

## Term Information

Effective Term Spring 2017  
[Previous Value](#) Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Crosslist course with Sexuality Studies. Add GE Diversity: Social Diversity in the US

**What is the rationale for the proposed change(s)?**

See attached.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Increased reach to students, GE that covers interests of today's students

**Is approval of the request contingent upon the approval of other course or curricular program request? Yes**

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

Sexuality Studies crosslist

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2214
Course Title	Introduction to Sexuality Studies
Transcript Abbreviation	Intro Sexuality St
Course Description	Provides an introduction to sexuality studies through an interdisciplinary approach. To apply the knowledge learned, this course requires a fieldwork component.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	<a href="#">14 Week, 12 Week, 8 Week, 7 Week, 6 Week</a>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

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**Campus of Offering** Columbus

## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

#### **Exclusions**

Not open to students with credit for 214, EduPAES 214, or Sexuality Studies 2214.

#### ***Previous Value***

Not open to students with credit for 214 or EduPAES 214.

## **Cross-Listings**

### **Cross-Listings**

Cross-listed in Sexuality Studies

#### ***Previous Value***

## **Subject/CIP Code**

### **Subject/CIP Code**

05.0299

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

#### ***Previous Value***

*Required for this unit's degrees, majors, and/or minors*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- Develop a theoretical vocabulary to discuss sexuality and learn that “sex” and “sexuality” are not straightforward terms with a set meaning. Rather, there are different “frames,” contexts, or “discourses” that impact how we understand sexuality
- Question how social norms, ethics, power, and justice impact sexuality and sexual identity.
- Understand that sexuality, especially sexual identity, cannot be separated from other social institutions or experiences (like race, class, or ability)
- Explore how sexuality exists and impacts your immediate community by profiling or being involved in a sexuality oriented activist or service-provider organization in Columbus.
- Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. (GE Diversity goal)
- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States. (GE Social Diversity in the U.S. ELO #1)
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others. (GE Social Diversity in the U.S. ELO #2)

**Previous Value**

**Content Topic List**

- Sexuality
- Topics vary by instructor; samples include “histories of sexuality,” “sexuality and race,” “sex and science,” “masculinity and homophobia,” “social movements and rights,” “sex, law, and gay marriage,” and “representing sex in visual culture.”
- Gender
- Culture
- Society
- Women
- Cultural studies
- Sexuality studies

**Previous Value**

- *Sexuality*
- *Gender*
- *Culture*
- *Society*
- *Women*
- *Cultural studies*
- *Sexuality studies*

**Attachments**

- GE\_Status\_2214\_SampleSyllabus\_rev.pdf: syllabus  
*(Syllabus. Owner: Marsch, Elizabeth)*
- GE\_Status\_CS\_SS\_2214\_rationale\_assessment2.pdf: GE rationale and assessment  
*(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)*
- Crosslisting\_CS\_SS\_2214\_rationale.pdf: crosslist rationale  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Marsch, Elizabeth	06/17/2016 01:49 PM	Submitted for Approval
Approved	Shank, Barry	06/17/2016 01:54 PM	Unit Approval
Approved	Heysel, Garrett Robert	08/12/2016 05:45 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	08/12/2016 05:45 PM	ASCCAO Approval

## **Comparative Studies/Sexuality Studies 2214: Introduction to Sexuality Studies**

Tues/Thurs 12:45-2:05 pm

Hagerty Hall 0042

Professor Noah Tamarkin

tamarkin.7@osu.edu

Office Hours: Tuesdays 2:15-3:15 pm, Hagerty Hall 450

### **Course Description:**

This course provides an introduction to the field of Sexuality Studies, which examines how sexual practices, expressions, identities, and representations are shaped by social, historical, religious, psychological, literary, legal, biological, and political contexts. Through an interdisciplinary approach analyzing a range of sexual and gender diversity primarily in the U.S., we will discuss a variety of ways in which gender and sexuality are constructed, performed, experienced and written about. The course is divided into three units. The first unit, “Interdisciplinary Approaches to Sexuality Studies,” presents key themes and texts in the field with an emphasis on how sexuality and gender are contested. The second and third units together consider different aspects of sexual politics, and how we might analyze sexuality and gender in conversation with the politics of normativity, violence, race, and rights. The main goal of this course is to develop an informed and nuanced analysis of gender and sexuality as they relate to race, power, public/private divides, capitalism, and bodily technologies and subjectivities. In addition to class readings, students will complete an organizational profile project through which they will connect the themes of the course to their own lives and communities. This course serves as the introductory course to the Sexuality Studies Major, and is highly recommended for the Sexuality Studies Minor. For more information on this program, please go to <http://sexualitystudies.osu.edu/>.

