

09-78
APP - 4/13/10
Info. 4/20/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: SOC 251 Sociology of Human Sexuality

Instructor(s) of Record: Susan Boser

Phone: 7-2791

Email: sbooser@iup.edu

Received

APR 13 2010

Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I was initially trained in Web CT, completing the Intro to Web CT and Managing Web CT Student Accounts in May 2003. In June, 2009, I completed the Introduction to Moodle offered by IT Services, as well as instruction in Moodle Gradebook, and Moodle Assignments. In addition, in April 2009, I participated in training for Quality Matters, a program in rubrics for assuring quality in online pedagogy. The proposed course will be my second online course, the first being SOC 281 for Winter Session 09-10. I also served as a member of the Online Learning Committee at IUP in academic year 2008-09 and, as an interim administrator, represented IUP and the Provost's Office on the Distance Education Advisory Council for PASSHE. Finally, I conducted the evaluation of the online Winter Session offered at IUP in AY 08-09.

Regarding my discipline: I am an Associate Professor the Department of Sociology, and have taught 11 different courses across the undergraduate (lower and upper division), masters and doctoral levels since my arrival in 2002. I hold a Ph.D. from Cornell University, and have published peer-reviewed journal articles in my field and presented at numerous national and international conferences. I have taught this particular course, SOC 251 Sociology of Human Sexuality, once before here at IUP, and also taught a course in Human Sexuality at Cornell University. I intend to offer it online for the Summer Session., and will be offering it again in the spring 2011 as a hybrid course. Student evaluations of my teaching are strong. Student quantitative ratings reflect that 96.15% of all students I have taught over the past seven years have rated the overall quality of my instruction as Superior or Above Average. Further, 98% either agreed or strongly agreed that they would take and/or recommend another course with me. At the same time, a significant number of students found their course to be challenging; in 11 out of 13 of my courses, slightly more than half of the students found the workload to be higher than average. Finally, 98.15% of the students, undergraduate and graduate, felt that they learned valuable skills in my classes.

2. How will each objective in the course be met using distance education technologies?

First, learning regarding each of these objectives is intended to build on itself, with the understandings and perspectives achieved in each module being actively applied in the next, such that the analyses in the latter part of the course incorporate all tools provided to that point. Some use of distance education technologies will be common to all the modules, and thus, serve all objectives. In each module, students will: complete a set of readings (some of which will be made available online), and then do an online quiz that checks for completion of readings. To support attention to and comprehension of the substantive issues, I will provide a PowerPoint that succinctly summarizes the key concepts of that module and emphasizes the critical information students will need for their writing and analysis. Students will respond to questions I pose in postings to the discussion board, and will be directed to reference a particular concept or set of concepts from their readings in their postings. In addition, in the discussion forums, I will ask students to locate relevant content appropriate to the particular topic on the internet and incorporate that in their analysis and application

of the concept. Some specific ways in which use of distance education technologies will be used for specific objectives includes the following:

