



Arts and Sciences

Curriculum and Assessment Office  
4132 Smith Laboratory  
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Columbus, OH 43210

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[artsandsciences.osu.edu](http://artsandsciences.osu.edu)

March 3, 2009

Daniel Mendelsohn  
Associate Professor, Mechanical Engineering  
E 338 Scott Lab  
201 West 19<sup>th</sup> Avenue  
CAMPUS

Dear Dan:

The Arts and Sciences Committee on Curriculum and Instruction (CCI) unanimously approved a revision to the **Sexuality Studies Interdisciplinary Minor** on February 20, 2009. The CCI Subcommittee on Interdisciplinary Initiatives approved the minor at their meeting on January 8, 2009. This committee also functions as the college committee for Interdisciplinary Program proposals. Please see the attached transmittal history for detailed minutes from these meetings.

The proposed revision would move three courses (HDFS 370, Soc 340, Psych 555) from the elective section to the "central courses"(core) section of the minor. Not only are these three courses conceptually central to Sexuality Studies, but their addition would increase the frequency of "central course" offerings, thus increasing students' choice as well as their options to complete the minor in a timely manner.

Both the CCI and the CCI Interdisciplinary Subcommittee enthusiastically support these changes.

Please let me know if I can be of further assistance as CAA considers this proposal.

Sincerely,

A handwritten signature in blue ink that reads "Kathleen M. Hallihan".

Kathleen M. Hallihan  
Director, Curriculum and Assessment

c: Randy Smith  
Briggs Cormier  
Terry Gustafson

**Date:** 29 January 2009  
**Subject:** Proposed Revisions to the Sexuality Studies Minor  
**From:** Larry Krissek

The Interdisciplinary Initiatives Subcommittee considered the proposal for revisions to the Sexuality Studies Minor at its meeting of 8 January 2009. The proposed revision is the movement of three courses (HDFS 370: Human Sexuality in Context; Sociology 340: Sex and Love in Modern Society; Psychology 555: Adolescent Sexuality), which presently are electives for the minor, into the list of “central courses” for the minor.

As presently structured, the Sexuality Studies Minor requires 20 credit hours, with at least 10 credit hours taken from a list of 17 “central courses” (some of which are cross-listed courses) and the balance taken from either the list of “central courses” or a list of nine elective courses. Other electives are available with the approval of the coordinating advisor. With this revision, the list of “central courses” will expand to 20 courses.

The proposal for this revision argued that:

- 1) the focus of each of these three courses is central to Sexuality Studies, thereby meriting inclusion in the list of “central courses”;
- 2) adding these three courses will aid students in completing the minor in a timely manner, because many of the “central courses” are taught only once per year; and
- 3) adding these three courses will aid students in designing a minor that suits their personal and/or career interests.

After thorough discussion, the Subcommittee agreed with these justifications. The Subcommittee then voted unanimously to approve the proposed revisions to the Sexuality Studies Minor, contingent upon resolving several minor issues with the Minor Information Sheet (i.e., consistency in summarizing the content of a course or not; clarify the requirements for a topics course to be approved as an elective). The proponents of these revisions have addressed those contingencies, so the proposal is being moved to the CCI for its consideration.



Department of English

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24 November 2008

Arts and Sciences Curriculum Committee  
c/o Jessica Mercerhill  
4132 Smith Lab  
174 W. 18<sup>th</sup> Ave.  
CAMPUS

Dear Arts and Sciences Curriculum Committee:

As coordinator of the interdisciplinary minor in Sexuality Studies, I am requesting the addition of three new courses to our list of central courses for the minor: HDFS 370: Human Sexuality in Context, Sociology 340: Sex and Love in Modern Society, and Psychology 555: Adolescent Sexuality. As you know, students who minor in Sexuality Studies must choose at least 10 of their 20 hours from our list of central courses. Right now, these three courses, which were only recently added to OSU's permanent curriculum, are electives for the minor, but we would like to add them to the central courses list for the following reasons:

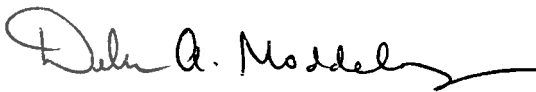
1. The focus of these courses is human sexuality, so they fit our definition of a central course.
2. While it may seem that we have quite a few central courses (15, to be precise), some of these courses are offered only once a year (e.g., History 326, Women's Studies 370, Comp Studies/Women's Studies 535, History 526, English 580, EDU PAES 614), one is offered only every other year (Classics 508), and one has not been offered for at least three years (EPL 415). Thus, adding more courses to our central course list would ensure that the coordinating advisers for the minor (Professor Mollie Blackburn and myself) are able to assist students in designing a minor program they can complete in a timely manner.
3. A number of courses from our central course list are taught by graduate students or instructors (e.g., EDU PAES 204, Psychology 333.02, Women's Studies 370, History 526, Social Work 597, Sociology 605), and while these students and instructors do an excellent job, we would like to provide our Sexuality Studies minors with additional opportunities to work with OSU faculty members, especially since faculty members can offer research opportunities in the field, advise internships, and often have connections outside OSU for guiding students who are seeking careers or graduate work in Sexuality-related fields. While there is no guarantee that HDFS 370, Sociology 340, and Psychology 555 will be taught by faculty forever, all three courses were designed by faculty members (Amy Bonomi, Liana Sayer, and Ray Montemayor, respectively) and, at this point in time, are taught by these faculty members, who not only do a superb job of teaching these classes but also provide continuity in terms of advertising the minor and explaining its benefits to the students in their courses.
4. Adding these courses to the central courses for the minor will provide students with some excellent options for designing a minor that fits their personal and/or career interests. For

instance, we have quite a few students who pursue the minor because they would like to counsel adolescents and believe, justifiably, that an understanding of adolescent sexuality is crucial to this career choice. An ideal minor program for these students would include Social Work 597: Adolescent Parenthood and Psychology 555: Adolescent Sexuality as their central, grounding courses. Similarly, a program with HDFS 370: Human Sexuality in Context and Sociology 340: Sex and Love in Modern Society as the two central courses would be perfect for students who want to go into family therapy. In short, adding these three courses to the central courses for the minor will provide my co-adviser, Professor Mollie Blackburn of Teaching and Learning, and me with a number of good, interdisciplinary options for designing model programs for students pursuing counseling, social, and mental health perspectives on sexuality.

In the past, one of the questions your committee has had about the Sexuality Studies minor is whether it needs more focus to ensure that students have a coherent experience. Having advised students in this program for six years (since its inception), I would argue that one of the big advantages of our minor as it is currently constructed is its flexibility. My records show that Professor Blackburn and I have signed up 140 students for the minor in those six years, students who come to us from almost every major at the university: Psychology, Sociology, English, Theatre, Linguistics, African American and African Studies, HDFS, Chemistry, Microbiology, even Forestry, Fisheries, and Wildlife, to name just a few. Because we meet individually with each of these students, we are able to construct minor programs that suit their vocational and educational needs. Having a variety of courses to choose from gives us flexibility to design minors for students pursuing careers or futures as varied as health services, legal services, counseling, education, social work, political activism, diversity training, and graduate school. In other words, we are able to give students appropriate focus as well as interdisciplinary breadth because of the flexibility we have with our course offerings. This request to add three new courses to our listing of central courses is essentially, then, a request to expand our offerings so that we can continue to design personalized and workable minor programs for each student who visits our offices.