**Format of instruction:** Combined lecture and discussion; 2 hours and 40 minutes of classroom contact per week.

### **GE: Diversity—Social Diversity in the United States**

#### GE Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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.

Students can expect to meet these learning outcomes through the following **Course Objectives:**

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

- Develop a theoretical vocabulary to discuss sexuality and learn that “sex” and “sexuality” are not straightforward terms with a set meaning. Rather, there are different “frames,” contexts, or “discourses” that impact how we understand sexuality.
- Question how social norms, power, and justice impact sexuality
- Develop a nuanced approach to various politics of sexuality

- Explore how sexuality impacts you and your immediate community by profiling or being involved in a sexuality-oriented activist or service-provider organization in Columbus.

### **Required Texts:**

- Pascoe, C.J. 2007 *Dude You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Available at SBX and elsewhere.
- All other required readings for this course will be available through Carmen.

### **Course Requirements:**

The format of this class is interactive, combining lecture, discussion, and active engagement from all students. Students are therefore required to prepare for class by completing all reading and other assignments, and to attend and fully participate in all class sessions. Assignments include a midterm exam, an organizational profile project, and a final essay.

### **Basis of Evaluation:**

- Attendance & Participation: 15%
- Midterm Exam: 30%
- Organizational Profile Project: 25%
- Final Essay: 30%

### **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+	67-69
D	60-66
E	0-59

### **Policy on Respectful Practices**

This course will cover a variety of perspectives on sexual history and identity. Some of the readings and your fellow students may offer controversial perspectives, and our texts and discussions will explore non-normative sexual identities and practices. If you feel uncomfortable with this subject matter, or incapable of holding a *respectful* debate on sex, sexual orientation, reproductive rights, race, HIV/AIDS, or other topics, you should reconsider your enrollment in the course. A large part of your grade is participation and a community involvement project. As such, being disrespectful or disengaged will severely hinder your course performance.

### **Attendance and Participation Policy**

In order to fully participate, students must bring printed or downloaded copies of the readings to class. Use of computers and tablets is only permitted for accessing readings and taking notes. Students are allowed two excused absences before being penalized; any additional absences will

result in incremental lowering of the final attendance and participation grade.

### **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://studentlife.osu.edu/csc/>.]

### **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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **Course Schedule and Assigned Readings**

#### **Unit One: Interdisciplinary Approaches to Sexuality Studies**

##### Week 1: Introductions

- Thursday August 28: Introductions, Attend Teach-In about Ferguson

##### Week 2: Sex and Culture

- Tuesday September 2: Rubin, Gayle “Studying Sexual Subcultures: the Ethnography of Gay Communities in Urban North America” in *Out in Theory: the Emergence of Lesbian and Gay Anthropology* Ellen Lewin and William Leap, eds. 2002 pp. 17-68
- Thursday September 4: Blackwood, Evelyn “Reading Sexualities Across Cultures: Anthropology and Theories of Sexuality” in *Out in Theory: the Emergence of Lesbian and Gay Anthropology* Ellen Lewin and William Leap, eds. 2002 pp. 69-92

##### Week 3: Sex, Race, Representation, and Power

- Tuesday September 9: Anzaldúa, Gloria “La conciencia de la mestiza: Towards a New Consciousness” in *Making Face, Making Soul Haciendo Caras: Creative and Critical Perspectives by Feminists of Color* ed. Gloria Anzaldúa 1990 pp. 377-389 and Lorde, Audre “The Master’s Tools Will Never Dismantle the Master’s House” in *This Bridge Called My Back: Writings by Radical Women of Color, 3rd edition* ed. Cherríe Moraga and Gloria Anzaldúa pp.106-109
- Thursday September 11: Moore, Henrietta L. “Fantasies of Power and Fantasies of Identity: Gender, Race, and Violence” in *A Passion for Difference* 1994 pp. 49-70

