

## **Term Information**

**Effective Term** Autumn 2026  
*Previous Value* [Spring 2024](#)

## **Course Change Information**

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

We are seeking to have the course approved for the Traditions, Cultures, and Transformations GE Category.

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

The course fits the category incredibly well given that every aspect of the course takes a socio-cultural look at culture.

### **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)?**

Our department does not offer courses in this GE theme, so this will augment our program.

**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**

<b>Course Bulletin Listing/Subject Area</b>	Sociology
<b>Fiscal Unit/Academic Org</b>	Sociology - D0777
<b>College/Academic Group</b>	Arts and Sciences
<b>Level/Career</b>	Graduate, Undergraduate
<b>Course Number/Catalog</b>	5605
<b>Course Title</b>	Sociology of Sexuality
<b>Transcript Abbreviation</b>	Soc of Sexuality
<b>Course Description</b>	A social, cultural, and institutional approach to the study of sexuality with a focus in sexual identities, practices, institutions, communities, and sexuality movements.
<i>Previous Value</i>	<a href="#">A social and institutional approach to the study of sexuality with a focus in sexual identities, practices, institutions, communities, and sexuality movements.</a>
<b>Semester Credit Hours/Units</b>	Fixed: 3

## **Offering Information**

<b>Length Of Course</b>	14 Week, 12 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	Yes
<b>Is any section of the course offered</b>	100% at a distance
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<a href="#">Columbus, Mansfield</a>

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: Jr, Sr, Grad standing; or permission of instructor, or department.
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

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

## **Requirement/Elective Designation**

Traditions, Cultures, and Transformations  
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**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>1. Discuss the role of sexuality in shaping society and society's role in shaping sexuality.</li><li>2. Outline the main theoretical approaches to the sociology of sexuality.</li><li>3. Describe how sexuality is a critical component of identity, culture, and life.</li></ul> <p><b>• Students will be able to discuss sexuality's role in shaping society, as well as society's role in shaping sexuality</b></p>
<b>Previous Value</b>	
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Social constructionist and biological perspectives</li><li>• Intersexuality and transsexuality</li><li>• Nature vs. nurture</li><li>• Racism and homophobia</li><li>• Life course variation</li><li>• Families</li><li>• Sex work</li><li>• Workplace &amp; sexuality</li><li>• Sexual tourism</li><li>• Fertility</li><li>• Reproductive technology</li></ul>
<b>Sought Concurrence</b>	No

## Attachments

- coverletter soc of sexualities.doc  
*(Cover Letter. Owner: Nzitatira,Hollie Nyseth)*
- Reczek Soc of Sexualities Syllabus Themes 2026.docx  
*(Syllabus. Owner: Nzitatira,Hollie Nyseth)*
- Sexuality Submission 2026-traditions.docx  
*(Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)*
- 2026 Sociology curriculum maps .xls.pdf  
*(Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nzitatira,Hollie Nyseth	02/02/2026 12:56 PM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	02/02/2026 12:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/11/2026 09:43 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/11/2026 09:43 AM	ASCCAO Approval



Department of Sociology

Hollie Nyseth Nzitatira  
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238 Townshend Hall  
1885 Neil Avenue  
Columbus, OH 43210

January 19, 2026

Dear Committee,

We are excited to submit the *Sociology of Sexualities (SOC 5605)* for consideration for the Traditions, Cultures, and Transformations GE. Culture –specifically referring to circulating (and historical) norms and values around religious beliefs, gender roles, institutions (e.g., the family, marriage), and technology—is central to the sociological study of sexuality. As such, this course’s content, goals, and expected learning outcomes are all engaged with a range of perspectives on culture and traditions. Throughout the class, students are required to engage with questions regarding cultural norms and values make up our understanding of sexuality today, as well as how sexuality culture has changed over historical time and geographic place.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Hollie Nyseth Nzitatira".