Thank you for your consideration of this request. Supporting letters from the chairs of HDFS, Sociology, and Psychology as well as syllabi from the professors teaching these three courses are included in this packet. I look forward to your response and am eager to answer any questions you might have about this request.

Sincerely yours,



Debra A. Moddelmog  
Professor of English  
Coordinator, Interdisciplinary Sexuality Studies Program

Cc: Mollie Blackburn, Assoc. Professor of Teaching and Learning

**The Ohio State University  
Arts and Sciences  
Interdisciplinary Programs  
Sexuality Studies Minor (Sxly St, 243)**

**Coordinating Advisers:**

Professor Debra Moddelmog (moddelmog.1@osu.edu)  
Department of English  
421 Denney Hall, 164 17<sup>th</sup> Avenue  
Columbus, OH 43210-1319  
(614) 292-3002

Professor Mollie Blackburn (blackburn.99@osu.edu)  
Teaching and Learning  
222A Ramseyer Hall  
29 W. Woodruff Avenue  
(614) 247-7310;

[sexualitystudies.osu.edu](http://sexualitystudies.osu.edu)

The minor in sexuality studies focuses on the social, historical, psychological, literary, legal, and political contexts in which human sexualities have been and are currently being expressed and theorized. The minor pays particular attention to the tension between non-normative sexualities and the concept of heterosexuality against which they are typically defined. It also investigates the ways that sexuality is shaped by social roles and identities, such as race, gender, dis(ability), nationality, and social class.

The minor in sexuality studies requires 20 credit hours, with at least 10 hours selected from the courses listed below. The remaining 10 hours can be taken from the courses and/or a list of electives. At least five of the 20 hours should come from a college outside the student's own. A number of the courses listed below have prerequisites, which must be taken or waived by the instructor, and enrollment in some courses may be limited because of demand or available space. In addition, you must have approval from one of the sexuality studies advisers before taking topical courses where the content changes from quarter to quarter. The approval ensures that the content for a particular course is appropriate for the minor (to be approved, at least 50% of the course content must address sexuality). No more than 10 credit hours of course work at the 200 level may count toward the minor. Courses may overlap with GEC requirements. You must maintain a C average in the minor, and no grade lower than C- will count toward the minor.

After one of the coordinating advisers for the sexuality studies minor has approved your Minor Program Form, you must file the form with your counselor in your college. For further information, see one of the advisers listed above.

**Central Courses (10-20 hours)** Choose 10-20 credit hours from this list

Classics 508  
Comparative Studies 214\* (highly recommended), 535\*  
Educational Policy and Leadership 415  
EDU PAES 204, 214\* (highly recommended), 614  
English 580  
History 326, 526  
Human Development and Family Science 670.02  
Psychology 333.02.  
Social Work 597, 695.20  
Sociology 605  
Women's Studies 370, 535\*

**\*Cross listed courses**

**Electives (others must be approved by coordinator)**

Anthropology 500  
Comparative Studies 515  
Human Development and Family Science 370  
Social Work 695.17, 695.18, 695.18  
Sociology 340, 606  
Women's Studies 230

**Sample minor programs**

Health services focus

Comparative Studies 535  
Human Development and Family Science 670.02  
PAES 204  
Social Work 695.20  
Sociology 605

Representations of sexuality (in media, literature, law, science, sports, etc.)

Classics 508  
Comparative Studies/Women's Studies 535  
EDU PAES 614 (Sports & Sexuality)  
English 580  
Women's Studies 230

**Collective organizing around sexuality**

English 580 (focus on the politics of gay and lesbian literature)  
History 526  
Sociology 605 (focus on the gay and lesbian movement)  
Women's Studies 370

**Sexuality Studies minor program guidelines**

**Required for graduation** No

**Credit hours required** A minimum of 20

**Transfer credit hours allowed** A maximum of 10

**Overlap with the GEC** Permitted

**Overlap with the major** Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

**Overlap between minors** Each minor completed must contain 20 unique hours.

**Grades required**

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

**Approval required** The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor

**Filing the minor program form** The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

**Changing the minor** Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor

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SMH 11/18/08

The Ohio State University  
Arts and Sciences  
Interdisciplinary Programs  
Sexuality Studies Minor (Sxly St, 243)

CAA  
6 of 29  
PROPOSAL

**Coordinating Advisers:**

Professor Debra Moddelmog ([moddelmog.1@osu.edu](mailto:moddelmog.1@osu.edu))  
Department of English  
421 Denney Hall, 164 W. 17<sup>th</sup> Avenue  
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The minor in sexuality studies focuses on the social, historical, psychological, literary, legal, and political contexts in which human sexualities have been and are currently being expressed and theorized. The minor pays particular attention to the tension between non-normative sexualities and the concept of heterosexuality against which they are typically defined. It also investigates the ways that sexuality is shaped by social differences connected to race, gender, (dis)ability, nationality, and social class.

This minor requires 20 credit hours, with at least 10 hours selected from the central courses listed below. The remaining 10 hours can be taken from these courses and/or the list of electives. At least five of the 20 hours should come from a college outside the student's own. A number of the courses listed below have prerequisites, which must be taken or waived by the instructor, and enrollment in some courses may be limited because of demand or available space. No more than 10 credit hours of course work at the 200 level may count toward the minor. Students and faculty may petition advisers to count courses other than those listed here to fulfill the requirements of the minor. To be approved, at least 50% of the course content must address sexuality.

After one of the coordinating advisers for the sexuality studies minor has approved the student's Minor Program Form, the student must file the form with his/her counselor in his/her college. For further information, see one of the advisers listed above.

**Central Courses (choose at least 10 hours from this list)**

Classics 508: Gender and Sexuality in Antiquity (5 hr.)  
\*Comparative Studies 214 (highly recommended): Introduction  
Sexuality Studies (5 hr.)  
\*Comparative Studies 535: Gender, Sexuality and Science (5 hr.)  
Educational Policy and Leadership 415: Sexualities and  
Education: Issues and Practices (5 hr.)  
Education: Physical Activity and Educational Services 204:  
Sexuality and Health (3 hr.)  
\* Education: Physical Activity and Educational Services 214:  
Intro to Sexuality Studies (highly recommended) (5 hr.)  
Education: Physical Activity and Educational Services 614:  
Sexuality and Sport (5 hr.)  
English 580: Special Topics in Gay and Lesbian Literature (5 hr.)  
History 326: History of Modern Sexualities (5 hr.)  
History 526: Historical Perspectives on Same-Sex Sexuality (5 hr.)  
Human Development and Family Science 370: Human  
Sexuality in Context (5 hr.)  
Human Development and Family Science 670.02:  
Human Sexuality (3 hr.)  
Psychology 333.02: Human Behavioral Problems: Sexual (5 hr.)  
Psychology 555: Adolescent Sexuality (5 hr.)  
Social Work 597: Adolescent Parenthood and Sexuality:  
International Perspectives (5 hr.)  
Social Work 695.20: Integrative Seminars: Sexuality  
Diversity and Work (3 hr.)  
Sociology 340: Sex and Love in Modern Society (5 hr.)  
Sociology 605: Sociology of Sexuality (5 hr.)

