



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2016

SO2800 (A2): HUMAN SEXUALITY – 3 (3-0-0) 45 HOURS

INSTRUCTOR: Andriko Lozowy, Ph.D **PHONE:** 780.539.2011
OFFICE: C410 **E-MAIL:** alozowy@gprc.ab.ca

OFFICE HOURS: 11:30-1pm Tuesday and Thursday; by appointment; drop-ins welcome

PREREQUISITE(S)/COREQUISITE(S): SO1000

REQUIRED TEXT(S)/RESOURCE MATERIALS:

- Plummer, K. 2015. *Cosmopolitan Sexualities*. Polity, Cambridge.
- Supplemental materials to be delivered in class.

CALENDAR DESCRIPTION: An inquiry into ideas and behaviour of sexuality, and their personal, cultural, and societal implications.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Class and Group Discussion, Lectures, Film Analyses

OBJECTIVES:

Become more knowledgeable about concepts of ideology, discourse, power, social dynamics, hegemony, as they inflect sexual expression and underlying assumptions. Become more knowledgeable regarding sociological theories that might explain or challenge sexuality in the 21st century. Become aware of, and conversant with, debates and controversies in societies about sexual understanding and behaviour.

NOTE: This course will examine a wide scan of sexual thought, philosophy, fantasy, portrayal, cultural viewpoints and personal understanding, and general behavior. The premise of this course is not to communicate truth or confirm authority of information, but to foster inquiry. If you are easily offended, please reconsider taking part in this course.

LEARNING OUTCOMES:

Use particular theories to address aspects of sexual life in our or other societies. Integrate historical information about sexuality with asking questions about contemporary sexual phenomena evident

in social experiences. Employ sociology to analyze the politics of current debates regarding sexuality, law, social policy, and culture.

TRANSFERABILITY: Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Transfers to: UA, UC, UL, AU, Concordia UC, & KUC

GRADING CRITERIA:

Please note that Universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO UNIVERSITY.**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	95 – 100	EXCELLENT
A	4.0	85 – 94	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	76 – 79	
B	3.0	73 – 75	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS:

- Academic assignments for this course emphasize synthesis of ideas from a sociological standpoint, and the best questions you can think of to advance that synthesis.
- Analysis does not mean just reporting what others have said on a topic.
- These assignments are philosophical, analytical inquiries that advance through your and others` ideas and investigations.
- Deciding what questions are worth raising is an important part of analysis.
- Conclusions are valuable but aren` t obligatory for assignments.

How your grade is calculated?

Assignment 1: First Essay	Weight: 25%
Assignment 2: Midterm Essay or project	Weight: 35%
Final Exam (take home essay or project)	Weight: 40%

First Essay Assignment

Due Date: October 13, 2016 Minimum Length: 1200 words

Midterm Essay or Project

Due Date: November 15, 2016. Minimum Length: 1600 words

Final Exam – Essay or Project

Due Date: TBA Minimum Length: 1000 words

Please Note For All Assignments:

Grades will be reduced by one letter grade if the assignment is less than minimum length. Grammar is important for precise communication. While not valued as highly as content, poor grammar can affect your mark for the assignment. All written/project assignments are subject to lateness penalties of one grade level per calendar day beyond the due date. All written assignments must be sent by email, to my college account: alozowy@gprc.ab.ca, you must include the word 'assignment' in the subject line. Indicate your name, course number (and section if I am teaching more than one of your course). Also state clearly in the subject box which assignment it is.

STUDENT RESPONSIBILITIES:

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion -oriented and therefore require commitment from students.

1. Read assignments.
2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. *All written work must be sent via email to alozowy@gprc.ab.ca. You MUST use the word 'assignment' in the subject line.*
6. *Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class.*
7. Attendance at lectures is strongly encouraged, as is your participation in class discussions.
8. **A missed exam or course component won't be accommodated unless** the situation is an unexpected personal or family emergency, and unless you can provide documentation.
9. **Late assignments** (or any applicable assignment/course component) will result in an automatic deduction of 5% PER DAY, up to and including the day of a late submission, unless arrangements based on extenuating circumstances have been made. Only legitimately documented personal or family emergencies will be accommodated. Example: if an assignment is worth 20%, one late day makes it worth 15%, and so on. Forgetfulness or poor planning won't be accommodated.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

**COURSE SCHEDULE/TENTATIVE TIMELINE:
DISCUSSION SEQUENCE:**

Week 1 – Aug 29 – Course Outline, What do I know?
Week 2 – Sep 5 – (Sept 5, Labour Day, No Class)
Week 3 – Sep 12 –
Week 4 – Sep 19 -
Week 5 – Sep 26 –
Week 6 – Oct 3 -
Week 7 – Oct 10 – (Oct 10, Thanksgiving, No Class)
Week 8 – Oct 17 –
Week 9 – Oct 24 –
Week 10 – Oct 31 –
Week 11 – Nov 7 – (Nov 10 & 11, No Class)
Week 12 – Nov 14 –
Week 13 – Nov 21 –
Week 14 – Nov 28 –
Week 15 – Dec 5 – (Dec 5, Last Day of Class)

Class 1-2 Discussion Questions:

- Prior to enrolling in this course, did you think there was a ‘before sexuality’ human history? If you did, what led you to this thought?
- If not, what explains not thinking of it, and are you surprised that some imagine the possibility?
- Our society invests heavily in biological, body-founded assumptions of sexuality.
- Are myth and mythology descriptive of the same elements of human existence?
- What logic propels the position of the book so far, and how effectively does the author outline purpose and early arguments?

