



Department of Human Development and Family Science

College of Education and Human Ecology
135 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210-1295

Phone (614) 292-7705
Fax (614) 292-4365

<http://www.hec.ohio-state.edu/hdfs/>

November 10, 2008

Debra A. Modellmog, PhD.
Professor of English
Coordinator, Sexuality Studies Program
The Ohio State University
421 Denney Hall
164 W. 17th Ave.
Columbus, OH 43210

Dr. Modellmog,

The Undergraduate Studies committee in the department of Human Development and Family Science has met to discuss your request that HDFS370: Human Sexuality in Context be added as a central course from which students minoring in Sexuality Studies might select towards their degree. The committee voted unanimously in favor of this request and I support their recommendation.

Please let me know if there is any further information that you might need regarding the addition of our course to your minor.

Best,

A handwritten signature in cursive script, appearing to read 'Julianne', written in black ink.

Dr. Julianne Serovich
Professor and Chair
Human Development and Family Science

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
E-mail: bonomi.1@osu.edu

Office: 151-E Campbell Hall
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*.

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)

Grading schema for your final course grade:

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

Quizzes/class participation (30%): This is a discussion-oriented class. These things are required of you: 1) attendance is mandatory; 2) you must thoroughly read the texts for each class and bring questions and concerns you had about the readings; and 3) you must constructively participate in the class discussion and your groups (described below). I will give 3 unannounced (random) quizzes based on the readings (each worth 15%). The purpose of the quizzes is to assess your understanding of the readings. **I do not allow make up quizzes under any circumstance.** Missed quizzes will receive no points. However, I will drop your lowest quiz grade. Also, please see information below about the extra credit opportunity—which is a way for you to earn points toward your quiz grade. Aside from the quiz grades, please don't underestimate the effects of missing class; the class community suffers by not having your informed viewpoint.

Extra credit: I will offer an extra credit opportunity during the quarter. The extra credit will be applied to your quiz grade.

Individual writings (30%): You will be asked to write two 2-page, double-spaced typed papers (each worth 15%). The purpose of the papers is to critically evaluate concepts from our texts and discussions and to apply them to film. I will provide questions to guide your papers. **I do not accept late papers under any circumstance;** late papers will receive no points. Deadlines for the papers are:

- **October 21, 2008** First written assignment due
- **November 4, 2008** Second written assignment due

Group project (40%): I will assign you to groups comprising 6-7 students each. I will ask each group to identify, deconstruct and present an issue in human sexuality. Presentations will be given during the last 2 weeks of class; each group will have 15 minutes to present. Your overall task is to *disturb the tranquility* of your classmates' understanding of a topic in human sexuality. The topic you choose may be controversial but it does not have to be; it could be a seemingly straightforward topic that requires deconstruction for the simple reason that it is widely understood as having only one definition. Disturbing our tranquility and how we understand a given topic involves your group's:

- Identification of a topic (controversial or not) in human sexuality
- Deconstruction (in-depth examination) of your topic
 - Tell us from which viewpoint you're approaching your topic (e.g., from a conservative or liberal viewpoint; from a medical or women's studies viewpoint, etc.)
 - Describe why you chose to approach the topic from this viewpoint
 - Describe which viewpoints you could have approached your topic from but chose not to
 - Define your topic (hint: your definition relates to the viewpoint you explored, and your definition might be "merge" multiple viewpoints)
 - Describe to whom the topic is important (who takes interest in this topic? who is offended by it? who does it threaten or disturb, including political or special interest groups? does it threaten or disturb you?)
 - Describe where you searched for information on your topic (literature, film, popular television, lyrics, etc.) and why you chose this/these particular genres
- Efforts to enhance our scholarship community through the above steps and end-of-the-quarter presentation (why *should* the topic be of interest to our class? what things—e.g., viewpoints—are critical for our class to understand about the topic?)

Key points related to group project:

- Participation in the group projects is mandatory.
- I will give you some time during class to discuss your group projects. In addition, your group is **required to engage in discussion/interaction outside of class to fulfill the 1-hour outside-of-class commitment.**
- Your group must attend an in-person meeting with me to discuss and receive approval for your topic; you must be in attendance to receive credit.
 - **October 9, 2008** Deadline for meeting with me
- Your group is required to submit 2 progress reports on Carmen:
 - **October 16, 2008** First group progress report due
 - **November 13, 2008** Second group progress report due
- Each student will receive a single grade for the group project. Your grade will be determined accordingly:
 - 10% of your grade is showing up to meet with me before October 9th
 - 50% is determined by my evaluation of the quality of your group's presentation. (Please note, if you do not participate in your group's presentation, you will lose these points.)
 - 20% is determined by the quality of your group's progress reports.
 - 20% is determined by peer evaluation of your effort. You will post a self evaluation. Your group members will read your self evaluations and rate whether your description is consistent with the effort you put forth.

Class format: This is a discussion-oriented class. In order for this format to be effective, you must thoroughly read the texts for each class, bring questions and concerns you had about the readings, and constructively participate in our discussion. I will not lecture during class but instead will make a few introductory remarks about our topic, and then will facilitate a discussion based on your questions and concerns. I will call on you to share your questions, concerns and opinions.

Issues in human sexuality are sensitive; we must create an environment in which all feel safe and comfortable sharing their views. I will ask you to devise criteria to ensure respectful discussions in class. If at any point you have concerns or discomfort about the class discussion process, please feel free to raise these concerns in class or arrange to talk with me.

