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Received

FEB 25 2009

Dean's Office
School of Health Sciences

February 20, 2009

MEMORANDUM

TO: Dr. Sandra K. Gangstead
Dean School of Health Sciences

FROM: Dr. Cheryl Kish *C.P. Kish*
Associate Dean
Chairperson, Undergraduate Curriculum Committee SOHS

RE: Committee Meeting Decisions 2/20/09

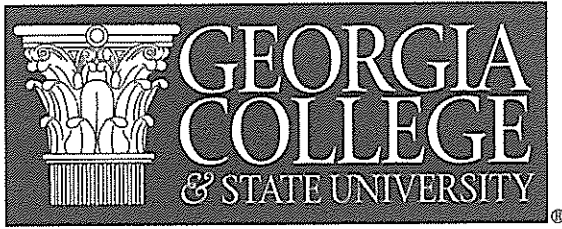
With a membership quorum available at today's Undergraduate Curriculum Committee, the following decisions were made to be forwarded to the University level:

- (1) Approval of HLTH 4323 US Women's Health and Social Issues (formerly taught in Special Topics category)
- (2) Approval of HLTH 4333 Sex, Gender, & Sexology ((formerly taught in Special Topics category)
- (3) Approval to Deactivate the Minor in Coaching
- (4) Approval to initiate the new minor in physical education
- (5) Approval of new course proposal: KINS 4403 : Skill Analysis in Physical Education
- (6) Approval of new program Bachelor of Science in Athletic Training

You will find attached to this memorandum the print copies of the various proposals named above and my signature as chair of the committee on the appropriate form.

Milledgeville • Macon • Warner Robins

*Georgia College & State University, established in 1889, is Georgia's Public Liberal Arts University.
University System of Georgia*



Georgia's Public Liberal Arts University

Department of Kinesiology

School of Health Sciences
 Campus Box 65
 Milledgeville, Georgia
 31061-0490
 Phone (478) 445-4072

To: Cheryl Kish
 Chair, School of Health Sciences Undergraduate Committee

From: Jude Hirsch *JH*
 Chair, Department of Kinesiology

Date: 02-12-09

Re: Undergraduate Curriculum Proposals

I respectfully submit rationale and documentation for consideration by the School of Health Sciences Undergraduate Committee for the following:

1. Deactivation of the minor in coaching;
2. New minor in physical education;
3. New Course Proposal: KINS 4403: Skill Analysis in Physical Education.

Deactivation of the Minor In Coaching

Currently, there are 35 declared minors in coaching. 16 of these students are declared majors, and of these, 5 are in programs in the Department of Kinesiology. Of the remaining 19 pre-majors, 13 are in Department of Kinesiology programs. Further, Table 1 displays the number of students who graduated with a minor in coaching for the period AY 2004-2008.

Table 1: Student Data 2004-2008: Minor in Coaching

| AY | 2004 | 2005 | 2006 | 2007 | 2008 |
|-------------------------|------|------|------|------|------|
| Declared Minors | 13 | 12 | 16 | 21 | 17 |
| Completion Rates | 1 | 0 | 2 | 3 | 1 |

Clearly, there is gap between declared minors and completion rates and a significant increase in current students in the minor. We believe this is indicative of two factors. First, class rosters confirm that most students during the period 2004-2008 were varsity athletes who did not complete the minor and were likely taking elective courses that fit with practice schedules. Since all of the courses in the current coaching major will be offered as electives or required courses in the

proposed minor in physical education, students in majors outside the Department of Kinesiology will continue to have access to these courses. Secondly, the number of majors in the Department of Kinesiology who are currently in the coaching minor increased significantly AY 2009. We believe this is a function of deactivating the B.S. in Physical Education. Students in other majors or pre-majors in the Department of Kinesiology were asked if they would be interested in taking the proposed minor as a potential track for applying to the new MAT in Physical Education. The number of students who expressed an interest in doing so closely matches the number of students who are currently declared coaching minors in the Department. It is anticipated that these students will elect to change their minor to physical education. Based on this analysis, we believe that deactivating the minor in coaching will not disadvantage students at GCSU in the Department of Kinesiology or majors outside the Department.

