Texas A & M University – Central Texas  
SOCI 4311  
Sociology of Sexuality  
Fall 2020

Professor: Michelle Dietert, PhD  
Office Location: HH 204A  
Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, you can make an appointment with me through Canvas via WebEx.  
E-mail: dietert1@tamuct.edu  
Class Location and Time: Face-to-face meeting on Mondays from 9:30am to 10:45am, located in the Bill Yowell Conference Room. Weekly posting will serve as the online component of this class. (August 24 – December 11 - 16 weeks)  
This is a blended course which meets 50% online, and meets face-to-face and via web-ex on Mondays from 9:30am to 10:45am.

Required Texts

Textbook (Required)  

For Referencing (Required)  
American Sociological Association Publisher. (978-0-912764-55-9)

Catalog Description

The sociological study regarding how sexuality is perceived, defined, and experienced in the context of society. Further analysis include how sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.

Course Overview

This course is about sexuality and how it is perceived, defined, and experienced in the context of society. It is also about how sexuality influences our lives, reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.

Questions we will ask include: What is the meaning given to sexuality in our culture? How does U.S. culture compare with other cultures regarding sexuality? Is there only “one” sexuality or are there multiple sexualities? What has sexuality to do with race, gender, social class, age, and ability? Historically, how did the study of sexuality develop? How did research shape the way in which sexuality was and is perceived? We will consider how the social construction of sexuality influences our lives on both a macro and micro level of analysis. Finally, the readings in this class portray sex as a social issue influenced by culture, politics, economics, media, education, medicine, law, family and friends.
Course Objectives

Knowledge Outcomes:

1. Students will examine sexuality through the sociological lens as the product of complex social arrangements and processes.
2. Students will explore sexuality from a historical context.
3. Students will examine representations of sexuality in U.S culture (media, products, porn industry, musical genres, internet etc).
4. Students will consider how different sexualities are perceived, valued and treated.
5. Students will analyze power dynamics as these relate to sexuality.
6. Students will gain knowledge about historical, theoretical and research perspectives on sexuality.
7. Students will learn how culture shapes social norms, attitudes, beliefs, policies and social institutions in regards to sexuality.
8. Students will explore multiple sexualities.

Skills Outcomes:

1. Students will learn how to analyze sexuality from a sociological perspective.
2. Students will be able to discuss the relationship between sex and gender.
3. Students’ critical thinking skills will be enhanced to the extent that they learn about themselves and their social worlds.
4. Students will be able to use technical sociology vocabulary.
5. Students will use and develop writing skills through various writing projects.
6. Students will enhance their online course taking skills through discussion boards and submitting assignments.

Value Outcomes:

1. Students will learn to appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, ability) in individuals and understand how these are related to sexuality.

Class Policies

Expectations
This course relies on assigned readings, discussions, and exercises to address the topic of sexuality. In this course, we will focus on the sociological aspects of sexuality, how sexuality is constructed, given meaning and how sexuality influences life experiences. Understanding contemporary sexual matters requires considering how sexuality varies across time and place and how it is modeled, molded, and even manipulated by those around us. This course also takes a sex-positivity approach, which challenges the cultural stigmatization and marginalization of some sexualities and the valorization of others.
Studying Sex: Ground Rules

In this course we will read, observe, and discuss many explicit, sensitive, and controversial topics. It is therefore imperative that all class members treat each topic and each other with maturity and respect. The material we will be covering in this course may be embarrassing, difficult to discuss and so forth. But it can also be interesting, enjoyable and thought provoking. Frank discussion of sexual questions and sociological findings will strengthen your knowledge about sexuality. Your contributions to class discussions will be an important and valued component of this class. Please be prepared to address this material in a straightforward manner by keeping up with your readings and assignments.

Because sexuality is both personal and social, a sociological study of sexuality will raise many issues, about which we will not all agree. You are encouraged to disagree with class material, myself and each other provided you can do so in a respectful manner. Disagreeing conveys that you have heard the other speaker, thought about their comments, and you are offering an alternative. Disrespect suggests the converse or more specifically, that you have failed to listen or address what the other speaker has offered. Your challenges should also not be based on moral or religious statements. You can discuss religion as a social institution that influences how you view sexuality. However, please reframe from using scripture as a value judgment in your analysis. If you have questions, please ask. You must go beyond a “gut level” reaction to this material and engage in critical analysis. To successfully complete the goals of this course, we must establish and develop a foundation of respect and trust in this course.

