Minneapolis State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):
College: Social and Behavioral Sciences
Department: Sociology and Corrections
Program: Undergraduate
Type of Change: GEN. ED./CULTURAL DIVERSITY PROPOSALS
Proposed: New General Education Course
Title Current: Sociology of Human Sexuality
Title Proposed: Sociology of Human Sexuality
24-Char. Abbrev: Human Sexuality

Proposal #: 99
Effective Date of Change: 05-06
Academic Year: 05-06
(For Office Use Only)

Course Designator: SOC 209
Number of Credits: 3

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Same as present: "Explores the social construction of sex and sexuality, including the organization of human bodies and activities into particular categories such as female and male or homosexual and heterosexual. How this is done in specific institutional settings like law, media, and science is a primary focus. The effects of such practices and their associated meanings, as well as resistance to them, are also investigated."

Rationale or Justification for change:

Sociology 209 is chiefly organized around the subjects of gender and sexual orientation. Using sociological insights, research, and critique, the goal is to facilitate a broader understanding of sexuality—and hence gender and sexual orientation—that magnifies the influence of history, social institutions, socialization, and culture. For these reasons, the course is an ideal fit for the general education curriculum, namely category 5 (history and the social and behavioral sciences) and category 7 (human diversity).

***For General Education or Cultural Diversity Courses Only***

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? For Writing Intensive Courses, attach a description of the kind and quantity of writing.

? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course’s student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

Institutional Type: Lecture
Grading Format: Grade
Other courses are being changed or eliminated. (Explain.)

Course will be offered:
- Fall Semester
- Spring Semester
- Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course’s student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
**Minnesota State University, Mankato**

**Curriculum Proposal**

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### ***For Program Proposals***

- Attach paper copies of the following:
  - Student learning outcomes for the program.
  - Minutes from department and college curriculum meetings in which action was taken on this proposal.
  - Program Assessment Plan. Forms are available on the Academic Affairs Web site:
    - [http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc](http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc)
  - List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
  - A list of resources required to offer and support this program.
  - A description of how offering this program will affect department staffing.
  - A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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### ***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

- [http://www.mnsu.edu/acadaf/html/currformsprocesses.htm](http://www.mnsu.edu/acadaf/html/currformsprocesses.htm)

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program C P #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
**Signature Page**

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Revised September 2002
SOC 209: Human Sexuality
Course Syllabus—Fall, 2005

Instructor: Dennis Waskul, Ph.D.
Office: Armstrong 113
Phone: 389-5673 (Office), 388-1289 (Home)
E-Mail: dennis.waskul@mnmsu.edu -or- dwaskul@hotmail.com
Office Hours: 1-2pm Tuesday and Thursday; by appointment

Course Intent: This course is a survey of topics related to the sociology of human sexuality. The primary objective is to develop a more complete understanding by examining sex in relationship to society, social institutions, culture, and history. As a human experience, sexuality involves much more than just biological impulses, anatomy, reproduction, and physical behavior. Sexuality is complex, layered, and multifaceted; it includes social, cultural, social psychological, and physiological dimensions. Sex is about physical behavior but also about emotions, intimacy, meaning, power, personal beliefs, social norms, and cultural values. It should be no surprise that sexuality is influenced and profoundly shaped by history, powerful social institutions (including religion, politics, marriage, family, and gender), culture, and socialization. In this course we will seek to broaden our understandings of sexuality by abandoning the false notion that sex is merely about anatomy and the expression of personal sentiments; we will embrace and seek to appreciate the extents to which sexuality is located at the intersection between people, society, culture, and history.

This course emphasizes sociological critique—it necessarily involves a critical and analytical approach of subjects many people consider personal, intimate, and private. Indeed, students may be surprised to learn that experiences considered personal, intimate, and private—sexual or otherwise—may be among the most heavily influenced by history, social institutions, and culture. This course seeks to better illuminate these influences at personal, interpersonal, institutional, cultural, and societal levels. Many controversial subjects are discussed; enrollment in this course presumes that students are willing to be exposed to controversial subjects, literature, images, and forms of talk.

