

Term Information

Effective Term Autumn 2022
[Previous Value](#) Autumn 2020

Course Change Information

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

Change name from Human Sexuality to Human Sexuality and Intersectionality across the Lifespan.

Change course description from Examination of the intellectual, physical, social, and emotional aspects of human sexuality to This course will examine, through a multidisciplinary perspective, the ways in which race, ethnicity, and gender diversity influence the lens in which we view, study, and experience human sexuality across the lifespan.

Change GE category from GE Social Science: Individuals and Groups to GE Foundations: Race, Ethnicity, and Gender Diversity .

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

The new GE model offered us an opportunity to rethink our existing GE Human Sexuality course and to align it with current research conducted by our faculty and others on race, ethnicity and gender diversity.

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)?

No change

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Human Dev and Family Science
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3440
Course Title	Human Sexuality and Intersectionality across the Lifespan
Previous Value	Human Sexuality
Transcript Abbreviation	Human Sexuality
Course Description	This course will examine, through a multidisciplinary perspective, the ways in which race, ethnicity, and gender diversity influence the lens in which we view, study, and experience human sexuality across the lifespan.
Previous Value	Examination of the intellectual, physical, social, and emotional aspects of human sexuality.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
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
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2707
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:
Individual and Groups; Race, Ethnic and Gender Diversity
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](#)
[General Education course:](#)
[Individual and Groups](#)
[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 | <ul style="list-style-type: none">• In the context of human sexuality across the lifespan, students will utilize the theory of intersectionality (race, ethnicity, and gender diversity), socioecological framework, and social determinants of health to understand behavior and identity. |
| Previous Value | <ul style="list-style-type: none">• Understand human development across the various stages of the life-span |

Content Topic List

- 1. Foundational Topics: Understanding foundational theories/models (e.g., Intersectionality, Socioecological Model, social determinants of health), Race, Ethnicity, Gender Diversity, and sexual literacy
- 2. Race, Ethnicity, and Gender Diverse Populations in Sexology
- 3. Sexual socialization across cultures
- 4. Gender and sexual identity development and expression
- 5. Sexual behaviors
- 6. Intimate relationships
- 7. Sexual difficulties
- 8. Race, ethnicity, and gender diversity in infancy and childhood sexual development
- 9. Race, ethnicity, and gender diversity during adolescent sexual development
- 10. Race, ethnicity, and gender diversity in young adulthood & adulthood intimate relationships
- 11. Race, ethnicity and gender diversity and aging stages of sexual development
- 12. Future of human sexuality

Previous Value

- *Sexual dysfunction*
- *Sexuality*
- *Arousal and response*
- *Gender issues*
- *Diversity*
- *Sexual orientation*
- *Atypical sexual behaviors*
- *Adolescent sexuality*
- *Sexually transmitted diseases*
- *Treatments for sexual dysfunction*
- *Contraception*
- *Sexuality*
- *Sexual coercion*
- *Masturbation*
- *Prostitution, sex workers, cultural and legal implications*

Sought Concurrence

No

COURSE CHANGE REQUEST
3440 - Status: PENDING

Last Updated: Brown,Danielle Marie
01/10/2022

Attachments

- HDFS 3440 Master Assignments.docx
(Other Supporting Documentation. Owner: Folden Jr.,H Eugene)
- HDFS 3444 GE Submission Documents.pdf
(Other Supporting Documentation. Owner: Folden Jr.,H Eugene)
- HDFS 3440 Cover Letter.docx
(Cover Letter. Owner: Folden Jr.,H Eugene)
- HDFS 3440 Syllabus.pdf
(Syllabus. Owner: Folden Jr.,H Eugene)
- ASC DL Cover Sheet - HDFS 3440.docx: ASC DL Cover Sheet
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- HDFS 3440 Redesign Syllabus_Revised.pdf: Revised Syllabus
(Syllabus. Owner: Folden Jr.,H Eugene)
- REQUIRED GE Foundations Submission Document_REVISED.pdf: Revised Foundations Doc
(Other Supporting Documentation. Owner: Folden Jr.,H Eugene)

Comments

- Please see feedback email sent to department 12-14-21 RLS *(by Steele,Rachel Lea on 12/14/2021 01:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Folden Jr.,H Eugene	10/04/2021 04:42 PM	Submitted for Approval
Approved	Sutherland,Susan Linda	11/01/2021 01:06 PM	Unit Approval
Approved	Brown,Danielle Marie	11/09/2021 03:08 PM	College Approval
Revision Requested	Steele,Rachel Lea	12/14/2021 01:13 PM	ASCCAO Approval
Submitted	Folden Jr.,H Eugene	01/07/2022 10:15 AM	Submitted for Approval
Approved	Folden Jr.,H Eugene	01/07/2022 10:16 AM	Unit Approval
Approved	Brown,Danielle Marie	01/10/2022 11:08 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/10/2022 11:08 AM	ASCCAO Approval



October 04, 2021

Dear Sue,

The faculty in the Human Development and Family Science program area seek approval for a change to HDFS 3440. Currently HDFS 3440 is a GE course that fulfills the Social Science: Individuals and Group Category. We are proposing that the course fulfill the new Foundations GE: Race, Culture, and Gender Diversity category. The course will be taught 100% online asynchronously. The title of the course will change to Human Sexuality and Intersectionality across the Lifespan.

If you have any questions or comments, please don't hesitate to contact me at folden.1@osu.edu. Many thanks for your time and consideration.

Sincerely,

Eugene Folden, PhD

HDFS Undergraduate Studies Chair

Associate Professor of Clinical Practice

Human Development and Family Science

Folden. 1@osu.edu

Human Sexuality and Intersectionality across the Lifespan Syllabus

[HDFS 3440] [Fall 2022]

Course Information

- **Course times and location:** Online, asynchronous
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (also available F2F)

Instructor

- **Name:** Katy Miller, PhD, MCHES
- **Email:** miller.1572@osu.edu
- **Office location:** 166K Campbell Hall
- **Office hours:** [example: Tuesdays and Thursdays from 10:20 a.m.-11:15 a.m.]
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** [first and last name of TA]
- **Email:** [lastname.#@osu.edu]
- **Recitation times:** [example: Tuesdays and Thursdays from 10:20 a.m.-11:15 a.m.]

Course Prerequisites

No prerequisites



Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description

The focus of this course is examining, through a multidisciplinary perspective, the ways in which race, ethnicity, and gender diversity influence the lens in which we view, study, and experience human sexuality through the lifespan. Students will use the lens of intersectionality and the Socioecological framework to understand how attitudes, decisions, and lived experiences individuals have with human sexuality develop and are influenced by our environment and personal identities, such as race, ethnicity, and gender diversity.

General Education Expected Learning Outcomes

As part of the Race, Ethnicity, and Gender category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
 - 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
 - 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
 - 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
 - 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
- Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.
 - 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
 - 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes by including the lens of race, ethnicity, and gender diversity for each topic. Assignments will emphasize the application of material through the lens of intersectionality and reflection on our own and others' lived experiences.

Learning Outcomes

By the end of this course, students should successfully be able to meet the following Goals and Learning Objectives (NOTE: GE ELOs are listed in parentheses below):

- Goal 1: Successful students will be able to apply key theories and frameworks (e.g., intersectionality, social determinants of health) in the context of human sexuality throughout the lifespan.
 - 1.1. Define relevant identity terms, such as race, gender, ethnicity, and ability. (Gen Ed ELO 1.1)
 - 1.2. Understand and apply key theories and frameworks. (Gen Ed ELOs 1.1, 1.2)
 - 1.3. Apply relevant terms, theories, and frameworks to our lived experiences. (Gen Ed ELOs 1.3, 2.2, 2.3)
- Goal 2: Successful students will develop sexual literacy to assist in making informed decisions around sexual wellbeing.
 - 2.1. Analyze sources of information to determine reliability of content to help inform human sexuality decision making. (Gen Ed ELOs 1.4)
 - 2.2. Understand and describe diverse types of adult relationships.
 - 2.3. Ability to critically analyze how adult relationships can influence lived experiences. (Gen Ed ELOs 1.3, 2.2, 2.3)
 - 2.4. Critically analyze relationship trends and affects at the individual, community, and societal levels. (Gen Ed ELOs 1.2)
 - 2.5. Describe how sexual challenges affects individuals differently and the influence of race, ethnicity, and gender. (Gen Ed ELOs 1.2, 2.2, 2.3)
 - 2.6. Discuss how individuals can promote positive social change in human sexuality through their knowledge and understanding of the topic.
- Goal 3: Successful students will understand the behavior and identity development of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which they affect lived experiences.
 - 3.1. Describe how race, ethnicity, and gender diversity influences our lived experiences around human sexuality throughout the lifespan. (Gen Ed ELOs 1.3, 2.1)



- 3.2. Critically self-reflect on current statuses/social positions and influences on human sexuality. (Gen Ed ELOs 2.1)
- 3.3. Describe and discuss the factors that influence sexual identity development. (Gen Ed ELOs 1.2, 1.3, 2.2, 2.3)
- 3.4. Understand and evaluate cultural differences in human sexuality and how they affect sexual socialization. (Gen Ed ELOs 1.2, 1.3, 2.2, 2.3)
- 3.5. Describe and evaluate how ones lived experiences, views and beliefs can influence the lived experiences of others. (Gen Ed ELOs 1.2, 1.3, 2.2, 2.3)
- 3.6. Ability to explain and evaluate differences and influences in our lived experiences (Gen Ed ELOs 2.2, 2.3)
- 3.7. Ability to explain and evaluate differences and similarities in behaviors and views. (Gen Ed ELOs 1.3, 2.2, 2.3)
- 3.8. Develop knowledge and understanding on how race, ethnicity, and gender affect our sexuality development, identities & expressions, views, and behaviors. (Gen Ed ELOs 1.3, 2.2, 2.3)
- 3.9. Discuss how barriers in human sexuality can affect our lived experiences. (Gen Ed ELOs 1.1, 1.2, 1.3)
- Goal 4: Successful students will understand the history of sexology, how research is conducted, and how it can affect individuals, communities, and society.
 - 4.1. Understand and describe the purpose of diverse participants in research and reasons for exclusion of populations (e.g., exclusion of men in research on menopause). (Gen Ed ELOs 1.4)
 - 4.2. Ability to critically analyze the challenges/barriers with diversifying human sexuality research. (Gen Ed ELOs 1.2, 1.4)
 - 4.3. Discuss the ethical challenges with past research and ability to implement current research on human sexuality. (Gen Ed ELOs 1.4)
 - 4.4. Understand current research around human sexuality topics. (Gen Ed ELOs 1.4)