In order to benefit from this class it is essential that you are prepared each week. This will require you to keep up with the assigned readings. This course requires a heavy reading load as well as a substantial mental commitment to the class and class activities. If you are uncomfortable with frank and open discussions of sexual matters you may want to reconsider your enrollment in this course. If you have questions or concerns about this, please speak directly with me.

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning
environment, and to provide and receive constructive feedback. It is not the instructor’s role to
tell the student what to think. The student’s responsibility is to read the readings with a critical
mind, to question, to complete assignments on time, to participate in the exchange of ideas, and
to work toward an inspiring learning environment. It is the responsibility of all of us to create a
safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia,
transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas
at the specified due date and time. I will not accept that assignment through email.
However, if you are having an issue with an assignment, let me know ahead of time and I
will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered
in class, please do not hesitate to contact me. The best way to get in touch with me is through
email.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS
AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Posting of Grades: Normally, I grade on most weekends. My goal is to grade your assignments
the same week that they are turned in, if possible. If I am running behind, I will send out an
email letting students know the status of their assignments. Because I expect all students to
improve on each writing assignment as they progress through the semester, I strive to get your
grades with comments to you as soon as I can.

Assignment Resubmission: I may ask you to resubmit your first essay if this assignment is not
done correctly. This will give you an opportunity to increase your grade and help you to learn
how future essay should be written.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s).
Reproduction of course material is prohibited without consent by the author and/or course
instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’
Code of Academic Honesty. All alleged violations will be reported to the Office of Student
Conduct.

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Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5441; Fax 254-519-5781;
dietert1@tamuct.edu.

Attendance: As mentioned above, this is a blended course which meets 50% online, and meets
face-to-face on Mondays from 9:30am to 10:45am. Usually, when there is a face-to-face
component, students earn points for attending class. However, because of COVID-19, you will
not be penalized if you are not present on Mondays. When you attend class face to face
though, I will be taking attendance as per university policy. You will have two choices: 1)
you can attend class where you will practice social distancing and wear a mask. I will lecture on
these days, or 2) you can join the class via WebEx. This means that you should be able to see my lectures. My goal is to also record the lectures. Our time will be limited so I will do my best to lecture on the readings. Therefore, it is important that you keep up with your readings. This will enable you to learn the material more effectively. I am new to this teaching approach, meaning that I always enjoy having students participate in discussion. However, it may be especially difficult given that we will all be wearing masks.

University Policies/Services

COVID-19 SAFETY MEASURES
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
• The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Drop Policy.
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web. [https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdyncmicforms.ngwebsolutions.com%2FFSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Tutoring
Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic
Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and
laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2]. Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support
For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.
Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Requirements

1. **Sexuality Assignment (55 points):** Choose one assignment (located at the back of your syllabus) for a total of 55 points towards your final grade. One of the goals of this class is to get you interested in critically analyzing sexuality in the world around you. At the end of this syllabus, there is a list of 4 assignments. You must choose one of them to complete. Please double-space, use 1 inch margins, and use 12 point Times New Roman font. If you use any citations, please use ASA both in text and in your reference page. **This assignment is due on Friday November 13th by midnight.**

2. **Postings (13 Postings x 13 points each = 169 total points):**
   a. You will have 13 postings for this course. For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. In your tentative course schedule below, you will find which chapters that we are covering for the week. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills, adhering to deadlines and using ASA when citing.
   b. **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
   c. Your postings will cover material from your readings. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
   d. Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
e. All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.

3. **Research Paper (200 points) – Due Monday December 7 at midnight:** You will choose one topic relevant to sexuality and complete a research project that addresses aspects of that topic that you find important. Remember that you want to narrow down your topic enough to provide an extensive analysis of the social issue. If you need help deciding on a topic, please do not hesitate to reach out to me.