#### Week 4: History of Sexuality

- Tuesday September 16: Foucault, Michel *History of Sexuality* vol 1 part 1 “We Other Victorians” pp. 3-13
- Thursday September 18: Foucault, Michel *History of Sexuality* vol 1 part 2 “The Repressive Hypothesis” pp. 17-49

#### Week 5: Queer Theory

- Tuesday September 23: Rubin, Gayle “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” pp. 137-181
- Thursday September 25: Rubin, Gayle “Afterward to Thinking Sex” and “Postscript to Thinking Sex” pp. 182-189 and pp. 190-193

#### Week 6: Sex and Science

- Tuesday September 30: Martin, Emily. 1991. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles” *Signs* 16(3):485-501.
- Thursday October 2: Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*, ch. 4 “Should There Be Only Two Sexes?” pp. 78-114.

#### Week 7: Making Categories, Re/Making Bodies

- Tuesday October 7: Film in class: *The Brandon Teena Story*
- Thursday October 9: Butler, Judith “Introduction: Acting in Concert” pp. 1-16 and “Undiagnosing Gender” pp. 75-101 in *Undoing Gender* 2004

#### Week 8: Masculinity and Homophobia

- Tuesday October 14: Pascoe, C.J. *Dude You’re a Fag: Masculinity and Sexuality in High School* ch. 1 “Making Masculinity: Adolescence, Identity, and High School” pp. 1-24 and ch. 3 “Dude, You’re a Fag: Adolescent Male Homophobia” pp. 52-83
- Thursday October 16: Pascoe, C.J. *Dude You’re a Fag: Masculinity and Sexuality in High School* ch. 4 “Compulsive Heterosexuality: Masculinity and Dominance” pp. 84-114 and Ch 6 “Conclusion: Thinking About Schooling, Gender, and Sexuality” pp. 156-174

#### Week 9: Review and Midterm

- Tuesday October 21: review and go over organizational profile project
- Thursday October 23: in class mid-term

### **Unit 2: Sex and Politics 1: Social Movements and Rights in the US and Beyond**

#### Week 10: Sex, Law, and Neoliberalism: rights and resistance

- Tuesday October 28: Manalansan, Martin “Race, Violence, and Neoliberal Spatial Politics” *Social Text* 23, no.3-4 84-85:141-55; in class film: *Paris is Burning*
- Thursday October 30: Spade, Dean *Normal Life* ch 2 “What’s Wrong with Rights?” pp. 79-99 and ch 3 “Rethinking Transphobia and Power—Beyond a Rights Framework” pp. 101-136; film in class *Screaming Queens: The Riot at Compton’s Cafeteria*



Week 11: Sex, Law, and Neoliberalism: Gay Marriage

- Tuesday November 4: Film in class: *The New Black*
- Thursday November 6: no class: work on projects

Week 12: Sexuality and Global Social Movements

- Tuesday November 11: No class—Veteran’s Day
- Thursday November 13: Maikey, Haneen “The History and Contemporary State of the Palestinian Sexual Liberation Struggle” in *The Case for Sanctions Against Israel* pp. 190-205; Film clip in class: Dean Spade on pinkwashing  
<http://www.pinkwatchingisrael.com/2012/12/21/wsf-panel-1/>

**Unit 3: Sex and Politics 2: Sexuality as a Politics of Feminist Power**

Week 13: Sex and Power

- Tuesday November 18: wrap up discussion for Unit 2: sex, law, and neoliberalism
- Thursday November 20: Lorde, Audre 1984 “The Uses of the Erotic: The Erotic as Power” in *Sister Outsider* pp. 53-59.