How This Online Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **modules** that are released 2+ weeks ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings and office hours: optional**
All live, scheduled events for the course, including my office hours, are optional. I will post any recordings of relevant meetings and/or content/information for those who cannot attend.
- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- All required readings and media will be provided via the Carmen course.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection (NOTE: All OSU buildings have free wi-fi, as do Columbus Public Libraries, and many local establishments. If you do not have access to high-speed internet, please reach out to the instructor ASAP and check out go.osu.edu/student-tech-access.)
- **Webcam:** built-in or external webcam, fully installed and tested (Optional)
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)
- Ability to locate peer-reviewed journals and sources on library.osu.edu, [Google Scholar](https://scholar.google.com), or similar search engine.

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Orientation Quiz (Before class or Week 1)	10
Module Prompts (6x5)	30 points
Discussions (Original and Peer interactions) (6x25 points)	150 points
Quizzes (7x10)	70 points
Mini-Project (1x50)	50 points
Reflection Journals (7x25 points)	175 points
TOTAL POINTS:	485 points

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

NOTE: All assignments are due at 11:59 p.m. EST on the due date listed, unless otherwise specified.

Introductions (Part of the Discussion grade)

Purpose: We will be engaging within small groups on the discussion boards. This is an opportunity to introduce yourself and get to know each other.

Student will complete 3 total posts. One “Original” post and two “Peer Interactions”. General prompts will be provided for students to respond to for the Original post, which is due the first Sunday of the semester by 11:59 p.m. EST. Peer interactions are in response to a peers’ original post. Guidance will be provided on Carmen for peer interactions. Introduction Peer Interactions are due by the second Friday of the semester at 11:59 p.m. EST.

Module Prompts

Purpose: To assess foundational understanding of the module based on personal experiences, knowledge, and education.

- One to two prompts will be provided prior to a module being available.
- Respond to all prompts (worth 5 points each module) in a thorough manner, no need to cite/reference as they should be based on your knowledge/understanding of the topic.
- Once completed, the remaining components of the module will open.
- Each Module will have Module Prompt(s) that are due the first Tuesday of each Module at 11:59 p.m. EST.
- GRACE PERIOD: All students will have a 2-day grace period to complete the Module Prompts with no point deductions.
- Late Module Prompts: Are not accepted unless there are extenuating circumstances. Work, forgetting when classes begin, travel, etc. are not extenuating circumstances. Late module prompts no longer meet the learning objectives of the assignment. If there is a late module prompt, a Zero will be entered and the module will open up for the student to complete remaining work.

Quizzes

Orientation Quiz: The purpose of the Orientation Quiz is to ensure the understanding of the course, syllabus, requirements, and expectations.

- 30 minutes to complete
- 10 questions, multiple choice
- Questions are randomized; each attempt will generate a different question set.
- Required to earn a 10/10 to open remaining course modules.
- Automatically graded.
- Due the first Sunday of the semester at 11:59 p.m. EST
- GRACE PERIOD: All students will have a 2-day grace period to complete the Orientation Quiz with no point deductions. Yet, a late Orientation Quiz may affect other due dates. Please be aware of this.
- Late Orientation Quiz: Are not accepted unless there are extenuating circumstances. Work, forgetting when classes begin, travel, etc. are not extenuating circumstances.

Module Quizzes: The purpose of the module quizzes is to assess the understanding of the readings, media, lectures, and content for each module.

- 10 questions, multiple choice, randomized questions (each quiz will generate a different question set).



- One attempt
- Automatically graded.
- Open notes
- Due the first Wednesday of each new *module* at 11:59 p.m. EST
- GRACE PERIOD: All students will have a 2-day grace period to complete the Module Quizzes with no point deductions.
- Late quizzes: A 10% deduction will occur for each day late, up to 4 days after the grace period. Quizzes submitted 4 days late (after the grace period) will earn a zero (0).

Discussions (25 points each)

Purpose: To engage in higher level learning and application of course material and to learn from interactions with peers' lived experiences, views, and identities.

- Each module will have discussion prompts to complete.
- Minimum of 3 posts (1 initial/original post and 2 peer interactions) will be completed over a two-week period.
- All posts will be graded together and based on the following (See Appendix B)
 - Comprehension and Examples (10 points)
 - Peer Feedback and Interaction (10 points)
 - Writing Skills (5 points)
- All discussions will remain open for the full time, yet original posts must be submitted by the original post deadline. Peer interactions are completed through the same route as original posts.
- Each **Original Post** is due by Friday **before** 11:59 p.m., weeks 1 (introductions), 3, 5, 7, 9, and 11
 - You will not see posts until you submit your original post to the discussion prompt(s)
 - Grace Period: Students have a 2-day grace period to submit Original Posts.
 - Late original posts (after grace period): Entire discussion grade will be deducted by 10% each day an original post is late, up to 4 days. (1 day late = -2.5 points deduction; 2 days late = -5 points, etc.). Original posts submitted more than 4 days after the grace period will earn a zero (0).
- Each **Peer Interaction** to a peers' *original* post is due by Friday before 11:59 p.m. on weeks 2 (Introductions), 4, 6, 8, 10, and 12.
 - Respond to a minimum of 2 peers' *original* post.
 - Grace Period: Students have a 2-day grace period to submit Peer Interaction Posts.
 - Late Peer interactions (after grace period): Due to the nature of peer interactions, late peer interactions will not earn any credit, which is 10 points.



- **Grading of discussion posts will be completed within 2-3 weeks of the due date for Peer Interactions.**
- **Late discussions will not be graded on the same time frame. They may be delayed and may not receive as much feedback as posts submitted on time.**

Mini Project (50 points)

Purpose: To take a deeper look at topics throughout the semester.

- **Two Mini-Projects will be available, and students choose one (1) to complete.**
- **While some students may want or choose to do both, this is not required. One (1) project per student will be graded.**
- More information on the mini-projects and due dates are provided on Carmen
- Early Projects: Students submitting projects 2 full weeks early will earn 3 extra credit points.
- Grace Period: Students have a 2-day grace period to submit Mini Projects.
- Late Mini Projects (after grace period): Project grade will be deducted by 10% each day late, up to 4 days. (1 day late = -5-point deduction; 2 days late = -10 points, etc.). Mini Projects submitted more than 4 days after the grace period will earn a zero (0).

Reflections (25 points each)

Purpose: To reflect on personal identities and how these influence our thoughts, views, behaviors, lived experiences, etc. related to human sexuality.

- Reflection Journals are due the second Friday at 11:59 p.m. EST of each module.
- More information on the Reflections and due dates are provided on Carmen
- Grace Period: Students have a 2-day grace period to submit Reflections.
- Late Reflections (after grace period): Reflection grade will be deducted by 10% each day late, up to 4 days. (1 day late = -2.5-point deduction; 2 days late = -5 points, etc.). Reflections submitted more than 4 days after the grace period will earn a zero (0).

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for official due dates. While due dates are set on the syllabus at the beginning of the semester, these due dates may be adjusted based on current circumstances – due dates on Carmen are considered the correct due date. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Life happens; therefore, most assignments have built-in grace periods before points will be deducted, these are considered universal accommodations that everyone in the class receives. Once the grace period passes, it will be considered “late”. Work can be submitted late, except for the Orientation quiz, peer interactions, and module prompts. All other work can be submitted up to 4 days late (after the grace period) with a 10% deduction for each day late. Work submitted 4 days after the grace period will be entered as a zero (0).

Extensions: Remember, there is already a grace period for all students. Therefore, request for extensions should be *extremely* rare. If there is an extenuating circumstance, extensions can be made via email. It is highly recommended these are made *prior* to the due date and include the following information:

1. Your name,
2. course number,
3. assignment requesting an extension (e.g., Week 4 discussion),
4. reasonable length of extension (e.g., 1 day, 2 days past the grace period), ***and***
5. attached documentation (e.g., documentation of illness that prevents work being completed).

While it is not guaranteed an extension will (or can) be provided, it is a higher likelihood if you have: 1) a valid reason*; 2) documentation submitted; and 3) requests is submitted prior to the deadline.

*Because there is a 2-day grace period for most assignments, reasons related to work, other coursework due, time management issues, technology issues (see resources provided in the syllabus for technology options), etc. will rarely be approved. There must be an extenuating circumstance for me to approve extensions for these reasons.

If a student has ADM accommodations, it is anticipated that the 2-day extension will be sufficient for ADM accommodations. If a student finds, prior to the initial deadline (not the grace period) that they cannot meet the grace period deadline, then please reach out ASAP to discuss this.



Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (miller.1572@osu.edu). I will reply to emails within **24-48 hours on days when class is in session at the university**. If the university is closed or it is a weekend, I will respond within 72 hours.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week (Tues/Wed) and once at the end of the week (Thurs/Fri).
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **fourteen days**, yet some assignments may take longer (up to 3 weeks) due to the number of students in the class and the extensiveness of the assignment and feedback. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67–69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60–66.9: D	
	80–82.9: B-	70–72.9: C-		

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. While there may be times where support is needed in a discussion post, these should be in APA formatting.
- **Tone and civility:** With such a controversial topic, it is crucial to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance on the discussion boards for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say in APA formatting. For all materials, including course materials, list at least the author(s), publication date, and page numbers. For online sources, also include a link. All sources provided will already be in APA formatting and can be copied/pasted.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Utilizing cloud-based software, such as Google Drive, BuckeyeBox, OneDrive, etc., is highly recommended to be utilized so work is not lost if a computer “dies”. In addition, using programs such as Google Docs will also save work in a cloud program and available on any computer with internet.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “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.

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. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also

have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org/) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

***Reviewers – Below are a sample of readings and media to use, yet a more extensive list is provided in the “Readings, Media, and assignments” Document.**



Week	Gen Ed ELOs	Readings (Include Final Readings in the final Syllabus, once approved)	Assignments Due
Foundational Materials: Weeks 1-4			
MODULE 1: Introduction and Foundational Topics			
1		<p style="text-align: center;"><u>Intersectionality Intro Video</u></p> <p style="text-align: center;"><u>Intersectionality</u></p> <p style="text-align: center;"><u>Is Gender Real?</u></p> <p style="text-align: center;"><u>WTF is Gender?</u></p>	<p>Orientation Quiz: Week 1 (Sunday)</p> <p>Module 1 Discussion Introductions: Week 1 (Sunday)</p>
2	ELOs: 1.1, 1.3, 2.1, 2.2, 2.3	<p style="text-align: center;">SEM (CDC & Borgen Project)</p> <p style="text-align: center;">SDOH (HP2030)</p> <p style="text-align: center;">Sexual Literacy: <u>Graf & Patrick (2013)</u></p> <p style="text-align: center;"><u>Dimensions of Human Sexuality (Appendix 1)</u></p> <p style="text-align: center;">Race and Ethnicity: <u>Blakemore (2019)</u></p> <p style="text-align: center;"><u>Social Construction of Gender</u></p>	<p>Module 1 Quiz: Week 2 (Wednesday)</p> <p>Module 1 Peer Interactions: Week 2 (Friday)</p> <p>Module 1 Reflection: Week 2 (Friday)</p> <p>Survey: Week 2 (Sunday)</p>
MODULE 2: Human Sexuality History and Research: How Race, Ethnicity, and Gender Diverse Populations were and are Studied			
3		<p style="text-align: center;">Diverse Research (Henrickson et al., 2020)</p> <p style="text-align: center;"><i>Kinsey</i> (Brown & Fee, 2003; Bullough, 1998)</p> <p style="text-align: center;"><i>Ellis</i> (Dupont, 2008; Robinson, 1973)</p> <p style="text-align: center;"><i>Tuskegee Study</i> (A.P., n.d.; World History Project, n.d.; CDC, n.d.)</p>	<p>Module 2 Prompt Questions: Week 3 (Tuesday)</p> <p>Module 2 Quiz: Week 3 (Wednesday) (covers readings, media and mini-lecture slides)</p> <p>Module 2 Discussion: Week 3 (Friday)</p>
4	ELOs: 1.1, 1.2, 1.3, 1.4, 2.1, and 2.3	<p style="text-align: center;"><i>Henrietta Lacks</i> (<u>NPR, 2010</u>; <u>Johns Hopkins, n.d.</u>; <u>Immunology</u>)</p> <p style="text-align: center;"><i>Masters and Johnson</i> (<u>video</u>; <u>collection</u>)</p> <p style="text-align: center;"><i>Margaret Sanger</i> (<u>Michals, 2017</u>; <u>Stewart, 2020</u>; <u>PBS, n.d.</u>)</p> <p style="text-align: center;"><i>Comstock Laws</i> (<u>PBS, n.d.</u>)</p>	<p>Module 2 Peer Interactions: Week 4 (Friday)</p> <p>Module 2 Reflection: Week 4 (Friday)</p>



Week	Gen Ed ELOs	Readings (Include Final Readings in the final Syllabus, once approved)	Assignments Due
Human Sexuality throughout the Lifespan: Weeks 5-12			
MODULE 3: Race, Ethnicity, and Gender Diversity (REGD) in Infancy and Childhood Sexual Development			
5		<p>Circumcision or Mutilation? Abdulcadir et al. (2020) (saved PDF)</p> <p>Earp (2020) Insight SBS (2013) Khazan (2015); Thompson (2015) Wilkinson (2014)</p>	<p>Module 3 Prompt Questions: Week 5 (Tuesday)</p> <p>Module 3 Quiz: Week 5 (Wednesday) (covers readings, media and mini-lecture slides)</p> <p>Module 3 Discussion: Week 5 (Friday)</p>
6	ELOs: 1.1, 1.2, 1.3, 2.1, 2.2, and 2.3	<p>Sexual Socialization across Cultures Miss Representation (Film)?</p> <p>Gansen (2017) Leath et al. (2020) Shtarkshall et al. (2007)</p>	<p>Module 3 Peer Interactions: Week 6 (Friday)</p> <p>Module 3 Reflection: Week 6 (Friday)</p>
MODULE 4: REGD during Adolescent Sexual Development			
7		<p>Gender and Sexual Identity Development & Expression Coming out vs. Inviting In: Moulite (2020), Johns (2020); The Rainbow Network (n.d.)</p> <p>Dillon et al. (2011) Garbey et al. (2019) Roselli (2019)</p>	<p>Module 4 Prompt Questions: Week 7 (Tuesday)</p> <p>Module 4 Quiz: Week 7 (Wednesday) (covers readings, media and mini-lecture slides)</p> <p>Module 4 Discussion: Week 7 (Friday)</p>
8	ELOs: 1.2, 1.3, 2.1, 2.2, and 2.3	<p>Schitt's Creek (2016)</p> <p>Behaviors Carlson et al. (2014) Alzate et al. (2020)</p>	<p>Module 4 Peer Interactions: Week 8 (Friday)</p> <p>Module 4 Reflection: Week 8 (Friday)</p>



			MINI PROJECT 1: Week 8 (Friday)
Week	Gen Ed ELOs	Readings (Include Final Readings in the final Syllabus, once approved)	Assignments Due
MODULE 5: Race, Ethnicity, and Gender Diversity (REGD) in Young Adulthood & Adulthood Intimate Relationships			
9	ELOs: 1.3, 1.4, 2.1, 2.2, and 2.3	Intimate Relationships Ansari & Klinenberg (2016) (Saved PDF) <u>Towards Intimacy (Documentary)</u> <u>Livingston (2017)</u> <u>US Bureau of Labor Statistics (2013)</u>	Module 5 Prompt Questions: Week 9 (Tuesday) Module 5 Quiz: Week 9 (Wednesday) (covers readings, media and mini-lecture slides) Module 5 Discussion: Week 9 (Friday)
10		<u>Gurrentz (2019)</u> <u>Schneider (2020)</u>	Module 5 Peer Interactions: Week 10 (Friday) Module 5 Reflection: Week 10 (Friday)
MODULE 6: REGD and Aging stages of Sexual Development			
11	ELOs: 1.1, 1.3, 1.4, 2.1, 2.2, and 2.3	<u>NIA (2017)</u> Menopause <u>Mcknight et al. (2011)</u> <u>Velez & Rodriguez (2021)</u> <u>Wier (2017)</u>	Module 6 Prompt Questions: Week 11 (Tuesday) Module 6 Quiz: Week 11 (Wednesday) (covers readings, media and mini-lecture slides) Module 6 Discussion: Week 11 (Friday)
12		Sexual Difficulties <u>McCabe et al. (2016)</u> <u>Hughes et al. (2015)</u>	Module 6 Peer Interactions: Week 12 (Friday) Module 6 Reflection: Week 12 (Friday) MINI PROJECT 2: Week 12 (Friday)

Gen Ed Week	ELOs	Readings (Include Final Readings in the final Syllabus, once approved)	Assignments Due
MODULE 7: Looking to the Future of the Study of REGD in Human Sexuality (IN THE FALL, these weeks typically fall around Thanksgiving and Are usually shorter)			
13	ELOs: 1.1, 1.2, 1.3, 2.1, and 2.2	<p>Male Contraceptives</p> <p><u>Winters (2015)</u></p> <p><u>Dominiak et al. (2021)</u></p> <p>Sexual Health and Technology</p> <p><u>The Medical Futurist (2021)</u></p>	<p>Module 7 Prompt Questions: Week 13 (Tuesday)</p> <p>Module 7 Quiz: Week 13 (Wednesday) (covers readings, media and mini-lecture slides)</p>
14		-	Module 7 Reflection: Week 14 (Friday)



Redesign of HDFS 3440: Human Sexuality and Intersectionality across the Lifespan
Developed by: Katy Miller, PhD, MCHES
Summer 2021

Module Content, Readings/Media, Prompts, and Assignments

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*NOTE: All readings and media are in no particular order. While there are a lot of readings/media listed for each module, not all will be utilized. This provides a wide range of options for the instructor to have available.

MODULE 1: Weeks 1 & 2: Introduction and Foundational Content

ELO Connections: 1.1, 1.3, 2.1, 2.2, 2.3

Module Learning Objectives:

1. Understanding of the terms used throughout the semester.
2. Understanding of the theoretical foundations.
3. Understanding of the course structure, expectations, and student responsibilities.
4. Ability to apply the terms to our own lived experiences.
5. Ability to critically self-reflect on current statuses and influences on human sexuality.

