SDSU Course Outline

0100-0498 New Ugrad GE

1. Co-Contributors:
   - Wiese, Andrew

2. This Proposal is Part of a Package: No

3. Course/Programs related to this Package:

4. Course Status: Launched

5. Subject/Abbrev: HIST - History

6. Department: 348 - HISTORY - *Active*

7. School: 62 - ARTS & LETTERS - *Active*

8. Number: 0125

9. Suffix:

10. Catalog Number: 0

11. Full Title: Sexuality, Past and Present

12. Abbrev. Title: SEXUALITY PAST & PRESENT

13. Variable Title: No

14. General Education:
   a. Proposed for General Education: Yes
   b. GE Fulfill: III - Lifelong Learning and Self-Development (Area E)
   c. If Not Approved GE, Still New Course: No

15. Special Course Designator: -

16. Cross Listed Courses: No

17. Campus: R - San Diego Campus

18. Description: How the past shapes the modern physiological, psychological, and sociological sexual self. Censorship and sex, influence of capitalism, religion, and science on sexuality; modern romance, nonconformity, personal sexual identities, gender and sexual roles, the sexual body, sexual liberation, and sexual norms.

19. General Text:

20. Course Hours Description:

21. Course Statement:

22. Proposed Start Year: 2019  Term: Fall

23. Variable Units: No

24. Units: 3.00

25. Mode of Instruction:
   a. Lecture: 3.00  C-  2
   b. Lecture 2: 0  C-
   c. Seminar: 0  C-
   d. Laboratory: 0  C-
   e. Activity: 0  C-
   f. Supervision: 0  S-
   g. Discussion/Clinical Proc: 0  S-
   h. ROTC: 0  S-
   i. NTI: 0  S-

26. Repeatable for Credit: No

27. Grading Methods: +-LETTER (C/N OK)

28. Prerequisites: N/A

29. Resources:
   a. Faculty Resources

30. Relationship of this Course to Total Educational Program of University:
   a. What other course or courses (in your department and others) cover subject matter similar to proposed content?
      ■ Other: This is a 100-level course, so while it covers some of the same content as our upper-division History courses, its scope and methods are different. Both of the upper-division courses focus on specific aspects of historical sexuality rather than try to be comprehensive surveys. HIST 406 has been taught with a focus on ancient Greece, ancient India, medieval France, modern Latin America. HIST 583 is most advanced, since grad students as well as undergrads can enroll, and often the topics covered relate more to gender roles than to sexual behavior.
      ■ HIST 0406 - History of Sexuality (A) *Active*
      ■ HIST 0583 - Topics in History of Gender and Sexuality (A) *Active*
   b. Will this course replace a course now offered? No
      i. If yes, which course(s)?
   c. Has this course been offered as a topics course? No
      i. If yes, which semester and year?
   d. Is course being proposed in response to academic review or accreditation recommendations? No
      i. If yes, explain fully.
   e. Does this course affect the STAR ACT? No
      i. If yes, explain fully.

31. Justification:
   a. Need for course:
      There is no other lower-division course on human sexuality at SDSU. Sexuality is a key component of human life and of particular interest to students who are determining the role that their sexuality will play in their lives as part of their maturation. A historical perspective on human sexuality is essential to self-development and lifelong learning.
   b. Justify level of course (a justification for all 500-level courses is required by Graduate Council):
      N/A
   c. Justify Cr/NC only grading (if applicable):
      N/A
   d. Justify if no prerequisite(s) for 300 through 700 level courses:
      N/A

32. Needs Met by Course:
   a. Satisfies:
      i. Degree/Major
      ii. Minor
   b. Does this course affect a program? No
   c. List courses for which this course will be required as a prerequisite:
   d. Have Course Change proposals been submitted to make prerequisite changes? No
   e. List which other departments or programs will use this course:

33. Required Student Course Materials:
   a. Textbooks:
   b. Manuals:
   c. Periodicals:
   d. Software:
   e. Other:
   f. Accessibility Materials: No
   g. Accessibility

34. Writing Component (300 level courses or above):
   1. A short paper on sexuality from a news source. 2. A wiki on sex in advertising. 3. A wiki on sex and fashion. 4. An
35. **Grading Standards:**

   20% participation in class discussions; see the syllabus for a grading rubric for participation. 10% for short paper on sexuality from a news source. 15% for wiki on sex in advertising. 15% for wiki on sex and fashion. 10% for presentation on globalism, science, or capitalism and sexuality in film. 10% for presentation on modern sexual identities in film. 20% for essay on personal and family history.