Week 14: race-positive sexuality and sex positive visual culture

- Tuesday November 25: Shimizu, Celine Parrenas *The Hypersexuality of Race: Performing Asian/American Women on Screen and Scene* ch 1 “The Hypersexuality of Asian/American Women: Toward a Politically Productive Perversity on Screen and Scene” pp 1-29
- Thursday November 27: No class—Thanksgiving

Week 15: sex-positive feminism: feminist pornography

- Tuesday December 2: Excerpts from Taormino, Tristan, Celine Parrenas Shimizu, Constance Penley, and Mireille Miller-Young, eds. *The Feminist Porn Book: The Politics of Producing Pleasure*, Betty Dodson “Porn Wars” pp. 23-31, Mireille Miller-Young “Interventions: The Deviant and Defiant Art of Black Women Porn Directors” pp. 105-120
- Thursday December 4: Tristan Taormino “Calling the Shots: Feminist Porn in Theory and Practice” pp. 255-264

Week 16: Presentations

- Tuesday December 9: presentations

**Final Essay is due Monday, December 15 by 5 pm**

## GE Status for Comparative Studies/Sexuality Studies 2214

### I. Rationale

Comparative Studies/Sexuality Studies 2214: Introduction to Sexuality Studies is a course that explicitly embodies the goals espoused by the GE Diversity statement: “Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.” Some of the most pressing and contentious contemporary social issues—for example, marriage equality, adoption policies, reproductive rights, health care, immigration laws, intimacy and romance, commercial sex, human trafficking, sexual violence, homophobic and transphobic violence, militarism and imperialism, and globalization—involve questions of sexuality. CS/SS 2214 provides students with concepts, contexts, and frameworks for apprehending how the pluralistic and changing nature of U.S. and global institutions and forces shape social and legal norms governing sexual behaviors, identities, and cultures.

The course also addresses the expected learning outcomes for Social Diversity in the United States through its course objectives, readings, topics, written assignments, fieldwork component, and classroom activities. The expected learning outcomes are articulated as follows:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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.

a) Course objectives. Introduction to Sexuality Studies explores the role that sexuality—and its connections to other categories of difference, such as gender, race, class, ability, religion, and nationality—plays in U.S. society and culture. The course objectives aim to provide students with a rich theoretical vocabulary for understanding, describing, and analyzing sexuality in its various contexts and manifestations; the tools to consider how social norms, power, and justice impact sexuality; and opportunities to use the knowledge acquired in the course to appreciate and examine a campus or community organization that engages with sexuality-related issues. These frameworks and practices enable students to reflect on their own ideas about sexuality as an integral component of social diversity.

b) Readings. The readings in Introduction to Sexuality Studies vary by instructor, but they are invariably interdisciplinary in nature due to the manifold ways that sexuality is approached and studied. The readings thus traverse such fields as anthropology, history, education, literature, film, economics, feminist theory, legal studies, philosophy, postcolonial studies, religious studies, science studies, and transgender studies. This methodological array furnishes students with a wide range of concepts, terms, and frameworks for exploring how sexuality is framed, practiced, policed, and politicized in various contexts. It also enables students to consider their own attitudes toward sexuality from a wide range of different perspectives.

c) Topics. The topics address the expected learning outcomes by organizing the abundant ways to study sexuality into coherent rubrics. These include, for example, “histories of sexuality,” “sexuality and race,” “sex and science,” “masculinity and homophobia,” “social movements and rights,” “sex, law, and gay marriage,” and “representing sex in visual culture.” As such, they address the many roles that sexuality plays as a marker of social difference in the United States and give students multiple vantage points from which to consider their personal values about sex and sexuality.

d) Written assignments. The midterm exam and the written assignments provide students with opportunities to reflect on and reproduce the knowledge that they have acquired and to explore their ideas about sexuality further. In some iterations of the course, students are also required to write a final essay that examines a sexuality-related issue of their choice in more detail. In addition to the exam, students are required to write a profile of a campus or community organization that is sexuality-oriented. This latter exercise in particular gives students the chance to examine how an institutional formation provides services dealing with sexuality and thus to become a more engaged, informed, and principled citizen of the community.

e) Other course components. The classroom space itself—through lectures and discussions—provides ample opportunities for students to grapple with the complexities of sexuality. The process of interacting with others offers perhaps the most effective way for students to learn about their peers’ ideas on the issues and thereby evaluate their own attitudes toward sexuality, hopefully leading toward greater appreciation of and tolerance for different judgments and beliefs.