Module 1: POSSIBLE CONTENT

VIDEOS

- Intersectionality Intro Video: <https://www.youtube.com/watch?v=ViDtnfQ9FHc>.
- Intersectionality 101: <https://www.youtube.com/watch?v=w6dnj2IyYjE>
- Is gender real? <https://www.youtube.com/watch?v=gkilQ87UUj8&t=195s>
- DIRECT TO VIDEO: WTF is gender?
<https://www.youtube.com/watch?v=j8OnyI7VdX8> (Part of “Social Construction of Gender” article)

READINGS:

- Intersectionality (VOX): <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>.
- SEM (CDC): <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>.
- SEM (Borgen Project): <https://borgenproject.org/social-ecological-model/>
- SDOH (HP2030): <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>
- SDOH (CDC): <https://www.cdc.gov/socialdeterminants/index.htm>
- SDOH (CDC): <https://www.cdc.gov/socialdeterminants/about.html>
- Sexual Literacy: What it is and why it’s needed:
<http://cherylfagan.org/blog/2020/8/8/sexual-literacy-what-it-is-and-why-you-should-care>
- Journal article, Foundations of life-long sexual health literacy: <https://www.emerald-com.proxy.lib.ohio-state.edu/insight/content/doi/10.1108/HE-12-2013-0073/full/pdf?title=foundations-of-life-long-sexual-health-literacy>.
- Dimensions of Human Sexuality, Appendix 1:
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/Prog_Human_Sexuality_FBD_EN.pdf
- [Person-Centered/Person-First Language](#)
- Blakemore, E. (2019). Race and ethnicity, explained. National Geographic.
<https://www.nationalgeographic.co.uk/history/2019/02/race-and-ethnicity-explained>.

- Social construction of gender: <http://www.blackwomenrhetproject.com/social-construction-of-gender.html>

Module 1: Assignment Examples

1. Orientation Quiz –Develop once approved
2. Week 2 quiz – Develop once approved
3. Survey on human sexuality experiences (over course topics) (optional?)

4. Discussion Introductions Prompt: (ELOs: 1.1, 1.3, 2.2, and 2.3)

To prepare: Complete readings and watch videos in Module 1 and complete the Social Identity Wheel, per the directions.

Discussion Introduction Prompt: By Friday at 11:59 p.m. post a response to the following. Weeks 1 & 2 focuses on foundational components of the course. It is important to understand who we are in the context of the terms as well as understand those who are most affected and how to work to improve or create social change. Therefore, consider the course readings as well as personal research when responding to the following questions.

1. In your own words, describe/define intersectionality.
2. Utilizing your completed “Social Identity Wheel”, describe 2-3 ways intersectionality affects *you*, in the context of your lived experiences with the topic of human sexuality. Provide examples of experiences you feel comfortable sharing as it relates to intersectionality and human sexuality.
3. Consider 1 topic around human sexuality (state what the topic is).
 - a. Utilizing your completed “Social Identity Wheel”, discuss how your identities intersect with the chosen topic.
 - b. Who are the people/groups with power and privilege for this topic (NOTE: You may have identities that give you power/privilege with the topic and that is okay)? Have the groups/people/individuals changed over time?
 - c. What, if any, are the recent policies, practices, or laws in place that cause or worsen the rights violations of the group(s) you are discussing for the chosen topic?
 - d. What combination of policies, practices, laws, or conditions need to be in place to remedy these rights violations from the intersectional perspective you have presented?

Work on supporting your writings using reliable research, properly citing, and referencing the support.

Peer interactions: Respond to a minimum of two (2) peers’ original posts by Friday at 11:59 p.m. of Week 2. When responding to your peers, further the discussion through pulling in new information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed

in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with a peer is great, yet it is not enough to earn a “C” on the peer interactions. Please see the grading rubric for information on requirements.

4. Reflection prompt (ELOs: 1.1, 1.3, 2.1, and 2.2)

Module 1 was designed to assist student in taking an introspective look at how the content relates to them and their lived experiences as well as how it can affect others and their experiences.

Engage in a critical self-reflection and critique of your current social positions and identities to evaluate how they can affect your understanding of human sexuality.

MODULE 2: Weeks 3 & 4: History and Research

ELO Connections: 1.1, 1.2, 1.3, 1.4, 2.1, and 2.3

Module Learning Objectives

1. Understand and describe the purpose of diverse participants in research and reasons for exclusion of populations (e.g., exclusion of men in research on menopause).
2. Ability to critically analyze the challenges/barriers with diversifying human sexuality research.
3. Discuss the ethical challenges with past research and ability to implement current research on human sexuality.

Module 2: Possible Content

- Parent and educator roles: <https://www.guttmacher.org/journals/psrh/2007/sex-education-and-sexual-socialization-roles-educators-and-parents>
- (Video and article) Diversity in research participation: Why it's important? <https://recruit.ucsf.edu/diversity-research-participation-why-its-important>.

Kinsey

- Film?
- Brown, T. M. & Fee, E. (2003). Alfred C. Kinsey: A pioneer of sex research. *American Journal of Public Health*, 93(6), 896-897. doi: [10.2105/ajph.93.6.896](https://doi.org/10.2105/ajph.93.6.896)
- (HISTORIAN) Bullough, V. L. (1998). Alfred Kinsey and the Kinsey Report: Historical overview and lasting contributions. *The Journal of Sex Research*, 32(2), 127-131. (SAVED PDF)

Havelock Ellis

- DuPont, E. M. (2008). *Henry Havelock Ellis (185-1939)*. The Embryo Project Encyclopedia. <https://embryo.asu.edu/pages/henry-havelock-ellis-1859-1939>
- Robinson, P. A. (1973). Havelock Ellis and Modern Sexual Theory. *Salmagundi*, 21 (Winter), 27-62. (SAVED PDF)

Tuskegee Study

- CDC. (n.d.). *The U.S. Public Health Service Syphilis Study at Tuskegee*. <https://www.cdc.gov/tuskegee/index.html>.
- AP. (n.d.). *Human guinea pigs used to study syphilis*. <https://news.google.com/newspapers?id=twMsAAAIAIAJ&sjid=5sYEAAAIAIAJ&dq=for%2040%20years%20the%20us%20public%20health%20service%20has%20conducted%20a%20study%20in%20which%20human%20guinea%20pigs%20not%20given%20proper%20treatment%20have%20died%20of%20syphilis%20and%20its%20side%20effects&pg=2243%2C4041393>.

- World History Project. (n.d.). *The Washington Star exposes the Tuskegee Experiment to a scandalized public*. <https://worldhistoryproject.org/1972/7/25/the-washington-star-exposes-the-tuskegee-experiment-to-a-scandalized-public>.
- <https://www.history.com/news/the-infamous-40-year-tuskegee-study>
- <https://www.theatlantic.com/politics/archive/2016/06/tuskegee-study-medical-distrust-research/487439/>
-

HeLa Cells/Henrietta Lacks

- <https://www.immunology.org/hela-cells-1951>
- <https://www.hopkinsmedicine.org/henrietalacks/importance-of-hela-cells.html>
- <https://www.npr.org/2010/02/02/123232331/henrietta-lacks-a-donors-immortal-legacy>
-

Masters and Johnson

- Kinsey Institute. (n.d.). *Masters & Johnson collection*. Indiana University. <https://kinseyinstitute.org/collections/archival/masters-and-johnson.php>.
- 2015). The story of Dr. William Masters and Virginia Johnson. YouTube. <https://www.youtube.com/watch?v=U8BIIJVagJ0>.

Margaret Sanger

- Michals, D. (2017). *Margaret Sanger (1879-1966)*. National Women's History Museum. <https://www.womenshistory.org/education-resources/biographies/margaret-sanger>.
- Stewart, N. (2020, July 21). *Planned Parenthood in N. Y. Disavows Margaret Sanger over eugenics*. NY Times. <https://www.nytimes.com/2020/07/21/nyregion/planned-parenthood-margaret-sanger-eugenics.html>.
- Women in American History. (n.d.). *Margaret Sanger (1879-1966)*. PBS. <https://www.pbs.org/wgbh/americanexperience/features/pill-margaret-sanger-1879-1966/>.

Comstock Laws

- PBS. (n.d.). Anthony Comstock's "chastity" laws. <https://www.pbs.org/wgbh/americanexperience/features/pill-anthony-comstocks-chastity-laws/>

(OPTIONAL) Research Policies/Belmont Reports

- Office for Human Research Protections. (n.d.). *The Belmont Report*. HHS.gov. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>

- Office for Human Research Protections. (n.d.). *Regulations, policy, & guidance*. HHS.gov. <https://www.hhs.gov/ohrp/regulations-and-policy/index.html>.
- Office for Human Research Protections. (n.d.). *Human subject regulations decision charts*. HHS.gov. <https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts/index.html>.

Diverse Research

- Henrickson, M., Giwa, S., Hafford-Letchfield, T., Cocker, C., Mule, N. J., Schaub, J., & Baril, A. (2020). Research ethics with gender and sexually diverse persons. *International Journal of Environmental Research and Public Health*, 17, 6615. (SAVED PDF)

Resources:

- The Association of Black Sexologists and Clinicians. (2021). <http://www.theabsc.com/>

Module 2 Assignment Examples

1. Week 4 quiz (develop once approved)
2. Module Prompt(s)

PROMPT: Consider your current knowledge/understanding of human sexuality research. Discuss 2-3 reasons researchers should recruit diverse participants for human sexuality research?

3. Discussion Prompts (ELOs: 1.1, 1.4, and 2.3)

Discussion Prompt: By Friday at 11:59 p.m. post a response to the following. Weeks 3 & 4 focus on the history and research of human sexuality. There have been several key researchers that have laid the foundation to our current understanding of human sexuality as well as the trajectory of research on the topic. From the readings, we know that many of the studies are considered unethical and/or were not representative samples.