- **Examine the social construction of sexuality and its influence on our lives using a range of social theories, concepts, research, narratives, and questions.**
Because of the technology, students will have access to a wealth of information beyond the required reading materials for the course to use in their analysis of the social construction of sexuality. Through the questions posed on the discussion forums, students will be guided to explore websites such as the Cornell Human Sexuality Collection (<http://rnc.library.conreledu/HSC/faq/hscfaq.htm>), the Kinsey Institute (www.indiana.edu/~kinsey), Magnus Hirshfeld Archive for Sexology (www2hu-berlin.de/sexology), SIECUS (www.siecus.org/links/links.html) and Sex Quest (www.SexQuest.com), among others. In their writing, students will be given incentives to peruse these materials for specific concepts, research or narratives that they can apply in their analysis.
- **Apply sociological concepts, theories and relevant research to issues pertaining to sexuality and related social patterns.**
Students will be directed to access some information related to key sociological concepts or theorists on the internet. Some possible examples of what they might use include: *A Sociological Tour through Cyberspace* <http://www.trinity.edu/mkearl/theory.html>, *SocioSite: Famous Sociologists* <http://www.sociosite.net/topics/sociologists.php>, or the blog *Sociological Imagination* <http://thesociologicalimagination.com/>, among others. I will ask students to incorporate a critical analysis of some element of a source found on the internet in their discussion post, to familiarize themselves with the sociological resources available, and also to develop critical thinking and information literacy.
- **Analyze how we perceive and experience sexuality as a result of the social values, beliefs, attitudes, and norms conveyed through such institutions as family, religion, education, media, politics, and economics.**
A wide variety of options exist for examining how various social institutions influence values, beliefs, attitude and norms regarding sexuality. The Sexuality Research Council (www.src.org/fellowships/sexuality), the World Association for Sexology (www.worldsexology.org/English), and the Sexuality Information and Education Council of the United States (www.siecus.org) are all sources for research on the experience and perception of sexuality. However students also benefit from examining public, web-based position statements by groups that stand on different sides of controversial issues such as the civil liberties of gay and transgendered individuals, policies on sex education in schools, among others, to explore how various institutions manage information and symbolic politics to socialize toward certain norms. Students will also be directed to research examples of elements of popular culture. Examples include: videos on You Tube, advertisements, popular music videos, television episodes (like “Malibu Stacy” episode of the Simpsons animated television show) films, such as various Disney films (Cinderella, the Little Mermaid); or documentaries that expose the role of popular culture such as the film *Slim Hopes*, by Jeanne Kilbourne on the media’s use of women’s bodies to sell products. I will ask students to incorporate a critical analysis of a source found on the internet in their discussion post in order to expand their understandings of the role of popular culture in fostering certain norms about gender roles, and also to develop critical thinking and information literacy.
- **Compare and contrast the ways that social structures and cultures around the world impinge upon the sexual lives, identities, and practices of people in our society and around the globe.**
A number of topics lend themselves particularly well to use of the internet to examine cross-cultural perspectives on issues related to sexuality, gender, and the related social institutions. Some potential topics that students can explore through the internet include: female genital cutting conducted in some parts of Africa compared with male circumcision in the United States; sex education in different industrialized nations as a point of analysis for sex education policy in the US; sex trafficking in Southeast Asia; social constructions about and the experience of those who are transgendered and intersexed from sources like Intersex Society of North America (www.isna.org) or Female-to-Male International (www.ftmi.org); and Q Web Sweden (www.qweb.kvinnoforum.se/) is a source for examining women’s health issues from a cross-cultural perspective, among others.

- **Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.**

In each of 14 discussion forums, I will pose a question that requires students to locate relevant content appropriate to the particular topic on the internet and incorporate that in the analysis and application of the concept they will provide in their written post to the forum. Through analysis of their research and their findings, students will hone their skills in asking critical questions to assess the merit, credibility and social location of their sources.

3. How will instructor-student and student-student, if applicable, interaction take place?

The primary location for interaction will be the discussion forums, one for each module. Students will be required to respond to my posted questions, but may also post questions or topics of their own as well. Students will be encouraged to respond to or integrate thoughts from other students in their post. As instructor, I will read and respond to posts in the forum. However, in addition, students may email me with any particular questions. I will provide a response within 6 hours, Monday through Friday, between the hours of 8 a.m. and 5 p.m. I will not respond between 9 p.m. at night and 8 a.m. the next morning.

4. How will student achievement be evaluated?

The course grade will be determined by the 14 quizzes based on course readings, the quality of participation in the discussion forums, and the final exam, as follows:

Grades

Quizzes	70 points (14 – 5 pts ea)
Discussion posts	70 points (14 – 5 pts ea)
Final Exam	60 points
Total	200 points

Grading scale

180-200	90 -100%	A
160-179	80 – 89.5%	B
140-159	70 – 79.5%	C
120-139	60 – 69.5%	D
119 or under		F

5. How will academic honesty for tests and assignments be addressed?

Students will only have one opportunity to take the quiz for each module. The quiz will also be time-limited. The questions and the order of the multiple choice answers on the quizzes will be shuffled, so as to vary the presentation to different students.

The bulk of the grade (65%) will come from student writing. The students' forum postings in each module will require them to demonstrate their knowledge about the topics by applying the concepts to their research and in their own lives. Further, the information and concepts of each module build on the preceding one, and the final exams are comprehensive essays that require students to apply the concepts to particular scenarios that I will write.