   - Your research project should be no less than 10 pages in length (approximately 2500 words). This length requirement does not include your title page, abstract or your reference page.
   - When thinking about how to organize and write your research paper, you do the following:
     A. Provide an introduction that defines the social problem/issue for the reader. If available, provide some statistics so that the reader can better understand the topic. Before you go into your review of the literature section, tell the reader what you will cover in your research paper. After you have written your review of the literature, provide a discussion section to talk about any observations that you found in the literature. Next, you can provide a concluding paragraph wrapping up your final thoughts. In this section, you can also suggest any future research areas on your topic. Finally, you will provide your reference page. Remember that you must use ASA referencing style. You can refer back to your annotated bibliography and copy those citations, in alphabetical order, into your final reference page. This why it is so important that you list your citations in ASA correctly when you complete your annotated bibliography assignment. This will mean less work for you in the end. You are also allowed to use headings as needed, which will positively contribute to the organization of your paper.

   - You must use no less than 7 - 10 scholarly references. Scholarly references are those found in social science journals or other scholarly journals.
   - Please use ASA (American Sociological Association) referencing format. The ASA reference guide is listed under required texts on the first page of your syllabus.
   - As I stated above, your references must be scholarly research articles or more specifically, peer reviewed articles. If you want to use a reference such as a website and you are unsure if it is acceptable, please feel free to discuss the reference with me.
   - In addition, I do not accept “recycled” papers or more specifically, papers that have been written for another class! Also, please do not cut/paste any of your essays into your final paper. Either way, you will make a zero on this paper.
   - Please submit your double-spaced paper in Times New Roman using 12 point font.
   - When you submit your papers into the canvas system, SimCheck/Turnitin will generate an “originality report.” This report provides a percentage of your work cited from different sources. You do not want your paper to go beyond 20%. Please let me know if you have any questions about percentages.
4. **Annotated Bibliography (110 points): Due Sunday October 18 by midnight:** During week 8 of this course, you will be working on your annotated bibliography, which will focus on the chosen topic for your final research paper. To begin your exploration of the topic, provide an annotated bibliography of 10 scholarly research articles on your topic. An annotated bibliography is basically a summary of each article. You want to summarize the important details about the research. The abstract of any research article and conclusion are very good places to start but you want to read the entire article.

- Each article in your annotated bibliography is worth 10 points for a total of 100 possible points. You will also be graded on spelling, grammar and sentence structure (10pts).
- Please list your citations in ASA. If you do not, I will take off 2 points per article. If you list them correctly the first time, it will make less work for you when submitting your final research paper.
- Also, when you write the actual summary of each citation, practice using ASA in text. Make use of your ASA guide and ask questions if you have them.
- You will use the annotated bibliography to construct your literature review in the final research proposal due at the end of the semester. **This means that you will not cut/paste the annotated bibliography into the final paper. If you do, you will not earn points in the final paper proposal for your literature review section.** You will write a cohesive literature review for the final paper. Let me know if you have any questions.

5. **Essay Questions (4 x 25 points each = 100 points):**

- You are required to write and turn in a total of four essays. Each essay should be no less than 500 words. The due dates are included below in your tentative course schedule. When you write your essays, you will organize your dialog using an introduction, body and conclusion format. In the introduction paragraph, you want to introduce the topic and tell the reader what you will cover in the body of your essay. Those points will make up the body of your essay, using paragraphs where appropriate. Finally, you will provide a conclusion paragraph bringing back your main thesis full circle. I’ll be looking for good writing skills. (See grading rubric at the end of this syllabus for specific details on how I will grade your papers.)
- For these papers, you are required to use 12 point font in Times New Roman. Please double-space your papers.
- When referencing, you must use ASA referencing style. **You must reference within the text of the essay in order to support your dialog.** You do not need to over-reference but you do want to reference something with by paraphrasing or directly quoting. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference.