When considering content from Modules 1 and 2, evaluate 2-3 implications of race/ethnicity/gender exclusion from research. Discuss the barriers experienced by at least 1 population, and how we can reduce these barriers to work towards inclusive and representative sample research in human sexuality.

Work on providing examples and supporting your writings using reliable research, properly citing, and referencing the support.

Peer interactions: Respond to a minimum of two (2) peers' original posts by Friday at 11:59 p.m. of Week 4. When responding to your peers, further the discussion through pulling in new information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with

a peer is great, yet it is not enough to earn a “C” on the peer interactions. Please see the grading rubric for information on requirements.

4. Reflection prompts (ELOs: 1.1, 1.2, 1.3, 1.4, and 2.1)

Module 2 was designed to assist student in understanding the historical aspect of human sexuality and how history and research has led us to where we are today. Discuss 2-3 “take-aways” that you gained from Module 2 and how they can affect your understanding of human sexuality. In addition, discuss 1-2 historical studies and/or people that have affected your current social position and/or identities. For instance, how might Margaret Sanger’s advocacy around legalizing birth control affected your accessibility to birth control and ability to family plan (e.g., reduce the chance of an unplanned pregnancy that could affect your identity and/or social position – lower education could lead to difficulties finding gainful employment and providing for a child)?

Module 3: Weeks 5 & 6: Infancy and Childhood

Focus: Sexual Socialization and Cultural Differences

ELOs: 1.1, 1.2, 1.3, 2.1, 2.2, and 2.3

Module Learning Objectives:

1. Describe and discuss the factors that influence sexual identity development.
2. Understand and evaluate cultural differences in human sexuality and how they affect sexual socialization.
3. Describe and evaluate how ones lived experiences, views and beliefs can influence a child's lived experience.

Mini Slides

Gender identity

Body image

Normative and Non-normative Behaviors

Fe/male genital mutilation

Consent

Possible Content

FGM/C and MGM/C –sexual socialization across cultures

Abdulcadir, O., Bader, D., Abdulacadir, J., & Catania, L. (2020). Different cultures but similar requests: Adolescents' demands for non-therapeutic genital modifications. *Current Sexual Health Reports*, 12(4), 289-291. (SAVED PDF)

Earp, B. D. (2020). Why was the U.S. ban on female genital mutilation ruled unconstitutional, and what does this have to do with male circumcision? *Ethics, Medicine & Public Health*, 15(100533), 1-13. <https://doi.org/10.1016/j.jemep.2020.100533>

Florquin, S. & Richard, F. (2020). Critical discussion on female genital cutting/mutilation and other genital alterations. *Current Sexual Health Reports*, 12(4), 292-301. (SAVED PDF)

Media

UNICEF USA (2021, Feb). Protecting girls from female genital mutilation (FGM). https://www.youtube.com/watch?v=-h_FOW9nx24.

NHS. (2016, July). Female genital mutilation: The facts. https://www.youtube.com/watch?v=29_vB5PeeU0.

Insight SBS. (2013, Feb). Is female circumcision 'mutilation'? <https://www.youtube.com/watch?v=Cu1gmUuDniU>. (52 minutes: interviews women who have gone through FGM/C voluntarily as an adult and nonconsensual as a child)

World Health Organization (WHO). (2020, Feb). *Female genital mutilation*.
<https://www.who.int/en/news-room/fact-sheets/detail/female-genital-mutilation>.

Khazan, O. (2015, April). *Why some women choose to get circumcised*. *The Atlantic*.
<https://www.theatlantic.com/international/archive/2015/04/female-genital-mutilation-cutting-anthropologist/389640/>.

Thompson, N. (2015, June). *Female genital mutilation: Why Egyptian girls fear the summer*. CNN.
<https://www.cnn.com/2015/06/25/middleeast/egypt-female-genital-mutilation/>.

Bodenner, C. (2015, May). *How similar is FGM to male circumcision? Your thoughts*. *The Atlantic*.
<https://www.theatlantic.com/health/archive/2015/05/male-circumcision-vs-female-circumcision/392732/>.

Wilkinson, D. (2014, Feb). *Cultural relativism and female genital mutilation*. Practical Ethics, University of Oxford.
<http://blog.practicaethics.ox.ac.uk/2014/02/cultural-relativism-and-female-genital-mutilation/>.

Sexual Socialization (e.g., cultural differences)

Film/Documentary: Miss Representation?

Gansen, H. M. (2017). Reproducing (and disrupting) heteronormativity: Gendered sexual socialization in preschool classrooms. *Sociology of Education*, 90(3), 255-272. DOI: 10.1177/0038040717720981
<https://www.asanet.org/sites/default/files/attach/journals/jul17sofeature.pdf> (SAVED PDF)

Leath, S., Pittman, J. C., Grower, P., & Ward, L. M. (2020). Steeped in shame: An exploration of family sexual socialization among Black college women. *Psychology of Women Quarterly*, 44(4), 450-467. DOI: <https://doi.org/10.1177/0361684320948539>. (SAVED PDF)

Shtarkshall, R. A., Santelli, J. S., & Hirsch, J. S. (2007). Sex education and sexual socialization: Roles for educators and parents. *Perspectives on Sexual and Reproductive Health*, 39(2), 116-119. DOI: <https://doi.org/10.1363/3911607>.
https://www.guttmacher.org/sites/default/files/article_files/3911607.pdf

Warner, L. R., Leskinen, E. A., & Leyva, J. (2020). Sexuality and socialization. In N. A. Naples (Ed) *Companion to Sexuality Studies* (pp. 160-178). John Wiley & Sons.
<https://onlinelibrary-wiley-com.proxy.ohiolink.edu:9100/doi/book/10.1002/9781119315049>

ISBN 9781119314998

Module 3: Assignment Examples

1. Week 5 quiz (develop once approved)
2. Module Prompt(s)

PROMPT 1: Discuss 2-3 ways race, ethnicity, and gender influence infant and childhood socialization around human sexuality.

3. Discussion Prompts (Choose 1) (ELOs: 1.1, 1.2, 1.3, 2.2, and 2.3)

DISCUSSION 1: As we consider our own personal development, how we got to where we are now, think about being an active participant in a child's life (whether biological, adopted, foster, via fertility, and/or as a very close relative like an aunt or uncle). If you are currently a parent, try to imagine one of your children in the following scenario, yet without their current personalities (e.g., "my child would never say that, it's not them" is what I want to move away from). In general, we are socialized to consider infants/children in dichotomized categories of male and female or girls and boys. What if this is "challenged" by one of our own children. Consider one of the following scenarios:

Scenario 1: Your child is born female and is now 6 years old. When you call her a "girl" or use female pronouns (e.g., she, her, hers), the child emphatically says, "I'm not a girl, I'm a boy!".

Scenario 2: Your child is born male and is currently 6 years old. During bath time and potty time, he tries to pull off his penis saying, "it doesn't belong here". [One time he tries to take scissors and cut off his penis.](#)

Close your eyes and imagine *one* of the above situations occurring.

When considering content from Modules 1, 2, and 3, consider your intersectionality (e.g., "Social Identity Wheel"), your cultures socialization, as well as how you were raised, how might you respond to your child in one of the above scenarios? What might you do, say, behave, feel, etc.? How might your culture, religion, race, ethnicity, and/or gender influence these responses (NOTE: Saying none of these affect my response will not be an acceptable response – see the SEM model from Weeks 1-2 as well as the definition of "intersectionality"). Based on your responses, consider what might the lived experiences be for the child (e.g., feeling of acceptance/rejection; mental health; etc.)?

Work on providing examples and supporting your writings using reliable research, properly citing, and referencing the support.

Discussion 2: After reviewing the content around female genital cutting/circumcision/ mutilation and sexual socialization (consider how sexual socialization differs among cultures), respond to the following:

1. How you define the FGM/C? Everyone has differing opinions on if they view it as mutilation, cutting, circumcision, etc. What do you consider the procedure to be and what plays a role in your view/opinion?
2. Discuss 2-3 similarities and/or differences between FGM/C in varying nations, including the U.S. (e.g., labiaplasty). In addition, discuss 2-3 ethical concerns on the illegal nature of the procedure, yet allowing FGM/C for procedures such as labiaplasties. How might race, ethnicity, and gender play a role in the development of policies and laws on FGM/C?

Peer interactions: Respond to a minimum of two (2) peers' original posts by Friday at 11:59 p.m. of Week 6. When responding to your peers, further the discussion through pulling in new

information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with a peer is great, yet it is not enough to earn a “C” on the peer interactions. Please see the grading rubric for information on requirements.

4. Reflection prompts (ELOs: 2.1)

Module 3 was designed to assist students in understanding human sexuality socialization and the affects throughout the lifespan in varying cultures. Discuss 2-3 “take-aways” that you gained from Module 3 and how they can affect your understanding of human sexuality in the context of infant and child sexual development. Engage in a critical self-reflection and critique of your current social positions and identities and how these intersect to affect your views of infant and child sexual development.

MODULE 4: Weeks 7 & 8: Adolescents

Focus: Gender and Sexual Identity Development & Expression

ELO Connections: 1.2, 1.3, 2.1, 2.2, and 2.3

Module Learning Objectives:

- 1 Ability to explain and evaluation differences and influences in our lived experiences
- 2 Ability to explain and evaluate differences and similarities in behaviors and views.
- 3 Develop knowledge and understanding on how race, ethnicity, and gender affect our sexuality development, identities & expressions, views, and behaviors.

Module 4: Possible Content

Gender and Sexual Identity development & expression

Trans Student Educational Resources. (2015). *The gender unicorn*.