Women's Studies 370: Varieties of Female Experience:  
Lesbian Cultures (5 hr.)

\*Women's Studies 535: Gender Sexuality and Science (5 hr.)

\*Cross-listed courses

**Electives (others electives must be approved by coordinator)**

Anthropology 500: Primate Sexuality (5 hr.)

Comparative Studies 515: Gender, Sexuality, and Religion (5 hr.)

Social Work 695.17: Integrative Seminars:

AIDS: Facts and Issues (3 hr.)

Social Work 695.18: Integrative Seminars:

AIDS: Psychosocial Aspects (3 hr.)

Social Work 695.19: Integrative Seminars:

AIDS: Community Response (3 hr.)

Women's Studies 230: Gender Sexuality and Race in Popular  
Culture (5 hr.)

**Sample Focus Areas for Sexuality Studies Minor**

**Health Services Focus**

\*Comparative Studies 214: Introduction to Sexuality Studies (5 hr.)

Education: Physical Activity and Educational Services 204:

Sexuality and Health (3 hr.)

Psychology 333.02: Human Behavioral Problems: Sexual (5 hr.)

Social Work 695.18: Integrative Seminars: AIDS: Psychosocial Aspects  
(3 hr.)

Sociology 605: Sociology of Sexuality (5 hr.)

**Representations of Sexuality (in media, literature,  
law, science, sports, etc)**

Classics 508: Gender and Sexuality in Antiquity (5 hr.)

\*Comparative Studies 535: Gender, Sexuality and Science (5 hr.)

Education: Physical Activity and Educational Services 614:

Sexuality and Sport (5 hr.)

English 580: Special Topics in Gay and Lesbian Literature (5 hr.)

Women's Studies 230: Gender Sexuality and Race in Popular  
Culture (5 hr.)

\*Women's Studies 535: Gender Sexuality and Science (5 hr.)

**Sexuality Studies minor program guidelines**

Required for graduation No

Credit hours required A minimum of 20

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted

Overlap with the major Not allowed and

• The minor must be in a different subject than the major.

• The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20  
unique hours.

Grades required

• Minimum C- for a course to be listed on the minor.

• Minimum 2.00 cumulative point-hour ratio required for the minor.

• Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program form must be approved by a  
coordinating adviser and filed at least by the time the graduation  
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Changing the minor Once the minor program is filed in the college  
office, any changes must be approved by a coordinating advisor for the  
minor

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RES 1/29/09

**Sexuality Studies Interdisciplinary Minor Revision Proposal 2009**  
Minutes History

2/20/09 A&S Committee on Curriculum and Instruction (CCI) Unapproved minutes excerpt

IV. Sexuality Studies Minor revision

- A. Krissek: Interdisciplinary subcommittee reviewed – proposed revision to move 3 elective courses (HDFS 370, Soc 340, Psych 555) into list of “central courses.”
1. Request argued centrality of these courses to Sexuality Studies
  2. Request based on concerns regarding how often central courses were offered so that students could have better chance of completing minor in timely manner.
  3. The 3 courses proposed for inclusion are taught once per year by faculty while some of the current central courses are taught less often.
  4. Proposed structure would allow greater flexibility leading to more coherence in minor.
- B. Subcommittee felt request made good sense, and requested some minor clarifications on advising sheet that have been cleared up.

Subcommittee approval stands as motion to approve. 2<sup>nd</sup> Harvey

**Unanimously Approved**

1/8/09 - CCI Interdisciplinary Subcommittee approved minutes excerpt

4. Sexuality Studies Minor revision
1. minor sheet- change to (dis)ability
  2. suggested sets of courses- random explanations for some courses- show consistency
  3. which are the topics courses
  4. Psych 555- syllabus has no academic misconduct or disability statement

*UNANIMOUSLY APPROVED WITH CONTINGENCIES-* Huffman, Watson  
(recommendation that the proposers do not need to be invited to CCI for review, but notified of when it will be on agenda)



Department of Human Development and Family Science

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135 Campbell Hall  
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Phone (614) 292-7705  
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<http://www.hec.ohio-state.edu/hdfs/>

November 10, 2008

Debra A. Modellmog, PhD.  
Professor of English  
Coordinator, Sexuality Studies Program  
The Ohio State University  
421 Denney Hall  
164 W. 17th Ave.  
Columbus, OH 43210

Dr. Modellmog,

The Undergraduate Studies committee in the department of Human Development and Family Science has met to discuss your request that HDFS370: Human Sexuality in Context be added as a central course from which students minoring in Sexuality Studies might select towards their degree. The committee voted unanimously in favor of this request and I support their recommendation.

Please let me know if there is any further information that you might need regarding the addition of our course to your minor.

Best,

A handwritten signature in cursive script, appearing to read 'Julianne', written in black ink.

Dr. Julianne Serovich  
Professor and Chair  
Human Development and Family Science



The Ohio State University  
College of Education and Human Ecology  
Human Development and Family Science  
**Human Sexuality in Context (HDFS 370), 5 credit hours**  
Autumn 2008  
Tu, Th 11:30 a.m. – 1:18 p.m.; plus 1 hour outside of class  
Scott Laboratory - 0001

Instructor: Amy E. Bonomi, PhD, MPH                      Office: 151-E Campbell Hall  
E-mail: [bonomi.1@osu.edu](mailto:bonomi.1@osu.edu)                      Office hours: Thurs, 1:45 p.m. – 3:30 p.m.

#### Course overview:

Our understanding of issues in human sexuality can be best explored through close and critical examination of texts, conversations and people's lived experiences. We will use texts, film and a discussion-oriented class format to help us deconstruct (i.e., critically examine) issues in human sexuality—in order to deepen our understanding of and evaluate our attitudes towards these issues. This is a five-hour course. Each week we will spend 4 hours in class; for your 1-hour per week outside-of-class commitment, I will require you to engage in a group project (details follow).

