



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Social Transformation Department Women and Gender Studies
Subject WST Number 313 Title Women and Sexuality Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description:
Explores contemporary U.S. women's sexuality in social context, including how women's sexuality is portrayed in popular media, medicine, and education, how girls learn to think about sexuality, and how public policies address women's sexuality.

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Yasmina Katsulis Phone 4806779461
Mail code 6403 E-mail: yasmina.katsulis@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Georganne Scheiner Gillis Date: 1/7/14
Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
WST	313	Women and Sexuality	CULTURAL

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 2a. Gender and Culture in the U.S.	<p>1) applies the concept of heteronormativity and gender policing, and the role of the media in constructing these social processes, to discuss how girls sexualities incorporate specific sexual/gendered scripts</p> <p>2) examines the impact of social institutions such as medicine and education and the military in shaping women's sexualities, including their experiences of stigma and sexual violence</p>	<p>1) See Syllabus Weeks 1 and 2 (pgs. 14-15)</p> <p>2) See Syllabus Weeks 4,5, and 6 (pgs. 17-19)</p>
See 2b. Sexual Diversity in the U.S.	<p>1) examines the complex interrelationships between gender sexualities, and sexual identities, and compares experiences and perspectives around homosexuality, bisexuality, transgender, and intersex</p> <p>1) examines the diversity of the sexual marketplace in prostitution, including how class impacts outcomes</p>	<p>1) See Syllabus Week 3 (pg. 16)</p> <p>2) See Syllabus Week 7 (pg. 20)</p>

Syllabus

Course Syllabus

Yasmina Katsulis

Yasmina.Katsulis@asu.edu

Office: Online (Virtual Chat) or Phone

Office Hours: Tuesdays, 1-2PM

Phone: 480-677-9461

[My Website](#)

Course Information

[Print the complete syllabus](#)

Course Number

WST 313

Course Title

Women and Sexuality

Credits

3 Credit Hours

Pre-requisites

- 30 credit hours, or an Introduction to Women's Studies course

Corequisites

- None

Faculty

Name: Yasmina Katsulis

Office: Online (Virtual Chat) or Phone

Phone: (480) 677-9461

E-mail address: Yasmina.Katsulis@asu.edu

Office hours: Tuesdays, 1-2PM

"Real-Time" Office Hours will take place ONLINE on Tuesdays from 1pm -2pm. Office

hours will be provided via the "Live" tool (an interactive, text-based Chat feature located on the upper right hand corner of your e-classroom). If you cannot attend these office hours to chat with your instructor in "real-time", please correspond through email.

If you have questions of a personal nature such as relating a personal emergency, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays, please allow 24 hours for me to respond.

HINT: Please make sure that you check your syllabus carefully — many (if not most!) student questions are already answered in the syllabus. Most students find that the HINT sections are very useful. You will be redirected to your syllabus if you ask a question that is already answered in the syllabus!

Catalog Description

Sexuality is one of the areas of human existence that is most prone to be viewed as simple and self-evident, yet the enormous amount of anxiety and controversy it generates suggests exactly the opposite. Sexuality is extremely complex, in that it has multiple and diverse meanings, and it is deeply implicated in its historical, social, and cultural context. Its' very boundaries are unstable, as what counts as sexual in one context does not in another context.

Sexuality studies enable us to explore a range of social, cultural, and historical phenomena. This course will examine how structural issues, such as power (race, class, gender), and cultural context, shape the way that sexuality is defined, expressed and experienced. In doing so, we will examine the role of social science research in helping us to understand the social context of female sexuality. This course challenges students to examine taken-for-granted beliefs about the naturalness of various sexual phenomena and deepens students' understanding of how various social forces shape people's sexual lives.

Course Overview

This 7.5 week course runs from Thursday, 8/23/2012 – Friday, 10/12/2012.

This course uses LearningStudio for communication between faculty and students, submission of assignments, and posting of grades. The LearningStudio Course Site can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>.

You can begin these activities as soon as you are registered to take the course.

