


ORIGINATOR'S SECTION:		
1. College: X <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017	
2. Current Course abbreviation and Number: SOC 307		

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change		Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked (☒) above.**NEW INFORMATION:****CURRENT INFORMATION:**

3. Title: Human Sexuality ←	Course abbreviation and Number: Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Sociology of Sexualities
4. Abbreviated Title for Banner (no more than 25 characters): Human Sexuality	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Sociology of Sexualities
5. Number of Units:	Number of Units:
6. Catalog Description: Sexuality viewed as a normative and institutional pattern of human behavior. Analysis of research on contemporary attitudes and practices. 	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.) Considers the development of sexuality in a social context; examines the social, as opposed to psychological and/or biological, characteristics of sexuality. Includes an emphasis on sexuality as a site of inequality and oppression. Emphasis on how sexuality intersects with other identities such as race and ethnicity, sex/gender, age, socioeconomic class, ability, and nationality.

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)

Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

M. [signature]
T. [signature]

CURRENT INFORMATION:

NEW INFORMATION:

<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))	<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))
9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

SOC 307 is an elective course for students majoring and/or minoring in Sociology, Criminology and Justice Studies, Women's Studies, and Human Development.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

WMST

Discipline

see email

Signature

Date

Support Oppose

H.D.

Discipline

see email

Signature

Date

Support Oppose

18. Reason(s) for changing this course:

The new course title reflects the most contemporary understanding of this topic within the field of sociology. The former title is outdated.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

MARY ROBERTSON

3 NOVEMBER 2016

1. Originator (Please Print)

Date

Sp. Dir.

3 Nov 2016

2. Program Director/Chair

Date

C. P.

11/9/2016

3. College Curriculum Committee

Date

Marty Stollen

11/10/16

4. College Dean (or Designee)

Date

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date



Mary Robertson <maryrobertsoncsusm@gmail.com>

Changes to SOC 307 Human Sexuality

Martha Stoddard Holmes <mstoddard@csusm.edu> Tue, Oct 25, 2016 at 9:23 PM

To: Mary Robertson <maryrobertsoncsusm@gmail.com>

Cc: Carrick Williams <cawilliams@csusm.edu>, Angela Baggett <abaggett@csusm.edu>

Hi Mary,

I'm so glad I saw you today as this message had (for inexplicable reasons) gone to the detested CLUTTER. On behalf of WMST, I enthusiastically support these revisions to SOC 307.

Martha

Martha Stoddard Holmes, M.A., Ph.D.

Associate Dean, Instruction and Academic Programs
Professor of Literature and Writing Studies
College of Humanities, Arts, Behavioral and Social
Sciences (CHABSS)

5858 4115-E

Tel: 760.750.8064

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

From: Mary Robertson <maryrobertsoncsusm@gmail.com>

Date: Tuesday, October 25, 2016 at 2:04 PM

To: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Subject: Fwd: Changes to SOC 307 Human Sexuality

Hi Martha,

I'm wondering if you've had a chance to look into my request for support from Women's Studies regarding the changes to SOC 307. Just in case, I've forwarded my initial email here. I understand that you are a very busy person, so I hate to needle you, but CAPC suggests I do this sooner than later!

Thanks much for your attention to the this matter!

Mary

----- Forwarded message -----

From: Mary Robertson <maryrobertsoncsusm@gmail.com>

Date: Thu, Oct 6, 2016 at 11:27 AM

Subject: Changes to SOC 307 Human Sexuality

To: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Good morning, Martha,

I hope this finds you well.

I am submitting a C-2 form to CAPC in order to make some changes to SOC 307 Human Sexualities. I'm requesting that the name be changed to Sociology of Sexualities to reflect a more contemporary understanding of this topic within the field of sociology. In addition, I am requesting the course change from 3 to 4 units to allow the department to offer a more robust study of this topic. Finally, the course description has been re-written to better describe the course.

Previous course description:

Sexuality viewed as a normative and institutional pattern of human behavior. Analysis of research on contemporary attitudes and practices.

Proposed revision to course description:

Considers the development of sexuality in a social context: examines the social, as opposed to psychological and/or biological, characteristics of sexuality. Includes an emphasis on sexuality as a site of inequality and oppression. Emphasis on how sexuality intersects with other identities such as race and ethnicity, sex/gender, age, socioeconomic class, ability, and nationality.