I will monitor all writings for patterns of understanding of concepts and applications, and will take a close look at any aberrations in expected patterns. Aberrations in expected patterns might include: students who routinely score well on quizzes, but whose discussion posts reflected poor understanding of the concepts; inconsistency in representation and application of concepts; and inconsistency in writing style. As warranted, I will use the "Turn It In" website to evaluate any writings that I suspect of plagiarism of published work.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Aly Herbert 4-12-10
Signature of Department Designee Date

Endorsed: *Thomas M. Andrews* 4/13/10
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail J. Sechrist 4/13/10
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost

Date

Forward form and supporting materials to Associate Provost.

SOC 251 Sociology of Human Sexuality

Dr. Susan Boser
102A McElhaney

E-mail: sboser@iup.edu
Phone: 724-357-1291

Syllabus¹

Overview of Course

In-depth analysis of a formerly taboo topic, human sexuality. Current information from biological, psychological, and sociological research on human relationships is presented to provide a foundation for self-understanding and societal values.

Learning Objectives

It is intended that by the end of this class students will be able to:

- Examine the social construction of sexuality and its influence on our lives using a range of social theories, concepts, research, narratives, and questions.
- Apply sociological concepts, theories and relevant research to issues pertaining to sexuality and related social patterns.
- Analyze how we perceive and experience sexuality as a result of the social values, beliefs, attitudes, and norms conveyed through such institutions as family, religion, education, media, politics, and economics.
- Compare and contrast the ways that social structures and cultures around the world impinge upon the sexual lives, identities, and practices of people in our society and around the globe.
- Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

About this course:

This online course will take place for 5 weeks, during Summer I. It is set up in 14 Modules, which you will complete in sequence, and will be open and available to you as follows:

Modules 1-3	Week 1	Tuesday 8 a.m. 6/01/10 -- Saturday 12 a.m. 6/05/10
Modules 4-6	Week 2	Sunday 8 a.m. 6/06/10 -- Saturday 12 a.m. 6/12/10
Modules 7-9	Week 3	Sunday 8 a.m. 6/13/10 -- Saturday 12 a.m. 6/19/10
Modules 10-12	Week 4	Sunday 8 a.m. 6/20/10 -- Saturday 12 a.m. 6/26/10
Modules 13-14	Week 5	Sunday 8 a.m. 6/27/10 -- Friday 5 p.m. 7/02/10

You should work at your pace, at a time that works best for you within each week. However, while you can access the readings and PowerPoints from previous modules at any time throughout the courses, you can only access quizzes one time, and the discussion forums will be closed at the end of the week.

¹ Adapted from syllabus developed by Dr. Robert Heasley.

Required text:

- Heasley, R. & Crane, B. (Eds.) (2003). *Sexual lives: A reader on the theories and realities of human sexualities*. New York: McGraw-Hill.

On E-reserve:

Additional required readings will be placed on e-reserve through Stapleton Library. To access the course readings: Go to the E-reserve link at the website for Stapleton Library at <http://ereserve.lib.iup.edu/eres/courseindex.aspx?error=&page=search> You may select “instructor” and enter “Boser” or you may select “course number” and enter 251, etc. This will bring you to a list of courses of that type; from that, select Soc 251. At this point you will be asked for the password, which is “bossoc251” (lower case only). This will take you to a page that lists the readings for the course.

Communicating with me.

The primary location for our interaction will be the discussion forums, one for each module. Students will be required to respond to my posted questions, but may also post questions or topics of their own as well. Students are strongly encouraged to respond to or integrate thoughts from other students in their post. As instructor, I will read and respond to posts in the forum. I will respond to your posts collectively, rather than to each one individually.

However, please feel free to email me (sboser@iup.edu) with any particular questions you have. Please put SOC 251 in the subject line, so I will be sure to see it. I will provide a response within 6 hours, Monday through Friday, between the hours of 8 a.m. and 5 p.m. I will not respond between 9 p.m. at night and 8 a.m. the next morning.

We can also talk by phone if you prefer. Send me an email with your phone number and some times I can reach you between 9 and 5 within the next day or two, and I will call you.