New Minor in Physical Education

The proposed minor in physical education is intended to provide students with an opportunity for completing the pre-requisites for application to the proposed MAT in Physical Education (formal proposal is expected to be). Anecdotal data suggests that approximately 6.3% of undergraduate students in the Department of Kinesiology are interested in pursuing the MAT in Physical Education. Further, it is anticipated that this minor will provide students outside of the Department with an alternative route for obtaining a teaching license. Essentially we perceive the proposed minor as an alternative to the existing minor in coaching that offers a more substantial and viable career option and, at the same time, continues to offer selected elective courses that are currently in the minor in coaching.

The minor in physical education requires one new course, which is included with this submission. This course is a pre-requisite requirement for admission to the MAT in Physical Education that satisfies NCATE/NASPE national accreditation standards and the Georgia PSC professional education standards in health and physical education necessary for Health & Physical Education P-12 teacher certification.

The remaining courses are currently taught in the B.S. in Physical Education that was approved for deactivation in spring 2008 (deactivation effective fall 2009).



Attachments:

PHED_Minor_PoS_02-12-09
FTE_MATPH_MinorPHED_02-12-09
NCP_PHED4403_02-12-09
ProtocolSheet_Deactivation_MinorCoaching_02-12-09
ProtocolSheet_New_MinorPHED_02-12-09
MCCR_PHED4403_02-12-09

Minor In Physical Education
18 Hours

Degree/Graduation Check Sheet

Name: _____

GCID: _____

Address: _____

Phone: _____

Evaluator: _____

Required Hours: 18

| Course | Hours | Grade | Semester | Semester Filled |
|---|-------|-------|---------------------|-----------------|
| KINS 3103 Structural Kinesiology | 3 | | Fall Year 1 | |
| KINS 3203 Physiology of Exercise | 3 | | Fall Year 1 | |
| KINS 2303 Personal Health and Fitness | 3 | | Spring Year 1 or SU | |
| KINS 3403 Motor Behavior | 3 | | Fall Year 2 | |
| KINS 4813 Research Methods in Kinesiology | 3 | | Fall Year 2 or SU | |
| KINS 4403 Skill Analysis & Performance | 3 | | Spring Year 2 | |

ADVISOR _____ **DATE** _____

DEPARTMENT CHAIR _____ **DATE** _____

Instructor Course Leads By Semester for the MAT: PE and Minor in PE

| MAT Course | PE Minor Course | Instructor | Semester | Credit Hours |
|--|---|-------------------|------------------|---------------------|
| KINS 6533: Coordinated School Health Programs | | Griffin | Summer II | 3 |
| KINS 6703: Pedagogical Applications in Health & Physical Education | | Griffin | Summer II | 3 |
| KINS 6723: Program Design & Implementation in Secondary Health & Physical Education | | Griffin | Fall | 2 |
| KINS 6733: Clinical Experience in Secondary Health & Physical Education | | Griffin | Fall | 4 |
| KINS 6713: Program Assessment and Evaluation in Health & Physical Education | | Lidstone | Fall | 3 |
| | ✓ KINS 3403 Motor Behavior | Lidstone | Fall Year 2 | 3 |
| KINS 6743: Program Design & Implementation in Elementary Health & Physical Education | | Griffin | Spring | 2 |
| KINS 6753: Clinical Experience in Elementary Health & Physical Education | | Griffin | Spring | 4 |
| | ✓ KINS 4403 Skill and Performance Analysis | Griffin | Spring Year 2 | 3 |

Georgia College & State University
Form for Proposal of New Undergraduate Courses


