

## Term Information

Effective Term Spring 2023  
[Previous Value](#) [Spring 2014](#)

## Course Change Information

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

Propose the course for the new GE Theme of Health and Wellbeing.

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

This course meets the goals and ELOs of this theme.

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)?

We anticipate no programmatic implications of this 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 Philosophy  
Fiscal Unit/Academic Org Philosophy - D0575  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3430  
Course Title The Philosophy of Sex and Love  
Transcript Abbreviation Phil Sex and Love  
Course Description This course will explore both historical and contemporary philosophical perspectives on both sex and love, and the many ways in which sex and love are integral to human health and wellbeing.  
[Previous Value](#) [This course will explore both historical and contemporary philosophical perspectives on both sex and love.](#)  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Recitation  
[Previous Value](#) [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](#)

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq: Writing and Information Literacy Foundation and Historical and Cultural Studies Foundation, or permission of instructor.

### *Previous Value*

*Prereq: 3 cr hrs in Philos, or permission of instructor.*

### Exclusions

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

38.0101

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

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

### *Previous Value*

*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

- Students will be able to interpret, analyze, evaluate, and synthesize significant classical and contemporary philosophical works that address intimate and interpersonal relationships as an important part of living a healthy and meaningful life.

### *Previous Value*

- *Goals NA*

### Content Topic List

- Philosophical Analysis of Love
- Philosophical Analysis of Sex
- Moral and Political Implications of Sex
- Health and Wellbeing

### *Previous Value*

- *Philosophical Analysis of Love*
- *Philosophical Analysis of Sex*
- *Moral and Political Implications of Sex*

### Sought Concurrence

No

### *Previous Value*

*Yes*

**COURSE CHANGE REQUEST**  
3430 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/23/2022

**Attachments**

- 3430 Syllabus\_D\_Starr.pdf: Syllabus  
*(Syllabus. Owner: Shuster,Amy Lynne)*
- 3430 submission-health-well-being as of 6.2.2022.pdf: GE Submission Form  
*(Other Supporting Documentation. Owner: Shuster,Amy Lynne)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	06/10/2022 09:52 AM	Submitted for Approval
Approved	Downing,Lisa J	06/10/2022 10:26 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	06/10/2022 10:26 AM	College Approval

**Philosophy 3430: The Philosophy of Sex and Love**  
Course Syllabus

<b>Instructor</b>	Dr. Dawn Starr
<b>Format</b>	In-person instruction
<b>E-mail</b>	<a href="mailto:starr.140@osu.edu">starr.140@osu.edu</a> (Put “3430” in the subject line)
<b>Location/Time</b>	XXXX
<b>Office Hours</b>	by appointment, in-person and over Zoom

**Course Description:** We intuitively understand that finding and maintaining satisfying relationships, including intimate and romantic ones, contribute to our physical and mental wellbeing. This course serves as an introduction to the philosophies of sex and love and the many ways in which sex and love are integral to human health and wellbeing.

In this course, we explore both historical and contemporary philosophical perspectives on sex and love. The questions we address include:

*What is sex? What is love?*

Why do healthy sexual relationships foster greater intimacy and contribute to our satisfaction in our relationships? How do parental love, sibling love, friendship love, erotic love, romantic love, and self-love differ and what do they have in common? When these relations go wrong, or are absent, what are the ways in which this can negatively affect our health and general wellbeing and why?

*What is hook-up culture?*

Ought sex be related to love? What are the ways in which sex can be decoupled from love and still be “healthy”? What is the nature of our agency in sexual encounters, and what are the ways in which hook up culture undermines this agency, attempting to absolve participants of responsibility?

*Sex, love, and gender*

Are there gender differences in approaches to sex? To love? To what extent are those approaches and expectations a product of social conditioning? Can those expectations have a negative impact on our self-concept or be harmful to us in other ways? In what ways do self-esteem and body image affect, and are affected by, sexual and romantic encounters?

*Sex, love, and desire*

How do we –versus how should we –communicate our desires when it comes to sex and love? To what extent are our desires in sex and love shaped by social standards of desirability? Do these standards help maintain social structures of privilege and oppression? What is the impact of these structures on our health and wellbeing?