- Print this syllabus and read it carefully. Ignorance is NOT bliss!
- Pay for and access the Women and Sexuality eText, which is only available through LearningStudio (this means you pay for it here, and you access all of your readings here). There are no books to purchase for this course.

NOTE: You can access SOME, but not all, of the readings in the eText for free through the ASU library - however, please note that it does take a lot of time to access, download, and print these articles on your own. And, your reading packet will not be entirely complete. However, what some people prefer to do is to identify a handful of articles from the eText that they want to read offline, and then they download and print them from the library. The eText cannot be read offline, nor can you print your readings. Unfortunately, the eText is also not available as a kindle item. In the end, purchasing the eText balances both cost and convenience - a hard copy version of this text would run nearly \$200, the online version is roughly 1/4 of that price.

- If you are new to Learning Studio, complete the Student Orientation Tutorial. Learning Studio is similar to Blackboard but it does have more features as well as a unique navigation system. Pay particular attention to "how to" areas on quiz taking, accessing your grades, scheduling and due dates, and how to access the CHAT system to participate in online office hours.
 - Complete the Syllabus Comprehension Quiz. You will not be able to access course content without reviewing this syllabus, and then achieving a perfect score on the quiz. Once you have done so, the course content for Week One will automatically open for you. If it does not do so, you need to take the exam again until you get everything right!
 - Visit the Hallway Conversations area just so you know where it is when you need it.
 - Check out the Technical Support and Accessibility Information areas so you know where they are if you need them.
 - You will have access to Week One lectures, videos, and your first quiz - but ONLY if you have passed your Syllabus Quiz with a perfect score! Time to get started!
- NOTE: QUIZZES ARE DUE BY 11:59PM EVERY WEDNESDAY EVENING, THE FINAL EXAM WILL TAKE PLACE ONLINE FRIDAY 10/12.

Please keep this calendar summary handy so you don't miss any due dates. No extensions or late work will be accepted

Due Dates

Activity	Due Date	Course Value
Quiz 1	Wed, Aug 29th	10%
Quiz 2	Wed, Sep 5th	10%

Quiz 3	Wed, Sep 12th	10%
Quiz 4	Wed, Sep 19th	10%
Quiz 5	Wed, Sep 26th	10%
Quiz 6	Wed, Oct 3rd	10%
Quiz 7	Wed, Oct 10th	10%
Final Exam	Fri, Oct 12th	30%

Learning Outcomes

At the completion of this course, students will be able to:

- Differentiate between basic theoretical frameworks that have been used to understand sexuality.
- Discuss how ideas about female sexuality have developed over time in both the social sciences and in popular culture.
- Identify the pleasures, dangers, and consequences associated with changing social norms around female sexuality in the U.S.

Work Load **You should plan to spend approximately 20 hours a week in this course.**

This 3 credit hour course is generally covered over a full 14 week semester. A 3 credit course requires approximately 135 hours of student work. Because this version of the course only covers 7.5 weeks, you will be covering that same amount of material in half that time. Thus, you should plan to spend about twice as much time on this course as you would in a face-to-face course.

While it is convenient to work at your own pace, studies of online learning suggest that students who rush through their course materials tend to absorb and process less course material and perform more poorly than students who take a more gradual approach. Therefore, we will keep to the schedule of one unit per week - proceeding gradually to the final exam. Materials for each unit will be release at the beginning of that week. This will ensure that you spend an adequate amount of time processing the materials before moving on to the next subject area. For more tips on doing well in the course, visit the Student Success area at the bottom of your syllabus.

Course **Course Topics, Schedule, & Grading**

Topics, Schedule, &

- **Weekly Modules** - This course is broken up into 7 weekly modules, each of which

Grading

contains a quiz that is worth 10% of your grade. You are required to complete a range of learning activities, and quiz-based assessments for each of these modules. Learning activities include readings, lectures, and videos - these should be completed prior to taking the quiz. Quizzes are both randomized and timed assessments, but they are open-book, so be sure that you are prepared and have your notes handy. Quizzes represent the majority of your grade in this class, so prepare for them accordingly!

