Term Information

Effective Term	Spring 2024
Previous Value	*Spring 2016*

Course Change Information

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

Distance Learning status

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

Student and instructor requests

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)?

n/a

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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5605
Course Title	Sociology of Sexuality
Transcript Abbreviation	Soc of Sexuality
Course Description	A social and institutional approach to the study of sexuality with a focus in sexual identities, practices, institutions, communities, and sexuality movements.
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
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: Jr, Sr, Grad standing; or permission of instructor, or department.
Exclusions
Previous Value   Not open to students with credit for 605.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.1101
Subsidy Level   Doctoral Course
Intended Rank   Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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 discuss sexuality's role in shaping society, as well as society's role in shaping sexuality

Content Topic List
- Social constructionist and biological perspectives
- Intersexuality and transsexuality
- Nature vs. nurture
- Racism and homophobia
- Life course variation
- Families
- Sex work
- Workplace & sexuality
- Sexual tourism
- Fertility
- Reproductive technology

Sought Concurrence   No

Attachments

- Sociology 5605_In person syllabus.docx

  (Syllabus. Owner: Downey,Douglas B)

- Sociology 5605_DL.docx

  (Syllabus. Owner: Downey,Douglas B)

- Soc 5605 asc-distance-approval-cover-sheet-fillable.pdf

  (Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

- Please consider 5605 for DL status. *(by Downey,Douglas B on 09/25/2023 08:29 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	09/25/2023 08:29 AM	Submitted for Approval
Approved	Downey,Douglas B	09/25/2023 08:29 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/28/2023 02:39 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/28/2023 02:39 PM	ASCCAO Approval

Sociology of Sexuality Syllabus

SOC 5605
Fall 2023

Course Information

- **Course times and location:** Tuesdays and Thursdays, 10:20 a.m.-11:15 a.m. on Zoom
- **Credit hours:** 3
- **Mode of delivery:** Synchronous Distanced Learning

Instructor

- **Name:** Rin Reczek
- **Email:** Reczek.2@osu.edu
- **Office location:** Personal Zoom Room; 164 Townshend Hall
- **Office hours:** Tuesdays and Thursdays from 11:30-12:30
- **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 (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Junior, Senior, Graduate student standing, or permission of instructor or department.

Course Description

In the contemporary US, we tend to consider sex and sexuality as intensely private matters, distinct from our public selves and interactions. Yet the sociological study of sexuality reveals how sex is actually a deeply social act, embedded in socially created and sustained meanings and interpretations. In this course, we will untangle the complex relationships between sexuality and social life, including the ways in which sexuality intertwines with race, class, and gender in structuring society.

This course will introduce students to the sociological study of sexuality through the major theoretical and empirical texts of the discipline. Unlike strictly psychological or biological accounts of sexuality, which consider sexuality a product of individual drives or instincts, a sociological perspective on sexuality considers how it is molded by society. This is done, in part, by examining the historical, geographical, political, and economic contexts in which sexual practices are embedded.

The first part of the course will outline the major sociological theories that explain how sexuality develops and operates in a social context. These theoretical perspectives include psychoanalytic theory, feminist theory, symbolic interactionism, and queer theory. After reading and discussing these foundational theories, we will consider the historical and geographic development of sexual practices and identities within the US. Through these examinations, we will come to understand the ways that sexuality is socially constructed and tied to social context. We will also consider how sexuality operates within major social institutions such as family & intimate relationships, media, and education. Finally, we will also explore the major contemporary debates in the subdiscipline and consider possibilities for the future of sexualities.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify and demonstrate competency in the key sociological theories of sexuality.
- Apply these theoretical tools to the assessment of empirical "cases," including film and advertisements.
- Engage in written and oral critical thinking about sexualities.
- Analyze how cultural, political, racial, and economic influences shape your own worldviews and beliefs about sexuality as well as those of others.
- Learn to participate respectfully in conversations on campus and in your broader community regarding sexuality and issues of sexual justice.
- Understand the relationship between sexuality and the family, policy, social movements, bodily practices, culture, reproduction, education, and intimate relationships.
- Connect sexuality to other stratification systems, including those of race, class, and gender.
- Engage in key elements of critical thinking about sexualities, using critical readings and discussions of texts and multimedia examples and assignments that call for reflection on the diversity of theoretical perspectives on sexualities.
- Develop formal arguments and evaluate argument validity in relation to social scientific data on sexualities.

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays and Thursdays from 10-11:50 a.m. The rest of your work is found in Carmen and can be completed around your own scheduled during the week. This course synthesizes original lecture material, assigned reading and multimedia content, and in-class discussions. My pedagogical approach emphasizes the understanding of social phenomena as expressions of power and resistance; to do so, I focus largely on how race, class, gender, and sexual inequalities are created, sustained, and/or challenged within various social practices and institutions. Assignments provide opportunities for experiential learning and applying course concepts to the analysis of cultural objects and traditions. In-class quizzes ensure that you have absorbed the key information and competencies while discussion will sharpen your ability to engage publicly regarding sexualities, which can require strong reserves of communicative skill and empathy.