36. **Graduate Student Requirements (500 level courses):**
   a. For 500 numbered courses, specify any special assignments for graduate students:
      N/A
   b. For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify:
      N/A

37. **Student Learning Outcomes:**

   1. **Outcome 1:**
      i. DESCRIBE how the past influences the modern psychological, sociological, and physiological self.
      ii. **Course Activity:**
          Lectures, readings, and in-class discussions.
      iii. **Assessment Strategy:**
          Initial assignment in which students find a relevant news information piece that describes past influences on modern sexuality.

   2. **Outcome 2:**
      i. EXTRAPOLATE from examples in popular culture how the modern self is sexualized.
      ii. **Course Activity:**
          Lectures, readings, and in-class discussions.
      iii. **Assessment Strategy:**
          Assignment in which students collect and analyze images of sex in advertising from the past and present, in small groups, and then collaborate on their findings in wikis that provide examples of how popular culture has sexualized the modern self.

   3. **Outcome 3:**
      i. ILLUSTRATE the pervasiveness of sexuality and the sexualized self in everyday life.
      ii. **Course Activity:**
          Lectures, readings, and in-class discussions.
      iii. **Assessment Strategy:**
          Assignment in which students in small groups collect and analyze diverse elements of fashion and the public display of the body, past and present, and then collaborate on their findings in wikis that provide examples of the pervasiveness of sexuality and the sexualized self in everyday life.

   4. **Outcome 4:**
      i. IDENTIFY the various performances of sexuality in modern popular culture.
      ii. **Course Activity:**
          Lectures, readings, in-class discussions, and films.
      iii. **Assessment Strategy:**
          Assignment in which students will individually watch films and discuss the various performances of modern sexuality within the film with others in the class.

   5. **Outcome 5:**
      i. RELATE lessons of the past to one’s present and future self and to one’s family.
      ii. **Course Activity:**
          Lectures and in class discussions.
      iii. **Assessment Strategy:**
          Final assignment in which students present a personal and family history that connects the themes of the course to themselves.

38. **Design and Conduct**
   a. Include topics to be covered:
i. Introduction: Sexuality, Past and Present

ii. Sex and Gender, Religion and Sexual Morality, Gender and Sexual Nonconformity in Traditional Societies

iii. Case Study on Christian Ideas about Sex and Marriage


v. The Diversity of Modern Sexuality: LGBTQ+ Identities, Modern Romance, Censorship and Surveillance, TV and Film Depictions, Liberation and Backlash, Fashion and the Sexual Body

vi. Conclusion: Future Sexuality

b. Approximate time in number of weeks:

   i. 1
   ii. 3
   iii. 1
   iv. 4
   v. 5
   vi. 1

39. General Education:

   a. Section A:

      i. Outline Selection:

         I. Communication and Critical Thinking
         II. Foundations of Learning
         III. Lifelong Learning and Self-Development (Area E)

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         IV. Explorations

      ii. Justify Classification:

         HIST 125 addresses the new GE Area E in multiple ways. Sexuality is an aspect of the human experience that affects us in psychological, sociological, and physiological ways. The topics for the course will address these aspects separately and together, with issues of identities (psychological), sexual norms and nonconformity (sociological), and regulation of the body and the body’s display in fashion and advertising (physiological). Students will be encouraged to apply the lessons of the past to their own personal experiences and those of their families, and to begin the lifelong application of such lessons.

   b. Section B:

      Lifelong Learning and Self-Development (Area E) - Lifelong Learning and Self-Development (Area E)

      Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.

      Activity:

      Students will be required to connect the themes of the course to the world around them and to their own lives, in class discussions but also in the assignments, which focus on sex in the news, in advertising, in fashion, in film, and a personal history.