HINT: Because of the short time-line and size of the course, there will be **no extra credit** available - make sure you do your best work the first time around!

- **Required Readings** - Take careful notes on your readings, focusing on main arguments, basic concepts, and looking up unfamiliar terms. Although some themes will be covered again through the lecture slides, many will not, so it is up to you to ensure that you comprehend the readings and can quickly find what you need during the quiz.

Remember, many of these readings are also provided through the ASU library. However, if you have any technical problems locating these items, you will need to contact the library, not your instructor. The ASU Library Help desk is: <http://lib.asu.edu/help>, or you can call the main library (Hayden, Information Desk 480-965-3605; Reference Desk 480-965-6164 x4). There is also a subject librarian that can help with more specialized tasks: Juliann Couture, 480-965-4912, juliann.couture@asu.edu

HINT #1: If you decide to collect the readings on your own (remember, some of the items, like book chapters or parts of textbooks, will not be available in the library!), take the time to collect, download and/or print (if you prefer) your readings when the class starts. This saves you time and helps to avoid most of the frustration that comes from accessing readings online by doing it all well in advance.

- **Required Videos** - Videos are accessed online, a strong, stable internet connection is critical. If you are having problems accessing these at home, please visit a computer center or library on campus.

HINT: Treat a video much like you would a reading in terms of note-taking. Quiz questions will also cover video materials, so don't forget to watch them!

- **Required Lectures** - To some extent, lecture slide sets cover materials from your readings, but they also contain a wealth of information not contained in your

readings. So, you need to pay careful attention to both to do well on each quiz. Slides sets (without any audio) are available for printing - but, keep in mind, that if there is an audio portion of the lecture, all of the lecture content is NOT on the slide. These slides are not comprehensive. They are merely supplementary material. Do NOT rely on printed slide sets alone for your quiz!

- **Required Quizzes** - For each module, you will need to complete a quiz. Each quiz is worth 10% of your final grade. The quizzes will be comprised of a range of questions based on your activities for each module. Completing these quizzes will ensure that you understand the main ideas from each module, and will help you to prepare for your final exam, which is drawn directly from the quiz questions. Quiz due dates are located at the top of this syllabus under Course Information.

FORMAT: Quiz questions are formatted using true/false and multiple choice.

GRADES: You will receive your grade for the quiz as soon as you submit it, however, the correct answers will not be viewable to you until after the due date and time for the class. To see your quiz results after that date, just go to the gradebook area (upper right hand corner of the screen under the course name), click on the quiz, and you will see the corrected answers. Print these out and use them as study materials for the final.

SUBMISSION: You will NOT be able to re-submit your quiz for a new grade, so careful preparation is key. You will have up to FIVE hours to complete the quiz and you are allowed to use your notes. The five hour timer is more than enough time to complete the quiz (usually, quizzes take from 30-60 minutes to complete). The timer starts as soon as you enter the quiz. Make sure you save so you don't lose your work. You can come back to it, as long as you submit before the time limit has elapsed. Once the time limit has elapsed, you will be locked out of the quiz.

NO LATE SUBMISSIONS: Unless you have a documented medical emergency (documentation can be sent to me directly through email), you will not receive any credit or extensions.

HINT: Make sure you hit "save answers" after any changes have been made to your answers, and make sure to review your answers prior to submitting. Your grade is based on the answer you submitted, so double-check everything! I will not be able to change your grade because you made a mistake, or because your desired answers were not saved properly before submitting. This also goes for getting locked out of the quiz due to inactivity. **SAVE! SAVE! SAVE!**

- **Your final exam will take place on Friday, 10/12. Make sure that you submit the exam by 11:59pm. No exceptions.**

The final exam will be available on this date from 6:00am until 11:59pm. Once you

begin the Final Exam you will have FIVE HOURS to complete it (NOTE: Because you will be familiar with the material, most students complete the exam in under one hour, please do not feel like you need to spend five hours on the exam - the time is simply there to keep you from freaking out!)

