



## ANTHROPOLOGY 500

# Primate Sexuality

5 credits

Spring 2009

T, Th 10:30 – 12:18

### Instructor: Dr. Guatelli-Steinberg

- e-mail: [guatelli-steinbe.1@osu.edu](mailto:guatelli-steinbe.1@osu.edu); phone: 614-292-9768
- office hours: 4006 Smith Lab: T, Th 4:30-6:00 PM, or by appointment

### Course Description and Objectives

This is an advanced course: Anthropology 200 is a prerequisite. Primate sexuality is an important area of research because it is integral to so many aspects of primate biology and behavior. It is clear why this is so: natural selection acts on the ability to survive and reproduce, and like most multicellular organisms, primates reproduce sexually. Research on primate sexuality not only enhances our understanding of non-human primate biology and behavior, but also provides a comparative context for understanding human sexuality and its relationship to human biology, behavior, and evolution.

Aspects of both non-human primate and human sexuality explored in this course include but are not limited to: pre- and post- copulatory reproductive strategies of primate males and females, sexual behavior and response, sociosexual behavior, homosexuality, sexual dimorphism, the effects of sex hormones on the brain and behavior, inbreeding avoidance, differential investment in offspring by sex, and the connections between life history strategies and sexuality.

My primary objectives in teaching this course are for you to: (1) gain a deep appreciation of how integral primate sexuality is to primate behavior and biology and (2) develop insights into human sexuality in a comparative primate context.

### Required Texts

#### 1. *Course Packet*

- Available from Zip Publishing
  - Web site: <http://www.zippublishing.com>
  - Phone: 485-0721; Address: 1313 Chesapeake Ave., Columbus

2. *Why is Sex Fun? Evolution of Human Sexuality*. 1997, by Jared Diamond. New York: Basic Books.

- Available from OSU Bookstore

### **Evaluation**

Participation (Attendance, Discussion, In-Class Assignments): 40 points

Paper: 80 points

Zoo Report: 40 points

Midterm Exam: 120 points

Final Exam: 120 points

TOTAL: 400 points

### **Policies:**

- *Attendance* is mandatory and is part of your participation score. To get the maximum points for *Participation* you must not only come to class but also be an active participant: completing in-class assignments satisfactorily and contributing to in-class discussions.
- As a courtesy to the instructor and fellow students, please be on time to lecture. Consistent lateness will affect your participation score.
- *Grading*: There is no extra credit and grades are based on a standardized scale (93-100% = A; 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82%=B-, etc.)
- *Late assignments* will involve a 10% loss of the point total for each day late.
- *Academic Misconduct*: The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. **Anyone caught cheating will be reported to the Board of Academic Misconduct.** When in doubt, consult with the course instructor. *Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense.*
- ***STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS AND FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.***

## Paper Instructions:

- **People with last names beginning with A – L will have papers due on TUESDAY, APRIL 23; those with last names beginning with M – Z will have papers due on TUESDAY, MAY 26.**
- Papers should be a **minimum of 3, maximum of 5** pages. Please type, 12 point, double spaced, 1 inch margins. 10% of the total points will be **subtracted** for writing less than 3 pages, or more than 5.
- References within the text should follow the following format: (Author, year). For one or two authors use both names. For 3 or more use “et al.”

### Examples:

More than two authors: (Fisher et al., 2004) Two authors: (Crocket and Sekulic, 1984)

- Bibliography must follow following format, as follows:

### Article example:

Fischer J, Kitchen DM, Seyfarth RM, Cheyney DL. 2004. Baboon loud calls advertise male quality: acoustic features and their relation to rank, age, and exhaustion. *Behavioral Ecology and Sociobiology* 56: 140-148.

### Chapter in book example:

Crocket CM, Sekulic R. 1984. Infanticide in red howler monkeys (*Alouatta seniculus*). In: Hausfater G, Hrdy SB, editors. *Infanticide: comparative and evolutionary perspectives*. New York: Aldine. P. 173-191.

### Book example:

Altmann J. 1980. *Baboon mothers and infants*. Cambridge, MA: Harvard University Press

- **Give the full reference for the article on the first page of your paper.**
- You are expected to choose an article from the list distributed in class. Exceptions to the requirement that the article appears on the distributed list must be approved in advance. No more than two students may choose the same article for each assignment. (Articles can be obtained from the library or in some cases through Oscar on-line journals.)
- In your paper, you must summarize the article you have read, critique/evaluate/give your assessment of the research, and relate the research to broader issues discussed in the required reading as well as in class. In other words, you are evaluated on how well you explain the research, how insightfully you evaluate the research, and how well you can integrate the article you have



read into the larger research question(s) or issue(s) to which it relates.  
**Additional research is strongly recommended. More on next page**

- What I'll be looking for in your papers:
  1. Follow all guidelines as detailed above.
  2. Organization: Be sure to have an introduction, thesis statement, an essay body that develops your thesis (first summarize the article you have read, then move onto your central points about it), and conclusion.
  3. **Your thesis statement should state your overall assessment of the article and the reasons for your assessment. This statement should come at the end of the introductory section of your paper: please underline it, also.**
  4. Clear writing and appropriate word usage.
  5. Grammatical writing.
  6. How well you relate the subject of the article to larger issues in readings/class lectures (this can and should also include reference to *other* articles).
  7. How well you demonstrate that you understand topics covered thus far in class and in readings that are relevant to your paper.
  8. How insightfully you evaluate the article (both positive evaluation and critiques). Here are things to look for in the articles you are evaluating:
    - a. Does the author clearly articulate the hypothesis (or hypotheses) to be tested?
    - b. Are the hypotheses logical? In your view, are there any embedded assumptions in any of the hypotheses which may be questionable?
    - c. Is the data set large enough to adequately test hypotheses?
    - d. If measurements are involved, does the author provide evidence that his/her measurements accurately capture the variable(s) of interest?
    - e. Are the data that were collected appropriate and/or sufficient for answering the question(s) of the study?
    - f. Do the conclusions of the paper logically follow from the results reported in the study? If so, why do you think so? If not, then why not?

## CLASS SCHEDULE

### Week 1 Tuesday, March 31

Topic: Introduction: Why sex?

Reading: Ridley: The Advantage of Sex (Packet); Dixson: Chs 1 and 2 (Packet)

**Thursday, April 2: CLASS CANCELLED**

### Week 2 Tuesday, April 7

Topic: Natural selection, sexual selection, and other principles

**Thursday, April 9:**

Topic: Primate taxonomy; Primate social organization and mating systems

Reading: Dixson Ch 3 (Packet)

PAPERS ASSIGNED FOR A – L LAST NAMES

**Week 3 Tuesday, April 14**

Topic: Reproductive strategies and counter-strategies

Reading: Dixson Ch 4: 51-88 (Packet), Diamond, Chs 1, 2

**Thursday, April 16**

Topic: More reproductive strategies and counter-strategies

*Discussion: Battles of the sexes: Why, when, and to what extent?*

Reading: Dixson Ch 8: 217-224, 231-243 (Packet)

**Week 4 Tuesday, April 21**

Topic: Sperm competition and cryptic female choice

*Discussion: Sexual selection and genitalic evolution*

Reading: Dixson, Chapter 9 (Packet); Diamond, Ch 7

**Thursday, April 23**

Topic: Sexual behavior and sexual response

*Discussion of first paper*

Reading: Dixson: Ch 5; Ch 11: Page 321; PP. 331-332; PP. 338-353 (Packet)

PAPERS DUE FOR A-L LAST NAMES

**Week 5 Tuesday, April 28**

Topic: Remaining issues in sexual behavior and sexual response; Review for midterm

**Thursday, April 30**

**MIDTERM EXAM (Covers through Tuesday, April 28)**

**Week 6 Tuesday, May 5**

Topic: Sexual dimorphism; Mate choice

Reading: Dixson Ch 7 (Packet), Diamond Chapter 4

PAPERS ASSIGNED FOR M–Z LAST NAMES

**Thursday, May 7**

Topic: Sarah Martin guest lecture: fluctuating asymmetry & sexual selection

**Week 7 Tuesday, May 12**

Topic: Sociosexual behavior and homosexuality

*Discussion: How do humans choose mates?*

Reading: Dixson, Ch 6 (Packet)

**Thursday, May 14**

Topic: Sexual differentiation: body, brain, behavior; sex hormones and aggression.

Reading: Dixson, Ch 10 (Packet)

**Week 8 Tuesday, May 19**

Topic: Inbreeding Avoidance and Human Incest taboos

Reading: Dixson Ch 4: 88-90 (Packet)

**Thursday, May 21**

Topic: Parental investment: fatherhood, motherhood, lactation

Reading: Diamond Chs 3 and 5; Dufour and Sauter (Packet)

**Week 9 Tuesday, May 26**

Topic: Sex ratios

*Discussion of second paper*

Reading: Dixson Ch 4: 90-92 (Packet); Ridley chapter on sex ratios (Packet)

PAPERS DUE FOR M-Z LAST NAMES

**Thursday, May 28**

Topic: ZOO TRIP (9 am to noon)

**Week 10 Tuesday, June 2**

Topic: Zoo discussion; Life History Part I

Reading: Diamond Ch 6

ZOO REPORT DUE

**Thursday, June 4**

Topic: Life history Part II; Wrap-Up, Review

Reading: None

**Week 11 Monday, June 8**

**FINAL EXAM: 9:30-11:18; Emphasizing last half of course (since midterm).**

Classics 508:

## **Gender & Sexuality in Antiquity**

Prof. Richard Fletcher

**TR 1:30-3:18**

**T = JR 371**

**R = ML115**

Instructor: Richard Fletcher  
Office: 441 University Hall  
Office Hours: By appointment  
Phone: 292-1326  
Email: [fletcher.161@osu.edu](mailto:fletcher.161@osu.edu)

### **Description**

This course will examine issues of gender and sexuality in the ancient cultures of Greece and Rome both chronologically and thematically, marrying significant theoretical approaches to close attention to primary sources.

### **Objectives**

- To explore the issues of gender and sexuality in antiquity, both chronologically and thematically, through primary sources (written and material) and theoretical approaches.
- To trace developments in approaches and attitudes towards issues of gender and sexuality in antiquity, both within ancient cultures and also within our own contemporary interpretation of those cultures, appreciating complex issues of historical and cultural difference.
- To investigate ancient gender and sexuality through a wide variety of literary and non-literary source material, as based on significant themes, ranging from social institutions to cultural phenomena, to supplement to chronological approach.
- To assess and critique approaches to the issues of gender and sexuality in antiquity through close study of individual authors (both ancient authors,

specifically Sappho and Catullus) and key figures in theoretical approaches to the history of sexuality (specifically Michel Foucault).

### **Class Plan**

The classes will be split between a Chronology Class (C) on Tuesdays) and a Theme Class (T) on Thursdays. The former will offer a historically sensitive reading of gender and sexuality in antiquity, ranging from Bronze Age Greece to Imperial Rome. The latter will supplement the chronological focus by looking at specific themes within gender and sexuality, ranging throughout the historical timescale. *Please note that we are in different classrooms for each class, so for Tuesday, we are in **JR 371** and for Thursday, **ML115**.* Both classes will be structured around PowerPoint slides, but there will be a heavy emphasis on discussion. The PowerPoint slides will be posted on Carmen (<https://carmen.osu.edu/>) after each lecture, and can act as a guide (although a *non-exhaustive* guide) for review for the quizzes and Final Exam. *Note:* there is NO CLASS on Thursday April 9<sup>th</sup> .

### **Requirements**

#### *Reading, Discussion and Participation*

There are THREE (yes, three) *types* of reading you are required to do for this course:

- 1) Read prescribed pages from **Skinner** for the Chronology Class (Tuesday)
- 2) Read prescribed pages from **Johnson & Ryan** for the Theme Class (Thursday)
- 3) Read from **Foucault, Sappho** and **Catullus** for Short Papers.

Type 1) & 2) are straightforward (although there will be variations in the amount of each of these texts set, so make sure you look through to see which are the ‘heavier’ weeks). Do the assigned reading *before* class and be prepared for in-class discussion. Active participation in the discussion of the reading will be how I assign the ‘Reading, Discussion and Participation’ percentage of your grade (see below). The Type 2) ‘thematic’ reading will be part of the P&P quizzes – see below.

Type 3) is reading focused on individual authors (1 modern theorist – Foucault, and 2 ancient poets – Sappho and Catullus). These authors will be the basis for your Short papers (see details of each of these below). This reading will be part of class discussion, so ensure you do the reading as you go along and not leave it until just before you have to write the paper!

In addition to this required reading, throughout the course, I shall be giving you some recommended further reading posting, either articles posted on Carmen (<https://carmen.osu.edu/>) or books put on Short term loan (2 hrs) in Sullivant Library.



### *Picture & Passage Quiz (P&P Quiz)*

There will be **four** quizzes held at the end of Thursday's class in Weeks 3, 5, 7 and 9. Each quiz will be a total of 10 marks, made out of two sections (5 marks each). The first section will consist of short answer response questions to a Picture (posted on the PowerPoint from the previous Tuesday class). The second section will consist of a Passage from an ancient author – discussed in that class & read in **Johnson & Ryan**. *There are no drops and no make-ups.*

### *Short Papers*

During the course, you will be required to produce two short papers (6-8 pages, typed, double spaced). Each paper is worth 20% of the final grade. Short paper #1 is on theoretical approaches to gender & sexuality in antiquity, with a strong focus on Foucault. The deadline for this paper is the beginning of class on Tuesday 5<sup>th</sup> May. Short paper #2 is on either Sappho or Catullus. The deadline for this paper is the beginning of class on Tuesday 2<sup>nd</sup> June. For questions and bibliography for each of the short questions see separate sheets – which will also be uploaded to *Carmen* (<https://carmen.osu.edu/>). Further reading will be made available on Short Term (2hr) loan in Sullivant Library.

### *Final Exam*

The Final Exam is on Thursday 11<sup>th</sup> June. It will consist of short answer questions (including picture & passage questions) and essay questions, ranging throughout the course (ie cumulative).

### **Evaluation**

Reading, Discussion and Participation 10%  
Short Paper # 1 20%  
Short Paper # 2 20%  
Picture & Passage Quizzes (4) 20%  
Final Exam 30%

**Please Note:** *This syllabus is subject to change* – please check for revised versions and any other course updates on *Carmen* <https://carmen.osu.edu/>

Plagiarism is the representation of another's works or ideas as one's own. All cases of suspected plagiarism in accordance with university rules will be reported to the Committee on Academic Misconduct.

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307

Attendance is required, late assessments will be deducted 3% for each day.

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be put on the door, then I will contact you as soon as possible following the cancellation regarding the expectations for the next class.

**Guide to Reading** (ALL of these books are required for the course – it is your responsibility to buy or gain access to these books)

- 1) **Skinner** = Skinner, M. B. *Sexuality in Greek and Roman Culture*
  - 2) **Johnson & Ryan** = M. Johnson & T. Ryan. *Sexuality in Greek and Roman Society and Literature. A Source Book.*
  - 3) **Foucault** = M. Foucault, *The History of Sexuality, vol. 2: The Use of Pleasure*
- Sappho** = A. Carson (Trans.) *If Not, Winter: Fragments of Sappho*
- Catullus** = G. Lee (Trans.) *Catullus: The Complete Poems*

### Class Schedule

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
<i>Assignments</i>		
<u>Week 1</u>		
T 3/31	Introduction	
R 4/2	T: The History of Sexuality	<b>Skinner</b> , 1-20 <b>Johnson &amp; Ryan</b> , 1-17 <b>Foucault</b> , 3-32
<u>Week 2</u>		
T 4/7	C: Homeric	<b>Skinner</b> , 21-44; <b>Foucault</b> , 33-93
R 4/9	NO CLASS	
<u>Week 3</u>		

T 4/14 C: Archaic **Skinner, 45-78**  
R 4/16 T: Gods and other "Others" **Johnson & Ryan, 18-38**  
**P&P Quiz** **Foucault, 94-**  
139

Week 4

T 4/21 C: Archaic/Classical Athens **Skinner, 79-111**  
R 4/23 T: Body beautiful **Johnson & Ryan, 39-60**  
**Foucault, 141-184**

Week 5

T 4/28 C: Classical Athens **Skinner, 112-147**  
R 4/30 T: Marriage **Johnson & Ryan, 61-87**  
**P&P Quiz** **Foucault, 185-254**

Week 6

T 5/5 C: Hellenistic **Skinner, 148-191**  
**Short Paper #1**  
R 5/7 T: Prostitution **Johnson & Ryan, 88-109**  
**Sappho, 1-159**

Week 7

T 5/12 C: Republican/Augustan **Skinner, 192-211**  
R 5/14 T: Same-Sex Relationships **Johnson & Ryan, 110-135**  
**P&P Quiz** **Sappho, 160-355**

Week 8

T 5/19 C: Republican/Augustan **Skinner, 212-239**  
R 5/21 T: Sex & Violence **Johnson & Ryan, 136-152**  
**Catullus, 1-80**

Week 9

T 5/26 C: Imperial Rome **Skinner, 240-282**  
R 5/28 T: Anxiety & Repulsion **Johnson & Ryan, 153-173**  
**P&P Quiz** **Catullus, 80-148**

Week 10

T 6/2 C: After Antiquity **Skinner, 283-289**  
**Short Paper #2**  
R 6/4 T: Aids & Handbooks **Johnson & Ryan, 174-199**

Week 11

T 6/9            Optional Final Review Session (room to be confirmed)  
R 6/11            Final Exam (1:30-3:18 – room to be confirmed)

■ ■

Gender, Sexuality and Science  
Comparative Studies 535

•

Autumn 2007

John Troyer, Ph.D.

Tuesdays and Thursdays 3:30pm-5:18pm

Central Classroom Building 245

Office Hours: Tuesdays and Thursdays 1:00pm-2:00pm Haggerty Hall 468 and/or by  
appointment

Office phone: 614-292-2559

E-mail: troyer.78@osu.edu

Gender, Sexuality and Science

The relationships between human gender, sexuality and science are complicated and convoluted. In worst-case scenarios, the definition of one has meant the obliteration and/or denigration of the others. In the best of times, gender, sexuality and science can cause a rethinking of how exactly to define what each of these terms means.

To even discuss gender, sexuality and science in 2007 seems like an impossible assignment. But it is in the

middle of this impossibility that gender, sexuality and science become so interesting- why and how has

discussing these topics become so impossible? So loaded with uncertainty and confusion? At the risk of stating

the obvious, I will suggest throughout the quarter that what the uncertainty, the discomfort, and the heated

debates point to is the following idea: human gender and sexuality (as defined by science) will never be

concretely defined. Moreover, gender and sexuality continually re-open scientific inquiry into new kinds of

scrutiny and ultimately new forms of knowledge. So, whether or not gender and sexuality are useful categories,

they are most certainly an ever-changing product of the always-changing human sciences.

Course Requirements

Attendance:

• Attendance is important for this class. Missing class is permissible if you're ill or attend a funeral or because of religious observance. Notify me of your inability to attend class by e-mail or phone. The work in this class relies heavily on student discussion of ideas and I will assume everyone here is interested (or will become interested) in understanding these materials over the semester.

### Assignments:

All assignments must be turned in on the date due unless you've spoken with me beforehand and are suffering from extreme circumstances. I will explain the format for assignments as they are made and expect people to follow my directions.

#### 3 Short Papers 60 %

The papers will be 3-5 pages in length. Specific and detailed guidelines will be handed out in class regarding the composition of each paper.

#### 1 Final Paper 25 %

The final paper is an 8-10 page final project that will examine how the different sections that comprise CS 535 complicate the topics of Gender, Sexuality and Science. Specific and detailed guidelines will be handed out in class regarding the composition of the final paper. The Final Paper is due the day of the course final: Tuesday, December 4, 2007.

#### Class Participation 15 %

Class participation is not just showing up for class. It also means being prepared to discuss the weekly topics and showing respect for everyone in the classroom.

#### Texts for the Class

Course Reader at Grade A Notes (17<sup>th</sup> and High Street) 614-299-9999

Judith Butler, *Undoing Gender* (2004) at the SBX

**Statement on Plagiarism** If I catch any student in this course plagiarizing work for any of the assignments I will automatically give that student an "F".

#### Accommodations:

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Please contact the Office for Disability Services at (614) 292-3307, or visit 150 Pomerence Hall, to coordinate reasonable accommodations for students with documented disabilities.

#### Class Schedule:

Th September 20

Course Introduction

<Gender>:

To September 25

Donna Haraway, 'Gender' for a Marxist Dictionary: The Sexual Politics of a Word" from *Simians, Cyborgs, Women* (1991)

Elizabeth Weil, "What is It's (Sort of) a Boy and (Sort of) a Girl?" from *The New York Times* (2006)

Th September 27

Judith Butler, *Undoing Gender*, Introduction: Acting in Concert and Chapter 1: Beside Oneself: On the Limits • of Sexual Autonomy  
To October 2

Judith Butler, *Undoing Gender*, Chapter 2: Gender Regulations  
Russell D. Clark and Elaine Hatfield, "Love in the Afternoon" from *Psychological Inquiry* (2003)

Russell D. Clark and Elaine Hatfield, "Gender Differences in Receptivity to Sexual Offers" from *Journal of Psychology and Human Sexuality* (1989)

Th October 4

Judith Butler, *Undoing Gender*, Chapter 3: Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality

Tu October 9

Judith Butler, *Undoing Gender*, Chapter 4: Undiagnosing Gender

Patricia Leigh Brown, "Supporting Boys or Girls When the Line Isn't Clear" from *The New York Times* (2006)

Th October 11

Judith Butler, *Undoing Gender*, Chapter 4: Undiagnosing Gender

Patricia Leigh Brown, "Supporting Boys or Girls When the Line Isn't Clear" from *The New York Times* (2006)

Th October 11: Paper 1 due

2

■ ■

<Sexuality>:

Tu October 16

•

Judith Butler, *Undoing Gender*, Chapter 5: Is Kinship Always Already Heterosexual? "A Place at Which Table?" from *The Columbia Reader on Lesbians & Gay Men in Media, Society, & Politics* (1999)

Andrew Sullivan, "Here Comes the Groom: A (Conservative) Case for Gay Marriage" from *The Columbia Reader on Lesbians & Gay Men in Media, Society, & Politics* (1999)

David Brooks, "The Power of Marriage" from *The New York Times* (2003)

Th October 18

Judith Butler, *Undoing Gender*, Chapter 5: Is Kinship Always Already Heterosexual? "A Place at Which Table?" from *The Columbia Reader on Lesbians & Gay Men in Media, Society, & Politics* (1999)

Andrew Sullivan, "Here Comes the Groom: A (Conservative) Case for Gay Marriage" from *The Columbia Reader on Lesbians & Gay Men in Media, Society, & Politics* (1999)

David Brooks, "The Power of Marriage" from *The New York Times* (2003)

Tu October 23

Donna Haraway, *The Donna Haraway Reader*, Chapter 6: Morphing in the Order: flexible Strategies, Feminist

Science Studies, and Primate Revisions

Alfred Kinsey, et. al., *Sexual Behavior in the Human Male*, Chapter 1: *Historical Experience*

Alfred Kinsey, et. al., *Sexual Behavior in the Human Female*, Chapter 1: *Scope o/the Study*

Th October 25

• Donna Haraway, *The Donna Haraway Reader*, Chapter 6: Morphing in the Order: flexible Strategies, Feminist

Science Studies, and Primate Revisions

Alfred Kinsey, et. al., *Sexual Behavior in the Human Male*, Chapter 1: *Historical Experience*

Alfred Kinsey, et. al., *Sexual Behavior in the Human Female*, Chapter 1: *Scope o/the Study*

Tu October 30

Judith Butler, *Undoing Gender*, Chapter 8: Bodily Confessions

Th November 1

Judith Butler, *Undoing Gender*, Chapter 9: The End of Sexual Difference?

Russell Shorto, "Contra-Contraception" from *The New York Times* (2006)

Tu November 6

Judith Butler, *Undoing Gender*, Chapter 9: The End of Sexual Difference?

Russell Shorto, "Contra-Contraception" from *The New York Times* (2006)

Tu November 8: Paper 2 Due

<Science>:

Th November 8

Judith Butler, *Undoing Gender*, Chapter 10: The Question of Social Transformation

David Serlin, "Disability, Masculinity, and the Prosthetics of War, 1945 to 2005" from *The Prosthetic Impulse*

• (2005)

3

To November 13

judith Butler, *Undoing Gender*, Chapter 10: The Question of Social Transformation

David Serlin, "Disability, Masculinity, and the Prosthetics of War, 1945 to 2005" from *The Prosthetic Impulse*

(2005) ~

Th November 15

Judith Butler, *Undoing Gender*, Chapter 11: Can the "Other" of Philosophy Speak?

Nancy Leys Stepan, "Race and Gender: The Role of Analogy in Science" from *Anatomy of Racism*

To November 20

Judith Butler, *Undoing Gender*, Chapter 11: Can the "Other" of Philosophy Speak?

Nancy Leys Stepan, "Race and Gender: The Role of Analogy in Science" from *Anatomy of Racism* (1990)

To November 20: Paper 3 Due

Th November 22: NO CLASS

Tu November 27

Donna Haraway, "Women's Place is in the Jungle" from *Primate Visions* (1990)

Course Evaluations

Th November 29

No Class. Work on your final paper.

Final Paper Due on Tuesday December 4 3:30pm-5: 18pm in 468 Haggerty Hall  
4

**CS515 Gender, Sexuality and Religion  
Winter 2009**

Monday/Wednesday 9:30-11:18

Professor Erzen

433 Hagerty Hall

Email: erzen.2@osu.edu

Office hours: Tuesday 11 :00-1 :00

**Course Description**

Religious beliefs about gender and sexuality play a vital role in America and the world, seen recently in debates over gay marriage, veiling, and abstinence. This course covers central issues dealing with

women's experiences of religion across a variety of traditions including Buddhism, Christianity, Islam,

Judaism, neo-Paganism, and Vodou. We will explore how the intersection of gender, sexuality, and

religion affects understandings, experiences, and negotiations of religious origins, personal identities,

religious experiences, agency, body shapes, race relations, and fundamentalisms. To this end, many of

the readings will focus on lived religious experience using books from an ethnographic perspective.

The course is deliberately cross-cultural and comparative in its scope.

**Readings**

Margaret Atwood, *The Handmaid's Tale* (1985)

Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn* (2001)

Stephanie Wellen Levine, *Mystics, Mavericks, and Merrymakers: An Intimate Journey among Hasidic Girls* (2003)

Marjane Satrapi, *Persepolis* (2003)

(available at SBX Book Store 1806 North High St., Phone: (614) 291-9528)

The articles are available on CARMEN.

**Course Requirements**

Assignments:

The assignments for this course include: leading class discussion for one class, six weekly reading

analyses, one take-home midterm, and a final paper or written exam.

Class Discussion: You will choose one class to present 4 discussion questions about the readings.

You will collaborate in groups, and your questions should be submitted together. You should email me

your 4 questions the night before class so I can make copies for everyone. During class, you will

introduce and present your questions to initiate discussion.

Six Analyses:



To encourage you to read actively, critically and prepare for class discussion, you are required to submit six analyses. Each analytical paper should be approximately 700 words- absolutely no longer.

Include a word count at the end of your paper. The papers are due on Monday.

Each paper should engage the ideas of the text in a direct and thoughtful way. In writing the analytical

papers, do not summarize the readings. The paper should analyze an aspect of the readings that you

find intriguing. You may choose to analyze a particular quote or passage. You may discuss what the

book is doing, and how it pertains to the debates or other texts in class. You should end your paper

with one question about the book that merits further discussion.

Take-home Midterm: I will distribute the mid-tenn questions one week prior to the mid-tenn due date.

Final Paper or Exam: Students have the choice of writing a 6-8-page paper that reflects the theme of

religion, gender, and sexuality. Or, they may elect to take a written final exam on the readings we have

covered since the mid-tenn. A possible topic list and guidelines for the final paper is available on

Cannan.

**GRADING:**

Attentive presence, *Week 7 presentation*, group questions, and participation: 25%

Six Weekly Reading Analyses: 25%

Take-home Mid-tenn Exam: 25%

Final Paper (8-10 pages) and Final Paper Presentation: 25%

Attendance and Participation:

I expect students to be active participants in their educations. This means that each student should

come to class having carefully read the assigned readings and be prepared to discuss them.

Because

knowing how to articulate your ideas is a crucial part of the learning process, you will be expected, as a

member of the seminar, to contribute your own unique perspective to our discussions.

The real action of our seminar takes place in the classroom. Therefore, it is important and expected

that you will be at every class session. Inevitably, an occasion may arise when you are unable to

attend. Out of fairness to your classmates who do attend every class, chronic lateness and/or more than

one unexcused absence will detract from your participation grade. To make up for a missed class, you

may turn in a 1-page, single-spaced precis summarizing the reading for the class you missed.

Finally, •

if you have any special needs or concerns with this course, please feel free to talk with me in person.

**GOOD CITIZENSHIP:**

\*Questions and discussions are welcome. The only requirement is that the questioner respects the opinions of others and does not monopolize class time.

\*Early Departures: If there is a special circumstance that requires you to leave early, please notify me before class so I can make sure you get all the appropriate information concerning upcoming papers and assignments.

\* And please: Turn off all cell phones and pagers.

My computer crashed, and my roommate ate my homework •..

All essays should be written in 12-point, double-spaced type, with standard margins, and pages

numbered and stapled. I will not accept a paper that is not stapled. *All written work should be thoroughly proofread.* There are no extensions, and all assignments are marked down one-third of a

letter grade for every late day. After 3 days, if you have not turned in your paper, you will automatically receive a "0" for that paper. No exceptions.

Student Conferences and E-mail Communication: Please stop by office hours or schedule an appointment if necessary. You are also welcome to email me with questions related to the course.

However, do not send any information or requests in an email that you would not discuss with me in

person. I will not answer any email I deem inappropriate.

Disabilities

Any student with a documented disability who may require special accommodations should identify

him or herself to the instructor as early in the quarter as possible to receive effective and timely

accommodations. You may also wish to contact the Office for Disability Services (150 Pomerene Hall, 292-3307).

Plagiarism

Students are expected to know and understand the rules regarding academic misconduct, particularly

the rules regarding plagiarism, as stated in the University's Code of Student Conduct.

Plagiarism is the

representation of another's works or ideas as one's own: it includes the unacknowledged word for word

use and/or paraphrasing of another's work, and/or the inappropriate unacknowledged use of another

person's ideas. All cases of plagiarism will be treated very seriously according to the University's

guidelines.

**Course Schedule and Readings**

*Week 1: Introduction and a Case Study for Religion, Gender and Sexuality: Abstinence*

Jan. 5: Introductions

Jan.7: -Bearman, Peter, and Hannah Bruckner, "Promising the Future: Abstinence Pledges and the Transition to First Intercourse" *American Journal of Sociology* 106: 859-912

-Margaret Talbott, "Red Sex, Blue Sex: Why do so many Evangelical Teenagers become Pregnant?" *The New Yorker* November 2008  
 Film: "The Education of Shelby Knox"  
 Week 2: *Vodou: Transnational Genders and Sexualities*  
 Jan. 12: Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn* pp.1-93  
 (Reading Analysis 1 Posted to Carmen)  
 Jan. 14: Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn* pp. 93-141  
 Week 3:  
 Jan. 19: No Class  
 Jan. 21: Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn* finish  
 Week 4: *Buddhism: Being and Becoming a Buddhist Nun*  
 Jan.26: Kim Gutschow, "Prologue" and "Gendering Monasticism,"  
 from *Being a Buddhist Nun: The Struggle for Enlightenment in the Himalayas* (2004)  
 (Reading Analysis 2 Posted to Carmen)  
 Jan. 28: Kim Gutschow, "The Buddhist Traffic in Women"  
 Film: *Chasing Buddha*  
 Week 5: *Islam: Veiling and the Example of Iran*  
 Feb.2: -Aisha Lee Fox Shaheed, "Dress Codes and Modes: How Islamic is the Veil?"  
 -Pamela K. Taylor, "I Just Want to be me: Issues in Identity for One American Muslim  
 Woman" from *The Veil: Women Writers on Its History, Lore and Politics* (2008)  
 (Reading Analysis 3 Posted to Carmen)  
 Feb. 4: Marjane Satrapi, *Persepolis* pp.1-71  
 \* **\*MID TERM EXAM DISTRIBUTED\*\***  
 Week 6: *Islam continued*  
 Feb. 9: Marjane Satrapi, *Persepolis* finish  
 Feb. 11: **MIDTERM EXAM DUE**  
 Film: *The Circle*  
 Week 7: *Judaism: Gender and Sexuality among Hasidic Girls*  
 Feb. 16: Stephanie Wellen Levine, "Introduction" and "The Community," from  
*Mystics, Mavericks, and Merrymakers*  
 Feb. 18: Group Presentations on chapters 3-10 of *Mystics, Mavericks, and Merrymakers*  
 Film Clips: *A Life Apart: The Hasidim in America*  
 Week 8: *Neo-Paganism: Sex, Magic and Politics*  
 Feb.23: Hugh Urban, "The Goddess and the Great Rite: Sex Magic and Feminism in the  
 NeoPagan  
 Revival" from *Magia Sexualis: Sex, Magic, and Liberation in Modern Western  
 Esotericism* (2007)  
 (Reading Analysis 4 Posted to Carmen)  
 Feb. 25: Starhawk, "Prologue" and "Sex and Politics" from *Dreaming the Dark: Magic, Sex  
 and Politics*  
 Film: *The World of the Goddess*  
**FINAL PAPER PROPOSALS DUE FOR THOSE WRITING THEM**  
 Week 9: *American Christianity: Bodies and Spirits*  
 March 2: Marie Griffith, "Pray the Weight Away," from *Born Again Bodies: Flesh and Spirit  
 in American Christianity* (2005)  
 (Reading Analysis 5 Posted to Carmen)  
 March 4: No Class- Begin reading *The Handmaid's Tale* and attend the lecture:  
 "Holy Sex: The Sexual Revolution in Christian America from Alfred Kinsey to True

*Love Waits"*

Dr. Marie Griffith, Professor of Religion, Princeton University  
4:30pm Page Hall 010

*Week 10: Utopias and Dystopias*

March 9: Margaret Atwood, *The Handmaid's Tale*  
(Analytic Paper 6 Posted to Carmen)

Film: *The Handmaid's Tale*

March 11: Margaret Atwood, *The Handmaid's Tale*

## **Comparative Studies/Women's Studies 535 Science and Gender**

**Dr. Nancy Jessor, AL.1-h ,-"llf) 2000..**

**Email: jesser.2@osu.edu, 1 W VI U**

**Office: 468 Hagerty Hall, Southwest corner of building**

T/TH 10:30-12:18, office hours 12:30-1:30 pm Tues. and by appointment

Please contact me through **email**, if you need to contact me urgently. You may also leave a message at my office at 292-0389. I check my office phone messages when I can, but I check email

more often.

OFFICE HOURS: Tuesdays-Thursdays 130-230, and by appointment

TEXTS

All Articles are on Carmen. Videos will be shown in class: available for if possible. If you do not

know how to access them, or need an accessible format, please let me know.

### **Accommodations**

Any student who feels he or she may need an accommodation based on the impact of a disability

should contact me privately to discuss his or her specific needs. Please contact the Office for Disability

Services at (614) 292-3307, or visit 150 Pomerene Hall, to coordinate reasonable accommodations for

students with documented disabilities.

If you will need to miss class for a religious observance, please let me know in advance .

### **COURSE OBJECTIVES**

Throughout this course we will analyze the discourses of science, both popular and "professional"

surrounding issues of gender and sexuality. Through various of these deployments of scientific

knowledge, power, and authority through and over the gendered and sexual body we will interrogate

the gendering of bodies, scientific discourses, practices and technologies. Over the ten weeks of the

course we will read and explore the history and role of gender/sexuality in the development of

SCience, read feminist critiques of scientific philosophy and practice, and investigate the effects of

science and technology on sexuality and gender in the world around and within us. A significant

portion of each class will be directed by student discussion leaders. (See Daily Discussants)

### **REQUIREMENTS**

**Final Project:** You will hand in a significant research project on a topic chosen by you in

consultation with me. You may do projects in pairs or small groups (no more than three).

Your

project may result a formal research paper or it may take on a different format. I am open to various methods and forms as long as they represent serious, critical and reflective work on

**Gender,**

**Sexuality and Science.** In the past projects have ranged from studies of the gendered use of

condoms, manifestos on feminism and the environment, the intersex movement, filmic representations of science and sexuality, histories of gender in medicine, the practices of circumcision

and other sexual surgeries in the United States, and technology, masculinity and advertising.

A Brief

Proposal (2 pages) outlining your specific topic, methodology, criteria for success, and sources in hand,

will be due in Class on December 2. Projects will be due December 9<sup>th</sup> midnight.

### **Analysis and Response to the Readings**

You will hand in two substantial written responses (6-8 pages) to the readings, movies, and issues we

discuss. The first will deal with women in science and feminist theories of science-the second will deal with how science and technology have "done" sexuality and gender. You may use the second

paper to develop ideas related to your final project. You will be graded on your thoughtful engagement and assessment of the readings and the coherence of the essay. In other words, do not

ramble and touch superficially on many points. Take one or two subjects/ideas that most interested

you from the readings and wrestle with it, add to it, contest it, refute it, etc. You will be able to rewrite

your first paper if you feel you misinterpreted the assignment and my expectations. If you would like to exercise this option, please let me know within a week of the paper's return.

**Project Reports:** The last two classes will be devoted to students describing their final projects and

preliminary findings. The length of the report will vary depending on the number of reports/collaborations, etc.

IN-CLASS

Your presence and punctuality will be rewarded.

In order to foster class participation, regular attendance and accountability for assigned readings, on

most if not all class meetings there will be in-class writing. These will be neither extensive nor timeconsuming,

but they will reward you for your attention to the readings. Some in-class essays may be shared with your classmates or the whole class.

