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Dr. Debra Moddelmog  
College of Humanities  
186 University Hall  
230 North Oval Mall  
Ohio State University  
Columbus, OH 43210

Dear Debra,

Attached please find the course syllabi for both Social Work 597 and 695.20. I am requesting that you add these courses to the core offerings of the undergraduate specialization in sexuality studies. Also, I am requesting that the College of Social Work now be added to the list of Colleges that sponsor the minor.

If you need any additional information, please feel free to contact me. I'll look forward to hearing from you regarding these requests.

Sincerely,

**The OHIO STATE UNIVERSITY  
COLLEGE OF SOCIAL WORK**

**COURSE TITLE:** Adolescent Parenthood and Sexuality: International Perspectives

**LEVEL OF INSTRUCTION:** U, 5 Credit hours

**COURSE HOURS:** Tuesday and Thursdays, 3 pm – 5 pm

**COURSE DESCRIPTION:**

This course is designed to provide a broad understanding of the biological, psychological 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 behavior and fertility.

**OUTCOMES:**

Upon satisfactory completion of this course, student 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 regarding 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 in their self-selected goals.

**APPOINTMENTS WITH INSTRUCTOR:** I am available to students on a scheduled appointment basis. The most efficient method of reaching me is by email at [callen6@columbus.rr.com](mailto:callen6@columbus.rr.com); I will make every effort to respond within 24 hours. Messages can also be left on my office phone at 224-5802. Either way, students should provide their name, a telephone number where they can be reached, and available times.

## **COURSE REQUIREMENTS:**

**1. Type of Instruction:** This course will be taught using a limited lecture format combined with ample opportunity for discussion and interactions. Additional content will be provided by visual aides, videos, handouts, and outside speakers.

**2. Class Attendance:** Students are expected to attend class regularly and participate in classroom discussions. *More than two absences will incur penalties resulting in lowered grades.* Repeated absences for medical reasons requires medical justification and may require withdrawal if it is determined the student is unable to satisfy the basic expectations.

**3. Course Evaluation by Students:** Students will have an opportunity to evaluate the course using standardized evaluation forms. Students should always feel free to meet with the instructor outside of class to discuss any class concerns.

**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 fully supports the University standards on Academic Misconduct. Students are responsible for abiding by University rules (3335-3I-02-b) in all academic situations. These rules can be found in the program handbook and the University handbook. Provisions include 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 are 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), 313 Stillman Hall; phone 292-7684.

**7. Assignments and Requirements:** Weekly reading assignments are given in this syllabus. There will be three graded assignments:

- a) writing assignment: undergraduate 15% (5 -7 page paper); graduate 25% (10-12 page paper); APA 5<sup>TH</sup> edition must be used for formatting written work and citing all references
- b) one in-class exam: undergraduate 40%; graduate 30%
- c) final exam worth 25%
- d) Participation, which includes regular attendance and active interaction counts for 20% of your final grade.

**8. Grades:** Student grades will be based on the sum of points earned from the three graded assignments plus the 20% 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 = 83 to 87.4	D = 60-64.9
B+ = 87.5 to 89.9	D+ = 65 to 69.9
B- = 80 to 82.9	F = under 60 points

**COURSE TEXTS, Required:**

Christopher, F. Scott (2001) To Dance the Dance: A Symbolic Interactional Exploration of Premarital Sexuality. Mahwah, NJ: Lawrence Erlbaum Associates.

Luker, K. (1996) Dubious Conceptions: The Politics of Teenage Pregnancy. Cambridge, MA: Harvard University Press.

<b>Week</b>	<b>Topics</b>	<b>Assignments &amp; Readings</b>
Session 1	Receive Syllabus	
Session 2 & 3	Adolescent Parenting as a Problem 1. Teen pregnancy as a personal crisis 2. Adolescent Sex as a Family Crisis 3. The Social Burden of Unplanned Pregnancies  Sex Trends and Demographics	Luker, Ch. 1 & 2  Handout #1 YRBS Survey  <b>First Paper Assigned</b>
Session 4 & 5	Sexual Norms - Historical Perspectives 1. Mythologies 2. Rituals 3. Cultural Developments  Adolescent Physical Development	Luker, Chapter 2  Christopher, Chapter 3  <b>First Paper Due (Thurs, Oct. 6)</b>
Session 6 & 7	Adolescent Psychosocial Influences on Sexuality 1. Family 2. Religion 3. Media 4. Peers 5. Socio-Economic status 6. Future View	Luker, Ch. 3 & 4 Christopher, Chapter 1-2  Handout #2
Session 8 & 9	Adolescent Dating and Relationships	Christopher, Ch. 5 & 6
Session 10 & 11	Adolescent Sexual Behaviors 1. Virginty to Experimentation 2. Sexual Identity Formation 3. Risk Behaviors	Luker, Ch. 5 & 6  <b>Phil Hart, Guest Speaker on GLBT Youth (Thurs, Oct. 27)</b>
Session 12 & 13	Adolescent Sexual Health Issues – STDs  Social Implications of Teen Pregnancy and Early Child Bearing	<b>Nov. 1 - VOTE!</b>  Luker, Ch. 5 (p. 59-65) and 10 (p. 199-135)
Session 14 & 15	Social and Political Responses to Adolescent Sexuality and Childbearing – welfare reform, sex ed, abortion & adoption,	Luker, Ch. 7 Handouts
Session 16 & 17	Cont'd Social and Political Responses (16 <sup>th</sup> )	<b>In Class Exam (Nov. 17)</b>
Session 18 & 19	International Policies and Programs	Handouts
Session 20 & 21	Sexual Aggression Movie – “Just Another Girl on the IRT”	Christopher, Ch. 7 & 8 <b>Final - Take Home Movie Analysis</b>
	<b>Turn in Final Exam (graduating seniors may need to turn in earlier)</b>	