Course Objective:
1. To contribute to the governing mission statements of the university, college, and department. By exploring issues that concern diverse sexualities and cross-cultural/global comparative investigations of social policy and cultural influence, this course contributes to the mission statement of MSU in that it seeks “To educate citizens for a global community” and “promotes learning through effective [...] teaching, scholarship and research”. Due to the fact that this course emphasizes sexuality as profoundly influenced by history, social institutions, culture, and socialization, this course nicely contributes to the mission of the College of Social and Behavioral Sciences, which seeks “To promote the exploration, understanding, explanation and transformation of the social world.” The contributions of this course to the mission statements of the university and college are made possible by explicit adherence to the mission statement of the Department of Sociology and Corrections, which seeks “to promote the pursuit, transmission and application of sociological knowledge.”
2. To learn and understand the relationship between sexuality and history, social institutions, culture, and socialization—especially as sexuality is influenced by social change.

3. To understand the significance of theory and empirical research to the study of sexuality; to become familiar with some classic and current research in sexuality; to assess how theory and empirical research compare and contrast to personal values, attitudes, and behaviors.

4. To gain knowledge and expand understandings of the issues, problems, and controversies about contemporary sexualities.

5. To introduce students to the significant literatures and other resources pertinent to sociological understandings of sexualities.

6. To encourage students to develop strong communication skills, both written and oral; to encourage students to express ideas in a manner that is subject to and sustaining of criticism; to encourage students to utilize oral and written communications as a means to craft and fortify strong arguments that are both rigorous and useful.

7. To encourage intellectual, professional, and personal growth; to encourage democratic citizenship.

Course Approach: This course may involve some lecture. However, emphasis will be on readings, writings, and discussions. Students will often engage course material as topics to think about and subjects for discussion, careful thought, and astute observation. Students should expect to do more than occupy space in this class—expect to read, write, discuss, interact, and do.

Attendance/Participation: Students are responsible for their education—not the instructor. The instructor will provide a structure for learning, but each student must assume the responsibility to learn for him or herself. Attendance and participation are essential; they represent the most fundamental commitment and most basic responsibility of any student. Expect poor attendance to result in poor grades due to absence from course material and activities. But be aware that attendance alone is not a guarantee for an adequate grade.

Course Reading: Students are responsible for all assigned readings. This course is entirely organized around open and fluid discussion of significant course readings. It is essential that you come to class prepared! Read the assigned materials and be ready to contribute to discussion. The instructor will provide a class schedule that will detail all reading, assignments, and important dates. All students are required to purchase the following textbooks:


Grading: All course work will be given a point value. Final grades will be determined according to the percentage of cumulative points earned, as follows:

- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- 59% or less = F
Course Requirements and Point Values:

100-150 points = Projects. Students will be assigned projects throughout the semester. Some of these projects must be completed in small groups and others can be done individually. Projects are typically completed in one class period and cannot be "made-up." Missing a project is a potential consequence of missing class.

130 points = Tisdale Summary/Reaction Papers (10 points each). Students will write a Reading Summary/Reaction Paper for each of the 13 chapters of Sallie Tisdale’s Talk Dirty To Me (see schedule for due dates). Each paper should briefly summarize the main points/organizing themes of the chapter, but the majority of the paper should address issues, ideas, and thoughts of personal interest (students are highly encouraged to use these papers for significant personal reflection). All papers are to be typed. Talk Dirty To Me is an extraordinary text. Each chapter is filled to the brim with both important ideas and provocative insights—both of which are presented in a language and manner that is intended to illustrate the personal (and often “private”) significance of how sex is apprehended by society and culture. You may agree or disagree with the Tisdale’s ideas and analysis, but in most cases you will have some kind of personal response. These papers are designed to assure that you understand the basic ideas/arguments of the text, but also (and more importantly) provide a context where you can explore your own beliefs, values, and ideas regarding what you have learned; in other words, to join Tisdale as she struggles to make sense of “her” sexuality in relationship to “our” sexuality. Once again, students are strongly encouraged to use these papers as a means to carefully and thoughtfully explore their own personal, interpersonal, emotional, and intellectual understandings.

80 points = Kimmel and Plante Summary/Reaction Papers (10 points each). Students will write a Reading Summary/Reaction Paper for the assigned chapters of Michael Kimmel and Rebecca Plante’s Sexualities (see Course Schedule). Like the writing assignments for the chapters in the text, papers should summarize the main points/organizing themes, but primarily provide a context for personal reflection. All papers are to be typed.