In-class writing assignments will relate to that day's assigned reading or relate that day's readings to

previous class discussions and/or readings. They will be graded Pass/Fail.

After two missed classes your participation grade will be negatively affected except in the case of

- serious medical and family emergencies.

### **Daily Discussants**

A team of two students will lead the class in discussion for approximately 40-50 mins. each class

period. Sign up for days will be September 30<sup>th</sup> and the first student lead discussion will be on

October 7th. I will meet briefly (in person or virtually) with discussants prior to the class to coordinate the day's plan. Discussants will provide several (2-3) guiding questions for the class by midnight before the reading is discussed in class. Questions will be posted on Carmen. Everyone in class will be responsible for reading the questions and preparing to discuss the questions. Occasionally, a reading may require more or less "working through" by me, so discussants will usually end class, instead of starting it. It is not always possible for me to anticipate how long this will take for each reading, so discussants will need to be somewhat flexible. My suggestions are to use the articles as starting points to bring in other relevant issues and situations. For example, when we read about the history of genetic studies of homosexuality, you might examine recent genetic studies and otherwise, that attempt to provide a scientific answer to our questions about sexual behavior.

**Do not hesitate to ask me to explain unfamiliar or complex terms.** Chances are there are others in the class who would benefit. You can email me with specific questions or bring them up in class.

LATE ASSIGNMENTS: Late assignments will lose 1/2 grade for the first day and 1/2 grade for every two days after that.

#### PARTICIPATION

In this course there will be discussions about Science-Technology and its relation to sexuality, race, gender, socioeconomic status, etc. These issues are inherently personal, political, disturbing, powerful and contested. Some may consider the readings are **difficult** and intellectually and emotionally challenging. Things said in class may make you uncomfortable, angry, annoyed, or laugh. THIS IS TO BE EXPECTED and EMBRACED. If however, you feel unable to participate or respond to an issue raised in class for any reason, I hope you will come to me. If you are upset with something in the readings or something said in class, by me or by a student, we can sometimes use this as the beginning of a discussion, not an ending or silencing. Take the various perspectives of other students seriously and respectfully, but expect yourself to be challenged on your own ideas, beliefs, feelings and assumptions.

The class will spend a substantial amount of time discussing the readings and topics as a class. Since the material is about our selves and raced, gendered, internal and external bodies, our beliefs and values, the issues will touch us all very close to "home." This goes for me too. Spend some time each week reflecting on discussions, how the class affects each of us emotionally, physically, and intellectually. Such reflections are often a good place to *start* your writing assignment, but you should

aim to end in a moment of **critical reflection**.

Class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of difference and power we discuss will be particularly and personally important to you and others in the class. Some issues may touch some

people more closely than others. Some issues will be felt differently by members of the class. Sometimes this may be obvious to the rest of the class, sometimes not. Be aware, but not silent.

Class discussions can be an opportunity to explore personal and intellectual experiences as such, it is

**possible** that you will be offended by something said or read in this classroom. Please try to bring

this into the discussion--opened to respectful questioning, understanding and disagreement. If you do

not feel you can bring them up, I encourage you make an appointment with me to talk.

FINAL GRADES: all assignments will receive letter grades.

Participation (attendance, in-class writings/questions)

Class Discussion (including advance questions)

Critical Reflections Papers

Final Project

20%

10%

40%

30%

Students are expected to know and understand the rules regarding academic misconduct, particularly

the rules regarding plagiarism as stated in the University's Student Code of Conduct. All cases of

plagiarism will be treated very seriously according to the University's guidelines.

PLEASE TALK TO ME **NOW** IF YOU HAVE ANY QUESTIONS ABOUT COURSE

REQUIREMENTS OR MY

EXPECTATIONS .

### **Reading and Discussion Schedule**

(all readings are to be **finished** for the class indicated)

25 September: Gender and Sexuality in Science: Knowledge, Power, Authority in Science and in the Classroom.

**EARLY Voting Begins:** For more information go to: <http://vote.franklincountyohio.gov>

To Vote Early in Person: To vote an absent voter ballot for the November 4, 2008 General Election in

person before Election Day, go to **Franklin County Veterans Memorial located at 300 West**

**Broad Street in downtown Columbus.**

\* Weekday Hours: Monday through Friday from 8 AM until 7 PM beginning September 30 and ending November 3.

\* Saturday Hours: From 8 AM until 5 PM on October 4, 11, 18, 25 and November 1.

\* Sunday Hours: From 1 PM until 5 PM on October 5, 12, 19, 26, and November 2.

Women at the "Origins" of European Science

September 30: Londa Schiebinger: "Women and the Origins of Science" in "The Gender of Science",

ed. Janet Kourany, Prentice Hall,  
 Sign-Up for Dates to Lead Class Discussion:  
 October 2: Londa Schiebinger: ""Women's Traditions," *The Mind Has No Sex?: Women in the  
 Origins of Modern Science*. Cambridge, MA: Harvard UP, 1989, 265-77.  
 OCTOBER 6<sup>th</sup> is the LAST DAY TO REGISTER TO VOTE FOR NOV. 4<sup>th</sup> Election.  
 Women Re-doing in Science  
 October 7: Bill Moyers Interviews Evelyn Fox Keller: Video Evelyn Fox Keller (Seen in  
 Class),  
 AND  
 "The Gender/Science System: or, Is Sex to Gender as Nature is to Science?" in *The Science  
 Studies  
 Reader*, Mario Bagioli Ed. Routledge, 1999. 234-242.  
 October 9: Banu Subramaniam, "Snow Brown and the Seven Detergents", in *Women,  
 Science, and  
 technology: a reader in feminist science studies*, edited by Mary Wyer ... et al.] New York  
 : Routledge, 2001  
 October 14: Sandra Harding: "After the Neutrality Ideal:" *Social Research*, vol. 59, No.3, Fall  
 1992,  
 567-587  
 October 16: Amy Bug, "Has Feminism Changed PhYSics," *Signs*, vol. 28, no. 3, 2003. 881-  
 899.  
 October 21: Donna Haraway, "Virtual Speculum in the New World Order", *The Gendered  
 Cyborg*, ed  
 Kirkup, James, Wood word, and Hovenden, Routledge, 2000, 221-244.  
 October 23: Waldby and Cooper, "The Biopolitics of Reproduction: Post-Fordist  
 Biotechnology and  
 Women's Clinical Labour," *Australian Feminist Studies*, vol. 23, No. 55, March 2008, 57-73 .  
**Paper 1: Women and Science: Due Sunday October 26 on Carmen by midnight**  
 Science Does Gender and Sexuality  
 October 28: Anna Wilson, "Sexing the Hyena: Intraspecies Readings of the Female Phallus"  
 in *Signs*  
 Spring 2003.  
 October 30: Garland E. Allen, "The Double-Edged Sword of Genetic Determinism: Social  
 and Political  
 Agendas in Genetic Studies of Homosexuality, 1940-1994. *Science and Homosexualities*,  
 ed.  
 Vernon Rosario. Routledge. NY 1997. 242-70.  
 Technologies and the ere) Making of the Body  
 November 4: **ELECTION DAY**, Last chance to vote.  
 Suzanne Kessler, "The Medical Construction of Gender: Case Management of Intersexed  
 Infants."  
*Women, Science, and Technology*, ed Mary Wyer. Routledge: New York, 2001, 285-299.  
 November 6: Video: Nova's "Sex: Unknown"  
 November 11: Veterans Day, No Class  
 November 13: J. Scott Oberecker, " Sex Assignment Surgery and the discourse of Public  
 Television:  
 The Case of Nova's Sex: Unknown"  
 November 18: Peter Cooper, "Black Male: advertising and the cultural politics of masculinity"  
 Gender,  
 Place & Culture: A Journal of Feminist Geography; 1994, Vol. 1 Issue 1, p49, 11p, 1  
 diagram, 1 graph, 1 bw



November 25: David Serlin, Engineering Masculinity: Veterans and Prosthetics after World War Two"

in *Artificial Parts, Practical Lives* ed. Katherine Ott, et al. NYU P, 2002,45-74

**Paper 2 Science, Technologies and Bodies: Sunday November 30th**

November 27: Thanksgiving: NO CLASS

December 2: Project Reports (2 page Proposals Due in Class)

December 4: Project Reports

Final Projects Due Dec. 9th, on Carmen or by arrangement, by Midnight.

CS 545

Intersections: **vJ | n-tf'£ 2(XJ9**

Approaches to Race, Gender, Class and Sexuality

Monday and Wednesday 1:30-3: 18 Mendenhall Laboratory 125

Professor: Dr. Ruby C. Tapia Office: 436 Hagerty Hall

E-Mail: [tapia.14@osu.edu](mailto:tapia.14@osu.edu) Office Phone: (614) 292-9939

Office Hours: Tuesdays, 1:30-3:30, appointment sign-up

This course, *Intersections*, builds an understanding of the interrelated nature of various axes of social classification as a useful rubric for theorizing difference. Rather than imagining race, gender, class and sexuality as separate and at times additive modes of social experience, this course assumes and asks us

to investigate how these categories work in conjunction with one another in very profound ways. This comparative and interdisciplinary course examines specific intersections while also emphasizing broad understandings of the social, political and cultural processes that shape lived experiences of difference.

As an upper-division class, *Intersections* encourages students interested in difference to develop more

sophisticated interdisciplinary approaches and more complex models than might be available in introductory level courses. This course requires students to examine intersectionality in various sites within U.S.-American culture. Focusing on Critical Race Theory, Whiteness Studies, Sovereignty Studies,

Critical Gender and Sexuality Studies, and Disability Studies as intellectual locations that make use of intersectionality to evaluate their objects of study, students in this class will consider the role of social institutions in the systematic production, identification, and "management" of communities defined by difference, and the struggles undertaken by those communities to resist those efforts. There is a tension

here that will prove deeply productive in this course. On the one hand, theorizing difference in an intersectional way works wonderfully in the abstract, but proves quite difficult in its specific application. On the other hand, living intersectionally is a constant, perpetual experience or personal truth for each and all of us. In moving through the course, weaving our ways around various kinds of material experiences and theoretical engagements with these experiences, we will be vexed by this tension again

and again. Our challenge is to work against theoretical and intellectual paralysis in the face of this tension, and in the face of the frustrations and discomforts it will invariably produce. You will do well to remind yourself that your assignment, throughout the course, is to engage the material fully and to *practice* new, critical intellectual and theoretical approaches to understanding our social world.

The method *Intersections* uses to develop competencies in relation to the course theories is integrally tied to classroom pedagogy. A passive approach to learning *simply wilt not prove fruitful* in this class.

Establishing literacy around theories of difference requires us to be cognizant of how we are ourselves imbedded in these ways of knowing and feeling, and to assume responsibility for our own intellectual and

theoretical growth. Building this cognizance will come from our ongoing engagement and response with

one another around our critically-engaged experiences, reading, writing and project collaboration.

Course Requirements:

Attendance and Participation

CARMEN Reading Responses:  
Reading Presentation/Facilitation:  
Proposal for Final Project  
Final In-Class Presentation:  
Final Project:

15%  
15%  
15%  
15%  
10%  
30%

CARMEN Reading and Discussion Responses:

You will be expected to post weekly responses to readings, which may also include reflections on in-class discussions. This is an important secondary space of interaction, one in which I will not intervene directly, but from which I will draw questions and concerns for our further discussions during class. Topics and due dates for these responses are indicated in the syllabus. Our goal is to create a space for serious dialogue and response that functions as an extension of our physical classroom space. Therefore, our use of the virtual classroom will become more honed and pointed as the course progresses. This is a space wherein you are expected to make thoughtful *and respectful* contributions to open discussion connected to conversations we have in our in-person classroom encounters. Creative responses are welcome: poetry, stream of consciousness reflections, etc. You should also feel free to include links to relevant websites or videos in your response. While writing a certain number of words is *not* the point of this assignment, each of your responses need to total at least 250 words, but may be as long as you wish.

*Participating in Online Discussions*

- There is a Discussions tool on the course home page that will allow you to use a bulletin board setting to exchange comments about different topics.

Where to *find* more information

- You can find online instructions on how to use our virtual classroom in the 'Student Guide to CARMEN': <http://telr.osu.edu/carmen-help/students/guide.html>

Working Groups:

In addition to the various small group and dyad work we will regularly do in class, you will each be assigned to two collaborative Working Groups; one by number and one by letter. Group assignments will be announced on Wednesday of Week 2. Your number group will be responsible for your Presentation on Reading. Your letter group is responsible to produce a Proposal for a Final Project, Final Project Presentation, and Final Project. Your final project will consist of both written and visual components, and I will provide guidelines and suggestions for these during Week 3. All students are required to work in the groups to which they are assigned. The collective success of the Working Group will depend on the commitment of each of its members. Each Working Group is required to meet with me before turning in their Final Project Presentations. As the syllabus indicates, there will be plenty of opportunity to work on your final projects during scheduled in-class Project *Development Labs*. In addition, you will be "liberated" from any reading assignments during Weeks 5 and 6, during which time you should plan to conduct substantial research for your Final Project.

Reading Presentation & Discussion Facilitation:

Once per block, one of the Reading Groups (1-5) will be responsible for presenting a book and facilitating discussion for most of one class meeting. You are encouraged to experiment with group activities, handouts, CARMEN pre-discussion, visual aids, alternative presentation formats or materials, and, especially, to pose very thoughtful and challenging questions. Each group member is expected to contribute equally to the process. At least one day before your presentation, your group must communicate with me in some way, indicating what you plan to do during the class period. After your class facilitation, you will hand in a one page, *collaboratively produced* description of your group's process and each member's contribution to the final outcome.

Proposal for Final Project:

During Week 8, each letter group will submit a collaboratively produced Final Project Proposal. This proposal will indicate the topic your group will be investigating and exploring in the written and visual components of your Final Project, ideas about the content and form of these components, and a preliminary bibliography.

#### Final Project and In-Class Presentation:

Together, the Final Project and In-Class Presentation will constitute 40% of your grade. The InClass Presentations will occur during the last week of the quarter. Your Project materials, including your paper and whatever visual components are able to be submitted, will be due on Thursday of Finals Week (March 19) .

#### Learning Accommodations:

If you need an accommodation for a disability, please contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services to assist me in verifying the need for accommodations and in developing appropriate strategies and course materials. If you have not previously contacted the Office For Disability Services, I encourage you to do so as soon as possible.

#### The Writing Center:

The Writing Program at the Writing Center provides on-campus individual conferences on any kind of writing project. It is necessary to make an appointment in advance (keep in mind that appointments near the end of the quarter are nearly impossible to get, so plan ahead). The phone number is (614) 688-4291. The Writing Center is located at 475 Mendenhall, 125 S. Oval Mall. Visit their office or website for more information.

([http://cstw.ohio-state.edu/writing\\_center/index.htm](http://cstw.ohio-state.edu/writing_center/index.htm))

#### Office Hours:

Please take advantage of my office hours, which are scheduled on Tuesdays from 1:30-3:30. I ask that you email me in advance to secure a 20-minute time slot. I will keep track of scheduled appointments and post them on CARMEN so that you can see what times are available and request a meeting accordingly. If your schedule does not permit you to attend office hours during the regularly scheduled time, you may contact me to arrange an alternative meeting daytime.

#### Academic Dishonesty:

I consider any act that misrepresents a student or working group's own intellectual work or that compromises the academic work of another to be academically dishonest. Therefore, cheating on assignments, *unauthorized* collaboration on assignments, sabotaging another student's work and plagiarizing are all absolutely unacceptable. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. Please familiarize yourself with University guidelines regarding academic dishonesty.

#### Required Texts (available at SBX):

*The Alchemy Of Race and Rights*, Patricia Williams (Harvard, isbn: 0674014715)

*The Possessive Investment in Whiteness*, George Lipsitz (Temple, isbn: 1566396352)

*From a Native Daughter*, Haunani-Kay Trask (U of Hawaii, isbn: 0824820592)

*Queer Theory: An Introduction*, Annamarie Jagose (NYU, isbn: 0814742343)

*Bending Over Backwards*, Lennard J. Davis (NYU, isbn: 0814719503)

ASSigned articles, posted on CARMEN

#### Readings **By** Block:

##### *Block I: Critical Race Theory*

*The Alchemy Of Race and Rights*, Patricia Williams

Lorde, Audre "Age, Race, Class and Sex: Women Redefining Difference," from *Sister Outsider* (Crossing Press, Freedom), 1984, Pp. 114-123

Crenshaw, Kimberle "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against

Women of Color," from *Critical Race Theory* (The New Press, New York), 1995, Pp. 357-383

*Block 2: Whiteness Studies*

*The Possessive Investment in Whiteness*, George Lipsitz

McIntosh, Peggy "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence through Work in Women's Studies" from *Critical white Studies: looking behind the mirror*,

ed. Richard Delgado and Jean Stefancic, (Temple University Press, Philadelphia), 1997

Frankenberg, Ruth "When We are Capable of Stopping, We Begin to see" from *Names We Call Home: Autobiography on Racial Identity*, ed. Becky Thompson and Sangeeta T yagi, (Routledge, New York)

1996

*Block 3: Sovereignty Studies*

*From a Native Daughter*, Haunani-Kay Trask

Teaiwa, Teresia K., "L(o)osing the Edge," from *The Contemporary Pacific*, vol. 13, no. 2 (Fall 2001)

Amos, Valerie and Parmar, Pratibha "Challenging Imperial Feminism," from *Feminism and 'race'*: ed. Kum-Kum Bhavnani (Oxford, New York), 2001, Pp. 17-32

*Block 4: Critical Gender and Sexuality Studies*

*Queer Theory: An Introduction*, Annamarie Jagose

Dollimore, Jonathan "Desire and Difference: Homosexuality, Race, Masculinity," from *Race and the*

*Subject of Masculinities*, ed. Harry Stecopoulos and Michael Uebel (Duke, Durham), 1997, Pp. 17-44

Goldman, Ruth "Who Is That Queer Queer? Exploring Norms around Sexuality, Race, and Class in Queer Theory," from *Queer Studies: a lesbian, gay, bisexual, & transgender anthology*, ed. Brett

Beemyn and Mickey Eliason, (NYU Press, New York), 1996

*Block 5: Disability Studies*

*Bending Over Backwards*, Lennard J. Davis

Stone, Sharon D. "The Myth of Bodily Perfection," *Disability and Society*, vol. 10, No.4, 1995, Pp. 413-

424

Brueggemann, Brenda Jo "Enabling pedagogy," from *Disability studies: enabling the humanities*, ed.

Sharon L. Snyder, Brenda Jo Brueggemann and Rosemarie Garland-Thomson, (MLA, New York), 2002

Berube, Michael "Afterword: If I Should Live So Long," from *Disability studies: enabling the humanities*,

ed. Sharon L. Snyder, Brenda Jo Brueggemann and Rosemarie Garland-Thomson, (MLA, New York),

2002

WEEK 1

Monday

Wednesday

WEEK 2

Block I:

Foundations: Intersectionality and Critical Race Theory

01105

01/07

Introduction and Administrative Issues

Read:

Lorde, Audre "Age, Race, Class and Sex: Women Redefining Difference"

Crenshaw, Kimberle "Mapping the Margins"  
Discussion post due at 5pm on 01/08: Lorde and Crenshaw  
Monday      Wednesday

WEEK 3

Monday

Wednesday

WEEK 4

Monday 1/26

Wednesday

WEEKS

Monday

Wednesday

WEEK 6

Monday      Wednesday

01112

01114

01/19

01/21

Discussion: Race and Reproductive Rights, An Intersectional  
Analysis of Feminism's Historical Movements (continued), revisit  
Crenshaw's "Mapping the Margins"

In-Class Screening and Discussion: *The Price Of the Ticket*

**NO CLASS MEETING**

Read:

*The Alchemy Of Race and Rights*, Patricia Williams

*Reading Group 1 Facilitates Discussion Today*

Block 2:

Permutations: Intersectionality and Whiteness Studies

01/28

02/02

02/04

02/09

02111

Read:

McIntosh, Peggy "White Privilege, Male Privilege"

Frankenberg, Ruth "When We are Capable of Stopping,  
We Begin to see"

Discussion post due at 5pm on 01/27: McIntosh and Frankenberg

Read:

*The Possessive Investment in Whiteness*, George Lipsitz

Class cancelled due to severe weather

*The Possessive Investment in Whiteness*

*Reading Group 2 facilitates discussion today*

Final Project Development Lab

*When the Levees Broke*

Finish and Discuss: *When the Levees Broke*

Discussion post due at 5pm on 02112: *When the Levees Broke*

WEEK 7

Monday

Wednesday

WEEK 8

Monday

Wednesday

WEEK 9

Monday

Wednesday

Block 3:

Shifting Spaces: Intersectionality and Sovereignty Studies

02/16

02/18

Read:

Teaiwa, Teresia K., "L(o)osing the Edge,"

Amos, Valerie and Parmar, Pratibha "Challenging Imperial Feminism,"

Discussion post due at 5pm on 02/17: Teaiwa, Amos and Parmar

*From a Native Daughter*, Huanani-Kay Trask

*Reading Group 3 Facilitates Discussion Today*

Block 4:

Shifting Places: Intersectionality and Queer Theory

02/23 Due: Proposal for Final Project

Read:

Dollimore, Jonathan "Desire and Difference: Homosexuality, Race, Masculinity"

Goldman, Ruth "Who is that Queer Queer?" •

02/25

Discussion post due at 5pm on 02/24: Dollimore and Goldman

*Queer Theory: An Introduction*, Annamarie Jagose

*Reading Group 4 Facilitates Discussion Today*

Block 5:

Shifting Registers: Intersectionality and Disability Studies

03/02

03/04

Read:

Stone, Sharon D. "The Myth of Bodily Perfection"

Brueggemann, Brenda Jo "Enabling pedagogy"

Berube, Michael "Afterword: If I Should live So Long"

Discussion post due at 5pm on 03/03: Stone, Brueggemann, and Berube

*Bending Over Backwards*, Lennard J. Davis

*Reading Group 5 Facilitates Discussion Today*

WEEK 10

Monday

Wednesday

Finals Week

03/09

03/11

**Project Group A and B present**

**Project Groups C, D & E Present**

**03/19 Final Project Due**

**Reading Groups:**

Group 1: *Alchemy Of Race and Rights-*

Group 2: *The Possessive Investment in Whiteness* Group

3: *Notes From a Native Daughter-*

Group 4: *Queer Theory: An Introduction--*

Group 5: *Bending Over Backwards-*

**Project Groups: TBA**

# Introduction to Sexuality Studies

Comp. St. 214

Winter Quarter 2009

Tue, Thu 11:30-1:18, UH 0051

Instructor: Dr. Andrea Bachner

Office: Hagerty Hall 433

Email: [bachner.4@osu.edu](mailto:bachner.4@osu.edu)

Office Hours: Tue 10-11, Wed 2-3, and by appointment

## DESCRIPTION

Sexuality pervades our whole existence. It structures and shapes how we perceive reality. It defines how we relate to others and who we are. And yet, in spite of the incessant shouted or whispered invocations of sex, usually we do not think consciously about the multiple meanings of sexuality.

This introductory course will challenge you to think critically about sexuality. By looking at a variety of materials—films, images, objects, theoretical and literary texts from different cultural contexts—we will investigate how sexuality is represented in different discourses: law, religion, medicine and biology, anthropology, education, literature and culture, theory. Throughout the course, we want to gain a better understanding of what sexuality can mean and how it can be expressed differently.

This course also serves as the introductory course to the **Interdisciplinary Minor in Sexuality Studies**. For more information on this program, please go to <http://sexualitystudies.osu.edu/>

## COURSE OBJECTIVES

Upon completing the course, you will have acquired the following knowledge and skills:

- understand that how we see sexuality depends on its representation in different discourses (biological, historical, educational, legal, literary etc.) and learn to scrutinize them with a critical mindset.
- demonstrate an understanding of the diversity of sexual desires, experiences and performances and analyze how they are represented, framed, regulated, or policed.
- recognize how race, class, gender, and other aspects of identity can influence perceptions and experiences of sexuality.
- become familiar with current research and debates around sexuality and sexual identity.
- develop the knowledge and skills necessary to be able to present successfully and to work effectively on issues of sexuality on campus or in the Columbus community.

## REQUIRED READINGS AND FILMS

All the readings will be available on CARMEN. Films will be placed on reserve at Sullivant Library.

**Please note:**

**This is a course about sexuality, not sex. And yet, we will read, view, and listen to different representations of sexual orientations and practices—also those that might be considered non-normative—and discuss them in explicit terms. If, for whatever reason, you feel uncomfortable with this, please reconsider your choice of course.**

**REQUIREMENTS**

**Grades:** I will calculate grades using the OSU standard scheme:

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	60-66	E	59 and below

Please notify me beforehand of any class absence and contact me as soon as possible if you know you are going to hand in an assignment late. Please note that this can result in a lower grade—I will decide this on a case-to-case basis.

**Participation (25%)**

This is a seminar-style course. 25% of your grade will be based on participation in class. Regular attendance, careful preparation (read the assigned texts!), and active participation are assumed. It is expected that you also watch the films assigned for this class, either during the screening session (Wednesdays, 6:30 pm in the Comparative Studies seminar room, consult syllabus for screenings) or on your own at Sullivant Library. Participation grades will depend on your attendance, preparation, as well as on the frequency and content of your contributions in class. Another important factor is each student’s engagement with and receptivity to your colleagues’ interventions.

**Artifact (10%)**

During the quarter you should bring one sexuality-related “artifact” (a “real” object, a short text, video clip etc. etc.) to share with the class. These artifacts come from contemporary and material culture. They should relate to your interests in Sexuality Studies or catch your attention as relating to our conversations this quarter. Plan to spend about 5-7 minutes sharing this artifact with the class and talking about some of the questions that brought you to this artifact or that the artifact raises for you. Please sign up for an “artifact” presentation at the beginning of the course and inform me beforehand (at least two days before your presentation, email works fine) of your choice of object.

**Reading Response Papers (30%)**

Throughout the quarter, you will need to write six (6) short (1-2 pages, double-spaced) critical response papers. Responses are due in week 2, 3, 4, 5, 8, and 9 either on Tuesday or on Thursday before class (your choice of text(s)!), but always on the day on which we discuss



the reading (or readings) you have chosen to write about. The responses can sum up your understanding of one (or more) of the readings, or they can focus more specifically on a question or an issue that interests you or that you found striking, even zoom in on a passage of the text. In any case, however, you should **CRITICALLY** engage with the text, i.e. not simply recreate the text, but show **HOW** you read and understand it.

### **Take-home Midterm (15%)**

The midterm will be a take-home exam with short essay question(s), definitions etc. You are expected to write 4-5 pages (double-spaced) in total. The midterm questions will be available on February 12<sup>th</sup>, and the midterm will be due on February 17<sup>th</sup> at the beginning of class.

### **“Field Work” Component (20%)**

You have several options for completing this assignment:

- 1) **Volunteer Work:** If you are already working as a volunteer in an organization that is related to sexuality studies, you can use this as your field work component. Please consult with me at the beginning of the quarter. A short presentation on your work (last meeting of our class) and a write-up are required (Due date March 17<sup>th</sup>, 4pm).
  
- 2) **Group Project and Individual Write-up:** (the following timeline is approximate only)
  - ✓ By 1/15: Choose the colleagues with whom you want to work on the project (no more than 4-5 students per group).
  - ✓ By 1/24: As a group, draw up a list of ten (10) local (on-campus, in the Columbus community, or in the vicinity) organizations related to issues of sexuality. Give a brief outline of each organization (name, location, objective, targeted group).
  - ✓ By 1/27: Each group member should single out an organization on your list and write up a more detailed analysis based on its website (1-2 pages).
  - ✓ By 2/3: Select one among the list of organizations in consultation with the class in general (so as not to create an overlap).
  - ✓ By 2/6: Conduct a phone interview with a representative of the organization you have chosen. Schedule a time during which you can visit the organization.
  - ✓ By 3/1: visit the organization you have chosen and inform yourself about its aims and functioning.
  - ✓ By 3/12: Prepare a brief (10 minute) group presentation about your fieldwork experience to share with the class (last day of classes). This should include visual material—you could do a poster presentation, create a power point presentation etc.
  - ✓ After your fieldwork experience, write a 2-3 page essay (each student individually) about the experience, outlining how it relates to course themes, and what you have learned about theory and action. Due date March 17<sup>th</sup>, 4pm.
  
- 3) **Other Options:** If you have other ideas of how you can creatively combine the content of the class with a practical component that challenges you to relate what we learn about sexuality to the “world out there,” please let me know at the beginning of the quarter.

**Academic Misconduct and Plagiarism:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: [http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.”

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

- Always cite your sources
- Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism
- Come to me first if you are having difficulty with an assignment

**Students with Disabilities:** Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall. 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

## SYLLABUS

### Talking about Sexuality

#### Week 1:

- 1/6 *When We Talk About "Sexuality," What Are We Talking About?*  
Introduction to course topic, content, assignments and infrastructure  
Film Screening (in-class): *Talk to Her*, first half (Pedro Almodóvar 2002, 114 min)
- 1/8 *Representing Sexuality*  
Film Screening (in-class): *Talk to Her*, second half  
Discussion of *Talk to Her*

**Sign up for Artifact Presentation**

### Inventing Sexuality

#### Week 2:

- 1/13 *Is There a "Natural" Sex?*  
Thomas Lacqueur, "Discovery of the Sexes" (148-192), from *Making Sex*
- 1/15 *Historicizing Sexuality*  
Michel Foucault, "We 'Other Victorians'" (3-13) and "The Incitement to Discourse" (17-35), from *The History of Sexuality*, vol. 1  
Optional: Michel Foucault, "The Perverse Implantation" (36-49), from *The History of Sexuality*, vol. 1

**First Response**

### (De)Naturalizing Sexual Difference

#### Week 3:

- 1/20 *Theorizing Transsexuality*  
Anne Fausto-Sterling, "Of Gender and Genitals" (45-77), from *Sexing the Body*  
Judith Butler, "Undiagnosing Gender" (75-101), from *Undoing Gender*
- 1/21 Film Screening: *XXY* (Lucía Puenzo 2007, 91 min)
- 1/22 *The Uses of Hermaphroditism*  
Michel Foucault, "Introduction to Herculine Barbin" (vii-xvii)

Optional: Judith Butler, “Doing Justice to Someone” (57-74), from *Undoing Gender*  
**Second Response**

### (Un)Learning Sex

#### Week 4:

1/27 *The Politics of Promiscuity and Abstinence (AIDS)*  
Leo Bersani, “Shame on you” (31-56), from *Intimacies*  
Cindy Patton, “Migratory Vices” (15-37), from Patton/Sanchez-Eppler eds., *Queer  
Diasporas*

1/29 *Sex Education: Learning how/ not to Do It*  
Amber Madison, from *Hooking up* (19-29, 43-52, 197-201)  
Carol Platt Liebau, “The New Scarlet Letter” (1-13), from *Prude*  
Optional: Carol Platt Liebau, “Defining Decency Down” (15-33), from *Prude*  
**Third Response**

### (II)Legalizing Sex

#### Week 5:

2/3 *The Right to Privacy*  
“Lawrence vs. Texas” (Syllabus, Opinion of the Court)  
Optional: Janet E. Haley, “Reasoning about Sodomy” *Virginia Law Review* (1993)

2/5 *Reproductive Rights*  
Jennifer Baumgartner, from *Abortion and Life* (20-48)  
Optional: Jael Silliman etc., from *Undivided Rights* (1-23)

**Fourth Response**

### De/sacralizing Sex

#### Week 6:

2/10 *Christianity and/ versus Desire*  
Tanya Erzen, from *Straight to Jesus* (1-21, 52-84)  
Conversation with the author (details TBA)

2/11 Film Screening: *The Holy Girl* (Lucrecia Martel 2004, 104 min)

2/12 *Mysticism, Eroticism*  
Discussion of *The Holy Girl*  
Georges Bataille, “From Religious Sacrifice to Eroticism” (89-93) and  
“Christianity” (117-128), from *Eroticism*

**Midterm Questions Available**

### Consuming Sex

#### Week 7:

2/17 *Pornography and Prostitution*  
Linda Williams, “Speaking Sex” (1-33), from *Hard Core*  
Andrea Dworkin, “Why Men like Pornography and Prostitution So Much” (listen  
to her speech, link at [http://en.wikipedia.org/wiki/Andrea\\_Dworkin](http://en.wikipedia.org/wiki/Andrea_Dworkin) under  
the section “Digitalized Speeches and Interviews”)

Optional: Linda Williams, "Power, Pleasure, and Perversion" (184-228),

**Midterm DUE**

- 2/19 *Commodifying Queerness*  
Alexandra Chasin, "Advertising and the Promise of Consumption" (101-143), from  
*Selling Out: The Gay and Lesbian Movement Goes to the Market*.

### Sexual Ethnographies

#### Week 8:

- 2/24 *The Culture of Sexual Difference*  
Gayle Rubin, "The Traffic in Women" (157-210)  
Alphonso Lingis, "Fluid Economy," from *Foreign Bodies*
- 2/25 Film Screening: *Sexual Dependency* (Rodrigo Bellot 2003, 110 min)
- 2/26 *(De)Racializing Sexuality*  
Discussion of *Sexual Dependency*  
Evelynn M. Hammonds, "Towards a Genealogy of Black Female Sexuality"  
(170-182)  
Gloria Anzaldúa, "La Prieta" (198-209), from *This Bridge Called My Back*
- Fifth Response**

### Performing Sexuality (Differently)

#### Week 9:

- 3/3 *Sexual Identity as Performance*  
Judith Butler, excerpts from *Gender Trouble*
- 3/4 Film Screening: *Paris is Burning* (Jennie Livingston 1990, 78 min)
- 3/5 *Theorizing Drag*  
Discussion of *Paris is Burning*  
Peggy Phelan, "The Golden Apple: *Paris is Burning*"
- Sixth Response**

### Presentations and Conclusions

#### Week 10:

- 3/10 Presentations
- 3/12 Presentations, Conclusion

**PROJECT WRITE-UP DUE: MARCH 17<sup>TH</sup>, 4 PM**  
**Comparative Studies/Women's Studies 535**  
**Science and Gender**

**Dr. Nancy Jesser, Au-h 'All() 2000..**

**Email: jesser.2@osu.edu, ., uj fl U**

**Office: 468 Hagerty Hall, Southwest corner of building**

T/TH 10:30-12:18, office hours 12:30-1:30 pm Tues. and by appointment

Please contact me through **email**, if you need to contact me urgently. You may also leave a message at my office at 292-0389. I check my office phone messages when I can, but I check email

more often.

OFFICE HOURS: Tuesdays-Thursdays 130-230, and by appointment

TEXTS

All Articles are on Carmen. Videos will be shown in class: available for if possible. If you do not

know how to access them, or need an accessible format, please let me know.

### **Accommodations**

Any student who feels he or she may need an accommodation based on the impact of a disability

should contact me privately to discuss his or her specific needs. Please contact the Office for Disability

Services at (614) 292-3307, or visit 150 Pomerene Hall, to coordinate reasonable accommodations for

students with documented disabilities.

If you will need to miss class for a religious observance, please let me know in advance.

### **COURSE OBJECTIVES**

Throughout this course we will analyze the discourses of sScience, both popular and "professional"

surrounding issues of gender and sexuality. Through various of these deployments of scientific

knowledge, power, and authority through and over the gendered and sexual body we will interrogate

the gendering of bodies, scientific discourses, practices and technologies. Over the ten weeks of the

course we will read and explore the history and role of gender/sexuality in the development of

science, read feminist critiques of scientific philosophy and practice, and investigate the effects of

science and technology on sexuality and gender in the world around and within us. A significant

portion of each class will be directed by student discussion leaders. (See Daily Discussants)

### **REQUIREMENTS**

**Final Project:** You will hand in a significant research project on a topic chosen by you in consultation with me. You may do projects in pairs or small groups (no more than three).

Your

project may result a formal research paper or it may take on a different format. I am open to various methods and forms as long as they represent serious, critical and reflective work on

**Gender,**

**Sexuality and Science.** In the past projects have ranged from studies of the gendered use of

condoms, manifestos on feminism and the environment, the intersex movement, filmic representations of science and sexuality, histories of gender in medicine, the practices of

circumcision and other sexual surgeries in the United States, and technology, masculinity and advertising.

A Brief

Proposal (2 pages) outlining your specific topic, methodology, criteria for success, and sources in hand,

will be due in Class on December 2. Projects will be due December 9<sup>th</sup> midnight.

### **Analysis and Response to the Readings**

You will hand in two substantial written responses (6-8 pages) to the readings, movies, and issues we

discuss. The first will deal with women in science and feminist theories of science-the second will

deal with how science and technology have "done" sexuality and gender. You may use the second paper to develop ideas related to your final project. You will be graded on your thoughtful engagement and assessment of the readings and the coherence of the essay. In other words, do not ramble and touch superficially on many points. Take one or two subjects/ideas that most interested you from the readings and wrestle with it, add to it, contest it, refute it, etc. You will be able to rewrite

your first paper if you feel you misinterpreted the assignment and my expectations. If you would like to exercise this option, please let me know within a week of the paper's return.

**Project Reports:** The last two classes will be devoted to students describing their final projects and preliminary findings. The length of the report will vary depending on the number of reports/collaborations, etc.

#### IN-CLASS

Your presence and punctuality will be rewarded.

In order to foster class participation, regular attendance and accountability for assigned readings, on most if not all class meetings there will be in-class writing. These will be neither extensive nor timeconsuming, but they will reward you for your attention to the readings. Some in-class essays may be shared with your classmates or the whole class.

In-class writing assignments will relate to that day's assigned reading or relate that day's readings to previous class discussions and/or readings. They will be graded Pass/Fail.

