

## REQUEST FOR APPROVAL TO USE W-DESIGNATION

## TYPE I. PROFESSOR COMMITMENT

- Betsy Crane, Ph.D., Associate Professor, Sociology      Phone – 724-357-3814
- Writing Workshop – will attend IUP workshop May 19-20, 2004
- Proposal for one W-course (see attached syllabus)
- I agree to forward syllabi for subsequently offered W-courses.

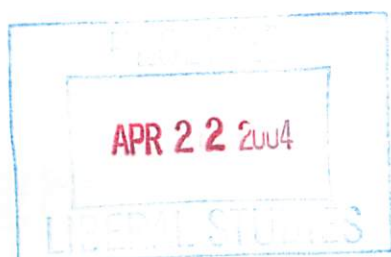
## SIGNATURES:

Professor *Betsy Crane* Date *4/19/04*

Department Chair *Amy Harlow* Date *4-19-04*

College Dean *Frank* Date *4/21/04*

Director of Liberal Studies *Thay E. Seem* Date *5/20/04*



## PROPOSAL FOR A WRITING-INTENSIVE COURSE

### I. Writing Summary – Proposal for SOC 251 - Sociology of Human Sexuality

#### How writing is used in the course

Given the nature of sociological inquiry, which asks that we broaden our analysis of reality based on personal experience to include a broader social perspective, writing provides an important pedagogical tool. I use writing to provide students with a “required opportunity” to reflect on the topics being studied and to develop their own analysis. Putting one’s thoughts to paper helps us develop a greater consciousness of what we think and why we think it.

I am applying for the Writing-Intensive designation because, when I’ve taught the Sociology of Gender course, I required quite a bit of writing and the students have asked if they can “get credit” for it. I look forward to attending the May workshop to learn more about how to be effective in assisting students with their writing.

In this course, which I will teach during Summer 1, students will participate in the following writing activities:

#### Reaction papers

1. Activity/Purpose - Students are asked to describe and discuss their reactions to *a topic or issues* raised in the readings and integrate references to readings and/or in-class material in their discussion, utilizing the skills of critical thinking and analysis listed in the course objectives. Each paper must contain at least four references to the readings, and at least two references to class material (faculty or student presentations/comments, group activities, video). The purpose of this activity is to encourage the students to think independently about the often controversial topics being discussed in class. Depending on the size of the class and their comfort with speaking out, they may be sitting on thoughts and feelings that writing helps them examine. I do emphasize writing skills such as correct use of in-text citations and reference list, using APA format, so that they develop skills in academic writing.
2. Amount of writing - Four reaction papers; 3-4 pages long.
3. Frequency - In the summer semester these will be due at the end of the 1<sup>st</sup>-4<sup>th</sup> weeks.
4. Revisions - Students always have the option of revising the paper and resubmitting it for re-grading.
5. Evaluation standards Papers are graded using the following point system:  
Use of course concepts; at least 4 references to readings; 2 to class material – 6 points  
Quality of analysis – 5 points  
Personal reflections, reaction, feelings about event, topic or experience- 2 points  
Quality of writing/citations/references – 2 points  
Score (out of 15 points): \_\_\_\_\_
6. Percentage contribution to grade – 15 points each out of 140 points; for all four papers this is 43% of grade.

Book paper/group presentation

1. Activity/Purpose – Students read a book of their choice (out of three suggested), write a short paper and plan and present a group presentation on that text. The purpose of the activity is to encourage them to explore in greater depth an aspect of sexuality as covered in a book, and to then prepare their own analysis of a topic addressed in the book, by writing an individual paper on a question that the book raises for them. They are expected to reference course concepts and readings in their paper, and thus to do synthesis and analysis.
2. Amount of writing - 3-4 pages long.
3. Frequency – once
4. Revisions - Students always have the option of revising their paper and resubmitting it for re-grading.
5. Evaluation standards – Papers are graded using the following point system:  
Use of course concepts; at least 4 references to readings; 2 to class material – 6 points  
Quality of analysis – 5 points  
Personal reflections, reaction, feelings about event, topic or experience- 2 points  
Quality of writing/citations/references – 2 points  
Oral presentation – 5 points  
Score (out of 20 points): \_\_\_\_\_
6. Percentage contribution to grade – 15 points for the paper and 5 points for the group/oral presentation; 14% of their grade.