<https://transstudent.org/gender/>

Moulite, J. (2020, Jan). From ‘coming out’ to ‘inviting in’: Why some Black LGBTQIA+ folks are done ‘coming out’. *The Root*. <https://www.theroot.com/why-some-black-lgbtqia-folks-are-done-coming-out-1840507460>. (VIDEO AND ARTICLE)

Johns, D. (2020, Oct). *We need to move beyond coming out and begin inviting in*. *The Advocate*. <https://www.advocate.com/commentary/2020/10/11/we-need-move-beyond-coming-out-and-begin-inviting>.

The Rainbow Network. (n.d.). *Guide sheet: Coming out and Inviting in*.

[https://d3n8a8pro7vhmx.cloudfront.net/pgdc/pages/51/attachments/original/1496372423/GUIDE_SHEET - coming out and inviting in.pdf?1496372423](https://d3n8a8pro7vhmx.cloudfront.net/pgdc/pages/51/attachments/original/1496372423/GUIDE_SHEET_-_coming_out_and_inviting_in.pdf?1496372423).

Dillon, F. R., Worthington, R. L., & Moradi, B. (2011). Sexual identity as a Universal Process. In S. J. Schwartz et al. (eds.) *Handbook of Identity Theory and Research*. Springer Science+Business Media. DOI 10.1007/978-1-4419-7988-9_27 (SAVED PDF)

Garvey, J. C., Mobley, S. D., Summerville, K. S., & Moore, G. T. (2019). Queer and Trans* students of color: Navigating identity disclosure and college contexts. *The Journal of Higher Education*, 90(1), 150-178. Permalink: <https://proxy.lib.ohio-state.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=133508528&site=ehost-live>

Katz-Wise, S. L. (2014). Sexual fluidity in young adult women and men: Associations with sexual orientation and sexual identity development. *Psychology & Sexuality*, 6(2), 189-208. <https://doi-org.proxy.lib.ohio-state.edu/10.1080/19419899.2013.876445>

Martos, A., Nezhad, S., & Meyer, I. H. (2015). Variations in sexual identity milestones among lesbians, gay men, and bisexuals. *Sexuality Research and Social Policy*, 12(1), 24-33. doi: [10.1007/s13178-014-0167-4](https://doi.org/10.1007/s13178-014-0167-4) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5042327/>).

UNSURE: Miville, M. L. & Ferguson, A. D. (2014). Intersections of Race-Ethnicity and gender on identity development and social roles. In *Handbook of Race-Ethnicity and gender in psychology*. Springer Science+Business Media. DOI 10.1007/978-1-4614-8860-6_1 (https://link.springer.com/content/pdf/10.1007%2F978-1-4614-8860-6_1.pdf).

Rosario, M., Schrimshaw, E. W., & Hunter, J. (2004). Ethnic/Racial differences in the coming-out process of lesbian, gay, and bisexual youths: A comparison of sexual identity development over time. *Cultural Diversity and Ethnic Minority Psychology*, 10(3), 215-225. DOI: 10.1037/1099-9809.10.3.215 (SAVED PDF)

Roselli, C. E. (2019). Neurobiology of gender identity and sexual orientation. *Journal of Neuroendocrinology*, 30(7), e12562. doi: [10.1111/jne.12562](https://doi.org/10.1111/jne.12562)

Wilkinson, V. J., Theodore, K., & Raczka, R. (2015). ‘As normal as possible’: Sexual identity development in people with intellectual disabilities transitioning to adulthood. *Sexuality and Disability*, 33, 93-105. (SAVED FILE)

Videos/Media

Schitt’s Creek. (2016). Schitt’s Creek – The wind not the label. YouTube. <https://www.youtube.com/watch?v=gdcmhvLaNUs>.

Development

Kar, S. K., Choudhury, A., & Singh, A. P. (2015). Understanding normal development of adolescent sexuality: A bumpy ride. *Journal of Human Reproductive Science*, 8(2), 70-74. doi: [10.4103/0974-1208.158594](https://doi.org/10.4103/0974-1208.158594)

Michigan Department of Community Health (2009). Adapted from “Sexual Health-CA Version- An Adolescent Provider Toolkit” Adolescent Health Working Group (AHWG), 2003. https://www.michigan.gov/documents/mdch/Adolescent_Sexual_Development_292756_7.pdf.

Normative/non normative behaviors

Carlson, D. L., McNulty, T. L., Bellair, P. E., & Watts, S. (2014). Neighborhoods and Race/Ethnicity disparities in adolescent sexual risk behavior. *Journal of Youth Adolescents*, 43(9), 1536-1549. doi: [10.1007/s10964-013-0052-0](https://doi.org/10.1007/s10964-013-0052-0) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4016194/>

Sexual literacy and adolescent pregnancy: <https://pubmed.ncbi.nlm.nih.gov/31561033/>

Include on Mini slides:

Puberty

STIs -

Sexual initiation

Unplanned/Teen pregnancy

Importance of Consent

Sexual coercion, violence, and assault

Contraceptives

Module 4: Assignment Examples

1. Week 7 quiz (developed when approved)
2. Module Prompts (see below)

PROMPT 1: As you consider your personal journey with human sexuality (remember the definitions from Module 1), discuss 2-3 factors and/or influences that have affected your current views, knowledge, and behaviors around human sexuality? The discussion should include what and how – what factors/influences your views/knowledge/behaviors and how do they influence them?

PROMPT 2: Consider your identity (e.g., race, ethnicity, gender, sexual orientation, ability, etc.), choose 2-3 personal identities and discuss how they have influenced your human sexuality development?

3. Discussion Prompts: (ELOs: 1.2, 1.3, 2.2, and 2.3)

Consider all modules up to now in your response. Historically (and currently), society assumes heterosexuality unless otherwise disclosed. For generations, we have felt it important to know an individual's sexual identity, yet may not know or understand how they developed their identity (e.g., their lived experiences). Thinking about this, in addition to the content for the current and past modules, respond to the following:

What is the purpose and/or why is it important for LGBTQ youth to tell their stories?

How does living with multiple aspects of identity (intersectionality) affect LGBTQ youth differently from their straight counterparts?

Consider how we, as individuals, might contribute to social norms, values, and beliefs. Many laws and policies have changed over the past decade and continue to change. Discuss 2-3 things you can do to create social change and support the LGBTQ community?

What local opportunities exist for LGBTQ youth to a) find their voices and express themselves, b) be creative in other way

Peer interactions: Respond to a minimum of two (2) peers' original posts by Friday at 11:59 p.m. of Week 8. When responding to your peers, further the discussion through pulling in new

information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with a peer is great, yet it is not enough to earn a “C” on the peer interactions. Please see the grading rubric for information on requirements.

4. Reflection Prompts (ELOs: 1.3, 2.1, and 2.2)

Module 4 was designed to assist students in understanding adolescent sexual development. Each of us has experienced the adolescent stage of life recently (or not so recently). Discuss 2-3 “take-aways” that you gained from Module 3. Engage in a critical self-reflection and critique of your current social positions and identities in how these intersect to affect your experiences during the adolescent stage of human sexuality.

5. MINI PROJECT 1 (ELOs: 1.1, 1.2, 1.3, and 2.3) Intersectionality and _____. Choose 1 human sexuality topic and choose one of the following:

- a. Take a deep dive and research the topic and how 3+ identities (e.g., gender, race, ethnicity) affect an individual, community, and society.
- b. Compare the topic between 3+ sub-identities (e.g., Race: African Americans, White Americans, and Asian Americans; Gender: Male, Female, Transgender; etc.).
- c. Compare the topic between 3+ countries/cultures (e.g., United States, China, and South Africa).

Prior to researching your topic, jot down your perceptions of what you might find. Save this information for the final prompt for the project.

Final Prompt: At the end of the project, look back at your initial perceptions. In 1-2 paragraphs (NOTE: a paragraph is a minimum of 5 full/complete sentences) discuss your perceptions prior to researching the topic and your perceptions after researching the topic. How have your perceptions been affected by what you learned/gained from your research?

MODULE 5: Weeks 9 & 10: Young Adulthood and Adulthood

Focus: Relationships in Adulthood, Communication and Challenges

ELOs: 1.3, 1.4, 2.1, 2.2, and 2.3

Module Learning Objectives:

1. Understand and describe diverse types of adult relationships.
2. Ability to critically analyze how adult relationships can influence lived experiences.
3. Critically analyze relationship trends and affects at the individual, community, and societal levels.

Module 5: Possible Content

Ansari, A. & Klinenberg, E. (2016). Searching for your soulmate. In *Modern Romance*. Penguin Books. (SAVED PDF)

NFB. (1992). Towards Intimacy. <https://www.youtube.com/watch?v=k-UQ7iz4Tjs>. (Director Debbie McGee)

Healthy Relationships and Communication

- <https://www.jstor.org/stable/43496982?seq=1>
- <https://www.apa.org/science/about/psa/2010/10/race-marriage>

Cohabitation, Marriage and Divorce

Pew Research Center. (2019). Marriage and cohabitation in the U.S.

<https://www.pewresearch.org/social-trends/2019/11/06/the-landscape-of-marriage-and-cohabitation-in-the-u-s/>.

Livingston, G. (2017, June). Among U.S. cohabitators, 18% have a partner of a different race or ethnicity. Pew Research Center. <https://www.pewresearch.org/fact-tank/2017/06/08/among-u-s-cohabitators-18-have-a-partner-of-a-different-race-or-ethnicity/>.

- Rates of cohabitation and marriage effects on child stability and sexuality development?

U.S. Bureau of Labor Statistics. (2013, October). Marriage and divorce: Patterns by gender, race, and educational attainment. Monthly Labor Review.

<https://www.bls.gov/opub/mlr/2013/article/marriage-and-divorce-patterns-by-gender-race-and-educational-attainment.htm>.

Gurrentz, B. (2019, September). Unmarried partners more diverse than 20 years ago. U.S. Census Bureau. <https://www.census.gov/library/stories/2019/09/unmarried-partners-more-diverse-than-20-years-ago.html>.