Hollie Nyseth Nzitatira  
Professor of Sociology  
Director of Undergraduate Studies  
The Ohio State University

Course Meets in-person Tu/Th 9:35-10:55

**GE Category: Traditions, Cultures, and Transformations**

### **INTRODUCTION**

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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 and sexuality are deeply embedded in socially created and sustained meanings and interpretations through our cultural, traditions, media, art, and the like. In this course, we will untangle the complex relationships between sexuality and social life, including the ways in which sexuality is structured by, and structures, society and culture.

### **COURSE OVERVIEW**

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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 and culture (and in turn molds society). This is done, in part, by examining the cultural, 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. After reading and discussing these foundational theories, we will consider the historical and geographic development of sexual practices, traditions, cultures, and identities within the US, all through a modern lens. Through these examinations, we will come to understand the ways that sexuality is deeply tied to social context and culture. 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.

### **ARTICULATION OF HOW THIS COURSE FITS WITHIN THE GE TRADITIONS, CULTURES, AND TRANSFORMATIONS**

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Culture –specifically referring to circulating (and historical) norms and values around religious beliefs, gender roles, institutions (e.g., the family, marriage), and technology—is central to the sociological study of sexuality. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on culture and traditions. Throughout the class students will be required to engage with questions about where we learn about sexuality – specifically, what circulating cultural norms and values make up our understanding of sexuality today, how sexuality culture has changed over historical time

and geographic place. We draw on research and theory on religious texts (e.g., what is taught regarding sexuality in various religious), biological (e.g., what are current biological discourses around sexuality), family-based (e.g., what kind of family formations support or deny sexuality), educationally based (e.g., sex ed programs), and other cultural understandings of sexuality across institutions.

The course content addresses how different aspects of culture matters for our understanding of sexuality every week, but, specifically we talk about the social construction of sexuality (which involves how culture constructs sexuality in general (week 1), how the organization of sexuality operates through gender norms (see weeks 3 and 4), how racialized culture matters in sexuality (see week 2). Specific activities addressing different perspectives on sexuality include both exams, which include a discussion of how sexuality changes across cultural landscapes and is shaped by historical traditions, and class discussions specifically in week 11 which talks about dating culture. In discussions, quizzes, exams, and in the final project, students will engage in a systematic assessment of how cultures and sub-cultures around sexuality develop and interact, historically or in contemporary society.

#### **COURSE LEARNING OBJECTIVES REGARDING SEXUALITY**

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

1. Discuss the role of sexuality in shaping society and society's role in shaping sexuality.
2. Outline the main theoretical approaches to the sociology of sexuality.
3. Describe how sexuality is a critical component of identity and life.
4. Enumerate the ways sexuality structures and is structured by important institutions in the United States, such as the family, schools, the workplace, and the medical establishment.
5. Articulate understandings of sex and sexuality in contemporary topics.

#### **GE GOALS AND OBJECTIVE LEARNING OUTCOMES REGARDING THE GE THEME TRADITIONS, CULTURES, AND TRANSFORMATIONS**

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##### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

1. **Expected Learning Outcomes:**

2. Successful students are able to:
  - 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
  - 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
    - 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
    - 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.
  3. 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
  4. 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
  5. 3.3. Examine the interactions among dominant and sub-cultures.
  6. 3.4. Explore changes and continuities over time within a culture or society.
    - 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
    - 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

## **HOW THIS COURSE WILL SATISFY THE STATED GEN EXPECTED LEARNING OUTCOMES**

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- This course will build skills needed to engage in critical and logical thinking about the sociology of sexuality through:
  - Weekly reading discussions and quizzes which require the students to synthesize and critically evaluate cutting-edge scholarship on sexuality while applying sophisticated sociological theory;
  - Engagement in class-based discussion and debates on sexuality-related topics using evidence-based logical reasoning to evaluate positions;
  - Completion of two exams, which included a mix of multiple choice, short answer, and essay questions and rely on being able to critically analyze course lecture materials and readings;
  - Completion of assignments which build skills in connecting individual experiences with broader popularly discussed patterns (podcast readings and quizzes);
  - Completion of a final project in which students demonstrate comprehension of the course readings and materials while applying their knowledge to imagining the future of sexuality in the US and abroad.