CAPC has requested that I ask for a letter of support from Women's Studies regarding these changes, since this course is offered as an elective for the Women's Studies majors and minors. Would you be willing to support the changes?

Thanks for your time!

Mary

Mary Robertson

Assistant Professor of Sociology
California State University San Marcos
333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001

Phone: (760) 750-8292

E-mail: mrobertson@csusm.edu

Mary Robertson

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WMS LETTER of SUPPORT



Mary Robertson <maryrobertsoncsusm@gmail.com>

Changes to SOC 307, Human Sexuality

Alice Quicho <aquicho@csusm.edu> Thu, Oct 6, 2016 at 12:23 PM
To: Mary Robertson <maryrobertsoncsusm@gmail.com>

Of course, I support the changes.

Alice

Alice M.L. Quicho, Ed.D., Chair
Human Development
Professor Emerita, Language and Literacy
College of Education, Health and Human Services
California State University San Marcos
Office: 760 301
Email: aquicho@csusm.edu
Phone: 760-750-4035

*Olomae uahala, uahala is (Ancient Hawaiian),
Leave the past where it is, Be in the present and be at peace.*

From: Mary Robertson [mailto:maryrobertsoncsusm@gmail.com]
Sent: Thursday, October 06, 2016 11:33 AM
To: Alice Quicho
Subject: Changes to SOC 307, Human Sexuality

Good morning, Dr. Quicho,
I don't believe we have met. This is my third year as a faculty member in the Sociology department. I am part of Rafa and Rodney's cohort. I specialize in the sociology of sexualities and am working on developing our curriculum in this area. One of my first goals has been to change the name of SOC 307.

HUMAN DEV. LETTER OF SUPPORT

SOC-307-01: HUMAN SEXUALITY
SCIENCE HALL II 243, TUESDAYS/THURSDAYS 5:30-6:45PM, FALL 2016

Instructor: Mary Robertson
Office: SBSB 4212
Office Hours: Mondays 5:30-6:00, Thursdays 12:00-2:00, and by appointment
Email: mrobertson@csusm.edu
Office phone: (760) 750-8292

COURSE DESCRIPTION AND GOALS

A consideration of the development of sexuality in a social context; in particular examines the social, as opposed to psychological and/or biological, characteristics of sexuality. Includes an emphasis on sexuality as a site of inequality and oppression. Emphasis on how sexuality intersects with other identities like race and ethnicity, sex/gender, age, socioeconomic class, and nationality.

The goals for the semester are for students to: 1) recognize sexuality as a social correlate of inequality and stratification in society; 2) think sociologically about the socially learned characteristics of our sexualities rather than assume that a sexuality is just something one is born with; and 3) challenge the heterosexual/homosexual, male/female, feminine/masculine binaries and move towards understanding sexuality as a characteristic that exists on a spectrum.

COURSE OBJECTIVES

1. To develop a sociological framework for understanding sexuality in society.
2. To correct deficiencies in the knowledge base concerning sexuality in society.
3. To encourage students to think about the intersection of sexuality with sex, gender, race, class, ability, and other socially recognized identities.
4. To expose students to various attitudes and ideas about sexuality in society.
5. To encourage students to acknowledge their own sexual orientation, identity, and experience.
6. To apply the theoretical knowledge gained in this course to a contemporary context.
7. To develop critical thinking skills; to analyze and interpret data; and to recognize bias and faulty reasoning.

PROGRAM LEARNING OUTCOMES

In addition to the instructor's course goals and objectives detailed above, the sociology department at CSUSM is committed to ensuring that the following 4 of the 5 program student learning objectives (PSLOs) are met for all sociology students and other students taking this particular course:

PSLO #1: Analyze and interpret the diversity of social experience using a sociological perspective, especially as it relates to race, class, gender, age, sexual preference, religion, and nationality.

How: Every class meeting and assignment is geared towards this goal included weekly readings, written assignments, exams, participation groups, and the storytelling project. I engage an intersectional approach to the topic of sexualities, which means that the inclusion of race, class, age, sex/gender, religion, and nationality is intrinsic to all course materials.

PSLO #2: Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.

How: You will be exposed to competing theoretical approaches to understanding sexualities like essentialist versus constructionist theories. Much of the course will examine various structures and institutions where inequality is reproduced around sexuality, including education, work, family, and the media. You will be exposed to various social, cultural, and political strategies that intervene towards positive change in regard to sexuality and equity.

PSLO #3: Locate, analyze, assess, and communicate sociological scholarship.

