

Global Perspectives on Sexual Diversity

SOC 307 Section 001

Fall 2011

11:00 – 12:15 PM Tuesday and Thursday

Applied Sciences & Arts 0118C

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Course Description and Objectives:

Sex and *sexuality* are typically thought to be governed by biological or psychological forces. We do not usually think of sex and sexuality as being *socially* constructed, so what leads us to understand what makes certain behaviors sexual? How do we know? How are our identities shaped by our sexual behaviors and desires? How are these behaviors and desires shaped by social forces?

As a class, we will address these questions throughout the course. While the title of this course includes the words “global perspectives,” this title may be misleading. We will examine some cultures’ perspectives of sexuality in relation to Western culture, this course will cover a variety of perspectives/theoretical strands within or influencing sociology that aim to explain and further our understanding of sexuality.

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; (d) apply concepts from personal experiences to identify intersections of sexuality with race/ethnicity, class, and gender as elements of human expression that must be understood to enhance the common good.

Required Readings:

There is NO required textbook for this course. However, there are required readings. Readings include academic journal articles and book excerpts. Some weeks, readings will be longer than others. Be sure to schedule your time wisely so as not to fall behind. Weekly course readings and other information will be available on BLACKBOARD, along with reading questions specific to each reading. You MUST have an SIU email account to access Blackboard.

<https://mycourses.siu.edu/webct/entryPageIns.dowebct>

Class Policies:

Class discussion may, at times, concern controversial issues. Students are expected to respect the viewpoints expressed by other. If you disagree with what someone has said,

you are encouraged to express your disagreement but are expected to do so in a civil, respectable, and polite manner.

Ground rules to keep in mind:

You should think about these ground rules during all classroom interaction. You are expected to follow them all at all time.

1. Acknowledge that racism, sexism, classism, and homophobia exist.
2. Acknowledge that one of the meanings of racism/sexism is that we have been systematically taught misinformation about our own groups and especially members of other groups.
3. We cannot be blamed for misinformation we have learned, but we are responsible for repeating misinformation after we have learned otherwise.
4. Do not blame victims for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our own groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We have an obligation actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibits groups cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at time, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not request and the class will agree not to repeat the remarks.

**Ground rules by Lynn Weber, Center for Research on Women, Memphis State University, Memphis, TN 38152.

Classroom Etiquette:

Attendance- You are expected to attend the class regularly. You may miss up to two classes without being penalized. These absences include sick days, religious holidays, and personal holidays. Additionally, if you cannot make it to class, be sure to email me as soon as possible and attend my office hours to catch up on material you have missed. I will take attendance daily.

Missed work-Late papers will not be accepted in this course. Any deadlines regarding written work or student meetings will be announced well in advance of due dates. IT SHOULD NOT BE ASSUMED THAT YOU WILL BE GIVEN MAKE-UP EXAMS IF YOU MISS A TEST DAY. Make up exams will be given under these conditions: (1) Written certification from a physician is presented indicating that the student was too ill to take the exam; (2) a written certification of death in the family is presented (3) written certification from a coach is presented stating that attendance was necessary at a previously scheduled intercollegiate event; (4) when written certification is available for some –other-

ordinary event that makes attendance at the exam impossible. Otherwise, failure to show up for an exam on the scheduled day will result in a score of zero.

Plagiarism - Cheating/Academic Dishonesty: COLLEGE AND UNIVERSITY REGULATIONS REGARDING PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY WILL BE UPHELD IN THIS COURSE. If you are not familiar with the definitions and consequences of cheating or with your rights, refer to your Student Conduct Code or see an academic advisor. You should be aware of plagiarism in every paper or assignment you write. Any time you use the ideas of someone else you must give them credit. You should put quotation marks around all direct quotations and cite the author at the end of the passage. If you are unsure of the proper way to do this see me before you turn in any work. Any work that has been plagiarized will receive a failing grade and may be turned in to the university as a violation of the student code of conduct.

Office Hours - You should make use of my office hours. If you have any concerns about the class I will be quite happy to discuss them with you. If you want to meet me during office hours, just show up. THERE IS NO NEED TO MAKE AN APPOINTMENT AHEAD OF TIME. If you want to meet me OUTSIDE OF OFFICE HOURS, then you must email me and make an appointment.

