

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-72	App-4/13/10	Info. 4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Mabry, Beth	Email Address mabry@iup.edu
Proposing Department/Unit Sociology	Phone 7-1289

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number &/or Title Change <input type="checkbox"/> Catalog Description Change		
<i>SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE</i>		
SOC 251 Sociology of Human Sexuality		
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other		
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Mulani DDI</i>	Date 3-4-10
Department Chair(s)	<i>Alex Beth</i>	3-4-10
College Curriculum Committee Chair	<i>Beth Mabry</i>	3-17-10
College Dean	<i>A. Munn</i>	3-17-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	4-13-10

* where applicable

Received

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Liberal Studies

Syllabus of Record
SOC 251 – Sociology of Human Sexuality

I. Catalog Description

In-depth analysis of a formerly taboo topic, human sexuality. Current information from biological, psychological, and sociological research on human relationships is presented to provide a foundation for self-understanding and societal values.

Prerequisites: None.

(3c-3cr)

II. Course Outcomes

In this course, students will:

- Examine the social construction of sexuality and its influence on our lives using a range of social theories, concepts, research, narratives, and questions.
- Apply sociological concepts, theories and relevant research to issues pertaining to sexuality and related social patterns.
- Analyze how we perceive and experience sexuality as a result of the social values, beliefs, attitudes, and norms conveyed through such institutions as family, religion, education, media, politics, and economics.
- Compare and contrast the ways that social structures and cultures around the world impinge upon the sexual lives, identities, and practices of people in our society and around the globe.
- Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

III. Course Outline:

Week 1: The Social Construction of Sexuality

SAMPLE READINGS AND VIDEO:

Crane & Heasley: Sexual Lives (pp. xi-13), Part One: Introduction (pp.15-18)

Ingraham: Ritualizing Heterosexuality: Weddings as Performance

Ng: Desire, Sex, Love, Friendship

Video: *Kids and Sex* (ABC news video)

Week 2: Theories of Sexuality

SAMPLE READINGS:

Gordon and Abbott: The Social Constructionist's Essential Guide to Sex

hooks: Reconstructing Black Masculinity

Crane and Crane-Seeber: The Four Boxes of Gendered Sexuality: Good Girl/Bad

Girl and Tough Guy/Sweet Guy

Richardson: Heterosexuality and Social Theory

Week 3: Historical Perspectives on Sexuality

SAMPLE READINGS:

Reiss: The Role of Religion in Our Sexual Lives

Espin: Cultural & Historical Influences on Sexuality in Hispanic/Latin Women

Week 4: Becoming Sexual: Social Learning and Sex
SAMPLE READINGS AND VIDEO:
DiMaura: Sexuality Research in US
Rothman: Becoming Sexual: Differences Between Child & Adult Sexuality
Demasi: I Just Want to Be Normal: Initiation into Heterosexual Dating
Indigo: Blow Jobs & Other Boring Stuff
Video: *Sex: A Guide for the Young* – Scandinavian view of sexuality education

Week 5: Sex and the Body
SAMPLE READINGS AND VIDEO:
Kimmel: The Kindest Un-Cut: Feminism, Judaism and My Son's Penis
Maurer and Kelly: A Story of Sexuality and Gender in Three Parts
Fausto-Sterling: The Five Sexes Revisited
Wright: To Be Poor and Transgender
Sandstrom: Re-defining Sex & Intimacy
Video – *Breastfeeding and fathers*

Week 6: Gendered Sexuality
SAMPLE READINGS AND VIDEO:
Golden: Do Women Choose Their Sexuality?
Black: The Kotex Diaries
Rousso: Daughters With Disabilities
Buki: Sisters
Schwartz and Rutter: Sexual Desire and Gender
Videos: *Slim Hopes* or *Killing Us Softly*, *Barbie Nation*

Week 7: Culture and Sexuality
SAMPLE READINGS:
Stodghill: Where'd You Learn That?
Randolph: Sexual Odyssey
Essig: Heteroflexibility
Cooper and Baker: Sex and the Sensual Man
Moore: Sex: American Style

Week 8: Sexual Orientations
SAMPLE READINGS:
Hutchins & Kaahumanu: Bi Any Other Name
Kelly: I Am a Queer Heterosexual
Miceli: GLBT Students: The Impact of School on Sexual Identity Development
Heasley: Young People's Stories: So Honestly Gay – Leadbetter; Where is Tyler When I Need Him?
Messner: Becoming 100% Straight