How: You will locate, analyze, assess, and communicate sociological scholarship through the readings, written assignments, and discussion facilitation.

PSLO #5: Articulate the ethical and social justice implications of sociological inquiry.

How: You will learn about sexism, racism, and heterosexism as systems of oppression. You will learn the difference between prejudice and discrimination and be able to recognize microaggressions as forms of discrimination. You will learn about various social justice movements including feminism and the LGBT rights movement.

TWO NOTES ON SMARTS *(borrowed from Dr. Lisa Wade, Ph.D., Occidental College)*

Myth: "A" students are smarter than other students.

Fact: College is a unique institution with its own rules and skills. You will not simply get an A because you are smart. Being smart *at college* means learning a specific skill set. Since you are competing with students who are also smart, getting an A in a course is a combination of effort, prior knowledge, and experience. If you are a freshman, you may find that you must work harder to get the same grade as a senior who has much more experience at excelling in college classrooms and, thus, knows better how to do it. If this is your first sociology class, you may find that you have to work harder to get the same grade as someone who has taken sociology classes before and, thus, has more background knowledge to apply and with which to absorb new sociological knowledge. If you are a freshman, be patient with yourself. Don't put pressure on yourself to get straight As from the get go. Give yourself a break. Acknowledge that there will be a learning curve and give yourself some time to climb it. Do your best and look forward to when you will be the one with knowledge and experience.

Myth: We are born with a certain level of intelligence that remains static throughout our lives.

Fact: The mind is like the body. If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, your reasoning skills, your ability to absorb new information, and more. But it isn't necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You're not really challenging and improving your mind until it hurts a little. So you may find that learning in this class (and others) is kind of like suffering. It's okay. It doesn't mean that you're not smart, it means that you're getting even smarter.

COURSE REQUIREMENTS AND EXPECTATIONS

REQUIRED COURSE MATERIALS

- There is no book required for this course. All of the readings used in this class will be accessible through Cougar Courses or the CSUSM Library.
- Feature length films, video, and audio clips will be used in class and are considered required course materials.

COUGAR COURSES

- We will be using Cougar Courses in this class. For access, go to <http://cc.csusm.edu>. You should automatically be granted access to the Cougar Courses component of the class if you are officially enrolled in the course. If you have problems with access, please email cchelp@csusm.edu or call the student help desk at (760) 750-6505.
- You can find the reading schedule, assigned readings, assignment prompts and rubrics, an electronic copy of the syllabus and other useful resources on Cougar Courses.
- You will post most of your written assignments to Cougar Courses.
- I will use Cougar Courses as a communication tool therefore **you are required to check it every weekday.**
- It is your responsibility to make sure your computer is compatible and kept up-to-date with the Cougar Courses software. See above for help resources.

READING

Readings are assigned on a week-by-week basis. The reading schedule can be found on Cougar Courses. You are expected to complete all of the reading assignments, make ties to course concepts and integrate them into discussions and any written assignments. **You should have completed the week's assigned readings before class meets on Tuesdays.** Please bring the appropriate assigned readings to lecture with you every day that we meet.

Students who complete all of the course reading assignments as scheduled will be better prepared to succeed in the course than those who do not.

WRITING REQUIREMENT

In line with CSUSM's writing requirement you must write a minimum of 2500 words (10 pages, double-spaced) in this course. This will be accomplished through various assignments, including weekly reading responses, online forum posts, discussion facilitations, and a storytelling assignment.

WRITTEN READING RESPONSE ASSIGNMENTS (60 points)

- There will be 12 opportunities to respond to reading response questions over the course of the semester. **Students must submit a minimum of 6 responses** in order to meet the course requirements. Students may submit more than 6 responses, but I only calculate the top 6 response grades into your final grade. See **"Written Reading Response Prompt" on Cougar Courses for full details.**
- Response questions for the following week's readings are posted by Friday and your written response must be posted to Cougar Courses by **5:30pm the following Tuesday.**
- You must complete **at least 3 responses** before **OCTOBER 11** or you will lose points.
- Each reading response is worth up to 10 points.
- Responses must be posted electronically to Cougar Courses and will not be accepted otherwise.
- No late responses will be accepted.