Required Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate netiquette (appropriate online conduct)

Software

This is a listing of the software required for students to participate in all course activities. This includes software that students must have on their computers to run the learning management system and its components, software needed to open course-related documents and to play course-related media, etc. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking the following links:

Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 (the hours are restricted during the holidays). You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal helpdesk hours, you can also submit your error or question via e-mail at

it-supportcenter@iup.edu or via electronic form available online in Moodle. Click the "Contact the IUP IT Help Center" link in the upper right hand corner of any Moodle page.

Learning environment

In this class, I ask that you help create a learning community that can examine questions raised through the readings and related materials. Writing in an online discussion forum will be our main space for interaction, and will also provide opportunities for critical reflection and the accomplishment of specific tasks. Thus having read the assigned articles and being prepared to discuss about your reflections is an essential part of the course. Some of these topics may be sensitive, and some may challenge views that you bring to the course. We will jointly develop the group norms that we need so that discussions can occur in an atmosphere of mutual trust and respect, and individual voice can be developed and heard.

Basics of Online Etiquette

Forums and chat within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten. Please follow these guidelines:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information. (This is particularly important in the open forums that you will participate in. In most other cases it will not be possible for you to read the posts of others until you have made your original post, so some duplication may occur.)
- Focus on one topic at a time when chatting or posting to forums.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words carefully.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, I will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise me in the first two days of the session regarding the disability and the desired accommodations.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source.

Students should be aware that I will follow up on any indications of plagiarism; documented cases can result in a failed grade for the paper and, potentially, for the course.

Learning activities and grade related requirements

Learning Modules - Quizzes As noted above, the course is set up in a series of 14 modules. In each module you will first complete a set of readings (some of which will be made available online), and then do a very brief online quiz that checks for basic understanding of the readings. You may take a quiz only once. In addition to the readings, each module includes a PowerPoint that succinctly summarizes the key concepts of that module and emphasizes the critical information you will need for their writing and analysis. After completing the readings and studying the PowerPoint, you will post your thoughts about the readings in the discussion forum. (5 pts ea, 14 quizzes = 70 points)

Discussion participation This course involves a substantial amount of participation in discussion forums. For each module, you will be asked to post to that module's forum. I will provide you with a question or two to get the discussion started. In addition to answering my question, you should feel free to post other thoughts or questions about the material, and are encouraged to respond to other students' comments in your posts. Your posts should summarize your thoughtful reflection on the readings, and include at least one reference to each author read **as directed for that particular forum discussion**. Please cite references using APA style, for example: (Brown, 2009). Your posts should not be solely opinion. Please demonstrate your rationale for your position through logic and/or an example. You should demonstrate critical thinking about the reading, relating it to other readings, observations or

experience. I will read your posts and periodically respond to the conversation. Your postings will be graded collectively for each module in terms of quality, (up to 5 pts ea, 14 discussion forums = 70 points) as follows:

- 5 points - Thoughtful response to the question, accurately references key points in readings, AND references other students' comments, and/or other resources on the web, **AND** poses thoughtful questions that further the conversation.
- 4 points – Thoughtful response to the question, accurately references key points in readings, AND references other students' comments, and/or other resources on the web, **OR** poses thoughtful questions that further the conversation.
- 3 points - Thoughtful response to questions or comments posed, accurately references key points in readings
- 1 points – Brief or superficial restatement of content with limited reflection, reasonably accurate with perhaps minor errors. Failure to cite references accurately.
- 1 point – Incomplete or significantly inaccurate,
- 0 point – Little to no response, or plagiarized response.

Final Exam (60 points)

The **final exam will be due at 5 p.m. on Friday, July 2, 2010.** This will be an essay exam that requires application of concepts in response to particular situations I will pose to you. More instructions will be provided at the time of the exam.

Grades

Quizzes	70 points (14 – 5 pts ea)
Discussion posts	70 points (14 – 5 pts ea)
Final Exam	60 points
Total	200 points

Grading scale

180-200	90 -100%	A
160-179	80 – 89.5%	B
140-159	70 – 79.5%	C
120-139	60 – 69.5%	D
119 or under		F

COURSE OUTLINE

Assigned readings are from the Heasley/Crane reader except those on e-reserve as specified. Schedule may be amended due to class needs. Students are responsible for completing all readings.