Late Work, “Make-Up’s” and “Extra” Credit: Students are expected to hand-in assignments on time. Late work will not be accepted (and will receive an automatic zero) unless previous arrangements are made with the instructor, or in the event of extenuating circumstances at the discretion of the professor. There are no “make-up” exams, “make-up” assignments, or extra credit.

Special Accommodations: Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529.

Class Understandings: All students must understand that this course will cover subjects that some people deem “offensive.” As with any course you must assess the extent to which you are prepared for exposure to these subjects and your willingness to learn about them. Be aware that this course WILL involve:

* frank and open discussions of sex, sexuality, intimacy, and other subjects that some people might consider “inappropriate” for public deliberation;
* discussions of breasts, nipples, penises, vaginas, erections, orgasms, semen, anuses, and other body parts, fluids, and processes that you may consider “private” and/or “obscene;”
* discussions of intercourse (pre, post, and extra-marital), fellatio, cunnilingus, anal sex, masturbation, swinging, S & M, and other sexual practices—some of which you may consider “immoral;”
* discussions of pornography, the vibrator, sexual enhancement devises, sex on the Internet and other things that you might look upon as “the use of high technology for low ends;”
open discussion of issues, behaviors, and beliefs that you may judge “deviant;”
class discussions that, in themselves, you may deem “deviant;”
discussions of fantasy, dreams, desires, wants, and other lustful fancies that you may consider
unwholesome;
readings and discussions that mix sex, gender, politics, and religion—topics that, even by themselves, you might call “poor dinner conversation;”
texts, images, and forms of talk that you might call “pornographic;”
language that some people consider “dirty;”
discussions, readings, and assignments that may make you feel more or less uncomfortable;
readings, discussions, and course assignments that, in the words of Linda Williams (1989), may “move” you in alluring and/or disagreeable ways—we will not ignore the fact that these subjects are, by definition, physically “moving;”
readings and discussions that may challenge your beliefs, values, and worldviews.
a context of learning where all that you read, write, and discuss will be subject to the critical and analytical perspective of sociology—we will not hold allegiance with any other point of view and some will be openly criticized.

As your professor it is not my job—nor is it appropriate—to tell students what their values ought to be. It is not my role to serve as a moral authority, and I do not consider myself your moral superior. However, this course is all about issues of explosive moral significance—issues that almost everyone has an opinion or attitude that is often rooted in strong, emotionally sensitive, and deep-seated worldviews. In this course, you must expect to engage those controversial moral dynamics in a spirit of critical analysis. Certainly, this is not limited to a course on the sociology of sexuality; the basic objectives, mission, and methodological foundations of sociology itself presume a critical and analytical approach to the often sensitive and frequently controversial nuances of human social life. However, for many reasons, sex is a subject that is especially contentious and sometimes dangerously divisive. Thus, students must be prepared for a course where sexual issues will be subject to the same penetrating and provocative inquiry that ought to be expected from any course that merits being called “sociology.”

You will NOT be evaluated on the basis of whether you agree or disagree with the perspectives presented in this class. It is necessary for students to understand ideas that may be different from their own—after all, you cannot possibly say you’ve learned anything if you’ve only been exposed to what you already knew to be true. Thus, I fully expect all students to know and understand the ideas presented in this class. However, it is the student’s prerogative to assess the extent to which that knowledge results in personal change.

You will NOT be allowed to express degrading opinions, beliefs, or attitudes. I will not allow this class to become a forum for the expression of hate in any form. In this class (and society as a whole) it is essential that we seek to welcome, encourage, and respect all people regardless of race, class, gender, religion, political party, sexual orientation, or physical ability.

The subjects discussed in class are an open dialog; everyone is welcome to comment on ideas and information. However, written assignments (and individual discussions/communications with the professor) are considered strictly private. Your professor will treat your written assignments (and personal communications) with the utmost degree of confidentiality. In any assignment you complete individually you are free to write about anything without fear of being exposed. Written assignments, in particular, will be regarded as an important part of your learning; they are the only context where you can cultivate a private dialog with the professor that will not to be shared with anyone else—you are free to use these assignments as a context to raise and/or explore any issue, subject, or personal investigation you like (I assure you, I’m not easily offended, embarrassed, or modest on this subject). I will respond and/or otherwise comment on your
reflections to whatever extent that I feel I am able to help provide insight. However, under no circumstances will your privacy or confidentially be breached.