**Class Climate:** Our focus is on foundational, historical, and contemporary concepts of sex and love. We should be cognizant of the possibility that some of the topics we cover or the examples we use may be difficult, potentially challenging, or trigger strong feelings for some, even if this is not intended. All of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful even when you strongly disagree. You should also feel free to contact me with any questions or concerns.

**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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/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. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

**GE Theme Category and Expected Learning Outcomes:** Philosophy 3430 satisfies the Health and Wellbeing Theme of the GE requirements.

<p><b>Health and Wellbeing<sup>1</sup></b></p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.</li> <li>2. Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</li> <li>3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</li> </ol> <p><b>Expected Learning Outcomes.</b> Successful students are able to:</p> <ol style="list-style-type: none"> <li>1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.</li> <li>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.</li> <li>2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.</li> <li>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</li> <li>3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.</li> <li>3.2 Identify, reflect on and apply the skills needed for resiliency and well-being.</li> </ol>
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In Philosophy 3430, students will read, interpret, logically analyze, critically evaluate, and synthesize significant classical and contemporary philosophical works that address intimate and interpersonal relationships as an important part of living a healthy and meaningful life. This course incorporates material across disciplines and from first person accounts of disparate experiences. As a result, students will analyze sex and love as they contribute to health and wellbeing, and understand current barriers to their access, from historical, theoretical, cultural, socioeconomic, intersectional, and personal perspectives. By understanding the many ways in which sex and love contribute to human health and wellbeing, as well as identifying barriers to sexual health, bodily autonomy, and healthy relationships, students learn to become better intimate partners and advocates for themselves and others. In their papers, students will engage in an in-depth, advanced, scholarly exploration of a concept of sex or love as it contributes to health and wellbeing, introduced to them by the course. Our weekly discussions (on-line and in-person) facilitate student reflection and evaluation, not only of the material presented in the course, but of their own evolving concepts of sex and love and their relationship to their personal conceptions of health and wellbeing.

<sup>1</sup> From <https://oaa.osu.edu/ohio-state-ge-program>

**Required:** Internet Access

Your access to Carmen is an integral and necessary part of this course. You must activate your OSU email account to have access to Carmen. The Carmen URL is <https://carmen.osu.edu>, and Philosophy 3430 should be listed under My Courses on your Carmen homepage. The username to log on is your OSU name.# and the password is the one you use with all OSU email and registration systems. You are expected to check our course website on a regular basis (e.g., at least several times a week). Your written work, quizzes, and discussion board responses will be submitted through Carmen.

Graded work	Percentage of Course Grade
Participation in Weekly Discussion Boards	25%
In-Class Participation in Discussions	20%
Quizzes on Readings	15%
Essay	20%
Final Exam	20%

- **Missing work receives a score of zero (0).**
- **All coursework with the exception of the Final Exam must be completed by the last day of scheduled classes for the term, by 5PM.**
- **The Final Exam must be completed to earn credit for the course.**
- **A requirement on all coursework is that it is the student's own work.**

**PARTICIPATION IN DISCUSSION BOARDS:** Most weeks we will hold a discussion on our Carmen website. Use the “Discussions” tab on the course Menu to access it. Meaningful participation earns up to **10 points** each week.

**Typical Discussion Format:** You will be asked to review the course material for that week. After which, you will be asked to: (a) respond to questions I post on that week’s material, and (b) post a thoughtful, meaningful, and respectful comment on another person’s post. You are also encouraged, though not required, to post a question or comment you have about the material for others to respond to.

The window for each discussion will last at least four days. After the discussion window closes, I will post feedback, including my own responses to the questions directly about the material, and answer any questions students have asked, to help further clarify the concepts, positions, arguments, etc., about the material for that week. You are strongly encouraged to check back and read the entire thread at this time. Material from our discussions can end up on our Final Exam.