After two missed classes your participation grade will be negatively affected except in the case of serious medical and family emergencies.

#### Daily Discussants

A team of two students will lead the class in discussion for approximately 40-50 mins. each class period. Sign up for days will be September 30<sup>th</sup> and the first student lead discussion will be on

October 7<sup>th</sup>. I will meet briefly (in person or virtually) with discussants prior to the class to coordinate the day's plan. Discussants will provide several (2-3) guiding questions for the class by

midnight before the reading is discussed in class. Questions will be posted on Carmen.

Everyone in

class will be responsible for reading the questions and preparing to discuss the questions. Occasionally, a reading may require more or less "working through" by me, so discussants will

usually end class, instead of starting it. It is not always possible for me to anticipate how long this

will take for each reading, so discussants will need to be somewhat flexible. My suggestions are to

use the articles as starting points to bring in other relevant issues and situations. For example, when

we read about the history of genetic studies of homosexuality, you might examine recent genetic

and otherwise, that attempt to provide a scientific answer to our questions about sexual behavior

**Do not hesitate to ask me to explain unfamiliar or complex terms.** Chances are there are others in the class who would benefit. You can email me with specific questions or bring them up in class.

LATE ASSIGNMENTS: Late assignments will lose 1/2 grade for the first day and 1/2 grade for every two days after that.

PARTICIPATION

(1)

In this course there will be discussions about Science-Technology and its relation to sexuality, race, gender, socioeconomic status, etc. These issues are inherently personal, political, disturbing, powerful and contested. Some may consider the readings are **difficult** and intellectually and emotionally challenging. Things said in class may make you uncomfortable, angry, annoyed, or

laugh. THIS IS TO BE EXPECTED and EMBRACED. If however, you feel unable to participate or respond to an issue raised in class for any reason, I hope you will come to me. If you are upset with

something in the readings or something said in class, by me or by a student, we can sometimes use this as the beginning of a discussion, not an ending or silencing. Take the various perspectives of other students seriously and respectfully, but expect yourself to be challenged on your own ideas, beliefs, feelings and assumptions.

The class will spend a substantial amount of time discussing the readings and topics as a class. Since the material is about our selves and raced, gendered, internal and external bodies, our beliefs and values, the issues will touch us all very close to "home." This goes for me too. Spend some time each week reflecting on discussions, how the class affects each of us emotionally, phYSically, and intellectually. Such reflections are often a good place to *start* your writing assignment, but you should

aim to end in a moment of **critical reflection**.

Class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of difference and power we discuss will be particularly and personally important to you and others in the class. Some issues may touch some

people more closely than others. Some issues will be felt differently by members of the class. Sometimes this may be obvious to the rest of the class, sometimes not. Be aware, but not silent.

Class discussions can be an opportunity to explore personal and intellectual experiences as such, it is

**possible** that you will be offended by something said or read in this classroom. Please try to bring

this into the discussion--opened to respectful questioning, understanding and disagreement. If you do



not feel you can bring them up, I encourage you make an appointment with me to talk.

FINAL GRADES: all assignments will receive letter grades.

Participation (attendance, in-class writings/questions)

Class Discussant (including advance questions)

Critical Reflections Papers

Final Project

20%

10%

40%

30%

Students are expected to know and understand the rules regarding academic misconduct, particularly

the rules regarding plagiarism as stated in the University's Student Code of Conduct. All cases of

plagiarism will be treated very seriously according to the University's guidelines.

PLEASE TALK TO ME **NOW** IF YOU HAVE ANY QUESTIONS ABOUT COURSE REQUIREMENTS OR MY

EXPECTATIONS.

### **Reading and Discussion Schedule**

(all readings are to be **finished** for the class indicated)

25 September: Gender and Sexuality in Science: Knowledge, Power, Authority in Science and in the Classroom.

**EARLY Voting Begins:** For more information go to: <http://vote.franklincountyohio.gov>

To Vote Early in Person: To vote an absent voter ballot for the November 4, 2008 General Election in

person before Election Day, go to **Franklin County Veterans Memorial located at 300 West**

**Broad Street in downtown Columbus.**

\* Weekday Hours: Monday through Friday from 8 AM until 7 PM beginning September 30 and ending November 3.

\* Saturday Hours: From 8 AM until 5 PM on October 4, 11, 18, 25 and November 1.

\* Sunday Hours: From 1 PM until 5 PM on October 5, 12, 19, 26, and November 2.

Women at the "Origins" of European Science

September 30: Londa Schiebinger: "Women and the Origins of Science" in "The Gender of Science",

ed. Janet Kourany, Prentice Hall,

Sign-Up for Dates to Lead Class Discussion:

October 2: Londa Schiebinger: "'Women's Traditions,' *The Mind Has No Sex?: Women in the*

*Origins of Modern Science*. Cambridge, MA: Harvard UP, 1989, 265-77.

OCTOBER 6<sup>th</sup> is the LAST DAY TO REGISTER TO VOTE FOR NOV. 4<sup>th</sup> Election.

Women Re-doing in Science

October 7: Bill Moyers Interviews Evelyn Fox Keller: Video Evelyn Fox Keller (Seen in Class),

AND

"The Gender/Science System: or, Is Sex to Gender as Nature is to Science?" in *The Science Studies*

*Reader*, Mario Bagioli Ed. Routledge, 1999. 234-242.

October 9: Banu Subramaniam, "Snow Brown and the Seven Detergents", in *Women, Science, and technology: a reader in feminist science studies*, edited by Mary Weyer ... [et al.] New York : Routledge, 2001

October 14: Sandra Harding: "After the Neutrality Ideal:" *Social Research*, vol. 59, No.3, Fall 1992, 567-587

October 16: Amy Bug, "Has Feminism Changed Physics," *Signs*, vol. 28, no. 3, 2003. 881-899.

October 21: Donna Haraway, "Virtual Speculum in the New World Order", *The Gendered Cyborg*, ed Kirkup, James, Woodward, and Hovenden, Routledge, 2000, 221-244.

October 23: Waldby and Cooper, "The Biopolitics of Reproduction: Post-Fordist Biotechnology and Women's Clinical Labour," *Australian Feminist Studies*/vol. 23, No. 55, March 2008, 57-73.

**Paper 1: Women and Science: Due Sunday October 26 on Carmen by midnight**

Science Does Gender and Sexuality

October 28: Anna Wilson, "Sexing the Hyena: Intraspecies Readings of the Female Phallus" in *Signs* Spring 2003.

October 30: Garland E. Allen, "The Double-Edged Sword of Genetic Determinism: Social and Political Agendas in Genetic Studies of Homosexuality, 1940-1994. *Science and Homosexualities*, ed. Vernon Rosario. Routledge. NY 1997. 242-70.

Technologies and the Making of the Body

November 4: **ELECTION DAY**, Last chance to vote.

Suzanne Kessler, "The Medical Construction of Gender: Case Management of Intersexed Infants." *Women Science/and Technology*, ed Mary Weyer. Routledge: New York, 2001, 285-299.

November 6: Video: Nova's "Sex: Unknown"

November 11: Veterans Day, No Class

November 13: J. Scott Oberecker, " Sex Assignment Surgery and the discourse of Public Television: The Case of Nova's Sex: Unknown"

November 18: Peter Cooper, "Black Male: advertising and the cultural politics of masculinity" *Gender, Place & Culture: A Journal of Feminist Geography*; 1994, Vol. 1 Issue 1, p49, 11p, 1 diagram, 1 graph, 1 bw

November 25: David Serlin, "Engineering Masculinity: Veterans and Prosthetics after World War Two" in *Artificial Parts/ Practical Lives* ed. Katherine Ott, et al. NYU P, 2002,45-74

**Paper 2 Science. Technologies and Bodies: Sunday November 30th**

November 27: Thanksgiving: NO CLASS

December 2: Project Reports (2 page Proposals Due in Class)

December 4: Project Reports

Final Projects Due Dec. 9th, on Carmen or by arrangement, by Midnight.

## S E X U A L I T I E S   A N D   E D U C A T I O N

Tuesday and Thursday, 1:30-3:48, ROOM Koffolt 136

**Instructor:** Stephanie Lynn Daza

**Office:** 165 Ramseyer Hall,

614-688-4973

**E-mail:** [daza.1@osu.edu](mailto:daza.1@osu.edu)  
appointment and after classes

**Office Hours:** by

### **Course Description:**

This course examines sexual orientation as an area of diversity in K-12 and higher education, as well as society. We will look at a variety of issues related to lesbian, gay, bisexual, transgendered, and Queer or Questioning (LGBTQ) youth, parents, and educators. This course is grounded in anti-oppressive frameworks and socio-cultural contexts. It begins by presenting a social-constructivist view of difference and identity, *e.g.* “normal” and “deviant” are contextually constructed and situated according to history, culture, and power. Using the construction of difference and identities as a springboard, this course goes on to examine the ways in which educational and societal practices participate in the construction of sexual identities. As well, it acknowledges the intersectional relationship of sexual orientation to other identity categories, such as gender, race, class, ethnicity, nationality, disability, etc. The course will explore the concepts of “heterosexism,” “homophobia,” and “heteronormativity” in educational and societal contexts and practices. It will focus on educational policy, curriculum, pedagogy, and teacher preparation. Finally, while this course draws attention to inequities surrounding sexualities and education and explores anti-oppressive teaching strategies and interventions, it also considers resistance to these concepts and interventions.

Sources of information for this course include academic research, popular culture, and our own experiences. This course will encourage you to engage critically with the arguments and evidence presented in each kind of source. In this course the instructor will primarily serve as a facilitator rather than a lecturer. Consequently, course members have an enormous responsibility for their own learning and for the success of the course.

### **Course Rationale:**

During the past two decades, lesbian, gay, bisexual, and transgendered individuals and groups have become an increasingly visible and politically active segment of the United States and around the world. With this visibility and associated developments, such as same sex marriages and changing demographics in schools, the experiences of the LGBTQ population need to be addressed. Research shows the high rates of attempted and successful suicides of LGBT and questioning youth. Schools see more children of LGBTQ parents (birth, adoptive, or foster parents) as well as more youth who are open about their sexual orientation. LGBTQ students and their parents/guardians have sued school districts, administrators, and teachers that failed to protect them from the harassment and violence inflicted by peers and school personnel. Staff who were “outed” as lesbian or gay, or were considered sexual/gender deviants, have also won the right to retain their teaching positions through legal actions and community efforts. Policies, curricula, and teacher training programs therefore need to respond to the shifting demographics, student needs, laws, and attitudes. Locally, in recognition of the inclusion of sexual orientation by the city’s non-discrimination and hate crimes policies, Columbus Public Schools has brought sexual orientation into its categories of diversity which must be protected (Policy 4114.122, 1998).

### **Objectives:**

Upon the completion of this course, students will have a heightened understanding of:

1. Their personal knowledge, beliefs, attitudes and practices related to social identity categories and education, specifically sexual orientation and education.
2. Historical and contemporary perspectives and policies regarding sexualities and education.
3. How the intersection of identity categories shape educational practices, experiences, and opportunities.
4. The assumptions and agendas regarding sexualities found in academic research, popular culture, and our own experiences.
5. The ways in which sexualities, as it intersects with other identities, is, and can be, addressed in educational practices, broadly defined.

### **Research Activist Pedagogy:**

In this course, we conduct team research and produce knowledge. Grounded in students' own interests, we will conduct fieldwork and research on issues of concern and importance in our community and related to course themes. We will use information gleaned from the course to analyze the data, situating the local issues within broader sociopolitical conversations in the field, and we will present our findings in a visible way. The research is meant to be transformative.

### **Required Texts and Materials:**

Books available at SBX. Page numbers on the syllabus refer to the actual text numbers. I numerated the course packet by hand for our quick-reference use in class.

- 1) Noyes, K. (2005). *Crashing America: A novel*. Alyson Books.
- 2) Kumashiro, K. (2002). *Troubling education: Queer activism and antioppressive pedagogy*. New York:

RoutledgeFalmer. (Readings from this text are marked "TE" in the agenda.)

- 3) Lipkin, A. (2004). *Beyond diversity day: A q & a on gay and lesbian issues in schools*. New York: Rowman and Littlefield Publishers, inc. (Readings from this text are marked "BDD" in the agenda.)

Films and videos:

*Brokeback Mountain, Ellen, Far from Heaven, It's Elementary, The Laramie Project, Out of the past: the struggle for gay and lesbian rights in America, Transamerica*

### **Course Requirements:**

1. **Autobiographical Introduction (15 points/ 15% of grade):** Introduce yourself to the class through a reflective bio. The instructor will provide you with her bio as one example. Only share what you feel comfortable having people in the class know. We will begin this activity in our first class. Instructions will be provided.

2. **2 Critical response papers (15 points/ 15 % of grade):** Basic Instructions: Using a word processing program, write a one-page (8.5x11, 1 inch margins), single-spaced response to the readings for upcoming week. Font should be Times New Roman, 12 pt. Do not exceed a page in length. Email responses to the entire class. References to course material should include the author's last name and page number; a bibliography is not necessary. To better understand what is meant by "critical response" review the information from the Women's Studies Feminist Pedagogy website: <http://womens-studies.osu.edu/pedagogy/Reading/default.html>
3. **Discussion Facilitator (15 points/ 15% of grade):** A student (or pair/group of students) will present the required readings for the day, distribute a one-page (front) hand-out, and lead the class discussion with at least three thought-provoking questions based on the readings. The hand-out should be a teaching tool, such as a game, graphic organizer, venn diagram, conceptual map, or guided reading, which requires class members to actively engage in the presentation. Please provide the instructor with a master and key, if appropriate. The entire student facilitation should be no more than 20 minutes. Do NOT give a lengthy summary the readings. DO provide a few of the main ideas and questions for discussion.
4. **Midterm (15 points/ 15% of grade): Final Project Contract.** CONTRACT: Tell me how you plan to contribute to the final project. Be specific and provide a rationale supported by evidence from the course for what you plan to do. Groups will turn in a proposal. An outline will be provided. **Due Week 6.**
5. **Final Project (20 points/ 20 % of grade):** In groups or as a class, the final project must be visible and political pedagogy, which embodies anti-oppressive education. We will design this project together. It may be a student conference, workshops, performances, etc. As future educators and members of society, this project helps us to practice, produce and distribute our knowledge. It is designed to impact more people than just us. It incites change and therefore, will challenge us to deal with issues of risk and resistance. Individuals will receive a grade for your participation in the project. We will each have tasks to complete. Students will be asks to write a 1-2 page reflection paper, explaining your role in the project, discussing the meaning of the project to you and in part evaluating the project as a learning process. **Due Week 10.**
6. **Participation (20 points/ 20% grade):** Active class participation (energetic, positive attitude, prepared, makes comments, asks questions, does activities) is required. Attendance is necessary for class participation. The instructor may give pop quizzes. If you are unable to attend class, as a courtesy, please contact me before the class to make me aware of the circumstances. I do not

accept late work. If you miss a class you are expected to have ALL work made up as well as any additional assignments on the date the assignment is due. The burden of responsibility is on the student. Be sure to exchange contact information (and phone number) with several colleagues. Even if you call or email to make me aware of the circumstances surrounding your absence, this does not mean that the absence will be excused; even excused absences will affect your grade in a negative way because you cannot participate in class if you are not in class. Also, if you arrive late or leave early this will negatively impact your performance in class.

- a. Failure to participate in most class sessions (i.e. missing more than 3 sessions or not participating) is grounds for a **minimum** deduction of one full letter grade; for example, from a “B” to a “C.”
- b. In addition, participation in each class session is worth approximately 1% of your grade. Please follow the self-assessment guide to insure you earn a participation point each class.
- c. If you miss more than 5 sessions, you may be asked to drop the course or be given a failing grade.
- d. Extenuating circumstances, such as hospitalization, will be addressed on a case by case basis and decided by the instructor in consultation with Ohio State University policy and precedent.
- e. As a courtesy, it is helpful if you provide the instructor with documentation as to your absence, for example, a signed medical excuse.

### **Self-Assessment Guide and Reminder**

This is a reminder of the course expectations. Please do the following EVERY CLASS SESSION:

- Contribute Personal Knowledge
- Contribute Academic Knowledge
- Complete the Reading
- Complete the Activities/response papers
- Feel prepared for class
- Participate in Group work
- Participate in Class Discussion
- Ask questions
- Share insights
- Listen to others
- Respect differences in experiences, perspectives and backgrounds

**1 Point Evaluation:** 1 “free” points will be added to your grade for completion of a detailed course evaluation. **Due Week 10.**

**Final grades will be determined on the following scale:**

95-100% = A	84-86% = B	74-76% = C	below 60 = E
90-94% = A-	80-83% = B-	70-73% = C-	

87-89% = B+

77-79% = C+

60-69% = D

**“A” work** demonstrates synthesis of course material in required assignments and activities. Student is able to connect knowledge gleaned from the course to his or her previous knowledge and experience. Student demonstrates a heightened understanding of objectives, not necessarily agreement with them. Completing all work helps but does not guarantee you an “A.” Being able to discuss topics from multiple perspectives (i.e., critical engagement with course themes), as well as taking responsibility for your own learning are the two most important criteria of “A” work.

**CLASS AGENDA**

(page numbers refer to the article page, not the packet page)

WEEK	DATE	READING	ASSIGNMENTS
WEEK 1 Introduction to themes and terminology	T, March 28	BDD: Introduction  Find as an Online Journal: Samuels, D. R., Fervber, A. L., & Herrera, A. O. R. (2003). Introducing the concepts of oppression and privilege into the classroom. <i>Race, Gender &amp; Class, 10</i> (4), 5. (also on closed-reserve)  Excerpt Article: Loutzenheiser, L.W. (2001) "If I talk about that, they will burn my house down." In K. Kumashiro (Ed) <i>Troubling intersections of race and sexuality: Queer youth of color and anti-racist, anti-heterosexist education</i> . New York: Littlefield & Rowman.  In-class Film: <i>It's Elementary</i>	EMAIL autobiographies to class by Wed., noon.  Read autobios before Thursday's class. Finish Autiobio assignment.
	TH, March 30	Film: <i>Far from Heaven</i>  Be able to use the film to discuss issues of race and sexualities raised in week 1 readings.	Answer at least 1 of the 3 autobio questions. EMAIL answer to class by Sunday midnight. Read before Tuesday's class.
WEEK 2 Anti-oppressive Education	T, April 4	TE: Ch. 1-3	GO TO KUMASHIRO TALK, DATE/TIME TBA
	TH, April	TE: Ch. 4 Speaker's Bureau	

	6		
WEEK 3 Social Construction of normativity and social identities.	T, April 11	See Film <i>Brokeback Mountain</i> before Thursday	INSTRUCTOR AT PROFESSIONAL CONFERENCE
	TH, April 13	video: Instructor copy of <i>Ellen</i> episode, “It’s a gay, gay world”	EMAIL by Wednesday noon: critical response 1 about <i>Brokeback</i> and <i>Troubling Education</i> . Read at least 5 responses before you come to class on Thursday.
WEEK 4 Historical Perspectives: Policy, Laws, Rights, and Safety	T, April 18	BDD: Ch. 1, 2 and 5  Start Final Project  Start reading novel	
	TH, April 20	In-Class Video: <i>Out of the past: the struggle for gay and lesbian rights in America</i>	
WEEK 5	T, April 25	Making Schools Safe Manual, find at <a href="http://www.aclu.org">http://www.aclu.org</a>  Work on projects	
	TH, April 27	Film <i>Transamerica</i> See as a class....discuss showtimes as date approaches	
WEEK 6 Stakeholders: Students, Family, Teachers, Administrators, Community Members	T, May 2	BDD: Ch. 3  Crashing America: A Novel	EMAIL critical response 2 to class by Monday midnight: included <i>Transamerica</i> and <i>Crashing America</i> ...and other material if you would like.  Read at least 5 responses by Tuesday’s class.  Discuss Novel
	TH, May 4	In-class projects	MIDTERM: FINAL PROJECT CONTRACT DUE In-class projects
WEEK 7 Curriculum	T, May 9	BDD: Ch. 7	Find two lesson plans from different disciplines online, which address



			GLBTQ issues. Bring 2 copies to class.
	TH, May 11	Edric Johnson, Guest, Role play and drama activities.	
WEEK 8 Context: Elementary School, University, Business, geographical location	T, May 16	King (Gay teachers for Young Children) In Blackburn, M., & Donelson, R. (Eds.). (2004). <i>Theories into Practice</i> . (Vol. 43): College of education, The Ohio State University. The entire issue is available online through OSU Libraries website and online journals: <a href="http://library.ohio-state.edu/search~S1/">http://library.ohio-state.edu/search~S1/</a>  Possibly re-watch <i>It's Elementary</i>	
	TH, May 18	In-class film: <i>The Laramie Project</i>	
WEEK 9 Change and Activism, Final Project	T, May 23	BDD: Ch. 6	TURN-IN HARD COPIES OF BOTH RESPONSES
	Th, May 25	Meet with partners/groups to work on Final Project	
WEEK 10 Final project	T, May 30	FINAL PROJECT PRESENTATIONS TO CLASS	(includes revised midterm and research log)
	TH, June 1	FINAL PROJECT PRESENTATIONS AND SOCIAL ACTIVITY	FINAL PROJECT DUE

### **IMPORTANT INFORMATION:**

- **Syllabus** is subject to change by the instructor as needed.
- **Ability:** Any student who feels s/he may need an accommodation based on the impact of a disability should self-identify to the instructor as early as possible in the quarter in order to receive effective and timely accommodations. You can reach the office of Disability Services by calling 292-3307. [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)
- **Ground rules:** This course uses ground rules for discussion of diversity issues. In your reading packet, I have provided a copy of the rules for discussion/diversity/difference listed on the following Women's Studies Feminist Pedagogy web pages: <http://womens-studies.osu.edu/pedagogy/Difference/Groundrules.htm>

<http://womens-studies.osu.edu/pedagogy/Difference/groundrules2.htm>

- **Guide for Assignments:** Failure to abide by these guidelines will result in a loss of points. Please use Times New Roman, 12 pt. font, 1 inch borders, and double-space all assignments (unless otherwise indicated). Use APA format (5th edition) for formal papers and citations. In writing assignments, emphasis should be placed on depth, not breadth. Points are given for concise, tight, “academic” writing that is also insightful and thought-provoking.
- Helpful website for APA:  
[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)
- **Email and On-line journals:** Expect to use email for electronic turn-in of assignments and to communicate important information about the course. You may need to access on-line academic journals through the OSU library website. If you are not familiar with email or on-line journals, you are responsible for getting up to speed. For library assistance: <http://library.osu.edu/help/index.html> or call 614-292-6175  
For help with your EMAIL: <http://8help.osu.edu/>
- **Academic Assistance:** Please take advantage of OSU resources. Written work should be free of mechanical errors and present clear and supported arguments. Even professional writers benefit from helpful editing.  
<http://all.successcenter.ohio-state.edu/>  
<http://all.successcenter.ohio-state.edu/all-tour/all-links.asp>

## **AUTOBIOGRAPHICAL ESSAY ASSIGNMENT**

### **Instructions:**

- First, pre-write/think about the values, attitudes, beliefs and norms of your own culture, such as what you learned as a child. For instance: what did your family teach you to value, to work for, to want to be? What beliefs are evident when you think back to everyday life in the community (places) in which you grew up? What behaviors in men, women, and/or children were admired? Despised? And why? Also, think about your experiences with people who you consider different from yourself. How have you experienced prejudice / privilege, thus inequalities? When did/do you feel “centered” within a group (at “home” or the same)? When did/do you feel you were “different” from others, like you didn’t/don’t belong? Choose what you want to share with people in our class so that they will begin to have a glimpse of who you are. Reveal only what you feel comfortable sharing.
- Before writing your bio, type in your name and then list 3-5 words you would use to identify who you are.
- Use the **following** headings and write a description of your self—your culture, experiences, background, etc. **about 3 double-spaced pages .**



and/or diversity? What do we know collectively about prejudice, discrimination, inequities or injustice? What are connections between what people have written and points made in the course readings? Make an effort to learn from people whose experiences are different from your own.

- Using the information from the bios and the readings so far, generate responses to the three questions below. You should cite any paraphrasing or quoting from the bios by using the author's name. Cite course readings with author and page. Individually, write a 1-2 double-spaced paper which answers at least 1 of the questions.
  - What do people in our class value and believe in? What do you see as possible value conflicts within the class?
  - What do we, as a class, know about relationships between culture and prejudice, privilege, power, discrimination, and/or injustice?
  - What helps us (people in our course community) learn about "others?" What experiences do we value the most in learning about prejudice and inequity.

### **EMAIL RESPONSE PAPERS**

**Assignment Overview:** Write a one-page (8.5x11, 1 inch margins), single-spaced **critical response** to the readings for the week. Font should be Times New Roman, 12 pt. Do not exceed a page in length. After writing your paper in a word processing program, copy it into an email and send it to the instructor. To help eliminate email errors/delays, **DO NOT SEND AS ATTACHMENT**. These papers may be read aloud in class. Bring a copy of the response with you to class. Be prepared to make comments, answer, and ask questions which refer to the responses. References to course material should include the author's last name and page number; a bibliography is **NOT** necessary. One hard copy of **BOTH** email responses will be due at the end of the quarter; it is the student's responsibility to keep track of these. Below, I have suggested a format for framing your responses.

**Summary Section:** The first 1/4 or so of the page should be a concise but thorough summary of the work(s) you're addressing, an attempt to convey in your own words the main thrust of the readings. Stay as close to the text as possible, quoting the author's exact words at times to tie both you and your readers to the actual text—following any quotations or paraphrases, cite page numbers and authors name in parentheses. For example, (Daza, 2). I suggest synthesizing the readings. For example, try to pull-out what you consider to be the three main ideas from the readings for the week. For each main idea, state it and provide several pieces of evidence from the readings to back up what you say. You may choose to focus on 1 text, but don't completely ignore the others. In this part of the paper, your aim is to hand over to your readers your understanding of **WHAT** the **AUTHORS** are trying to convey. Phrases, such as "Smith says/notes/states," "According to Smith," and "For Smith, the \_\_\_\_ appears to be," etc., will help you designate what is called "intellectual property." Part of the purpose of these papers is to force a to-the-point approach to texts. You will not have room to cover all the points the authors make.

You will need to hit the hot spots and zero in on what you consider to be the main point(s). Do not offer your own comments about what the text says in this section.

**Response Section:** This section of the page should be your response to the text, your reaction to what you think the author is trying to do/say—critique it, explain it, apply it, compare it, relate it. This is the section where you should attempt to refer to other texts we've read, to make some connections between the course, your experiences/previous knowledge, popular culture, and the readings. A critical reading may also question the author's assumptions and/or address implications of readings. However, your job is to consider the multiple implications of what the authors are saying, not to give it a simple "thumbs up" or "thumbs down." You may, of course, disagree or offer a challenge, but that is not the main point of this section. Disagreement, after all, is earned after careful study. You have room to deal thoughtfully with one or two ideas, not everything. Instead, focus in and think through an issue or two very carefully—work towards critical engagement. I like to think of "critical engagement" as trying to get at the "dynamic truths" (complex, complicated, multi-dimensional, grey area), rather than one-sided or two-dimensional or black/white version(s). Rather than answers, your response may lead you to some critical questions regarding the readings.

You should read the responses of your peers.

## QUESTIONNAIRE

NAME: \_\_\_\_\_ BEST  
EMAIL \_\_\_\_\_

PHONE NUMBERS: \_\_\_\_\_ MAJOR: \_\_\_\_\_ # HRS WI: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

ESTIMATED GRADUATION DATE: \_\_\_\_\_

LANGUAGES: \_\_\_\_\_

Please provide brief responses to the following. If this information would be used for research purposes, your name and information that could be used to identify you would removed.

1. Why did you register for 415? What are your expectations for the 415 course?  
What do you hope to learn?

2. What are your plans for graduation? How can this course apply to them?
  
3. Describe yourself as a student? Where do you like to sit in class and why? How/when/where do you study? What classes/activities do you enjoy/dislike (and why)? What comes easy for you? What challenges you?
  
4. What do you think are the most important skills/qualities (give 3-5) necessary to be successful in college? (Success for the purpose of this questionnaire signifies passing courses, earning mostly "As" and "Bs," building a resume of work/activities, graduating in 4 or 5 years, building relationships with at least three professors who would write you an outstanding recommendation.)
  
5. What do you already know about Sexuality Studies? How do you know? From what sources of information?
  
6. Who do you admire, look to for inspiration, think of as a hero/ine? and Why?
  
7. What's the last book you read or the best one you read in the past 6 months? Give me one reason to read it and one reason not to read it.
  
8. Do you work? \_\_\_\_\_ What?  
 \_\_\_\_\_ Where? \_\_\_\_\_  
 Hours per week? \_\_\_\_\_
  
9. How many hours a week do you think you should spend reading, preparing, doing activities and assignments for this 5 credit hour course? \_\_\_\_\_
  
10. Do you have any learning challenges and/or personal issues that might affect your progress in 415 and that you would like to share with me? Please feel free to meet with and discuss any issue.
  
13. MEDIA: How many hrs TV do you watch per week? \_\_\_\_\_ Favorite shows? What are three movies you would recommend? What is your source of local/national/world news? do you read the newspaper and/or online news? which ones?
  
14. How much time do you spend on the internet/email per day? \_\_\_\_\_ Describe your access to internet/email? home, OSU, labs, etc. What kind of access you will have to printing?



**Assignments:**

Attendance: Each day of attendance is worth 5 points. Early departure or late arrival will reduce the number of attendance points. (100 points maximum)

NOTE: Should illness or emergency necessitate missing more than six classes, you may substitute a 1-2 page critique of the reading of the day missed to earn the attendance points. If no reading is assigned on the date of your absence, you may write the critique on any website/article/book chapter that has not been assigned or otherwise utilized for this class and that discusses gender equity. This option is available AFTER the sixth absence. Make up papers are due by 4:30 p.m. Friday December 12.

Please note that I expect you to have completed all of the reading and to have thoughtfully considered the arguments and stories. I expect you to come with questions and responses so you can contribute constructively to our conversation.

Additionally, given the “mature” themes that we will discuss, I expect you to come with an open mind and a strong sense of respect. You are not expected to change your viewpoints in this class, but you are expected to listen to and respect the opinions of others. This is not to say that we will all agree. On the contrary, I expect a healthy debate on the topics and the readings, but I expect our debates and disagreements to be civil and polite. If you are unable to do this, you may be asked to leave.

*Reading Responses:* On four separate days, you will be required to submit a 1-2 page (typed and double-spaced) critique of the reading for the day. No more than one half of the critique should summarize the argument of the author; the bulk should critique and thoughtfully respond to the author. You will be evaluated on the quality of your writing and the clarity and depth of your response. If multiple essays are assigned for the day, you may write on just one. Similarly, if you choose to write on a book assigned for the day, you may focus on one section. Responses are due at the beginning of the class on the day which we discuss that which you wrote about. Each response will be worth up to 100 points. Total point value available: 400 points.

*Major Project:* I would like you to tailor your own project to your own interests in the area of sport and sexuality. Each project overall will be worth up to 500 points. Each person must present their project in class at some point in the quarter and the presentation will be up to 100 points of the 500 point total.

Be creative with this project. You will be evaluated on the quality of your work (polish and depth), and innovative projects will be rewarded. Length of the project will depend on what you do and what level you are as a student. Generally undergraduate projects may be 75% the length of those of graduate students.

Some ideas with length suggestions but feel free to create your own project:



- Standard critical/research papers (20 pages graduate students; 15 pages undergraduates) on anything in topic—could consider representation of sexuality in media or pregnancy and athletes or a biography of a gay athlete or history of gay games, or anything else with a clear research focus.
  - Oral history projects
  - Video/movie projects (public service announcement, documentary)
  - Annotated Bibliography (10 books for grad students; 7 for undergrads): see <http://owl.english.purdue.edu/owl/resource/614/03/> for examples
- 1 book =
- 2 law review articles (available through Lexis/Nexis Academic Universe)
  - 3 films/documentaries
  - 4 kids' books
  - 5 scholarly articles (from peer reviewed journals)
  - 5 websites
  - 10 popular media articles (newspaper, *Sports Illustrated*, etc.)

Below are due dates for the major project. Missing these dates will incur the same penalties for lateness as described elsewhere.

10/15: Project proposal (should be at least one paragraph). Describe what you will do and how. Include estimated length and means of delivery.

11/3: Detailed outline of project.

1/20-12/3: In class presentations (graduate students: 15 minutes & undergrads: 10 minutes)

Monday 12/7: Final version due in my office or mailbox by 4:30 p.m.

**Note:** All written materials should be typed, double-spaced and appropriately cited. You may use any citation system/style manual you prefer, but you must be consistent. See <http://library.osu.edu/sites/guides/> for examples.

Lateness will be penalized 10% of the total available points per 24 hours after the due date and time. Weekends will count so I strongly suggest you email late papers to me to minimize point deduction. Emailed papers will not receive comments. Only late papers may be emailed. All other work should be printed out and submitted as a hard copy.

You will be evaluated according to your classification as a student. Undergrads will not be evaluated in comparison to graduate students.

### Grade Structure

930-1000 = A

830-869 = B

730-769 = C

900-929 = A-

800-829 = B-

700-729 = C-

870-899 = B+

770-799 = C+

670-699 = D+

630-669 = D  
< 629 = E

### **Academic Integrity**

All papers and responses must be your own work and must be original and unique for this course. All sources that you use (either directly or indirectly) must be cited in a consistent manner in a recognized style. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct). [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

### **Diversity Statement**

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence,

the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

### **ODS Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Cell phones are prohibited from this class and if they go off, you will be asked to leave the class. Text messaging and use of laptops for anything other than work for this course is also prohibited.**

**Class Schedule (subject to change):**

**Reading Responses due at beginning of class on day for which reading is assigned.**

**9/24:** Introduction

**9/29:** Sex Sells

**Read:**

- Kessler, P. "Jan Stephenson." *Golf Magazine* 45 (Nov. 2003): 120-127.
- Brooks, Christine M. "Using Sex Appeal as a Sport Promotion Strategy." *Women in Sport & Physical Activity Journal* 10 (Spring 2001): 1-10.
- Schultz, Jaime. "Discipline and Push Up." *Sociology of Sport Journal* 21 (2004): 185-205.
- Pitts, Brenda G. "Sports Tourism and Niche Markets." *Journal of Vacation Management* 5(1) (1997): 31-50

**10/1: Some Theory****Read**

- Cauldwell, Jayne, ed. *Sport, Sexualities, and Queer Theory*, part I (pp. 1-47).

**10/6: Sport and Lesbians****Read:**

- Griffin, Pat. *Strong Women, Deep Closets*, pp. vii-107 (forward through ch.6)

**10/8: Sport and Lesbians continued****Read:**

- Griffin, pp. 108-228 (ch. 7 thorough ch. 11)

**10/13: Some More Theory****Read:**

- Cauldwell, ed., parts II & III (p. 48-173)

**10/15: Sport and Gay Men****Read:**

- Anderson, Eric. *In the Game*, pp. xi-96 (acknowledgments through ch. 5)
- **Due:** Project proposal

**10/20: Sport and Gay Men continued****Read:**

- Anderson, pp. 97-178 (ch. 6 through ch. 10)

**10/22: Coming Out Stories****Read:**

- Tualolo, Esera. *Alone in the Trenches* (all of it)

**10/27: Coming Out and Reactions continued****Read:**

- Barber, Heather & Krane, Vikki. "Creating a Positive Climate for LGBT Youth." *JOPERD* 78 (Sept. 2007): 6-9
- Reilly, Rick. "Extreme Makeover." *Sports Illustrated* v. 107 (1) [accessed through Sport Discus]
- Ladyen, T. "Coming Out Party." *Sports Illustrated* 8 Feb. 1999: p.58-60.
- Kort, Michele. "Everything's Coming Out Rosie." *Advocate* 2004 [accessed GenderWatch]
- Jones, Rosie. "First A Word about Me and My Sponsor." *New York Times* 21 March 2004: 9.
- Swoops, Sheryl. "Outside the Arc." ESPN the Magazine
- Voepel, Mechelle. "Swoops Could Open Door for Others to Follow." [www.espn.com](http://www.espn.com) [updated 27 October 2005].

**10/29: Coach – Athlete Relationships**

**Read:**

- “Passion Plays.” *Sports Illustrated*. 95 (10 September 2001): 58-71.
- Burke, Michael. “Obeying Until It Hurts.” *Journal of the Philosophy of Sport* 28 (2001): 227-240.
- Drewe, Sheryle B. “The Coach-Athlete Relationship.” *Journal of the Philosophy of Sport* 29 (2002): 174-181.
- Brackenridge, Celia. “He Owned Me Basically...” *International Review for the Sociology of Sport* 32(2) (1997): 115-130.

**11/3: It's the Shoes: Dandies and Drag Queens****Read:**

- Kaye, Jeremy. "Twenty-First Century Victorian Dandy." *Journal of Popular Culture* 42(1) (2009): 103-125.
- Berkowitz, Dana et al. "The Interaction of Drag Queens and Gay Men in Public and Private Spaces." *Journal of Homosexuality* 52(3) (2007): 11-32.
- **Due:** Project outline

**11/5: PROJECT DAY: NO CLASS****11/10: Transgender & Transsexual Athletes****Read:**

- Teetzel, Sarah. “On Transgendered Athletes, Fairness and Doping: An International Challenge.” *Sport in Society* 9 (April 2006): 227-251.
- McKindra, Leilaria. “Transgender Cases Present

Challenges for Policy Makers.” *The NCAA News* 20 November 2006: 8.