#### Course objectives:

The course is designed to enhance students' understanding of and evaluate their attitudes towards issues in human sexuality through the process of *deconstruction*. Loosely defined, *deconstruction* is a strategy of critical analysis; it concerns, for example, considering the audience for whom texts/film/conversations are intended, examining what is *said* and what is *not said* in texts/film/conversation, examining how we define terms, etc. A real-world example is thinking about whose experience(s) we neglect when our texts/discourse define "having sex" as vaginal-penile intercourse only. From a practical perspective, what is your stance toward defining sex as vaginal-penile intercourse only or broadening the definition to include other sexual acts? What motivates your stance? John Caputo, professor at Syracuse University, describes the deconstruction process as: "Whenever deconstruction finds a nutshell—a secure axiom or a pithy maxim—the very idea is to crack it open and disturb this tranquility." We will attempt to *disturb tranquility* in our examination of issues in human sexuality. As you read our texts, view our films, and track our class discussions, I encourage you to think about the *intended audience (is the intended audience clear?)*, what is *said/represented* and what is *omitted*, how the text, film or conversation might *look/sound/feel different* if another audience(s) was considered, and your moral and emotional response (do the texts/film/conversations threaten or disturb you? why/why not?).

#### Disclaimers:

- The course structure, readings and assignments are outlined in the syllabus. However, modifications may be necessary as we progress through the quarter.
- We will not cover all aspects of sexuality. However, I allow for much flexibility in the selection of your group topic.

**Required texts:** Required readings appear in the course schedule and are accessible through Carmen. You will need to print and bring the readings to class. However, I suggest **printing the articles on a class-by-class basis**, rather than printing all articles at the beginning of the quarter. This will save paper in case I decide to drop a reading or two.

**Required films:** We will view these films during class: *Brokeback Mountain*, *The Accused*, and *Juno*.

**Grades:** Your final course grade will be based on the following:

- Quizzes/class participation (30% of your grade)
- Individual writings (30% of your grade)
- Group project (40% of your grade)

**Grading schema for your final course grade:**

A	93-100%	B+	87-89	C+	77-79	D+	67-69
A-	90-92%	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	59% or less

**Quizzes/class participation (30%):** This is a discussion-oriented class. These things are required of you: 1) attendance is mandatory; 2) you must thoroughly read the texts for each class and bring questions and concerns you had about the readings; and 3) you must constructively participate in the class discussion and your groups (described below). I will give 3 unannounced (random) quizzes based on the readings (each worth 15%). The purpose of the quizzes is to assess your understanding of the readings. **I do not allow make up quizzes under any circumstance.** Missed quizzes will receive no points. However, I will drop your lowest quiz grade. Also, please see information below about the extra credit opportunity—which is a way for you to earn points toward your quiz grade. Aside from the quiz grades, please don't underestimate the effects of missing class; the class community suffers by not having your informed viewpoint.

**Extra credit:** I will offer an extra credit opportunity during the quarter. The extra credit will be applied to your quiz grade.

**Individual writings (30%):** You will be asked to write two 2-page, double-spaced typed papers (each worth 15%). The purpose of the papers is to critically evaluate concepts from our texts and discussions and to apply them to film. I will provide questions to guide your papers. **I do not accept late papers under any circumstance;** late papers will receive no points. Deadlines for the papers are:

- **October 21, 2008** First written assignment due
- **November 4, 2008** Second written assignment due

**Group project (40%):** I will assign you to groups comprising 6-7 students each. I will ask each group to identify, deconstruct and present an issue in human sexuality. Presentations will be given during the last 2 weeks of class; each group will have 15 minutes to present. Your overall task is to *disturb the tranquility* of your classmates' understanding of a topic in human sexuality. The topic you choose may be controversial but it does not have to be; it could be a seemingly straightforward topic that requires deconstruction for the simple reason that it is widely understood as having only one definition. Disturbing our tranquility and how we understand a given topic involves your group's:

- Identification of a topic (controversial or not) in human sexuality
- Deconstruction (in-depth examination) of your topic
  - Tell us from which viewpoint you're approaching your topic (e.g., from a conservative or liberal viewpoint; from a medical or women's studies viewpoint, etc.)
  - Describe why you chose to approach the topic from this viewpoint
  - Describe which viewpoints you could have approached your topic from but chose not to
  - Define your topic (hint: your definition relates to the viewpoint you explored, and your definition might be "merge" multiple viewpoints)
  - Describe to whom the topic is important (who takes interest in this topic? who is offended by it? who does it threaten or disturb, including political or special interest groups? does it threaten or disturb you?)
  - Describe where you searched for information on your topic (literature, film, popular television, lyrics, etc.) and why you chose this/these particular genres
- Efforts to enhance our scholarship community through the above steps and end-of-the-quarter presentation (why *should* the topic be of interest to our class? what things—e.g., viewpoints—are critical for our class to understand about the topic?)

Key points related to group project:

- Participation in the group projects is mandatory.
- I will give you some time during class to discuss your group projects. In addition, your group is **required to engage in discussion/interaction outside of class to fulfill the 1-hour outside-of-class commitment.**
- Your group must attend an in-person meeting with me to discuss and receive approval for your topic; you must be in attendance to receive credit.
  - **October 9, 2008** Deadline for meeting with me
- Your group is required to submit 2 progress reports on Carmen:
  - **October 16, 2008** First group progress report due
  - **November 13, 2008** Second group progress report due
- Each student will receive a single grade for the group project. Your grade will be determined accordingly:
  - 10% of your grade is showing up to meet with me before October 9<sup>th</sup>
  - 50% is determined by my evaluation of the quality of your group's presentation. (Please note, if you do not participate in your group's presentation, you will lose these points.)
  - 20% is determined by the quality of your group's progress reports.
  - 20% is determined by peer evaluation of your effort. You will post a self evaluation. Your group members will read your self evaluations and rate whether your description is consistent with the effort you put forth.

**Class format:** This is a discussion-oriented class. In order for this format to be effective, you must thoroughly read the texts for each class, bring questions and concerns you had about the readings, and constructively participate in our discussion. I will not lecture during class but instead will make a few introductory remarks about our topic, and then will facilitate a discussion based on your questions and concerns. I will call on you to share your questions, concerns and opinions.

Issues in human sexuality are sensitive; we must create an environment in which all feel safe and comfortable sharing their views. I will ask you to devise criteria to ensure respectful discussions in class. If at any point you have concerns or discomfort about the class discussion process, please feel free to raise these concerns in class or arrange to talk with me.

In addition, out of respect for our class community, you must adhere to the following principles during class: 1) no text messaging, emailing or surfing the internet; and 2) no side conversations with classmates. Failure to adhere to these principles will result in **lowering of your final course grade by 5% to 10% percent** depending on the offense(s).

**Missed classes:** After each class, on the main course page I post a summary of what we discussed in class and notes about upcoming readings/assignments. If you miss class, please consult the main course page (and get in touch with a classmate, if necessary) for information about what you missed. Do not send an email or call me about what you missed.

**Accommodation of students with disabilities:** Please speak with me if you need an accommodation based on the impact of a disability. Also, please contact the Office of Disability Services at 614-292-3307 in room 150 Pomerene Hall for additional assistance.