3. Class Discussion:

- how might a concept of power contribute to our understanding of sex?
- When we speak of sex and sexuality, are we alluding to the same phenomena?
- Some people assume the absurdity of saying sexuality is invented. Do we believe that breathing is an invention? If not, what meaning does ‘the invention of sexuality’ have?
- We are always part of, subjected to, and ‘permitted’ to be who and what we are, through social discourse. We will examine what concepts sociologists activate when they discuss discourse, and also paradigm.

- The easiest response we can experience is to review what humans thought or believed many years ago, and ridicule those alive in those eras, for their ignorance or superstition. Prepare to discuss in class the variety of perspectives on sexuality cited by the author, and to imagine what we embrace today that might also be lampooned by our ancestors.

4. Class Discussion:

- What establishes a critique as feminist?
- We will discuss epistemology, commodification, consumption, inscription, transgression, and representation. All are types of discourse.

5. Class Discussion:

- Sex, and sexuality, are substantially political.
- How is the state involved in our sexuality, does it have a future in it, and will we continue referring to it as being 'in the bedroom'?
- We do not exist only in intellectual atmospheres. We live material lives. Therefore, some social developments instigate demands for action, others are exploited by the state to create new policy or law, or change or re-entrench other policy or law.
- Who or what make up the state?

6. Class Discussion:

- In sociology, **Representation** is an extremely important concept. A simple word encapsulates a host of ideas, assumptions, ontologies, and expectations. Who speaks for who is crucial in our analyses of social and political life.
- One aspect of this surging of analysis and debate includes references to myth and reality. Another refers to the 'outcomes' of sexual expression.
- If you had to explain to someone who knew nothing of sexuality, what it 'is', would your explanation change if the context was a virtual world?

7. Class Discussion:

- Do you think the author assumes that subjectivity, normative desire, and non-normative desire, help us understand the mapping he writes of?
- Given conventional comprehension of labels and meanings, why might a straight dude seek out another male?

8. Class Discussion:

- Are we helped during the ordinary questioning and uncertainty of knowing ourselves and others sexually, by sociological theory?
- What is the value of theorizing?
- If we theorize, we must also have theorists.

9. Class Discussion:

- what thoughts on sick sex would populate your mind?
- In the past, have you rejected outright the idea that sex could be sick? If so, why?

10. Class Discussion:

- In some of our popular culture's representation of them, women and feminism are synonymous. Are queer women and feminism classified similarly?
- what and who are queer? And what is identity?

11. Class Discussion:

- 'Social Control' arouses numerous images and thoughts, flowing through the entire range of positive and negative perceptions.
- Is the topic a good framework for sociological debate about social control and sexuality?

12. Class Discussion:

- Prepare to address the ideas about teaching about sex and sexuality to children.
- How do we educate young people about their sexualities and sexual existence?
- What evidence do they present regarding the form and the substance of this education?
- 'So what should we tell the kids?'

Please Note:

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the GPRC Credit Calendar.

Performance Requirements

Grade Description & Notification:

All efforts will be made to return graded assignments promptly. Final papers/projects/exams will not be returned and will be kept by Arts and Education. If you complete an assignment (i.e., present, hand in a paper), you cannot—after the fact—claim that extenuating circumstances affected your work and request a grade adjustment. If you are having difficulty with an assignment or there are serious extenuating circumstances affecting your work, please speak with me as soon as possible. You may not come and ask me to raise your grade because you need a certain GPA for a certain program, or any other such reason. If you would like me to re-consider a grade, during the term only, you must present me with logical, carefully thought out reasons for this re-consideration. I reserve the right to lower grades if I am asked to re-mark something. Once the term is over, you must go through the correct appeals procedure. This is listed online in the College Calendar.

At the end of the term, I reserve the right to raise the final grade of a student whose overall performance in the class merits more than the numerical calculations suggest. I will only reconsider grades if you present a logical and coherent argument. If you come to me and just ask for a higher grade, I reserve the right to lower your grade. Here are some examples of "arguments" that will result in a grade reduction:

1. The statement: "I think my paper deserves a better grade" without accompanying logical justification.
2. Because you need to get into an MBA program, or graduate school, or medicine, or you need to maintain a scholarship. Or, quite simply, you have to graduate. If any of these things apply, then you should be thinking about them from the first week of class, and working appropriately.
3. Because you think you worked harder than your classmate, whose grade was better than yours.

4. “My grade is just half a point away from the next grade point...”

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the GPRC credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

Students with Disabilities

It is the College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Accessibility Services to establish reasonable accommodations. <https://www.gprc.ab.ca/services/accessibility/>

Learning Support Centre

The Learning Support Centre is accessible through the Library at the Main campus of GPRC, where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The Learning Support Centre, through a variety of delivery methods, provides assistance in skill development to GPRC students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Submission & Late Policies:

It is very important to complete your assignments on time. Late and/or incomplete assignments will receive a grade of 0%, unless you have a valid reason supported with appropriate documentation (i.e., medical note from an M.D.) and you discuss it with me. If you have the flu and can't get the assignment done, don't wait until a week after the paper is due to tell me you need an extension.

A grade of C- is required for progression or transfer.

For written and take home assignments – you will be penalized -20%/day up to the maximum of -100% = a ZERO. No Exceptions.

Email

Please be considerate when using email to communicate with your instructor.

- Questions are best addressed in person – following class, or during office hours.
- Email is a poor substitute for actual instructor/student conversations.
- If you are implored to send an email you need to include the course number and your full name (as you are known by the college) in the subject heading. ***If you do not include the course number and your name in the subject line I will not respond.***

Professional Conduct

- Please be aware that I respect that everyone's time is precious and valuable, please afford me the same courtesy.
- Instead of preoccupying your mind with the question – “how do I get an ‘A’?” Instead, ask yourself how can I work to expand my knowledge, perspective and outlook on the world?