**ALL GRADING RUBRICS USED IN THIS COURSE ARE LOCATED AT THE END OF THIS SYLLABUS**
Grading Scale
A = 571 – 634 (Excellent)
B = 456 – 570 (Better than Average)
C = 319 – 455 (Average)
D = 191 – 318 (Below Average)
F = 190 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday August 24 – Sunday August 30
Introduction to the Course

- Class meets on Monday Aug 24 from 9:30am to 10:45am

Readings – No Readings for Week 1

Posting 1

WEEK 2: Monday August 31 – Sunday September 6
Categorizing Sex

- Class meets on Monday Aug 31 from 9:30am to 10:45am

Readings
- Chapter 1
  ☐ Readings 1-6

Posting 2

Essay 1 due by Friday September 4 at midnight

WEEK 3: Monday September 7 – Sunday September 13
Investigating Sexuality

- Monday – Labor Day Holiday – No Class Meeting

Readings
- Chapter 2
  ☐ Readings 7-10

Posting 3
WEEK 4: Monday September 14 – Sunday September 20
Representing Sex

- Class meets on Monday Sept 14 from 9:30am to 10:45am

Readings
- Chapter 3
  - Readings 11-15

Posting 4

WEEK 5: Monday September 21 – Sunday September 27
Learning about Sex

- Class meets on Monday Sept 21 from 9:30am to 10:45am

Readings
- Chapter 4
  - Readings 16-21

Posting 5

WEEK 6: Monday September 28 – Sunday October 4
Sexual Bodies

- Class meets on Monday Sept 28 from 9:30am to 10:45am

Readings
- Chapter 5
  - Readings 22-27

Posting 6

Essay 2 due by Friday October 2 at midnight

WEEK 7: Monday October 5 – Sunday October 11
Sexual Practices

- Class meets on Monday Oct 5 from 9:30am to 10:45am

Readings
- Chapter 6
  - Readings 28-34

Posting 7

WEEK 8: Monday October 12 – Sunday October 18
- No Class - Work your Annotated Bibliography this Week

Annotated Bibliography Due by Sunday October 18 at midnight
WEEK 9: Monday October 19 – Sunday October 25  
*Sexual Health*

- Class meets on Monday Oct 19 from 9:30am to 10:45am

**Readings**
- Chapter 7
  - Readings 35-40

**Posting 8**

WEEK 10: Monday October 26 – Sunday November 1  
*Social Control*

- Class meets on Monday Oct 26 from 9:30am to 10:45am

**Readings**
- Chapter 8
  - Readings 41-44

**Posting 9**

Essay 3 due by Friday October 30 at midnight

WEEK 11: Monday November 2 – Sunday November 8  
*Social Control Continued*

- Class meets on Monday Nov 2 from 9:30am to 10:45am

**Readings**
- Chapter 8 continued
  - Readings 45-48

**Posting 10**

WEEK 12: Monday November 9 – Sunday November 15  
*Sexual Violence*

- Class meets on Monday Nov 9 from 9:30am to 10:45am

**Readings**
- Chapter 9
  - Readings 49-54

**Posting 11**

ASSIGNMENT (55 PTS) DUE BY FRIDAY NOVEMBER 13 AT MIDNIGHT
WEEK 13: Monday November 16 – Sunday November 22
Commercial Sex

- Class meets on Monday Nov 16 from 9:30am to 10:45am

Readings
- Chapter 10
  - Readings 55-59

Posting 12

Essay 4 due by Friday November 20 at midnight

WEEK 14: Monday November 23 – Sunday November 29 – Holiday Week
- Take the week off for the holidays 😊

WEEK 15: Monday November 30 – Sunday December 6

Class meets on Monday Nov 30 from 9:30am to 10:45am

Readings
- Sex Matters: Future Visions for a Sex Positive Society (p. 703)

Posting 13

WEEK 16: Monday December 7 – Friday December 11 – FINALS WEEK

- Final Paper Due by Monday December 7 at midnight

*Professor reserves the right to amend this syllabus at any time.
Sexuality Assignments
As indicated in the syllabus (due date on the schedule), you must pick one of the following assignments to complete. Your assignment is worth 55 points. These assignments require thought, work and research. Make sure you cite all your sources using ASA. You will get a zero and/or fail this course if you plagiarize even insignificant information. For each assignment, please make sure that you indicate at the start of the assignment which question below you are answering. (Just a hint: the shortest ones are not necessarily the easiest ones)