Pace of online activities: This course is divided into **weekly modules** that are released one week 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 (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 5 hours of homework (reading and assignment preparation, for example) to receive a grade of B 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:

- **Zoom Attendance:** Students are expected to attend all class periods and complete all reading assignments before each class meeting. I have chosen readings that are engaging and, at times, provocative. I do not expect you to agree with everything you read, but rather to develop the skills to sociologically analyze the readings. The reading pace is brisk in certain points of the semester, as you will see in the reading schedule.

- **Zoom Quizzes**: To gauge reading comprehension and help with your own study process, you will be given online (Carmen) quizzes on the most important concepts; quizzes will be given (nearly) twice a week, due prior to our class time.

- **Office hours**: **optional**
  My office hours are optional.

Course Materials, Fees and Technologies

Required Materials

Introducing the New Sexuality Studies, Third Edition. Edited by Nancy Fischer and Steven Seidman (2016)

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **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 (go.osu.edu/office365help) help article for full instructions.

Tik Tok Social Media Account and App

CarmenCanvas Access

You will need to use BuckeyePass (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 (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 (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) 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 (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

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)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Written Assignment and Video Assignment	25
The Future of Sexuality Final Assignment	25
Reading Quizzes	25
Class Participation and Community Culture Support	25

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Written Assignment and Video Assignment (25%)

25 percent of the grade will be based on 2 assignments, worth 12.5 percent each. The prompts for these assignments will be posted on Carmen. The first is a written paper, the second is two Tik Tok videos (6 minutes total). These projects will challenge you to apply critical thinking and analysis skills to the course readings. **Unless otherwise noted, assignments must be turned in through Carmen by midnight on the due date.** Papers turned in online after the midnight deadline will be considered late and docked 5/100 points per 24 hours. Late papers will be docked another 5 points for every 24 hours they are late. You must screenshot your confirmation notice of a successful upload to receive credit for any potential upload errors.

The Future of Sexuality Final Assignment (25%)

Instead of a final exam your final product will be developing and expressing what you think the future of sexuality will look like in the U.S. in the year 2050. This can take place in the form of a paper (about 10 pages double spaced), a series of tik tok videos (about 20), a series of Instagram pictures (about 20), a podcast (about 20 minutes long) or a youtube video (about 20 minutes long), or another format (please ask me if you have an idea for another format). Whatever

format, this should cover the key facts, concepts, theories, trends from the readings and lectures. Which aspects of sexuality will still be thriving? Will we have new sexuality and gender categories? Will we live in a more sexuality permissive society, or a more sexuality repressive society? What about reproduction and fertility? Sexual education and sexual expression? You will get more formal instructions on this later in the class.

Reading Quizzes (25%)

You will have regular reading quizzes, together worth 25% of your grade. You will do the quizzes prior to coming to class and will be available on Carmen. There are no make-up quizzes, but I drop the lowest 5 quiz grades. All quizzes will open 48 hours prior to the time they are due and close at the start of class each period. For example, for the quiz due on Tuesdays at 1pm, I will release the quiz on Sunday at 1pm. There is no limit to the time given to complete the quizzes.

Class Participation and Community Culture Support (25%)

I will be holding class on zoom live; I will not be recording the class. You can participate via chat or live, and this will "count" towards your participation grade. Your participation should be grounded in the week's readings, past week's lectures, and utilize a sociological perspective. But there are other ways to get participation. You can help a student who missed class catch up on their notes. You can help a student who is having trouble in class. You can do a peer assessment of your assignments. You can teach someone not in class the material we learned. You can share on Carmen a new story or tiktok that reflects our class material.

There are three ways this is evaluated. First, will get a "participation" grade for in-class discussion participation. You will be given a "midterm" participation grade to give you a sense of how you are doing. If you talk once each class, you are on track for an A in this grade. Second, I will monitor the online boards for your participation. If you don't talk in class this week, you can post comments about lecture, real world events, videos, etc on Carmen; if you do that once per class you can also get an A for this grade. Third, if you do more of the community building work, please shoot me an email or note on Carmen and get "credit" for this form of participation.

Academic integrity and collaboration: Your written assignments, including quizzes, should be your own original work. In formal assignments, you should follow any type of style format (APA/MLA /Chicago, etc.) 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 due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Quizzes will not be accepted late as we discuss the answers during the class period. For written/video

THE OHIO STATE UNIVERSITY

Arts and Sciences
Sociology

assignments, each 24 hour period past the deadline the assignment is late you will automatically be docked 5 points (e.g., if 1-23 hours late, you'll be start with a 95/100; if your assignment is 24-47 hours late, you will be start with a grade of 90/100.