1. Department: Kinesiology Discipline: Physical Education
2. Title, Course No. And Credit Hours of Proposed Course: Skill Analysis and Performance, KINS 4403;
- 2b. Hours (L-L-C): 2-2-3
3. Effective: Fall Semester, 2009 Semester
Is this course also being proposed as a graduate course? No
4. Repeatable or Nonrepeatable: NR
5. Grade Type: Normal or S/U: Normal
6. Prerequisite or Co-requisite: Prerequisites: PHED 3610 or KINS 3403; Minor Restriction
7. Are special course fees associated with this course? No
8. Rationale for new course: The B.S. in Physical Education will be phased as of spring 2010. The MAT: Physical Education will be phased in beginning summer 2010. Students may apply to the to the MAT: Physical Education with non-teaching physical education degrees at GCSU or other institutions. The minor in Physical Education offers students the opportunity to complete prerequisites for applying to the MAT: Physical Education. This class addresses teaching skills related to the breakdown and analysis of human movement. The course will have a 2 hour lab component for students to practice skill analysis with real children, videotapes, computer graphics, etc. The course is the only new course in the proposed minor in Physical Education.
9. To the best of the proposing Department's knowledge, do any of the above topics overlap with topics treated in a course or courses already offered anywhere on campus
No
10. How often is the course to be offered? Spring Semester
11. Who will teach this course? Lisa M. Griffin
Will it require extra faculty members? No

12. Are any courses being dropped as a result of this course? No
13. Has this course been taught in a previous term as a Special Topics course? No
14. Describe additional resources, if any, needed to support course: N/A
15. Attach course syllabus and proposed catalogue description to this form.


Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
3. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections, most likely as it was defined when proposed.)
4. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
5. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
6. Prerequisites (if any)
7. Catalog Description

Date 02-16-09

Signature 
Department Chairperson

Date 02-23-09

Signature 
Dean of School

(Revised by Council of Deans, adding special course fee info on 06-21-07)

Department of Kinesiology
KINS 4403: Skill Analysis in Physical Education
Abbreviated Course Syllabus

Course Function:

This course counts toward the new proposed 18 hour minor in Physical Education.

Course Topics:

1. Systematic Observation
 - a. Historical Development
 - b. Recording Procedures
 - c. Identifying Behaviors
 - d. Validity and reliability issues
 - e. Computer technology
2. Skill Instruction
 - a. Teaching and coaching observational instruments
 - b. Contemporary research
3. Motor Learning and Development Principles relating to skill analysis
4. Identifying critical elements for selected skills
5. Developing a model for analysis
6. Development of evaluation processes
7. Identifying key indicators relating to performance
8. Systematic and objective evaluation

Expected Student Learning Outcomes:

The students will:

1. Be able to define the historical development of systematic observation.
2. Be able to explain the primary function and limitations of systematic observation recording.
3. Demonstrate the steps involved in developing an observational system.
4. Collect and analyze data using various observational instruments.
5. Analyze skill/sport movement through the use of computer technology.
6. Value the use of behavior analysis techniques as a means to improve skill/sport instruction.
7. Develop an understanding of basic skill analysis and effective use of skill in game play.
8. Demonstrate the ability to analyze basic performance skills, diagnose problems in skill patterns and select cues which produce success in performance.
9. Demonstrate the ability to sequence activity, including the application of drills, lead-up activities, game modification and variations.
10. Plan a sequential and progressive unit that leads to the growth (enhanced performance) of a novice skill or set of skills.

Grading Criteria:

Students will be assessed on the following criteria:

Exam I(systematic observation class discussions, readings, and lectures, outcomes #1-#6)

20 points

Exam II (skill analysis class discussions, readings, and lectures, outcomes #7-#10) 20 points

Laboratory Assignments (4 worth 5 points each; labs will enhance cognitive material by utilizing real children to teach and view, videotape analysis, computer analysis of skill development and task analysis breakdown, etc..) 20 points

Systematic Observation Instrument Development and Presentation (students will develop their own instrument based on class content, knowledge and individual research. Students will conduct 2 observations utilizing their instrument and present instrument and findings to class.) 15 points

Skill Analysis Project (students will select a skill and conduct a complete skill analysis, including identification, diagnosis and prescription.) 15 points

Unit Plan (students will plan a sequential and progressive unit that leads to the growth [skill development] of a novice skill or set of skills.) 10 points

| Grading Scale | |
|---------------|---|
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| < 60 | F |

Prerequisite: PHED 3610 or KINS 3403

Catalogue Description:
Study of skill analysis and techniques of teaching basic movement skills. This course will prepare students to successfully apply skill analysis techniques and systematic observation in skill instruction.