**IN-PERSON PARTICIPATION:** For most weeks, one class session is dedicated to live discussion. These will be announced in advance. Your participation in 75% of these is required. This is a time for you to get all of your outstanding questions answered as well as an opportunity to delve deeper into a matter of interest to the group, sparked by that week’s topic. You will earn up to **10 points** when you **contribute meaningfully** to the conversation and are **present from start to finish**. Be sure you are prepared: review that week’s course materials in advance. If you have a standing conflict with the designated time, please contact me in the first week of the course. To receive credit for a missed session, please see below in the “Late and Missed Work Policies”

**QUIZZES:** Most weeks there will be an open book quiz, which can be accessed from two tabs on Carmen: “Assignments” and “Quizzes.” The quizzes range from multiple choice, fill in the blank, short answer, and reflection. They are designed to help you assess your understanding of the reading or other assigned material. Your answers must be the product of your own reading and analysis of the assigned material. You must give accurate citations for all quoted material and paraphrases included in your answers. **Each quiz is worth 10 points.** The lowest quiz grade will be dropped.

**MUST-READ REGARDING QUIZZES:** Once the deadline hits, the quiz can no longer be attempted. If the quiz has not been attempted prior to the deadline, it will not be available to view after the deadline, so it is strongly advised that you at least attempt the quiz.

**ESSAY:** The essay should philosophically analyze the arguments made in at least one of the articles or books we’ve read in class. You are responsible for choosing your own topic; you are highly encouraged to do this in close consultation with me. This paper should be between 5-7 pages. This paper should be typed and double-spaced, with 1-inch margins and 12-point font.

**FINAL EXAM:** The format of the Final Exam will either be multiple choice or essay or some combination of the two. A typical essay prompt would be comprised of several smaller questions to help guide you through what to cover in that essay. One such question in each essay will ask for your considered and reflective perspective on the given topic. You must give accurate citations for all quoted material and paraphrases included in your answers.

**CITING YOUR SOURCES:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers or video title. For online sources, include a link. Your written assignments, including discussion posts and final exam, should be your own original work. In formal assignments, you should follow MLA or APA style to cite the ideas and words of your research sources. You may find tools on the internet to help you generate your citations. (Google: “citation generator.”)

**The following is the grading scale for the course:**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Min %	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	≤59%

**CLASS ETIQUETTE:** Each course participant is expected to conduct themselves with civility and mutual respect. Our course is a space where everyone should feel welcome and safe to express their on-topic thoughts on the issues we are discussing, provided other participants will not feel disrespected or threatened by them. We will not shy away from differences of opinion, but we should always aim to disagree amicably.

**COPYRIGHTED CLASS MATERIALS:** The Instructor’s lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor.

## Late and Missed Work Policies

Missed work receives a zero (0) score. **The last day to make up any missed work** (except for the Final Exam) **is the last day of regularly scheduled classes at 5PM**. No exceptions without a documentable excuse (e.g., medical).

MAKE-UP QUIZ: In the event of a documentable excuse (e.g., medical, employment), the option of making up a missed quiz will be allowed, *once documentation has been received*.

MISSED DISCUSSION POST: In the event of a documentable excuse (e.g., medical, employment), the option of making up a missed Discussion topic will be allowed.

MISSED IN-PERSON PARTICIPATION: In case you have to miss one of our in-class discussions, but would still like to get credit for it, here's how to make it up: review that week's course material very carefully, write a Reaction Paper (see below), and e-mail it to me. **Due one week from the missed session.**

Reaction Paper (1 page): Choose one of the assigned readings for that week and briefly summarize the thesis, and the main points offered in support of that thesis. What is your reaction to this thesis? How might it relate to your own experiences? Try to offer one objection or counterexample to either the thesis or to one of the points made in support of that thesis. Is there anything in the reading that you think some might find controversial?

LATE ESSAY: The due date of the essay will be announced in class well in advance. Essays handed in late will be marked down 1/3 of a letter grade for each day it is late, in the absence of a documentable excuse (e.g., medical, employment, legal). So, for instance, without a documentable excuse, an "A" paper will receive an "A-" grade, if it is turned in a day after the due date.