      Assessment:

      Participation in class discussions (see grading rubric for participation in the syllabus). All assignments will make connections made between these three areas of self-development.

      Goal 2: Comprehend various behaviors conducive to physiological health and development.

      Activity:

      Especially through the readings and discussions for the themes of weeks 7 (Science and Modern Sexuality) and 13 (Fashion and the Sexual Body), but most aspects of sexuality have a physiological dimension.

      Assessment:

      Participation in class discussions (see grading rubric for participation in the syllabus). Assignments on sex and fashion, on sex in films, and the final essay will include physiological components.
Goal 3: Identify and apply strategies leading to psychological well-being.

Activity:
Especially through the readings and discussions for the themes of weeks 10 (The Formation of LGBTQ+ Identities), 11 (Modern Romance), 12 (Censorship and Surveillance), and 13 (Liberation and Backlash).

Assessment:
In class discussions (see grading rubric for participation in the syllabus). Assignment on film and the final essay will include psychological components.

Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

Activity:
Through readings and in-class discussions, students will be required to consider how differing notions of sexuality have shaped religious and moral values (weeks 3 and 5), scientific ideas about sex (week 6), the capitalist economy and consumerism (week 7), representations in film and television (weeks 9, 12, and 15), advertising and the news (weeks 1 and 8), fashion (week 13), modern sexual identities (week 10), and modern romance (week 11). The whole of the course is, in a strong sense, geared toward preparing students for life-long learning by analyzing the avenues through which they will learn about sex throughout their lives.

Assessment:
In class discussions (see grading rubric for participation in the syllabus), including for integration of physiological, socio-cultural, and psychological aspects of sexuality. Assignments on news, advertising, fashion, film, and personal/family history will all assess students’ development of the potential for lifelong skills in all three aspects of sexuality.

c. Section C:

i. 1. Construct, analyze, and communicate arguments.

Course Work:

Assessment:

ii. 2. Apply theoretical models to the real world.

Course Work:

Assessment:

iii. 3. Contextualize phenomena.

Course Work:
Lectures and readings on the importance of historical context as "roots" to the varied aspects of modern sexuality.

Assessment:
In-class discussions (see grading rubric for participation in class discussions in the syllabus). Assignments will assess skill at incorporating historical context to modern aspects of sexuality.

iv. 4. Negotiate differences.

Course Work:
Lectures and readings throughout the semester, but especially in week 4 (on gender and sexual nonconformity in traditional societies), week 6 (on the impact of worldwide connections on modern sexualities), and week 10 (on the formation of modern LGBTQ+ identities). Differences of all sorts:
gender, sexual, racial, ethnic, class, age-based--are all important components of each week's topics.

Assessment:
In-class discussions (see grading rubric for participation in class discussions in the syllabus). Assignments will assess awareness of relative positioning of self and other in modern aspects of sexuality.

v.  5. Integrate global and local perspectives.

Course Work:
Most lectures and readings will connect global aspects of sexuality with local perspectives: for example, week 6 (The Impact of Worldwide Connections) will include a component on the intermarriages of Mexicans and Anglos in early San Diego, week 8 (Capitalism and Modern Sexuality) will include a discussion of Belmont Park in San Diego and dating practices among the young, and week 10 (Formation of Modern LGBTQ+ Practices) will refer to Fritz Klein, a San Diego psychiatrist who was instrumental in the bisexual rights movement in the US. These are only a few examples.

Assessment:
In-class discussions (see grading rubric for participation in the class discussions in the syllabus). The final essay will assess students' skill at integrating global and local perspectives, and in connecting the self and family to broader and global themes of sexuality.

vi.  6. Illustrate relevance of concepts across boundaries.

Course Work:

Assessment:

vii.  7. Evaluate consequences of actions.

Course Work:

Assessment:

d. Section D:
   i. Forms of Communication:
      Lectures, in-class discussions, out-of-class reading and writing assignments, workshops with students, group discussions, student presentations.

e. Section E:
   i. Required For Majors: No

f. Section F:
   i. GE Cultural Diversity Upper Division Only: No
      ii. Consider if Rejected: No