- McKindra, Leilaria. “Transgendered Athletes Create a ‘New Frontier’ of Issues.” A2-A3 [accessed Sport Discus]
- Schilt, Kristen and Laurel Westbrook. "Doing Gender, Doing Heteronormativity." *Gender and Society* 23(4) (2009): 440-464

**11/13: Gender Testing****Read:**

- Ritchie, Ian. “Sex Tested, Gender Verified: Controlling Female Sexuality in the Age of Containment.” *Sport History Review* 34 (2003): 80-98.
- Itani, Satoko. "Gender Verification." OSU MA Thesis (2008)
- The Case of Caster Semenya (*NY Times* articles on South African Runner)

**11/18: Gay Games****Read:**

- Krane, Vikki and Lori Romont. "Female Athletes Motives and Experiences During the Gay Games." *Journal of Gay, Lesbian, and Bisexual Identity* 2(2) (1997): 123-138
- Lenskyj, Helen, "Gay Games or Gay Olympics: Implications for Lesbian Inclusion," in *Out on the Field* (Toronto: Women's Press, 2003): 135-144.

**11/20: Presentations**

**11/25: Presentations**

**11/27: NO CLASS: Thanksgiving**

**12/2: Presentations**

**12/4: Presentations**

**FINAL PROJECT DUE MONDAY 7  
DECEMBER 2008 AT 4:30 P.M. IN MY  
OFFICE OR MAILBOX.**

English 580: Special Topics in Gay and  
Lesbian Language and Literature  
“Afro-Asian Queer”  
MW 9:30 – 11:18 a.m.  
Denney Hall 214  
The Ohio State University  
Winter 2007  
Professor: Martin Joseph Ponce  
Office: 545 Denney  
Office hours: MW 11:30 – 1:00, and by appt.  
Mailbox: 421 Denney  
Office phone: 688-0513 (voice mail)  
Email: ponce.8@osu.edu

This course examines the complex intersections between race and queer sexuality as staged in literary, visual, and critical texts by African American and Asian American writers from the 1920s to the present. We will explore the following questions: What are the political and ethical stakes involved in reading works by racial minorities through a queer lens? How do portrayals of queer sexuality, desire, and eroticism interact and conflict with the politics of “racial” representation? In what ways have inter-racial and inter-generational relationships been theorized, politicized, and framed? How might a queer framework open up possibilities for cross-cultural analyses and political alliances?

**Required books** (available at SBX)

Chee, Alexander. *Edinburgh*. New York: Picador, 2002.

Larsen, Nella. *Quicksand and Passing*. New Brunswick: Rutgers UP, 1986. [on reserve at Sullivant library]

Lorde, Audre. *Zami: A New Spelling of My Name*. Freedom, CA: Crossing Press, 1983. [on reserve at Sullivant library]

**Required readings** (available online)

Texts marked with an asterisk (\*) are accessible through Carmen.

**Class requirements**

Attendance and participation. Attendance is mandatory. Please make every effort to come to each class having read and reflected on the readings for the day. Our meetings will involve class discussion, so your preparation, attendance, and active participation are absolutely necessary. Our goal will be to produce knowledge collaboratively in the classroom.

Mutual respect. Because the reading material in this course raises issues which can be sensitive in nature, I feel that it is crucial to outline basic ground rules for discussion. There will be a *zero tolerance policy* for disrespectful comments directed at any person in the classroom. By disrespectful, I mean any remark that attempts to insult, dismiss, or otherwise denigrate a *person* on the basis of her or his beliefs. This policy is not meant to curb conversation, much less suppress intellectual dissent. Rather, if we are to learn from each other as much as from the texts, then we will all have to listen to each other, respond thoughtfully to the readings and to other members of the class, and remain open to the potential for disagreement and conflicting points of view. This course is not the place for “converting” anyone to any particular moral, religious, or political position.

Absence policy. I will take attendance at each class. More than three absences will detrimentally affect your final grade. Each absence after the third will result in a 1/3 deduction from your final grade (i.e., B to B-; C+ to C). In general, I do not distinguish between “excused” and “unexcused” absences. In both cases, you are not in class participating, learning, and fulfilling one of the central requirements of the course. However, if you miss class for reasons that the University considers “excused,” then I will mark your absence accordingly *provided that you present proper documentation*.

Reserve your three “free” days for emergencies. More than five absences—both “excused” and “unexcused”—constitutes grounds for failure.

Quizzes and in-class writing exercises. Be prepared to encounter short quizzes or brief writing exercises at the start of class periods. These are meant to ensure that you are keeping up with the reading and to stimulate class discussion.

### **Writing requirements**

Carmen discussion. By 10:00 the night before each class period, you are required to post on Carmen two questions or comments on any of the readings assigned for the following day. For days when there are multiple readings, it would of course be optimal that you write about two different texts. These postings will serve as points of departure for class discussion. Excepting the first day and the days when Paper 1 and the Final Paper Proposal are due, there are a total of 14 class periods. Thus, by the end of the quarter, you should have written no fewer than 28 entries on Carmen. Each entry needn't be very long, but enough to explain your question or response. A few sentences should suffice. *When posting to Carmen, observe the standard rules of grammar. Also, show respect to your peers by naming or referring to her or him when replying to a specific question or comment. Finally, take responsibility for what you write by signing your name to each of your posts.*

Paper 1 (4-5 pages). You will be given the option of writing your first paper on Larsen, Nugent, or Villa. This exercise emphasizes the importance of close reading and its connection to “queer” reading.

Final paper proposal (2 pages). This assignment will ask you to describe the topic you wish to pursue in your final paper, the primary texts you plan to analyze, and the secondary materials you intend to use to position your argument. If you wish to pursue an alternative type of project (see below), then you must speak to me about it *before* you turn in the proposal.

Final paper (6-8 pages). The final paper will allow you to examine in more detail a particular issue, theme, or question raised during the course. You will be asked to discuss at least two, but no more than three, texts on the syllabus. The choice of topic and texts is up to you; however, you will not be permitted to focus on a text that you analyzed in your first paper. For the final, I am open to other forms of writing and research, provided that you consult with me *before the proposal is due*.

Note: I will say more about each of these assignments as the due dates approach. Points will be deducted for each day a paper is submitted late.

### **Extra credit options**

- Kenji Yoshino lecture (<http://www.osu.edu/diversity/lecture.php>)
- Glenn Ligon exhibition at Wexner (<http://wexarts.org/ex/index.php?eventid=1878>)
- Young Jean Lee, *Songs of the Dragons Flying to Heaven* (<http://wexarts.org/pa/index.php?eventid=1882>)



- More information about these events and how to earn extra credit by attending and writing about them will be forthcoming.

Attendance, participation, and in-class work (15%)

Carmen discussion postings (25%)

Paper 1 (20%)

Final paper proposal (10%)

Final paper (30%)

### **Academic misconduct and plagiarism**

The Ohio State University's Code of Student Conduct defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Plagiarism is perhaps the most tempting prohibited act you can commit in a course such as this. According to the Code of Student Conduct, "Plagiarism is the representation of another person's work or ideas as one's own. It includes the unacknowledged word-for-word use and/or paraphrasing of another individual's work as well as the inappropriate unacknowledged use of someone's ideas" ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). University rules demand that I report any student suspected of committing academic misconduct to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the violation could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please see me and/or the following sources:

- The Committee on Academic Misconduct web pages ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html))
- Ten Suggestions for Preserving Academic Integrity ([oaa.osu.edu/coam/ten-suggestions.html](http://oaa.osu.edu/coam/ten-suggestions.html))
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

### **Accessibility**

I am committed to making the classroom accessible for all enrolled students. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 292-3307, or visit <http://www.ods.ohio-state.edu/welcome.htm>.

### **Writing Center**

Writing Center consultants hold one-to-one writing tutorials with any member of the OSU community

- at 485 Mendenhall Laboratory (Monday-Friday 9:30-5:30)
- at the Younkin Success Center (Monday-Thursday 5:30-7:30)
- through the Carmen chat system ([www.carmen.osu.edu](http://www.carmen.osu.edu)).

In addition, clients can

- have face-to-face tutorials recorded to CDs

- schedule appointments online.

Please visit [www.cstw.org](http://www.cstw.org) to make an appointment or have an online tutorial.

## INTRODUCTION

W 1/3 Introduction: Why focus on race?

## I. QUEERING "RACE" / COLORING "QUEER"

- M 1/8 \*Essex Hemphill, "Loyalty" (1992)  
 \*Dwight McBride, "Can the Queen Speak? Racial Essentialism, Sexuality and the Problem of Authority" (1998)  
 \*E. Patrick Johnson and Mae G. Henderson, "Queering Black Studies/'Quaring' Queer Studies" (2005)  
 \*Dana Y. Takagi, "Maiden Voyage: Excursion into Sexuality and Identity Politics in Asian America" (1996)  
 \*David L. Eng and Alice Y. Hom, "Q & A: Notes on a Queer Asian America" (1998)

## II. "PASSING"—WHAT FOR? THE POLITICS OF QUEER READING

- W 1/10 Nella Larsen, *Passing* (1929) (p. 137-78)
- M 1/15 **No class: Martin Luther King Day**
- W 1/17 Larsen, *Passing* (197-242)  
 Deborah McDowell, "Introduction," *Quicksand and Passing* (1986) (p. ix-xxxv)
- M 1/22 \*Richard Bruce Nugent, "Smoke, Lilies and Jade" (1926)  
 \*José Garcia Villa, "Untitled Story"; "White Interlude"; "Walk at Midnight: A Farewell"; "Song I Did Not Hear"; "Young Writer in a New Country" (1933)
- W 1/24 \*Kenji Yoshino, "Preface"; "Gay Covering" (2006)  
 Nugent and Villa continued

## III. LESBIAN EROTICS AND THE POLITICS OF QUEER WRITING

- M 1/29 **Paper 1 due**  
*Saving Face* (2005), dir., Alice Wu [in-class screening]
- W 1/31 \*Cheryl Clarke, "Lesbianism: An Act of Resistance" (1983)  
 \*Pat Parker, "Where Will You Be?"; "My Lover Is a Woman"; "For the Straight Folks Who Don't Mind Gays But Wish They Weren't So BLATANT" (1978/1999)  
 \*Kitty Tsui, "The Words of a Woman Who Breathes Fire" (1983)  
 \*Merle Woo, "Letter to Ma" (1983)

\*Pamela H., "Asian American Lesbians: An Emerging Voice in the Asian American Community" (1989)

\*Natasha Singh, "For All the Indian Girls I've Ever Loved" (2001)

M 2/5 Audre Lorde, *Zami: A New Spelling of My Name* (1983) (p. 3-176)

W 2/7 Lorde, *Zami* (176-256)

#### IV. GAY MALE FANTASIES AND THE POLITICS OF "RACE"

M 2/12 **Warning: sexually explicit reading and viewing material**

\*Kobena Mercer, "Reading Racial Fetishism: The Photographs of Robert Mapplethorpe" (1986/1989/1994)

\*Richard Fung, "Looking for My Penis: The Eroticized Asian in Gay Video Porn" (1991/1996)

\*Nguyen Tan Hoang, "The Resurrection of Brandon Lee: The Making of a Gay Asian American Porn Star" (2004)

W 2/14 \*Thomas Glave, "The Final Inning" (2000)

\*Andy Quan, "What I Really Hate" (2001)

Field trip: Glenn Ligon exhibition at the Wexner Center

#### V. "I BELIEVE THE CHILDREN ARE OUR FUTURE": THE PROMISE AND PERILS OF KIDSTUFF

M 2/19 Alexander Chee, *Edinburgh* (2002) (p. 1-69)

W 2/21 Chee, *Edinburgh* (71-168)

M 2/26 Chee, *Edinburgh* (169-209)

W 2/28 \*Essex Hemphill, "Ceremonies" (1992)

\*Eve Sedgwick, from "Queer and Now"; "How to Bring Your Kids Up Gay" (1993)

\*Lee Edelman, "The Future is Kid Stuff" (1998)

#### VI. WHOSE FUTURE? THE SCANDALS OF CONTEMPORARY QUEER POLITICS

M 3/5 \*Lisa Duggan, "The New Homonormativity: The Sexual Politics of Neoliberalism" (2002)

\*Responses to the Mark Foley scandal (available on the web via the links provided on Carmen)

\*Whitney McNally, "Asian or Gay?" (2004) and responses (available on the web via the links provided on Carmen)

**Final project proposal due**

W 3/7 Review

T 3/13      **Final project due, 9:30 a.m.**

1

The Ohio State University  
 College of Education and Human Ecology  
 Human Development and Family Science  
**Human Sexuality in Context (HDFS 370), 5 credit hours**  
 Autumn 2008

Tu, Th 11:30 a.m. – 1:18 p.m.; plus 1 hour outside of class  
 Scott Laboratory - 0001

Instructor: Amy E. Bonomi, PhD, MPH Office: 151-E Campbell Hall

E-mail: [bonomi.1@osu.edu](mailto:bonomi.1@osu.edu) Office hours: Thurs, 1:45 p.m. – 3:30 p.m.

**Course overview:**

Our understanding of issues in human sexuality can be best explored through close and critical examination of texts, conversations and people's lived experiences. We will use texts, film and a discussion-oriented class format to help us deconstruct (i.e., critically examine) issues in human sexuality—in order to deepen our understanding of and evaluate our attitudes towards these issues. This is a five-hour course. Each week we will spend 4 hours in class; for your 1-hour per week outside-of-class commitment, I will require you to engage in a group project (details follow).

**Course objectives:** The course is designed to enhance students' understanding of and evaluate their attitudes towards issues in human sexuality through the process of *deconstruction*. Loosely defined, *deconstruction* is a strategy of critical analysis; it concerns, for example, considering the audience for whom texts/film/conversations are intended, examining what is *said* and what is *not said* in texts/film/conversation, examining how we define terms, etc. A real-world example is thinking about whose experience(s) we neglect when our texts/discourse define "having sex" as vaginal-penile intercourse only. From a practical perspective, what is your stance toward defining sex as vaginal-penile intercourse only or broadening the definition to include other sexual acts? What motivates your stance? John Caputo, professor at Syracuse University, describes the deconstruction process as: "Whenever deconstruction finds a nutshell—a secure axiom or a pithy maxim—the very idea is to crack it open and disturb this tranquility." We will attempt to *disturb tranquility* in our examination of issues in human sexuality. As you read our texts, view our films, and track our class discussions, I encourage you to think about the *intended audience (is the intended audience clear?)*, what is *said/represented* and what is *omitted*, how the text, film or conversation might *look/sound/feel different* if another audience(s) was considered, and your moral and emotional response (do the texts/film/conversations threaten or disturb you? why/why not?).

**Disclaimers:**

- The course structure, readings and assignments are outlined in the syllabus. However, modifications may be necessary as we progress through the quarter.
- We will not cover all aspects of sexuality. However, I allow for much flexibility in the selection of your group topic.

**Required texts:** Required readings appear in the course schedule and are accessible through Carmen. You will need to print and bring the readings to class. However, **I suggest printing the articles on a class-by-class basis**, rather than printing all articles at the beginning of the quarter. This will save paper in case I decide to drop a reading or two.

**Required films:** We will view these films during class: *Brokeback Mountain*; *The Accused*; and *Juno*. 2

**Grades:** Your final course grade will be based on the following:

- Quizzes/class participation (30% of your grade)
- Individual writings (30% of your grade)
- Group project (40% of your grade)

<b>Grading schema for your final course grade:</b>	B+ 87-89	C+ 77-79	D+ 67-69
A 93-100%			
A- 90-92%	B 83-86	C 73-76	D 60-66
B- 80-82	C- 70-72		E 59% or less

*Historical Perspectives on Sexuality: Same-Sex Sexuality in the Western World*

**History 526 - Spring 2009 - T & R - 8:30-10:18 @ Smith Lab – RM 1009**

Instructor: Dr. Marilyn E. Hegarty (Lyn)

Office: 164 Dulles Hall - Office hours: Wednesday 2:30:30 & by Appointment

Phone: 292-9968 or Main Office 292-2674 (leave message)

E-mail: [hegarty.1@osu.edu](mailto:hegarty.1@osu.edu)

**COURSE DESCRIPTION:** This course will explore the history of same-sex love and sexuality in the Western World (with a few excursions into Asia, Africa, and Latin America for comparative purposes) from ancient times to the present - 20<sup>th</sup> & 21<sup>st</sup> centuries U.S. LGBT experiences. We will consider the changing interpretations of same-sex desires, sexual acts, and relationships; societal definitions of and responses to same-sex love and sexuality; the societal conditions that facilitated the emergence of subcultures, identities, and movements based on same-sex sexuality; as well as gender differences in the history of same-sex love and sexuality.

**If you are interested in learning more about the Sexuality Studies Minor and the Sexuality Studies Graduate Specialization see the website below:**

**<http://sexualitystudies.osu.edu>**

**Some notes on our class:**

For this class we will have lively and informed discussions of the assigned readings. You will write short papers (Formal and informal) and write a Research Paper. But most of all we will have an enjoyable experience and lots of conversation as we explore the history of same-sex sexuality.

PLEASE BRING TO CLASS all assigned READINGS for each day's assignment & be prepared to discuss each day's assigned readings.

SHORT PAPERS ON THE PREVIOUS WEEKS READINGS WILL BE DUE ON THE FOLLOWING TUESDAYS (unless otherwise noted). For example: a short paper on the readings from week ONE will be due on Tuesday, April 7. **\*All assignments must be typed.**

**READINGS ARE ELECTRONIC RESERVE DOCUMENTS ON THE CARMEN CLASS SITE**

**Schedule of assignments: Reading/Discussion & Written & Other**

**WEEK ONE**

**Tuesday, March 31:** *Introduction and Introductions*

**Thursday, April 2:** *Defining the Issues: Perspectives on the History of Sexuality*

>Carole S. Vance, "Social Construction Theory: Problems in the History of Sexuality," in *Homosexuality, Which Homosexuality?* eds. Dennis Altman, et al. (Amsterdam: Dekker/Schorer, 1989), pp. 13-34.

>Jonathan Ned Katz, "Before Heterosexuality," in *The Invention of Heterosexuality* (New York: Plume, 1996), pp. 33-55.

>Louis Crompton, "Early Greece 776 – 480 BCE" The Belknap Press of Harvard University, Cambridge, MA, 2003.

**WRITTEN ASSIGNMENT: 2 page reaction paper** due on topics discussed in the readings on Social Construction & Sexuality in History [from week one] DUE on Tuesday, APRIL 7

## **WEEK TWO**

### **Tuesday, April 7:**

- >Robert Padgug, "Sexual Matters: Rethinking Sexuality in History," *HFH*, pp.54-64. [CARMEN]
- >John Boswell, "Revolutions, Universals, and Sexual Categories," *HFH*, pp. 17-36. [CARMEN]
- >*The Ancient World* - David M. Halperin, "Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens," *HFH*, pp. 37-53. [CARMEN]
- >*Boswell's book Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century.* (University of Chicago Press, 1980) provoked both praise and criticism – the above reading is part of his response. **Find an article or review that criticizes or praises this book and bring it to class for discussion on Tuesday, April 7**

### **Thursday, April 9: Pre-Industrial European Societies**

- >Judith Brown, "Lesbian Sexuality in Medieval and Early Modern Europe," *HFH*, pp. 67-75.[CARMEN]
- >James M. Saslow, "Homosexuality in the Renaissance: Behavior, Identity, and Artistic Expression," *HFH*, pp. 90-105. [CARMEN]
- >Randolph Trumbach, "The Birth of the Queen: Sodomy and the Emergence of Gender Equality in Modern Culture, 1660-1750," *HFH*, pp. 129-140. [CARMEN]
- >Emma Donoghue, "Female Hermaphrodites" in *Passions Between Women: British Lesbian Culture 1688-1801* (New York: Harper Collins, 1993), Chapter 1 – pp 25 – 58

**WRITTEN ASSIGNMENT: 2 pages –For Thursday, April 9** write ONE questions & an answer for the readings on Brown, Saslow, Trumbach & Donoghue. We will use them to get discussion going. [I will assign one reading to each of FOUR groups AT THE BEGINNING OF THE WEEK.

## **WEEK THREE**

### **Tuesday, April 14: Non-Western Societies**

- >Paul Gordon Schalow, "Male Love in Early Modern Japan: A Literary Depiction of the 'Youth,'" *HFH*, pp. 118-128. [CARMEN]
- >Vivien N. Ng, "Homosexuality and the State in Late Imperial China," *HFH*, pp. 76-89. [CARMEN]
- >Stephen O. Murray and Will Roscoe, eds., *Boy-Wives and Female Husbands: Studies of African Homosexualities* (New York: St. Martin's Press, 1998), pp. xi-18.

### **Thursday, April 16: Sexuality and Gender in American Indian Cultures**

- >Paula Gunn Allen, "Lesbians in American Indian Cultures," *HFH*, pp. 106-117. [CARMEN]
- >Sabine Lang, "Lesbians, Men-Women and Two-Spirits: Homosexuality and Gender in Native American Cultures," in *Female Desires: Same-Sex Relations and Transgender Practices Across Cultures*, eds. Evelyn Blackwood & Saskia E. Wieringa (New York: Columbia University Press, 1999), pp. 91-116.

**WRITTEN ASSIGNMENT: 2-3 page paper** discussing similarities/differences of non-Western and Native American Same-Sex relationships from week 3 readings--DUE on Tuesday, April 21

## **WEEK FOUR**

### **Tuesday, April 21: Early America:**

- >Mary Beth Norton, "Searchers again Assembled: Gender Distinctions in Seventeenth- Century America," in *Women's America: Refocusing the Past*, 6th Ed.eds. Linda K. Kerber, Jane Sherron De Hart (New York: Oxford, 2004): pp.69-78
- >John D'Emilio and Estelle B. Freedman, "Family Life and the Regulation of Deviance," in *Intimate Matters: A History of Sexuality in America* (New York: Harper & Row, 1988), pp. 15-38
- >Martin Bauml Duberman, "'Writhing Bedfellows' in Antebellum South Carolina: Historical Interpretation and the Politics of Evidence," *HFH*, pp. 153-168. [CARMEN]
- >Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," in *Disorderly Conduct: Visions of Gender in Victorian America* (New York: Oxford University Press, 1985), pp. 53-76.]



**Thursday, April 23:**

>Karen V. Hansen, "No Kisses Like Yours!: An Erotic Friendship Between Two African American Women During the Mid-Nineteenth Century," *Gender & History* 7 (August 1995), 153-182. [CARMEN]

>Leila J. Rupp, "Romantic Friendship," in *Modern American Queer History*, Black, ed. pp. 13-23  
*The Emergence of the "Invert"*

≥George Chauncey, "The Fairy as an Intermediate Sex," in *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994), pp. 47-63. [CARMEN]

>Jeffrey Weeks, "Inverts, Perverts, and Mary-Annes: Male Prostitution and the Regulation of Homosexuality in England in the Nineteenth and Early Twentieth Centuries," *HFH*, pp. 195-211.

[CARMEN]

**WEEK 4 ASSIGNMENT: Compare & Contrast any TWO of the week's Readings**

**WEEK FIVE****Tuesday, April 28****WW II**

>Allan Bérubé, "Marching to a Different Drummer: Lesbian and Gay GIs in World War II," *HFH*, pp. 383-94. [CARMEN]

>Erwin J. Haeberle, "Swastika, Pink Triangle, and Yellow Star: The Destruction of Sexology and the Persecution of Homosexuals in Nazi Germany," *HFH*, pp. 365-379. [CARMEN]

>Richard Plant, "In Camp," in *The Pink Triangle: The Nazi War Against Homosexuals* (New York: Henry Holt, 1986), pp. 151-181.

**Thursday, April. 30****Cold War**

>George Chauncey, Jr., "The Postwar Sex Crime Panic," in *True Stories from the American Past*, ed. William Graebner (New York: McGraw Hill, 1993), pp. 160-178.]

>David K. Johnson, Chapter 7 – "Interrogations and Disappearances: Gay and Lesbian Subculture in 1950s Washington," in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. (University of Chicago Press, 2004): pp147-178 & notes 248 - 255

>Eric Setliff, Chapter 9 "Sex Fiends or Swish Kids?: Gay Men in Hush Free Press," in *Gendered Pasts: Historical Essays in Femininity and Masculinity in Canada*. Kathryn McPherson et.al. Eds. (New York: Oxford University Press, 1999), pp. 158-178 & notes pp 277-281.

**ASSIGNMENT: GROUP REPORTS – Details TBA**

**Week 6****TUESDAY, MAY 5**

1. Finish any leftovers from week 5

2. Video

**THURSDAY, MAY 7**

1. Discuss Final Research Proposals & hand in outline including at least SIX sources not on our reading list

**WEEK 7 – MAY 12 & 14**

- >Jennifer Terry, "The Seductive Power of Science in the Making of Deviant Sexuality," in *Science and Homosexualities* (Routledge, 1997), 271-95
- >Joanne Meyerowitz, "From Sex to Gender," in *How Sex Changed: A History of Transsexuality in the United States* (Cambridge, MA: Harvard University Press, 2002), pp. 98-129. [CARMEN]
- >Nan Alamilla Boyd, "Bodies in Motion: Lesbian and Transsexual Histories," in *A Queer World: The Center for Lesbian and Gay Studies Reader*, ed. Martin Duberman (New York: NYU Press, 1997), pp. 134-152.

Speaker: Topic - Transsexuality  
Question & Answer Time

**WEEK 8 – MAY 19 & 21**

- >Jason Cromwell, *Transvestite Opportunists, Passing Women, and Female-bodied Men* in *Transmen and FTMs Identities, Bodies, Genders, and Sexualities* (University of Illinois Press, 1999)
- >Stacey Young, *Dichotomies and Displacement: Bisexuality in Queer Theory and Politics* in *Queer Cultures*, ed. Jennifer Carlin & Jennifer Digrazia (New Jersey: Pearson, 2004)
- >Robyn Ochs, *Biphobia: It Goes More Than Two Ways* in *Bisexuality: The Psychology and Politics of an Invisible Minority*, ed. Beth A. Firestein (Thousand Oaks, CA: Sage Publications, 1996), 217-237

Video

Assignment: Reaction/Response/analysis of Video

**WEEK 9 – MAY 26 & 28**

Find information about the status of GLBTQ in the late 20<sup>th</sup>-21<sup>st</sup> C. -- in Latin & South America -- Asia -- Middle East -- Anyplace outside North America. You can use any type of sources as long as you provide information regarding the source, for example: web address + title & author & who published...newspaper article + Date -pg.#s, title & author if noted . It does not have to be lengthy...just something informative. But IF YOU PRINT OUT SOMETHING YOU NEED TO PROVIDE EVIDENCE THAT YOU HAVE READ IT – LIKE – UNDERLINE...HIGHLIGHT...MARGIN COMMENTS....

**WEEK 10 - JUNE 2 & 4**

Leisa D. Meyer, The Myth of Lesbian (In)visibility: World War II and the Current "Gays in the Military" Debate. Chapter 16, *Modern American Queer History*.

George Chauncey: *Why Marriage: The History Shaping Today's Debate Over Gay Equality*. (New York: Basic Books, 2004): ix-22

General Discussion

**OTHER IMPORTANT INFORMATION:**

**Assignments:** if you need an extension on an assignment because of a verifiable illness or other emergency, please contact me as soon as possible.

**Attendance Policies:** attendance will be taken regularly.

**GRADING:**

**Participation includes careful reading of all assigned material, attendance, and contributing to class and small group discussions.** \_\_\_\_\_ **20%**

**Weekly Assignments** \_\_\_\_\_ **40%**

<b>Final Research Project/Paper Proposal</b> _____	<b>10%</b>
<b>Final Paper</b> _____	<b>30%</b>

### **UNIVERSITY POLICIES:**

#### **Important information regarding grades:**

- 1)"C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.
- 2) "B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.
- 3)"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.
- 4) As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.
- 5) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.
- 6) I reserve the right to consider improvement when determining final grades.
- 7) Here are the official university grade breakdowns:  
A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

#### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

Here is a direct link for discussion of plagiarism:  
[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

**Read also the University policy on Sexual Harassment – <http://hr.osu.edu/policy/policyhome.htm>**

#### **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the Instructor and TA as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Course: Molecular Virology, Immunology and Medical Genetics 694 (Group Studies), 2 credit hours – Winter Quarter 2009**

**Title: Sexuality, Health and Sexually Transmitted Pathogens**

This course is offered to the campus community and involves aspects pertaining to sexual health and the pathogenic agents transmitted by sexual contact that pose a risk to sexual wellbeing.

**Topics:**

- Sexuality and it's biological, sociological, physiological, emotional, physical, spiritual and health aspects
- Sexuality and sexually-transmitted pathogens
- Sexuality, fertility, women's health and sexually-transmitted pathogens
- Sexuality, fetal infections and sexually-transmitted pathogens
- Sexuality, circumcision and sexually-transmitted pathogens
- Sexuality, gender issues and sexually-transmitted pathogens
- Sexuality, barriers and sexually transmitted pathogens
- Sexuality, media issues and sexually-transmitted pathogens
- Sexuality, cervical cancer and sexually-transmitted pathogens
- Sexuality, ethical issues and sexually-transmitted pathogens
- Sexuality, personal health, public health and sexually-transmitted pathogens

**Student Learning Outcome/Course Objectives**

This course will be interdisciplinary in nature (infectious diseases, epidemiology, microbial genetics, personal health and public health) that requires critical reading and analysis of scientific literature involved with pathogenic agents that affect sexual health. Upon completion of this course, students should have mastered and have an understanding of the following basic knowledge and skills:

- Recognize the common pathogenic agents that impact sexual health
- Be aware of the risks involved with the pathogens responsible for sexually-transmitted diseases
- Understand the epidemiology and transmission of pathogens transmitted by sexual contact
- Be able to describe the issues involved with vaccines available for cervical cancer
- Identify consequences of re-infections, asymptomatic infections, disseminated infections, dual infections and treatment failures
- Recognize the aspects involved with the diagnosis and treatment of pathogens transmitted by sexual contact
- Understand the ethical issues involved with pathogens transmitted by sexual contact and how it impacts personal and public health

## Off-Campus Field Experience – None

**Methods of Evaluation** – weekly quizzes, one mid-term examination, and final examination. Quizzes will constitute 1/3 of the course grade, mid-term – 1/3, and final examination – 1/3.

The Ohio State University  
School of Physical Activity and Educational Services  
EDU PAES 204 – Sexuality and Health (3 credits)

Instructor:		Class Number:	
Office:		Class Location:	
Office Hours:		Meeting Time:	
Email Address:		Quarter, Year:	
SFHP Website:	<a href="http://ehe.osu.edu/paes/sfhp/">http://ehe.osu.edu/paes/sfhp/</a>		
Course Website:	<a href="https://carmen.osu.edu/">https://carmen.osu.edu/</a>		

### Course Description

**This course is designed to study sexuality as an aspect of the healthy individual; the demythologizing of sexual beliefs and behaviors; and sexual behavior and attitudes in young adults.**

### Course Objectives

1. List the major gender differences and similarities with respect to reproductive physiology.
2. List and describe the major developmental influences on human sexuality.
3. Describe the process of human sexual response in terms of a response model.
4. Explain the psychosocial influences on sexual decision-making, and how they impact specific sexual behaviors.
5. Understand some basic principles of sexuality and communication.
6. Select an effective method of contraception based on a sound knowledge of individual methods.
7. Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.
8. Show a greater understanding of sexual orientation.

9. Explain the current problems with STD & AIDS containment, and demonstrate knowledge of the most common STDs, their symptoms and treatment.
10. Demonstrate an increased awareness of personal susceptibility to STD and HIV infection.
11. Understand the impact of physical and psychosexual changes in aging on sexuality.
12. List and define various types of sexual behavior.
13. Demonstrate an understanding of current lifestyle issues and possible future changes in this area.

## Relationship to Other Courses

This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

This course is a core course in the Sexuality Studies minor. Information regarding the minor and its requirements may be found online at:  
<http://artsandsciences.osu.edu/interdisciplinary>.

## Off Campus Field Experience

**This course does not have an off-campus field experience.**

### Diversity

The curriculum and experience is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help *all* students learn.

### Technology

The use of web technology will be employed in this course for the dissemination of course materials such as syllabus, handouts and course notes. Additional means of communication between the instructor and students is available through the use of web-based email.

### Required Text

Shibley Hyde, J & Delamater, J. (2008). Understanding Human Sexuality (10th edition). McGraw Hill Publishing. ISBN: 978-0-07-338262-3. Ebook ISBN: 978-0-07-725420-9.

**Topical Outline** (may be subject to change)

Date	Chapter	Topic	Assignments	Reading Assignments
Week 1	4 & 9	Sexual Anatomy and Physiology		4, 9, 5, 11, 12
Week 2	5. 11. 12	Sexual Differentiation; Sexual Life Cycle		2 & 13
Week3	2, 13	Sexual Theory; Attraction, intimacy, & love		1, 10, 19
Week 4	1, 10, 19	Sexual perspectives; Arousal; Sexual Disorders		6
Week 5	Midterm Exam; Chapter 6	Menstruation & Menopause		7 & 8
Week 6	7 & 8	Contraception, pregnancy, & Abortion		20
Week 7	20	Sexually Transmitted Diseases		14 & 15
Week 8	14 & 15	Gender Roles; Sexual Orientation		16
Week 9	16	Variations in Sexual Behavior		21 & 22

Week 10	21 & 22	Ethics, Religion, & Law		
Final Exam				

### Course Requirements/Evaluation

Quizzes (6)	20 points
Midterm Exam	35 points
Final Exam	40 points
Assignments (1)	<u>5 points</u>
Total	100 points

### Grading Scale

A	93%-100%	C	74%-76%
A-	90%-92%	C-	70%-73%
B+	87%-89%	D+	67%-69%
B	84%-86%	D	60%-66%
B-	80%-83%	E	59% or below
C+	77%-79%		

Students who have arranged through their College to take this course under the **Pass/Nonpass** grading option must achieve a minimum of 60% to receive a Passing (P) grade.

### Classroom Policies

1. All students are expected to attend class on time and participate in all class sessions. **Students who arrive more than 10 minutes late for class will not be permitted to enter class** unless prior arrangements have been made between the student and the instructor.
2. Students who have arranged through their college to take this course under the **Pass/Non-Pass** grading option must achieve a minimum of 60% to receive a passing (P) grade.
3. **Reading Assignments:** It is necessary that class readings be completed on time given that the format is part lecture and part discussion. Exam questions will come from the text, lectures, speakers, and assignments.



4. **Quizzes, exams, etc.** will only be given on the scheduled dates unless the student has an **excused absence**. Quiz, exam, etc. questions will be taken from the text, lectures, speakers, and assignments
5. **Absence from class:** There are four situations, which constitute an “excused absence” from the class meeting time. They are:
  - 1) Students who participate in a documented University sanctioned event
  - 2) Students who have a documented death in the family
  - 3) Students who are observing a religious holiday
  - 4) Students who are too ill or injured to participate in class

In accordance with Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class. Any excused absences must be made up within two weeks of the absence and the student must submit an official “SFHP Course Make Up Form.” Failure to complete an “SFHP Course Make Up Form” and the necessary activity within two weeks will result in that absence becoming an unexcused absence. The make up form is available from the instructor. There will be no make up of unexcused absences.

Students with extenuating circumstances that are in conflict with these set policies are encouraged to contact the instructor during office hours or by appointment.

6. **Attendance Policy:** Attendance will be monitored at every class meeting. It is the student’s responsibility to sign attendance sheet for each class meeting.
7. **Academic Misconduct:** Students are to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another students name on attendance sheets, or violating any rules.
8. **Assignments:** All assignments are to be typed. No hand-written work will be accepted. Late assignments will not be accepted except when the student has an “excused absence” (see item #5 above). Assignments should be turned in during class on the date due or mailed electronically by the end of the day the assignment is due. If submitted electronically, the instructor will give a return email confirming receipt of the assignment. The student should not assume the assignment was received until a confirmatory email as been sent by the instructor.

If a student must be absent from class, it is the student's responsibility to obtain any class material/assignments missed.

9. **Class Participation:** For this to be a rewarding academic experience, everyone must contribute to class discussion. This requires that EVERYONE come to class prepared (reading and written assignments completed), attend class regularly/punctually, and actively participate in all assignments.
10. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:
  - a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
  - b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc. Debates will be appropriate when specified.
  - c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
  - d. Because of our sensitive subject matter, courtesy needs to be maintained in the classroom at all times. Students need to arrive early and be prepared for class when the bell rings. Students will not hold private conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.
  - e. If a student's behavior in the classroom is disruptive, the instructor will give him or her an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

## Statement of Student Rights

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” Students with a disability should work through the Office of Disability Services to secure appropriate accommodations (292-3307).

**EDU PAES 614:  
Sexuality & Sport  
5 Hours**

**Fall 2009  
TTH 10:30-11:48 a.m.  
PE A103**

Dr. Sarah Fields

Office phone #: 292-0739

Office: A268 PAES Bldg  
 Appointment &  
 Mailbox: A225 PAES Bldg  
 Email: [fields.214@osu.edu](mailto:fields.214@osu.edu)  
 (email is best contact)

Office Hours: By  
 TTH 1-2:30 p.m.

**Course Description and Goals:** This course utilizes an interdisciplinary lens to examine the ways that ideas about sexuality shape and are shaped by the institution and culture of sport. By employing a critical sports perspective, this course will highlight the ways in which sexualities are reproduced, resisted, and transformed via sport and will also analyze the sexual politics embedded in the US and North American sport culture. Acknowledging the diversity found among sport participants and the ways in which social identities intersect with notions of sexuality will be integral to understanding the complexities of the topic. Therefore, this course will pay particular attention to the ways that sexualities are shaped by sporting roles (e.g., coach, fan, athlete) and social identities such as gender, races, ethnicity, class, sexuality, age, and ability status.

By the end of the quarter each student should have a basic understanding of the core concepts and theories of sexuality and critical sport studies as well as of the current scholarship on the topic. Each student will hone critical thinking, writing, and argumentation skills throughout the quarter.