You will be graded based on the following (ALSO SEE THE RUBRIC AT THE END OF YOUR SYLLABUS):
1. Readability (grammar, sentence structure, organization) = 10 pts
2. Referencing using ASA = 5 pts
3. Effort = 10 pts
4. Substance: did you address all parts of the assignment = 30 pts
Total = 55 pts

1. You are a president of the local P.T.A. and have been asked to write a response to the school board’s decision to eliminate all sex education from the school curriculum. Write this response addressing the responsibilities (and/or needs of the concerned parties - parents, teachers, the school board, the students, and society) as well as the potential consequences of this action. (STRONG HINT: citing data and analyses to support your position is a good idea!)

2. Focusing on a single genre of song (e.g. country, dance, pop, etc) pick at least 10 top-ten hits in that genre for a year in two separate decades (e.g. 1955 and 1995 or 1969 and 1999 or 1978 and 2008) and analyze the messages about love, sex, relationships and family that emerge. Are there differences between decades? Are there similarities over the years? How do the messages differ by gender? Note the answers to these questions and discuss any other trends you find. Be sure to provide a list of the songs that are included in your analysis (titles and artist). Please make sure that you tell me what genre you are using in your paper.

3. The goal of this assignment is for you to think about the social construction of sexuality, a topic covered in class and your readings. Your assignment is to think of some sexual “fact,” phenomenon, or practice which many people consider “natural” and to demonstrate that it is in fact socially constructed. You will do this by pointing out social variation in the phenomenon. In selecting a sexual “fact,” phenomenon, or practice think about sexuality in its broadest sense. Sexuality is not only about who does what to whom “in bed,” but a wealth of other topics: puberty, dating, attractiveness, love, fertility, pregnancy, paternity, birth, prowess, receptiveness, worthiness and price. Choose any belief or practice related to sexuality which you know many people in society consider normal and “natural.” Here are a few examples to get you thinking: “fat women are sexually unattractive;” “men have stronger sex drives than women;” “gay men are effeminate.”

Do the following for your assignment:
   a. What is the sexual phenomenon considered “natural” by some that you have selected? Describe it clearly.
b. Give evidence of social variance that you believe exists, where the “fact,” phenomenon or practice is not universal and “natural.” This evidence can be from another society, from a subgroup of the American population or from another era.

c. State why you believe many Americans believe that the “fact” or practice you have selected is natural and universal. Is it a matter of simple ignorance? Or do people state the phenomenon is natural even though they are aware of variance, because calling it “natural” discredits the alternate practice or belief?

d. What change, if any, do you believe would occur if the “fact” or practice were acknowledged to be socially constructed rather than natural and universal?

4. We as Americans are fully immersed in the world of consumer culture; shopping is one of the great American pastimes. I want to give you an opportunity to analyze the sexual ideologies embodied in consumer products. First, you will need to select a type of consumer product that relates to sexuality. Good places to look for such products are catalogs, websites, drugstores, or the mall. For example, you could look at "sexy" underwear in a Victoria’s Secret or International-Male catalog or at a Frederick's of Hollywood. Drugstores sell numerous products that relate to sexuality, such as lubricants, birth control supplies, fertility predictors, pregnancy tests, menstrual supplies, douches, herbal "libido boosters," and creams for vaginal and "jock" itching. Many websites sell sexually related products - you might try www.goodvibes.com for a wide selection of videos, sexual aids such as vibrators, games for couples, and other products. (Due to COVID-19 and social distancing, you might want to stick with online shopping).