WEEK 1 – COMPLETE MODULES 1-3

Module/Topic	Readings
Module 1 <u>THINKING CRITICALLY ABOUT SEXUALITY</u>	Intro to the Heasley/Crane reader: Sexual Lives pp 1-13
Module 2 <u>SEXUALITY IN HISTORICAL, RELIGIOUS AND CULTURAL PERSPECTIVE</u>	Part One: Sexuality in Historical, Religious and Cultural Perspective - Introduction 1. Sexual Journeys: Patricia and Josh 3. Weeks: The Invention of Sexuality 4. Reiss & Reiss: The Role of Religion in Our Sexual Lives 5. Espin: Cultural & Historical Influences on Sexuality in Hispanic/Latin Women
Module 3 <u>STUDYING THE SEXUAL: THEORETICAL FRAMEWORKS</u>	<i>E-Reserve:</i> Plante, R. (2005). <i>Sexualities in Context</i> : Chap. 2. Theorizing about sex <i>E-Reserve</i> - Anne Wilson Schaef: Women's Reality: Fitting in the White Male System In Heasley & Crane: 2. Gordon and Abbott: The Social Constructionist's Essential Guide to Sex 6. DiMaura: Sexuality Research in US

WEEK 2 – COMPLETE MODULES 4-6

Module 4 <u>BECOMING SEXUAL: HOW WE LEARN ABOUT SEX (OR DON'T)</u>	Part Two: Becoming Sexual - Introduction 8 - Rothman: Becoming Sexual: Differences Between Child & Adult Sexuality 7. Black: The Kotex Diaries 10. Stodghill: Where'd You Learn That? 11. Indigo: Blow Jobs & Other Boring Stuff 9. Demasi: I Just Want to Be Normal: Initiation into Heterosexual Dating
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	<p>15. Miceli: GLBT Students: The Impact of School on Sexual Identity Development</p> <p>14. Young People's Stories: Leadbetter: So Honestly Gay; and Heasley: Where is Tyler When I Need Him?</p> <p>12. Rousso: Daughters With Disabilities</p>
<p>Module 5</p> <p><u>GENDERED SEXUALITY</u></p>	<p>Part Three: Gendered Sexuality - Introduction</p> <p>18. Crane and Crane-Seeber: The Four Boxes of Gendered Sexuality: Good Girl/Bad Girl and Tough Guy/Sweet Guy</p> <p>19. hooks: Reconstructing Black Masculinity</p> <p>22. Bem: Dismantling Gender Polarization and Compulsory Heterosexuality: Should We Turn the Volume Up or Down?</p> <p>32. Fausto-Sterling: The Five Sexes Revisited</p> <p>16. Buki: Sisters</p> <p>24. Feinberg: Transgender Warriors: Making History</p>
<p>Module 6</p> <p><u>GENDERED SEXUALITY</u></p>	<p><i>E-reserve – Queer Masculinities of Straight Men - Heasley</i></p> <p>Heasley & Crane:</p> <p>17. Schwartz and Rutter: Sexual Desire and Gender</p> <p>23. Hunter: Same Closet, Different Door: A Heterosexual Sissy's Coming Out Party</p> <p>28. Frankel: Hands Off! The Taboo Around Males' First Ejaculation</p> <p>20. Ingraham: Ritualizing Heterosexuality: Weddings as Performance</p> <p><u>Optional</u></p> <p>21. Barker: Country Music and Women's Sexuality: What Do Women Want?</p>

WEEK 3 – COMPLETE MODULES 7-9

<p>Module 7</p> <p><u>SEX IN THE MIND</u></p>	<p><i>E-Reserve – Plante, R. Sexualities in Context, <u>Chap. 6: Hooking it Up: Sex in the Bedroom</u> (pp.163-192)</i></p>
<p>Module 8</p> <p><u>SEXUAL ORIENTATION</u></p>	<p><u>Part Five: Sexualities: Orientation and Relationships</u></p> <p>Introduction</p> <p>41. Gromley: From Holiness to Wholeness</p> <p>13. Golden: Do Women Choose Their Sexuality?</p>