**Required Texts:**

- Anderson, Eric. *In the Game: Gay Athletes and the Cult of Masculinity*. New York: SUNY Press, 2005.
- Cauldwell, Jayne, ed. *Sport, Sexualities, and Queer Theory*. London: Routledge, 2006.
- Griffin, Pat. *Strong Women, Deep Closets*. Champaign, IL: Human Kinetics, 1998.
- Tualolo, Esera. *Alone in the Trenches*. New York: Source Books, 2007. THIS BOOK IS ONLY AVAILABLE ONLINE (TRY AMAZON.COM OR ABE.COM)

**Additional articles in syllabus available via Carmen: either print them out or take detailed notes for class discussion.**

**Assignments:**

Attendance: Each day of attendance is worth 5 points. Early departure or late arrival will reduce the number of attendance points. (100 points maximum)

NOTE: Should illness or emergency necessitate missing more than six classes, you may substitute a 1-2 page critique of the reading of the day missed to earn the attendance

points. If no reading is assigned on the date of your absence, you may write the critique on any website/article/book chapter that has not been assigned or otherwise utilized for this class and that discusses gender equity. This option is available AFTER the sixth absence. Make up papers are due by 4:30 p.m. Friday December 12.

Please note that I expect you to have completed all of the reading and to have thoughtfully considered the arguments and stories. I expect you to come with questions and responses so you can contribute constructively to our conversation.

Additionally, given the “mature” themes that we will discuss, I expect you to come with an open mind and a strong sense of respect. You are not expected to change your viewpoints in this class, but you are expected to listen to and respect the opinions of others. This is not to say that we will all agree. On the contrary, I expect a healthy debate on the topics and the readings, but I expect our debates and disagreements to be civil and polite. If you are unable to do this, you may be asked to leave.

*Reading Responses:* On four separate days, you will be required to submit a 1-2 page (typed and double-spaced) critique of the reading for the day. No more than one half of the critique should summarize the argument of the author; the bulk should critique and thoughtfully respond to the author. You will be evaluated on the quality of your writing and the clarity and depth of your response. If multiple essays are assigned for the day, you may write on just one. Similarly, if you choose to write on a book assigned for the day, you may focus on one section. Responses are due at the beginning of the class on the day which we discuss that which you wrote about. Each response will be worth up to 100 points. Total point value available: 400 points.

*Major Project:* I would like you to tailor your own project to your own interests in the area of sport and sexuality. Each project overall will be worth up to 500 points. Each person must present their project in class at some point in the quarter and the presentation will be up to 100 points of the 500 point total.

Be creative with this project. You will be evaluated on the quality of your work (polish and depth), and innovative projects will be rewarded. Length of the project will depend on what you do and what level you are as a student. Generally undergraduate projects may be 75% the length of those of graduate students.

Some ideas with length suggestions but feel free to create your own project:

- Standard critical/research papers (20 pages graduate students; 15 pages undergraduates) on anything in topic—could consider representation of sexuality in media or pregnancy and athletes or a biography of a gay athlete or history of gay games, or anything else with a clear research focus.
- Oral history projects
- Video/movie projects (public service announcement, documentary)
- Annotated Bibliography (10 books for grad students; 7 for undergrads): see <http://owl.english.purdue.edu/owl/resource/614/03/> for examples  
1 book =

- 2 law review articles (available through Lexis/Nexis Academic Universe)
- 3 films/documentaries
- 4 kids' books
- 5 scholarly articles (from peer reviewed journals)
- 5 websites
- 10 popular media articles (newspaper, *Sports Illustrated*, etc.)

Below are due dates for the major project. Missing these dates will incur the same penalties for lateness as described elsewhere.

10/15: Project proposal (should be at least one paragraph). Describe what you will do and how. Include estimated length and means of delivery.

11/3: Detailed outline of project.

1/20-12/3: In class presentations (graduate students: 15 minutes & undergrads: 10 minutes)

Monday 12/7: Final version due in my office or mailbox by 4:30 p.m.

**Note:** All written materials should be typed, double-spaced and appropriately cited. You may use any citation system/style manual you prefer, but you must be consistent. See <http://library.osu.edu/sites/guides/> for examples.

Lateness will be penalized 10% of the total available points per 24 hours after the due date and time. Weekends will count so I strongly suggest you email late papers to me to minimize point deduction. Emailed papers will not receive comments. Only late papers may be emailed. All other work should be printed out and submitted as a hard copy.

You will be evaluated according to your classification as a student. Undergrads will not be evaluated in comparison to graduate students.

### **Grade Structure**

- 930-1000 = A
- 900-929 = A-
- 870-899 = B+
- 830-869 = B
- 800-829 = B-
- 770-799 = C+
- 730-769 = C
- 700-729 = C-
- 670-699 = D+
- 630-669 = D
- < 629 = E

## **Academic Integrity**

All papers and responses must be your own work and must be original and unique for this course. All sources that you use (either directly or indirectly) must be cited in a consistent manner in a recognized style. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

## **Diversity Statement**

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

## **ODS Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Cell phones are prohibited from this class and if they go off, you will be asked to leave the class. Text messaging and use of laptops for anything other than work for this course is also prohibited.**

**Class Schedule (subject to change):**

**Reading Responses due at beginning of class on day for which reading is assigned.**

**9/24:** Introduction

**9/29: Sex Sells**  
**Read:**

- Kessler, P. "Jan Stephenson." *Golf Magazine* 45 (Nov. 2003): 120-127.
- Brooks, Christine M. "Using Sex Appeal as a Sport Promotion Strategy." *Women in Sport & Physical Activity Journal* 10 (Spring 2001): 1-10.
- Schultz, Jaime. "Discipline and Push Up." *Sociology of Sport Journal* 21 (2004): 185-205.
- Pitts, Brenda G. "Sports Tourism and Niche Markets." *Journal of Vacation Management* 5(1) (1997): 31-50

### **10/1: Some Theory**

#### **Read**

- Cauldwell, Jayne, ed. *Sport, Sexualities, and Queer Theory*, part I (pp. 1-47).

### **10/6: Sport and Lesbians**

#### **Read:**

- Griffin, Pat. *Strong Women, Deep Closets*, pp. vii-107 (forward through ch.6)

### **10/8: Sport and Lesbians continued**

#### **Read:**

- Griffin, pp. 108-228 (ch. 7 thorough ch. 11)

### **10/13: Some More Theory**

#### **Read:**

- Cauldwell, ed., parts II & III (p. 48-173)

### **10/15: Sport and Gay Men**

#### **Read:**

- Anderson, Eric. *In the Game*, pp. xi-96 (acknowledgments through ch. 5)
- **Due:** Project proposal

### **10/20: Sport and Gay Men continued**

#### **Read:**

- Anderson, pp. 97-178 (ch. 6 through ch. 10)

### **10/22: Coming Out Stories**

#### **Read:**

- Tualolo, Esera. *Alone in the Trenches* (all of it)

### **10/27: Coming Out and Reactions continued**

#### **Read:**

- Barber, Heather & Krane, Vikki. "Creating a Positive Climate for LGBT Youth." *JOPERD* 78 (Sept. 2007): 6-9
- Reilly, Rick. "Extreme Makeover." *Sports Illustrated* v. 107 (1) [accessed through Sport Discus]
- Ladyen, T. "Coming Out Party." *Sports Illustrated* 8 Feb. 1999: p.58-60.
- Kort, Michele. "Everything's Coming Out Rosie." *Advocate* 2004 [accessed GenderWatch]
- Jones, Rosie. "First A Word about Me and My Sponsor." *New York Times* 21 March 2004: 9.

- Swoops, Sheryl. "Outside the Arc." *ESPN the Magazine*
- Voepel, Mechelle. "Swoops Could Open Door for Others to Follow." [www.espn.com](http://www.espn.com) [updated 27 October 2005].

### 10/29: Coach – Athlete Relationships

#### Read:

- "Passion Plays." *Sports Illustrated*. 95 (10 September 2001): 58-71.
- Burke, Michael. "Obeying Until It Hurts." *Journal of the Philosophy of Sport* 28 (2001): 227-240.
- Drewe, Sheryle B. "The Coach-Athlete Relationship." *Journal of the Philosophy of Sport* 29 (2002): 174-181.
- Brackenridge, Celia. "He Owned Me Basically..." *International Review for the Sociology of Sport* 32(2) (1997): 115-130.

### 11/3: It's the Shoes: Dandies and Drag Queens

#### Read:

- Kaye, Jeremy. "Twenty-First Century Victorian Dandy." *Journal of Popular Culture* 42(1) (2009): 103-125.
- Berkowitz, Dana et al. "The Interaction of Drag Queens and Gay Men in Public and Private Spaces." *Journal of Homosexuality* 52(3) (2007): 11-32.
- **Due:** Project outline

### 11/5: PROJECT DAY: NO CLASS

### 11/10: Transgender & Transsexual Athletes

#### Read:

- Teetzel, Sarah. "On Transgendered Athletes, Fairness and Doping: An International Challenge." *Sport in Society* 9 (April 2006): 227-251.
- McKindra, Leilaria. "Transgender Cases Present Challenges for Policy Makers." *The NCAA News* 20 November 2006: 8.
- McKindra, Leilaria. "Transgendered Athletes Create a 'New Frontier' of Issues." A2-A3 [accessed Sport Discus]
- Schilt, Kristen and Laurel Westbrook. "Doing Gender, Doing Heteronormativity." *Gender and Society* 23(4) (2009): 440-464

### 11/13: Gender Testing

#### Read:

- Ritchie, Ian. "Sex Tested, Gender Verified: Controlling Female Sexuality in the Age of Containment." *Sport History Review* 34 (2003): 80-98.
- Itani, Satoko. "Gender Verification." OSU MA Thesis (2008)
- The Case of Caster Semenya (*NY Times* articles on South African Runner)

### 11/18: Gay Games

#### Read:

- Krane, Vikki and Lori Romont. "Female Athletes Motives and Experiences During the Gay Games." *Journal of Gay, Lesbian, and Bisexual Identity* 2(2) (1997): 123-128
- Lenskyj, Helen, "Gay Games or Gay Olympics: Implications for Lesbian Inclusion," in *Out on the Field* (Toronto: Women's Press, 2003): 135-144.



**11/20: Presentations**

**11/25: Presentations**

**11/27: NO CLASS: Thanksgiving**

**12/2: Presentations**

**12/4: Presentations**

**FINAL PROJECT DUE MONDAY 7 DECEMBER 2008 AT 4:30 P.M. IN MY OFFICE OR MAILBOX.**

### **ADOLESCENT SEXUALITY**

Instructor: Raymond Montemayor, Ph.D.  
 Office: 247 Psychology Building  
 Office Hours: Mon 3:00-4:00, Wed 1:00-2:00, and by appointment  
 Email: [montemayor.1@osu.edu](mailto:montemayor.1@osu.edu)  
 Telephone: 292-3059

I do not keep extensive office hours because students rarely come by during those times. I am happy to meet with you to discuss the course or any issue on your mind. The best way for us to meet is to schedule an appointment. See me after class or send me an email and we will find a day and a time to get together.

Course Assistant: Xin Yao  
 Email: [yao.64@osu.edu](mailto:yao.64@osu.edu)

### **Course Description and Objectives**

Sexuality is important not only to adolescents, but to all of us. Our sexuality is a fundamental aspect of who we are, a core component of our identity, and an influence on how others see us. Powerful biological, psychological, and social forces influence the onset of sexuality, the people with whom it occurs, and the context in which it takes place. Once expressed, sexuality has a profound influence on the lives of adolescents.

The purpose of this course is to examine sexual behavior as it unfolds during adolescence. We will consider many specific aspects of adolescent sexuality, but two issues form the basis of the course: first, what influences the expression of adolescent sexual behavior in all of its manifestations; and second, what impact does sexual activity have on adolescent development?

### **Required Text and Readings**

Susan Moore and Doreen Rosenthal. (2006). *Sexuality in Adolescence: Current Trends*. New York: Routledge.

I also plan to assign some readings that will be available on Carmen. I will let you know in class when I post readings.

### Note

Sexuality is an important aspect of adolescent development and adolescent life. I take the subject of adolescent sexuality seriously, but I am not somber about it. I discuss sex in a frank, open, and occasionally irreverent manner. If frank discussions of sex and sexuality disturb you, you may not want to take this course.

### Class Attendance

I do not take attendance, but I hope you will regularly come to class because you find my lectures interesting and informative. In general, my lectures do not overlap with material in the book. If you miss a lecture, you miss that material. If you miss class, you are responsible for obtaining the notes for the days you were absent. You will need to arrange with a student in the course to lend you his or her notes. I do not put my notes or slides on a course website because I believe doing so encourages students to skip class. About half the questions on each exam will come from my lectures, so it is in your best interest to come to class and take good notes.

### Grades

#### Examinations

There are three examinations in this course, each worth 30 percent of your grade. Each exam only covers material since the previous test. The last exam is not comprehensive. Each exam will have about 40 multiple-choice questions from the book, lectures, and class discussions. Be sure to bring a No. 2 pencil with you on the day of each exam. Also, note that the third exam is on Tuesday, March 17, so plan to be here on that day. Spring break does not officially start until after final exam week.

#### Make-Up Exams

I do not give makeup exams except under the most extraordinary conditions, such as if you become deathly ill. You must have a doctor's excuse to take a makeup and you must inform me about your inability to take an exam before the exam. Students who request to take a makeup after the scheduled exam will not be allowed to take a makeup and will receive a grade of "0" on that exam.

#### Brief Papers

In addition to the exams, you must write three 1-2 page papers. Each paper should be a short discussion about an idea or question you have about some aspect of adolescent sexuality. The idea can come from material from the book or lectures. State the question, the idea, or the finding from a study, and then write a short discussion about why you find the idea interesting, important, or puzzling. The first paper should be based on an idea from the first third of the course, the second paper from the second third, and the third paper from the last third. This assignment counts 10 percent of your grade.

Papers are due on the class day before each exam:

First paper due, **Thursday, January 22**

Second paper due, **Tuesday, February 17**

Third paper due, **Thursday, March 12**

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Academic misconduct is: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. For further information, see the *Code of Student Conduct*. If I suspect that a student has engaged in academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

### **Disability Services**

If you need an accommodation to take class notes or exams based on a disability certified by the Office for Disability Services you should contact me early in the quarter to discuss your specific needs. Contact the Office for Disability Services at 292-3307, Room 150 Pomerene Hall to coordinate your needs.

## COURSE OUTLINE

- Chapter 1, Sexuality in the 21<sup>st</sup> Century
  - a. *Reading*, Problems and limitations in studying adolescent sexuality
- Chapter 6, Gender, Sexuality and Romance
- Chapter 2, Theoretical Approaches

### **EXAM 1: Tuesday, January 27**

- Chapter 3, Changing Hormones, Changing Bodies
- Chapter 4, Parents and Peers
- Chapter 5, The Global Context , pp 110-117 and 125-131
- Chapter 7, Gay and Lesbian Adolescents

### **EXAM 2: Thursday, February 19**

- Chapter 8, Sexually Transmitted Infections
- Chapter 9, Having a Baby
- Chapter 5, Sex Education, pp. 117-125
- Chapter 10, When Sex is Unwanted

### **EXAM 3: Tuesday, March 17, 9:30-11:18 AM**

**Psychology 333.02, 18351-4**

Spring 2009, Psychology Bldg 002, TR 8:30-10:18a

Instructor: Lisa Cravens-Brown, Ph.D.  
Office: 135 Psychology Bldg  
Phone: 247-4348

Email: cravens-brown.1@osu.edu  
Ofc Hrs: Tues 10:30a-12noon &  
Thurs 12:30p-1:30p, or by appointment

### **Course Overview**

This course is an introduction to the psychology of human sexuality and its many variations. It is my hope that by the end of the course, you will have an understanding of the physiological and psychological mechanisms involved in human sexuality, as well as the relevant research on these constructs. In addition, students will gain an understanding of the social constructs of gender, orientation, and other relevant topics to the psychology of sexuality. Finally, we will explore variations in sexuality and problems arising both in the individual and in the social context from such variations. Students will increase critical thinking skills about the field of psychology and sexuality's place in both society and the field of psychology. To that end, we will emphasize the research and theory involving human sexuality, including cross-cultural studies, to aid our discovery process.

## Materials

Hock, R., Human Sexuality, Upper Saddle River, NJ: Pearson Education, ISBN 0-13-261686-6

The majority of readings will come from this text, available at all campus bookstores. I expect that you will have read the material when you come to class. I may assign additional outside readings as appropriate. The book also has a website that you may find useful for studying the material – the address is [http://wps.prenhall.com/hss\\_hock\\_humansex\\_1/0,12370,3587649-,00.html](http://wps.prenhall.com/hss_hock_humansex_1/0,12370,3587649-,00.html) and is also posted on Carmen in the Links section.

## Carmen

I use Carmen to post grades, copies of class handouts, the syllabus, and interesting articles. I will also post updates and news, as well as upcoming deadlines. Please become accustomed to frequenting this valuable resource.

## Office Hours

I am on campus for some portion of every weekday, I hold regular office hours, and am available for appointments, email, or phone contacts at other times. Please be an active consumer of your education and come to these hours as often as is helpful to you.

## Exams/Quizzes

There will be 3 quizzes during the quarter and a final quiz during finals week. Quiz format will be multiple choice, matching, true/false, and fill-in. Quizzes will cover all assigned readings, including material not covered in class, and all material covered in lecture, including material not covered in the text. The exams will not be cumulative, although important material not mastered for one quiz (as indicated by class scores) may appear on another exam; I will announce these occasions as they arise. I **will** lecture on exam days (except, of course, the final).

The final exam is Wednesday, June 10, at 7:30am. The final will cover the material starting on the day of Quiz 3 and will be entirely multiple choice in format. We will use 30 minutes to take the 30-point quiz (if you use the make-up cumulative exam option, you will have 60 minutes). I reserve the right to add a cumulative portion to the final exam should the earlier quizzes reflect poor mastery of the subjects by the class (again, as indicated by class scores). **Under no circumstances will a student be allowed to take a regular quarter quiz early. The only students who will be allowed to take the final exam early are students with documented internships/out-of-state jobs with a start date that clearly precludes attendance at the final exam (i.e., vacations, wanting to leave early for summer break, regular jobs here in Columbus, etc. do NOT count as meeting this requirement). You will need to provide this documentation to me no later than Tuesday, May 12<sup>th</sup> so that we may arrange an alternate exam.**

## Make-up Policies

I do not give make-up exams during the regular quarter. If you are unable to take a quiz for **any** reason, you will have the option to use the Cumulative Final as your missed quiz grade. Students who choose this option will take a 60-point final exam comprised of the final exam items the rest of the class is taking, and 30 cumulative items covering the entire quarter. These students will have 60 minutes, instead of 30 minutes to take their final exam. You may use this exam to cover **one** missed quiz grade. This option is NOT available as extra credit.

## *Attendance*

Attendance in class is worth 1-point per day of class (quiz days don't count), for a total of 15 points (approximately 11% of your final grade). I will pass around an attendance sheet every class period (except for quiz days). **Please be sure** to initial this sheet **BEFORE** you leave class each day, as this is the only way I have of keeping track of whether you were there. I will **not** allow you to initial the sheet at

any other time than during class periods. You do not need to notify me of absences, as there are no excused absences from classes. Each student will receive credit for their actual attendance only.

If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do **not** provide copies of my slides or notes under **any** circumstances.

### Grades

Each quiz is worth 30 points, for a total of 120 points, attendance is worth 15 points – thus, the whole course is worth 135 points. The scale to be used to determine grades for the course will likely be as follows – however, I reserve the right to curve the grades, should exams prove to be uniformly difficult.

Letter Grade	Percentage	Points
A/A-	90-100	122+
B+/B/B-	80-89	108-121
C+/C/C-	70-79	95-107
D+/D	60-69	81-94
E	Less than 60	Below 81

## Extra Credit

### Mini-Assignments

10 Mini-assignments are posted on the Carmen website and may be completed for ½-point extra credit each. Thus, if you complete all 10, you can earn up to 5 points EC (approximately 3.7% of your total grade). Due dates for these assignments are staggered throughout the quarter, so check the schedule on the last page of this syllabus.

Each assignment **must** be typed (handwritten assignments will be given zero credit) and turned in via the Carmen dropbox or as a hard copy in class. I cannot accept **any** email submissions. All mini-assignments are due by 8:30 a.m. on their due date – late assignments will not be graded, however, you are encouraged and welcome to turn in work early!

These assignments are expected to reflect each individual student's own work and thus should be completed independently. Any cases of academic misconduct, such as copying portions of your work from an uncited source, will be reported to the University Committee on Academic Misconduct and prosecuted to the extent of Ohio State University policy. I have many references for you if you are unclear as to what constitutes plagiarism.

You will be graded on the quality of your responses, not the opinions you express, so feel free to express yourself openly, particularly when you can back up your viewpoint with research.

Throughout the quarter, I may offer other opportunities to earn extra credit. These usually include attending a lecture and writing a reaction and will vary by quarter. It is possible, as well, that no opportunities will arise. If you have an idea for a way for the class to earn extra credit, feel free to approach me with it!

### Other Notes

In this course, we will touch on some very sensitive and personal issues. If you are offended by frank discussion of sexual issues, this may not be an appropriate course for you. The Psychology Department offers a variety of other courses that meet the same elective requirement. While I expect that students participate in class discussion, you are in no way expected, nor should you, share your own personal experiences or reveal information that makes you or other students uncomfortable.

Here is a list of the "ground rules" for our interaction together:

- Please show respect for the views and backgrounds of everyone in this class, demonstrated by your appropriate speech and behavior, remain open to new ideas and ways of looking at the topics, and be attentive to whoever is speaking.
- Please TURN OFF all cell phones, pagers, and other devices that make noise and do not answer these during lecture. If you have an emergency, please leave the room to handle it.
- Please try to be on time. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.

- Do NOT read newspapers or material that is not course-related during class – if I catch you behaving in this disrespectful way, I reserve the right to ask you to leave for the day.
- DO complete all assigned readings BEFORE class.
- DO NOT CHEAT IN MY CLASS! All suspicions of academic misconduct will be reported and pursued to the full extent of Ohio State University policy.

The following is what you can expect from me:

- Respect for you and your contributions to this course & help mastering material.
- Thoughtful consideration of your ideas & sincere effort to answer your questions.
- Consistent access through email, phone, and appointments.
- I leave my cell phone on vibrate during class in case of emergency with my children, I will NOT answer the phone during class if it is not an emergency.



## Schedule of Course Topics

\*\*\*Subject to Change\*\*\*

<b>week</b>	<b>day</b>	<b>topic</b>	<b>pgs</b>	<b>events</b>
1	T – 3/31 R – 4/2	Intro to the course; Studying sexuality Studying sexuality: Methods	ch 1, pp 1-15 ch 1, pp 16-35	syllabus
2	T – 4/7 R – 4/9	Miscarriages, Infertility, Abortion, Postpartum Sexual Development: Infancy-Childhood; Sexual Aggression in childhood	ch 9, pp. 336-343; 357-364 ch 12, pp 440-460	
3	T – 4/14 R – 4/16	Sexual Development: Adolescence Sexual Development: Adulthood & Aging	ch 12, pp 461-477	Q1
4	T – 4/21 R – 4/23	Gender, Part 1 Gender, Part 2	ch 10, pp 370-387 ch 10, pp 388-403	Bonus HWs 1-4
5	T – 4/28 R – 4/30	NO CLASS NO CLASS		
6	T – 5/5 R – 5/7	Sexual Orientation: definitions & theory Sexual Orientation: the process	ch 11, pp 404-423 ch 11, pp 423-439	
7	T – 5/12 R – 5/14	Human Sexual Response Sexual Problems & Solutions	chap 3 Ch 7	Q2 Bonus HWs 5-8
8	T – 5/19 R – 5/21	Sexual Problems & Solutions, finish Sexual Aggression: Rape	ch 13	
9	T – 5/26 R – 5/28	Sexual Aggression: Child sexual Abuse, offenders & treatment Paraphilias	ch 14	Q3 Bonus HWs 9-10
10	T – 6/2 R – 6/4	The Sexual Marketplace: Prostitution The Sexual Marketplace: Pornography	ch 15, pp 548-568 ch 15, pp 568-588	
EX	W – 6/10	FINAL EXAM – 7:30am		Final Quiz

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Reasonable accommodations for students with documented disabilities will be coordinated through the Office of Disability Services (Room 150 Pomerene Hall, 292-3307).

The Ohio State University  
College of Social Work

COURSE TITLE: Adolescent Parenthood and Sexuality: International Perspectives

LEVEL OF INSTRUCTION: U, 5Cr

COURSE HOURS: Monday and Wednesday 6:30pm to 8:48pm

## **COURSE DESCRIPTION**

This course is designed to provide a broad understanding of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors and fertility patterns and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends, national policies and programs designed to control adolescent and young adult sexual adaptations and fertility. This course is also a core course in Sexuality Studies.

## **OUTCOMES**

Upon satisfactory completion of this course students will be able to:

1. Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.
2. Develop sensitivity to ethnic, cultural, religious and family cultures as they influence attitudes and mores re adolescent sexual behavior.
3. Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood in keeping with social work practice guidelines.
4. Know about available social programs and governmental resources in the United States and other nations for dealing with problems and consequences of teenage sexual behavior.
5. Become knowledgeable about various source materials for getting information concerning teenage sexual and parenthood data in the United States and international setting.

6. Respect the privacy, autonomy, and unique individuality that contributes to adolescent self-empowerment toward their achievement of maximum life potential.
7. Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.

## APPOINTMENTS WITH INSTRUCTOR

Instructor Winfield will be available to students on scheduled appointment by phone at 645-6511. Students should leave a message with their name, telephone number and a time to call back. You may also email the instructor at [winfield.6@osu.edu](mailto:winfield.6@osu.edu).

## COURSE REQUIREMENTS

### 1. Type of Instruction:

This course will be taught using a limited lecture format combined with ample opportunity for discussions and interactions. Additional content will be provided by visual aids, explicit videos, hand outs and outside speakers.

WARNING! The subject matter of this course includes material considered by some individuals to be sensitive, private, overly suggestive—even offensive to their personal values and beliefs. Because the course content focuses on sexual situations and behaviors that warrant objective analyses, understanding and evaluation, emphasis is given to direct observation in particular cases. Observed action involved realistic simulations of sexual interaction often seen in movies or TV programs. Consequently, learning materials may involve illustrations or motion pictures that show anatomical figures, explicit nudity, sexual play, sexual intercourse, abuse and childbirth—since these events are considered essential to learning objectives. (Very sensitive individuals may wish to bypass this course). Students will be advised in advance when explicit, potentially upsetting material is to be viewed and are always free to excuse themselves from the viewing experience.

### 2. Classroom Attendance Expectations:

Students are expected to attend class regularly and participate in classroom discussions. If a student misses more than 7 classes, without an excuse the student could receive an E.

### 3. Course Evaluation by Students:

Students will have an opportunity to evaluate the course using standardized evaluation forms and sheets for personalized statements for the instructor.

### 4. College Incomplete Policy:

“I” (Incomplete) course grades will be considered only in relation to emergency situations. A request for such a grade must be discussed with the instructor prior to the

final examination week. A date for completion of the incomplete work must be established in keeping with University policies, which govern circumstances under which “I” grades are given.

#### 5. Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). This includes, but is not limited to: following course rules, no use of unauthorized information assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty is strictly bound to report suspected cases of Academic Misconduct.

#### 6. Students with Disabilities:

This information is available in alternative formats upon request. Please contact Brenda Davidson (MSW Office), 200-E Stillman Hall; phone 292-7684 regarding services through the Office for Disability Services..

#### 7. Assignments:

Weekly reading assignments are given in this syllabus

- a.) 15% - three one-page reaction papers. With a cover sheet, name, date, and the number of the paper.
- b.) 15% - participation, which includes attendance and active interaction
- c.) 25% - Midterm Exam. This is a multiple choice of 51 questions. The exam is pass fail.
- d.) 45% - Final Presentation. A Three page paper which includes, the cover sheet, the one page body of the grant, and the budget page.

#### 8. Grades:

Students’ grades will be based on the sum of points earned from the 5 graded assignments, plus the 15% for participation. Distribution of grades by points:

A+	= top grade in class	C+	= 77.5 to 79.9
A	= 93 and up	C	= 73 to 77.4
A-	= 90 to 92.9	C-	= 70 to 72.9
B+	= 87.5 to 89.9	D+	= 65 to 69.9
B	= 83 to 87.4	D	= 60 to 64.9

B- = 80 to 82.9

E = under 60 points

COURSE TEXTS**Required:**

(1) Crooks, R. and Baur, K. (2005) Our Sexuality. 10<sup>th</sup> ed. Belmont, CA: Thomson Wadsworth.

(2) Luker, K. (1996). Dubious conceptions: The politics of teenage pregnancy. Cambridge, MA: Harvard University Press

(3) Coles, R. (1997). The Youngest parent. New York, NY: Norton and Company

<b>Week</b>	<b>Topics</b>	<b>Assignments &amp; Readings</b>
March 30-April 1 Luker: 1	Adolescent Parenting – Social Problem  A. Teen pregnancy as a personal crisis B. Unplanned birth as a family crisis C. An unwelcome public burden D. Population trends and demographics	   Coles: Intro. Video Wed.
April 6-8	Sexual Behavior & Attitudinal Development A. Impact of the Media 1. Icons, goddesses & madonna's 2. Identity and reassurance. B. Myths and archetypes	C & B: 1&18 Videos Mon and Wed Coles 1

## C. Mythologies and models

Paper due April 8th.

April 13-15	Adolescent Development – Sexuality A. Sexual behavior by choice and coercion B. Contraception to “just say no.” C. Pregnancy by accident and by plan. D. Environmental considerations. Late day for paper April 13th.	Luker:2 C & B: 12 Coles: 2 Video Wed.
April 20-22	Complications of teen pregnancy A. Typical changes & physical reaction To even B. Early parenting issues. Speaker Mon or Wed. Linda Granville Paper due April 22nd	Luker: 3 C & B: 13 Coles: 3 Video
April 27-29	Teens as parents A. The decision to birth 1. Personal adaptations. 2. Resources for coping B. Experiences by demographics. Speaker Wed C. Teen parents in later life 1. Taking time out 2. The “convergence effect” Late day for paper April 27th	Luker: 4 Coles: 4 & 5 Video Mon.
May 4-5	Sexually transmitted diseases A. Conditions and consequences B. Male vs. Female vulnerability C. Sexual responsibility speaker Sam Boyd. Wed D. Monday Video	C & B:15 Luker: 5 Coles: 6 & 7
May 11-13	Risk taking and payoffs A. Risk – Decision Theory B. Adolescent costs and gains C. Empirical data. D. Testing of association data. F. Mon Midterm review and Wed Midterm	Luker: 6 Coles:8
May 18-20	U.S. provisions for sexually active adolescent A. Federal programs 1. Pregnancy, birthing, family	Luker: 7 C&B:10 Paper due May 20th

- B. Regional services and strategies. Video Wed  
 C. Women's issues  
 1. Individual rights  
 2. Economic opportunity  
 3. Educational provisions  
 4. Empowerment  
 Late day for paper Wed. May 27th

- May 25 H- 27 Birth control in the "New Age." Video Mon.  
 International family planning "The China Plan."  
 June 1-3 Best Bets Programs that Work!! Mon.  
 Explanation of final presentation Wed.  
 June 8-11 Final Presentations Graduating Seniors Monday.

SOCIAL WORK 695.17  
 AIDS: FACTS AND ISSUES  
 Autumn 2008

INSTRUCTOR: Randi Love, Ph.D., OCPC, CHES  
 Clinical Associate Professor  
 School of Public Health  
 448 Cunz Hall  
 1841 Neil Ave.

292-4647; [love.45@osu.edu](mailto:love.45@osu.edu)

OFFICE HOURS: M-F 8a.m. to 5 p.m. (also can be reached at Columbus Health Department,  
 614-645-6940)

REQUIRED  
 MATERIALS: All readings are on e-reserve  
 Avis, F. A. (2005). Mountain of Light: The Story of Montana de Luz. Book  
 can be purchased  
 at SBX

COURSE  
 DESCRIPTION: A review of the physiological, psychosocial, legal, cultural, and educational  
 issues surrounding the HIV disease and implications for social work practice

**COURSE  
OBJECTIVES:**

Students will be able to:

Explain the HIV disease spectrum

Discuss the global impact of HIV disease

Explain the functioning of a healthy immune system and the effects of HIV infection on that immune system

Describe ways in which HIV transmission can be prevented, emphasizing targeted education and low risk decision making

Discuss the implications for testing for HIV infection

Describe new treatments available and the pros and cons of their use

Identify signs and symptoms of HIV and the opportunistic diseases associated with AIDS

Identify legal/ethical issues associated with HIV infection

Identify epidemiological trends associated with HIV infection

Examine barriers to prevention as well as effective prevention strategies

Have the opportunity to discuss personal concerns and ask questions of individuals with HIV disease, caregivers, and family members

(A social work seminar is a course that deals with methods or practice in social work based on scientific research and its findings. It must include intervention/modality of current practice.)



- POLICIES:**
1. Assigned readings should be completed before class
  2. Attendance and participation is expected in class
  3. You are responsible for all materials covered in class (lectures, guest speakers, videos, handouts)
  4. Papers are to be typed, double-spaced, and stapled
  5. Late assignments will not be accepted unless there has been a death in the family or for reasons of serious personal illness. I must be notified within 12 hours of the due date of the assignment.
  6. Additional assignments for extra credit will not be given.
  7. No grades or test questions will be debated in class. If you disagree with the answer to a test question or grade on an assignment, turn in a rebuttal in writing one week after receiving your grade.
  8. Any evidence of academic misconduct shall be treated in accordance with Faculty Rule 33355-54.

**REACTION:** These papers should be by your reaction (thoughts, feelings, etc.) to something you read about or heard in class, or about a personal HIV-related experience.  
Papers should be approximately 2 pages

**MIDTERM:** Midterm will be take home and consist of short answer essays

**MT. OF LIGHT:** Respond to 3 questions of your choice. Each response should be no more than 2 pages

**SILVERLAKE REACTION PAPER** Reflect on your thoughts and feelings about this video. It was made long before the advent of protease inhibitors. Would the same issues be relevant today?  
Why or why not? Papers should be approximately two pages.

**FINAL PAPER:** This paper is on an HIV-related topic of your choice. Explain why you chose this topic. Include a recent review of the literature on the topic and describe implications/recommendations for social work (or your particular field of study.)  
Papers should be 5-7 pages long not including reference.  
References should be APA style.

<b>ASSIGNED POINTS:</b> Attendance and participation	20 pts.
Reaction paper 1 (due 10/15)	10 pts.
Mt. of Light assignment (due 10/22)	15pts.
Midterm (due 11/19)	15 pts.

Silverlake reaction (due 12/3)  
Final paper (due 12/10)

10 pts  
30 pts.

100 pts.

GRADING SCALE:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	60-65
E	59 and below

If you are taking the class pass/fail, you must earn at least 70 pts. (C-) in order to pass.

**COLLEGE  
INCOMPLETE  
POLICY:**

“I” (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be adhered to. Students should note that when an “I” with an alternate grade of “E” is assigned in a course that is a prerequisite to a course the student must take the next quarter, the course requirements for the “I” must be completed by the second week of the next quarter.

**ACADEMIC  
MISCONDUCT:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow University Rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication, or dishonesty in reporting research, and no alteration of grades or university forms. Faculty are strictly bound to report such suspected cases of Academic Misconduct.

**STUDENTS WITH  
DISABILITIES:**

This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson (MSW office), 313 Stillman Hall, 292-7684.