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

| Action | Discipline Abbr | Course Number | Course Title | Hours (L-L-C) | Repeatable | Grade Type | Prerequisite | Co-Prerequisite |
|--------|-----------------|---------------|--------------|---------------|------------|------------|--------------|-----------------|
|--------|-----------------|---------------|--------------|---------------|------------|------------|--------------|-----------------|

| | | | | | | | | |
|---|------|------|--|--|-----------------|---------------|------------------------|--|
| A | KINS | 4403 | Skill Analysis in Physical Education (2-2-3) | | NR | N | PHED 3610 or KINS 3403 | |
| | | | | | <u>NR or RP</u> | <u>N or S</u> | | |
| | | | | | <u>NR or RP</u> | <u>N or S</u> | | |
| | | | | | <u>NR or RP</u> | <u>N or S</u> | | |
| | | | | | <u>NR or RP</u> | <u>N or S</u> | | |

COMMENTS: Submitted in support of the proposal for a minor in physical education

LAB FEE INFORMATION

Effective Semester / Year : Fall 2009

Approved By *Samuel K. Cresswell* Date 3/23/09
 (Dean)

Approved By _____ Date _____
 (Academic Vice President)

Updated 7/2007 (REVISED Council of Deans)



Georgia's Public Liberal Arts University

Department of Kinesiology

School of Health Sciences
Campus Box 65
Milledgeville, Georgia
31061-0490
Phone (478) 445-4072

To: Cheryl Kish
Chair, School of Health Sciences Undergraduate Committee

From: Jude Hirsch
Chair, Department of Kinesiology

Date: 02-12-09

Re: Undergraduate Curriculum Proposals

I respectfully submit 2 new course proposals for consideration by the School of Health Sciences Undergraduate Committee for the following courses:

1. HLTH 4323 US Women's Health and Social Issues; and
2. HLTH 4333 Sex, Gender and Sexology.

Rationale

Currently, both courses are taught as special topics classes and both are cross-listed with WMST courses. It is the policy of the Department to convert special topics classes that are used to assess demand for potential new courses to regular courses based on student demand and interest from other programs on campus. Both criteria are met for these courses. Both courses were approved by the Department of Kinesiology on January 12, 2009.

Attachments:
Master Course Change Form - HLTH 4323/4333

Georgia College & State University
Form for Proposal of New Undergraduate Courses

1. Department Kinesiology Discipline Health Education/Community Health
2. Title, Course No. And Credit Hours of Proposed Course US Women's Health & Social Issues. KINS 4323
-

2b. Hours (L-L-C) 3-0-3

3. Effective Fall 2009 Semester

Is this course also being proposed as a graduate course? No

4. Repeatable or Nonrepeatable Nonrepeatable

5. Grade Type: Normal or S/U Normal

6. Prerequisite or Co-requisite NA

7. Are special course fees associated with this course? No If so, you MUST submit the application for special course fee.

8. Rationale for new course: Expand student knowledge in the area of women's health, including social health issues and movements, historical foundation, anatomy and physiology, and research perspectives. The course will be cross-listed in women's studies and count as one option for community health students and women's studies students. A new course proposal was submitted on January 2008 by Dr. Susan Cummings for this course under the designation WMST 3120 and was approved by Arts and Sciences. We are seeking to have it approved as a KINS designated for cross listing purposes. Also it intended that a faculty member in the Department of Kinesiology teach the course.

9. To the best of the proposing Department's knowledge, do any of the above topics overlap with topics treated in a course or courses already offered anywhere on campus. Minor amount of overlap between other health-related courses on campus. However, the vast majority of the material in this course is not covered in other GCSU courses. Effort is taken to provide an alternative perspective to topics covered in other courses.