	<p>36. Richardson: Heterosexuality and Social Theory 40. Rochlin: Heterosexual Questionnaire</p> <p><i>E-reserve: Chapter from On the Down-low</i></p>
<p>Module 9</p> <p><u>SEXUALITIES: ORIENTATION & RELATIONSHIPS</u></p>	<p>37. Messner: Becoming 100% Straight 42. Harold: The 'Straight-Jacket of My Homophobia 38. Hutchins & Kaahumanu: Bi Any Other Name 39. Kelly: I Am a Queer Heterosexual 43. Foster, Beresson, Zinzendorf: Sexualities in Community: Past and Present</p> <p><u>Optional</u> 35. Ng: Desire, Sex, Love, Friendship</p>

WEEK 4 – COMPLETE MODULES 10-12

<p>Module 10</p> <p><u>REPRESENTATIONS AND COMMERCIALIZATION OF SEX</u></p>	<p>Part Six: Commodified Sex - Introduction 44. Niles, T.R., & Locket: Voices of Sex Workers 49. Myers: Towards a Feminist Erotica 45. Pheterson: The Social Consequences of Unchastity 47. Valverde: Pornography: Not for Men Only 48. Brod: Pornography and the Alienation of Male Sexuality Erotica</p>
<p>Module 11</p> <p><u>SEX AND THE BODY</u></p>	<p>Part Four: Sex & The Body - Introduction 27. Tiefer: Medicine, Morality and the Public Management of Sexual Matters 25. Kimmel: The Kindest Un-Cut: Feminism, Judaism and My Son's Penis 29. Maines: Socially Camouflaged Technologies: Case of the Electronic Vibrator 33. Wright: To Be Poor and Transgender 34. Sandstrom: Re-defining Sex & Intimacy</p> <p><u>And choose one of the following:</u> 26. Maurer and Kelly: A Story of Sexuality and Gender in Three Parts 30. Shah: The Orgasm Industry: Drug Companies Search for a Female Viagra 31. Gurley-Brown: Don't Give Up on Sex After 60</p>

<p>Module 12</p> <p><u>SEX AND THE BODY: SEX ABUSE AND RAPE</u></p>	<p>Part Seven: Sexual Abuse and Rape – Introduction</p> <p>50. Scott and Reilly: Two poems</p> <p>51. Rivers: The Alchemy of Healing</p> <p>54. Herman: Demands From the Women of Antioch</p> <p>55. Hong: Breaking the Silence, Making Laughter: Testimony of Asian-American Sister</p> <p>57. Beneke: Men on Rape</p> <p>52. Brownmiller: Men, Women and Rape</p> <p>46. O’Connell Davidson: The Sex Exploiter</p> <p>53. British Medical Journal: The Day My Life Changed</p> <p>56. Male Rape Victims in Prison Get Little Empathy</p>
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WEEK 5 – COMPLETE MODULES 13-14

<p>Module 13</p> <p><u>SEX, POLICIES AND POLITICS</u></p>	<p>Part Eight: Sex, Policies and Politics - Introduction</p> <p>61. Kelly and McGee: Report from a Study Tour: Teen Sexuality</p> <p>58. Powderly Contraceptive Policy and Ethics: Illustrations from American History</p> <p>60. Armstrong: Not My Daughter</p> <p>62. Sacher: The Surgeon General’s Call to Action</p> <p>59. Makan-Makar: Rights and Treatment of Sexual Minorities a Global Shame</p>
<p>Module 14</p> <p><u>POSSIBLE SEXUALITIES</u></p>	<p>Part Nine: Possible Sexualities - Introduction</p> <p>69. Student Voices: Something New: Killian and I Have a Dream – Justice</p> <p>63. Muscio: Cuntist Mystic</p> <p>65. Essig: Heteroflexibility</p> <p>66. Cooper and Baker: Sex and the Sensual Man</p> <p>67. Moore: Sex: American Style</p> <p>64. Randolph: Sexual Odyssey</p> <p>68. Anand: The Tantric Vision</p>

SOC 251

Sociology of Human Sexuality

Sexuality

- All that we are as women and men including the ways that we relate with other women and men in our lives.
 - Sense of ourselves – our worth, body-image, our emotions, our spirituality, our intellect, the ways in which we make meaning of the world
 - Our sex – male, female, intersexed
 - Gender roles – the expectations, norms, and sense of identity associated with our sex
 - Sexual orientation – attraction
 - Relationships, sexual choices, reproductive choices

A sociological perspective on sexuality focuses on how social systems at the micro or personal level, as well as the broader macro or societal level, influence our sexuality.