## II. Assessment Plan

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?<sup>4</sup></b>
<b><u>ELO 1</u></b> Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	<u>Direct methods:</u> 1. Embedded questions on exams <sup>1</sup> OR 2. Analysis of fieldwork project or final paper <sup>2</sup>  <u>Indirect methods:</u> End of course discursive evaluation question <sup>3</sup>	Please see below.	Please see below.
<b><u>ELO 2</u></b> Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	<u>Direct methods:</u> 1. Embedded questions on exams <sup>1</sup> OR 2. Analysis of fieldwork project or final paper <sup>2</sup>  <u>Indirect methods:</u> End of course discursive evaluation question <sup>3</sup>	Please see below.	Please see below.

### <sup>1</sup>**Method of assessment for the GE ELO 1 and 2: Direct method #1**

Embedded questions. On the midterm and final exams, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

Examples of specific embedded questions include the following:

- a) Drawing on at least two of the following authors—Anzaldúa, Blackwood, Martin, Pascoe—describe the ways that sexual practices and/or identities are shaped differently by cultural influences. How do those differences denaturalize mainstream or conventional understandings of sexuality in the U.S.?
- b) Drawing on theories by Rubin and Foucault, describe the ways that social, religious, and/or legal norms value and devalue certain sexual identities and practices in at least

two different historical moments. How and why have those norms changed over time?

- c) Drawing on readings by Martin, Waidzunas and Epstein, and/or Fausto-Sterling, explore how cultural ideas about gender and heteronormativity inform the construction of scientific knowledge and medical practice about sex and sexuality. Why, in particular, have scientific theories of sexuality held such sway in the cultural imagination?
- d) Define Rich’s idea of “compulsory heterosexuality” and Pascoe’s elaboration of it in the realm of schooling. Then use the idea to reflect on one moment in your own educational experience where heterosexual norms were explicitly or tacitly enforced or challenged.

**<sup>1</sup>Level of student achievement expected for the GE ELO 1 and 2: Direct method #1**

Embedded questions. In general, for the embedded exam questions, “success” means that at least 75% of students will achieve level 2 or higher (out of a possible 4) according to the following scoring rubric:

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts raised in the questions and seems unaware of what examples might be appropriate	Shows comprehension of concepts raised in the questions but does not fully manage to articulate them through examples	Shows comprehension of concepts raised in the questions and for the most part draws on material discussed in class	Shows strong comprehension of concepts raised in the questions and draws insightful connections across readings and examples

**<sup>2</sup>Method of assessment for the GE ELO 1 and 2: Direct method #2**

Analysis of fieldwork project or final paper. Significant writing assignments may vary across sections, but it is likely that students will be required to produce either a fieldwork project or a final paper, if not both. These assignments offer appropriate venues for measuring learning outcomes; indeed, the fieldwork component explicitly engages with “pluralistic institutions and cultures,” while the final paper would certainly compel students to evaluate their own “attitudes and values” toward diverse manifestations of sexuality. Building the learning outcomes into the assignment prompts, in consultation with individual instructors, can help ensure that these writing projects serve as useful mechanisms for assessment.

*Example of fieldwork project.* Explore how sexuality is understood and impacts your immediate community by profiling or being involved in a sexuality-oriented activist or service-provider organization in Columbus or on campus. The profile should describe whom the organization serves, where it is located, what services or events it offers, how it

discusses and depicts sexuality, and how it presents itself in print and online venues. The interview that you conduct with a staff member will give depth and breadth to the profile. The final report should examine not only how the organization frames and addresses sexuality issues, but also how your experience during the research process gave you opportunities to reflect on your own understandings of and attitudes toward sexual identities, behaviors, and discourses.