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) 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 (Reczek.2@osu.edu). I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **two weeks**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

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

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.

- **Classroom environment:** This course is in a lecture-discussion style format. Drawing on the diversity of students' cultural contexts, academic experiences, assumptions regarding knowledge, and ways of approaching learning, teaching, will enrich this course. All students in the course will be expected to learn/refine the skills of exploring, shifting, acknowledging, and expressing perspectives.

  To ensure a respectful class discussion, please also follow these basic guidelines: Do not talk out of turn, interrupt others who are speaking, read or work on other assignments during class, or talk to/chat/text the person next to you (or anyone else!) while others are speaking. If you disagree with a fellow classmate's perspective, you are encouraged to voice your own, but in a respectful manner. Contributions that are informed by racist, classist, sexist, ablest, or homophobic ideologies may be subject to a challenge or an intervention from me or your classmates, in class or privately. I have deep compassion for the fact they we are unlearning oppressive ideologies at different paces and will bring that compassion to our discussions, but it's central to my teaching mission to challenge inequalities, even when it might be uncomfortable to do so.

- **Quizzes:** While there is no need to participate in quizzes as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.

- **Tone and civility**: Let's 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 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. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **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.

- **Synchronous sessions**: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose however, I do always appreciate seeing you. When in breakout rooms or small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space

where respectful interactions are expected. No need to be formal in the chats, but I do ask that you monitor your comments to be appropriate for class.

- **Covid and other sickness:** We are still in a global pandemic. If you are sick with Covid and cannot attend class, please get notes from a colleague. There may be times I am ill with covid and cannot teach; if this occurs, I will make up the material in the following class period.

Names and Pronouns

Class rosters are provided to the instructor with the student's legal name. Please tell me if you have another name than what official records may indicate. I will also ask that you inform myself and your classmates of your pronouns if you are comfortable. If your name or gender pronoun changes during the semester (which totally happens!), I am happy to accommodate this as well. Please respect your classmate's stated pronouns; we may gently correct you if you make a mistake. Unlearning this kind of stuff can be hard and sometimes embarrassing, but it's hurtful and disrespectful to misgender someone. I'm here to help if you have questions or concerns about this.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class. Students are expected to act with honesty and integrity in all academic pursuits. Undergraduate students are expected to familiarize themselves with the University Undergraduate Conduct Code. **Academic misconduct is the misrepresentation of one's academic achievement and includes cheating on quizzes, falsely indicating your own or another's attendance in class, and plagiarizing written work, including omissions of citations for source material.** All cases that violate the rules set by OSU on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. If you have any questions or concerns about avoiding plagiarism in your papers and written work, please do not hesitate to consult with me. Course papers may be turned in through TurnItIn, an online plagiarism detection service.

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

THE OHIO STATE 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 (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are 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 ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. 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. 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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 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 (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

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

UNIT I.   Theories and Histories of Sexuality

All chapters from "Introducing the New Sexuality Studies" unless otherwise noted.

Week 1: Introducing The Sociology of Sexuality
January 11: Introductions
January 13:
1) Chapter 1 "Working in the Social Construction Zone" (pp. 1-3)
2) Chapter 5 "The Social Construction of Sexuality" (pp. 43-51)

Week 2: Theories of Sexuality
January 18:
1) Chapter 2 "Theoretical Perspectives" (pp. 12-24)
2) Chapter 7: "Medicine and the making of a sexual body" (pp. 59-69)

January 20:
1) Chapter 3 "Black Sexual Politics revisited" (pp. 24-33)
2) Chapter 11: "The Body, Disability, and Sexuality" (pp. 87-97)

Week 3: Histories of Sexuality
January 25:
1) Chapter 58 "Purity and pollution: Sex as a moral discourse" (pp. 515-523)

January 27:
1) Chapter 59 "Christianity and the regulation of sexuality in the United States" (pp. 523-530)

UNIT II. Identity

Week 4: "Straight" sexuality

February 1: *Straight sexuality?*
1) Chapter 27 "Straight Men and Women" (pp. 229-240)
2) Chapter 28 "Sexual Narratives of "Straight" women" (pp. 240-250)
3) Chapter 22 "Sexual Fluidity" (pp. 192-195)

February 3: *"Straight" sexuality?*
1) Chapter 17 "Guys are just homophobic" (pp. 143-152)
2) Chapter 29 "Men's Sexual Flexibility"
3) "Dude-Sex": White Masculinities and 'authentic" Heterosexuality" (On Carmen) (pp. 413-434)

Week 5: LGBQ+ Sexuality

February 8: LGBQ+ people
1) Bridges and Moore 2018 Contexts (on Carmen) (pp. 86-88)
2) Spiker and Reczek 2022 Contexts (on Carmen) (pp. 64-66)
3) Chapter 24 "The Bisexual Menace Revisited" (pp. 207-215)