## **REQUIRED TEXTS**

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**Required Readings: Introducing the New Sexuality Studies, 4<sup>th</sup> Edition. Nancy L. Fischer, Laurel Westbrook, and Steven Seidman, Eds. Book on library reserve and for purchase.**

You are also required to obtain your **FREE NYTimes subscription** to access the *Modern Love Column and Podcast*, which has the full catalog of columns with new columns released each week.

## **EVALUATION**

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### **Two In-Class Exams (50% total; 25% each)**

40 percent of your total grade will be based on 2 in-class exams, worth 12.5 percent each. Exams are written so that they only take half of the period to complete; if you have accommodations for extended exam time (1.5x or 2x) you will be given this time.

### **The Future of Sexuality Final Podcast (20%)**

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 in the form of a podcast (about 20 minutes long) or a video (about 20 minutes long). 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 weekly reading quizzes, collectively worth 30% of your grade. There are no make-up quizzes, but **I drop the lowest 2 quiz grades**. Quizzes will take place every Thursday in class.

### **In-Class Participation (5%)**

We have class twice a week, and there will be many interactive components of our in-class time together. 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 an assignments. You can teach someone not in class the material we learned. You can share on Carmen a new story or video 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.

## **COURSE SCHEDULE**

### **UNIT I. THEORIES AND HISTORIES OF SEXUALITY**

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*Any readings not in the textbook or on the NYTimes are on Carmen, Linked (with OSU log-in), or printed out for you*

#### **Week 1: (8/26 and 8/28) Introducing the Sociology of Sexuality**

Reading:

- 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 (9/2 and 9/4): Theories of Sexuality**

Reading:

- 1) Chapter 2 "Theoretical Perspectives" (pp. 12-24)
- 2) Chapter 3 "Black Sexual Politics revisited" (pp. 24-33)

## **Week 3 (9/9 and 9/11): Theories and History of Sexuality**

Reading:

- 1) Chapter 4 "Transforming the sex/gender/sexuality system" (pp. 33-43)

## **Week 4 (9/16 and 9/18): Theories and History of Sexuality**

Reading:

- 1) Chapter 33 "Gender and the Organization of Heterosexual Intimacy" (pp. 289-95)
- 2) Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs: Journal of Women in Culture and Society* 5(4): 631-660.

## **Week 5 (9/23 and 9/25): Theories of Sexual Identity**

Reading:

- 1) Chapter 22 "Sexual Fluidity" (pp. 192-195)
- 2) Chapter 17 "Guys are just homophobic" (pp. 143-152)
- 3) Chapter 23 "Learning to be Queer: College women's sexual fluidity" (pp. 195-207)

## **Week 6 (9/30 and 10/2): How do you Even Know Your Sexuality?**

Reading:

- 1) Chapter 21 "Introducing Asexuality" (pp. 181-192)
- 2) Chapter 24 "The Bisexual Menace Revisited" (pp. 207-215)
- 3) Chapter 25 "Beyond Bi" (pp. 215-225)
- 4) March 23 2022 Modern Love Podcast: Confessions of a Late Bloomer  
<https://www.nytimes.com/2022/03/23/podcasts/modern-love-confessions-late-bloomer.html?>

## **Week 7 (10/7 and 10/9): Exam Prep and Exam**

**Exam review: 10/7**

**Exam: 10/9**

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## **UNIT II. SEXUALITY CULTURE AND TRADITIONS**

### **Week 8 (10/14): Love and Marriage as Sites of Sexuality (or not)**

#### **Fall Break (10/16): No class**

Extra Credit Reading: you can make up one of your missed quizzes by doing these readings and taking an online quiz!