If you are unwilling to accept any of these class understandings then you are advised to drop this class. For those of you who stay, I can assure the following:
*regardless of how much you have thought about sex during the course of your life (and you all have), this class will provide you insights and knowledge about things you have never contemplated before;
*regardless of how well you understand your sexual-self (and we all have one), this class will help you to more clearly see the key social, cultural, and social-psychological dimensions of human sexuality that we all must contend with;
*regardless of how well you understand the sexuality of others (something we all struggle with), this class will enrich your understandings of the enormous diversity of human sexual experience and expression—perhaps even assist you in better framing your own;
*regardless of how versed you are in sociology, this class will provide a context where you can fully appreciate the astonishing social, cultural, and historical complexities of human sexuality;
*regardless of how taken-for-granted your worldviews are, the ideas presented in this class may (or may not) transform your own beliefs, opinions, or attitudes—but they will provide you an unprecedented opportunity to clarify just what your beliefs, opinions, or attitudes really are.

**Theme of the Class:** "...social scientists have looked at [sex] from the wrong distance—either presbyoptically or myopically. Sociologists like Kinsey looked at sex from so far away (as though with the wrong end of a telescope) that they observed only an exterior behavior without human meaning... Psychologists like Freud looked at sex so closely (as though with X-ray eyes) that they saw through it to observe only an inhuman and meaningless interior instinct. ...I will try to find the distance that brings human experiences and interpretations of sex into sharpest focus, even if it blurs sexual behaviors in the foreground and sexual instincts in the background.”


**Course Schedule**

The following is an ideal class schedule. Actual class time may not strictly adhere to this schedule. The instructor can make changes to this schedule at any time. Students are responsible for attending class where they will be informed and held accountable for these changes (should they occur).

Aug 30: Course Introduction/Syllabus

Sept 1: Sex, Society, and Sociology

Sept 6: Sex, Society, and Sociology

Sept 8: When is Sex "Sex"?

Sept 13: Discussion of Tisdale 1 (*Summary/Reaction Paper Due*)
Sept 15: Human Sexual Response:

**Summary Reaction Paper Due:**

Sept 20: Discussion of Tisdale 2 (**Summary/Reaction Paper Due**)  

Sept 22: Religion and Sexuality

**Summary Reaction Paper Due:**
- “Navigating Sex, Sexuality, and Christian Values,” Lillie Ransom (in Kimmel/Plante, Pp. 137-144)
- “No-Sex Education,” Judith Levine (in Kimmel/Plante, Pp. 438-455)

Sept 27: Discussion of Tisdale 3 (**Summary/Reaction Paper Due**)  

Sept 29: The Many Gerders

**Summary Reaction Paper Due:**

Oct 4: Discussion of Tisdale 4 (**Summary/Reaction Paper Due**)  

Oct 6: Sexual Orientation

**Summary Reaction Paper Due:**
- “Dating and Romantic Relationships Among Gay, Lesbian, and Bisexual Youths,” Ritch Savin-Williams (in Kimmel/Plante, Pp. 113-122)

Oct 11: Discussion of Tisdale 5 (**Summary/Reaction Paper Due**)  

Oct 13: Sexual Desire

**Summary Reaction Paper Due:**
- “‘Doing Desire,’” Deborah Tolman (in Kimmel/Plante, Pp. 87-99)
- “Faking It,” Celia Roberts et. al. (in Kimmel/Plante, Pp. 266-274)

Oct 18: Discussion of Tisdale 6 (**Summary/Reaction Paper Due**)  

Oct 20: Discussion of Tisdale 7 (**Summary/Reaction Paper Due**)
Oct 25: Sex and Technology

Summary Reaction Paper Due:
- "Characteristics of Vibrator Use Among Women," Clive Davis, et. al. (in Kimmel/Plante, Pp. 275-284)
- "Sexuality in Cyberspace," Al Cooper, et. al. (in Kimmel/Plante, Pp. 285-299)

Oct 27: Discussion of Tisdale 8 (Summary/Reaction Paper Due)