TENTATIVE COURSE OUTLINE  
Autumn 2007

- 9/24 Course introduction and review of expectations
- Reading:*  
Mountain of Light – chaps 1-10
- 10/1 Global impact of HIV
- Readings:*  
Mountain of Light – chaps 11-17  
Westerhaus, M. J., Finnegan, A. C., Zabulon, Y., & Mukherjee, J. (2007).  
Framing HIV prevention discourse to encompass the complexities of war in Northern  
Uganda. American Journal of Public Health 97(7), 1184-1186.  
Parikh, S. A. (2007). The political economy of marriage and HIV: The ABC  
approach, ‘safe’ infidelity, and managing moral risk in Uganda. American Journal of  
Public Health 97(7), 1198-1208.  
Proctor, J. (July/August 2007). Gimme some skin. POZ, 44-45.  
Briggs, J. (July/August 2007). The killing fields. POZ
- 10/8 Global impact of HIV  
Speaker: Fe Anam Avis
- Briggs, J. (July?August 2007). POZ, 23-29.  
Haidt, J. & Hersh (2001). Sexual morality: The cultures and emotions of  
conservatives and liberals. Journal of Applied Social Psychology 31(1)., 191-221.  
*(Come prepared to discuss the Haidt and Hersh article next week)*
- 10/15 HIV transmission and the spectrum of the disease  
Immune system function
- Readings:*  
Gross, M. (2003). The second wave will drown us. American Journal of  
Public

- Health, 93(6), 872-881.  
Sinha, G. (?) . Weapons of mass protection. American Foundation for AIDS  
Research [www.amfar.org/Global](http://www.amfar.org/Global) Link.
- McGough, L. J., Reynolds, S. J., Quinn, T. C. & Zenilman, J. M. (2005).  
Which patients first? Setting priorities for antiretroviral therapy where resources are  
limited. American Journal of Public Health, 95(7), p. 1173-1179.  
36. Jones, J. P. Sept/ Oct. 2004). In the culture of NOW. Positively Aware, p. 35-  
the Reaney, P. Feminization of AIDS spurs need for microbicide. Retrieved from  
Worldwide web, 7/20/2004. [www.medscape.com](http://www.medscape.com)  
D'Adesky, A. (June 2004). Double exposure. Poz, p. 27-28  
-----(October 2004). Research suggests insertive anal sex could have higher  
risks for HIV infection than first thought. HIV Plus, p. 9-  
programs: Kerr, D. (2003). Defining terms and evaluating abstinence –only education  
361-365. Politics and practice. American Journal of Health Education 34(6), p.  
Demmer, C. (2003). HIV prevention in the era of new treatments. Health  
Promotion Practice 4(4), p. 449-456.  
infections: Vazquez, E. (September/October 2007). Complications and emerging  
Monitoring is important. Positively Aware, 32-33.
- Reaction Paper 1 due**
- 10/22 Testing, Medication, Prevention
- Readings:*  
Hwang, A. C. (2004). Family planning in the balance. American Journal of  
Public Health 94(1), p. 15-18.  
Howard, K. (April 2003). Face it: When lipodystrophy deflates our self-  
esteem, let's learn from the past. A&U, p. 34.  
sticks. Marcotte, B. (May/June 2004). Lipodystrophy and women: A beach ball on  
Positively Aware, p. 14-16. HIV transmission and spectrum of the disease  
Rochman, S. (2006). Got their back. HIV Plus, August

- July/August Vazquez, E. (2005). Stopping HIV infection with PEP. Positively Aware,  
 Buhl, L. (2005). Ten years on. A&U, December  
 Marton, K. (May 10, 2004). A worldwide gender gap. Newsweek, 94.  
 Ryan, J. (2005). The good fight. HIV Plus, August.  
 -----(August, 2006). Double Positive. Poz, 31-32.  
 Bowers, D. (August, 2006). A new era in HIV testing. HIV Plus, 32-33.  
 Atreja, A., Bellam, N. & Levy, S. R. Strategies to enhance patient adherence:  
 Making it  
 simple. Retrieved from the World Wide Web 3/22/2005  
[www.medscape.com](http://www.medscape.com).  
 Gelman, D. (Summer 2004). Life of PI. POZ Treatment Special, 12.  
 Huff, C. (Summer 2004). Body and the beasts. POZ Treatment Special, 16-19.  
 Martin, S. (Summer 2004). Bare witness. POZ Treatment Special, 14.  
 Hosler, J. (Summer 2004). Adherence. BETA, 18-19.  
 Westmoreland, J. (December 2005) Footloose. POZ 36.  
 Reaney, P. (2004). Feminization of AIDS spurs need for microbicide. Reuters
- Health
- Information
- 10/29 Ethical Issues
- Mountain of Light Assignment due**
- 11/5 Psychosocial Aspects of HIV
- Readings:*  
 Setto, T. (October 2004). Coping. Positively Aware, p. 43  
 Howard, K. (December 2002). Magnetic relationships: How to make  
 serodiscordant romance work. A&U, 34.  
 Poindexter, C. C. & Linsk, N. I. (1999). HIV-related stigma in a sample of  
 HIV-  
 of  
 affected older female African American caregivers. National Association  
Social Workers, p. 46-61.  
 Demmer, C. Burnout: The health care worker as survivor. Retrieved from the  
 Worldwide Web, 12/29/04. [www.medscape.com](http://www.medscape.com).  
 Marcenko, M. O. & Samost, L. (1999). Living with HIV/AIDS: The voices of  
 HIV-positive mothers. National Association of Social Workers, p. 36-45.
- 11/12 Psychosocial aspects of AIDS  
 'Silverlake Life'

- Readings:*  
 Degnan, J. (September/October 2007). Rejected because of you HIV status?  
 It's their loss. Positively Aware, 43-44.  
 Cox, S. (October 2006). I'm gonna tell. POZ, 17.
- 11/19 Panel
- Readings:*  
 Setto, T. (October 2003). A new paranoia. Positively Aware, p. 50.  
 Williams, C. E. (Sept/Oct. 2003). Positive women speak out about HIV and pregnancy. Positively Aware, p. 33-34.  
 Jones, J. (2005). Guarded. Positively Aware, May/June  
 Elmore, J. (2005). A confirmation to live. A&U. November  
 Vazquez, E. (2003). Having children when he's positive and she's negative. Positively Aware. October.
- Midterm due**
- 11/26 **NO CLASS**
- 12/3 Legal issues and documents  
 Viatical settlements  
 End of life issues  
 Implications for social work
- Readings:*  
 Warren, P. N. (May 2005). Schiavo's legacy. A&U, p. 18.  
 Henig, R. M. Will we ever arrive at the good death? Retrieved from the  
 Worldwide web 8/10/2005. [www.nytimes.com](http://www.nytimes.com).  
 -----In the courts: California Supreme Court rules that withholding sexual  
 history can be  
 Grounds for lawsuits involving HIV transmission. Retrieved from the  
 World Wide Web  
 7/5/2006. [www.kaisernetwork.org](http://www.kaisernetwork.org).  
 Wright, K. Barely legal. (July 2006). POZ. 18-23.  
 Hayford, J. (September/October 2007). Legal issues for the newly diagnosed:  
 Important things  
 to consider and tips for protecting yourself. Positively Aware, 41-42.  
 Labella, A & Singh, D. (2008). Turning loss into legislation. American  
 Journal of Public  
 Health 98(6), 971-972.

**Silverlake due**

12/10

**Final papers due** – no class during finals week  
E-mail papers to [love.45@osu.edu](mailto:love.45@osu.edu)

Social Work 695.18  
Psychosocial Aspects of HIV/AIDS  
Winter 2009

**INSTRUCTOR:** Randi Love, Ph.D., OCPC, CHES  
Clinical Associate Professor  
School of Public Health  
448 Cunz Hall  
1841 Neil Ave.

292-4647; [love.45@osu.edu](mailto:love.45@osu.edu)

**REQUIRED  
MATERIALS:**

all readings on Carmen  
Hunter, S. (2006). *AIDS in America*. NY: Palgrave  
Macmillan. ISBN: 1-4039-7199-4

**COURSE  
DESCRIPTION:**

This class will critically examine disparities in HIV infection in the United States and implications for social work practice

**COURSE  
OBJECTIVES:**

Students will be able to:

Examine the dynamics of health disparity

Discuss the concepts of prejudice, discrimination and racism and how they contribute to health disparity and HIV disease

Describe the impact of HIV disease on gay men, people of color, women, adolescents, drug users, older adults and incarcerated adults

Discuss behaviors such as 'barebacking,' 'down low,' on infection rates

(A social work seminar is a course that deals with methods or practice in social work based on scientific research and its findings. It must include intervention/modality of current practice.)



**POLICIES:**

1. Assigned readings should be completed before class
2. Attendance and participation is expected in class
3. You are responsible for all materials covered in class (lectures, guest speakers, videos, handouts)
9. Papers are to be typed, double-spaced, and stapled
10. Late assignments will not be accepted unless there has been a death in the family or for reasons of serious personal illness. I must be notified within 12 hours of the due date of the assignment.
11. Additional assignments for extra credit will not be given.
12. No grades or test questions will be debated in class. If you disagree with the answer to a test question or grade on an assignment, turn in a rebuttal in writing one week after receiving your grade.
13. Any evidence of academic misconduct shall be treated in accordance with Faculty Rule 33355-54.

**ASSIGNMENTS****REACTION****PAPER:**

These papers should be your reaction (thoughts, feelings, opinions) regarding something you read about or heard in class, or about a personal HIV-related experience. Papers should be approximately 2 pages, double-spaced.

You will have an opportunity to respond to the following questions:  
How did you decide on division of duties?

Were there conflicts and, if so, how were they resolved?

Were there some students who took on a greater or less share of responsibility?

(This could result in an adjustment in points).

**GROUP****PROJECT:**

Students will work in small groups to complete a paper on a population group affected by HIV/AIDS (ex. Hispanic men, drug users, adolescents). The paper should cover the following: the rate of infection in the group, behaviors that contribute to infection, cultural aspects, a review of the literature that encompasses promising practices in prevention and treatment of HIV in this group, and recommendations for social work research and practice. Another focus of the paper is to determine what services are available (or are needed) that address the needs of this population. You should interview local

practitioners to obtain this information. Include their views on effective treatment and prevention strategies.

Papers should be double spaced and 15-20 pages. References should be APA style. Groups will present orally during the last class session. Each group will have 10 minutes to present. You should prepare a powerpoint. Not all members of the group need to orally present.

**BOOK REVIEW:** You are the book reviewer for the Columbus Dispatch. Write a review of AIDS in America. Include a review of the content, and focus on particular chapters of interest or topics that you felt were well or poorly addressed. Would you recommend this book, and if so, for whom?

<b>EVALUATION:</b>	attendance and participation	10 pts.
	Reaction 1 (1/21)	10 pts.
	Reaction 2 (due 2/18)	10 pts.
	Book review (due 3/4)	10 pts.
	Final paper (due 3/11 )	<u>60 pts.</u>
	Total	100 pts.

<b>GRADING SCALE:</b>	A	93-100
	A-	90-92
	B+	87-89
	B	83-86
	B-	80-82
	C+	77-79
	C	73-76
	C-	70-72
	D+	66-69
	D	60-65
	E	59 and below

If you are taking the class pass/fail, you must earn at least 70 pts. (C-) in order to pass.

**INCOMPLETE  
POLICY:**

“I” (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be adhered to. Students should note that when an “I” with an alternate grade of “E” is assigned in a course that is

a prerequisite to a course the student must take the next quarter, the course requirements for the “I” must be completed by the second week of the next quarter.

**ACADEMIC  
MISCONDUCT:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

**STUDENTS WITH  
DISABILITIES:**

This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson (MSW office), 313 Stillman Hall, 292-7684.

TENTATIVE COURSE OUTLINE  
Winter 2009

1/7 course introduction  
health disparities  
HIV and gay men

Readings

Hunter, introduction and chapter 10

Jaffe, H., Valdiserri, R., DeCock, K. (2007). The reemerging HIV/AIDS Epidemic in men who have sex with men. *JAMA*. 290(20). 2412-2414.

Freeman, G. (Feb. 2003). Bug chasers- The men who long to be HIV+. *Rolling Stone*.

\_\_\_\_\_(2006). Bad advice: How not to have sex in an epidemic. *American Journal of Public Health*. 96(6). 964-996.

Kershaw, S. (Jan. 2, 2008). New HIV cases drop but rise in young gay men. *New York Times*

Cohen, S. (2005). Prevention challenges: Reflections on roles of fatigue and Disinhibition. *The Guttmacher Report on Public Policy*. 8(2)

Murrill, C., Liu, K., Gullin, V., Colon, E, Dean, L., Buckley, L., Sanchez, T., Finlayson, T. & Torian, L. (2008). HIV prevalence and associated risk behaviors in New York City's house ball community. *American Journal Of Public Health*. 98(6), 1074-1080.

1/14 HIV and gay men

Readings

Hunter, chap. 3

Horvath, K., Rosser, S. & Remafedi, G. (2008). Sexual risk taking among young Internet-using men who have sex with men. *American Journal of Public Health*. 98(6). 1059-1067.

Rimington, D. & Gast, J. (2007). Cybersex use and abuse: implications for health education . *American Journal of Health Education*. 38(1), 34-40.

Grov, C., Parsons, J. & Bimbi, D. (2007). Sexual risk behavior and venues for meeting sex partners: An intercept survey of gay and bisexual men in L.A. and NYC. *AIDS and Behavior*. 11, 915-926.

## 1/21 African Americans and HIV

Readings

Hunter, chap 2

Perez, C. (May/June, 2005) Daddy dearest on the down-low. *Positively Aware*, 50-51.

Denizet-Lewis, B. (August 3, 2003). Double lives on the down-low. *New York Times*

<http://medscape.com/viewarticle/469006?mpid=24824>

(user name: [love.45@osu.edu](mailto:love.45@osu.edu); password: randi

Millet, G., Peterson, J., Wolitske, R., & Stall, R. (2006). Greater risk for HIV infection of black men who have sex with men: a critical literature review. *American Journal of Public Health*, 1007-1019. \_\_\_\_\_(July/August 2007). Bond of brothers. *HIV Plus*. 24-29.

Terrell, K. (2007). Cheat sheet. *POZ*. 13-14

**Reaction 1 due**

## 1/28 Women and HIV

Readings

Hunter, chapters 5 & 6

Jones, L. (September/October, 2003). Perinatal transmission and birth options for HIV mothers. *Positively Aware*, 45-48.

Craft, S., Delaney, R., Bautista, D. & Serovich, J. (2007). Pregnancy decisions among women with HIV. *AIDS and Behavior*. 927-935.

Murphy, T. (2006). Meet the grandparents. *POZ*. 26-31.

Stevens, P & Galvao, L. (2007). He won't use condoms: HIV infected women's Struggles in primary relationships with serodiscordant partners. *American Journal of Public Health*. 97(6). 1015-1022.

Nass, H. (2007). An open letter: Woman to woman. *Positively Aware*. 39-40.

## 2/4 Adolescents and HIV

Readings

Hunter, chapters 1, 3, and 4

DeCarvalho Mesquita Ayers, J., Paiba, B, Franca, I., Gravato, N., Lacerda, R. Negra, M., deSousa Marques, H., Galano, E., Lecussan, P., Segurado, A., Silva, M. (2006). Vulnerability, human rights, and comprehensive health

care needs of young people living with HIV/AIDS. *American Journal of Public Health*, 96(6), 1098-1103.

Kerr, D. (2003). Defining terms and evaluating abstinence-only education programs: Politics and practice. *American Journal of Health Education*. 34(6), 361-365.

Saewyc, E., Skay, C., Richens, K., Reis, E., Poon, C., & Murphy, A. (2006). Sexual orientation, sexual abuse, and HIV-risk reduction behaviors among adolescents in the Pacific Northwest. *American Journal of Public Health* 96(6), 1104-1110.

Torrissi, J. (2008). Growing Pains. *POZ*. 24-29.

2/11 HIV and drug use

Readings

Hunter, chapters 7, 8 & 9

Connors, M. (1992). Risk perception, risk taking and risk management among intravenous drug users: Implications for AIDS prevention

2/18 HIV and drug use

Readings

Hunter, conclusion

Okie, S. (2000). Sex, drugs, prisons, and HI V. *New England Journal of Medicine*. 356(2). 105-108.

**Reaction 2 due**

2/25 no class

3/4 HIV in corrections

Readings

Hammett, T. (2006). HIV/AIDS and other infectious diseases among correctional Inmates: Transmission, burden, and an appropriate response. *American Journal of Public Health*. 96(6), 974-978.

Sylla, M. (2008). HIV treatment in U.S. jails and prisons. *BETA*. 15-19.

**Book review due**

3/11 presentations

**final papers due**



SOCIAL WORK 695.19  
COMMUNITY RESPONSE TO AIDS  
Spring 2007

INSTRUCTOR:                   Randi Love, PhD, OCPC, CHES  
OSU School of Public Health  
448 Cunz Hall  
1841 Millikin Rd.  
Columbus, Ohio 43210  
292-4647 (OSU)  
645-6940 (Columbus Public Health)  
e-mail   love.45@osu.edu

REQUIRED  
READING:  
States.

Siplon, P. D. (2002). AIDS and the Policy Struggle in the United States.  
Washington, DC: Georgetown University Press.

Women

Klitzman, R. (1997). Being Positive: The Lives of Men and With HIV. Chicago: Ivan R. Dee, Inc.

Articles distributed in class and on ereserves

COURSE  
DESCRIPTION:  
disease from the  
for public

This course will examine the community response to HIV  
beginning of the epidemic to the present, and the implications  
policy

COURSE  
OBJECTIVES:

Upon completion of this course, students will be able to:

discuss initial and present community responses to AIDS

describe implications of community response on affected  
populations (minorities, women, homeless, prison inmates, drug  
users, etc.)

describe the policy struggles that have emerged from the epidemic

explore present and future implications for social work practice in  
response to the changing epidemic



(A social work seminar is a course that deals with methods or practice in social work based on scientific research and its findings. It must include intervention/modality of current practice.)

EVALUATION  
PROCEDURES:

class attendance/participation	10 pts.
Position statement 1 (due 4/4)	10pts.
Club med (due 4/11)	10 pts.
Position statement 2 (due 4/18)	10 pts.
Position statement 3 (due 5/2)	10 pts.
Reaction paper (due 5/19)	10 pts.
Position statement 4 (due 5/16)	10 pts.
Position statement 5 (due 5/23)	10 pts.
Final project (due 5/30)	<u>20 pts.</u>
Total points	100 pts.

POSITION  
STATEMENTS:  
of this book.

Many examples of policy struggles emerge in every chapter

in the  
v.

For your policy statement, choose one policy challenge illustrated  
assigned chapter (ex. blood bank v. hemophiliacs; drug companies

AIDS advocates) and describe the following:

- context – is this a current or past challenge? What is/was going on?
- description – what is the nature of the struggle and who are the players?
- your position – if you had to take a stance on this issue, what would it be and why?

2-3 pages, double spaced

Be prepared to discuss your position in class

REACTION  
PAPER:  
tried to present a  
these  
find meaning

In his book, Klitzman writes, “Through these pages I have picture – a group portrait – and a sense of the fabric and texture of individuals’ lives. Their stories taught me much about how people and cope with apparently overwhelming difficulties” (pg. 17).

Write a 2-3 page reaction paper on this book. Do you think the author was successful in his quest? Were there any parts of the book you felt were particularly compelling? Why? Would you recommend this to others in your field? Why or why not?

Be prepared to discuss your reaction in class on 5/10

**FINAL PAPER/  
PROJECT:**  
to Ms.

issue. You

stance(s)

in a

long, single

Choose any controversial issue from Siplon's book. Write 2 letters to Ms. Congressperson, each representing a different viewpoint on the issue. You are trying to convince her in a concise manner to support your stance(s) on the issue in an upcoming hearing. In a sense, you are engaging in a debate in writing. Each letter should be approximately 2 pages spaced.

<b>GRADING SCALE:</b>	A	93-100
	A-	90-92
	B+	87-89
	B	83-86
	B-	80-82
	C+	77-79
	C	73-76
	C-	70-72
	D+	66-69
	D	60-65
	E	59 and below

If you are taking the class pass/fail, you must earn at least 70 pts. (C-) in order to pass.

The following criteria will be applied to grading:

- A outstanding work that reflects mastery of the material and ability to apply it critically and creatively
- A- excellent work that reflects mastery of the material
- B+ good work that reflects mastery of most of the class material
- B good work that reflects mastery of some of the class material
- B- good work that reflects mastery of a few aspects of the class material

- C+ mediocre work that reflects familiarity with, but not mastery of class material
- C mediocre work that reflects familiarity with the class material
- C- mediocre work that reflects little familiarity with class material

## CLASS

- POLICIES:
1. Assigned readings should be completed before class
  2. Attendance and participation are expected in class
  3. You are responsible for all materials covered in class
  4. Papers should be typed, double-spaced and stapled
  5. Late assignments will not be accepted unless there has been a death in the family or for reasons of serious personal illness. I must be notified within 24 hours of the due date of the assignment
  6. Additional assignments for extra credit will not be given
  7. No grades will be debated in class. If you disagree with a grade on an assignment, turn in a rebuttal in writing one week after receiving your grade
  8. Any evidence of academic misconduct shall be treated in accordance with Faculty Rule 33355-54

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic to the committee (Faculty Rule 3335-5-487). For additional information, see the [http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp).

### **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901: <http://www.ods.ohio-state.edu/>

## TENTATIVE COURSE OUTLINE

Spring 2007  
SWK 695.19

- 3/28 course intro  
“And The Band Played On”
- Readings:  
Siplon – chaps. 1 and 3  
Klitzman – preface  
<http://www.medscape.com/viewarticle/469006?mpid=24824>  
(user name: [love.45@osu.edu](mailto:love.45@osu.edu); password: randi)  
Sember, R & Gere, D. (2006). Let the record show...art activism and the AIDS epidemic. *American Journal of Public Health*, 967-969.
- 4/4 “And The Band Played On”  
blood banking, media reaction, and advocacy
- Readings:  
Klitzman – chaps. 1 and 2
- Position statement 1 due** (on Siplon, chapter 3)
- 4/11 gay community ‘then’ and ‘now’  
‘The Gift’  
discussion
- Readings:  
Klitzman – chaps. 10-13  
Siplon – chapter 2  
Perez, C. (May/June, 2005). Daddy dearest on the down low. *Positively Aware*, 50-51.  
Denizet-Lewis, B (August 3, 2003). Double lives on the down low. *New York Times*  
<http://www.medscape.com/viewarticle/469006?mpid=24824>  
(user name: [love.45@osu.edu](mailto:love.45@osu.edu); password: randi)  
Millett, G., Peterson, J., Wolitske, R., & Stall, R. (2006). Greater risk for IHIV infection  
Of Black men who have sex with men: a critical literature review. *American Journal of Public Health*, 1007-1019.
- Club med due**

4/18 HIV and people of color  
 'Women Like You' 'Heart of the Matter'  
 discussion

Readings:

Klitzman – chap. 3-5; 7-8

options

Jones, L. (September/October, 2003). Perinatal transmission and birth

for HIV mothers. *Positively Aware*, 45-48.

Aware,

Young, E. (July/August, 2005). Living with(out) crystal meth. *Positively*

36-37.

Bowers, D. (August 2005). Don't fool yourself. *HIV Plus*. 33.

Jefferson, D. (February 28, 2005). Party, play-n-pay. *Newsweek*, 38-39.

<http://www.talkabouttina.org>

**Position statement 2 due** (on Siplon, chapter 2)

4/25 Methamphetamine use  
 'Meth'

Readings:

Siplon – chap. 4

\_\_\_\_\_ (October, 2004). Sticking point. *HIV Plus*, 27-31.

\_\_\_\_\_ (July/August, 2005) Ordinary strangers. *Positively Aware*, 38-40.

Raymond, D. (July/August, 2005). United States of Harm Reduction.

*Positively Aware*, 22-24)

Jones, L. (July/August, 2005). Sex, drugs and harm reduction. *Positively Aware*, 33-35.

in

Sharp, M. (July/August, 2005). From condoms to needles and everything

between. *Positively Aware*, 20-21.

Wood, E., Tyndall, M., Qui, Z., Zhang, R., Montaner, J., Kerr, T. (2006).

Service uptake and characteristics of injection drug users

Utilizing North America's first medically supervised safer

injecting

Facility, 96(5), 770-773.



- A., Silva, M. M., de Sousa Marques, H., Galano, E., Lecussan, P., Segurado, (2006). Vulnerability, human rights, and comprehensive health care needs of young people living with HIV/AIDS. *American Journal of Public Health*. 96(5), 1001-1006.
- pledges and Rosenbaum, J. (2006). Reborn a virgin: adolescents' retracting of virginity sexual histories. *American Journal of Public Health*. 96(6), 1098-1103.
- Siplon – chap. 7

**Position statement 5 due** (on Siplon, chapter 6)

- 5/30 Abstinence only v. comprehensive sex ed  
'The Education of Shelby Knox'

**final project due!**

## **SOCIOL 605: SOCIOLOGY OF SEXUALITY**

Instructor: Mr. Leigh E. Fine

Email: sociology@leighfine.com

Course Meetings: TR 1:30-3:18 PM, Boyd 205

Office Hours: WF 9:30-11:30 AM, Townshend 200

*"Despite a lifetime of service to sexual liberation, I have never caught venereal disease, which makes me rather feel like an arctic explorer who has never had frostbite."* –Germaine Greer

*"Having sex is like playing bridge. If you don't have a good partner, you'd better have a good hand."* –Woody Allen

### **Objectives**

By the end of this course, students will be able to:

- discuss sexuality's role in shaping society, as well as society's role in shaping sexuality;
- critically analyze popular and scholarly works' content for its messages about sexuality;
- express familiarity with various forms of sexual expression, including heteronormative, queer, and deviant sexualities.

### **Course Description**

Sex, both as an act and as a social construction, plays an important role in human experience.

Sexual behavior is constructed and enacted on a daily basis. How we conceptualize sex can be influenced by popular media, natural science's discoveries, and sociological theory. Various forms of sexual expression are obscured, lauded, trumpeted, practiced, abolished, ignored, or celebrated given a society's temporal and spatial context. This upper-level sociology course seeks to provide a comprehensive overview of sociological issues that relate to sexuality. Sexuality in this course will be viewed through a *sociological lens*. That is, we will discuss sexuality as it influences social structure, inequality, and norms. The course is thematically divided into four broad units. The first unit explores foundational issues in studying the sociology of sex: the social construction of identities, as well as some sociobiological arguments for sexual behavior. Transgender and intersex identities will also be explored. The second unit will explore queer sexualities: gay, lesbian, and bisexual identities. Unique issues facing these persons, as well as common issues that may take on a different flavor when applied to this population, will be discussed. The third unit explores social problems related to sexuality. Reproductive rights, enforcing heterosexuality, teenagers and sexuality, sexually-transmitted diseases (STDs), sex education, and domestic violence are some of the subtopics of interest. Finally, "deviant" sexualities will be discussed, including prostitution, fetishes, sadomasochist / leather / bear culture, and the global sex trade.

**NOTE:** This course includes readings and discussions of *sensitive* and sometimes *sexually explicit* material. If you feel that you would be uncomfortable with such readings and discussions, you should reconsider taking this class.

**NOTE:** As this course is taught by a current graduate student, graduate students are not eligible for credit for this section of SOCIOL 605. This is a graduate school rule and cannot be changed.

Please note that lecturers for the sociology department who already hold their doctorates are permitted to instruct graduate students in this course and teach this course on a relatively frequent basis.

**Course Materials**

There are four books that will be an integral part of this course. Although you will only be required to write a short paper on one out of the four (see course requirements below), it is



STRONGLY RECOMMENDED that you purchase and read all four works. The material in these books will be discussed in class and will appear on the two exams.

Atwood, Margaret. 1985. *The Handmaid's Tale*.

Colapinto, John. 2000. *As Nature Made Him: The Boy Who Was Raised as a Girl*.

Luker, Kristin. 2007. *When Sex Goes to School: Warring Views on Sex – and Sex Education – Since the 60s*.

Polikoff, Nancy. 2008. *Beyond (Straight and Gay) Marriage*.

All other readings for this course will consist of articles or chapters from books, all of which will

be made available electronically on the course's webpage on Carmen. A complete list of citations for required readings will be provided after the brief course schedule.

### Assignments

**1. An in-class midterm and an in-class final exam, worth 250 points each.** Exams will be in

essay form. There will be three questions on each exam, but you will only be required to answer

two. One question will be required (125 points); you will have your choice of answering one of

the remaining two (125 points). Each essay should be approximately two to three pages in a

Blue Book. Keep in mind this length – I am not expecting you to give me a perfectly polished

argument. However, I do expect you to demonstrate a working knowledge of the course material

and engage in some critical thought on the question. LATE EXAMS WILL NOT BE GIVEN.

### Exam Dates:

**Midterm: Thursday, October 22**

**Final: Thursday, December 10, 1:30 PM**

**2. One out of four book reviews, worth 200 points.** This assignment will require you to engage in critical scholarship, synthesizing material from the unit. You will be required to write

a book review of about four to five pages for ONE OF THE FOUR subsections of material

presented in this class. Book reviews MUST include material from the book assigned for the

unit, as well as several of the articles. Rubrics will be distributed in class later, outlining expectations. All work will be submitted in hard copy form AT THE BEGINNING OF CLASS

– late reviews or electronic copies WILL NOT be accepted. Only one review will be graded.

### Due Dates:

**Colapinto: Tuesday, October 6**

**Polikoff: Tuesday, October 20**

**Luker: Thursday, November 5**

**Atwood: Thursday, November 19**

### **3. A Literature Review on a social issue related to sexuality, worth 300 points.**

Part of the aim of this course is to help develop your skills in critical thinking and scholarly writing. To that aim, a literature review will be the major requirement of this course. A literature review is an overview of relevant, scholarly work regarding a topic of interest. The first day of class, the instructor will assign you to groups. Collectively, your group will decide on a sociosexual issue on which you wish to write individual papers and develop a group presentation. (The expectations of the presentation will be discussed further below.) Based off of this broad topic, group members will write INDIVIDUAL papers, incorporating at least five scholarly sources, providing an overview of their issue of interest. Papers should be approximately eight pages of text (excluding title page and references), double-spaced, in length. A handout will be given in class explaining the assignment further. A hard copy of your paper will be due AT THE BEGINNING OF CLASS on the due date. A rubric will be provided. Electronic copies or late copies of papers WILL NOT be accepted.

#### **Due Date: Tuesday, December 1**

**4. A group Presentation on literature reviews.** Additionally, based off of the individual members' papers, a ten-minute long group presentation will be developed to present to fellow students during the last week of class. Groups will be assigned a presentation time within the first few weeks of class. Each group member is expected to contribute fully and equitably to the group's presentation. Although there will be class time available to work on the presentation, this time will be minimal; group meetings our collaboration outside of class may be necessary to complete the assignment fully. A handout describing the assignment further will be provided.

The presentation will be graded pass / fail, with a pass score resulting from an equitable contribution to the group's presentation efforts. A failing grade on the presentation will result in a 0 grade for the individual literature review.

#### **Due: Either Tuesday, December 1 or Thursday, December 3**

#### **Attendance Policy**

As attendance in and of itself is not graded in this class, it is only necessary to inform the instructor of absences on a due date. Any request to make up an assignment will be considered

ONLY IF received via email within 24 hours of the beginning of the missed class period  
OR if

cleared beforehand with the instructor. An approved form of documentation (e.g., doctor's note, letter from the dean, receipt from a mechanic, etc.) will be required to make up assignments. In some cases, an alternate activity may be required to make up the assignment. Please note that some absences, even if planned, may not be excused (e.g., vacations, oversleeping).

### **Grading Scheme**

Your grade will be determined by the following:

Unit Review (one out of four) 200 pts.

Midterm Exam 250 pts.

Final Exam 250 pts.

Presentation and Paper 300 pts.

TOTAL 1000 pts.

Grades will be distributed as follows:

930 points and above A

900-929 points A-

870-899 points B+

830-869 points B

800-829 points B-

770-799 points C+

730-769 points C

700-729 points C-

670-699 points D+

630-669 points D

600-629 points D-

599 points or less E

### **Policy on Extra Credit and "Curved" Grades**

The final grades in this class will not be "curved," and extra credit is not offered in this course.

This course is not graded on the basis of need. If you "need" an A, then you "need" 930 out of

the possible 1000 points for the course. Do not request a grade change unless a mathematical

error has been made in its calculation. Because of this, it is important that you do your best on

assignments and exams as they come. Please consult me as soon as possible if you are experiencing difficulty in the course.

### **Writing Style and Expectations**

All works will be submitted in hard copy form in Times New Roman 12 pt. font, double-spaced,

1 1/4" margins, standard letter-sized paper page layout. No exceptions. Reference pages at the

end should also be included (which also do not contribute to the final page count), listing all

cited works. For the literature review, please employ some stylized formatting for text and

references (APA, MLA, ASA, etc.) Which format you will use will be left to your discretion.

Points may be taken for improper formatting, as well as for improper spelling and grammar. It is important to use good writing habits as soon as possible. There is a writing center at your disposal should you need it, and I am available for consultation should you require assistance.

### **Plagiarism and Cheating**

Plagiarism is citing one's work without giving proper credit where it is due.

Paraphrasing, direct

copying, and omission of citations are all considered forms of plagiarism. Cheating is the unauthorized use of outside help, other students, or other materials in completing class requirements. It is the responsibility of the Committee on Academic Misconduct to investigate

or establish procedures for the investigation of all reported cases of student academic misconduct.

The term "academic misconduct" includes all forms of student academic misconduct wherever

committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in

connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the

Code of Student Conduct.

### **What Is a Scholarly Work?**

Scholarly works generally come in two forms:

1. Articles from *peer-reviewed* journals.
2. Books from *well-respected* authors.

Both of these are very vague and fuzzy terms, but I am hopeful that you will know a scholarly

work when you see one – and, if you don't, that you'll ASK.

The following are NOT scholarly works, and citing them as such will serve no purpose save to

incite your instructor:

1. Most anything retrieved from the internet, save online journal articles.
2. Newspapers and magazines.
3. Anything less than six pages long.
4. Dictionaries, encyclopedias, or general reference works.
5. Wikipedia articles.

You may use non-scholarly works numbers one and two to illustrate a point: a current event, corporate policies found online, etc. Please cite these in your works cited, but realize they do not

count toward your count of "scholarly works." Source type three is likely either not peerreviewed

or not of a substantial intellectual contribution, and should not be counted as a scholarly source, either. In general, NEVER use non-scholarly sources four or five in a paper.

### **Unpaid Fees**

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to

continue attending class until your fees are paid or you have met with a Sociology Advisor and a

Financial Aid Counselor and are working to get your fees paid.

### **Disability Statement**

Students with disabilities that have been certified by the Office for Disability Services will be

appropriately accommodated, and should inform the instructor as soon as possible of their needs.

The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone

292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **Tips for Success in This Class**

□ Discussion is going to be an important component of this class. It is expected that everyone has done the appropriate reading before the day it is assigned to bring their responses and questions to everyone for consideration. Therefore, it is expected that you come to every class ready and prepared to learn. During class, it is expected that you continue to do your utmost to be a full participant. Cell phones / text messagers, iPods / MP3 players, and any other distracting devices are expected to be turned off before entering the classroom.

□ Although I have structured the course in a manner such that attendance and participation are not graded *per se*, your continued presence in class will likely lead to a more beneficial outcome for you, both grade-wise and in terms of what you will walk away with from this class. Though it is not necessary to inform me of your absences unless you are missing a due date, continued non-attendance will likely (i.e., almost certainly) have a negative impact on your learning and, consequently, your grade. Please make every effort to attend class, be an active participant, and be on time.

□ A course like this inherently brings up sensitive and contentious issues. I cannot guarantee a “safe” space, as I cannot control the thoughts, behaviors, and actions of everyone in this class. What I can guarantee is that I will promote a respectful space. Comments of an incendiary or hateful nature toward any particular group will not be tolerated. I also will be counting on you-all to promote such a space with me.

□ This is a 600-level class. As a high-level undergraduate course, it should be expected that this class will be *difficult*. There are several readings or a whole book due each day. Many of these readings may not be easy to understand at first. There are challenging assignments. There is a final paper. Make sure you plan ahead – and read ahead! Don’t be afraid to ask me or your classmates if you are struggling with understanding a reading.

### **Course Schedule**

This schedule may be subject to change.

#### **DATE TOPIC READINGS**

##### **UNIT I: Constructing Sexuality**

Thursday 9/24 Introduction, Syllabus NONE

Tuesday 9/29

Social Constructionist and Biological

Arguments

Christina

Diamond

Martin (I)

Thursday 10/1 Intersexuality and Transsexuality

Israel

Tilly and the Wall

Tuesday 10/6 Unit Review: Nature vs. Nurture

Colapinto: **REVIEW DUE**

(Include Epilogue, Afterword, Update)

**UNIT II: Queer Sexualities**

Thursday 10/8 LGB Sexualities Cass

Tuesday 10/13 Heterosexism and Homophobia

Pharr

Riggle et al.

Thursday 10/15 Within-Community Variations

Harper et al.

Phelan

Tuesday 10/20 Unit Review: Same-Sex Marriage Polikoff: **REVIEW DUE**

**Thursday 10/22 MIDTERM**

**UNIT III: Sociosexual Problems**

Tuesday 10/27 Enforcing Heteronormativity Martin (II)

Thursday 10/29 Women, Abortion, and Sexual Violence

Luker (I)

Griffen

Tuesday 11/3 Teen Sexuality and STDs

Risman & Schwartz

Annie Lennox

Thursday 11/5 Unit Review: Sexuality and Education Luker (II): **REVIEW DUE**

**UNIT IV: Sexual Deviance**

Tuesday 11/10 Mainstreaming Sexual Deviance

Hennen

McCaughey & French

Thursday 11/12 Deviant Sexual Subcultures Taylor & Ussher

Tuesday 11/17 Sex Work

O'Connell & Taylor

Thompson et al.

Thursday 11/19 Unit Review: Sexual Dystopia Atwood: **REVIEW DUE**

**PRESENTATIONS**

Tuesday 11/24 Presentation Work Day

Thursday 11/26 **NO CLASS – THANKSGIVING**

Tuesday 12/1 Presentations

NONE

**LITERATURE REVIEW DUE**

Thursday 12/3 Presentations NONE

**Thursday 12/10 FINAL EXAM, 1:30 PM**

**Readings**

This schedule may be subject to change. All readings are on Carmen unless otherwise indicated.

**Tuesday, September 29**

Christina, Greta. 1992. "Are We Having Sex Now Or What?"

- Diamond, Jared. 1998. "The Animal with the Weirdest Sex Life." Ch. 1 in *Why Is Sex Fun?*
- Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16:485-501.
- Thursday, October 1**
- Israel, Gianna E. 2005. "Translove: Transpersons and Their Families." *Journal of GLBT Family Studies* 1:53-67.
- Tilly and the Wall. 2006. "Bad Education." Available on YouTube.
- Tuesday, October 6**
- Colapinto, John. 2000. *As Nature Made Him: The Boy Who Was Raised as a Girl*.
- Thursday, October 8**
- Cass, Vivienne C. 1979. "Homosexual Identity Formation: A Theoretical Model." *Journal of Homosexuality* 4:219-235.
- Tuesday, October 13**
- Pharr, Suzanne. 1979. "Heterosexism and Homophobia." Pp. 338-342 in *Women: Images and Realities*
- Riggle, Ellen, et al. 2008. "The Positive Aspects of Being a Lesbian or Gay Man." *Professional Psychology: Research and Practice* 39:210-217.
- Thursday, October 15**
- Harper, Gary W., Nadine Jernewall, and Maria Cecilia Zea. 2004. "Giving Voice to Emerging Science and Theory for Lesbian, Gay, and Bisexual People of Color." *Cultural Diversity and Ethnic Minority Psychology* 10:187-199.
- Phelan, Shane. 2001. "Strangers Among 'Us': Secondary Marginalization and 'LGBT' Politics." Pp. 121-132 of *Sexual Strangers*.
- Tuesday, October 20**
- Polikoff, Nancy. 2008. *Beyond (Straight and Gay) Marriage*.
- Tuesday, October 27**
- Martin, Karin A. 2009. "Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young Children." *American Sociological Review* 74:190-207.
- Thursday, October 29**
- Griffen, Susan. 1971. "Rape: The All-American Crime." Pp. 441-448 in *Women: Images and Realities*.
- Luker, Kristin. 1984. "Motherhood and Morality in America." Pp. 192-215 in *Abortion and the Politics of Motherhood*.
- Tuesday, November 3**
- Risman, Barbara, and Pepper Schwartz. 2002. "After the Revolution: Gender Politics in Teen Dating." *Contexts* 1:16-24.
- Annie Lennox. 2007. "Sing." Available on Youtube.
- Thursday, November 5**
- Luker, Kristin. 2006. *When Sex Goes to School: Warring Views on Sex – and Sex Education –*

*Since the 60s*. New York: Norton.