DISCUSSION GROUPS (15 points)

- You will be responsible for participating in 10 discussion groups AND facilitating 2 group discussions over the course of the semester (10 total). Both participants and facilitators receive points for discussions. See **"Participation Assignment Prompt" on Cougar Courses for full details.**
- Participation assignments must be submitted to Cougar Courses by 5:30pm the days you are scheduled to present and will not be accepted otherwise.
- You earn 1 participation point for each discussion you attend, and up to 2.5 points for each facilitation.
- Late assignments will not be accepted.
- If you are not in attendance during the participation portion of class you will receive a "0" for participation for that day. The instructor is not responsible for any scheduling changes but you are welcome to work with members of your group to swap presentation days if you would like.

ONLINE FORUM (15 points)

- You are required to post to an online forum your thoughts about the week's lecture, readings, and classroom discussion at least **5 TIMES** over the course of the semester. Forum posts will give you the opportunity to demonstrate your comprehension of the course materials including readings, films, lectures, presentations, and discussion. **See the assignment description and grading rubric on Cougar Courses for explicit details about this assignment.**
- Each post is worth 3 points.
- Forum posts for the current week are due by 11:59pm on Sunday.
- Late assignments will not be accepted

STORYTELLING PROJECT (10 points)

- The final project involves writing and presenting to the class a true story related to the sociology of sexualities. Complete details of the assignment will be announced in class by Week 6 of the semester.
- Class presentations of your stories will take place **12/1, 12/6, and 12/8. There will be no make-up presentations, therefore you must be present in class in order to get presentation points.**

ATTENDANCE

I do not take attendance in this class. I respect that you are adults and it is important to me that you take responsibility for own learning. Rather than require excuses, doctor's notes, and the like, I prefer to allow you to manage your time and absences on your own. **Please note that there will be no make-up assignments.**

Students who attend lecture regularly, are engaged and attentive in the classroom, and participate in classroom discussions and activities will be better prepared to succeed in the class than those who do not.

ASSESSMENT

Course requirements	Point Distribution
Reading Responses	60
Participation	15
Online Forum	15
Storytelling Project	10
TOTAL	100

GRADING SCALE

94% to 100% A	74% to 76.9% C
90% to 93.9% A-	70% to 73.9% C-
87% to 89.9% B+	67% to 69.9% D+
84% to 86.9% B	64% to 66.9% D
80% to 83.9% B-	60% to 63.9% D-
77% to 79.9% C+	Below 60% F

CLASSROOM POLICIES

GENERAL CLASSROOM EXPECTATIONS

- Please do not use your handheld digital devices during class unless asked to do so.
- Whether or not laptop use is permitted in the classroom will be determined by democratic process during the first week of classes.
- Be on time, prepared and ready to work for the whole class period. Please bring the appropriate assigned readings with you to class.
- Be respectful of your neighbors and your instructor by not talking during lectures.
- Use the appropriate names and gender pronouns for everyone in class.
- Follow the classroom “Rules of Engagement”

SEXUAL CONTENT IN THE CLASSROOM

In this course you will be reading, watching, listening to, and discussing a myriad of sexual topics. It is impossible to teach a course on sexuality without talking explicitly about sexuality, but due to the social taboos and cultural inhibitions of sexuality in the United States, this topic can be particularly difficult to discuss and may stir up various strong emotions for you. If at any point during the semester you find yourself emotionally overwhelmed by the content, I urge you to contact Student Health & Counseling Services located across from the Student Union. They can be reached by phone at (760) 750-4915 or online at www.csusm.edu/counseling/.

OFFICE HOURS

I encourage you to visit me during office hours or by appointment as many times as you like over the course of the semester and into the future. There are 45 students in this class and while I do my best to learn your names and a little bit about you, coming to office hours is an excellent way to ensure that I get to know you and see that you are engaged in the class. As your college career progresses, you will have to request things from your former instructors like letters of recommendation for study abroad programs or graduate school. Taking advantage of office hours visits with all of your instructors and professors will help you develop the relationships you will need to be successful in the future.

APPEALING GRADES WITH THE UNIVERSITY

There is a formal grade appeal process established through the university if you are dissatisfied with my final decision regarding grades you are assigned in this class. You can find more information about this process here: http://www.csusm.edu/policies/active/documents/student_grade_appeals.html

SOCIOLOGY AND CRIMINOLOGY & JUSTICE STUDIES STUDENT RESEARCH SYMPOSIUM

March 8, 2017

Student paper and poster presentations and spoken word/story telling performances.

Interested in presenting? Contact Dr. Glover at kglover@csusm.edu for information soon. Please visit the *Sociology Department* main website for details.