Your assignment is to first pick a particular merchant you feel comfortable with, and then to pick a category of product. For example, you might go to Walgreen's to study the range of condoms available, or visit Lane Bryant to look at the brassieres they sell, or go to a GNC to see the herbal "libido boosters," or go to an adult bookstore and pick a category of magazines to peruse (for those of you who have always wanted to be able to say "it's for a college paper" as you examine the magazines filed under "bondage and discipline"). Whatever your choice, be sure to select a specific category of products. Once you have selected your product category, you will need to take field notes. For example, if you chose to look at the selection of "feminine deodorants" at www.drugstore.com, you should note the types of deodorants sold (wipes, washes, suppositories, powders and sprays), and the names of the individual products (e.g. "Massengill Flower Fresh Soft Cloth Towlettes"). Describe the packaging of the products, and the descriptive language appearing on it ("helps keep you dry and clean all day long," "for use before bedtime," "pleasant baby powder scent"). Also note the prices, which give a clue toward what is considered valuable.

Finally, after collecting your data, consider what messages the products send. What sexual ideologies (beliefs and opinions) underlie the products and their marketing? For example, the existence of a wide variety of feminine deodorants indicates that vaginal odor is considered to be an embarrassing problem. Moreover, the product descriptions provide evidence of an ideology that female sexual arousal is disturbing: it is wet when a woman should be dry, apparently "unclean" since it necessitates so much cleansing, lacking in the babyish innocence which women should embody, and even repugnant to sexual partners, since deodorizing cleansers are needed "before bedtime."

You should answer the following four questions in your paper:

a. What store/catalog/website did you visit, and what category of product did you select?
b. Why did you choose it?

c. To whom is the category of products you examined marketed (e.g. women generally, men generally, women who wish to become pregnant, men with a shoe fetish, urban teenagers)?

d. What messages are sent to that population by the products you studied? What is the general sexual ideology implied by the packaging, product descriptions, and illustrations? Give specific examples, and devote the bulk of your paper to this question.

e. Critique the marketing of the category of products you selected. If you were "in charge," what changes would you make in the design and marketing of the products?
# Grading Rubric for Sexuality Assignment

<table>
<thead>
<tr>
<th>Sections</th>
<th>Poor</th>
<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readability (Spelling, Grammar, &amp; Sentence Structure)</td>
<td>Many spelling, grammar, or sentence structure errors (0 - 4 pts)</td>
<td>Some spelling, grammar, or sentence structure errors (5 – 7 pts)</td>
<td>Few spelling, grammar, or sentence structure errors (8 - 9 pts)</td>
<td>No spelling, grammar, or sentence structure errors (10pts)</td>
</tr>
<tr>
<td>Proper Referencing Format (ASA)</td>
<td>Referencing not used in essay where appropriate (0 - 2 pts)</td>
<td>Minimal use of referencing in essay where appropriate (3 pts)</td>
<td>Good/average use of referencing in essay where appropriate (4pts)</td>
<td>No referencing errors in essay (5 pts)</td>
</tr>
<tr>
<td>Effort</td>
<td>No effort (0 - 2 pts)</td>
<td>Minimal effort (5 - 7 pts)</td>
<td>Good/average effort (8 - 9 pts)</td>
<td>Exceptional Effort (10 pts)</td>
</tr>
<tr>
<td>Substance</td>
<td>Information and evidence are not accurate, appropriate, and integrated effectively. (0-10 pts)</td>
<td>Information and evidence is minimally accurate, appropriate, and integrated effectively. (11-20 pts)</td>
<td>Information and evidence averagely accurate, appropriate, and integrated effectively. (21-29 pts)</td>
<td>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (30pts)</td>
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## Grading Rubric for Essays

**Name:**

**Date:**

<table>
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<tr>
<th>Sections</th>
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<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
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<tr>
<td><strong>Spelling, Grammar, &amp; Sentence Structure</strong></td>
<td>Many spelling, grammar, or sentence structure errors (0 – 2 pts)</td>
<td>Some spelling, grammar, or sentence structure errors (3pts)</td>
<td>Few spelling, grammar, or sentence structure errors (4 pts)</td>
<td>No spelling, grammar, or sentence structure errors (5 pts)</td>
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<td><strong>Score:</strong></td>
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<tr>
<td><strong>Proper Referencing Format (ASA)</strong></td>
<td>Referencing not used in essay where appropriate (0 - 2 pts)</td>
<td>Minimal use of referencing in essay where appropriate (3 pts)</td>
<td>Good/average use of referencing in essay where appropriate (4pts)</td>
<td>No referencing errors in essay (5 pts)</td>
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<td><strong>Score:</strong></td>
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<tr>
<td><strong>Structure and Organization of Essay</strong></td>
<td>Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)</td>
<td>Minimal development and organization of introduction, body, and conclusion (3 pts)</td>
<td>Average development and organization of introduction, body, and conclusion (4 pts)</td>
<td>Accurate development and organization of introduction, body, and conclusion (5 pts)</td>
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<td><strong>Score:</strong></td>
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<tr>
<td><strong>Content of Essay</strong></td>
<td>Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)</td>
<td>Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)</td>
<td>Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)</td>
<td>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)</td>
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## Discussion Rubric