February 10: *Bisexuality, asexuality, and Beyond*
1) Chapter 25 "Beyond Bi" (pp. 215-225)
2) Chapter 21 "Introducing Asexuality" (pp. 181-192)
3) Chapter 23 "Learning to be Queer: College women's sexual fluidity" (pp. 195-207)

Week 6: Trans, Gender Expansive, and Intersex People

February 15: *Trans and gender expansive people*
1) Chapter 15 "From Transgender to Trans*"(pp. 124-136)
2) Chapter 4 "Transforming the sex/gender/sexuality system" (pp. 33-43)

February 17: Intersex people
1) Chapter 65 "Transgender biopolitics in the U.S." (pp. 574-582)
2) Chapter 14: "Unruly bodies: intersex variations of sexual development" (pp. 115-124)

UNIT III. Sexuality in Social Context

Week 7: Love (and Sex?)

February 22: *What is love?*
1) Chapter 30 "Romantic Love" (pp. 263-272)
2) Chapter 33 "Gender and the Organization of Heterosexual Intimacy" (pp. 289-295)

February 24: *Love and marriage?*
1) Chapter 55 "One is not born a bride" (pp. 494-500
2) Chapter 56 "The Marriage Contract" (pp. 500-507)

Assignment 1 Due at midnight 2/22/22 on Carmen

Week 8 Regulated Sex and Love

March 1: *The State*
1) Chapter 53 "Sexuality, State, and Nation" (pp. 477-485)

2) Chapter 62 "The Evolution of same-sex marriage politics" (pp. 551-559)

March 3: *Regulating Love And Sex*
1) Chapter 19 "How not to talk about Muslim Women" (pp. 160-170)
2) Chapter 34 "Interracial Romance" (pp. 295-304)

Week 9: Outside of Monogamy: Dating, Poly, and Casual Sex
March 8:
1) Chapter 37 "Contesting the culture of monogamy" (pp. 325-337)
2) Shippers Beyond Monogamy Introduction (Carmen) (pp. 1-36)

March 10:
No Class

 Week 10: SPRING BREAK NO CLASS

Week 11: Sex Work And Internet Work
March 22:
1) Chapter 48 "The political economy of sexual labor" (pp. 432-440)
1) Chapter 74 "Sexual Tourism" (pp. 653-662)

March 24: **The Internet, Apps, Culture, and Sex**
1) Chapter 40 "The Racial and sexual stereotypes of the "down low" on Craigslist.org" (pp. 353-363)
2) Stacey and Forbes on Carmen

Week 12: Sexual violence and harassment
March 29:
1) "Good Girls": Gender, Social Class, and Slut Discourse on Campus (on Carmen) (pp. 100-122)

March 31:
1) Chapter 31: "Sexual Capital and Social Inequality" (pp. 272-282)
2) Chapter 36 "Sexual Politics in Intimate Relationships: Sexual coercion and harassment" (pp. 313-323)
3) Chapter 45: "She isn't whoring herself out like a lot of other girls…. Taylor Swift" (pp. 400-412)

*** Assignment 2 Due at midnight on 3/31/22 on Carmen ***

Week 13: Abortion and Reproduction
April 5:
1) Chapter 20: "Mis-conceptions about unintended pregnancy" (pp. 170-179)

April 7: Reading TBD

Week 14: Sexuality and the Media
April 12: No reading

April 14:
1) Chapter 44 "Popular Culture Constructs Sexuality" (pp. 393-400)
2) Chapter 46 "Gendered dynamics of social media" (pp. 412-422)

Week 15: Sex Education

April 19:
1) Chapter 66: "The politics of sex education" (pp. 582-588)

April 21 :
Sex Education Debate

Assignment 3 Due at midnight 4/25/22 on Carmen

SOCIOLOGY OF SEXUALITIES
SOC 5605
SPRING 2022
ZOOM LINK
TU/TH 2:20-3:40

 : Dr. Rin Reczek, they/them/theirs

 : Reczek.2@osu.edu

 : On zoom by appointment

 : Rin's Zoom Room

INTRODUCTION

In the contemporary US, we tend to consider sex and sexuality as intensely private matters, distinct from our public selves and interactions. Yet the sociological study of sexuality reveals how sex is actually a deeply social act, embedded in socially created and sustained meanings and interpretations. In this course, we will untangle the complex relationships between sexuality and social life, including the ways in which sexuality intertwines with race, class, and gender in structuring society.

COURSE OVERVIEW

This course will introduce students to the sociological study of sexuality through the major theoretical and empirical texts of the discipline. Unlike strictly psychological or biological accounts of sexuality, which consider sexuality a product of individual drives or instincts, a sociological perspective on sexuality considers how it is molded by society. This is done, in part, by examining the historical, geographical, political, and economic contexts in which sexual practices are embedded.