Final analytical paper:

1. Activity/Purpose – Students will write an analytical paper critically examining some aspect of the topics we cover in the course. This paper will be developed in segments, with the thesis statement due first, then a first draft of the paper. Students will share papers and give feedback to each other, in order to develop the skills of draft, reviewing and revising prose.
1. Amount of writing - 6-8 pages
2. Frequency – once
3. Revisions - Students always have the option of revising their paper and resubmitting it for re-grading.
4. Evaluation standards - Papers are graded using the following point system:  
Use of course/sociological concepts – 6 points  
Quality of analysis – 6 points  
Sources – Use and appropriateness – 5 points  
Quality of writing/citations/references – 3 points  
Score (out of 20 points): \_\_\_\_\_
5. Percentage contribution to grade – 20 points; 14% of their grade.

Mid-term examination:

1. Activity/Purpose – The exam will have two parts – multiple choice and a short-answer set of questions drawing specifically on readings, key concepts, terms, and theories. I will provide a study guide prior to the exam from which I will select a number of questions for the in-class examination, and the students will choose three to answer. The exams will incorporate questions requiring students to use theories, concepts, terms and research information presented in lecture, course readings, videos, panel discussions, and guest presentations. The purpose of this activity is to encourage students to use the study guide to review the text analytically, having to think about their own perspectives on the questions being asked. As an assessment technique it provides the professor with feedback on the student’s knowledge and comprehension.
2. Amount of writing - A handwritten response of about 1 page each.
3. Frequency – once
4. Revisions – no
5. Evaluation standards – Each question is scored on a 10 point scale, based on Accuracy – 4 points; Completeness and thoroughness-4 points; Writing- 2 points.
6. Percentage contribution to grade –The exam is worth 20 points out of 140 points for the class, with the short answers worth 50% of the grade.

<b>Summary Chart of Writing Assignments*</b>					
<b>A. Writing Assignments</b>					
Assignment Title	# of Assignments	# of total pages	Graded (yes/no)	Opportunity for Revision (yes/no)	Written Assignment represents what % of Final Grade
Reaction Papers	Four	12-16	Yes	Yes	43%
Book paper/group presentation	One	3-4	Yes	Yes	14%
Final analytical paper	One	6-8	Yes	Yes	14%
<b>Totals</b>		<b>21-28</b>	<b>NA</b>	<b>NA</b>	<b>71%</b>
<b>B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)</b>					
Exams	Approx. % of exam that is short answer	Anticipated # of pages for essay or short answer, or approx. word count		Exam constitutes what % of final course grade	
Mid-term	50%	3 hand-written pages		14%	
<b>Totals</b>		<b>3 hand-written pages</b>		<b>14%</b>	

**Syllabus: Sociology of Human Sexuality**  
**Sociology 251 – Summer 2004**

**Professor: Betsy Crane, Ph.D.**

Email: [bcrane@iup.edu](mailto:bcrane@iup.edu)

McElhaney Hall, Room 102 H

IUP phone: 724-357-3814

Cell phone: 724-422-3700 (best bet)

Office hours: Tuesday & Thursday

12:30 -2:30 pm and by

appointment

I invite you to visit my office and/or

email your questions or comments.

***Catalog Description:***

An 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.

***Additional Course Introduction:***

This course introduces the student to a range of theories, concepts, research, narratives, and questions, which help us to examine the social construction of sexuality and its influence on our lives. The premise of the course is that how we perceive and experience sexuality is a result of the values, beliefs, attitudes and norms reflected in society through such institutions as family, religion, education, media, politics, and economics.