E. UNIVERSITY POLICIES

ABSENCE DUE TO UNIVERSITY ACTIVITIES AND RELIGIOUS BELIEFS

CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. *Within the first week of classes*, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

By the end of the first week of classes, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student by the end of the second week of classes.

For the complete CSUSM policy on Student Absence from Class for University Events and Religious Observances go here:

http://www.csusm.edu/policies/active/documents/Student_AbsencefromClassforUniversityEventsandReligiousObservances.html

ACADEMIC HONESTY

The instructor is mandated by the University to report incidents of Academic Dishonesty to the Dean of Students. Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Sanctions at the University level may include suspension or expulsion from the University.

For more information on the CSUSM policy on academic honesty go here:

https://www.csusm.edu/policies/active/documents/academic_honesty.html

DISABILITY ACCOMODATION

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized

by DSS to receive reasonable accommodations are welcome to speak with me before or after class OR meet with me during my office hours if you prefer a more confidential exchange.

DISCRIMINATION AND HARASSMENT - Executive Order 1095

The CSU, through its chancellor and presidents, is committed to creating an atmosphere in which all Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation.

It is CSU policy that no Student shall, on the basis of any Protected Status (Age, Disability, Gender, Genetic Information, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status) be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this executive order.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim)), any member of the University community who knows of, or has reason to know of, allegations or acts that violate this policy, shall promptly inform the CSUSM Title IX Coordinator Bridget Blanshan (bblansha@csusm.edu or (760) 750-4056).

Employees and Students who violate this policy may be subject to discipline. If employee discipline is appropriate, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and legal requirements. Student discipline shall be administered in accordance with §41301 of Title 5, California Code of Regulations and Executive Order 1098, or any superseding executive order, if applicable.

For questions or concerns regarding Executive Order 1095 please contact the Student Affairs Office at 760-750-4056 or visit this website: <https://www.csusm.edu/dos/EO1095/index.html>

DROP/ADD DEADLINES

Add/Drop period begins the first day of classes, Monday, August 29 and runs through Monday, September 12, 2016. For details, go here: http://www.csusm.edu/schedule/fall_2016/registration_information.html

SAFE ZONE

It is important for me to know that every student feels respected and at ease in my classroom and on campus. LGBTQA students may wish to know that I have received Safe Zone training from the LGBTQA Pride Center at CSUSM. My office hours are a safe space for you to come if you have any particular concerns with regard to LGBTQA issues. You may contact the Pride Center directly: <http://www.csusm.edu/asi/departments/cc/pc.html>

STUDENT CONDUCT

As a member of the Cal State San Marcos community, all students are expected to adhere to the Standards for Student Conduct. Please remember that the Standards for Student Conduct exist to maintain a fair, safe, and healthy living learning environment for students, faculty, and staff. Students are also expected to be good citizens, engage in responsible behavior, be civil to each other, and positively contribute to university life. Student behavior that is not consistent with the Standards for Student Conduct will be addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

For more information about CSUSM's student conduct policy go here: <http://www.csusm.edu/dos/conduct/index.html>

STUDENT OUTRACH AND REFERRAL (SOAR)

SOAR is a centralized service for all members of the university community seeking to assist students in finding answers to questions, resolving concerns, or identifying opportunities to maximize their success at CSUSM. SOAR provides individual attention to students and facilitates personalized referral to university resources. Contact SOAR via their website www.csusm.edu/soar/ or call (760) 750-SOAR.

TIME SPENT ON COURSES

The College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) expects students to do approximately 2 hours of work outside the classroom for every hour spent in the classroom. In other words, we will be spending 4 hours together in the classroom every week, therefore you should expect to do 8 hours of work outside the classroom for this course, for a total of 12 hours spent on this course every week.

ADDITIONAL LEARNING OUTCOMES

LIFELONG LEARNING AND SELF-DEVELOPMENT LEARNING OUTCOMES

SOC 307 is designated by the university as a “lifelong learning and self-development” course or an “E” course, therefore in addition to the instructor’s course goals and objectives AND the PSLOs detailed above, the following goals and learning objectives must also be met:

E Goal 1: Students will demonstrate understanding of the self as an integrated physiological, social, and psychological being. Students will be able to

E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.

How: As sexuality is directly related to opportunities and disadvantages in U.S. society, you will demonstrate your ability to understand the role your sexuality plays in your life through reading reflections where you include your personal, relevant experiences, in participation groups with your peers, and in the storytelling project.