In addition, out of respect for our class community, you must adhere to the following principles during class: 1) no text messaging, emailing or surfing the internet; and 2) no side conversations with classmates. Failure to adhere to these principles will result in **lowering of your final course grade by 5% to 10% percent** depending on the offense(s).

Missed classes: After each class, on the main course page I post a summary of what we discussed in class and notes about upcoming readings/assignments. If you miss class, please consult the main course page (and get in touch with a classmate, if necessary) for information about what you missed. Do not send an email or call me about what you missed.

Accommodation of students with disabilities: Please speak with me if you need an accommodation based on the impact of a disability. Also, please contact the Office of Disability Services at 614-292-3307 in room 150 Pomerene Hall for additional assistance.

Plagiarism policy: 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." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Please cite all of your sources and please ask me questions if you are unsure about what constitutes plagiarism.

Course schedule:

Class	Topic	Readings/Assignment Schedule
Week 1		
Sept 25 (1)	Introductions	<ul style="list-style-type: none"> • Introductions, course objectives, criteria for respectful class discussions
Week 2		
Sept 30 (2)	Sexual attitudes	<ul style="list-style-type: none"> • Taverner: Sexual attitudes in perspective (p. xvii-xxiii), in <i>Taking Sides: Clashing Views on Controversial Issues in Human Sexuality</i>, Dubuque, IA, McGraw-Hill, 2007. • Self-reflexivity exercise • In-class small group meeting
Oct 2 (3)	Sexual attitudes	<ul style="list-style-type: none"> • Haidt & Hersh: Sexual morality: The cultures and emotions of conservatives and liberals. <i>J Applied Social Psychology</i> 2001;31(1):191-221.
Week 3		
Oct 7 (4)	What is "sex?"	<ul style="list-style-type: none"> • Sanders & Reinisch: Would you say you "had sex" if...? <i>JAMA</i> 1999; 281(3):275-7. • Taverner: Is oral sex really sex (p. 20-36), in <i>Taking Sides: Clashing Views on Controversial Issues in Human Sexuality</i>, Dubuque, IA, McGraw-Hill, 2007.
Oct 9 (5)	Sexual expression	<ul style="list-style-type: none"> • Comfort et al: "You can't do nothing in this damn place." Sex and intimacy among couples with an incarcerated male partner. <i>J Sex Research</i> 2005 Feb;42(1):3-12. • Group meetings with me must be completed
Week 4		
Oct 14 (6)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • Orlando, L. "Loving whom we choose," in L. Hutchins & L. Ka'ahumanu (Eds.): <i>Bi Any Other Name</i>, Boston, Alyson Publications, 1991. • <i>Brokeback Mountain</i> (watch first half) • Individual writing assignment given
Oct 16 (7)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • <i>Brokeback Mountain</i> (watch second half) • First group progress report due
Week 5		
Oct 21 (8)	Sex scandals	<ul style="list-style-type: none"> • First writing assignment due • YouTube Video (2:30 min) • Linton: Camillagate: Prince Charles and the tampon scandal. <i>Sex Roles</i> 2006;54:347-351. • Summers: What happened to sex scandals: Politics and peccadilloes, Jefferson to Kennedy. <i>J Am History</i> 2000;87(3):825-854.
Oct 23 (9)	Sex scandals	<ul style="list-style-type: none"> • Student picks on sex scandals**
Week 6		
Oct 28 (10)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • Basile et al: Prevalence and characteristics of sexual violence victimization among U.S. adults, 2001-2003. <i>Violence & Victims</i> 2007;22(4):437-48. • Helliwell: "It's only a penis:" Rape, feminism, and difference. <i>Signs: J Women in Culture and Society</i> 2000; 25(3):789-86. • <i>The Accused</i> (watch first half)

		<ul style="list-style-type: none"> • Individual writing assignment given
Oct 30 (11)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • <i>The Accused</i> (watch second half)
Week 7		
Nov 4 (12)	Sex & children	<ul style="list-style-type: none"> • Second writing assignment due • Frawley-O'Dea: The history and consequences of the sexual-abuse crisis in the Catholic Church. <i>Studies in Gender and Sexuality</i> 2004;5(1):11-30.
Nov 6 (13)	Sex & children	<ul style="list-style-type: none"> • Gibbs: Romancing the student, in <i>Time</i>, April 3, 1995. • hooks: Good sex: Passionate pedagogy, in <i>Teaching Community: A Pedagogy of Hope</i>, New York, Routledge, 2003.
Week 8		
Nov 11	NO CLASS	VETERAN'S DAY HOLIDAY
Nov 13 (14)	Sex & veterans	<ul style="list-style-type: none"> • Cosgrove et al: Sexual dysfunction in combat veterans with post-traumatic stress disorder. <i>Urology</i> 2002;60(5):881-884. • Hefling K. Is sex over? Badly hurt vets and sexual intimacy. Associated Press, May 21, 2008. • Second progress report due
Week 9		
Nov 18 (15)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • Kendall et al: Understanding pregnancy in a population of inner-city women in New Orleans—results of qualitative research. <i>Soc Sci & Medicine</i> 2005;60:297-311. • <i>Juno</i> (watch first half)
Nov 20 (16)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> • <i>Juno</i> (watch second half)
Week 10		
Nov 25 (17)	Group presentations	<ul style="list-style-type: none"> • Group presentations
Nov 27	NO CLASS	THANKSGIVING HOLIDAY
Week 11		
Dec 2 (18)	Group presentations	<ul style="list-style-type: none"> • Group presentations
Dec 4 (19)	Group presentations	<ul style="list-style-type: none"> • Group presentations • COURSE EVALUATIONS