ACADEMIC MISCONDUCT IS NOT TOLERATED: 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](http://studentconduct.osu.edu/) (<http://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 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:



- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

Some Important Campus Resources and Information:

**DISABILITIES:** 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 privately as soon as possible, so that we can privately discuss options. To establish reasonable accommodations, register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. The contact information for Ohio State Lima Disability Services follows: Karen Meyer, M.S.Ed, Coordinator for Disability Services, The Ohio State University at Lima, 310-G Galvin Hall, 567-242-7194 Office / 567-242-7506 Fax; [meyer.193@osu.edu](mailto:meyer.193@osu.edu)

**ACCESSIBILITY OF COURSE TECHNOLOGY:** This online course requires use of Carmen and other online communication and multimedia tools. If you need additional services to use these technologies, here are some resources:

- [CarmenCanvas accessibility](#)  
(<https://community.canvaslms.com/docs/DOC-2061> )
- [CarmenZoom accessibility](#)  
(<https://resourcecenter.odee.osu.edu/carmenzoom/accessibility-carmenzoom> )

**SAFETY AND HEALTH:** All students, faculty, and staff are required to comply with and stay up to date on all university safety and health guidance. To that end, be sure to check <https://safeandhealthy.osu.edu/> regularly.

**COVID-RELATED ACCOMMODATIONS:** COVID-19 disability accommodation information can be found at: <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> If you need long-term accommodations due to COVID, which are approved on a case by case basis, you may want to reach out to: Karen Meyer, M.S.Ed, Coordinator for Disability Services, The Ohio State University at Lima, 310-G Galvin Hall, 567-242-7194 Office / 567-242-7506 Fax; [meyer.193@osu.edu](mailto:meyer.193@osu.edu)

### *PLEASE TAKE CARE OF YOURSELF*

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/>

**COUNSELING SERVICES:** Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS at 567/242-7158 (Samantha Haudenschild, [haudenschild.11@osu.edu](mailto:haudenschild.11@osu.edu)); visit: <https://lima.osu.edu/current-students/student-life/counseling/services.html>. You can reach an on-call counselor when Samantha is not available by calling 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

**DIVERSITY AND INCLUSION:** The Ohio State University at Lima is committed to creating a safe and inclusive campus where students, their contributions, and their perspectives are equally valued and respected regardless of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, ethnicity, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases. As a campus community we value and respect the dignity and worth of every person and celebrate differences. To report issues of discrimination, contact the Office of Diversity and Inclusion on Lima campus, [patton.112@osu.edu](mailto:patton.112@osu.edu), <https://lima.osu.edu/current-students/office-of-diversity-and-inclusion/>, <https://equity.osu.edu/>.

All Buckeyes have the right to be free from harassment and sexual misconduct. 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, 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](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto: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.

**SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>. You may also contact the university's Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or Ohio State Lima's Title IX contact at [albright.34@osu.edu](mailto:albright.34@osu.edu).

**TOBACCO FREE CAMPUS POLICY:** Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at:

<https://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

**UNIVERSITY EXPECTATIONS REGARDING 2:1 RATIO OF STUDENT EFFORT:** In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and **“students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”** This is a 3-credit hour course.

### **Required Texts:**

Plato, *Symposium* (any edition will be acceptable)

Raja Halwani, Jacob M. Held, Natasha McKeever, and Alan Soble, eds., *The Philosophy of Sex: Contemporary Readings*, 8th Edition (Rowman & Littlefield, 2023)

1. Thomas Merton, “Love and Need: Is Love a Package or a Message?”
2. David Foster Wallace, *This is Water*
3. Plato, *The Symposium*
4. Simone de Beauvoir, *The Second Sex*, “The Woman in Love”
5. Arthur Schopenhauer, “The Metaphysics of the Love of the Sexes”
6. Natasha McKeever, “Love: What’s Sex Got to Do with It?”
7. Emily Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles”
8. Claudia Card, “Against Marriage and Motherhood”
9. Bryan Weaver and Fiona Woollard, “Marriage and the Norm of Monogamy”
10. Sarah Mirk, “Propaganda: Queering Family Values”
11. Loretta Ross, “The Color of Choice”
12. Kristen Mitchell, Ruth Lewis, Lucie O’Sullivan, and J. Dennis Fortenberry, “What is sexual health and why does it matter for public health”