**Tuesday, November 10**

McCaughey, Martha and Christina French. 2001. "Women's Sex Toy Parties: Technology,

Orgasm, & Commodification." *Sexuality and Culture* 5:77-96.

Hennen, Peter. 2005. "Bear Bodies, Bear Masculinity." *Gender & Society* 19:25-43.

**Thursday, November 12**

Taylor, Gary W., & Jane M. Ussher. 2001. "Making Sense of S&M: A Discourse Analytic

Account." *Sexualities* 4:293-314.

**Tuesday, November 17**

O'Connell, Julia & Jacqueline Sanchez Taylor. 1999. "Fantasy Islands: Exploring the Demand

for Sex Tourism." Pp. 37-54 in *Sun, Sex, and Gold*, Kamala Kempadoo, Ed.

Thompson, William E., Jack L. Harred, and Barbara E. Burks. 2002. "Managing the Stigma of

Topless Dancing: A Decade Later." *Deviant Behavior* 24:551-570.

**Thursday, November 19**

Atwood, Margaret. 1985. *The Handmaid's Tale*

## Sex and Love in Modern Society

Sociology 340

**Autumn 2007**

**Lecture: Monday and Wednesday 11:30 – 1:18**

**Arps Hall (AP) 384**

**Course Web Page:** <http://sociology.osu.edu/classes>

[www.carmen.osu.edu](http://www.carmen.osu.edu)

**Instructor:** Dr. Liana Sayer

**Office:** 344 Bricker Hall

**Office Hours:** Tuesday 10 – 11:30 am and by appointment

**Office Phone:** 614-292-8402

**E-mail:** [sayer.12@sociology.osu.edu](mailto:sayer.12@sociology.osu.edu)

**Mailbox:** 301 Bricker Hall

Sex and love are topics that virtually everyone finds interesting. In this class, we will investigate

why and how sociologists study these topics scientifically. You will learn about topics such as:

gender differences in early sexual experiences, the replacement of the date by the hookup,

emotional sharing in relationships, political controversies over sex education, trends in union

formation and nonmarital fertility and how all of the above are associated with norms about

sexuality and the meanings of relationships. Because sexuality and love are gendered, we will

examine how behavior, meanings, explanations, and consequences vary between women and



men. Please be aware that we will be reading and discussing sensitive and sometimes sexually explicit material. People have strongly held preferences and values about these topics. You are welcome in the class regardless of your experience or point of view, as long as you are willing to consider other points of view and experiences respectfully.

### **Course Materials**

**One book is required for the course and is available at area and online bookstores:**

1. *The Gender of Sexuality*, Pepper Schwartz and Virginia Rutter, Pine Forge, 1998.

**Journal articles are required reading for most classes. These are available online through**

**the course Carmen website.**

### **Course Requirements:**

Students are expected to attend class, participate in class discussions and activities, complete 4

assignments, and take a midterm and a final exam. Participation in class activities, which accounts for 10% of your grade, will be assessed based on the following activities:

submitting in

2

each class one discussion question based on the readings; small-group in-class activities; and

short written responses to lectures, films, and class activities.

You are expected to attend class each class period. Course materials will be explained more fully

in lecture and some material will be presented only in lecture. Class time will consist of lectures,

discussions, films, and small group activities. Your active participation and attendance are

important to the success of the course for both you and your classmates. You are responsible for

being present when assignments are distributed and for obtaining any information, assignments

or schedule changes that you may have missed. I do not post lecture notes or provide summaries

of lectures or discussion. During class, you are expected to conduct yourself in a manner that is

respectful to your classmates and myself at all times.

**Course Assignments:** 4 assignments are required.

1. Data analysis description. This assignment consists of a 2 page description and discussion of

data on sexual behavior.

2. Fill out an online student survey. The survey consists of closed-ended questions about your

own experiences and attitudes about dating and relationships and can be completed in about

one hour. **Participation in the survey is voluntary.** Students who prefer not to answer the

survey questions may instead complete a 2 page reaction paper on class readings for Week 4.

3. 1 page description of your popular music content analysis project (see Assignment #4), that

includes A) the specific time points and names and brief descriptions of the 10 songs you plan to analyze and B) what theories and concepts you plan to use in the project.

4. Content Analysis of popular music about sex and love. Focusing on a single genre of music

(e.g. country, hip-hop, pop, folk), pick 10 hits in that genre from two separate timepoints (e.g. 1950 and 2006) and analyze the messages about love, sex, relationships and family that

emerge. Are the messages the same for men and women? Are there differences over time?

Are there similarities over the years? You will then prepare a 4 to 5 page paper that discusses

and analyzes your findings. You will also be responsible for posting on Carmen an appendix

with the lyrics of songs analyzed.

Detailed handouts for each assignment will be provided in class. All written work should be

typed and double spaced. Assignments are due in class on the date listed in the syllabus.

Without

**PRIOR** approval from me, no late work will be accepted and no assignments will be accepted

outside of the classroom. Late work and work turned in outside of class will be accepted only in

unusual circumstances and, depending on the circumstances, may have 10 points deducted.

**Assignments are due on the following days at the beginning of lecture:**

Assignment 1: October 8

Assignment 2: October 17

Assignment 3: November 13

Assignment 4: November 29

3

Assignments will be graded on both **content and form**. Content refers to the degree to which

you complete the requirements, the extent to which you demonstrate clear understanding of

course material (lectures and reading assignments), and the level of analysis applied.

Form

refers to the clarity of the work you present in terms of grammar, spelling, punctuation and

writing style.

**Midterm and Final Exams:**

The midterm and final exam will consist of multiple choice and short answer questions.

Both

exams will be based on readings and materials covered in lectures, discussions, activities, and

films. Lectures will sometimes cover material not in readings, and much material in readings will not be covered in lectures. You are nonetheless responsible for material from both lectures and readings on exams. Exams will not highlight memorization of exact numbers or dates, but will focus on generalizations from research, the arguments made by various authors, and the evidence and reasoning they provide in favor of their arguments. The mid-term is scheduled for Wednesday, October 24. The final exam is scheduled for Monday, December 3 from 11:30 to 1:18 pm. Make-up exams will be given only due to verifiable illness or emergency situations.

**Course Grading:**

Class Participation 10 points 10%  
 Assignment 1 10 points 10%  
 Assignment 2 5 points 5%  
 Assignment 3 15 points 15%  
 Assignment 4 20 points 20%  
 Midterm 20 points 20%  
 Final exam 20 points 20%

**Grading Scale:**

90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 59 or below = Fail

**Disabilities:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services (ODS) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. Contact

information for the ODS is: 614.292.6207 (Voice),  
614.688.8605 (TTY),  
614.688.3665 (Fax), **E-mail: [ada-osu@osu.edu](mailto:ada-osu@osu.edu)**

**Classroom Conduct:**

Each of you has something significant to contribute to our understanding of sex and love in

Modern society. A respectful, tolerant, and actively questioning attitude is crucial to a successful

discussion. All students are expected to contribute meaningfully and productively to the class.

Please turn off phones and pagers during class.

**Academic Misconduct:**

University rule 3335-31-02 requires that “each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.”

Academic Misconduct is defined by the Ohio State University’s *Code of Student Conduct* as:

Any activity that tends to compromise the academic integrity of the university, or subvert the

educational process. Examples of academic misconduct include, but are not limited to, cheating

on tests, misrepresenting yourself or your work, including passing off other’s work as your own

or copying papers off the Internet, and plagiarism. **If you are uncertain whether something**

**constitutes academic misconduct, please ask! I will report all forms of academic misconduct.**

**Unpaid Fees:**

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the

quarter (Faculty Rule 3335-9-12). If you have not paid your fees, you will not be allowed to

continue attending class until:

- your fees are paid, OR
- you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

5

**Schedule of lecture and discussion section topics, when readings should be done, test and**

**assignment dates (Note that the schedule is subject to change depending on class dynamics**

**and flow):**

**Week 1 Introduction to Course**

W 9-19 No assigned reading

**Week 2 Scientific Theories of Sexuality**

M 9-24 Schwartz & Rutter, Chapter 1, “Sexual Desire and Gender,” Pp. 1-34.

W 9-26 DeLamater, John D. and Janet Shibley Hyde. 1998. "Essentialism vs. Social Constructionism in the Study of Human Sexuality." *Journal of Sex Research* 35:10-18.

Emily Martin. 1991. "The Egg and the Sperm," *Signs* 16(3):485-501.

### **Week 3 Sexual Behavior & Identity**

M 10-1 Schwartz & Rutter, Chapter 2, "Sexual Behavior and Gender," Pp. 35-70.

Collins, Patricia Hill. "Controlling Images and Black Women's Oppression."

Excerpt from *Black Feminist Thought*, reprinted in *Seeing Ourselves: Classic, Contemporary, and Cross-cultural readings in Sociology*, edited by John J.

Macionis and Nijole V. Benokraitis, Saddle River, NJ: Prentice Hall.

W 10-3 O'Brien, Jodi. 2001. "Heterosexism and Homophobia." From the *International Encyclopedia of Social and Behavioral Sciences*.

Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19(3):297-316

### **Week 4 Young Adulthood & Uncommitted Sexual Relationships**

M 10-8 Schwartz & Rutter, Chapter 3, "Uncommitted Sexual Relationships" Pp. 71-118

Eder, Donna, Catherine Colleen Evans, and Stephan Parker. 1995. "Crude Comments and Sexual Scripts." Pp. 83-148 (Chapter 6) in *School Talk: Gender and Adolescent Culture*. New Brunswick, NJ: Rutgers University Press.

### **ASSIGNMENT 1 DUE AT THE BEGINNING OF CLASS**

6

W 10-10 Martin, Karen A. 2002. "I couldn't ever picture myself having sex...": Gender Differences in Sex and Sexual Subjectivity." Pp. 142-166 in *Sexuality and Gender*, edited by C. L. Williams and A. Stein. Boston: Blackwell Publishers.

Giordano, Peggy C., Monica A. Longmore, and Wendy D. Manning. 2006.

"Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys." *American Sociological Review* 71:260-287.

### **Week 5 Young Adulthood & Uncommitted Sexual Relationships (continued)**

M 10-15 Carpenter, Laura M. 2001. "The Ambiguity of 'Having Sex': The Subjective Experience of Virginity Loss in the United States." *The Journal of Sex Research* 38:127-139.

Risman, Barbara and Pepper Schwartz. 2002. "After the Sexual Revolution: Gender Politics in Teen Dating." *Contexts* 1(1):16-24.

W 10-17 NO CLASS.

ASSIGNMENT 2 DUE: Complete Online Survey OR Alternate Assignment

### **Week 6 Synthesis & Midterm**

M 10-22 Synthesis and Review for Midterm

W 10-24 MIDTERM

### **Week 7 College & Intimate Relationships**

M 10-29 Waller, Willard. 1937. "The Rating and Dating Complex." *American Sociological Review* 2(5):727-734.

England, Paula and Reuben J. Thomas. 2006. "The Decline of the Date and the Rise of the College Hook Up." in *Families in Transition*, edited by A. S. Skolnick and J. H. Skolnick. Boston: Allyn and Bacon.

W 10-31 Wilkins, Amy C. 2004. "So Full of Myself as a Chick: Goth Women, Sexual Independence and Gender Egalitarianism." *Gender & Society* 18(3):328-349.

### **Week 8 Sex and Emotional Intimacy in Marriage**

M 11-5 Schwartz and Rutter, Chapter 4, "Sex and Marriage," Pp. 119-159.

Cancian, Francesca M. 1986. "The Feminization of Love." *Signs* 11(4):692-709.

7

W 11-7 Coontz, Stephanie. 2004. "The World Historical Transformation of Marriage." *Journal of Marriage and Family* 66(4):974-979.

Cherlin, Andrew. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66(4):848-861.

### **ASSIGNMENT 3 DUE AT BEGINNING OF CLASS**

#### **Week 9 Cultural Views of Sex, Love, Marriage and Childbearing**

M 11-12 NO CLASS. Veteran's Day Observed

W 11-14 Schwartz & Rutter, Chapter 5, "The Politics of Sexuality." Pp. 160-192

Michael, Robert T., John H. Gagnon, Edward O. Laumann, and Gina Kolata.

1994. "Sex and Society." Pp. 230-248 (Chapter 13) in *Sex in America: A Definitive Survey*. Boston: Little, Brown and Company.

Luker, Kristin. 2006. "Sex Education, The Sexual Revolution, and the Sixties."

Pp. 63-87 (Chapter 3) in *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

#### **Week 10 Cultural Views of Sex, Love, Marriage and Childbearing (cont.)**

M 11-19 Luker, Kristin. 2006. "Sexual Liberals and Sexual Conservatives." Pp. 89-118 (Chapter 4) in *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

Luker, Kristin. 2006. "Becoming a Sexual Liberal or a Sexual Conservative." Pp. 119-148 (Chapter 5) *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

W 11-21 No Class. Independent Work on Term Paper.

#### **Week 11 Decoupling of Marriage and Parenthood**

M 11-26 Edin, Kathryn and Maria Kefalas. 2005. "Unmarried with Children." *Contexts* 4(2):16-22.

Anderson, Elijah. 1989. "Sex Codes and Family Life among Poor Inner-City Youths." *Annals, AAPSS* 501(January):59-78.

### **ASSIGNMENT 4 DUE AT BEGINNING OF CLASS**

8

W 11-28 Recap & Review for Final

Schwartz & Rutter, Chapter 6, "Answers and Questions." Pp. 193-214.

### **FINALS WEEK**

**M 12-3 FINAL EXAM, 11:30 – 1:18**

## *Sociology of Gender*

### *Sociology 435*

Autumn 2008

*All the decent people, male and female, are feminists. The only people who are not feminists are those who believe that women are inherently inferior or undeserving of the respect and opportunity afforded men. Either you are a feminist or you are a sexist/misogynist. There is no box marked 'other'." Ani DiFranco*

Office: 225A Stillman Hall

SW 695.20

Phone: 292-6900  
E-mail: [Speziale.1@osu.edu](mailto:Speziale.1@osu.edu)  
Office Hours: T & R: 1:15-2:15  
(and by appt.)

Summer 2008  
Instructor: B. Speziale

COURSE TITLE                      Sexualities, Diversity, and Social Work

CREDIT HOURS      Three (3) U G

COURSE DESCRIPTION

Grounded in ecological and social systems perspectives, this course provides social workers as well as physical and mental health care professionals with a working knowledge of diversity in sexual identities, beliefs, behavior, and lifestyles. Sexual issues are explored in the context of social work's mission, especially its commitment to advocacy for the marginalized and oppressed. The primary aim of the course is to promote informed decision-making and competent, professional practice consistent with social work ethics and values. Therefore, course content emphasizes understanding of sexually diverse groups (e.g., lesbian, gay and bisexual persons, transgender persons, persons with disabilities, and persons living alternative lifestyles). Additionally, the political, economic, religious and cultural influences on the social construction of human sexualities are addressed.

COURSE OUTCOMES

Upon satisfactory completion of this course, students will:

1. Understand the constructs of sex and gender and their significance for individual sexual identity development.
2. Understand the influence of social environments (i.e., family, community, society) and cultural diversity on sexual norms and expectations.
3. Understand the impact of religious teachings and political agendas on sexual socialization and social control of sexual behavior.
4. Be aware of diverse criteria for defining normal, variant, and deviant sexualities.
5. Be able to assess persons-in-sexual-situations at micro, meso, and macro systems levels.
6. Be able to apply social work values and ethics to practice situations involving sexual problems and social issues.
7. Be prepared to serve as advocates on behalf of the sexually oppressed and marginalized in societies.

## COURSE REQUIREMENTS

1. Type of Instruction: Class sessions will be conducted primarily in the lecture/discussion format. Small group activities may also be used.
2. Specific Expectations:
  - a. Students are expected to complete assigned readings prior to each class session, to attend classes regularly, and to participate appropriately in class discussions, group activities, and other learning experiences. The student's final average on written assignments may be adjusted to reflect performance on the abovementioned criteria.
  - b. Students will complete two written assignments. However, the assignments will differ for graduate students and undergraduate students. The instructor will provide explanations of the written assignments by the second class session.
  - c. Please note that the content of this course is sexually explicit. In addition, certain issues are controversial and can be emotionally intense. However, this course is an elective course, NOT a required course. Therefore, if you choose to enroll, you do so voluntarily. Furthermore, your enrollment demonstrates that you are willing to learn about the subject matter specified on the syllabus, and you are willing to engage in the discussions and activities provided. If you cannot commit to the abovementioned learning experiences, for whatever reasons, then you should not be enrolled in this course. If you have any questions about the preceding, please consult with the instructor during the first week of the quarter.

3. Method of Evaluation by Students:  
Opportunity will be provided at the end of the quarter for student feedback regarding course content and instruction. Standard University forms will be used.

4. College Incomplete Policy:  
"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and the deadlines for completion will apply.

Students should note that when an "I" with an alternate grade of "E" is assigned in a course that is a prerequisite to a course that the student must take the next quarter,



the course requirements for the “I” must be completed by the second week of the next quarter.

5. Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication, or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

6. Students with Disabilities:

**This publication/material is available in alternative formats upon request at [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu). Please contact Ms. Brenda Davidson (MSW Office), 301 Stillman Hall, 292-7684 regarding services through the Office for Disability Services.**

TEXT

Required

Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2008). *Human sexuality in a world of diversity* (7<sup>th</sup> ed.) Boston: Allyn & Bacon. (Abbreviated below as *HSWD*)

Recommended

Additional references provided under Readings in the Content Outline.

CONTENT OUTLINE

\*indicates required reading for each class session

Session 1 (June 17)

Defining Sexuality and Sexualities  
Ecological and Social Systems Perspectives

Cultural Diversity and Historical Context  
 Professional Boundaries and Social Work Ethics  
 Social Policy and NASW Position Statements

### Readings

\**HSWD*, Chapter 1: What Is Human Sexuality?

Francoeur, R. T., Koch, P. B., & Weis, D. L. (Eds.). (1998). *Sexuality in America*. New York: Continuum. Introduction: American Demographics and a Sketch of Diversity, Change, and Social Conflict; Chapter 1: Basic Sexological Premises; Chapter 2: Religious, Ethnic, and Gender Factors.

NASW. (2006). *Social work speaks: NASW policy statements, 2006-2009* (7<sup>th</sup> ed.). Washington, DC: NASW Press. See selected sections on cultural competence; international policy on human rights; lesbian, gay, and bisexual issues; transgender and gender identity issues; and women's issues.

### Session 2 (June 19)

Sexual Development  
 Sex, Gender Identity, and Gender Roles  
 Biopsychosocial Perspectives  
 Transgenderism and Transsexualism  
 Implications for Social Work

### Readings

\**HSWD*, Chapter 6: Gender Identity and Gender Roles

Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice in the transgender community. *Social Work, 52*(3), 243-250.

Colapinto, J. (2000). *As nature made him: the boy who was raised as a girl*. New York: Harper/Collins.

Hunter, S., & Hickerson, J. C. (2003). *Affirmative practice: Understanding and working with lesbian, gay, bisexual, and transgender persons*. Washington, DC: NASW Press.

Kane-DeMaio, A. J., & Bullough, V. L. (2006). *Crossing sexual boundaries: Transgender journeys, uncharted paths*. Amherst, NY: Prometheus Books.

Koetting, M. E. (2004). Beginning practice with preoperative male-to-female transgender clients. *Journal of Gay & Lesbian Social Services, 16*(2), 99-104.

- Lynn, J. (1995). My father's other name is Rita. *Journal of Family Social Work, 1*(2), 91-99.
- McPhail, B. A. (2004). Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work. *Journal of Gay & Lesbian Social Services, 17*(1), 3-21.
- Shapiro, E. (2004). 'Trans'cending barriers: Transgender organizing on the Internet. *Journal of Gay & Lesbian Social Services, 16*(3/4), 165-179.

### Session 3 (June 24)

Attraction, Love, and Intimacy  
 Serial Monogamy & Alternative Relationships  
 Extradyadic and Extramarital Sexual Behavior  
 Implications for Social Work

### Readings

- \**HSWD*, Chapter 7: Attraction and Love-Binding Forces  
 Chapter 14: Sexuality in Adulthood
- Al-krenawi, A., & Slonim-Nevo, V. (2006). Success and failure among polygamous families: The experience of wives, husbands, and children. *Family Process, 45*(3), 311-330.
- Allen, E. S., & Baucom, D. H. (2004). Adult attachment and patterns of extradyadic involvement. *Family Process, 43*(4), 467-488.
- Altman, I., & Ginat, J. (1996). *Polygamous families in contemporary society*. Cambridge: Cambridge University Press.
- Bennion, J. (1998). *Women of principle: Female networking in contemporary Mormon polygyny*. New York: Oxford University Press.
- Gordon, K. C., Baucom, D. H., & Snyder, D. K. (2004). An integrative intervention for promoting recovery from extramarital affairs. *Journal of Marital and Family Therapy, 30*(2), 213-231.
- Hendrick, S. S. (2004). Close relationships research: A resource for couple and family therapists. *Journal of Marital and Family Therapy, 30*(1), 13-27.
- LaSala, M. C. (2004). Extradyadic sex and gay, male couples: Comparing monogamous and nonmonogamous relationships. *Families in Society, 85*(3), 405-412.

- Munson, M., & Stelboun, J. P. (1999). *The lesbian polyamory reader: Open relationships, non-monogamy, and casual sex*. New York: Haworth Press.
- Rubin, R. H. (2001). Alternative lifestyles revisited, or whatever happened to swingers, group marriages, and communes? *Journal of Family Issues*, 22(6), 711-726.
- Speziale, B. A. (1994). Marital conflict versus sex and love addiction. *Families in Society*, 75(8), 509-512.
- Weitzman, G. (2006). Therapy with clients who are bisexual and polyamorous. *Journal of Bisexuality*, 6, 137-164.

#### Session 4 (June 26)

Gay, Lesbian, and Bisexual Identities  
 Child-rearing and Gay Parenting  
 Gay Marriages and Civil Unions  
 Heterosexism and Homophobia  
 Implications for Social Work

#### Readings

\**HSWD*, Chapter 10: Sexual Orientation

- Appleby, G. A., & Anastas, J. W. (1998). *Not just a passing phase: Social work with gay, lesbian, and bisexual people*. New York: Columbia University Press.
- Berkman, C. S., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Social Work*, 42(4), 319-332.
- Baumgardner, T. (2007). *Look both ways: Bisexual politics*. New York: Farrar, Straus, & Giroux.
- Bradford, M. (2004). The bisexual experience: Living in a dichotomous culture. *Journal of Bisexuality*, 4(1/2), 8-23.
- Bright, C. (2004). Deconstructing reparative therapy: An examination of the processes involved when attempting to change sexual orientation. *Clinical Social Work Journal*, 32(4), 471-481.
- Diamond, L. M. (2008). Female bisexuality from adolescence to adulthood: Results from a

10-year longitudinal study. *Developmental Psychology*, 44(1), 5-14.

Jenkins, D., & Johnston, L. B. (2004). Unethical treatment of gay and lesbian people with conversion therapy. *Families in Society*, 85(4), 557-561.

Kenyon, G. L., Chong, K., Enkoff-Sage, M., Hill, C., Mays, C., & Rochelle, L. (2003). Public adoption by gay and lesbian parents in North Carolina: Policy and practice. *Families in Society*, 84(4), 571-575.

Laird, J. (2003). Lesbian and gay families. In F. Walsh (Ed.), *Normal family processes* (pp.176-209). New York: The Guilford Press.

Olson, L., Cadge, W., & Harrison, J. T. (2006). Religion and public opinion about same-sex marriage. *Social Science Quarterly*, 87(2), 340-360.

Speziale, B., & Gopalakrishna, V. (2004). Social support and functioning of nuclear families headed by lesbian couples. *AFFILIA: Journal of Women and Social Work*, 19(2), 174-184.

#### Session 5 (July 1)

Human Sexual Arousal and Response  
Sexual Dysfunctions: Medical and Psychosocial Aspects  
Sexuality and Aging  
Sexuality and Disabilities  
Implications for Social Work Practice

#### Readings

\*HSWD, Chapter 5: Sexual Arousal and Response  
Chapter 9: Sexual Behaviors and Fantasies  
Chapter 15: Sexual Dysfunctions

Claiborne, N., & Rizzo, V. M. (2006). Addressing sexual issues in individuals with chronic health conditions. *Health & Social Work*, 31(3), 221-224.

Cuskelly, M., & Bryde, R. (2004). Attitudes toward the sexuality of adults with an intellectual disability: Parents, support staff, and a community sample. *Journal of Intellectual and Developmental Disability*, 29(3), 255-264.

DeLameter, J. D., & Sill, M. (2007). Sexual desire in later life. In M. Stompler, D. M. Baunach, E. O. Burgess, D. Donnelly, & W. Simonds (Eds.), *Sex Matters* (pp.375-381). Boston: Pearson.

Gordon, P. A. (2004). Addressing issues of sexuality with adolescents with disabilities. *Child & Adolescent Social Work Journal*, 21(5), 513-527.

- Kleinplatz, P. J. (Ed.). (2001). *New directions in sex therapy*. Philadelphia: Brunner-Routledge.
- Leiblum, S. R., & Rosen, R. C. (Eds.). (2007). *Principles and practice of sex therapy* (4th ed.). New York: Guilford Press.
- Murphy, G. H., & O'Callaghan, A. (2004). Capacity of adults with intellectual disability to consent to sexual relationships. *Psychological Medicine*, 34, 1347-1357.
- Raiz, L., Davies, E. A., & Ferguson, R. M. (2003). Sexual functioning following renal transplantation. *Health & Social Work*, 28(4), 264-272.
- Speziale, B. (1998). Couples, sexual intimacy, and multiple sclerosis. *Journal of Family Psychotherapy*, 8(1), 13-27.
- Schwier, K. M., & Hingsburger, D. (2000). *Sexuality: Your sons and daughters with intellectual disabilities*. Baltimore, MD: Paul H. Brookes.

### Session 6 (July 3)

Defining Normal, Variant, and Deviant  
 American Psychiatry, the Disease Model, and the *DSM*  
 Paraphilias and Atypical Sexualities  
 Voyeurism, Exhibitionism, Sadism & Pedophilia  
 Determining Boundaries, Relative Risks, and Social Control  
 Implications for Social Work

### Readings

\**HSWD*, Chapter 17: Atypical Sexual Variations

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed., text rev.). Washington, DC: Author. Paraphilias, pp.566-576.
- Apostolides, M. (2004). The pleasure of pain. In W. Stompler, D. M. Baunach, E. O. Burgess, D. Donnelly, & Simonds, W. (Eds.), *Sex Matters* (pp.283-287). Boston: Pearson.
- Beetz, A. M., & Podberscek, A. L. (2005). *Bestiality and zoophilia: Sexual relations with animals*. West Lafayette, IN: Purdue University Press.
- Bettinger, M. (2002). Sexuality, boundaries, professional ethics, and clinical practice: The kink community. *Journal of Gay and Lesbian Social Services*, 14(4), 93-104.

- Connolly, P. H. (2006). Psychological functioning of bondage/domination/sadomasochism (BDSM) practitioners. *Journal of Psychology and Human Sexuality*, 18(1), 79-120.
- Gilgun, J. F. (1994). Avengers, conquerors, playmates, and lovers: Roles played by child sexual abuse perpetrators. *Families in Society*, 75(8), 467-480.
- Meyer, R. (2001). *Case Studies in Abnormal Behavior* (5th ed.). Boston: Allyn and Bacon. Chapter 1: Concepts of Abnormality; Chapter 8: The Psychosexual Disorders; & Chapter 11: The Personality Disorders.
- Miletski, H. (2001). Zoophilia: Implications for therapy. *Journal of Sex Education and Therapy*, 26, 85-89.
- Moser, C. (2001). Paraphilia: A critique of a confused concept. In P. J. Kleinplatz (Ed.), *New Directions in Sex Therapy* (pp.91-108). Philadelphia: Brunner-Routledge.
- Patrick, C. J. (Ed.). (2006). *Handbook of psychopathy*. New York: Guilford Press.
- Plack, T. (2008). *Investigating allegations of child and adolescent sexual abuse: An overview for professionals*. Springfield, IL: Charles C. Thomas.
- Seto, M. (2008). *Pedophilia and sexual offending against children: Theory, assessment, and intervention*. Washington DC: American Psychological Association.
- Ward, T., Laws, D. R., & Hudson, S. M. (2003). *Sexual deviance: Issues and controversies*. Thousand Oaks, CA: Sage.

### Session 7 (July 8)

Sex Workers and Sexual Services  
 Trafficking of Women and Children  
 The Media and Pornography  
 Implications for Social Work

### Readings

\**HSWD*, Chapter 19: The World of Commercial Sex

Campbell, R., & O'Neill, M. (Eds.). (2006). *Sex work now*. Portland, OR: Wilan.

Farr, K. (2005). *Sex trafficking: The global market in women and children*. New York: Worth.

- Flowers, A. (1998). *The fantasy factory: An insider's view of the phone sex industry*. Philadelphia: University of Pennsylvania Press.
- Green, J., Ennett, S., & Ringwalt, C. (1999). Prevalence and correlates of survival sex among runaway and homeless youth. *American Journal of Public Health, 89*(9), 1406-1409.
- Keatley, J., Operario, D., & Sausa, L. A. (2007). Perceived risks and benefits of sex work among transgender women of color in San Francisco. *Archives of Sexual Behavior, 36*(6), 768-777.
- Leuchtag, A. (2007). Human rights, sex trafficking, and prostitution. In M. Stompler, D. M. Baunach, E. O. Burgess, D. Donnelly, & W. Simonds (Eds.), *Sex Matters* (pp.619-625). Boston: Pearson.
- Nagel, J. (2007). Sex and tourism. In M. Stompler, D. M. Baunach, E. O. Burgess, D. Donnelly, & Simonds, W. (Eds.), *Sex Matters* (pp.606-617). Boston: Pearson.
- Schellstede, S. C. (Ed.). (2000). *Comfort women speak: Testimony by sex slaves of the Japanese military*. New York: Holmes & Meier.
- Soble, A. (1998). Why do men enjoy pornography? In R. Baker, K. J. Wininger, & F. Elliston (Eds.), *Philosophy and Sex* (3<sup>rd</sup> ed., pp.556-566). Amherst, NY: Prometheus Books.
- Spector, J. (Ed.). (2006). *Prostitution and pornography: Philosophical debate about the sex industry*. Stanford, CA: Stanford University Press.
- Taylor, M., & Quayle, E. (2003). *Child pornography: An Internet crime*. New York: Brunner-Routledge.
- Waksul, D. D. (2004). *Net.sex: Readings on sex, pornography, and the Internet*. New York: P. Lang.

### Session 8 (July 10)

Coercive Sexual Behavior  
 The Social Environment and Violence  
 Sexual Assault and Rape  
 Stalking and Sexual Harassment  
 Implications for Social Work

### Readings

\*HSWD, Chapter 18: Sexual Coercion



- Barabee, H., & Marshall, W. (2006). *The juvenile sex offender* (2<sup>nd</sup> ed.). New York: Guilford.
- Burton, D. L., & Meezan, W. (2004). Revisiting recent research on social learning theory as an etiological proposition for sexually abusive male adolescents. *Journal of Evidence-Based Social Work, 1*(1), 41-80.
- Dunn, J. L. (2002). *Courting disaster: Intimate stalking, culture, and criminal justice*. Hawthorne, NY: Aldine de Gruyter.
- Gerdes, K., E., Beck, M. N., Cowan-Hancock, S., & Wilkinson-Sparks, T. (1996). Adult survivors of child sexual abuse: The case of Mormon women. *AFFILIA: Journal of Women and Social Work, 11*(1), 11-38.
- Pinals, D. A. (Ed.). (2007). *Stalking: Psychiatric perspectives and practical approaches*. New York: Oxford University Press.
- Rich, P. (2003). *Juvenile sex offenders*. Hoboken, NJ: John Wiley & Sons. Chapter 3: The Juvenile Sex Offender and Chapter 5: Pathways to Juvenile Sexual Offending.
- Savino, J. O., & Turvey, B. E. (Eds.). (2005). *Rape investigation handbook*. Boston: Elsevier Academic Press.
- Shrier, D. (Ed.). (1996). *Sexual harassment in the workplace and academia*. Washington, DC: American Psychiatric Press.
- Struckman-Johnson, C., & Struckman-Johnson, D. (2006). A comparison of sexual coercion experiences reported by men and women in prison. *Journal of Interpersonal Violence, 21*(2), 1591-1615.
- Struckman-Johnson, C., & Struckman-Johnson, D. (2002). Sexual coercion reported by women in three Midwestern prisons. *Journal of Sex Research, 48*(1), 67-76.
- Van Wormer, K., & Berns, L. (2004). The impact of priest sexual abuse: Female survivors' narratives. *AFFILIA: Journal of Women & Social Work, 19*(1), 53-67.
- Watkins, C. (2007). *Date rape*. Detroit: Greenhaven Press.

### Session 9 (July 15)

Sexuality in Childhood and Adolescence  
 Sexuality Education During the Life Course  
 Continuing Sexuality Education for Professionals

### Readings

\*HSWD, Chapter 13: Sexuality in Childhood and Adolescence

Gordon, S., & Gordon, J. (2000). *Raising a child responsibly in a sexually permissive world* (2<sup>nd</sup> ed.). Holbrook, MA: Adams Media.

Irvine, J. M. (2002). *Talk about sex: The battles over sex education in the United States*. Berkeley, CA: University of California Press.

Luker, K. (2006). *When sex goes to school: Warring views on sex – and sex education – since the sixties*. New York: W. W. Norton.

National Guidelines Task Force, SIECUS. (2004). *Guidelines for comprehensive sexuality education: Kindergarten through 12<sup>th</sup> grade* (3<sup>rd</sup> ed.). New York: Sexuality Information and Education Council of the United States.

Simonds, W. (2007). The death of the stork: Sex education books for children. In M. Stompler, D. M. Baunach, E. O. Burgess, D. Donnelly, & W. Simonds (Eds.), *Sex Matters* (2nd ed., pp.186-196). Boston: Pearson Education.

Speziale, B. (1997). Introducing sexual diversity into social work education. *Journal of Teaching in Social Work, 15*(1/2), 51-61.

Tarnai, B., & Wolfe, P.S. (2008). Social stories for sexuality education for persons with autism/pervasive developmental disorders. *Sexuality and Disability, 26*, 29-36.

Tepper, M. S. (2005). Becoming sexually able: Education for adolescents and young adults with disabilities. *Contemporary Sexuality, 39*(9), 12-18.

### Session 10 (July 17)

The Future of Social Work, Society, and Sexualities  
Integrating Research with Policy and Practice  
Reconstructing Sexual Ideologies and Theologies  
Utopian Visions and New Realities

Readings:

\*HSWD: Chapter 2: Research Methods in Human Sexuality

Francoeur, R., Koch, P. B., & Weis, D. (1998). *Sexuality in America*. New York: Continuum. Chapter 15 I: Concluding Remarks on Change, Diversity, and Conflict.

bas (6/08)

**SW 695.20: Sexualities, Diversity, and Social Work  
Written Assignments**

Undergraduate and graduate students will complete the first assignment listed as 1.

The second assignment for graduate students is listed as 2A.

The second assignment for undergraduate students is listed as 2B.

**1. (MSW & BSSW) Read the following book:**

Colapinto, J. (2000). *As nature made him: The boy who was raised as a girl*.  
New York: Harper/Collins.

Write a review of 5-6 pages, double-spaced, computer printed, in 12 pt. lettering. Address, at a minimum, the following in your review: 1) the validity and clarity of the content, 2) the strengths and limitations of the work, 3) the form and style of the presentation, 4) the intended audience, and 5) the implications for social work.

Use specific content to illustrate and substantiate your assertions.

Submit the review to the instructor at the 6<sup>th</sup> class session, **July 3**.

**2. A. (MSW) Select a topic of relevance to Sexualities, Diversity, & Social Work.**

The following are a sample of those that have been addressed in the past:

- 1) Sexuality After Spinal Cord Injury, 2) Sexuality and MR/DD Youth,
- 2) Perspectives on Bisexuality, 4) Perspectives on Gay Marriage/Civil Unions,
- 5) Polyamory and Open Sexual Relationships, 6) Celibacy as a Lifestyle,
- 7) Transvestism and Married Men, 8) The Practice of Sadomasochism,
- 9) Sexual Behavior in Prison Settings, 10) Sexual Abuse by Clergy.

You are not limited to the abovementioned topics. However, if you select another topic, please check with the instructor before you begin your research.

Conduct a review of recent, relevant, academic, peer-reviewed journals and books.

Identify and discuss current ideas and controversies related to your topic.