- 1) Chapter 30 "Romantic Love" (pp. 263-272)
- 2) Chapter 56 "The Marriage Contract" (pp. 500-507)

3) May 12 2021 Modern Love Podcast: Why Do People Get Married?  
<https://www.nytimes.com/2021/05/12/style/modern-love-podcast-why-do-people-get-married.html>

### **Week 9 (10/21 and 10/23): Regulated Sex and Love**

Reading:

- 1) Chapter 34 “Interracial Romance” (pp. 295-304)
- 2) Chapter 53 “Sexuality, State, and Nation” (pp. 477-485)

### **Week 10 (10/28 and 10/30): Monogamy and Consensual non-Monogamy**

Reading:

- 1) Chapter 37 “Contesting the culture of monogamy” (pp. 325-337)
- 2) March 9 2022 Modern Love: Beyond Girlfriend and Boyfriend:  
<https://www.nytimes.com/2022/03/09/podcasts/modern-love-polyamory-girlfriend-boyfriend.html>

### **Week 11 (11/4 and 11/6): The Internet and Dating Apps**

- 1) Chapter 44 “Popular Culture Constructs Sexuality” (pp. 393-400)
- 2) March 29 2023 Modern Love Podcast: The Healing Power of Love (Island)  
<https://www.nytimes.com/2023/03/29/podcasts/modern-love-island-reality-tv.html>

### **Week 12 (11/11 and 11/13): Sexuality in the Media**

No class on 11/11; Veteran’s day

LISTEN TO ONE OF THE FOLLOWING:

- 1) Fabrizio, Doug. 2023. “Kelsy Burke on America’s Pornography Obsession.” Radiowest Interview. <https://luminarypodcasts.com/listen/kuer/radiowest/kelsy-burke-on-americas-pornography-obsession/3997e5e0-9a09-4c8d-a7e9-3d95e856d98a>
- 2) Bernstein, Jacob. 2019. “How OnlyFans Changed Sex Work Forever.” The New York Times. <https://www.nytimes.com/2019/02/09/style/onlyfans-porn-stars.html>
- 3) December 11, 2024 Modern Love: Dating Apps Suck. A.I. Clones are Making them Even Weirder <https://www.nytimes.com/2024/12/11/podcasts/dating-apps-suck-ai-clones-are-making-them-even-weirder.html>
- 4) June 9 2021 Modern Love Podcast: Trapped in a Romance Scam  
<https://www.nytimes.com/2021/06/02/style/modern-love-podcast-catfish-dating-apps-scam.html>

### **Week 13 (11/18 and 11/20) Exam Prep and Exam**

11/18: In-Class Study Session

**11/20: In-Class Exam**

### **Week 14 (11/25 and 11/27): Gendered Discourses of Sexuality**

- 1) Chapter 46 “Gendered dynamics of social media” (pp. 412-422)
- 2) Chapter 45: “She isn’t whoring herself out like a lot of other girls.... Taylor Swift” (pp. 400-412)

### **Week 15 (12/2 and 12/4): Sex Education and the Future of sexuality**

Reading:

- 1) Chapter 66: "The politics of sex education" (pp. 582-588)
- 2) Kramer, A. S. (2019). Framing the debate: The status of US sex education policy and the dual narratives of abstinence-only versus comprehensive sex education policy. *American Journal of Sexuality Education*, 14(4), 490-513.
- 3) Charley, C., Tureson, A., Wildenauer, L., & Mark, K. (2023). Sex education for LGBTQ+ adolescents. *Current Sexual Health Reports*, 15(3), 180-186.

### **Week 16 (12/9): Final project workshops**

## GRADE POLICIES

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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

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### **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 sent Friday evening-Sun will not receive a response until the work week resumes.

### **Missed Classes, Quizzes & Assignments**

Attendance will not be taken, but you are expected to attend as much as possible. If you are having mental, physical, or 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 classmate. 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.