The first part of the course will outline the major sociological theories that explain how sexuality develops and operates in a social context. These theoretical perspectives include psychoanalytic theory, feminist theory, symbolic interactionism, and queer theory. After reading and discussing these foundational theories, we will consider the historical and geographic development of sexual practices and identities within the US. Through these examinations, we will come to understand the ways that sexuality is socially constructed and tied to social context. We will also consider how sexuality operates within major social institutions such as family & intimate relationships, media, and education. Finally, we will also explore the major contemporary debates in the subdiscipline and consider possibilities for the future of sexualities.

COURSE OBJECTIVES

By the end of this course, you should be able to:

- Identify and demonstrate competency in the key sociological theories of sexuality.
- Apply these theoretical tools to the assessment of empirical "cases," including film and advertisements.
- Engage in written and oral critical thinking about sexualities.
- Analyze how cultural, political, racial, and economic influences shape your own worldviews and beliefs about sexuality as well as those of others.
- Learn to participate respectfully in conversations on campus and in your broader community regarding sexuality and issues of sexual justice.
- Understand the relationship between sexuality and the family, policy, social movements, bodily practices, culture, reproduction, education, and intimate relationships.
- Connect sexuality to other stratification systems, including those of race, class, and gender.
- Engage in key elements of critical thinking about sexualities, using critical readings and discussions of texts and multimedia examples and assignments that call for reflection on the diversity of theoretical perspectives on sexualities.
- Develop formal arguments and evaluate argument validity in relation to social scientific data on sexualities.

COURSE FORMAT, PEDAGOGY, AND APPROACH TO LEARNING

This course synthesizes original lecture material, assigned reading and multimedia content, and in-class discussions. My pedagogical approach emphasizes the understanding of social phenomena as expressions of power and resistance; to do so, I focus largely on how race, class, gender, and sexual inequalities are created, sustained, and/or challenged within various social practices and institutions. Assignments provide opportunities for experiential learning and applying course concepts to the analysis of cultural objects and traditions. In-class quizzes ensure that you have absorbed the key information and competencies while discussion will sharpen your ability to engage publicly regarding sexualities, which can require strong reserves of communicative skill and empathy.

REQUIRED READING
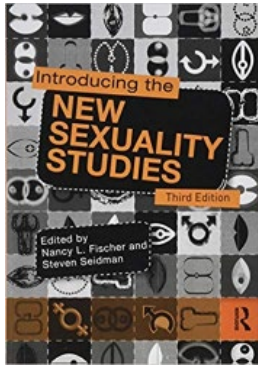
Introducing the New Sexuality Studies, Third Edition. Edited by Nancy Fischer and Steven Seidman (2016)

A few other course readings are posted on the Carmen site for the class or linked in the syllabus. Please bring your book to class—either in print or digital. In addition, you will be asked to rent a film for one course assignment. Consider the cost of this film a materials fee for the course; students who have a financial hardship should contact Dr. Reczek to make alternate arrangements.

Students are expected to attend all lectures and complete all reading assignments before each class meeting. I have chosen readings that are engaging and, at times, provocative. I do not expect you to agree with everything you read, but rather to develop the skills to sociologically analyze the readings. The reading pace is brisk in certain points of the semester; if it proves too rigorous for you, you should drop the course and take it during a semester that will allow you the time and focus required.

To gauge reading comprehension and help with your own study process, you will be given quizzes on the most important concepts, so please take this task seriously. You will likely find this exercise very useful for developing your reading and analysis skills, so I hope you'll think of it as more of a tool than a chore!

Written Assignment and Video Assignment (25%)

25 percent of the grade will be based on 2 assignments, worth 12.5 percent each. The prompts for these assignments will be posted on Carmen. The first is a written paper, the second is two Tik Tok videos (6 minutes total). These projects will challenge you to apply critical thinking and analysis skills to the course readings. **Unless otherwise noted, assignments must be turned in through Carmen by midnight on the due date.** Papers turned in online after the midnight deadline will be considered late and docked one full letter grade. Late papers will be docked another letter grade for every 24 hours they are late. You must screenshot your confirmation notice of a successful upload to receive credit for any potential upload errors.

The Future of Sexuality Final Assignment (25%)

Instead of a final exam your final product will be developing and expressing what you think the future of sexuality will look like in the U.S. in the year 2050. This can take place in the form of a paper (about 10 pages double spaced), a series of tik tok videos (about 20), a series of Instagram pictures (about 20), a podcast (about 20 minutes long) or a youtube video (about 20 minutes long), or another format (please ask me if you have an idea for another format). Whatever format, this should cover the key facts, concepts, theories, trends from the readings and lectures. Which aspects of sexuality will still be thriving? Will we have new sexuality and gender categories? Will we live in a more sexuality permissive society, or a more sexuality repressive society? What about reproduction and fertility? Sexual education and sexual expression? You will get more formal instructions on this later in the class.