Discuss the implications of your conclusions for social policy and social work practice in the context of social work values and ethics.

The paper should be 14 to 16 pages, double-spaced, computer-printed, in 12 pt. lettering. Literature sources should be cited in the body of the paper and in a complete list of references at the end. Form and style should conform to the latest edition of the *Publication Manual of the American Psychological Association*.

Submit the paper to the instructor at the 10<sup>th</sup> class session, **July 17**.

**2.B. (BSSW)** Select a topic of relevance to Sexualities, Diversity, and Social Work.

You may use any noted in 2.A. above or another. Read 6 articles on the topic in at least 3 different peer-reviewed journals in social work or related areas. Examples of such journals are the *Journal of Sex Research*, *Archives of Sexual Behavior*, *Journal of Homosexuality*, *Journal of Gay and Lesbian Social Services*, *Journal of Bisexuality*, *Sexuality and Disability*, and *Affilia: Journal of Women & Social Work*. You may also use articles in journals like *Social Work*, *Health & Social Work*, and *Administration in Social Work*.

Summarize and critique the content of each article, particularly its relevance for social work, in approximately 1-2 pages, double-spaced and computer printed in 12 pt lettering. (Total number of pages should be approximately 10-14.)

Submit the paper to the instructor at the 10<sup>th</sup> class session, **July 17**.

bas (6/08)

Dr. Shannon Winnubst or Dr. Debra Modellmog  
[winnubst.1@osu.edu](mailto:winnubst.1@osu.edu) or [modellmog.1@osu.edu](mailto:modellmog.1@osu.edu)

Office Hours:  
Th 1-3 & by appt.

## **Introduction to Queer Studies Women's Studies 282/English 282**

Meets the following categories:  
GEC 2.Breadth: C. Arts and Humanities; (3) Cultures and Ideas  
GEC 4. Diversity (1) Social Diversity in the U.S.

### **GEC 2.Breadth: C. Arts and Humanities; (3) Cultures and Ideas**

#### **Goals:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

#### **Expected Learning Outcomes:**

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

### **GEC 4. Diversity (1) Social Diversity in the U.S.**

#### **Goals:**

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

#### **Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

#### **Course Description:**

This course introduces students to the growing field of queer studies. As an interdisciplinary enterprise, the course draws on work in politics, philosophy, film, sociology, history, and literary studies to examine the ways that a politics of normalization has fed into multiple systems of domination. With its point of departure in feminist critiques of sexuality as well as gay and lesbian studies, queer

studies has expanded the interrogation of identity to focus on many other culturally salient categories, such as race, class, religion, and nationality. Therefore, this course attempts to frame the introduction to queer studies with this “queer of color critique” that problematizes, while still familiarizes students with, the canonical texts of queer theory.

**Course Objectives:**

1. To understand the historical and theoretical emergence of the complex concept of “queer” and to examine the “queer of color critique”
2. To enhance awareness of, and respect and appreciation for, the diversity of individuals and experiences within society, particularly in the United States
3. To understand the challenges that queer studies present to concepts such as social diversity, tolerance, and equality
4. To analyze the norms, particularly those grounded in sexuality, that guide contemporary concepts of the human condition, nature, and reality
5. To explore contemporary values related to sexuality in various forms of human expression, including literature, philosophy, and film
6. To synthesize and apply knowledge from diverse disciplines to understand the complex ways that gender, race, class, and nationality intersect with sexuality in the contemporary world, especially in the United States
7. To write about and conduct research on the issues pertaining to sexuality, race, class, and nationality in contemporary world.

**Required Texts (can be purchased at SBX):**

Michel Foucault, *The History of Sexuality: An Introduction, Volume 1*

Michael Warner, ed., *Fear of a Queer Planet: Queer Politics and Social Theory*

Henry Abelove, Michele Aina Barale and David M. Halperin, eds., *The Lesbian and Gay Studies Reader*

Michael Warner, *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*

Lisa Duggan, *The Twilight of Equality: Neoliberalism, Cultural Politics, and the Attack on Democracy*

Juana Maria Rodriguez, *Queer Latinidad: Identity Practices, Discursive Spaces*

E. Patrick Johnson and Mae G. Henderson, eds., *Black Queer Studies: A Critical Anthology*

**Course Requirements:**

***Class participation (20%)***

Full participation on the part of each member of the course is necessary to have a successful quarter-long discussion of queer studies. This means I expect each of us to arrive at each class meeting fully prepared to enter our ongoing discussion. To be fully prepared means one has completed the reading, taken some time to reflect on it, and formulated some questions, themes, dynamics to discuss in class. The course will involve regular in-class exercises as well as small and large group discussions. Students that have more than two unexcused absences will have their participation score lowered by a grade for each additional unexcused absence.

*Essay #1 (25%)*

The first essay, approximately 4-5 doubled-spaced pages, should examine how a “queer” understanding of sexuality undercuts identity politics and why this might be important, particularly in the US climate of neoliberalism. How does this critique challenge concepts of diversity and tolerance? How does it also enact an intersectional analysis of the various categories of social difference?

*Essay #2 (25%)*

The second essay, 4-5 pages, should examine what it really means to say that sexuality is “socially constructed,” particularly as it intersects with race, class, and nationality. What does this mean about our concept of human reality and the norms that guide our behavior? Be sure to support your argument with examples from some of the literature or film we’ve examined this quarter.

*Final Exam (30%)*

A cumulative exam on the major concepts and critiques encountered in the course. It will consist of short answer responses as well as a longer essay, all of which will be written in class during the university’s scheduled exam time for our class.

**Grading:**

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. The essays will be graded according to (a) the clarity of your argument, (b) your use of evidence to support your argument, (c) the relevance and insight of your question(s), and (d) the accuracy of grammar, syntax and spelling. All assignments are due at the time/day noted on the schedule. Late papers will be penalized 5 points (half a letter-grade) per day, including weekend days. **Papers are not accepted via email.**

**Grading Scale:**

A = 95-100  
A- = 90-94  
B+ = 87-89  
B = 84-86  
B- = 80-83  
C+ = 77-79  
C = 74-76  
C- = 70-73  
D+ = 67-69  
D = 64-66  
E = 63 and below



### **Academic Integrity:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and essays. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

### **Accessibility:**

I am committed to making the classroom accessible to all enrolled students and would like to be informed of any needs as soon as possible. The Office of Disability Services offers services for students with documented disabilities. They are located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **Schedule of Readings:**

#### January

- 4 - Introduction to course; view *Milk*
- 6 - Anzaldúa, "La Prieta" (Carmen)  
Delaney, *Times Square Red, Times Square Blue*, excerpts (Carmen)
  
- 11 - Warner, *Trouble with Normal*, Chapter One  
Rubin, "Thinking Sex," *g/l studies reader*
- 13 - Duggan: "Making it Perfectly Queer" (Carmen)  
Patton, "Tremble, Hetero Swine!", *FQP*
  
- 18 - Crimp, "Right On, Girlfriend!", *FQP*
- 20 - Rodriguez, *Queer Latinidad*, chapter 2
  
- 25 - Duggan, *Twilight of Equality*, Intro, Chapters 1 & 2
- 27 - Duggan, chapters 3 & 4
  
- 29 - **Essay #1 DUE by 3 pm in my box (286 UH)**

## February

- 1 - Warner, *Fear of a Queer Planet*, Intro  
Foucault, *History of Sexuality*, part 1  
Hemingway, "The Sea Change" (short story; Carmen)
- 3 - Foucault, *History of Sexuality*, part 2  
Halperin, "Is There a History of Sexuality?" *g/l studies reader*
- 8 - Ferguson, "Race-ing Homonormativity: Citizenship, Sociology, and Gay Identity," *BQS*
- 10 - Sedgwick, "Queer and Now" (Carmen)
- 15 - Ross, "Beyond the Closet as Raceless Paradigm," *BQS*
- 18 - Essay #2 DUE by 3 pm in my box (286 UH)**
- 17 - Butler, "Imitation & Gender Insubordination," *g/l studies reader*
- 22 - Sedgwick, "How to Bring Your Kids Up Gay," *FQP*  
Seidman, "Identity and Politics in 'Postmodern' Gay Culture: Some Historical and Cultural Notes," *FQP*
- 24 - Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?," *BQS*

## March

- 1 - View Marlon Riggs, *Tongues Untied*
- 3 - Johnson, "'Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from My Grandmother," *BQS*  
Poems by Audre Lorde and Essex Hemphill (Carmen)
- 8 - Rodriguez, *Queer Latinidad*, chapter 1
- 10 - Jose Esteban Munoz, "Performing Disidentifications" (Carmen)  
Marga Gomez, excerpt from "Marga Gomez Is Pretty, Witty and Gay" (Carmen) and YouTube videos of Gomez performing

**Final Exam during period scheduled by the university**

## Rationale for Sexuality Studies 620: Special Topics in Sexuality and Violence

Contact: Debra Modellmog ([modellmog.1@osu.edu](mailto:modellmog.1@osu.edu))

The intersection of sexuality and violence—which comprises a host of insidious human rights violations such as domestic violence, rape and sexual assault, forced abortion, violence against sex workers, sex trafficking, sexual violence in prison, and hate crimes against GLBT people—is a critical area of scholarly inquiry worldwide. For example, The World Health Organization's recent scientific investigation showed that up to 71% of women in developing countries are the victims of domestic violence and suffer significantly compromised health coinciding with their experiences. In the United States, 44% of women and 28% of men are the victims of such violence, with medical, mental health, and lost productivity costs for female victims exceeding \$8 U.S. billion annually. Sex trafficking, violence against sex workers, and rape/sexual assault are also prevalent and costly worldwide.

To address these critical topics related to sexuality and violence, we propose the development of an interdisciplinary course that would allow for different concentrations on this subject to be offered in departments. The course would fill an important need not only in the departments in which Ohio State University faculty work but also in the Sexuality Studies Program, which offers an undergraduate Minor and a Graduate Specialization, and has proposed a new undergraduate Major (attached to this proposal). Many Sexuality Studies students have specifically requested such a course, especially those who want to work in a related field such as with victims of sexual assault or domestic violence; and the Sexuality Studies Oversight Committee enthusiastically supports the development of this course. The Ohio State University employs numerous faculty members with nationally—and internationally—recognized expertise in sexuality and violence topics, including: Andrea Bachner and Tanya Erzen (both of Comparative Studies); Wendy Hesford (English); Randy Roth (History); Amy Bonomi (Human Development and Family Science); Paula Renker (Nursing); Yana Hashamova and Jenny Suchland (both of Slavic); Theresa Early and Sharvari Karandikar-Chheda (both of Social Work); and Cathy Rakowski (Women's Studies).

We are proposing this course at the 600-level so that advanced undergraduates and graduate students can take it. Given the significantly different approaches that can be applied to the topic of sexuality and violence (as evidenced in the two sample syllabi that accompany this proposal), we also propose that the course be repeatable to 15 hours. This will enable students to develop a "concentration" in the area, and will enable the course to be taught regularly by faculty (those listed above and others)

across the university. In Spring 2010, Professor Amy Bonomi is teaching a pilot version of the course as HDFS 694: Group Studies (Romantic Relationships and Violence). We hope to be able to offer subsequent versions of the course as Sexuality Studies 620.

## Sample Syllabus #1 for Sexuality Studies 620: Special Topics in Sexuality and Violence (Romantic Relationships and Violence) (5 credit hours)

Instructor: Amy E. Bonomi, PhD, MPH

Office hours: Th 1:00 p.m. – 2:30 p.m.

Office: 151-E Campbell Hall

E-mail: [bonomi.1@osu.edu](mailto:bonomi.1@osu.edu)

Spring 2010

Tu, Th 11:30 a.m. – 12:48 p.m.; plus two hours outside of class

Lazenby Hall, Room 002

**Course overview:** Violence in romantic relationships has recently garnered national attention, particularly in light of the extensive media coverage of Chris Brown's assault of pop singer Rihanna. However, researchers for decades have been working to characterize the prevalence and health effects of violence between romantic partners to demonstrate the "burden" (i.e., to raise awareness) of such violence for individuals and society. They have also been working on identifying the "causes" of such violence and effective prevention interventions. This course uses film, scholarly texts, and other conceptual aids to examine violence involving romantic partners, including complexities in: the defining, measurement, and estimation of how common violence is; delineating health consequences; major theoretical explanations, including the interplay between relationship, community and societal contexts for violence occurrence; and designing prevention interventions. This is a 5-hour course. Each week we will spend 3 hours in class together; for your 2-hour per week outside-of-class commitment, I require you to engage in a group project to be presented at the end of the quarter that will expand upon in-class exercises. Namely, using the course readings and additional readings you identify, you will design a brief public service message targeted for an audience of your choice (e.g., President Obama, doctors and nurses, police officers, OSU students, high school students) that describes the burden of violence in romantic relationships; the assignment is described in detail below.

**Course objectives:** The course is designed to enhance students' understanding of the complexities of several major topical areas related to violence in romantic relationships, increase their ability to dismantle and reassemble these complexities over time, and increase their ability to evaluate and integrate their own perceptions of these complexities in the context of scholarly discussions, writings, and public communication. The major areas we will address include:

- Definitions, measurement, and prevalence of violence in romantic relationships
- Health consequences of violence in romantic relationships
- Major theoretical explanations
- Prevention interventions

**Disclaimers:** The general course structure and readings are outlined in this syllabus. However, modifications may be necessary as we progress through the quarter.

### Required texts:

- Bourgois, P. (2003). *In Search of Respect: Selling Crack in El Barrio*, 2nd edition. Cambridge: Cambridge University Press.
- **Additional required readings appear in the course schedule and are downloadable on Carmen.**

### Film(s):

- *Once Were Warriors*, directed by Lee Tamahori and based on the best-selling novel by Alan Duff.

### Course requirements:

**Attendance & class participation (20%):** Constructive class participation will count as 20% of your final grade. Constructive class participation includes two parts: 1) attendance and 2) verbal contributions in class.

- As the in-class discussion of the readings and "practical application" exercises are paramount to your learning in the course and your success on the group project and reflection papers, your attendance is expected at every class. You are allowed one unexcused absence. After that, your final grade will be lowered by 5% for every *unexcused* missed class; this includes arriving late or leaving class early. Additionally, you must be in attendance for the group projects on the last two days of class; missing either of these days will result in lowering of your group grade by 10 points.
- You are expected to take an active role in the classroom discussions by preparing questions, concerns and experiences related to the readings. It may be helpful to keep a journal of your reactions to the readings and film. I will keep track of your verbal contributions in class; if you contribute fewer than five times throughout the quarter, your final grade will be lowered by 5%.

**Reflection papers (50%):** You will be asked to prepare two 5-page scholarly reflections on aspects of the texts and film(s) (each worth 25%, totaling 50% of your final grade). Following are the assignments.

- **Reflection paper 1:** *Once Were Warriors*, a film directed by Lee Tamahori and based on the best-selling novel by Alan Duff, portrays the erosion of a family's well-being due to violence that occurs between a husband and wife. Incidentally, the film is based on the real childhood experiences of domestic violence in the life of Alan Duff, which he details in his autobiography, *Out of the Mist and Steam*. While the film is based on domestic violence that occurs within a family residing in a New Zealand slum, according to our readings, violence can occur in any socioeconomic stratum. Write a 5-page reflection paper in which you use scenes from *Once for Warriors* to detail the burden of violence in families. In constructing your paper, please be sure to: 1) characterize the type(s) and extent of violence that occur between the father and mother in *Once Were Warriors*; include specific scenes and definitions and citations from our readings to support the types of violence that occur within the scenes; 2) characterize the health effects of violence for the mother and children; again, please refer to specific scenes, and draw from our readings on the health effects of violence; and 3) discuss whether the health effects for Beth (the wife/mother in the film) might be more pronounced than for other abused women who do not face the ethnic and poverty-related stresses that Beth does.
- **Reflection paper 2:** There is no definitive explanation for the causes of partner violence that occurs within the families with whom Bourgois interacts during his time in Harlem. Bourgois makes a compelling case that multiple interactive factors may be at play—ranging from the structural and cultural features of the communities in which families are situated to individual level susceptibilities (e.g., drug and alcohol use; struggles with changing cultural and gender identities). It is clear that Bourgois is deeply troubled by all aspects of family violence and the adverse sequelae that occur within the families with whom he interacts. It is also clear that Bourgois feels that it is the children within these struggling families (where violence often occurs) who suffer the most: "***The most vulnerable inner city residents are the children of children. They are chewed up and spit out by the American Dream, only to find themselves recycled a dozen or so years later at extraordinary financial and human cost.***" Write a 5-page paper in which you:
  - 1) Identify the type of violence that occurs in romantic relationships that is most troubling to you in the Bourgois text and describe why it is troubling to you. Please provide specific references to the characters and types of violence that occur within their relationship;
  - 2) Discuss the most plausible causal pathways for the occurrence of this type of violence, drawing from the Bourgois text and the additional theoretical and empirical readings we undertook in class. Please

reference the specific characters and type of violence when you undertake this discussion. Please feel free to be as creative as you like - e.g., if you prefer to focus on the intergenerational manifestation of violence that occurs within these families, please discuss specific examples how this manifests and the root causes of it. Consider all of the possible contributors to violence, even those which may seem less obvious - e.g., the stress and shame that many of the men feel based on coming face to face with their cultural differences in the workplace.

**Group project (30%):** To fulfill your 2-hour outside of class commitment, you will work in groups to prepare a 5-minute public service announcement concerning violence in romantic relationships to present at the end of the quarter in the context of a 15-minute presentation. I will assign you to groups at the beginning of the quarter. The goal of the public service announcement is to demonstrate your own assessment and communication of the “burden” of violence in romantic relationships to individuals and society. As such, the service announcement **must address the major areas of inquiry** we cover during the quarter, including: 1) how common violence is; 2) how it affects people’s health; 3) the major “causes;” and 4) what “we” should/could/can do to prevent it. There are several important things to think about up front.

- Your group will need to identify the audience for your public service announcement. Is it an announcement you hope President Obama will see? Your peers? High school students? Those watching the NFL Superbowl? Is it an announcement you target for batterers? For victims? For children residing in homes where violence occurs?
- What is the unique topical angle your group will take? For example, you could focus on sexual violence in romantic relationships or violence that occurs during college “hook ups,” emphasize the role of alcohol as a “predictor” of violence, highlight the effects violence has for children, or emphasize that violence occurs in both heterosexual and homosexual relationships. For your presentation, you will need to search for literature to supplement our course readings. I will expect your group to identify at least 10 scholarly articles beyond those we read in class that directly address your topic from databases such as JSTOR, PsychInfo, and PubMed.
- What will the format of your public service announcement be? Will you present your public service announcement “live” in class, develop a short film/videotape, develop a commercial, etc.?

Surrounding the 5-minute public service announcement you develop, within the larger 15-minute presentation, I will ask your group to present on: your rationale for the angle and audience you chose, the methods you used to identify information to support your topic, and your experience working with your group—what were the strengths, what were the pitfalls. Some groups in other courses I’ve taught have designed and administered their own survey to guide their presentation; if you choose to go this route, I will be glad to provide guidance and input to your group on constructing and analyzing results from your survey.

**Grading:** Final grades are based on your written assignments, your group project, and the constructive nature of your class participation; the schema for final grades appears below. **All assignments are due on the days specified. Late papers will be penalized by an entire letter grade for every day they are past due.**

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92%	B 83-86	C 73-76	D 60-66
B- 80-82	C- 70-72	E 59% or less	

**Academic Misconduct:** The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the

University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, please see the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

**Accommodation of students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. The Office of Disability Services will verify the need for accommodations and develop accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>.

**Grievances and solving problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, please do not hesitate to speak with me, and then, if necessary, with the department chairperson, college dean, and provost, in that order.

**Statement on diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Course Schedule:**

Class	Topic	Readings/Assignment Schedule
<b>Week 1</b>		
Mar 30 (1)	Introductions	<ul style="list-style-type: none"> <li>• Introductions, course objectives, criteria for respectful class discussions</li> </ul>
Apr 1 (2)	What is violence?	<ul style="list-style-type: none"> <li>• Tolan, P., et al. (2006). Family violence. <i>Annual Review Psychology</i>,57,557-83.</li> <li>• <i>Power and Control Wheel</i></li> </ul>
<b>Week 2</b>		
Apr 6 (3)	Definitional challenges	<ul style="list-style-type: none"> <li>• Centers for Disease Control and Prevention Intimate Partner Surveillance: Uniform Definitions and Recommended Data Elements,</li> </ul>



		<p>sections 3.1-3.4 only.</p> <ul style="list-style-type: none"> <li>Smith, P.H., et al. (1995). Women's experience with battering: a conceptualization from qualitative research. <i>Women's Health Issues</i>,5(4),173-82.</li> <li>Johnson, M.P. (1995). Patriarchal terrorism and common couple violence: Two forms of violence against women. <i>Journal of Marriage and Family</i>,57,283-294.</li> </ul>
Apr 8 (4)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Construct an inclusive violence definition.</li> </ul>
<b>Week 3</b>		
Apr 13 (5)	Measurement challenges	<ul style="list-style-type: none"> <li>Coker, A.L., et al. (2002). Physical and mental health effects of intimate partner violence for women and men. <i>Am J Preventive Med</i>,23,260-8 –pages 260-262.</li> <li>Raj, A., et al. (2005). Immigration policies increase south Asian immigrant women's vulnerability to intimate partner violence. <i>J Am Women's Assoc</i>,60(1),26-32.</li> <li>Thompson, R.S., et al.: (2006). Intimate partner violence: prevalence, types and chronicity in adult women. <i>Am J Prev Med</i>,30(6),447-457.</li> <li>Waldner-Haugrud, L.K., et al. (1997). Victimization and perpetration rates of violence in gay and lesbian relationships: gender issues explored. <i>Violence &amp; Victims</i>,12(2),173-84.</li> </ul>
Apr 15 (6)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Develop a brief (5 questions or less) screening questionnaire that reflects your inclusive violence definition, using what we've read for this week and sample measurement instruments (to be provided).</li> </ul>
<b>Week 4</b>		
Apr 20 (7)	Health effects	<ul style="list-style-type: none"> <li>Bonomi, A.E., et al. (2009). Medical and psychosocial diagnoses in women with a history of intimate partner violence. <i>Archives of Internal Medicine</i> 2009;169(18):1692-1697.</li> <li>Bonomi, A.E., et al. (2009). Intimate partner violence in Latina and non-Latina women. <i>American J Prev Medicine</i>;36(1):</li> <li>Coker, A.L., et al. (2002). Physical and mental health effects of intimate partner violence for women and men. <i>Am J Preventive Med</i>,23,260-8 –pages 260-262.</li> <li>Kernic, M.A., et al. (2002). Academic and school health issues among children exposed to maternal intimate partner abuse. <i>Arch Pediatr Adolesc Med</i>; 156(6):549-55.</li> </ul>
Apr 22 (8)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Rihanna interview: what "health effects" are evident? What health effects should we be concerned about as public health officials? Physicians/nurses/social workers? Educators? Psychologists?</li> </ul>
<b>Week 5</b>		
Apr 27 (9)	Lived experiences	<ul style="list-style-type: none"> <li>Film: <i>Once Were Warriors</i></li> <li><b>Reflection paper assignment given.</b></li> </ul>
Apr 29 (10)	Lived experiences	<ul style="list-style-type: none"> <li>Film: <i>Once Were Warriors</i></li> </ul>
<b>Week 6</b>		

May 4 (11)	Theoretical challenges, part 1	<ul style="list-style-type: none"> <li>Allison et al: Love is a battlefield: Attachment and relationship dynamics in couples identified for male partner violence. <i>J Family Issues</i> 2008;29(1):125-150.</li> <li>Desai, S., et al. (2002). Childhood victimization and subsequent adult revictimization assessed in a nationally representative sample of women and men. <i>Violence and Victims</i>,17(6),639-53.</li> <li>Fals-Stewart W., et al. (2003). Intimate partner violence and substance use: a longitudinal day-to-day examination. <i>Addict Behav</i> 28(9):1555-74.</li> </ul>
May 6 (12)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Use attachment framework to code data from couples.</li> </ul>
<b>Week 7</b>		
May 11 (13)	Theoretical challenges, part 2	<ul style="list-style-type: none"> <li>Browning, C.R. (2002). The span of collective efficacy: Extending social disorganization theory to partner violence. <i>J Marriage and the Family</i>,64(4),833-50.</li> <li>Fox, G.L., et al. (2006). Household and neighborhood contexts of intimate partner violence. <i>Public Health Reports</i>,121,419-427.</li> <li>Li, Q., et al. (2009). A multilevel analysis of individual, household, and neighborhood correlates of intimate partner violence among low-income pregnant women in Jefferson County, Alabama. <i>Am J Public Health</i> 2009.</li> <li>Smith, M.D. (1990). Patriarchal ideology and wife beating: a test of feminist hypothesis. <i>Violence and Victims</i>,5(4),257-73.</li> </ul>
May 13 (14)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Knowing what we do about micro- and macro-level factors, which are most influential in "producing" intimate partner violence?</li> </ul>
<b>Week 8</b>		
May 18 (15)	Lived experiences	<ul style="list-style-type: none"> <li>Bourgois, P. (2003). <i>In Search of Respect: Selling Crack in El Barrio</i>, 2<sup>nd</sup> edition. Cambridge: Cambridge University Press.</li> <li><b>Reflection paper assignment given.</b></li> </ul>
May 20 (16)	Lived experiences	<ul style="list-style-type: none"> <li>Bourgois, P. (2003). <i>In Search of Respect: Selling Crack in El Barrio</i>, 2<sup>nd</sup> edition. Cambridge: Cambridge University Press.</li> </ul>
<b>Week 9</b>		
May 25 (17)	Prevention	<ul style="list-style-type: none"> <li>Foshee, V., et al. (1996). The Safe Dates Project: Theoretical basis, evaluation, design and selected baseline findings. <i>Am J Prev Med</i>;</li> <li>Holt, V.L., et al. (2003). Do protection orders affect the likelihood of future partner violence and injury? <i>Am J Prev Med</i>;24(1):16-21.</li> <li>McFarlane, J.M., et al. (2006). Secondary prevention of intimate partner violence: a randomized controlled trial. <i>Nurs Res.</i>;55(1):52-61.</li> <li>Sullivan CM, Bybee DI. Reducing violence using community-based advocacy for women with abusive partners. <i>J Consult Clin Psychol.</i> 1999;67(1):43-53.</li> </ul>
May 27 (18)	<u>Practical application</u>	<ul style="list-style-type: none"> <li>Design an intervention for students at OSU.</li> </ul>
<b>Week 10</b>		

June 1 (19)	PRESENTATIONS	<ul style="list-style-type: none"><li>• Student presentations</li></ul>
June 3 (20)	PRESENTATIONS	<ul style="list-style-type: none"><li>• Student presentations</li></ul>

**Sample Syllabus # 2 for Sexuality Studies 620: Special Topics in Sexuality and Violence**

## SEXUALITY, VIOLENCE and RELIGION

### Professor Erzen

428 Hagerty Hall

Email: erzen.2@osu.edu

Office Hours: Monday 1:30-3:00pm

### Course Description:

This course examines the relationship between sexuality, religion and violence from an interdisciplinary perspective. We will explore several interrelated questions: Why is sexual violence a weapon of war? Why are gender and sexuality so often the focus of politicized religion? How have people resisted sexual and religious violence? We first define and classify sexuality, religion and violence through an examination of the categories of victim, perpetrator, terror, and tolerance. The course then analyzes sexual violence in the contexts of war and religious discourses, using case studies on Christian fundamentalism, Islam and veiling, rape as a tool of warfare, genocide, and nationalism in the contemporary context. We will read academic articles, novels and watch several films. The course concludes with examples of resistance to sexual violence.

### Required Texts:

Margaret Atwood, *The Handmaid's Tale*

Lawrence Thornton, *Imagining Argentina*

**All articles are available on Carmen in PDF format**

### Assignments:

The assignments for this course include: five media analyses, a group presentation, one take-home midterm, and a final exam.

### **Five Media Analyses:**

A portion of the course will consist of media analyses and reports of contemporary religious movements and the issue of violence. The purpose of this assignment is to encourage students to read a variety of news sources on religion, sexuality and violence, to help students learn to analyze the media, and to enable students to connect the course material to the world outside the classroom.

You will present one of your media analyses to the class during the quarter. For each analysis, you should turn in:

1. a hard copy of a current article about some issue related to sexual and religious violence
2. a hard copy of an analytical paper that you have written about the article

The articles you select must be current although they may reflect issues of sexual and religious violence either past or present. Articles may be culled from newspapers, magazines, or other online sources as long as they are dated and represent current material. You will turn in these articles and analytical papers at the end of the class meeting.

You must choose at least **4** different sources for your articles.

Only **two** of the articles you analyze can be arts or entertainment related.

**One** of your articles may be a political cartoon, comic, or otherwise.

Each analytical paper should be between 450-500 words- absolutely no longer or shorter. Include a word count at the end of your paper.

In writing the analytical papers, do not summarize the article. The paper should analyze the article, and how it pertains to the debates in class. Some questions you should consider in your analysis: Who is the intended audience of this article? Is there an agenda in writing it? What kind of intervention (political, social, cultural) does the article make? How is it related to issues we have discussed in class?

**Group Presentations of 2-3 Students:** In collaboration with a group, you will come up with 4-5 questions about the material from one day's reading to present to the rest of the class for discussion. You should post these questions on the Carmen discussion board the night before class. You may work together over email or meet outside class. At the beginning of class, your group will spend 5 minutes outlining the major points of the readings. You will then spend 10-15 minutes explaining why you chose those questions and leading discussion. We will assign weeks for the presentation on the first day of class.

**Take-home Midterm:** I will distribute the midterm essay questions one week prior to the midterm due date.

**Final Exam:** The final exam will be a take-home written exam based on the cumulative material of the course.

**Grading:**

Attentive presence and participation in discussion: 15%

Group Presentation: 15%

Five Media Analyses: 30%

Midterm Essay Exam: 20%

Final Essay Exam: 20%

**Grading Scale**

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	93-100	C	74-76
A-	89-92	C-	71-73
B+	86-88	D	65-67
B	83-85	E	0-64.9
B-	80-82		
C+	77-79		

**Attendance and Participation**

I expect students to be active participants in their educations. This means that each student should come to class having carefully read the assigned readings and be prepared to discuss them. Because knowing how to articulate your ideas is a crucial

part of the learning process, you will be expected as a member of the seminar to contribute your own unique perspective to our discussions.

The real action of our seminar takes place in the classroom. Therefore, it is important and expected that you will be at every class session. Inevitably, an occasion may arise when you are unable to attend. Out of fairness to your classmates who do attend every class, chronic lateness and/or more than **2** unexcused absences will detract from your participation grade.

### **Good Citizenship**

\*Questions and discussions are welcome. The only requirement is that the questioner respects the opinions of others and does not monopolize class time.

\*Early Departures: If there is a special circumstance that requires you to leave early, please notify me before class.

\*I prefer that you do not bring a laptop to class.

\*Turn off all cell phones and pagers.

### **Writing**

All essays should be written in 12-point, double-space type, with standard margins, and pages numbered and stapled. I will not accept a paper that is not stapled. *All written work should be thoroughly proofread.* There are no extensions, and all assignments are marked down one-third of a letter grade for every late day. **After 3 days, if you have not turned in your paper, you will automatically receive a “0” for that paper. Do not send a paper via email.**

**Student Conferences and E-mail Communication:** Please stop by office hours or schedule an appointment if necessary. You are also welcome to email me with questions related to the course. However, do not send any information or requests in an email that you would not discuss with me in person.

### **Disabilities**

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, 292-3307). <http://www.ods.ohio-state.edu>

### **Academic Misconduct**

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

<http://oaa.osu.edu/coam/faq.html>

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

## **COURSE SCHEDULE:**

### **Conceptualizing Violence and Sexuality**

#### **Week 1**

##### **Monday:**

-Sally Bachner, "The Wrong Victims: Terrorism, Trauma, and Symbolic Violence" *Interventions: Activists and Academics Respond to Violence*, pp.23-36.  
-Alisa Solomon, "Who Gets to be Human on the Evening News?" *PMLA: The Humanities in Human Rights: Critique, Language, Politics*, pp. 1585-92.

##### **Wednesday:**

-Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Abelove, Barale, Halperin, et al, (Eds.), *The Lesbian and Gay Studies Reader*. pp.3-45.  
-Michel Foucault, *The History of Sexuality*, volume I. pp.1-87.

### **Religion and Sexual Regulation**

#### **Week 2**

##### **Monday:**

-Janet Jacobsen and Ann Pellegrini, "Introduction," "Getting Religion," and "What's Wrong with Tolerance?" from *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*, pp.1-45.

#### **First Media Analysis Due**

##### **Wednesday:**

-Janet Jacobsen and Ann Pellegrini, "The Free Exercise of Sex," and "Valuing Sex," from *Love the Sin* pp.103-148.

### **Religion and Sexual Regulation: Fictional Dystopic Visions**

#### **Week 3 and 4**

##### **Monday:**

Margaret Atwood, *The Handmaid's Tale*, pp.1-77.

#### **Second Media Analysis Due**

##### **Wednesday:**

Margaret Atwood, *The Handmaid's Tale*, pp. 78-141.

**Monday:** *Martin Luther King Day NO CLASS*

**Wednesday:** Margaret Atwood, *The Handmaid's Tale*, pp. 141 to end.  
Film Clips: *The Handmaid's Tale*

**Why is Women's Sexuality so often the Focus of Politicized Religion? Case Studies on Conservative Christianity and Islam**

**Week 5**

**Monday:**

- Linda Kintz, "Tender Warriors" *Women, Gender, Religion: A Reader*, ed. Elizabeth Castelli pp. 492-517.
- Lee Quinby, "Coercive Purity: The Dangerous Promise of Apocalyptic Masculinity" *The Year 2000: Essays on the End*, eds. Charles B. Strozier and Michael Flynn, pp. 154-156.

**Third Media Analysis Due**

**Wednesday:**

- Homa Hoodfar, "The Veil in their Minds and on our Heads: Veiling Practices and Muslim Women" *Women, Gender, Religion: A Reader*, ed. Elizabeth Castelli, pp. 420-446.
- Riffat Hassan, "Religious Human Rights and the Qur'an," *Emory International Law Review*, Vol. 10 (1996): 85-96.

**MIDTERM QUESTIONS DISTRIBUTED**

**Sexual Violence as a Weapon of War**

**Week 6**

**Monday:**

- Cynthia Enloe, "All the Men are in Militias, All the Women are Victims: The Politics of Femininity and Masculinity in Nationalist Wars." *The Woman & War Reader*, edited by Lois Ann Lorentzen and Jennifer Turpin, pp.50-62.
- Rhonda Copelon, "Surfacing Gender: Reconceptualizing Crimes against Women in Times of War." *In Mass Rape: The War Against Women in Bosnia-Herzegovina.* Alexandra Stiglmayer, editor, pp.1-34.

**Wednesday:**

- Madeline Morris, "In War and Peace: Rape, War, and Military Culture." In *War's Dirty Secret: Rape, prostitution, and other crimes against women.* Anne Llewellyn Barstow, editor, pp. 167-203.
- V. Spike Peterson, "Gendered Nationalism: Reproducing "Us" versus "Them." *The Woman & War Reader*, edited by Lois Ann Lorentzen and Jennifer Turpin, pp. 41-49.

**MIDTERM ESSAYS DUE IN CLASS**

**Imagining Sexual Violence in Argentina's "Dirty War"**

**Week 7 and 8**

**Monday:**

Thornton, *Imagining Argentina* pp.1-70

**Wednesday:**

Thornton, *Imagining Argentina* pp.70-137

**Monday:**

Thornton, *Imagining Argentina* pp.138-end

**Film: *Death and the Maiden***

**Fourth Media Analysis Due**



## **Genocide and Rape as War Crimes: The Case of Bosnia**

### ***Week 8 continued***

#### **Wednesday:**

- Samantha Powers, "The Crime without a Name," "The Crime with a Name" in *A Problem from Hell: America and the Age of Genocide*, pp. 17-46.
- Graham Bowley, "U.N. Court Issues Ruling on Bosnia Genocide," *New York Times*, Feb. 26, 2007.
- Darius M. Rejali, "After Feminist Analyses of Bosnian Violence." In *The Women & War Reader*, edited by Lois Ann Lorentzen and Jennifer Turpin, pp. 26-32.

### ***Week 9***

#### **Monday:**

- Obrad Kesić, "Women and Gender Imagery in Bosnia: Amazons, Sluts, Victims, Witches, and Wombs." In *Gender Politics in the Western Balkans: Women and Society in Yugoslavia and the Yugoslav Successor States*, edited by Sabrina P. Ramet, pp.187-202.
- Todd Salzman, "'Rape Camps,' Forced Impregnation, Ethnic Cleansing: Religious, Cultural, and Ethical Responses to Rape Victims in Former Yugoslavia." In *War's Dirty Secret: Rape, Prostitution, and Other Crimes against Women*, edited by Anne Llewellyn Barstow, pp. 63-92.

### **Fifth Media Analysis Due**

#### **Wednesday:**

- Alexandra Stiglmayer, "The Rapes in Bosnia-Herzegovina." In *Mass Rape: The War Against Women in Bosnia-Herzegovina*, edited by Alexandra Stiglmayer and translated by Marion Faber, 82-169.
- "Depositions of Serbian Women Given to the State Commission for War Crimes," UN General Assembly document S/24991, Dec. 1992.

## **Resistance and the Uses of Violence and Non-Violence**

### *Week 10*

- "Former Yugoslavia: Women Speak." *War's Dirty Secret*. Pp. 57-62.
- Judith Butler, "Violence, Mourning and Politics" in *Precarious Life: The Power of Mourning and Violence*, pp.19-48.

**FINAL EXAM DUE IN MY BOX IN 451 HAGERTY HALL**