Office: 225A Stillman Hall  
Phone: 292-6900  
E-mail: [Speziale.1@osu.edu](mailto:Speziale.1@osu.edu)  
Office Hours:

SW 695.20  
Spring, 2006  
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.

## TEXT:

Required: Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2004). *Human Sexuality in a World of Diversity* (6<sup>th</sup> ed.) Boston: Allyn & Bacon. (Abbreviated below as *HSWD*)

## CONTENT OUTLINE:

\*indicates required reading for each class session

### Session 1

Defining Sexuality and Sexualities  
Ecological and Social Systems Perspectives  
Cultural Diversity and Historical Context  
Professional Boundaries and Social Work Practice  
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; and Chapter 2: Religious, Ethnic, and Gender Factors.

NASW. (2003). *Social Work Speaks* (6<sup>th</sup> ed.). Washington, DC: NASW Press. Selected Sections.

### Session 2

Sexual Development  
Sex, Gender Identity, and Gender Roles  
Biopsychosocial Perspectives  
Transgenderism and Transsexualism

### Readings

\**HSWD*, Chapter 6: "Gender Identity and Gender Roles"

\*Baker, R. B. (1998). "Pricks" and "chicks": A plea for persons. In R. B. Baker, K. J. Wininger, & F. Elliston (Eds.), *Philosophy and Sex* (3<sup>rd</sup> ed., pp.281-305). Amherst, NY: Prometheus Books.

Califa, P. (2003). *Sex changes: The politics of transgenderism*. San Francisco: Cleis Press.

Colapinto, J. (2000). *As nature made him: the boy who was raised as a girl*. New York: Harper/Collins.

\*Francoeur, R., Koch, P. B., and Weis, D. (Eds.). (1998). *Sexuality in America*. New York: Continuum. Chapter 7: Cross-gendered Persons.

Lynn, J. (1995). My father's other name is Rita. *Journal of Family Social Work*, 1(2), 91-99.

Money, J., & Ehrhardt, A. (1996). *Man & woman, boy & girl: Gender identity from conception to maturity*. Northvale, NJ: Jason Aronson.

### Session 3

Gay, Lesbian, and Bisexual Identities  
Gay Marriages and Civil Unions  
Child-rearing and Gay Parenting  
Heterosexism and Homophobia

### Readings

\**HSWD*, Chapter 10, "Sexual Orientation"

Bayer, R. (1987). *Homosexuality and American psychiatry: The politics of diagnosis*. Princeton, NJ: Princeton University Press.

Berkman, C. S., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Social Work*, 42(4), 319-332.

\*Francoeur, R., Koch, P. B., & Weis, D. (1998). *Sexuality in America*. New York: Continuum. Chapter 6: Homoerotic, Homosexual, and Ambisexual Behaviors.

Galluccio, J., & Galluccio, M. (2001). *An American family*. New York: St. Martin's Press.

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.



\*Mohr, R. D. (1998). The case for gay marriage. In R. Baker, K. J. Winger, & F. Elliston (Eds.), *Philosophy and Sex* (3<sup>rd</sup> ed., pp.190-211). Amherst, NY: Prometheus Books.

\*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 4

Defining Normal, Variant, and Deviant Sexualities  
Cultural Diversity, Social Scripts, and Social Control  
Cohabitation, Serial Monogamy, & Divorce  
Extramarital Sexual Conduct  
Alternative Marriage Forms  
Attraction, Love, and Intimacy

#### Readings

\**HSWD*, Chapter 7: "Attraction and Love"

Chapter 8: "Relationships, Intimacy, and Communication"

Chapter 14: "Sexuality in Adulthood"

\*Brothers, B. J. (1993). Balance and attachment—sometimes love. *Journal of Couples Therapy*, 4(1/2), 1-11.