Week 9: Commodification of Sexuality
SAMPLE READINGS AND VIDEO:
Valverde: Pornography: Not for Men Only
Brod: Pornography and the Alienation of Male Sexuality
Niles, T.R., & Locket: Voices of Sex Workers
O'Connell Davidson: The Sex Exploiter
Shah: The Orgasm Industry: Drug Companies Search for a Female Viagra
Video: *Men and Porn* or *Tough Guise*—gender and sexual representation in media

Week 10: Sexuality and Power

SAMPLE READINGS:

Fausto-Sterling: The Five Sexes Revisited

Gurley-Brown: Don't Give Up on Sex After 60

Myers: Towards a Feminist Erotica

Pheterson: The Social Consequences of Unchastity

Week 11: Sex, Politics, and Policies

SAMPLE READINGS:

Powderly: Contraceptive Policy and Ethics: Illustrations from American History

Makan-Makar: Rights and Treatment of Sexual Minorities a Global Shame

Armstrong: Not My Daughter

Kelly and McGee: Report from a Study Tour: Teen Sexuality

Sacher: The Surgeon General's Call to Action

Week 12: Global Perspectives on Sex and Sexuality

SAMPLE READINGS:

Selections from: *Tahmindjis: Sexuality and Human Rights: A Global Overview.*

Week 13: Other Issues and Topics in the Sociology of Sexuality

SAMPLE READINGS:

Foster, Beresson, Zinzendorf: Sexualities in Community: Past and Present

Tiefer: Medicine, Morality and the Public Management of Sexual Matters

Anne Wilson Schaef: Women's Reality: Fitting in the White Male System

Bem: Dismantling Gender Polarization and Compulsory Heterosexuality: Should We Turn the Volume Up or Down?

Week 14: Student Presentations to Class

IV. Evaluation Methods:

Writing assignments (reflection papers and reading analyses)	40%
Midterm assessment (exam or paper)	25%
Culminating activity (exam or paper)	25%
Class presentation	<u>10%</u>
	100%

V. Grading Scale

A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or below

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books, and readings

[One text, such as the sample texts below, supplemented by other sample readings and videos, such as those that are listed in the course outline.]

1. Heasley, R. & Crane, B. (Eds.) (2003). *Sexual lives: A reader on the theories and realities of human sexualities*. New York: McGraw-Hill.
2. Hyde, Janet and John DeLamater. (2010). *Understanding Human Sexuality*. McGraw-Hill.
3. Kimmel, Michael and Rebecca Plante. (2004). *Sexualities: Identities, Behaviors, and Society*. Oxford University Press.
4. Parker Richard and Peter Aggleton. (2007). *Culture, Society and Sexuality: A Reader*. Routledge

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

- Adams, Stacy Leigh Pigg, Michele Rivkin-Fish, and Heather Paxson. (2005). *Sex in Development: Science, Sexuality, and Morality in Global Perspective*. Duke University Press.
- Bordo, S. (2000). *The male body: A new look at men in public and in private*. New York: Farrar Straus & Giroux.
- Eisler, R. (1996). *Sacred pleasure: Sex, myth, and the politics of the body--New paths to power and love*. Harper San Francisco.
- Facione, Peter A. 1998. *Critical Thinking: What It Is and Why It Counts*. California: Academic Press.
- Feinberg, F. (1999). *Trans liberation: Beyond pink or blue*. Boston: Beacon Press.
- Heasley, R. (2005). Queer masculinities of straight men. *Men & Masculinities* (7) 3, pp. 310-320
- Jonasdottir, Anna G., Valerie Bryson, and Kathleen B. Jones. (2010). *Sexuality, Gender and Power: Intersectional and Transnational Perspectives*. Routledge.
- Lefkowitz, B. (1998). *Our guys: The Glen Ridge Rape and the secret life of the perfect suburb*. New York: Vintage.
- LeVay, S. & Nonas, E. (1997). *City of friends: A portrait of the gay and lesbian community in America*. MIT Press.
- Rose, T. (2003). *Longing to tell: Black women's stories of sexuality and intimacy*. New York: Farrar Straus & Giroux.
- Tahmindjis, Philli. (2005). *Sexuality and Human Rights: A Global Overview*. Routledge.
- White, E. (2003). *Fast girls: Teenage tribes and the myth of the slut*. Berkley Publications Group.

[See also American Sociological Association teaching resources available at www.asanet.org.]