It is also about how we construct and give meaning to sexuality in our lives. In this course we discuss sexuality in relation to such other social characteristics as gender, sexual orientation, religion, race, and social class. We will address the influence of sexuality on same-sex as well as male-female relationships, both sexual relationships and non-sexual relationships, asking such questions as:

- What is the meaning given to sexuality in our culture?
- How does this compare with other cultures?
- Is there only one sexuality or are there multiple sexualities?
- What is the origin and effect of the hierarchy of sexuality that is evident in society?
- What has sexuality to do with race, gender, and social class?
- How does the way we are socialized to be heterosexual influence unintended pregnancies by teenagers?
- How does sexuality influence the way two males in the U.S. will relate to each other, influencing how they talk with each other as well as the body language they use in their communication?
- Do the three categories so often identified as the range of sexual orientation, heterosexuality, bisexuality, and homosexuality adequately describe human sexualities?
- Are all heterosexuals the same in their orientation?
- What does sexuality have to do with young women's pattern of obsession about weight, or even shaving their underarms?
- Why don't males shave their underarms?
- How does rape contribute to males maintaining power over women in society?
- What IS sex, anyway?

***Learning Objectives:*** Students will be able to:

- Apply a sociological perspective to their understanding of sexuality by speaking and writing about the topics addressed in class, integrating theory and varying perspectives as they develop their own analysis.
- Describe and discuss how the social historical construction of sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.
- Question the meanings given to sex as seen in socially created categories, moral codes, and other efforts to interpret and regulate the sexual in everyday life.
- Apply an awareness of how their social positionality—given factors such as class, race, ethnicity, gender, religion, nationality, language and geography—affects how they experience and think about sexuality.
- Communicate more effectively with peers regarding controversial issues related to sexuality and other social differences.
- Consider and evaluate actions to effectively address problems related to sexuality, on interpersonal, social and societal levels.
- Demonstrate information literacy skills by researching outside sources for their final paper, including scholarly publications and non-scholarly internet sites, and appropriately evaluating information found for consideration for use.
- In addition, students will consciously utilize and demonstrate abilities in *critical thinking*<sup>1</sup>, including:
  1. being inquisitive
  2. identifying and challenging assumptions
  3. open-mindedness regarding divergent world views
  4. “reflective skepticism” - assessing the strengths and weaknesses of alternative explanations
  5. honesty in facing one’s own biases, prejudices, and stereotypes
  6. synthesizing a variety of information and arguments
  7. analyzing relationships between ideas
  8. willing to reconsider and revise views where honest reflection suggests change is warranted.
  9. *explain what they think and how they arrived at that conclusion, based on self-conscious assessment.*

***Learning environment:***

In this class, we will create a learning community in order to examine these questions and others. We will be a community of teachers and learners, with students sharing responsibility with the professor for presenting ideas in the large group and in small group discussions and projects. We will be co-inquirers. This requires that we think critically about self and other, that we reflect on our own positionality or social location within the structure of society, and the way our perspectives are influenced by that location.

To achieve this we will pay attention to the emotional technologies needed to support critical reflection and intellectual engagement by attending to both process (individual and group responses) and content (course information). We will develop group norms needed to create

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<sup>1</sup> Adapted in part from *Critical Thinking: What It Is and Why It Counts*, Peter A. Facione, California Academic Press, 1998, downloaded from <http://www.philosophy.unimelb.edu.au/reason/critical/>, Aug. 24, 2002.

safety such that discussions can occur in an atmosphere of mutual trust and respect, and individual voice can be developed and heard. Small group discussions and activities in class will provide opportunities for critical reflection and the accomplishment of specific tasks. Grades will reward positive interdependence within groups, an important scholarly skill. Come to each class session prepared to talk about issues related to sexuality by having read the assigned articles and thinking about the lecture and related course materials. Participation is very important. It's not enough just to show up; we need you to show up in the conversations, information sharing and question asking. If you are someone who usually does not talk in class, please make a commitment to increase the amount of time we hear your voice. If you tend to share easily, I thank you for your participation and ask you to honor group time in assuring that all class members' voices are heard. This will be a class with both high support and high standards. I am always interested in hearing about your experience of the class and suggestions for making it better, via office visit or email.

***Class email list:***

I will send email messages for announcements, changes to readings, additional assignments, etc. Therefore, we will create an email list for the class and it is your responsibility to check your email, to let me know if you change your email over the course of the semester. You are encouraged to use your IUP email or to have it forwarded to another email account that you use regularly. Go to Student Technology Services at <http://www.iup.edu/ats/sts/> or visit their Help Desk at Gordon Hall, Room 139, for help in using your IUP email or forwarding it to another account.