The final exam is worth 30% of your grade. It will be cumulative and will consist of 100 multiple choice and true/false questions drawn from your quizzes. Although most of the exam questions come from your quizzes, there will be new questions that ask more general "test your learning" questions from the most important concepts, ideas, and activities in the course. You will have access to all of your course resources while taking the exam (you can print your course materials or even keep a separate window up to access online content). In order to encourage academic integrity, exam questions will be randomized - therefore, each student's exam will be a unique.

HINT: Your past quizzes, lecture printouts, and notes from learning activities, will be your greatest ally in taking this exam!!

General Topic Schedule

Click [here](#) to print

Grading

Your grade is based on your performance on weekly quizzes (70%), and a cumulative final exam (30%). Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned. The following are the cutoff points for each grade (the + / - grading system is used in this class). I will round your percentage grade up if you received a .5 or higher (and this is the ONLY time I will round up your grade, so please don't ask me to inflate your grade for you just because you are super close but not quite, because you are graduating, or for some other reason you feel is just- **this isn't fair to other students and it won't happen!!**)

Grade	Percentage
A+	98% - 100%
A	92% - 97%
A-	90% - 91%
B+	88% - 89%
B	80% - 87%

B-	80% – 81%
C+	78% – 79%
C	70% – 77%
D	60% – 69%
E/F	Below 60%

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available the date after the due date via the Gradebook.

Questions? "Three Before Me" Policy

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus – this syllabus is as comprehensive as possible, the majority of questions you have about the course will be found here. Please read it thoroughly.
2. Announcements – I will post any notes or updates as announcements; it is your responsibility to "check in" and read the announcements area regularly.
3. "Hallway Conversations" – Ask any question about course content, the syllabus, etc. in this area. Your question will be answered by your classmates, or by your instructor, for the benefit of everyone. If you see an unanswered question that you know the answer to, I encourage you to help one another. **You CAN discuss course content from the readings or lectures in the Hallway prior to your quiz, just don't talk about specific quiz questions!**

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times. If you have a time-sensitive question that other students cannot answer, please email or call (during business hours only please!) your instructor.

Please do not discuss quiz questions until after the due date. AFTER the due date, bring up any points of confusion or interest via Hallway Conversations – it is possible that other students had a similar struggle with the same question. I also prefer to answer your questions in the Hallway, so that every student has the benefit of reading

our exchange and participating in the conversation if they want to. However, if you need help one-on-one, please visit with me during office hours. (Obviously, if there is a technical issue with a question that I need to address, you can email me right away.)

**Course
Policies &
Procedures**

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of LearningStudio. Do not submit an assignment via email.

Drop and Add Dates/ Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

System Outage

On rare occasions, Learning Studio has gone offline (for everyone). When access to LearningStudio is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm). If this happens, I will post an announcement regarding any extensions for due dates once we are back online. In the meantime, you can call Learning Studio tech support Helpdesk (303-873-0005) to find out if there is a system-wide outage. This only happened once last year, but it can wreak havoc with your personal/work/family plans when it does.

HINT: You can help prevent some anxiety by downloading and/or printing course readings ahead of time so that you have access to something while you wait.

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses LearningStudio to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: 247support.cust.com
 - call toll-free at 1-855-278-5080, option 3
-

Student Success

Student Success

1. Read the entire syllabus as many times as necessary. Keep it on hand so you can answer questions on your own, right away.
2. Create a study schedule so that you don't fall behind on assignments, the work load in a class of this nature is high, and it doesn't allow for any breaks or extensions (see "Work Load" area above).
3. Don't wait until the last minute (or even the last day!) to complete your assignments. For example, an internet outage in your area cannot be documented

- this could prevent you from accessing readings (unless you printed them out before hand), accessing videos and lectures, and accessing the quiz – this would result in a ZERO for that unit - a full 10% drop in your final grade.
4. Do your assignments well the first time around, there will be no extra credit!
 5. Don't take so many notes or highlight so much text that it all becomes a blur. The best preparation is to: a) make sure you understand everything you read, either by reading certain areas more slowly, re-reading, talking about things through the Hallway feature with your fellow students, using a dictionary, or doing extra research online; b) create a brief outline of each reading so that you can easily reference any materials you need during the quiz.
 6. There are **no discussion board assignments** for this course. However, you can use the "[Hallway Conversations](#)" area to participate in discussions related to course materials, ask questions about particular readings, lectures, and videos, etc. You can also utilize this area to create study groups, get to know each other through Facebook, etc. Most students who do well find this feature very helpful, and it makes the course more fun.
 7. Check your ASU email regularly and the announcement section of Learning Studio regularly so that you are up to date on any changes in the schedule. You WILL be held responsible for being aware of such changes, if they have been posted.
 8. Contact the help desk immediately if you are having technical problems.