Reading Quizzes (25%)

You will have regular (read, almost every class period) reading quizzes, together worth 25% of your grade. You will do the quizzes prior to coming to class and will be available on Carmen. There are no make-up quizzes, but I drop the lowest 5 quiz grades.

Class Participation and Community Culture Support (25%)

During COVID, we have to adjust how we think about class participation. I will be holding class on zoom live; I will not be recording the class. You can participate via chat or live, and this will "count" towards your participation grade. Your participation should be grounded in the week's readings, past week's lectures, and utilize a sociological perspective. But there are other ways to get participation. You can help a student who missed class catch up on their notes. You can help a student who is having trouble in class. You can do a peer assessment of your assignments. You can teach someone not in class the material we learned. You can share on Carmen a new story or tiktok that reflects our class material. Each time you do one of these things, you can shoot me an email or note on Carmen and get "credit" for participation.

Grading is determined on a +/- scale. I do not curve final grades. The grade you receive in this class is the grade you earn. If you are concerned about your grade, meet with me immediately.

> Semester Grade Criteria:
>
> 94.00-100.00 = A (OSU does not allow A+ semester grades, but if I could give you one I would!)
> 90.00-93.99 = A-
> 87.00-89.99 = B+
> 84.00-86.99 = B
> 80.00-83.99 = B-
> 77.00-79.99 = C+
> 74.00-76.99 =C
> 70.00-73.99 = C-
> 60.00 - 69.99 = D
> Anything below 60 = F

CLASS POLICIES

Syllabus

The syllabus posted on Carmen is a contract for the course. You should consult it regularly. Before asking about assignments, grade policies, and due dates, please check the syllabus to be sure the answer is not included there already. I reserve the right to alter the syllabus during the semester if needed. I will provide notice of any changes in this course through Carmen, which links to your university provided email account, so please keep your email information up-to-date. You are responsible for keeping up with any changes in the syllabus that are announced in class and through Carmen.

Instructor Communication

For short inquiries or notifications, I welcome your emails; for more serious or sustained conversations, please schedule a visit in office hours. If you send an email during business hours (M-F, 9-5), you can generally expect a reply within 24-48 hours, depending on how time sensitive your question is. Please do not contact me with a follow up query before 24 business hours have passed. It is not my policy to check and respond to email in evenings/weekends; emails sent M-Th will receive a response within 24-48 hours; emails send Friday evening-Sun will not receive a response until the work week resumes.

Class Environment

This course is in a lecture-discussion style format. Drawing on the diversity of students' cultural contexts, academic experiences, assumptions regarding knowledge, and ways of

approaching learning, teaching, will enrich this course. All students in the course will be expected to learn/refine the skills of exploring, shifting, acknowledging, and expressing perspectives.

To ensure a respectful class discussion, please also follow these basic guidelines: Do not talk out of turn, interrupt others who are speaking, read or work on other assignments during class, or talk to/chat/text the person next to you (or anyone else!) while others are speaking. If you disagree with a fellow classmate's perspective, you are encouraged to voice your own, but in a respectful manner. **Contributions that are informed by racist, classist, sexist, ablest, or homophobic ideologies may be subject to a challenge or an intervention from me or your classmates, in class or privately**. I have deep compassion for the fact they we are unlearning oppressive ideologies at different paces and will bring that compassion to our discussions, but it's central to my teaching mission to challenge inequalities, even when it might be uncomfortable to do so.

Missed Classes, Quizzes & Assignments

Attendance will not be taken, but you are expected to attend as much as possible. I will live zoom the class.

If you are having mental and emotional health issues on the day of class, please take care of yourself and use your discretion as to whether coming to class will facilitate your recovery or worsen your symptoms You don't need to tell me when you will miss class, but you can if you wish. When you miss class, be sure to get notes from a colleague.

Assignments are considered late if they have not been turned in online by the due date and time. Assignments turned in after the due date/time will be docked a letter grade (i.e., An "A" paper will only be eligible for a "B" grade), 24 hours later, another letter grade, and so on.

Academic Accommodations

The University strives to make all learning experiences as accessible as possible, and so do I. 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. After registration, meet with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Names and Pronouns

Class rosters are provided to the instructor with the student's legal name. Please tell me if you have another name than what official records may indicate. I will also ask that you

inform myself and your classmates of your pronouns if you are comfortable. If your name or gender pronoun changes during the semester (which totally happens!), I am happy to accommodate this as well. Please respect your classmate's stated pronouns; we may gently correct you if you make a mistake. Unlearning this kind of stuff can be hard and sometimes embarrassing, but it's hurtful and disrespectful to misgender someone. I'm here to help if you have questions or concerns about this.