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#### **STANDARD SYLLABUS STATEMENTS REQUIRED BY OHIO STATE UNIVERSITY**

##### **Academic Misconduct**

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](#), 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

##### **Artificial Intelligence and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the

laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

### **Disability Statement (with Accommodations for Illness)**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

**If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.**

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Grievances and Solving Problems**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@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 Civil Rights Compliance Office 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.

## GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

### Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures & Transformations)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The course, Sociology of Sexualities, is one that takes a socio-cultural approach to understanding sexuality. This course provides a comprehensive view of how sexuality is part and parcel of our culture, with attention to how contemporary and long-standing historical traditions around marriage, cohabitation, dating, sexual identity, sex, sexual violence, are culturally contingent and shifting across historical time and geographic place (and by race-ethnicity, gender, and social class). Students will learn (and be asked to articulate) how religion, gendered ideas, institutions (e.g., family, education), media and new technology, and notions of the body matter in how we understand sexuality today. We also use NYTimes podcasts about sexuality and love in this class to make synthesized connections between our content and the real world.

Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.	<p>This course will build skills needed to engage in critical and logical thinking about the sociology of sexuality through:</p> <p>Weekly reading discussions and quizzes which require the students to synthesize and critically evaluate cutting-edge scholarship on sexuality while applying sophisticated sociological theory;</p> <p>Engagement in class-based discussion and debates on sexuality-related topics using evidence-based logical reasoning to evaluate positions;</p> <p>Completion of two exams, which included a mix of multiple choice, short answer, and essay questions and rely on being able to critically analyze course lecture materials and readings.</p> <p>Completion of assignments which build skills in connecting individual experiences with broader popularly discussed patterns (podcast readings and quizzes)</p> <p>Completion of a final project in which students demonstrate comprehension of the course readings and materials while applying their knowledge to imagining the future of sexuality in the US and abroad.</p>

<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>This course builds on theoretical perspectives that are taught in introductory level sociology and other social science disciplines. We apply these theories to a new context that students very likely have not discussed: sexuality. In doing so, students are asked to apply theories that they are familiar with (with some review) to a unique cultural context, which is an advanced application. We also critique and work to augment these theories to better fit the sexuality context, allowing students to become theory builders rather than simply theory appliers.</p> <p>As an example, the final project is to write and perform a podcast, long-form video, series of videos or video essays, or write a final paper on what they believe sexuality will look like in the year 2050 (or another year if they wish to go out further in time). I provide the options for the type of assignment to support the creativity of the students. This assignment asks that they apply advanced theory that we learn in this class to real-life examples of not only sexuality in action today, but also how it will look in the future (considering transformations). This imaginary work is central to deepening students' critical thinking ability about sexuality, and is an advanced skill.</p>
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<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><b><u>Lecture</u></b></p> <p>Course materials come from a variety of sources to help students engage in sexuality scholarship at an advanced level. Each week includes a lecture that contain information from both peer-reviewed and popular sources, as well as from government reports—all of which provide socio-cultural looks at sexuality.</p> <p><b><u>Reading</u></b></p> <p>The required book for this course provides background information on each topic and corresponds to the lectures. The reading material is shortened versions of academic articles and essays, providing a high-level of material for the students. In class we dissect each reading to ensure comprehension and application.</p> <p><b><u>Discussions</u></b></p> <p>Discussions operate in two ways. First, on lecture days, key questions are given regarding material to solicit interpretation and analysis of lecture content. Second, on quiz days, the students break up into small groups chosen by the professor (for fairness and to ensure participation) and discuss the readings and quiz questions for each week. These discussions both ensure that they understand the content of the readings while also determining the “correct” quiz answers as a group based on the reading. Students are also asked to provide information from sources they’ve found outside the lecture materials, including the NYTimes podcast as well as other external sources. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current relevant cultural events, analyze this information, and communicate it with others.</p>
<b>ELO 2.2</b> 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.	<p>Students will conduct research on what they understand as the future of sexuality, using coursework, lecture notes, and readings as well as their own independent research on a particular sexuality topic that extends what has been already discussed in depth in class. Students will submit a long-form written or video/podcast of their topic and a bibliography of at least five reputable academic and mainstream sources.</p>