Because this is a large online course, we will be using weekly quizzes and a comprehensive final exam to evaluate your learning. Some people find that this format is even more challenging than classroom discussion and writing assignments, given the kinds of materials we will be processing. Just be sure to master the course materials, and you will do a great job in the course. It will not be easy to get an "A" in this class without a lot of hard work on your part!

COURSE CHECKLIST

This course does not require that you purchase any books to complete your readings. There are three types of readings in the course:

- 1) Those available through the ASU library online (note the hyper link entitled LIBRARY LINK)
- 2) Those available through the ASU e-reserve library online (note the hyperlink entitled E-RESERVE)
- 3) Those available directly through the course platform (there is no link to these, just go to the week description area of the course platform to access these readings – they are entitled COURSE PLATFORM)

In order to access the e-reserve items, please follow these instructions:

- 1) A complete list of WST 313 readings available through the ASU Libraries course e-reserves can be found using the E-RESERVE hyperlink.
- 2) To read an individual article, first click on the hyperlinked title.
- 3) You will be brought to an information page for that specific article. To access the PDF of the full article, click on the link that says: Accept the policy cited below and retrieve the article. (Access limited to current students, faculty and staff)
- 4) You will be asked to login with your ASURITE ID and Password and you will then be directed to the PDF.
- 5) Questions? Having issues accessing the articles? Contact Juliann Couture, Women & Gender Studies Librarian: jcouture@asu.edu

Week 1

___ Read your Syllabus and Take the Syllabus Comprehension Quiz

Videos/Lectures

___ Lecture #1: Sexuality and Social Theorizing

___ Lecture #2: Gender Policing

Readings

___ Myers, Kristen and Laura Raymond. (2010). Elementary School Girls and Heteronormativity: The Girl Project. *Gender & Society*, 24, 167-188. LIBRARY LINK

- ___ Lewis, Amanda E and Bay-Cheng, Laina Y. (2006). Our "Ideal Girl": Prescriptions of Female Adolescent Sexuality in a Feminist Mentorship Program. *Affilia*, 21(1), 71–83. [LIBRARY LINK](#)
- ___ Martin, Karin A. (2009). Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young Children. *American Sociological Review*, 74, 190–207. [LIBRARY LINK](#)

Assessments

- ___ Quiz #1

Week 2

Videos/Lectures

- ___ Lecture #3: Doing Girlhood
- ___ Lecture #4: Romantic Scripts and Popular Culture
- ___ Lecture #5: Youth Sexuality and Popular Culture
- ___ Video: Sexy Inc.: Our Children Under the Influence

Readings

- ___ Vickery, Jacqueline Ryan. (2009). "i HATE HATE HATE being single" and "why is getting a bf so hard for me?": Reproducing Heteronormative Femininity on gURL.com. *Girlhood Studies* 2(1), 40–53. [LIBRARY LINK](#)
- ___ Zlatunich, Nichole. (2009). Prom Dreams and Prom Reality: Girls Negotiating “Perfection” at the High School Prom. *Sociological Inquiry*, 79(3), 351–375. [LIBRARY LINK](#)
- ___ Ingraham, Chrys. (2008). McBride Meets McDreamy: Television Weddings, the Internet, and Popular Film. In *White Weddings: Romancing Heterosexuality in Popular Culture*, 2nd Edition (pp. 169-218). New York: Routledge. [E-RESERVE](#)
- ___ Sternheimer, Karen. (2003). Fear of Sex: Do the Media Make Them Do it? In *It's not the Media: The Truth about Pop Culture's Influence on Children*. Westview Press. [E-RESERVE](#)
- ___ Carpenter, Laura M. (2009). VirginitY Loss in Reel/Real Life: Using Popular Movies to Navigate Sexual Initiation. *Sociological Forum*, 24(4), 804-827. [LIBRARY LINK](#)
- ___ Stephens, Dionne. (2010). Hip Hop Honey or Video Ho: African American Preadolescents' Understanding of Female Sexual Scripts in Hip Hop Culture. [LIBRARY LINK](#)