**Plagiarism policy:** As defined by University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Please cite all of your sources and please ask me questions if you are unsure about what constitutes plagiarism.

Course schedule:

Class	Topic	Readings/Assignment Schedule
<b>Week 1</b>		
Sept 25 (1)	Introductions	<ul style="list-style-type: none"> <li>• Introductions, course objectives, criteria for respectful class discussions</li> </ul>
<b>Week 2</b>		
Sept 30 (2)	Sexual attitudes	<ul style="list-style-type: none"> <li>• Taverner: Sexual attitudes in perspective (p. xvii-xxiii), in Taking Sides: Clashing Views on Controversial Issues in Human Sexuality, Dubuque, IA, McGraw-Hill, 2007.</li> <li>• Self-reflexivity exercise</li> <li>• <b>In-class small group meeting</b></li> </ul>
Oct 2 (3)	Sexual attitudes	<ul style="list-style-type: none"> <li>• Haidt &amp; Hersh: Sexual morality: The cultures and emotions of conservatives and liberals. J Applied Social Psychology 2001;31(1):191-221.</li> </ul>
<b>Week 3</b>		
Oct 7 (4)	What is "sex?"	<ul style="list-style-type: none"> <li>• Sanders &amp; Reinisch: Would you say you "had sex" if...? JAMA 1999; 281(3):275-7.</li> <li>• Taverner: Is oral sex really sex (p. 20-36), in Taking Sides: Clashing Views on Controversial Issues in Human Sexuality, Dubuque, IA, McGraw-Hill, 2007.</li> </ul>
Oct 9 (5)	Sexual expression	<ul style="list-style-type: none"> <li>• Comfort et al: "You can't do nothing in this damn place." Sex and intimacy among couples with an incarcerated male partner. J Sex Research 2005 Feb;42(1):3-12.</li> <li>• <b>Group meetings with me must be completed</b></li> </ul>
<b>Week 4</b>		
Oct 14 (6)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• Orlando, L. "Loving whom we choose," in L. Hutchins &amp; L. Ka'ahumanu (Eds.): Bi Any Other Name, Boston, Alyson Publications, 1991.</li> <li>• <i>Brokeback Mountain</i> (watch first half)</li> <li>• <b>Individual writing assignment given</b></li> </ul>
Oct 16 (7)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• <i>Brokeback Mountain</i> (watch second half)</li> <li>• <b>First group progress report due</b></li> </ul>
<b>Week 5</b>		
Oct 21 (8)	Sex scandals	<ul style="list-style-type: none"> <li>• <b>First writing assignment due</b></li> <li>• YouTube Video (2:30 min)</li> <li>• Linton: Camillagate: Prince Charles and the tampon scandal. Sex Roles 2006;54:347-351.</li> <li>• Summers: What happened to sex scandals: Politics and peccadilloes, Jefferson to Kennedy. J Am History 2000;87(3):825-854.</li> </ul>
Oct 23 (9)	Sex scandals	<ul style="list-style-type: none"> <li>• Student picks on sex scandals**</li> </ul>
<b>Week 6</b>		
Oct 28 (10)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• Basile et al: Prevalence and characteristics of sexual violence victimization among U.S. adults, 2001-2003. Violence &amp; Victims 2007;22(4):437-48.</li> <li>• Helliwell: "It's only a penis." Rape, feminism, and difference. Signs: J Women in Culture and Society 2000; 25(3):789-86.</li> <li>• <i>The Accused</i> (watch first half)</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual writing assignment given</li> </ul>
Oct 30 (11)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• <i>The Accused</i> (watch second half)</li> </ul>
<b>Week 7</b>		
Nov 4 (12)	Sex & children	<ul style="list-style-type: none"> <li>• <b>Second writing assignment due</b></li> <li>• Frawley-O'Dea: The history and consequences of the sexual-abuse crisis in the Catholic Church. <i>Studies in Gender and Sexuality</i> 2004;5(1):11-30.</li> </ul>
Nov 6 (13)	Sex & children	<ul style="list-style-type: none"> <li>• Gibbs: Romancing the student, in <i>Time</i>, April 3, 1995.</li> <li>• hooks: Good sex: Passionate pedagogy, in <i>Teaching Community: A Pedagogy of Hope</i>, New York, Routledge, 2003.</li> </ul>
<b>Week 8</b>		
Nov 11	<b>NO CLASS</b>	<b>VETERAN'S DAY HOLIDAY</b>
Nov 13 (14)	Sex & veterans	<ul style="list-style-type: none"> <li>• Cosgrove et al: Sexual dysfunction in combat veterans with post-traumatic stress disorder. <i>Urology</i> 2002;60(5):881-884.</li> <li>• Hefling K. Is sex over? Badly hurt vets and sexual intimacy. Associated Press, May 21, 2008.</li> <li>• <b>Second progress report due</b></li> </ul>
<b>Week 9</b>		
Nov 18 (15)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• Kendall et al: Understanding pregnancy in a population of inner-city women in New Orleans—results of qualitative research. <i>Soc Sci &amp; Medicine</i> 2005;60:297-311.</li> <li>• <i>Juno</i> (watch first half)</li> </ul>
Nov 20 (16)	Sexual expression: Lived experiences	<ul style="list-style-type: none"> <li>• <i>Juno</i> (watch second half)</li> </ul>
<b>Week 10</b>		
Nov 25 (17)	Group presentations	<ul style="list-style-type: none"> <li>• <b>Group presentations</b></li> </ul>
Nov 27	<b>NO CLASS</b>	<b>THANKSGIVING HOLIDAY</b>
<b>Week 11</b>		
Dec 2 (18)	Group presentations	<ul style="list-style-type: none"> <li>• <b>Group presentations</b></li> </ul>
Dec 4 (19)	Group presentations	<ul style="list-style-type: none"> <li>• <b>Group presentations</b></li> <li>• <b>COURSE EVALUATIONS</b></li> </ul>



Department of Sociology

College of Social and Behavioral Sciences  
238 Townshend Hall  
1885 Neil Avenue  
Columbus, OH 43210-1222

Phone (614) 292-6681  
Fax (614) 292-6687

10 November 2008

Prof. Debra Modellmog  
Coordinator, Sexuality Studies Program  
Ohio State University  
421 Denney Hall  
164 W. 17<sup>th</sup> Ave.  
CAMPUS

Dear Prof. Modellmog:

Sociology would be delighted to have Soc 340 Sex and Love in Modern Society listed as a core course in the Sexuality Studies minor. This has the endorsement of the lead instructor in this course, Prof. Liana Sayer, as well as the Director of Undergraduate Studies Paul Bellair and myself as Chair. In support of this, I attach a recent syllabus for the course.

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Craig Jenkins".