Title IX Protections

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. To find out more about what kinds of things are actionable under Title IX, see https://titleix.osu.edu/ If you or someone you know has been assaulted, you can find the appropriate resources through the OSU Sexual Assault Response and Prevention Center, https://titleix.osu.edu/Reporting%20and%20Resources%20Brochure_Columbus.pdf

Academic Integrity

Students are expected to act with honesty and integrity in all academic pursuits. Undergraduate students are expected to familiarize themselves with the University Undergraduate Conduct Code. **Academic misconduct is the misrepresentation of one's academic achievement and includes cheating on quizzes, falsely indicating your own or another's attendance in class, and plagiarizing written work, including omissions of citations for source material.** All cases that violate the rules set by OSU on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. If you have any questions or concerns about avoiding plagiarism in your papers and written work, please do not hesitate to consult with me. Course papers may be turned in through TurnItIn, an online plagiarism detection service.

Office Hours

You can email me to set up a time to meet virtually. I strongly encourage you to take advantage of this opportunity, especially when preparing for assignments.

Resources

These links may be useful for further information on a variety of concepts relevant to the course/your learning process (will be updated throughout semester):

Inclusive and Comprehensive Sex Education:
http://www.scarleteen.com/

Essays on Gender, Sexuality, and Media:
https://www.bitchmedia.org/

Trans 101:
 https://srlp.org/resources/trans-101/

Pronouns:
http://lgbtqia.gatech.edu/sites/default/files/images/pronoun_guide_orig.pdf

Writing About Transgender People:
https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/

Finding Academic Sources for Research:
https://www.facebook.com/JSTOR.org/videos/10154148884921627/

Avoid Unintentional Plagiarism:
https://www.lakeforest.edu/academics/resources/writingcenter/plagiarism.php

UNIT I.   THEORIES AND HISTORIES OF SEXUALITY

All chapters from "Introducing the New Sexuality Studies" unless otherwise noted.

Week 1: Introducing The Sociology of Sexuality
January 11: Introductions
January 13:
1) Chapter 1 "Working in the Social Construction Zone" (pp. 1-3)
2) Chapter 5 "The Social Construction of Sexuality" (pp. 43-51)

Week 2: Theories of Sexuality
January 18:
1) Chapter 2 "Theoretical Perspectives" (pp. 12-24)
2) Chapter 7: "Medicine and the making of a sexual body" (pp. 59-69)

January 20:
1) Chapter 3 "Black Sexual Politics revisited" (pp. 24-33)
2) Chapter 11: "The Body, Disability, and Sexuality" (pp. 87-97)

Week 3: Histories of Sexuality
January 25:
1) Chapter 58 "Purity and pollution: Sex as a moral discourse" (pp. 515-523)

January 27:
1) Chapter 59 "Christianity and the regulation of sexuality in the United States" (pp. 523-530)

UNIT II. IDENTITY

Week 4: "Straight" sexuality

February 1: *Straight sexuality?*
1) Chapter 27 "Straight Men and Women" (pp. 229-240)
2) Chapter 28 "Sexual Narratives of "Straight" women" (pp. 240-250)
3) Chapter 22 "Sexual Fluidity" (pp. 192-195)

February 3: *"Straight" sexuality?*
1) Chapter 17 "Guys are just homophobic" (pp. 143-152)
2) Chapter 29 "Men's Sexual Flexibility"
3) "Dude-Sex": White Masculinities and 'authentic' Heterosexuality" (On Carmen) (pp. 413-434)

Week 5: LGBQ+ Sexuality

February 8: LGBQ+ people

1) Bridges and Moore 2018 Contexts (on Carmen) (pp. 86-88)
2) Spiker and Reczek 2022 Contexts (on Carmen) (pp. 64-66)
3) Chapter 24 "The Bisexual Menace Revisited" (pp. 207-215)

February 10: *Bisexuality, asexuality, and Beyond*
1) Chapter 25 "Beyond Bi" (pp. 215-225)
2) Chapter 21 "Introducing Asexuality" (pp. 181-192)
3) Chapter 23 "Learning to be Queer: College women's sexual fluidity" (pp. 195-207)

Week 6: Trans, Gender Expansive, and Intersex People

February 15: *Trans and gender expansive people*
1) Chapter 15 "From Transgender to Trans*"(pp. 124-136)
2) Chapter 4 "Transforming the sex/gender/sexuality system" (pp. 33-43)

February 17: Intersex people
1) Chapter 65 "Transgender biopolitics in the U.S." (pp. 574-582)
2) Chapter 14: "Unruly bodies: intersex variations of sexual development" (pp. 115-124)

UNIT III. SEXUALITY IN SOCIAL CONTEXT
Week 7: Love (and Sex?)