***Required Books:***

Heasley, R. & Crane, B. (Eds.) (2003). *Sexual Lives: A Reader on the Theories and Realities of Human Sexualities*. New York: McGraw-Hill

Select one of the following (to be use for book reaction paper)

- Lefkowitz, B. (1998). *Our guys: The Glen Ridge Rape and the secret life of the perfect suburb*. New York: Vintage
- Scholinski, D. & Adams, J. M.( (1997). *The last time I wore a dress*. New York: Riverhead Books.
- Wolf, N. (1997). *Promiscuities: The secret struggle for womanhood*. New York: Fawcett.

***Assignments***

***I. Attendance and Participation:***

Given that class participation is so important, attendance is essential. By IUP policy students are permitted a total of three hours absence from class without penalty. Additional absences for illness or personal emergency will be excused with the instructor's approval. Any time you need to be absent, please notify me in advance by phone or e-mail. If you have an extended illness, documented in writing by a health care professional, please notify me as soon as possible.

Class activities will provide information that is not available in the reading assignments. You are responsible for ALL material presented in class, including videotapes, group work, and

large class discussions. If you miss class, plan to meet with one or two other students to find out what you missed, and contact me to arrange to see videotapes missed. If you miss a class when a writing assignment is due, make sure your paper is in my mailbox in the Sociology Dept., prior to the beginning of the class when the assignment is due or make plans for an email submission.

**II. Mid-term examination:** I will provide a study guide prior to the exam from which I will select a number of questions for the in-class examination. Questions will require a short answer response. The exams will incorporate questions requiring you to use theories, concepts, terms and research information presented in lecture, course readings, videos, panel discussions, and guest presentations. I strongly recommend that you take notes of key points presented even when watching a video. The exam will have two parts – multiple choice and a short-answer set of questions drawing specifically on readings, key concepts, terms, and theories.

**III. Reaction papers**

Four reaction papers, 3-4 pages, will be due over the course of the semester. Each paper is worth 15 points. One point will be deducted for each day it is late. There is further information on the reactions papers at the end of this syllabus. See also the attached handout on how to write an academic paper in sociology.

**IV. Book paper/group presentation**

Students will choose one of the three books listed on page 3, read the book and:

- Write an individual paper (3-4 pages; to be described in class)
- Work with others who have chosen that book to create a group class presentation.

Your grade will be based on 15 points for the paper and 5 points for the group presentation.

**V. Final analytical paper:** - 20 points. Students will write a 6-8 page analytical paper critically examining some aspect of the topics we cover in the course. This paper will be developed in segments, with the thesis statement due first, then a first draft of the paper. Students will share papers and give feedback to each other, in order to develop the skills of draft, reviewing and revising prose. Additional information to be given in class.

**VI. Participation** – 20 points. Throughout the semester, students will be expected to present their thinking about specific articles and topics we are covering in class, some will be as part of a small group, and others individually based on responses to the readings.

**Grades:** Grades for the course will be based on a total possible accumulation of 140 points. The assignments outlined above have the following point value:

Examination (mid-term)	20 points
Reaction Papers (weeks 1-4)	60 points (15 points each)
Book paper/group presentation	20 points
Final analytical paper:	20 points
Participation/active involvement	20 points

*Grading Scale*

123-140 pts A      89-104 pts C      76 pts or below - F  
105-122 pts B      77-88 pts D



***Academic honesty:***

Students are expected to maintain the highest standards of honesty and integrity, including that all work submitted is your work. Plagiarism is copying another person's work, and is against university policy and principles of scholarship. Papers must be written in your own words. If you paraphrase or quote from any source (including material downloaded from the Internet), that paraphrase or quote must be acknowledged and cited in a footnote with page numbers included. Exact quotes need to be placed in quotation marks. Students are expected to use a standard style for in-text citations, such as APA. Plagiarism will be grounds for receiving an F on your paper and possibly an F for the course, depending on the severity of the offense.