Social forces include:

- *Family*
- *Culture*
- *Religion*
- *Education*
- *Media*
- *Government policy*
- *Economics*

Culture

- Culture consists of norms, explicit and implicit, and behavior acquired and transmitted through symbols, constituting the distinctive achievements of human groups, including the embodiments in artifacts.
- The essential core of culture consists of traditions, ideas and their attached values.
- Culture systems both are products of action and also the conditioning elements of further action.

Socialization

- The process by which people acquire cultural competency and through which society perpetuates the fundamental nature of social structures
- A dynamic process of give and take in a particular environment
- Prime agents of socialization: family, peers, school, media, the workplace
- A lifelong process, though much rapid development early in life
- Socialization process, most strongly influenced by our primary groups – those with whom we are closest and most intimate.
- Involves attending to how others respond to us, reflecting on that response and ascribing meaning.
- Also serves the function of social control

Conflict theory: the effect and distribution of power in society

- Some have a great capacity to influence social norms, values and practices; others are relatively powerless.
- Dimensions of power include
 - The ability to control resources
 - Ability to determine what issues or policies get raised and acted on, but also who has access to making their views and experiences known
 - Ability to limit knowledge and awareness (Lukes, 1974)

Reification

Tendency to see the humanly-made world as having a will of its own. This renders invisible the people who are wielding these tools. When reifying, we will fail to question:

- Who made the choices?
- What do they gain from this?
- Who stands to lose?
- In what ways will society change?
- Who will be held accountable if these choices hurt others?

In a complex society, the tendency toward reification is strong, which leads to feelings of helplessness. (Gans, 1990)

Symbolic interaction theory suggests:

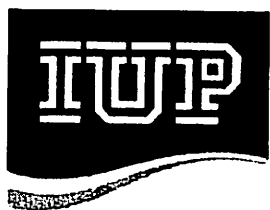
- We respond to the symbols encoded in our social environment without necessarily being aware of the meaning or influence of these symbols.

Social construction of gender

- Sex: biological identification in terms of reproductive capacities. Not all societies identify only two sexes; some recognize transsexual individuals as another category.
- Gender: socially constructed role - does not emerge from biological difference.
- The categories of gender have stereotypes and convey meaning. This is used to justify difference in roles and status, and therefore, difference in rights.
 - Example: "physiological differences" have been the justification for differential funding, prestige and structure of organized sports for women. Yet - medical research has largely ignored that difference, in that clinical trials and research have been conducted primarily on men. (Lorber, 1994)

Social construction of sexuality

- Categorizing sexual feelings and behaviors
- Ascribing meaning and value to particular types of sexual attraction and behaviors by category
- Categories of sexuality also have stereotypes (symbols) which convey this meaning and value. This used to justify difference in roles and status, and thereby, difference in rights.
 - Bower v. Hardwick, 1984 – upheld states' rights to legislate sexual conduct of consenting adults
 - Ettelbrick (2010) argues that a network of federal, state and local policies and laws function similar to the Black Codes, in depriving gays of economic and legal benefits. Examples: health care benefits, social security benefits, adoption of children, voice in medical decisions.



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1 Even though references to sex are everywhere, there seems to be a conspiracy of silence in terms of direct communication between adults and children about sex.
Marks: 1

Answer: True
 False

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2 Stephen Lukes (1974) describes three dimensions of power. Which of the following is not one of these dimensions?
Marks: 1

Choose one answer.

- a. ability to limit knowledge and awareness
- b. ability to control resources
- c. ability to "set the agenda"
- d. ability to control your own sexuality



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4 According to Reiss and Reiss, Americans take a pluralistic approach to religion, yet demonstrate a schism between liberal and conservative values and ideologies across various religions.
Marks: 1

Answer: True
 False

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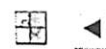
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Marks: 1

Answer: True
 False

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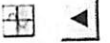
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1. When it comes to sex, much of what is commonly thought to be "natural" and normal is actually an historical, cultural and/or religious construction. Discuss examples of such assumptions, relating it both to the readings and to your own experience.

2. Select at least one core sociological theory covered in the readings for this week, and describe it briefly. Then, explain why you think this particular theory is relevant for understanding sexual problems as well as sexual solutions/interventions.

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