**Worth 13 total points**

Levels of Achievement

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<th>Criteria</th>
<th>Does Not Meet Criteria</th>
<th>Needs Improvement</th>
<th>Excellent</th>
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<tr>
<td><strong>Substantive Response</strong></td>
<td>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</td>
<td>2 - 4 points</td>
<td>A substantive response, citing the textbook and demonstrating full understanding of the course content</td>
</tr>
<tr>
<td><strong>Replies to Classmates</strong></td>
<td>No or just one response, with no significant comments to improve the conversation</td>
<td>2 points</td>
<td>Three substantive posts were responded to, with comments advancing the conversation</td>
</tr>
<tr>
<td><strong>Adhering to Deadlines</strong></td>
<td>Substantive response OR replies to others do not meet deadline</td>
<td>1 points</td>
<td>All entries posted by the deadline.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Many spelling, grammar, or sentence structure errors</td>
<td>2 points</td>
<td>No spelling, grammar, or sentence structure errors</td>
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</table>

- **5 points**: A substantive response, citing the textbook and demonstrating full understanding of the course content.
- **3 points**: Three substantive posts were responded to, with comments advancing the conversation.
- **2 points**: All entries posted by the deadline.
- **2 points**: A substantive response or replies to others do not meet deadline.
- **1 points**: Substantive response or replies to others do not meet deadline.
- **2 points**: Only two responses to others' entries.
- **2 points**: Response too short. Not a clear indication of an understanding of the readings.
- **0-1 points**: Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered.
- **0-1 points**: No or just one response, with no significant comments to improve the conversation.
- **0 points**: Substantive response OR replies to others do not meet deadline.
### Grading Rubric for Final Research Paper

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<th>Sections</th>
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<th>Minimally Acceptable</th>
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<td>Spelling, Grammar, &amp; Sentence Structure 10%</td>
<td><em>Many</em> spelling, grammar, or sentence structure errors (0 pts)</td>
<td><em>Some</em> spelling, grammar, or sentence structure errors (10 pts)</td>
<td><em>Few</em> spelling, grammar, or sentence structure errors (16 pts)</td>
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<tr>
<td>Proper Referencing Format (ASA) 10%</td>
<td>Not used in text and reference page (0 pts)</td>
<td>Used in text but not in reference page or used in reference page but not in text of paper (10 pts)</td>
<td>ASA style utilized with few errors both within the text of the paper and in reference page (16 pts)</td>
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<tr>
<td>Structure and Organization of Research Paper 20%</td>
<td>Does not clearly develop and organize introduction, body, and conclusion (0-23 pts)</td>
<td>Minimal development and organization of introduction, body, and conclusion (24 pts)</td>
<td>Average development and organization of introduction, body, and conclusion (32 pts)</td>
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<tr>
<td>Content of Research Paper 60%</td>
<td>Information and evidence are not accurate, appropriate, and integrated effectively. (0-79 pts)</td>
<td>Information and evidence is minimally accurate, appropriate, and integrated effectively. (80 pts)</td>
<td>Information and evidence averagely accurate, is appropriate, and integrated effectively. (100 pts)</td>
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**Grading Scale:**

A = 180 – 200 (90-100%)
B = 160 – 179 (80-89%)
C = 140 – 159 (70-79%)
D = 120 – 139 (60-69%)
F < 119
**Review of the Literature – Annotated Bibliography for Final Paper**

**110 total points**

**Levels of Achievement**

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