J. Craig Jenkins  
Chair and Professor of Sociology

Enc: syllabus for Soc 340



# Sex and Love in Modern Society

## Sociology 340

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Autumn 2007

**Lecture:** Monday and Wednesday 11:30 – 1:18  
Arps Hall (AP) 384

**Course Web Page:** <http://sociology.osu.edu/classes>  
[www.carmen.osu.edu](http://www.carmen.osu.edu)

**Instructor:** Dr. Liana Sayer  
**Office:** 344 Bricker Hall  
**Office Hours:** Tuesday 10 – 11:30 am and by appointment  
**Office Phone:** 614-292-8402  
**E-mail:** [sayer.l2@sociology.osu.edu](mailto:sayer.l2@sociology.osu.edu)  
**Mailbox:** 301 Bricker Hall

Sex and love are topics that virtually everyone finds interesting. In this class, we will investigate why and how sociologists study these topics scientifically. You will learn about topics such as: gender differences in early sexual experiences, the replacement of the date by the hookup, emotional sharing in relationships, political controversies over sex education, trends in union formation and nonmarital fertility and how all of the above are associated with norms about sexuality and the meanings of relationships. Because sexuality and love are gendered, we will examine how behavior, meanings, explanations, and consequences vary between women and men. Please be aware that we will be reading and discussing sensitive and sometimes sexually explicit material. People have strongly held preferences and values about these topics. You are welcome in the class regardless of your experience or point of view, as long as you are willing to consider other points of view and experiences respectfully.

### Course Materials

**One book is required for the course and is available at area and online bookstores:**

1. *The Gender of Sexuality*, Pepper Schwartz and Virginia Rutter, Pine Forge, 1998.

**Journal articles are required reading for most classes. These are available online through the course Carmen website.**

### Course Requirements:

Students are expected to attend class, participate in class discussions and activities, complete 4 assignments, and take a midterm and a final exam. Participation in class activities, which accounts for 10% of your grade, will be assessed based on the following activities: submitting in

each class one discussion question based on the readings; small-group in-class activities; and short written responses to lectures, films, and class activities.

You are expected to attend class each class period. Course materials will be explained more fully in lecture and some material will be presented only in lecture. Class time will consist of lectures, discussions, films, and small group activities. Your active participation and attendance are important to the success of the course for both you and your classmates. You are responsible for being present when assignments are distributed and for obtaining any information, assignments or schedule changes that you may have missed. I do not post lecture notes or provide summaries of lectures or discussion. During class, you are expected to conduct yourself in a manner that is respectful to your classmates and myself at all times.

**Course Assignments:** 4 assignments are required.

1. Data analysis description. This assignment consists of a 2 page description and discussion of data on sexual behavior.
2. Fill out an online student survey. The survey consists of closed-ended questions about your own experiences and attitudes about dating and relationships and can be completed in about one hour. **Participation in the survey is voluntary.** Students who prefer not to answer the survey questions may instead complete a 2 page reaction paper on class readings for Week 4.
3. 1 page description of your popular music content analysis project (see Assignment #4), that includes A) the specific time points and names and brief descriptions of the 10 songs you plan to analyze and B) what theories and concepts you plan to use in the project.
4. Content Analysis of popular music about sex and love. Focusing on a single genre of music (e.g. country, hip-hop, pop, folk), pick 10 hits in that genre from two separate timepoints (e.g. 1950 and 2006) and analyze the messages about love, sex, relationships and family that emerge. Are the messages the same for men and women? Are there differences over time? Are there similarities over the years? You will then prepare a 4 to 5 page paper that discusses and analyzes your findings. You will also be responsible for posting on Carmen an appendix with the lyrics of songs analyzed.

Detailed handouts for each assignment will be provided in class. All written work should be typed and double spaced. Assignments are due in class on the date listed in the syllabus. Without **PRIOR** approval from me, no late work will be accepted and no assignments will be accepted outside of the classroom. Late work and work turned in outside of class will be accepted only in unusual circumstances and, depending on the circumstances, may have 10 points deducted.

**Assignments are due on the following days at the beginning of lecture:**

- Assignment 1: October 8
- Assignment 2: October 17
- Assignment 3: November 13
- Assignment 4: November 29



Assignments will be graded on both **content and form**. Content refers to the degree to which you complete the requirements, the extent to which you demonstrate clear understanding of course material (lectures and reading assignments), and the level of analysis applied. Form refers to the clarity of the work you present in terms of grammar, spelling, punctuation and writing style.

**Midterm and Final Exams:**

The midterm and final exam will consist of multiple choice and short answer questions. Both exams will be based on readings and materials covered in lectures, discussions, activities, and films. Lectures will sometimes cover material not in readings, and much material in readings will not be covered in lectures. You are nonetheless responsible for material from both lectures and readings on exams. Exams will not highlight memorization of exact numbers or dates, but will focus on generalizations from research, the arguments made by various authors, and the evidence and reasoning they provide in favor of their arguments. The mid-term is scheduled for Wednesday, October 24. The final exam is scheduled for Monday, December 3 from 11:30 to 1:18 pm. Make-up exams will be given only due to verifiable illness or emergency situations.

**Course Grading:**

Class Participation	10 points	10%
Assignment 1	10 points	10%
Assignment 2	5 points	5%
Assignment 3	15 points	15%
Assignment 4	20 points	20%
Midterm	20 points	20%
Final exam	20 points	20%

**Grading Scale:**

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
59 or below = Fail

**Disabilities:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services (ODS) for assistance in verifying the need for accommodations and developing

accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. Contact information for the ODS is: 614.292.6207 (Voice), 614.688.8605 (TTY), 614.688.3665 (Fax), [E-mail: ada-osu@osu.edu](mailto:ada-osu@osu.edu)

**Classroom Conduct:**

Each of you has something significant to contribute to our understanding of sex and love in Modern society. A respectful, tolerant, and actively questioning attitude is crucial to a successful discussion. All students are expected to contribute meaningfully and productively to the class. Please turn off phones and pagers during class.

**Academic Misconduct:**

University rule 3335-31-02 requires that “each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.” Academic Misconduct is defined by the Ohio State University’s *Code of Student Conduct* 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, cheating on tests, misrepresenting yourself or your work, including passing off other’s work as your own or copying papers off the Internet, and plagiarism. **If you are uncertain whether something constitutes academic misconduct, please ask! I will report all forms of academic misconduct.**

**Unpaid Fees:**

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter (Faculty Rule 3335-9-12). If you have not paid your fees, you will not be allowed to continue attending class until:

- your fees are paid, OR
- you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

**Schedule of lecture and discussion section topics, when readings should be done, test and assignment dates (Note that the schedule is subject to change depending on class dynamics and flow):**

**Week 1**            **Introduction to Course**  
W 9-19            No assigned reading

**Week 2**            **Scientific Theories of Sexuality**

M 9-24            Schwartz & Rutter, Chapter 1, "Sexual Desire and Gender," Pp. 1-34.

W 9-26            DeLamater, John D. and Janet Shibley Hyde. 1998. "Essentialism vs. Social Constructionism in the Study of Human Sexuality." *Journal of Sex Research* 35:10-18.

Emily Martin. 1991. "The Egg and the Sperm," *Signs* 16(3):485-501.