13. Greta Christina, "Are We Having Sex Now, or What?"
14. Robert Gray, "Sex and Sexual Perversion"
15. Shaun Miller, "BDSM"
16. Tobin Sieber, "A Sexual Culture for Disabled People"
17. Roxanna N. Pebdani and Amanda Tashjian, "An Analysis of the Attitudes of the General Public Towards the Sexuality of Individuals with Disabilities Through a Systematic Literature Review"
18. Thomas MaCaulay Millar, "Toward a Performance Model of Sex"
19. Raja Halwani, "Casual Sex, Promiscuity, and Objectification"
20. Martha Nussbaum, "Objectification"
21. Jill Filipovic, "Offensive Feminism: The Conservative Gender Norms That Perpetuate Rape Culture, and How Feminists Can Fight Back"
22. Ashwani Tambe, "Reckoning with the Silences of #Me Too"
23. Sandra Bartky, "Feminine Masochism and the Politics of Personal Transformation"
24. Nancy Bauer, "Pornutopia"
25. Ann Barnhill's comments on "Pornutopia"
26. Ole Martin Moen, "Is Prostitution Harmful?"
27. Janet Mock, *Redefining Realness*
28. Luke Brunning and Natasha McKeefe, "Asexuality"
29. E Kim, "How much sex is healthy? The pleasures of asexuality"
30. Dalia Gebrial, "Decolonising Desire: The Politics of Love"
31. Michel Foucault, *The History of Sexuality*
32. Any supplementary materials will be made available through Carmen

#### Recommended Reading:

1. Jonathan Franzen, "Liking Is for Cowards. Go for What Hurts."
2. Eve Sedgwick, "Queer and Now"
3. Alan H. Goldman, "Plain Sex"
4. Catharine MacKinnon, "Pornography, Civil Rights, and Speech"
5. Martha Nussbaum, "'Whether from Reason or Prejudice': Taking Money for Bodily Services"

### Course Schedule \*

<b>Week 1</b>	WHAT IS LOVE? <u>Reading:</u> Merton; Wallace <i>Recommended:</i> Franzen
<b>Week 2</b>	WHAT IS LOVE? <u>Reading:</u> Plato
<b>Week 3</b>	LOVE, SEX, AND WELLBEING <u>Reading:</u> de Beauvoir; Schopenhauer; McKeever
<b>Week 4</b>	SEX, LOVE, AND SCIENCE <u>Reading:</u> Martin

- Week 5** THE PERSONAL IS POLITICAL: LOVE, MARRIAGE, FAMILY  
Reading: Card; Weaver and Woollard; Mirk  
*Recommended:* Sedgwick
- Week 6** SEXUAL HEALTH, REPRODUCTIVE RIGHTS, AND BROADER HEALTH AND WELLBEING OUTCOMES  
Reading: Ross; Mitchell, Lewis, O’Sullivan, and Fortenberry
- Week 7** WHAT IS SEX?  
Reading: Christina; Gray; Miller  
*Recommended:* Goldman
- Week 8** SEXUAL HEALTH, DISABILITY, AND WELLBEING  
Reading: Sieber; Pebdani and Tashjian
- Week 9** SEXUAL AGENCY, HOOK-UP CULTURE, AND CONSENT; *Paper prep*  
Reading: Millar; Halwani; Nussbaum
- Week 10** SPRING BREAK
- Week 11** FEMINIST AND INTERSECTIONAL PERSPECTIVES ON SEX AND POWER  
Reading: Filipovic; Tambe; Bartky
- Week 12** PORNOGRAPHY, SEX WORK, AGENCY, AND WELLBEING  
Reading: Bauer; Barnhill; Moen; Mock  
*Recommended:* MacKinnon; Nussbaum
- Week 13** ASEXUALITY AND WELLBEING  
Reading: Brunning and McKeever; Kim
- Week 14** DESIRES, DESIRABILITY, CULTURE, AND SELF-LOVE; *Paper Due*  
Reading: Foucault; Gebrial
- Week 15** CATCH UP AND REVIEW
- Final Exam** XXXX

\*Note: this schedule is subject to change. Refer to our Carmen course webpage for up-to-date due dates.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

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

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** 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 integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

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

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** 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

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)