10. How often is the course to be offered? Once per year (fall or spring)

11. Who will teach this course? Scott M. Butler, Barbara Funke

Will it require extra faculty members? No

12. Are any courses being dropped as a result of this course? No If yes, which courses? _____

Did the course being dropped have special course fees associated with it? NA

13. Has this course been taught in a previous term as a Special Topics course? This course was an existing course in the School of Health Sciences, HSCS 3120. However, the course has not been taught in several years and has changed substantively, so Dr. Susan Cummings was asked to submit a new course proposal. This was done, but only for WMST and KINS was not included on the proposal.

14. Describe additional resources, if any, needed to support course: NA

15. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
3. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections, most likely as it was defined when proposed.)
4. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
5. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
6. Prerequisites (if any)
7. Catalog Description

Date 02-16-07

Signature _____

Date 2/23/09

Signature _____
Department Chairperson
Signature _____
Dean of School

(Revised by Council of Deans, adding special course fee info on 06-21-07)

Syllabus

KINS 3120 U.S. Women's Health and Social Issues

Instructor: Scott M. Butler
Assistant Professor
Department of Kinesiology

Office Information: 478-445-1218 (Department secretary 445-4072)
Fax: 445-1790

Office Location: 111 E Centennial Center

Email: Scott.Butler@gcsu.edu

Office Hours: TBA

Required Text: Alexander L., LaRosa J.H., Bader H., & Garfield, S. (2007). *New Dimensions in Women's Health, 4th Edition*. Jones and Bartlett Publishers, Inc.: Sudbury, MA.

Additional Readings: To be announced by the instructor.

Course Catalog Description:

Overview of the various physical, mental, and social issues that influence women's health. Historical assessment of the women's health movement and social issues of the 20th century. Assessment of the prevention and treatment of diseases that affect women.

Relationship of Course to Departmental Mission:

This course is an elective for students majoring in community health and those who are minoring in women's studies. Students take this course in order to learn about women's health and social issues from social health, epidemiological, and historical perspectives.

Relationship of Course to Conceptual Framework Theme:

This course contributes to the professional preparation of students through the exploration of various topics that influence the health of women. A variety of didactic and interactive strategies are used to contribute to the student's learning process.

Purpose: The purpose of this course is to introduce the student to a variety of concepts that influence women's health. Course topics will include various physical, mental, and social aspects of health as well as historical and social aspects of women's health. This course is optional for students in the community health specialization of the health

education program and counts towards the women's studies minor.

Prerequisites: There are no prerequisites for this course.

Performance Objectives:

Cognitive Objectives:

1. Identify the major health concerns related to physical, mental, and social well-being of women.
2. Describe the historical and cultural relevance of the women's health movement of the 20th century.
3. Describe several contemporary social health issues that pertain to women.
4. Identify relevant epidemiological trends and diseases that impact women.

Affective Objectives:

1. Reassess attitudes that relate to the social health issues that influence women.
2. Reassess attitudes that are related to the determinates of women's health.

Evaluation:

2 Examinations, each 100 points: The final exam is **not** cumulative. Questions on the exam will be in the form of T/F, multiple choice, and essay. The essay component will occur in the form of 3-5 take home questions. The exam materials will cover information from the text, additions made by the instructor. Exams will not be given back to the student. However, students may schedule a meeting with the instructor at any time to discuss their exam and receive suggestions for improvement.

2 Video summations, each 10 points: The instructor will screen 3 videos during class that are of particular importance. All students are expected to attend; the instructor does not lend out videos to individual students. Students are allowed to write their paper on any of the 3 videos. Each video summation should be 2 pages in length. The instructor recommends you assess the following in your papers:

- * Overall summation of the video
- * Relevance to women's health
- * Impact of the video upon the student
- * Whether or not you recommend the instructor use this video again next semester

Group presentation: 40 points. Students are required to give a women’s health-related presentation with 1-2 of their peers (i.e., 2-3 total presenters per group). Students must have their topic approved by the instructor. No two groups can present on the same topic. The presentation will last ~15 minutes and take place in the form of a discussion, lecture, activity, etc. Students are graded individually for their portion of the presentation and each student must participate in the presentation equally. **On the day of their presentation, students must provide the instructor with a handout that lists their names, topic, and several key points related to their presentation.**

Media review: 20 points. Issues related to women’s health are dissemination in our culture on a daily basis. Students are to **choose from one of the following venues** to assess a contemporary issue related to women’s health. Students may need to find more than one source on their topic to adequately address their issue in their assignment.