*Example of final paper (two parts).* Part One (80 points): Drawing on three different course readings or films, present an argument about an approach to sexual politics. You can focus on any aspect of sexual politics that we have covered since the midterm, e.g., LGBT social movements, the question of rights (what they enable and what they limit), global queer issues in relation to the idea of “pink-washing” and Muslim LGBT lives, questions about violence, race, policing and rape cultures, or radical theories of sex-positivity. Your essay should hinge on a thesis statement that you then support with references to course readings and films. In the final paragraph of your essay, you should demonstrate self-awareness of your own argument and appraise its contributions and limitations. Part Two (20 points): Identify one topic, reading, or film that we covered in this course that caused you to rethink what you already knew about sexuality. Explain how this topic, reading, or film has prompted your rethinking, and what you now think based on the work that we did in the class.

**<sup>2</sup>Level of student achievement expected for the GE ELO 1 and 2: Direct method #2**  
Analysis of fieldwork project or final paper. The assessment subcommittee will evaluate the essays using a scoring rubric similar to the one above.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of sexuality studies concepts; seems unreflexive of own perceptions of sexuality	Shows comprehension of sexuality studies concepts but does not fully manage to articulate them in relation to the examples; seems somewhat reflexive of own perceptions of sexuality	Shows comprehension of sexuality studies concepts and for the most part draws on material discussed in class to analyze examples; seems reflexive of own perceptions of sexuality	Shows strong comprehension of concepts raised in the questions and draws insightful connections across readings and examples; is reflexive of own perceptions of sexuality and incorporates that self-reflexivity into the analysis

Student “success” will mean that at least 75% of respondents score at least a 2, with a significant portion of those scoring a 3 or above.

**<sup>3</sup>Method of assessment for the GE ELO 1 and 2: Indirect method**  
End of course discursive evaluation questions. Students will be given the opportunity to reflect on their learning experience over the course of the semester with respect to the two expected

outcomes. An example of the self-evaluation survey reads as follows:

Expected learning outcome 1

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree

How was the learning objective reached? Please comment.

Expected learning outcome 2

Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree

How was the learning objective reached? Please comment.

**<sup>3</sup>Level of student achievement expected for the GE ELO 1 and 2: Indirect method**

End of course discursive evaluation questions: The Sexuality Studies assessment subcommittee will consider the self-reported responses of students. Student “success” will mean that at least 75% of respondents select “agree” or “strongly agree,” and are able to come up with their own examples of how the learning objectives were reached during the semester.

**<sup>4</sup>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**

As noted above, a subcommittee of the Sexuality Studies program will convene at the end of the course to evaluate the direct and indirect methods of assessment. Generally speaking, members will consider the extent to which students are able to articulate how sexuality is integral to thinking about social diversity in the United States and how the course materials have informed their views of sexuality as a key component of social equality. Based on an analysis of the answers to the embedded questions on exams and/or the fieldwork component or final paper, the committee will identify problem areas and discuss possibilities for changing the course and the presentation of materials to ensure better fulfillment of the GE expected learning outcomes. The subcommittee will also analyze the self-evaluation questions carefully to judge how students perceived their own progress and to determine whether student perception accorded with performance. If there is a conflict, adjustments to the presentation and assessment of material will be recommended. The assessment documents and end-of-semester reports will be archived in TracDat and in the Sexuality Studies Assessment folder on Box so that future instructors, coordinators, and subcommittees can have access to the materials and gauge the effectiveness of any changes made.

## **Cross-listing Comparative Studies 2214 with Sexuality Studies**

### **Rationale**

We are proposing to make Comparative Studies 2214: Introduction to Sexuality Studies a cross-listed course in the Sexuality Studies program with the same number and title (i.e., Sexuality Studies 2214: Introduction to Sexuality Studies). This course, like the two units proposing to cross-list it, is interdisciplinary in nature. It focuses on the ways that sexuality, as a complex dimension of individual and social life, is represented in cultural, political, legal, religious, medical, literary, and artistic contexts, and thus is studied through a variety of social science, arts and humanities, and scientific approaches. The title clearly indicates that the topic of the course is central to the work of the Sexuality Studies program; indeed, it is a core requirement for the Sexuality Studies major and “highly recommended” for the Sexuality Studies minor. Moreover, cross-listing the course with Sexuality Studies will enable instructors from various units with expertise in this area to teach the course, ensuring that it will be offered regularly.