**Week 3**            **Sexual Behavior & Identity**

M 10-1            Schwartz & Rutter, Chapter 2, "Sexual Behavior and Gender," Pp. 35-70.

Collins, Patricia Hill. "Controlling Images and Black Women's Oppression." Excerpt from *Black Feminist Thought*, reprinted in *Seeing Ourselves: Classic, Contemporary, and Cross-cultural readings in Sociology*, edited by John J. Macionis and Nijole V. Benokraitis, Saddle River, NJ: Prentice Hall.

W 10-3            O'Brien, Jodi. 2001. "Heterosexism and Homophobia." From the *International Encyclopedia of Social and Behavioral Sciences*.

Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19(3):297-316

**Week 4**            **Young Adulthood & Uncommitted Sexual Relationships**

M 10-8            Schwartz & Rutter, Chapter 3, "Uncommitted Sexual Relationships" Pp. 71-118

Eder, Donna, Catherine Colleen Evans, and Stephan Parker. 1995. "Crude Comments and Sexual Scripts." Pp. 83-148 (Chapter 6) in *School Talk: Gender and Adolescent Culture*. New Brunswick, NJ: Rutgers University Press.

**ASSIGNMENT 1 DUE AT THE BEGINNING OF CLASS**

W 10-10 Martin, Karen A. 2002. "I couldn't ever picture myself having sex...": Gender Differences in Sex and Sexual Subjectivity." Pp. 142-166 in *Sexuality and Gender*, edited by C. L. Williams and A. Stein. Boston: Blackwell Publishers.

Giordano, Peggy C., Monica A. Longmore, and Wendy D. Manning. 2006. "Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys." *American Sociological Review* 71:260-287.

**Week 5 Young Adulthood & Uncommitted Sexual Relationships (continued)**

M 10-15 Carpenter, Laura M. 2001. "The Ambiguity of 'Having Sex': The Subjective Experience of Virginity Loss in the United States." *The Journal of Sex Research* 38:127-139.

Risman, Barbara and Pepper Schwartz. 2002. "After the Sexual Revolution: Gender Politics in Teen Dating." *Contexts* 1(1):16-24.

W 10-17 NO CLASS.  
ASSIGNMENT 2 DUE: Complete Online Survey OR Alternate Assignment

**Week 6 Synthesis & Midterm**

M 10-22 Synthesis and Review for Midterm

W 10-24 MIDTERM

**Week 7 College & Intimate Relationships**

M 10-29 Waller, Willard. 1937. "The Rating and Dating Complex." *American Sociological Review* 2(5):727-734.

England, Paula and Reuben J. Thomas. 2006. "The Decline of the Date and the Rise of the College Hook Up." in *Families in Transition*, edited by A. S. Skolnick and J. H. Skolnick. Boston: Allyn and Bacon.

W 10-31 Wilkins, Amy C. 2004. "So Full of Myself as a Chick: Goth Women, Sexual Independence and Gender Egalitarianism." *Gender & Society* 18(3):328-349.

**Week 8 Sex and Emotional Intimacy in Marriage**

M 11-5 Schwartz and Rutter, Chapter 4, "Sex and Marriage," Pp. 119-159.

Cancian, Francesca M. 1986. "The Feminization of Love." *Signs* 11(4):692-709.

W 11-7 Coontz, Stephanie. 2004. "The World Historical Transformation of Marriage." *Journal of Marriage and Family* 66(4):974-979.

Cherlin, Andrew. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66(4):848-861.

**ASSIGNMENT 3 DUE AT BEGINNING OF CLASS**

**Week 9 Cultural Views of Sex, Love, Marriage and Childbearing**

M 11-12 NO CLASS. Veteran's Day Observed

W 11-14 Schwartz & Rutter, Chapter 5, "The Politics of Sexuality." Pp. 160-192

Michael, Robert T., John H. Gagnon, Edward O. Laumann, and Gina Kolata. 1994. "Sex and Society." Pp. 230-248 (Chapter 13) in *Sex in America: A Definitive Survey*. Boston: Little, Brown and Company.

Luker, Kristin. 2006. "Sex Education, The Sexual Revolution, and the Sixties." Pp. 63-87 (Chapter 3) in *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

**Week 10 Cultural Views of Sex, Love, Marriage and Childbearing (cont.)**

M 11-19 Luker, Kristin. 2006. "Sexual Liberals and Sexual Conservatives." Pp. 89-118 (Chapter 4) in *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

Luker, Kristin. 2006. "Becoming a Sexual Liberal or a Sexual Conservative." Pp. 119-148 (Chapter 5) *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York: W.W. Norton & Company.

W 11-21 No Class. Independent Work on Term Paper.

**Week 11 Decoupling of Marriage and Parenthood**

M 11-26 Edin, Kathryn and Maria Kefalas. 2005. "Unmarried with Children." *Contexts* 4(2):16-22.

Anderson, Elijah. 1989. "Sex Codes and Family Life among Poor Inner-City Youths." *Annals, AAPSS* 501(January):59-78.

**ASSIGNMENT 4 DUE AT BEGINNING OF CLASS**

W 11-28      Recap & Review for Final

                Schwartz & Rutter, Chapter 6, "Answers and Questions." Pp. 193-214.

**FINALS WEEK**

**M 12-3      FINAL EXAM, 11:30 – 1:18**



Department of Psychology

225 Psychology Building  
1835 Neil Avenue  
Columbus, OH 43210

[www.psy.ohio-state.edu](http://www.psy.ohio-state.edu)

November 13, 2008

Debra Modellmog  
Professor of English  
Coordinator, Sexuality Studies Program  
The Ohio State University  
421 Denney Hall  
164 W. 17th Ave.  
Columbus, OH 43210

Dear Dr. Modellmog:

The Department of Psychology enthusiastically supports the inclusion of Psychology 555: Adolescent Psychology as one of the central courses for the Sexuality Studies minor. I have included a current syllabus of the course for your review.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard E. Petty".

Richard E. Petty  
Distinguished University Professor and Chair  
Department of Psychology

Psychology 555  
14 Psychology Building

Winter 2009

## ADOLESCENT SEXUALITY

Instructor: Raymond Montemayor, Ph.D.  
Office: 247 Psychology Building  
Office Hours: Mon 3:00-4:00, Wed 1:00-2:00, and by appointment  
Email: [montemayor.1@osu.edu](mailto:montemayor.1@osu.edu)  
Telephone: 292-3059

I do not keep extensive office hours because students rarely come by during those times. I am happy to meet with you to discuss the course or any issue on your mind. The best way for us to meet is to schedule an appointment. See me after class or send me an email and we will find a day and a time to get together.

Course Assistant: Xin Yao  
Email: [yao.64@osu.edu](mailto:yao.64@osu.edu)

### Course Description and Objectives

Sexuality is important not only to adolescents, but to all of us. Our sexuality is a fundamental aspect of who we are, a core component of our identity, and an influence on how others see us. Powerful biological, psychological, and social forces influence the onset of sexuality, the people with whom it occurs, and the context in which it takes place. Once expressed, sexuality has a profound influence on the lives of adolescents.