E-mail - My e-mail address is listed on the first page of this syllabus. E-mail can be used as a general means of contacting me. You can e-mail me comments about class, questions, paper drafts, or anything else that you think I should be aware of. I check this e-mail account often.

Quizzes- Unannounced quizzes may be given throughout the semester, particularly if the class does not appear to have done the readings or does not adequately participate in discussion. Quiz material will include information from lecture, readings from blackboard, and any videos that may be shown throughout the course.

Exams- In-class exams will include short-answer essay questions. Take-home exams will include only essay questions (long and short answer) You should draw upon your readings, the lectures, and class discussions to answer these questions. All three exams are worth 100 points. Since the material and order of this class builds off of the concepts from previous topics, sometimes overlapping, approach them with all the information gathered throughout the course.

Assignments- There are five out-of-class assignments. They are listed on the syllabus, will be announced ahead of time in class, and directions for them can be found on Blackboard.

Reading Questions- There will be nine sets of readings throughout the course. For each set of readings, you are required to answer reading questions located on Blackboard. I expect you to turn in your answers for the reading questions at the end of each reading

discussion class listed on the course schedule. Answers turned in late will not receive credit. MUST BE TYPED BEFORE CLASS.

Grading		Grading Scale
Attendance/ In-Class Quizzes	20	A 460 - 510
Out of Class Assignments (5)	100	B 410 - 459
Reading Questions (9)	90	C 355 - 409
Exam 1	100	D 305 - 354
Exam 2	100	E 0 - 304
Final Exam	100	

Total points 510

****Course assignments, quizzes, exams, and grades may change at the discretion of the instructor. Some extra credit may be made available throughout the semester.***

Classmate Contact Information:

I strongly encourage you to learn the names and contact information of at least two people in this class, in case you are absent or need to compare notes with someone.

Schedule:

This schedule represents a tentative plan for readings, lectures, and assignments. Any changes will be announced in class. Supplemental readings may be provided or recommended at later dates.

WEEK 1

Aug. 23 Syllabus and Course Expectations

Aug. 25 Lecture Topic: Intro to Sociology

WEEK 2

Aug. 30 Film *The Lost Children of Rockdale County*

Out of Class Assignment 1 DUE: "Who I am Sexually" Anonymous Essay

Sept. 1 Lecture Topic: Anthropological Uniformities/ Differences and Social Learning

WEEK 3

Sept. 6 Lecture Topic: Anthropological Uniformities/ Differences and Social Learning

Sept. 8 Reading Questions 1 DUE:

- Lancaster, Roger N. 1988. "Subject Honor and Object Shame: The Construction of Male Homosexuality and Stigma in Nicaragua." *Ethnology* 27: 111-125.
- Alexander, Jonathan. 2002b. "Homo-Pages and Queer Sites: Studying the Construction and Representation of Queer Identities on the World Wide Web." *International Journal of Sexuality and Gender Studies* 7: 85-106.
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WEEK 4

Sept. 13 Lecture Topic: Social Constructionism VS Essentialism

Sept. 15 Lecture Topic: Social Constructionism VS. Essentialism

Review Guide For Exam 1 Posted on Blackboard

WEEK 5

Sept. 20 Reading Questions 2 DUE:

DeLamater, John D. and Janet Shibley Hyde. 1998. "Essentialism vs. Social Constructionism in the Study of Human Sexuality." *The Journal of Sex Research* 35: 10-19.

Rubin, Gayle S. 1993. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 3-44 in *The Lesbian and Gay Studies Reader*, ed. Henry Abelove, Michèle Aina Barale and David M. Halperin. New York: Routledge.

Sept. 22 Exam Review

WEEK 6

Sept. 27 Exam 1 In-Class

Sept. 29 Lecture Topic: Western Gender Paradigm/ Intersexed

WEEK 7

Oct. 4 Reading Questions 3 DUE:

Valentine, David. 2007. "Imagining Transgender." Pp. 29-65 in *Imagining Transgender*. Durham, NC: Duke University Press.