***Schedule and Readings:*** (all assigned readings from *Sexual Lives*)

Read the assigned reading *before* the class session. I will call on students to share your thinking about the readings. Come to class *prepared to discuss at least 2 major points or issues you saw as being raised by the readings as well as at least 2 questions the readings raised for you*. Due to the number and complexity of the readings, this will involve some written preparation before class. Bring your notes.

Additional readings may be given as Articles or online readings; schedule may be amended due to class needs.

**Week 1: June 2- June 4: Sexuality in Historical, Religious and Cultural Perspective & Becoming Sexual: How we learn about sex**

Introduction: Learning to Think Critically About Sexuality

1. Sexual Journeys: Patricia and Josh
2. The Social Constructionist's 'Essential' Guide to Sex – Gordon and Abbott
- 3: The Invention of Sexuality – Weeks
- 4: The Role of Religion in Our Sexual Lives – Reiss
5. Cultural and Historical Influences on Sexuality in Hispanic/Latin Women -Espin
6. Sexuality Research in the United States – DiMauro
7. The Kotex Diaries – Black
8. Becoming Sexual: Differences Between Child and Adult Sexuality - Rothman
9. I Just Want to Be Normal: Initiation into Heterosexual Dating – Demasi
10. Where'd You Learn That? – Stodghill
11. Blow Jobs and Other Boring Stuff – Indigo
12. Daughters With Disabilities – Rousso
13. Do Women Choose Their Sexuality? – Golden

Reserve reading: Foucault: The History of Sexuality: Chapter 1: We 'Other Victorians'

Videos: *Sex: A Guide for the Young* – Scandinavian view of sexuality education and that culture's attempt to reinvent sexual message, images, and knowledge; *Embracing our sexuality* and *Kids and Sex* (ABC news video)

Exercise: Messages about sexuality and Find Someone Who

**Week 2: June 7-11: Gendered Sexuality:**

14. Young People's Stories: So Honestly Gay – Leadbetter; Where is Tyler When I Need Him? - Heasley
15. GLBT Students: The Impact of School on Sexual Identity, Development - Miceli
16. Sisters – Burke
17. Sexual Desire and Gender – Schwartz and Rutter
18. The Four Boxes of Gendered Sexuality: Good Girl/Bad Girl and Tough Guy/Sweet Guy – Crane and Crane-Seeber
19. Reconstruction Black Masculinity – bell hooks
20. Ritualizing Heterosexuality: Weddings as Performance – Ingraham
21. Country Music and Women's Sexuality: What do women want? – Barker
22. Dismantling Gender Polarization and Compulsory Heterosexuality: Should We Turn the Volume Up or Down? – Bem
23. Same Closet, Different Door: A Heterosexual Sissy's Coming Out Party – Hunter
24. Transgender Warriors: Making History – Feinberg

Videos: *Finding Our Way* –men's sexual journeys; *The Presence of the Goddess* – images of women as deity; *Tough Guise* –male gender and sexual representation in media

**Week 3: June 14-19: Sex and the Body & Sexualities: Orientation and Relationships -**

25. The Kindest Un-Cut: Feminism, Judaism and My Son's Penis – Kimmel
  26. A Story of Sexuality and Gender in Three Parts – Maurer and Kelly
- Select one of the following
27. Medicine, Morality and the Public Management of Sexual Matters - Tiefer
  28. Hands Off! The Taboo Around Males' First Ejaculation – Frankel
  29. Socially Camouflaged Technologies: The Case of the Electronic Vibrator – Maines

Select one of the following

30. The Orgasm Industry: Drug Companies Search for a Female Viagra – Shah
31. Don't Give Up on Sex After 60 – Gurley-Brown

Required:

32. The Five Sexes Revisited – Anne Fausto-Sterling

Select one of the following

33. To Be Poor and Transgender – Wright
34. Re-defining Sex and Intimacy – Sandstrom

Required

36. Heterosexuality and Social Theory – Richardson
38. Bi Any Other Name – Hutchins and Kaahumanu
43. Sexualities in Community: Past and Present – Foster, Beresson, Zinzendorf
42. The 'Straight – Jacket of My Homophobia - Herold

Select two of the following

35. Desire, Sex, Love, Friendship - Ng
37. Becoming 100% Straight – Messner
39. I Am a Queer Heterosexual – Kelly
40. Heterosexual Questionnaire - Rochlin
41. From Holiness to Wholeness – Gromley