The purpose of this course is to examine sexual behavior as it unfolds during adolescence. We will consider many specific aspects of adolescent sexuality, but two issues form the basis of the course: first, what influences the expression of adolescent sexual behavior in all of its manifestations; and second, what impact does sexual activity have on adolescent development?

### Required Text and Readings

Susan Moore and Doreen Rosenthal. (2006). *Sexuality in Adolescence: Current Trends*. New York: Routledge.

I also plan to assign some readings that will be available on Carmen. I will let you know in class when I post readings.

### Note

Sexuality is an important aspect of adolescent development and adolescent life. I take the subject of adolescent sexuality seriously, but I am not somber about it. I discuss sex in a frank, open, and occasionally irreverent manner. If frank discussions of sex and sexuality disturb you, you may not want to take this course.



### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Academic misconduct is: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. For further information, see the *Code of Student Conduct*. If I suspect that a student has engaged in academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

### **Disability Services**

If you need an accommodation to take class notes or exams based on a disability certified by the Office for Disability Services you should contact me early in the quarter to discuss your specific needs. Contact the Office for Disability Services at 292-3307, Room 150 Pomerene Hall to coordinate your needs.

Psychology 555  
10 Psychology Building

Winter 2008

### ADOLESCENT SEXUALITY

Instructor: Raymond Montemayor, PhD  
Office: 247 Psychology Building  
Office Hours: Mon 3:00-4:00, Wed 1:00-2:00, and by appointment  
Email: [montemayor.1@osu.edu](mailto:montemayor.1@osu.edu)  
Telephone: 292-3059

I do not keep extensive office hours because students rarely come by during those times. I am happy to meet with you to discuss any issue on your mind. The best way for us to meet is to schedule an appointment. See me after class or send me an email and we will find a day and a time to get together.

Course Assistant: Eleshia Morrison  
Email: [morrison.364@osu.edu](mailto:morrison.364@osu.edu)

### Course Description and Objectives

Adolescent sexuality is an issue not only of great importance to adolescents, but to all of us. Our sexuality is a fundamental aspect of who we are, a central component of our identity, and of how others see us. Powerful biological, psychological, and social forces influence the onset of sexuality, the person with whom it occurs, and the context in which it takes place. Once expressed, our sexuality has a profound influence on our lives.

The purpose of this course is to examine sexual behavior as it first unfolds during adolescence. In this course, we will consider many specific aspects of adolescent sexuality, but two issues form the basis for this course: First, what influences the expression of adolescent sexual behavior in all of its manifestations; and Second, what impact does sexual activity have on adolescent development?

### Required Text

Susan Moore and Doreen Rosenthal. (2006). *Sexuality in Adolescence: Current Trends*. New York: Routledge.

## Grades

### Examinations

There are three examinations in this course, each worth 30 percent of your grade. Each exam only covers material since the previous test. The last exam is not comprehensive. Each exam will have about 40 multiple-choice questions from the book, lectures, and class discussions, so it is important for you to come to class and take good notes. Be sure to bring a No. 2 pencil with you on the day of each exam.

I do not give makeup exams except under the most extraordinary conditions, such as you are deathly ill. You must have a doctor's excuse to take a makeup and you must inform me about your inability to take an exam before the exam. Students who request to take a makeup after the scheduled exam will not be allowed to take a makeup and will receive a grade of "0" on that exam. Also, note that the last exam is on Tuesday, March 11 so plan to be here on that day. Spring break does not officially start until after exam week.

### Brief Papers

In addition to the exams, you must also write three one-page papers. Each paper should be a one-page discussion about an idea or question you have about some aspect of adolescent sexuality. The idea can come from material from the book or lectures. State the question, the idea, the finding from a study, or the theory, and then write a short discussion about why you find the idea interesting, important, or puzzling. The first paper should be based on an idea from the first third of the course, the second paper from the second third, and the third paper from the last third. This assignment counts 10 percent of your grade.

Paper Due Dates:

First paper, **Tuesday, January 22**  
Second paper, **Tuesday, February 12**  
Third paper, **Tuesday, March 4**

### **Extra Credit**

You can earn extra credit points by doing an extra credit assignment, and you can do the assignment three times. The assignment is to write two multiple-choice questions and answers. One question should come from lectures and one from the book. Each question should have five possible answers, with only one correct answer. Be sure to indicate the date of the lecture your lecture question came from and the page in the book your book question came from.

You can earn up to two points by writing two multiple-choice questions from material from the first third of the course, up to two more points by writing two multiple-choice questions from material from the second third of the course, and up to two more points by writing two multiple-choice questions from material from the last third of the course. All together, you can earn a total of six extra credit points.

I will include a few of the best questions on the exams. If I use one of your questions, you will receive two points for that question. You must turn in your questions before each exam. No late questions will be accepted.

Extra Credit Due Dates:

- The first two questions, **Tuesday, January 22**
- The second two questions, **Tuesday, February 12**
- The third two questions, **Tuesday, March 4**

I have included two example questions from other exams. Write your questions in the following format:

Example Questions

1. Which of the following is an androgen?
  - A. Progesterone
  - B. Testosterone (**Correct Answer**)
  - C. Oxytocin
  - D. Inhibin
  - E. None of the above is an androgen
  
2. Which of the following is NOT related to more consistent use of contraceptives by adolescents?
  - A. A positive mother-adolescent relationship
  - B. Having sexual intercourse frequently
  - C. Being in a stable relationship
  - D. Being heterosexual rather than homosexual
  - E. Having sexual intercourse before the age of 17 years (**Correct Answer**)

## COURSE OUTLINE

I will be out of town on Thursday, March 6 to attend a conference on adolescence. This is bad timing, but there is nothing I can do about the dates. The last day of class for us is Tuesday, March 4. Remember that your last paper and third extra credit assignment are due on that day.

I also plan to assign a few readings that will be posted on the course website. I will let you know in class when I post readings.

- Chapter 1, Sexuality in the 21<sup>st</sup> Century
- Chapter 6, Gender, Sexuality and Romance
- Handout, Methodological Issues
- Chapter 2, Theoretical Approaches

### **EXAM 1: Thursday, January 24**

- Chapter 3, Changing Hormones, Changing Bodies
- Chapter 4, Parents and Peers
- Chapter 5, The Global Context , pp 110-117 and 125-131
- Chapter 7, Gay and Lesbian Adolescents

### **EXAM 2: Thursday, February 14**

- Chapter 8, Sexually Transmitted Infections
- Chapter 9, Having a Baby
- Chapter 5, Sex Education, pp. 117-125
- Chapter 10, When Sex is Unwanted
- **No Class, Thursday, March 6**

### **EXAM 3: Tuesday, March 11, 9:30-11:18 AM**