Schneider, M. (2020). Gay marriages rise 5 years after Supreme Court ruling. AP. <https://apnews.com/article/census-2020-us-news-ap-top-news-courts-marriage-587455c1d71f6363b2d272253f916b88>.

Mini-Slides Cover:

Pregnancy/Childbirth/choices with pregnancy

In/fertility

Sexual Response Cycle (review from Weeks 3-4)

Types of relationships (cohabitation, marriage, dating, FWB, open/semi/closed, polygamy, etc.)

Contraception

Abortion

Non/normative behaviors

Module 5: Assignment Examples

1. Week 9 quiz (develop once approved)
2. Prompt example: List and describe the different types of adult relationships you have knowledge of (NOTE: You do not have to participate in the type of relationship to have knowledge of the type) and your perceptions (or views) of each type of adult relationship.
3. Discussion (ELOs: 1.3, 1.4, 2.2, and 2.3)

There are 3 questions/prompts for this week. Choose 1 to respond to.

Question 1

Find one (1) peer reviewed article published within the past five years on parental relationships and the effects on human sexuality outcomes for children (under 18 years old) within a community (e.g., race, ethnicity, and gender). For instance, a student may have an interest in how divorce affects a child's body image and self-esteem or how same-sex marriage affects sexuality development or how polyamorous relationships affect child human sexuality outcomes. Read the article found and respond to the following prompts.

- a. Provide an overview of the study. For instance, students may want to discuss the population and topic studied, the findings, and any social and/or ethical implications.
- b. Based on your chosen article, discuss 2-3 ways on how the lived experiences for a child within the household may be affected. In this post, students should discuss the data for the chosen population and discuss how these data can affect (positively and/or negatively) child outcomes. Support your response. If you are comfortable, students may choose to use personal examples (whether positive or negative) to shed light on their lived experiences connecting it with the research.

Question 2:

After reading Asari and Klineberg (2015) and other Module 5 readings, how do you think marriage and divorce rates will be impacted by the way dating has changed over the past few decades? How might the changes in dating and marriage that Asari and Klineberg discuss be applicable to all demographics (e.g., race, ethnicity, age, income, education level, etc.)? Support your discussion with information learned in Module 5 and external research.

Question 3:

After reading Asari and Klineberg (2015) and other Module 5 readings, do you think marriage remains the same institution, is evolving, or is on the way out? How might your response be similar/different depending on race, ethnicity and gender? For instance, I marriage remaining the same institution for all races in the U.S.? Are there certain populations that have changed their views of marriage, which has changed the rates?

How do you think changes in dating and cohabitation have influenced your opinion? Support your opinion with information from Module 5 resources and/or your own research.

Peer interactions: Respond to a minimum of two (2) peers' original posts by Friday at 11:59 p.m. of Week 10. When responding to your peers, further the discussion through pulling in new information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with a peer is great, yet it is not enough to earn a "C" on the peer interactions. Please see the grading rubric for information on requirements.

5. Reflection (ELOs: 1.3, 2.1, and 2.2)

Module 5 was designed to assist students in understanding human relationships. Discuss 2-3 "take-aways" that you gained from Module 5 and engage in a critical self-reflection and critique on how they can affect your experiences with relationships and identities.

MODULE 6: Weeks 11 & 12: Aging

Focus topics: Menopause and sexual difficulties for diverse populations

ELOs: 1.1, 1.3, 1.4, 2.1, 2.2, and 2.3

Module Learning Objectives

1. Understand how menopause affects women differently.
2. Discuss how challenges in human sexuality can affect lived experiences of individuals.
3. Reflect on how others' varying identities affect their lived experiences, perceptions, and/or future experiences.

Mini Slides:

- Sexual Response Cycle (review from Weeks 3-4)
- Normative and Nonnormative Behaviors
- Sexual Difficulties
- Menopause

Module 6: Possible Content

General

National Institutes on Aging (NIA). (2017). *Sexuality in later life*. National Institutes of Health (NIH). <https://www.nia.nih.gov/health/sexuality-later-life>

Menopause

Mcknight, K. K., Wellons, M. F., Sites, C. K., Roth, D. L., Szychowski, J. M., Halanych, J. H., Cushman, M., & Safford, M. M. (2011). Racial and regional differences in age at menopause in the United States: Finding from the Reasons for Geographic and Racial Differences in Stroke (REGARDS) Study. *American Journal of Obstetrics and Gynecology*, 205(4), 353.e1-353.e8. doi: [10.1016/j.ajog.2011.05.014](https://doi.org/10.1016/j.ajog.2011.05.014). (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3202084/>).

Velez, A. & Rodriguez, J. (2021, March). Menopause is different for women of color. Endocrineweb. <https://www.endocrineweb.com/menopause-different-women-color>.

Wier, S. (2017). Menopause is misunderstood. TEDx Talks. https://www.youtube.com/watch?v=w42_7cANRyA.

Sexual Difficulties

Fisher, J. S., Rezk, A., Nwefo, E., Masterson, J., & Ramasamy, R. (2020). Sexual health in the elderly population. *Current Sexual Health Reports*, 12(4), 381-388. (SAVED PDF)

Dingra, I., De Sousa, A., & Sonavane, S. (2016). Sexuality in older adults: Clinical and psychosocial dilemmas. *Journal of Geriatric Mental Health*, 3(2), 131-139.
<https://www.jgmh.org/article.asp?issn=2348-9995;year=2016;volume=3;issue=2;spage=131;epage=139;aulast=Dhingra>.

Sinkovic, M. & Towler, L. (2018). Sexual aging: A systematic review of qualitative research on the sexuality and sexual health of older adults. *Qualitative Health Research*, 29(9), 1239-1254.
DOI: <https://doi.org/10.1177/1049732318819834>

McCabe, M. P., Sharlip, I. D., Lewis, R., Atalla, E., Balon, R., Fisher, A. D., Laumann, E., Lee, S. W., & Segraves, R. T. (2016). Incidence and Prevalence of Sexual Dysfunction in Women and Men: A Consensus Statement from the Fourth International Consultation on Sexual Medicine 2015. *The Journal of Sexual Medicine*, 13, 144-152.
<https://core.ac.uk/download/pdf/301571383.pdf>

Hughes, A. K., Rostant, O. S., & Pelon, S. (2015). Sexual problems among older women by age and race. *Journal of Women's Health*, 24(8), 663-669. doi: [10.1089/jwh.2014.5010](https://doi.org/10.1089/jwh.2014.5010)

Module 6: Assignment Examples

1. Week 11 quiz (develop when approved).
2. Module Prompt(s): Consider you are 60 years old. Discuss 2 positives AND 2 negatives you might anticipate experiencing with your human sexuality at this age.
3. Discussion Prompt(s) (ELOs: 1.1, 1.3, 1.4, 2.2, and 2.3)

Find 1 peer-reviewed article published within the past year on your topic of choice around human sexuality, aging, and a specific population (e.g., specific gender, race, ethnicity, etc.). For instance, a student may have an interest in how menopause affects women or how the sexual response cycle differs for genders in older adulthood. Read the article found and respond to the following prompts.

- a. Provide an overview of the study. For instance, students may want to discuss the population and topic studied as well as the findings as well as any social and ethical implications of studying human sexuality in the context of race, gender, and ethnicity.
- b. Based on your chosen article, discuss how the topic may affect the lived experiences for an individual compared to someone else not experiencing the topic. For instance, if the chosen topic is around men's libido decreasing at a slower rate than women as they age, then you would discuss how the lived experiences of the men and women may differ and/or be the same based on the level of libido.

Peer interactions: Respond to a minimum of two (2) peers' original posts by Friday at 11:59 p.m. of Week 12. When responding to your peers, further the discussion through pulling in new information/support; asking a thoughtful and engaging question; sharing a new experience and connecting it back to the course material; and/or offering recommendations/suggestions backed in research. Peer interactions should be comprehensive, thoughtful, and thorough. Agreeing with a peer is great, yet it is not enough to earn a "C" on the peer interactions. Please see the grading rubric for information on requirements.

4. Reflection Prompt: (ELOs: 1.3, 2.1, and 2.2)

Module 6 was designed to assist students in understanding human sexuality in the context of aging. Many of us do not think about this component of human sexuality and what it will look like when we're older. Discuss 2-3 "take-aways" that you gained from Module 6 and how they can affect your future experiences with relationships. Engage in a critical self-reflection and critique of how it relates to or affects your social positions and identities.

5. **Mini-Project 2: Family Interview:** (ELOs: 1.3, 2.2, and 2.3)

Per the syllabus, students choose 1 of 2 mini projects to complete throughout the semester. If students *do not* complete mini-project 1, then they must complete this mini-project. If students *did* complete mini-project 1, then they do not need to complete this min-project.

Purpose: Learn from a relative their lived experiences through their human sexuality through the lens of intersectionality. Apply the theory of intersectionality from Module 1 to the interview and reflect on what you learned.

What: Each student will record (audio or video) an interview with 1 family member (e.g., parent, aunt, uncle, guardian, older cousin, etc.) on a specific human sexuality topic through the lifespan (up until now). This is a very broad assignment and students can choose to take it in multiple directions. Ideas include, yet are not limited to:

1. Interviewing a parent about their relationship path from start to current and how their identities influenced their experiences.
2. Interview a cousin who had a baby as a teen and what their experiences were leading up to, during, and after the delivery. Consider how their varying identities affected their path, decisions, and access to services.
3. Interview a family member who experienced an abortion and how their identities affected their path, decisions, and access to services.
4. Interview a family member who identifies as something other than heterosexual and/or monogamous (e.g., open relationship, polyamorous relationship, etc.). Consider how their varying identities affected their path, decisions, and support.