Videos: *Slim Hopes* - images of women in media; *Killing Us Softly*- images of women in music videos; *Transgender Warriors* - stories from the transgender movement; *When two won't do*– on polyamory

**Week 4: June 21-25: Commodified Sex & Sexual Abuse and Rape**

Required

- 44. Voices of Sex Workers – Niles, T.R., and Lockett
- 45. The Social Consequences of Unchastity – Pheterson
- 46. The Sex Exploiter – O'Connell Davidson

Select one of the following

- 47. Pornography: Not for Men Only – Valverde
- 48. Pornography and the Alienation of Male Sexuality – Brod
- 49. Towards a Feminist Erotica – Myers

Required

- 50. Two poems - Scott and Reilly
- 51. The Alchemy of Healing – Rivers
- 55. Breaking the Silence, Making Laughter: Testimony of an Asian-American Sister – Hong
- 52. Mass Psychology of Rape – Brownmiller

Required

- 57. Men on Rape – Beneke

Select one of the following

- 53. The Day My Life Changed – British Medical Journal
- 54. Demands From the Women of Antioch – Herman
- 56. Male Rape Victims in Prison Get Little Empathy – Contemporary Sexuality

Videos: *Men and Porn*; *Rights and Wrongs: Child Prostitution in Thailand*

**Week 5- June 28- July 2: Sex, Policies and Politics & Possible Sexualities**

Reading Assignments – *Sexual Lives*:

Required

- 58. Contraceptive Policy and Ethics: Illustrations from American History – Powderly
- 59. Rights and Treatment of Sexual Minorities a Global Shame – Makan-Makar
- 60. Not My Daughter – Armstrong

Select one of the following

- 61. Report from a Study Tour: Teen Sexuality... – Kelly and McGee
- 62. The Surgeon General's Call to Action – Sacher

*Possible Sexualities*

Select two of the following

- 63. Cuntist Mystic – Muscio
- 64. Sexual Odyssey – Randolph
- 65. Heteroflexibility – Essig
- 66. Sex and the Sensual Man – Cooper and Baker

Required

- 67. Sex: American Style – Moore
- 68. The Tantric Vision – Anand

69. Student Voices: Something New: Killian and I Have a Dream - Justice  
Video: *Bellybuttons are Navels*

### ***Reaction Papers***

Four reaction papers will be due over the course of the semester. Papers are due as assigned in the schedule. Each paper is worth 15 points and one point will be deducted for each day if they are submitted late. 3-4 pages double-spaced, one-inch margins; 12 point type for Times Roman font.

1. Based on the readings and class discussions, describe and discuss your reactions to *a topic or issue* raised in the readings or in the class and integrate references to readings and/or in-class material in your discussion. Practice the skills of critical thinking and analysis listed in the course objectives. This is not a place for your feelings or opinions alone. You can include them as your own feelings but then connect them to an analysis of *why* you may have that feeling or opinion, given the social forces operating in your life, and ideas from the readings and the class presentation/discussions.
2. Each paper must contain at least four references to the readings, and at least two references to class material (faculty or student presentations/comments, group activities, video).
3. Correct spelling and grammar is expected and will be part of the score for the paper. Use spell check. Read the paper out loud to yourself or someone else to make sure it reads well and is well organized. Papers will be returned for re-writing if spelling and grammar are very poor. The IUP Writing Center can be a great source of help. Check out: <http://www.wc.iup.edu/resources/index.htm>
5. You must cite your sources. This means using quotation marks and including the page number when you copy another person's word exactly, (and indenting the text if 40 words or more) and giving the author and year citation when paraphrasing another author's words. You can use any citation style (ASA, APA, MLA), as long as you are consistent (and state the style being used on your reference page). See the section on citing your sources on the IUP Writing Center webpage noted above. Grade on writing will include citations/references.
6. Provide a list of references at the end of the document. Be sure to cite the author of any reading you are using from the edited text, not the editors.

