- D’Emilio & Freedman: *Intimate Relations* – Ch 11 “Beyond Reproduction”
- D’Emilio & Freedman: *Intimate Relations* – Ch 12 “Redrawing the Boundaries”
- D’Emilio & Freedman: *Intimate Relations* – Ch 13 “Sexual Revolutions”
- D’Emilio & Freedman: *Intimate Relations* – Ch 14 “The Sexualized Society”

Week 7 – 2/27, 2/29, & 3/02 – Default: Sexuality in the US, pt. 2 (Historical Background)

- D’Emilio & Freedman: *Intimate Relations* – Ch 15 “The Contemporary Political Crisis”
- D’Emilio & Freedman: *Intimate Relations* – “Afterword”
- Plummer: “Intimate Citizenship: The Politics of Sexual Story Telling”
- Plummer: “Epilogue: Beyond Stories? The Pragmatics of Story Telling”

You will be given your examination on 3/02, and it will be due at the beginning of class on 3/09.

Week 8 – 3/05, 3/07, & 3/09– Comparison 1: (other) Western Cultures

- Nardi: “The Globalization of the G&L Socio-Political Movement”
- Elliott & Bonauto: “Sexual Orientation & Gender Identity in North America”
- Andersen & Fetner: “Economic Inequality and Intolerance”
- Kollman: “Same-Sex Unions: The Globalization of an Idea”
- Adam: “The DOMA and American Exceptionalism”

Spring Break – 3/12, 3/14, & 3/16

Week 9 – 3/19, 3/21, & 3/23 – Comparison 2: Central/South America

- de Carvalho: “How Can a Child Be a Mother?”
- Ramirez: “Manufacturing Heterosexuality”
- Lancaster: “Subject Honor & Object Shame”
- Epps: “Proper Conduct”
- Sigal: “Latin America & the Challenge of Globalizing the History of Sexuality”

Week 10 – 3/26, 3/28, & 3/30 – Comparison 3: Eastern Cultures

- rahman: “Home in One Piece”
- Kong: “More Than a Sex Machine”
- McLelland: “Is There a Japanese ‘Gay Identity’?”
- George; “Embodying Identity through Heterosexual Sexuality”
- Tambiah: “Turncoat Bodies”

Week 11 – 4/02, 4/04, & 4/06 – Comparison 4: Middle-Eastern Cultures

- Debate: Same-Sex Muslim Identities & Muslim Cultures
 - Massad: “Re-Orienting Desire: The Gay International & the Arab World”
 - Schmitt: “Gay Rights vs. Human Rights: A Response to Joseph Massad”
- Helie: “Holy Hatred”
- Azenstadt & Cagagliion: “The Sexual Body of the Young Jew”
- Baxter: “Honor Thy Sister”
- Sa’ar: “Many Ways of Becoming a Woman”

Week 12 – 4/09, 4/11, & 4/13 – Comparison 5: African Cultures

- Spronk: “Beyond Pain Towards Pleasure...”
- IGLHRC: “Voices from Nigeria”
- Abusharif: “Unmasking Tradition”
- Smith: “Love and the Risk of HIV”
- Walker: “Men Behaving Differently”
- Lorway: “Dispelling ‘Heterosexual African AIDS’ in Namibia”

Week 13 – 4/16, 4/18, & 4/20 – Comparison 6: Australasia

- Holzner & Oetomo: “Youth, Sexuality, and Sex Education Messages in Indonesia”
- Blackwood: “Regulation of Sexuality in Indonesian Discourse”
- Aspin & Hutchings: “Reclaiming the Past to Inform the Future”
- Edwards: “‘Marriage is Sacred’: The Religious Right’s Arguments against ‘Gay Marriage’ in Australia”
- Gilchrist & Sullivan: “The Role of Gender & Sexual Relations for Young People...”

Week 14 – 4/23, 4/25, & 4/27 – Class Presentations

Week 15 – 4/30, 5/02, & 5/04 – Class Presentations

There is no final examination in this course.