If you are unsure about a topic, feel free to reach out to Dr. Miller and ask if it is an "okay" route to take.

After the interview, students will develop a written synopsis of what you learned from your interviewee, the path they took (on the chosen topic), the lived experiences they had, lessons learned (positive or negative), etc.

Students will apply one of the theories or models discussed weeks 1 & 2. This application should be robust and thorough.

Lastly, students will reflect on what they learned and how it applies to their current and future lives.

Interview Questions: It is up to the student to develop a comprehensive list of questions to ask your interviewee. Questions should be developed *prior* to the interview, rather than “on the fly”.

Questions must be open-ended as they are the foundation of your assignment. Examples of questions could include (Note: These are general questions and are not an exhaustive list):

- Tell me about the first relationship you experienced?
- In what ways did your identities influence your relationship(s)?
- What did you learn from your relationships?
- What were the reasons you decided to get married (or cohabitate or....)?
- What were your perceptions of marriage prior to getting married? In what ways did your perceptions change once married?
- As your child, based on your lived experiences, what recommendation would you have for me around relationships?

There is no limit on the number of questions asked and there is no limit on the length of the interview. Yet, you will want depth and understanding to be able to accurately apply the theory/model.

NOTE: I would encourage you to choose a person and/or topic that you do not know much about, so your past/current knowledge and perceptions do not influence the interview. For instance, if you know your parents were high school sweethearts and have been married ever since, then that may not be the best topic to choose.

Format: Be creative in your presentation of your interview. Students can choose to do any of the following:

1. Paper format: Minimum of 2.5 pages and a maximum of 5 pages, double-spaced, 1” margins, 12-pt font (e.g., APA formatted). Paragraph form.
2. PPT presentation (or prezi or something similar) with voice over (minimum of 7 minutes, maximum of 10 minutes).
3. Video presentation (e.g., TEDx-like or Pecha Kucha style) (minimum of 7 minutes, maximum of 10 minutes)
4. Another route – please ask if you have other ideas on the format, I’m happy to consider them.

The paper/presentation should be separated into three sections: Interview Synopsis, Theory/Model Application, and Reflection.

Interview Synopsis: This should be a synopsis, rather than a Question/Answer section. Included should be a general idea of who you interviewed as well as the topic you discussed. This entire section should be a *minimum* of 1 page (or 3 minutes). Be concise, yet thorough.

Theory Application: Students choose 1 theory or model (e.g., intersectionality). This should be a robust and thorough application. I do not need definitions of the constructs, rather the focus should be on accurately *applying* the theory, rather than describing the theory. The entire section should be a *minimum* of 1 page (or 3 minutes).

Reflection: Take time to reflect on what you learned from your family member. How might these experiences have influenced your upbringing and current perceptions on the topic (e.g., types of relationships you “approve” of, what it means to be married, etc.). For instance, did your parents have you at a young age and struggle financially, which affect how you view having children at a young age and financial security? This section should be a *minimum* of 0.5 pages (or 1-2 minutes).

What to Submit?

- Interview questions – this can be a simple list (make sure they are open-ended questions)
- Completed paper or presentation
- Video/audio recording of the interview

All of the above can be submitted separately or at the same time as long as they are all submitted by the deadline.

General Rubric (50 points total)

1. Submission of interview questions that are open-ended: (5 points)

2. Paper/presentation (40 points)

- Interview Synopsis (14 points)
- Theory Application (14 points)
- Reflection (7 points)
- Formatting (5 points)

3. Submission of video/audio recording of the interview (5 points)

MODULE 7: Weeks 13 & 14: Looking to the Future

ELOs: 1.1, 1.2, 1.3, 2.1, and 2.2

Module Learning Objectives

1. Understand current research around human sexuality topics.
2. Reflect on how intersectionality can affect lived experiences in human sexuality.
3. Discuss how individuals can promote positive social change in human sexuality.

Module 7: Possible Content

SEXUALITY MEDIA and INTERNET

The Medical Futurist. (2021, Feb.). The technological future of sexuality and sexual health. <https://medicalfuturist.com/the-future-of-sex-and-sexuality/>.

Male contraceptives

UC Davis Health. (2020, June). Male contraception clinical trial launches in Sacramento. <https://health.ucdavis.edu/health-news/newsroom/male-contraception-clinical-trial-launches-in-sacramento-/2020/06>

Winters, L. (2015, Oct.). Male contraception research. Sutter Health. <https://www.sutterhealth.org/health/teens/sexual/male-contraception-research>.

Dominiak, Z., Huras, H., Krecisz, P., Krzeszowski, W., Szymanski, P., & Czarnecka, K. (2021). Promising results in development of male contraception. *Bioorganic & Medicinal Chemistry Letters*, 41, 1-5. DOI: <https://doi.org/10.1016/j.bmcl.2021.128005>.

OPTIONAL: Kent, K., Johnston, M., Strump, N., & Garcia, T. X. (2020). Toward development of the male pill: A decade of potential non-hormonal contraceptive targets. *Frontiers in Cell and Developmental Biology*, 8(61), 1-17. DOI: <https://doi.org/10.3389/fcell.2020.00061>

Module7: Assignment Examples

1. Week 13 Quiz (develop once approved)
2. Module Prompts: As we come to the end of the semester, we discussed a number of topics at each stage of development/life. What are 2 areas of human sexuality topics where you expect to see significant advances over the next 5-10 years. What do you envision these developments to be and how might these affect your human sexuality?
3. Final Reflection (social change) (ELOs: 1.1, 1.2, 1.3, 2.1, and 2.2)

Personal Reflection

- a. Based on the entire course, discuss/describe 1-2 topics you have learned about how race, ethnicity and gender affect our social positions and identities.
- b. Discuss how these identities carry power and/or privilege to impact your lived experiences.
- c. Discuss one example/experience you have had that demonstrates how intersectionality has affected your lived experiences in the context of human sexuality. Pull in your “Sexual Identity Wheel” from Module 1 to discuss the final prompt.

Creating Social Change

- d. Discuss/describe a minimum of 1 change around human sexuality that you feel needs to happen in the future and how might we create social change in this area? This could be an area you are passionate about, peaked your interest in class, or just an area you are interested in being part of the change.

Social Change: “Sociologists define social change as changes in human interactions and relationships that transform cultural and social institutions. These changes occur over time and often have profound and long-term consequences for society” (Dunfey, 2019, para. 2).

Dunfey, T. S. (2019, May). *What is social change and why should we care?* SNHU.
<https://www.snhu.edu/about-us/newsroom/2017/11/what-is-social-change>.

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **HDFS 3440: Human Sexuality and Intersectionality across the Lifespan**

Faculty Preparer Name and Email: **Katy Miller (miller.1572@osu.edu)**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: **Enter additional details if you responded no...**

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **N/A**

Additional comments (optional):

There are no required synchronous sessions for the DL class section.

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 In the current HDFS 3440 DL, there is interaction on all of these levels. While there is UTA support for grading, all student papers are graded by the faculty member. In addition, the faculty member is present on the discussion boards throughout the semester. Weekly announcements are made as are video recorded lectures for students to view. With the new redesign, I envision more instructor involvement throughout the semester.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

The course is designed to include updated readings and information each semester/year.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All components are asynchronous with modules spanning 2 weeks each.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

The course is currently offered online and in person. It has been offered in the online format for approximately 8 years. It is getting revamped and plans are to continue to offer it online.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. With it being an online class, “in class” components are the recorded lectures, discussion interactions and the “out of class” would be readings, preparations for discussions, quizzes/exams, etc.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Week 1 of a 2-week module: Students will review the module updates, announcements, etc. (~1 hour), complete a module prompt about the content prior to any readings/media to gain a sense of current understanding/knowledge (~1 hour). Once submitted, students will read/watch the provided readings/media (~ 5-6 hours). Complete a quiz and an initial discussion post (~1 hour). Week 2 of a module, students will review read any updates/information (~1 hour). In addition, they will interact on the discussion boards through peer interactions, pulling in new research and information (~2-3 hours) and complete a mini-reflection paper (~2-3 hours). In addition, students will complete a mini-project during the semester (~30-60 minutes each week, prior to deadline; total of about 8-10 hours).

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. N/A

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Accommodation requests received in the past have been around media accessibility. All videos/media will have closed captioning. Other requests were on large print, in which case all readings will be electronic and can be enlarged on a computer. If this isn't feasible, working with SLDS will occur to ensure accessibility.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:

Turnitin will be utilized for all papers. There is not an easy way to check for plagiarism in discussion posts, yet these are monitored for similarities in other posts. Quizzes will be timed, randomized questions from a question bank and randomized answers/options.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>



Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Quizzes will be utilized once per 2-week module. Similarly, discussions will bridge 2-weeks with week 1 being the original/initial post and week 2 being peer interactions. Module prompts and module reflections are also completed each module. There are two mini-projects with students choosing one to complete during the semester.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students will be interacting regularly with each other through the discussion boards. The first 2 weeks of the semester will be building community and discussing foundational components. There is a course Q & A forum for students to utilize. In addition, there are forums around "in the news" for students to pull in current event content and discuss it. The instructor is active on the discussion boards to assist students in making connections with peers' content and the readings.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course

- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

While the learning goals and organization of the course are in the syllabus, a video recording of this is provided on Carmen for students to view a verbal explanation. All major assignments have a "purpose" component at the top and provides resources on how to successfully complete the assignment (e.g., directions, examples, options, as well as tools they can use). While discussions have prompts to follow, students have "free range" to choose topics for the mini-project as well as how they reflect on the course material at the end of each module. The instructor checks in with the class 2-3 times throughout the semester to solicit feedback, yet students are encouraged to provide feedback throughout the semester and on the SEIs.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)