### 7. Score Sheet

Use of course concepts; at least 4 references to readings and 2 to class material:

1      2      3      4      5      6

Quality of analysis: 1      2      3      4      5

Personal reflections, reaction, feelings about event, topic or experience:

1      1.5      2

Writing/references: 1      1.5      2

Score (out of 15 points): \_\_\_\_\_

## Helpful Hints for Improving Reaction Papers<sup>1</sup>

1. **It is important to reference the author when discussing an article or book.** Avoid phrases such as “the article said” or “the book tells us”. Use the author’s name or more general terms such as, the author or researcher, e.g., Fulton (2004) suggests, “Using APA format well is an easy way to improve your grade” (p. 2).
2. **Your voice and analysis is important in the reaction paper.** Avoid summaries of the text. We have read the articles. What we are interested in are your thoughts, reactions, questions, and connections, made in light of the readings.
3. **Avoid the use of “you” in academic writing.** By using “you,” the writer is making an assumption about the reader. Try to use the more general term “one”.
4. **Discuss the overall point/argument the author is trying to make.** Pulling one line out of an article and discussing it without understanding the article as a whole is problematic. Such practices can lead to assumptions contradictory to the author’s thesis and poor analysis.
5. **An opinion alone is of little use in the reaction paper. An opinion supported with logic, references to the text, and personal reflection is analysis, the purpose of doing these papers.** Make sure that all opinions are supported with references to readings or class discussions.
6. **When referring to class material,** cite it using the date, but do not include it in your reference list, e.g. In class (Jan. 13, 2004) we discussed... OR The concept of discrimination based on gender expression (Crane, class Jan. 13, 2004) is...
7. **Use a citation style consistently.** Proper use of citations and references are a must in academic writing and will prevent accusations of plagiarism. There is an excellent website with concrete examples at [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

Following are some examples of using APA style within the text of your paper:

- **Titles:**

The title of an article or a book chapter is indicated by using quotation marks, “Believing Is Seeing: Biology as Ideology” or Chapter four, “Identities”. The title of a book or periodical is indicated by using italics, *Gender Through the Prism of Difference* or *The New York Times*..
- **Paraphrasing a single author:**

Lorber (2000) argues that women and men are more biologically similar than different. **OR** According to Lorber (2000) researchers have found that women and men are more biologically similar than different.

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<sup>1</sup> This handout was developed by Jim Fulton, Graduate Assistant in Sociology, Spring 2004.

- **One work by multiple authors:**
  - **2 Authors:** Use both of the authors' names each time you reference them. Crane and Fulton (2004) or (Crane & Fulton, 2004, p. 20).
  - **3-5 Authors:** Use all names the first time you reference them. Any time after that use the name of the first author and et al. **1<sup>st</sup> Time:** Crane, Fulton, and Heasley (2004). **OR** (Crane, Fulton & Heasley, 1994). **2<sup>nd</sup> Time:** Crane et al. (2004) **OR** (Crane et al., 2004).
- **Quotations of less than 40 words:**

Lorber (2000) states, "What has changed are the justifications for gender inequality" (p. 13). **OR** She argues "What has changed are the justifications for gender inequality" (Lorber, 2000, p. 13).
- **Quotations of 40 words or more:**

Lorber (2000) explains in the following:  
**Then insert the text double-spaced and indented from the left margin ½ inch or five spaces, followed by the page number, (p. 13).**

**Creating a Reference List:** Remember: All references on the reference list have hanging indents and are double-spaced.

- **Book:**

Fulton, J.G. (2004). *The reaction paper: References and citations*. New York: New York University Press.
- **Periodical:**

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## **Mary Sadler**

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**From:** "Betsy Crane" <bcrane@iup.edu>  
**To:** "Mary Sadler" <Mary.Sadler@iup.edu>  
**Sent:** Tuesday, April 20, 2004 9:58 AM  
**Attach:** Helpful Hints for papers.doc  
**Subject:** Writing aids for students

Hi Mary,

I forgot to attach to my application a "helpful hints for writing reaction papers" piece that a graduate assistant and I developed for the Gender course I am teaching now. I would adapt this for the Sexuality class. Also I have three chapters of a book called How to Write a Sociology Paper on reserve (both in text and e-reserve) at the library and encourage students to use that as well.

Betsy

4/20/2004