#### Goals and ELOs unique to Traditions, Cultures & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<p>Culture –specifically referring to circulating (and historical) norms and values around religious beliefs, gender roles, institutions (e.g., the family, marriage), and technology—is central to the sociological study of sexuality. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on culture and traditions. Throughout the class students will be required to engage with questions about where we learn about sexuality – specifically, what circulating cultural norms and values make up our understanding of sexuality today, how sexuality culture has changed over historical time and geographic place. We draw on research and theory on religious texts (e.g., what is taught regarding sexuality in various religious), biological (e.g., what are current biological discourses around sexuality), family-based (e.g., what kind of family formations support or deny sexuality), educationally based (e.g., sex ed programs), and other cultural understandings of sexuality across institutions.</p> <p>The course content addresses how different aspects of culture matters for our understanding of sexuality every week, but, specifically we talk about the social construction of sexuality (which involves how culture constructs sexuality in general (week 1), how the organization of sexuality operates through gender norms (see weeks 3 and 4), how racialized culture matters in sexuality (see week 2). Specific activities addressing different perspectives on sexuality include both exams, which include a discussion of how sexuality changes across cultural landscapes and is shaped by historical traditions, and class discussions specifically in week 11 which talks about dating culture. In discussions, quizzes, exams, and in the final project, students will engage in a systematic assessment of how cultures and sub-cultures around sexuality develop and interact, historically or in contemporary society.</p>

<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Week 12 specifically discusses sexuality in media culture, wherein we read (and talk) about how changes in technology including dating apps and the internet have changed the meaning of sexuality, dating, and family life. We discuss how changes in technological communication and communities such as TikTok have shaped how people understand sexuality and their views on sex and dating. We also talk about how big changes in laws – such as no fault divorce and same-sex marriage – have shaped the culture of sexuality and romantic relationships. Finally, the critical reading quizzes have the students engage the literature on different perspectives of sexuality and reflect on what constitutes sexuality in the current technological context, including dating apps and the internet. I ask students to talk about how technology might change dating and marriage culture in the future as well, both in the US and abroad.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>Inherent in the sociological student of sexualities is the idea that there is a hegemonic sexuality (typically, heterosexual) and a subversive or alternative set of sexualities (pansexual, bisexual, gay, lesbian, queer, etc.). Using queer theory, we point to how cultural and traditional values, norms, and institutions work to make some sexualities more viable, acceptable, and dominant while making others stigmatized and punishable. For example, on week 8, we talk about how love and marriage have changed over time, noting that in traditional cultures sex only is supposed to happen in the context of love and marriage, but there are also subcultures (and some dominant cultures) that see love and sex as also happening outside of marriage. On week 9 we discuss and read monogamy culture, which is the dominant culture in the US today. We point to how sub-cultures of non-monogamy have begun to increase in the US recently, but that these subcultures are still stigmatized.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Week 3 and 4 provide explicit historical accounts of how sexuality (and in turn love, marriage, dating, family formation, the family-based economy, and laws, etc.) have changed drastically over time. In doing so, I provide context for students to understand that sexuality hasn't always been the way it is today, but instead has changed drastically over time due to new cultural values and laws. In these weeks, the lecture and readings (and thus the exams and quizzes) cover sexuality in ancient Greece and Rome, small examples of historical changes sexuality in Europe and the African continents, and then shift to the Colonial US to show how slavery and early colonial life shaped sexuality in very drastic ways. I then use these historical contexts to talk about how some of these cultural ideas persist today, shaping how we think about sexuality. This allows students to see where the logic of sexuality (which students often</p>