February 22: *What is love?*
1) Chapter 30 "Romantic Love" (pp. 263-272)
2) Chapter 33 "Gender and the Organization of Heterosexual Intimacy" (pp. 289-295)

February 24: *Love and marriage?*
1) Chapter 55 "One is not born a bride" (pp. 494-500
2) Chapter 56 "The Marriage Contract" (pp. 500-507)

Assignment 1 Due at midnight 2/22/22 on Carmen

Week 8 Regulated Sex and Love

March 1: *The State*
1) Chapter 53 "Sexuality, State, and Nation" (pp. 477-485)
2) Chapter 62 "The Evolution of same-sex marriage politics" (pp. 551-559)

March 3: *Regulating Love And Sex*
1) Chapter 19 "How not to talk about Muslim Women" (pp. 160-170)
2) Chapter 34 "Interracial Romance" (pp. 295-304)

Week 9: Outside of Monogamy: Dating, Poly, and Casual Sex
March 8:

1) Chapter 37 "Contesting the culture of monogamy" (pp. 325-337)
2) Shippers Beyond Monogamy Introduction (Carmen) (pp. 1-36)

March 10:
    No Class

Week 10: SPRING BREAK NO CLASS

Week 11: Sex Work And Internet Work
March 22:
    1) Chapter 48 "The political economy of sexual labor" (pp. 432-440)
    1) Chapter 74 "Sexual Tourism" (pp. 653-662)

March 24: **The Internet, Apps, Culture, and Sex**
    1) Chapter 40 "The Racial and sexual stereotypes of the "down low" on Craigslist.org" (pp. 353-363)
    2) Stacey and Forbes on Carmen

Week 12: Sexual violence and harassment
March 29:
    1) "Good Girls": Gender, Social Class, and Slut Discourse on Campus (on Carmen) (pp. 100-122)

March 31:
    1) Chapter 31: "Sexual Capital and Social Inequality" (pp. 272-282)
    2) Chapter 36 "Sexual Politics in Intimate Relationships: Sexual coercion and harassment" (pp. 313-323)
    3) Chapter 45: "She isn't whoring herself out like a lot of other girls…. Taylor Swift" (pp. 400-412)

*** Assignment 2 Due at midnight on 3/31/22 on Carmen ***

Week 13: Abortion and Reproduction
April 5:
    1) Chapter 20: "Mis-conceptions about unintended pregnancy" (pp. 170-179)

April 7: Reading TBD

Week 14: Sexuality and the Media
April 12: No reading

April 14:
    1) Chapter 44 "Popular Culture Constructs Sexuality" (pp. 393-400)

2) Chapter 46 "Gendered dynamics of social media" (pp. 412-422)

<u>Week 15: Sex Education</u>

April 19:
1) Chapter 66: "The politics of sex education" (pp. 582-588)

April 21 :
Sex Education Debate

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

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

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, 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.

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

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

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

Additional comments (optional):

Instructor Presence

For more on instructor presence: About 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.

THE OHIO STATE UNIVERSITY

☐ 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):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

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

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

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

Additional technology comments (optional):

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.)

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

THE OHIO STATE UNIVERSITY

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.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

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

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

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. 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.

☐ 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.

Description of any anticipated accommodation requests and how they have been/will be addressed.

THE OHIO STATE UNIVERSITY

Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

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

☐ 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.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

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.

THE OHIO STATE UNIVERSITY

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

Community Building

For more information: 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):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

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.

THE OHIO STATE UNIVERSITY

☐ 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):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

THE OHIO STATE UNIVERSITY

I have completed and signed off on the preliminary distance learning review for the *Sociology 5605 Sociology of Sexuality* approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- Based on the list of assignments, it seems that a TikTok social media account is required for completing course assignments. If this is the case, please list this under "Required Software" (p. 4)

- I recommend adding a more detailed description of expectations for the reading quizzes. If they are due before each class, would be possible to regularize the schedule to something like: There will be 2 quizzes per week, the first will open at 11:59 pm on Thursday night and close 15 minutes before our Tuesday class and the other will open at 11:59 pm on Tuesday night and close 15 minutes before our Thursday class. Also, will there be a time limit to complete these quizzes once started?

- The "Class Participation and Community Culture of Support" is worth ¼ of the grade but seems ambiguous and difficult to monitor. While the concern with incentivizing engagement and participation is understandable, I recommend identifying a way to measure this that can be more clearly defined.

- Two required syllabus elements were recently updated and approved by the College Faculty Curriculum committee, the *Statement on Disability Services* & the **Mental Health/CCS statement**. You can find both of these here: https://asccas.osu.edu/curriculum/syllabus-elements

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the DL course review process, hosting ASC Teaching Forums, and developing an ever-expanding catalog of instructor support resources, we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to meet with one of our instructional designers to discuss how we can provide advice, assistance, and support, please do let me know.