Assessments

___ Quiz #2

Week 3

Videos/Lectures

- ___ Lecture #6: Sexual Orientation: Identity vs. Practice
- ___ Lecture #7: Intersex and Transgender
- ___ Lecture #8: Sexual Sub-Cultures and Social Geography

Readings

- ___ Ward, Jane. (2008). "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes." *Sexualities* 11(4): 414-434. [LIBRARY LINK](#)
- ___ Escoffier, Jeffrey. (2003). "Gay-for-Pay: Straight Men and the Making of Gay Pornography." *Qualitative Sociology* 26(4): 531-555. [LIBRARY LINK](#)
- ___ Diamond, Lisa M. (2005). "I'm Straight, but I Kissed a Girl: The Trouble with American Media Representations of Female-Female Sexuality." *Feminism and Psychology* 15(1), 104-110. [LIBRARY LINK](#)
- ___ Haas, Kate. (2004). Who Will Make Room for the Intersexed? *American Journal of Law & Medicine* 30(1): 41-68. [LIBRARY LINK](#)
- ___ Kessler, Suzanne. (2010). Defining Genitals: Size Does Matter. In *Sex Matters*, 3rd Edition, Edited by Stompler, et al., 23. COURSE PLATFORM
- ___ Green, Jamison. (2010). Sex and the Trans Man. In *Sex Matters*, 3rd Edition, Edited by Stompler, et al., 24-26. COURSE PLATFORM
- ___ Wilkins, Amy C. (2004). "'So Full of Myself as a Chick': Goth Women, Sexual Independence and Gender Egalitarianism." *Gender & Society* 18(3): 328-349. [LIBRARY LINK](#)
- ___ Bogle, Kathleen. (2007). The Shift from Dating to Hooking up in College: What Scholars Have Missed. *Sociology Compass* 1(2): 775-788. [LIBRARY LINK](#)
- ___ Nash, Catherine Jean, & Alison Bain. (2007). "Reclaiming Raunch"? Spatializing Queer Identities at Toronto Women's Bathhouse Events. *Social & Cultural Geography* 8(1):47-62. [LIBRARY LINK](#)

Assessments

___ Quiz #3

Week 4

Videos/Lectures

- ___ Video: Orgasm, Inc (The Trailer)
- ___ Lecture #9: Medical Models of Female Sexuality
- ___ Lecture #10: Female Sexual Pleasure
- ___ Lecture #11: Women and Pornography
- ___ Video: The Perfect Vagina

Readings

- ___ McGann, P.J. (2006) Healing (Disorderly) Desire: Medical-therapeutic Regulation of Sexuality. In Handbook of the New Sexuality Studies, Edited by Seidman, et al. New York: Routledge, 390-402. E-RESERVE
- ___ Braun, Virginia. (2005). In Search of (Better) Sexual Pleasure: Female Genital “Cosmetic” Surgery. *Sexualities* 8(4): 407-424. LIBRARY LINK
- ___ Hartley, Heather. (2006). The ‘Pinking’ of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women. *Sexualities* 9(3): 363-378. LIBRARY LINK
- ___ Juffer, Jane. (1998). The Mainstreaming of Masturbation? Making Domestic Space for Women's Orgasms. In *At Home with Pornography: Women, Sex, and Everyday Life*. New York: New York University Press, 69-96. E-RESERVE
- ___ Howard, Hilary. (2011). Vibrators Carry the Conversation. *New York Times*, April 21, 2011: E1. Accessed Online [<http://www.nytimes.com/2011/04/21/fashion/21VIBRATORS.html#>]