	take for granted!) comes from.
<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	<p>Throughout the course, we focus on how individuals are differently situated in the social order (and thus with different access to power) in ways that shape their enactments and experiences of sexuality. For example, in week 9 we discuss how anti-miscegenation laws directly restricted Black and White Americans' ability to marry, and that this in turn shaped life chances for decades.</p>
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	<p>Weeks 2 and 3 have explicit discussions of how race-ethnicity matter in sexuality, with students reading Black Sexual Politics (Collins), and with lectures including discussions about how enslavement drastically shaped sexuality historically and today. In Week 9 (Regulated Sex and Love), we also discuss changes in rates of interracial marriage (including how this marital form was illegal in several US states, with this illegality in Virginia V. Loving).</p> <p>Gender is discussed in nearly every week of this course, as gender and sexuality are inextricably linked together. We discuss feminist and gender theory, as well as queer theory, in weeks 2 and 3. Week 5 discusses how sexuality is learned different across genders, and in Week 8 we talk about how marriage norms are based on not only sexuality but gender norms. We also have a week on the gendered discourse of sexuality in Week 14, and in week 15 we discuss sex education which includes a discussion of how sex ed is quite distinct across gender.</p>

2024 Sociology and Criminology Curriculum Map 5.28						
Program Goal 1: Students Develop Comprehensive Knowledge of Discipline; Program Goal 2: Students Understand Theoretical Perspectives and Research Programs; Goal 3: Students Understand Apply Methods and Statistics and Can Conduct Research; Program Goal 4: Students are Prepared for Employment and/or Graduate School; Program Goal 5: Diversity; Honors Students Achieve Goals 1-4 at Highened Level						
SK in Sociology Curriculum Map		Program Goal 1: Students Develop Comprehensive Knowledge of Discipline; Program Goal 2: Students Understand Theoretical Perspectives and Research Programs; Goal 3: Students Understand Apply Methods and Statistics and Can Conduct Research; Program Goal 4: Students are Prepared for Employment and/or Graduate School; Program Goal 5: Diversity; Honors Students Achieve Goals 1-4 at Highened Level				
Required Courses Offered by the Unit	SK	Learning	Learning	Learning	Learning	Learning
SKOOL 1001, Introduction to Sociology	beginning	beginning	beginning	beginning	beginning	beginning
SKOOL 2485, Introduction to Criminology	intermediate	intermediate	beginning	beginning	beginning	beginning
SKOOL 2413/HONR, Social Stratification	intermediate	intermediate	beginning	beginning	beginning	beginning
SKOOL 2414/HONR, Theoretical Perspectives in Sociology	intermediate	intermediate	beginning	beginning	beginning	beginning
SKOOL 2415, Statistics in Sociology	intermediate	intermediate	beginning	beginning	beginning	beginning
Integrated Elective Courses (Students Choose 1)						
SKOOL 3191, Internship Program in Sociology	intermediate				intermediate	
SKOOL 4888, Undergraduate Research in Sociology	advanced			advanced	advanced	
SKOOL 4889, Sociology Business Collaboration: A Service Learning Approach	intermediate/honors	intermediate/honors	intermediate/honors	intermediate/honors	intermediate/honors	intermediate/honors
SKOOL 4889/4234, Thesis in Sociology	advanced/honors	advanced/honors	advanced/honors	advanced/honors	advanced/honors	advanced/honors
Elective Courses (Students Choose 4, & 4000/5000)						
SKOOL 2201, Social Problems	beginning					
SKOOL 2202, Sociology of Crime and Deviance	beginning					
SKOOL 2203, Sociology of Death & Dying	beginning					
SKOOL 2205, Sociology of Culture and Popular Culture	beginning					