Nov 1: Sex Work

Summary Reaction Paper Due:
- "The Production of Identity and the Negotiation of Intimacy in a 'Gentleman's Club,'" Katherine Frank (in Kimmel/Plante, Pp. 300-309)
- "The Worst Thing is the Screwing," Joanna Brewis and Stephen Limstead (in Kimmel/Plante, Pp. 317-330)
- "Fantasy Islands," Julia O'Connell Davidson and Jacqueline Sanchez Taylor (in Kimmel/Plante, Pp. 331-341)
- "Creating a Scene," Sharon Abbott (in Kimmel/Plante, Pp. 380-389)

Nov 3: Discussion of Tisdale 9 (Summary/Reaction Paper Due)

Nov 8: Discussion of Tisdale 10 (Summary/Reaction Paper Due)

Nov 10: Discussion of Tisdale 11 (Summary/Reaction Paper Due)

Nov 15: Discussion of Tisdale 12 (Summary/Reaction Paper Due)

Nov 17: Sexual Violence and Sexual Terrorism

Summary Reaction Paper Due:
- "College Women's Fears and Precautionary Behaviors Relating to Acquaintance Rape and Stranger Rape," Susan Hickman and Charlene Muehlenhard (in Kimmel/Plante, Pp. 394-409)

Nov 22: Discussion of Tisdale 13 (Summary/Reaction Paper Due)

Nov 24: NO CLASS (Thanksgiving)

Nov 29: Free Topic (TBA)

Dec 1: Free Topic (TBA)

Dec 6: Free Topic (TBA)

Dec 8: Free Topic (TBA)
SOC 209 (Human Sexuality) Fulfillment of General Education Requirements
Sociology 209 fulfills two categories of the MSU General Education curriculum and the MnSCU transfer curriculum:

Category 5: History and the Social and Behavioral Sciences
Goal: To increase students' knowledge of how historians and the social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. To challenge students to examine the implications of this knowledge and its interconnection with action and living an informed life.

Students will be able to:
   a. employ the data and conclusions of historical and social research to investigate complex questions concerning human sexuality;
   b. examine, compare, and contrast how social institutions and cultural environments have shaped human sexuality across a range of historical periods;
   c. use explanatory systems and/or theories to understand human sexuality with knowledge and awareness of the criticisms and limitations of those approaches;
   d. critique both mainstream and alternative, commonplace and social-scientific, explanatory systems and/or theories to understand human sexuality with knowledge and awareness that ideas are generated from (and often related to) world views that implicate or resist power;
   e. develop and communicate understandings of human sexuality that are developed and fortified by conceptual ideas, empirical knowledge, and critique.

Category 7: Human Diversity
Goal: To increase students' understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and issues—economic, political, social, cultural, artistic, humanistic, and educational traditions—that surround such diversity. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.

Students will be able to:
   a. demonstrate an awareness of how sexuality is constituted by the social construction of gender and sexual orientation;
   b. demonstrate an awareness of how sexuality is expressed and experienced differently according to race, ethnicity, age, and historical era;
   c. demonstrate an awareness of how power and inequality influence sexuality and sexual identities;
   d. understand the development and changing meanings of sexuality and sexual identities;
   e. evaluate and criticize historical and contemporary responses to sexual diversity;
f. evaluate and criticize their own values, attitudes, behaviors, and understandings of sexuality as they relate to diversity, sexism, racism, and bigotry;
g. demonstrate skills necessary for living and working effectively in a society of great diversity—including sexual diversity.

Assessment
Each of these objectives is assessed through extensive student writing based on an equally extensive list of readings. Students read works on subjects such as:

* the historical evolution of sex education in the United States;
* the historical emergence of the terms “heterosexual,” “homosexual,” and “bisexual;
* stigma, discrimination, and stereotyping with regards to sexual behaviors and identities;
* the transgendered and intersexed;
* religion and sexuality;
* the profound influence of gender on both desire and fantasy;
* cross-cultural expressions and control of sexuality;
* sex, technology, and pornography;
* sex work and sex workers;
* fetishes and fetishism;
* sexual violence and terrorism.

Students are required to write a paper in response to each selection of readings—the course requires a total of 21 papers. In each paper students summarize the main points, key concepts, and arguments. Students also write critical, analytical, and sometimes personal responses to those ideas. Papers are typically 2-4 pages in length and directly reflect understandings of ideas.