Chase, Cheryl. 2010. "Affronting Reason." Pp. 67-75 in *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior* 3rd ed., edited by Rose Weitz. New York: Oxford University Press.

Oct. 6 Lecture Topic: Gender/ Sexuality

WEEK 8

Oct. 11 NO CLASS

Oct. 13 Film *The Butch Factor*

WEEK 9

Oct. 18 Reading Questions 4 DUE:

Pascoe, C. J. 2007. "Dude, You're a Fag: Adolescent Male Homophobia." Pp. 52-81 in *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

Hamilton, Laura. 2007. "Trading on Heterosexuality: College Women's Gender Strategies and Homophobia." *Gender & Society* 21: 145-172.

Collins, Patricia Hill. 2000. "The Sexual Politics of Black Womanhood." Pp. 123-148 in *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge

Oct. 20 Lecture Topic: The Complexities of Sexual Orientation/ Preferences

Out of Class Assignment 2 DUE: Heterosexual Questionnaire

WEEK 10

Oct. 25 Reading Questions 5 DUE:

MacDonald, A. P. 1983. "A Little Bit of Lavender Goes a Long Way: A Critique of Research on Sexual Orientation." *Journal of Sex Research* 9: 94-100.

Weinberg, Martin S., William, Colin J., and Douglas W. Pryor. 2001. "Bisexuals at Midlife: Commitment, Salience, and Identity." *Journal of Contemporary Ethnography* 30: 180-208.

Oct. 27 Lecture Topic. The Scripting Perspective

WEEK 11

Nov. 1 Reading Questions 6:

Escoffier, Jeffrey. 2003. "Gay-for-Pay: Straight Men and the Making of Gay Pornography." *Qualitative Sociology* 26: 531-55.

Peterson, Zöe D. and Charlene L. Muehlenhard. 2004. "Was It Rape? The Function of Women's Rape Myth Acceptance and Definitions of Sex in Labeling Their Own Experiences." *Sex Roles* 51: 129-144.

Nov 3. Feminist Perspectives on Sexuality, Sexual Assault, and Commercialized Sex

Out of Class Assignment 3 DUE: Who is a "slut"?

Take Home Exam- Exam 2 posted on Blackboard

WEEK 12

Nov. 8 Reading Questions 7:

***Selected Chapters from

Levy, Ariel. 2005. *Female Chauvinist Pigs: Women and the Rise of Raunch Culture*. New York, NY: Free Press.

Nov. 10 TBA

WEEK 13

Nov. 15 Lecture Topic: Foucault, Power/Knowledge, and Discourse

Take Home Exam DUE- Exam 2

Nov. 17 Reading Questions 8:

Burr, Vivien, 2003. "What is Discourse?" Pp. 63-80 in *Social Constructionism* 2nd ed. New York, NY: Routledge.

Fetner, Tina. 2005. "Ex-Gay Rhetoric and the Politics of Sexuality." *Journal of Homosexuality* 50: 71-95.

WEEK 14

Wednesday, Nov. 23 through Sunday, Nov 27 THANKSGIVING BREAK

WEEK 15

Nov. 29 Lecture Topic: Medicalization/ Demedicalization

Dec. 1 Film *Passion & Power: The Technology of Orgasm*

Out of Class Assignment DUE 4: Conducting Family and Peer Interviews

WEEK 16

Dec. 6 Reading Questions 9:

Riessman, Catherine Kohler. 2010. "Women and Medicalization: A New Perspective."
Pp. 49-66 in *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*
3rd ed., edited by Rose Weitz. New York: Oxford University Press.

Loe, Meika. 2001. "Fixing Broken Masculinity: Viagra as a Technology for the
Production of Gender and Sexuality." *Sexuality and Culture* 5: 97-125

Dec. 8 Teaching Evaluations

**Out of Class Assignment 5 DUE: "Who I am Sexually: Follow-Up" Anonymous
Essay**

WEEK 17

Monday, December 12 through Friday, December 16 FINAL EXAMINATIONS

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because 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, on BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu, and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

The instructor 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 BERT Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.