SKOOL 2206, Sociology of Death, Disease & Society	beginning					
SKOOL 2211, Sociology of Drugs	beginning					
SKOOL 2215, Sociology of Education	beginning					
SKOOL 2216, Sociology of Health	beginning					
SKOOL 2241, Sex & Love in Modern Society	beginning					
SKOOL 2341/21, The Social Structure of American Society	beginning					
SKOOL 2342, Race & Politics: A Political Socialization Approach	beginning	beginning				
SKOOL 2387/23, Urban Social Problems	beginning					
SKOOL 2391, Sociology of Family Life	beginning					
SKOOL 2401, Sociology of Health	beginning					
SKOOL 2402, Sociology of Health	beginning					
SKOOL 2405, Environmental Justice	intermediate					
SKOOL 2406, Work, Employment & Society	intermediate					
SKOOL 2407, Sociology of Crime	intermediate					
SKOOL 2407/21, World Problems in a Global Context	intermediate					
SKOOL 2408, Sociology of Global Problems	intermediate					
SKOOL 2411, Medical Sociology	intermediate					
SKOOL 4454, Capital Punishment in the US	advanced					
SKOOL 4455, Sociology of Crime	intermediate					
SKOOL 4456, Sociology of Law	intermediate					
SKOOL 4411, Violence & Delinquency	intermediate					
SKOOL 4402, Social Movements and Collective Behavior	intermediate					
SKOOL 4407, Social Perspectives on New Media	intermediate					
SKOOL 4408, Sociology of Crime and Mass Media	intermediate					
SKOOL 4409, Neighborhoods and Crime	intermediate					
SKOOL 4415, Sociology of Deviant Behavior	intermediate					
SKOOL 4416, Sociology of Deviant Behavior	intermediate					
SKOOL 4431, Men and Women in Society	intermediate					
SKOOL 4432, Sociology of Networks	intermediate					
SKOOL 4455, Sociology of Sport	intermediate					
SKOOL 4484, Power in Society	intermediate					
SKOOL 4485, The Sociology of Population and Techniques of Demography I	intermediate	intermediate				
SKOOL 4473, Theory, Balance, and Techniques of Demography II	intermediate	intermediate				
SKOOL 4410, The Sociology of Global Health & Disease	intermediate					
SKOOL 4411, Global Health & Disease	intermediate					
SKOOL 4482, Global Inequality and Poverty	intermediate					
SKOOL 4487, Comparative Family Organization	intermediate					
SKOOL 4490, Sociology of Family Organization	intermediate					
SKOOL 4474, Challenges to Childhood: An International Perspective	intermediate					
SKOOL 4428, Health Disparities in Social Context	intermediate					
SKOOL 4481, Marriage and its Alternatives	intermediate					
General Education Courses	Urgencies and Policies	Global Diversity	Individual and Groups	Person+Setting	Natural, Natural, and Economic Resources	Level 2: Self Analysis/Other Disciplinary Seminar
SKOOL 1151, Introduction to Sociology	beginning	beginning				
SKOOL 2201, Social Problems	beginning					
SKOOL 2211, Corrections: An Inside-Out Course						
SKOOL 2231, Sociology of Education						
SKOOL 2232, The Sociology of American Society	beginning/intermediate					
SKOOL 2617/21, The Political Elite and Interest Groups	beginning/intermediate					
SKOOL 2387/21, Urban Social Problems	beginning					
SKOOL 2391, Sociology of Health	beginning					
SKOOL 2371, Social Psychology in Sociological Perspective						
SKOOL 2397, Sociology of Asian American Life	beginning					
SKOOL 2400, Sociology of Crime	intermediate					
SKOOL 2388, Race and Ethnicity in America						
SKOOL 2389, Sociology of Health						
SKOOL 2391, Sociology of Health						
SKOOL 2413/HONR, Social Stratification						
SKOOL 2414/HONR, Theoretical Perspectives in Sociology						
SKOOL 2415, Statistics in Sociology						
SKOOL 2417/21, World Problems in Global Context						
SKOOL 2418/21, Urban Social Problems						
SKOOL 4002, Social Service Business Collaboration: A Service Learning Approach				intermediate/honors		
SKOOL 4408, Gender, Race, and Class in Mass Media	intermediate					
SKOOL 4481, Sociology of Marriage	intermediate					