E1.2 Identify and actively engage in behaviors that promote health, well-being, and development.

How: Through guest lectures from the staff of, as well as visits to, the CSUSM Pride Center, which promotes health and well-being for sexual minority-identified people on campus and as well as helps to educate all campus citizens about sexuality-related issues. Through guest lectures from CSUSM Student Health and Counseling Services who will talk about available resources for you to address your sexual health and issues of sexual violence. Through guest lectures on HIV/AIDS prevention from the San Diego County Health and Human Services office.

E1.3 Describe the value of maintaining behaviors that promote health, well-being, and development throughout their lifespan.

How: Through reading assignments and written reading responses, you will explore various dimensions of sexualities that include understanding difference, politics, education, sexual violence, and more, which will allow you to describe the importance of sexual rights to your health, the health of your family, your ability to live your life free of harm, and the choice to not harm others, regardless of your own sexuality.

E1.4 Describe how their well-being is affected by the university’s academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.

How: Through guest lectures from the staff of, as well as visits to, the CSUSM Pride Center, which promotes health and well-being for sexual minority-identified people on campus and as well as helps to educate all campus citizens about sexualities-related issues. Through guest lectures from CSUSM Student Health and Counseling Services who will talk about available resources for you to address your sexual health and issues of sexual violence.

E Goal 2: Information Literacy: Students will understand the context and process of college-level academic research as well as what it means to be part of a scholarly community.

E2.1 Students will demonstrate their critical thinking skills by locating, analyzing, and synthesizing information.

How: Through reading assignments and written reading responses you will demonstrate your ability to analyze and synthesize information as well as how to properly give credit the work of others. You will develop your ability to locate information through a library visit and research training with a librarian as well as through weekly information literacy workshops in class.

SOC 307 Human Sexualities
Fall 2016

Week:Date	Theme	Readings
Week 1: 8/30 & 9/1	Intro to Sociology of Sexualities	No readings
Week 2: 9/6 & 9/8	The Science of Sexualities	Freud "The Sexual Life of Human Beings" and "The Development of the Libido"
Week 3: 9/13 & 9/15	Social Theories of Sexuality	READ Rubin "Thinking Sex: Notes Toward a Radical Theory of Sexuality" LISTEN Memory Palace Podcast "A White Horse"
Week 4: 9/20 & 9/22	Social Construction Part I	McIntosh "Homosexual Role"; Fausto-Sterling "Dueling Dualisms" in <i>Sex Gender & Sexuality</i> ; Vance "Social Construction Theory: Problems in the History of Sexuality"
Week 5: 9/27 & 9/29	Social Construction Part II	Warner "Introduction" from <i>Fear of a Queer Planet</i> ; Stein & Plummer "I can't even think straight..."
Week 6: 10/4 & 10/6	Intersectionality	Davis "Myth of the Black Rapist"; AAPF "Primer on Intersectionality/What kind of an ally are you?"
Week 7: 10/11 & 10/13	Intersectionality	González López "Sex is a Family Affair: Nurturing and Regulating Sexuality" in <i>Erotic Journeys</i> Ebook through CSUSM Library
Week 8: 10/18 & 10/20	Intersectionality	Callis "Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands"; Ward "Dude Sex"
Week 9: 10/25 & 10/27	Intersectionality	READ Quarmby "Disabled and Fighting for a Sex Life"; Harding "How do you fuck a fat woman?"; LISTEN 99PI Podcast "Awareness"
Week 10: 11/1 & 11/3	Youth Sexualities	Garcia "Love at First Sex: Latina Girls' Meanings of Virginity Loss & Relationships"; Lerum & Dworkin "Bad Girls Rule"
Week 11: 11/8 & 11/10	Social Media & Sexualities	Pascoe "Resource & Risk"; Shimizu "Screening Shirtless AZN Men"
Week 12: 11/15 & 11/17	Sexualities & Education	Fields "Children having children"; Kim "Silence Speaks Volumes" (just read the findings)
Week 13: 11/22	Consent & Sexual Assault on Campuses	Schaffner Laurie "Capacity, Consent, and the Construction of Adulthood"; Goldberg "Why the campus rape crisis confounds colleges"
Week 14: 11/29 & 12/1	Wrap Up & Stories	No readings

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Week 15: 12/6 & 12/8	Stories	No readings	Reading Schedule
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Fall 2016

Week 15: 12/6 & 12/8	Stories	Reading Schedule No readings
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