\*Clark, S. R. L. (1998). Sexual ontology and group marriage. In R. Baker, K. J. Winger, & F. Elliston (Eds.), *Philosophy and Sex* (3<sup>rd</sup> ed., pp.165-175). Amherst, NY: Prometheus Books.

\*Francoeur, R., Koch, P. B., & Weis, D.(Eds.) (1998). *Sexuality in America*. New York: Continuum. Chapter 5: Interpersonal Heterosexual Behaviors.

Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.

#### Session 5

Human Sexual Arousal and Response  
Sexuality and Aging  
Sexuality and Disabilities  
Sexual Dysfunctions: Medical and Psychosocial Aspects  
Social Changes and Clinical Interventions

#### Readings

\**HSWD*, Chapter 5, "Sexual Arousal and Response"

Chapter 9, "Sexual Techniques and Behavior Patterns"  
Chapter 15, "Sexual Dysfunctions"

- Fullmer, E. M., Shenk, D., & Eastland, L. J. (1999). Negating identity: A feminist analysis of the social invisibility of older lesbians. In J. D. Garner (Ed.), *Fundamentals of feminist gerontology* (pp.131-148). Binghamton, NY: The Haworth Press.
- Kleinplatz, P. J. (Ed.). (2001). *New directions in sex therapy*. Philadelphia: Brunner-Routledge.
- \*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

American Psychiatry, the Disease Model, and the DSM  
Paraphilias and Atypical Sexualities  
Voyeurism, Exhibitionism, Sadism & Pedophilia  
Delineating Boundaries, Relative Risks, and Social Control  
Legal and Clinical Considerations

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.
- Chancer, L. S. (1992). *Sadomasochism in everyday life: The dynamics of power and powerlessness*. New Brunswick, NJ: Rutgers University Press.
- \*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.

\*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.

### Session 7

Coercive Sexual Behavior  
The Social Environment and Violence  
Sexual Harassment and Stalking  
Sexual Assault and Rape

### Readings

\**HSWD*, Chapter 18, "Sexual Coercion"

Araji, S. K. (1997). *Sexually aggressive children: Coming to understand them*. Thousand Oaks, CA: Sage.

Dunn, J. L. (2002). *Courting disaster: Intimate stalking, culture, and criminal justice*. Hawthorne, NY: Aldine de Gruyter.

Johnson, I. M., & Sigler, R. T. (1997). *Forced sexual intercourse in intimate relationships*. Brookfield, VT: Ashgate.

\*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.

Shrier, D. (Ed.). (1996). *Sexual harassment in the workplace and academia*. Washington, DC: American Psychiatric Press.

### Session 8

Commercialized Sexualities  
Prostitution, Sex Workers, and Sexual Services  
Trafficking of Women and Children  
The Media and Pornography  
Censorship and Free Speech

### Readings

\**HSWD*, Chapter 19, "Commercial Sex"

\*Collins, B. G. (1990). Pornography and social policy: Three feminist approaches. *Affilia: Journal of Women and Social Work*, 5(4), 8-26.

\*Goodwin, J. (2004). The ultimate growth industry: Trafficking in women and girls. In M. Stombler, D. M. Baunach, E. O. Burgess, D. Donnelly, & Simonds, W. (Eds.), *Sex Matters* (pp.478-481). Boston: Pearson.

Hicks, G. (1995). *The comfort women*. New York: W. W. Norton.

Jenness, V. (1993). *Making it work: The prostitutes' rights movement in perspective*. New York: Aldine de Gruyter.

\*Mackinnon, C. (1992). Pornography, civil rights, and speech. In C. Itzin (Ed.), *Pornography: Women, Violence, and Civil Liberties* (pp.456-511). New York: Oxford University Press.

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.

## Session 9

Professional Roles and Professional Knowledge  
Sexuality Education for Children and Adolescents  
Sexuality Education for Adults  
Continuing Sexuality Education for Professionals  
Controversies about and Obstacles to Research on Sexual Issues  
Research Methods and Ethics

## Readings

\*HSWD, Chapter 2, "Research Methods"  
Chapter 13, "Sexuality in Childhood and Adolescence"

\*Francoeur, R., Koch, P. B., & Weis, D. (1998). *Sexuality in America*. New York: Continuum.  
Chapter 3: Sexual Knowledge and Education, and Chapter 15: Current Developments, B. Sexuality Education and Abstinence-Only Sexuality Education.

\*Speziale, B. (1997). Introducing sexual diversity into social work education. *Journal of Teaching in Social Work*, 15(1/2), 51-61.

## Session 10

Course Summation  
Reconstructing Sexual Ideologies and Theologies

Utopian Visions and New Realities  
Social Work's Mission and Values

\*Francoeur, R., Koch, P. B., & Weis, D. (1998). *Sexuality in America*. New York: Continuum.  
Chapter 15 I: Concluding Remarks on Change, Diversity, and Conflict.