Assessments

___ Quiz #4

Week 5

Videos/Lectures

- ___ Lecture #12a: Sexual Health
- ___ Lecture #12b: Sexual Health
- ___ Lecture #12c: Sexual Health (Mini Video Lecture on Drinking and Sexual Health)
- ___ Lecture #13a: Sex Education
- ___ Lecture #13b: Sex Education

Readings

- ___ World Health Organization. (2009). Women and Health: Today's Evidence, Tomorrow's Agenda, 43-46. HIV, Sexually Transmitted Infections, and Cervical Cancer. Geneva, Switzerland. COURSE PLATFORM
- ___ Mukherjee, Joia S. (2007). Structural Violence, Poverty and the AIDS Pandemic. Development, suppl. Poverty 50. 2: 115-121. [LIBRARY LINK](#)
- ___ Farmer, Paul. (1999). "Lata." In Infections and Inequalities. Berkeley: University of California Press, 72-76. [E-RESERVE](#)
- ___ Maticka-Tyndall, Eleanor. (1992). "Social construction of HIV transmission and prevention among heterosexual young adults." Social Problems 39, 238-252. [LIBRARY LINK](#)
- ___ Guttmacher Institute. (2006). "Facts on Sex Education in the United States" Sheet. [Accessed Online](#) [<http://www.thetalkinstitute.com/articles/factsonsexedinus.pdf>].
- ___ Fields, Jessica. (2007). "Knowing Girls: Gender and Learning in School-Based Sexuality Education." In Sexual Inequalities and Social Justice. Edited by Niels Teunis and Gilbert H. Herdt. Berkeley: University of California Press, 66-85. [E-RESERVE](#)

Assessments

- ___ Quiz #5

Week 6

Videos/Lectures

- ___ Lecture #14: Sexuality, Stigma and Power
- ___ Lecture #15a: Sexual Danger and Violence
- ___ Lecture #15b: Sexual Danger and Violence
- ___ Lecture #15c: Sexual Danger and Violence (Mini-Video: Culture, Power, and Romance)
- ___ Video: Rape in the Military

Readings

- ___ Nack, Adina. (2000). Damaged Goods: Women Managing the Stigma of STDs. *Deviant Behavior: An Interdisciplinary Journal* 21: 95-121. [LIBRARY LINK](#)
- ___ Pascoe, C.J. (2005). 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities* 8(3): 329–346. [LIBRARY LINK](#)
- ___ Micell, Melinda. (2010). In the Trenches: LGBT Students Struggle with School and Sexual Identity. [E-RESERVE](#)
- ___ Armstrong, Elizabeth A., et al. (2006). Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape. *Social Problems* 53(4): 483-499. [LIBRARY LINK](#)
- ___ Nagel, Joane. (2003). Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex. In *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*, pp. 177-179. Oxford University Press. [E-RESERVE](#)

Assessments

- ___ Quiz #6

Week 7

Videos/Lectures

- ___ Lecture #16: Sex Work, Trafficking and Migration
- ___ Lecture #17: Sex as Work

Readings

- ___ Leuchtag, Alice. (2003). Human Rights, Sex Trafficking, and Prostitution. *Humanist* 63(1): 10-16 [LIBRARY LINK](#)
- ___ Katsulis, Yasmina, et al. (2010). “Female Sex Workers and the Social Context of Workplace Violence in Tijuana, Mexico.” *Medical Anthropology Quarterly* 24(3), 344-362. [LIBRARY LINK](#)
- ___ Brents, Barbara G., and Kathryn Hausbeck. (2010). Marketing Sex: U.S. Legal Brothels and Late Capitalist Consumption. *Sexualities* 10(4): 425–439. [LIBRARY LINK](#)
- ___ Bernstein, Elizabeth. (2007). Sex Work for the Middle Classes. *Sexualities* 10(4): 473–488. [LIBRARY LINK](#)

Assessments

- ___ Quiz #7

Week 7.5

- ___ FINAL EXAM