*Academic journal(s)

*Magazine article(s)

*Newspaper article(s)

*Website(s)

After finding an appropriate source, the student is required to write a **3 page assessment** regarding the health issue. The instructor recommends you include the following in your paper.

*Introduction to the health issue

*Influence of health issue upon society

*Impact upon women’s health

*Epidemiological data (when appropriate)

*Assessment of new innovations

*Potential future direction

| | |
|------------------------------|------------|
| Midterm | 100 points |
| Final Exam | 100 points |
| Media Assessment | 20 points |
| Group presentation | 40 |
| Video summations | 20 |
| Total possible points | 280 |

Grading Scale (by percentage)

A 90%-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

Students can calculate their grade by dividing their earned number of points by the total number of possible points.

Tentative Course Outline (please note: this section is subject to change. The instructor will make every effort to inform you of alterations to the schedule)

| Week | Topic | Text reading |
|-------------|--|---------------------|
| 1 | Introduction The Women's Health Movement | 1 |
| 2 | The Birth Control Movement Female Anatomy & Physiology "Viva La Vulva" "Breasts" | p95-106 |
| 3 | Contraception & Abortion ECP controversy Birth | C5 |
| 4 | Abortion: "The Last Abortion Clinic"* Pregnancy: "Conception to Birth"* | |
| 5 | Sexually Transmitted Infections The HPV vaccine controversy | C7 |
| 6 | Female genital mutilation & Breast ironing controversies Health Promotion & Disease Prevention | p116 C3 |
| 7 | Nutrition, Exercise, and Weight Issues | C9 |
| 8 | MIDTERM EXAMINATION | |

| | | |
|----|--|--------------|
| 9 | Eating Disorders: "Selected Film"* Eating Disorders | |
| 10 | NO CLASS SPRING BREAK | |
| 11 | Epidemiology & women's health (cardiovascular disease, cancers, chronic illnesses among women) | C10, C11 |
| 12 | Violence, Abuse & Harassment Violence: "Tough Guise"* | 14 |
| 13 | Gender Identity/gender role Women in the Workplace | p88-92 15 |
| 14 | Menopause & Hormone Replacement Therapy Mental Health: "Depression in Women"* | 8 |
| 15 | Student Presentations | |
| 16 | Student Presentations/Review FINAL EXAMINATION | |

*This lecture contains a video that students can use for their video summation assignments.

Final Exam: TBA Announced. The final exam is non-cumulative. Note: the final exam will take place on the assigned time by the university. The instructor has no control over this designation! Please wait to make any travel plans until the end of the semester.

Georgia College & State University
Form for Proposal of New Undergraduate Courses

1. Department Kinesiology Discipline Health Education/Community Health
2. Title, Course No. And Credit Hours of Proposed Course Sex, Gender, and Sexology in the 20th Century. KINS 4333, 3 credit hours

- 2b. Hours (L-L-C) 3-0-3
3. Effective Fall 2009 Semester
Is this course also being proposed as a graduate course? No
4. Repeatable or Nonrepeatable Nonrepeatable
5. Grade Type: Normal or S/U Normal
6. Prerequisite or Co-requisite NA

7. Are special course fees associated with this course? No If so, you MUST submit the application for special course fee.
8. Rationale for new course: Expand student knowledge in the area of human sexuality, including social health issues, historical foundation, and theoretical perspectives. This course is one option for students pursuing the community health specialization in the health education program and counts towards the women's studies minor.
9. To the best of the proposing Department's knowledge, do any of the above topics overlap with topics treated in a course or courses already offered anywhere on campus. Minor amount of overlap between other sexuality-related courses on campus. However, the vast majority of the material in this course is not covered in other GCSU courses. Effort is taken to provide an alternative perspective to topics covered in other courses.

10. How often is the course to be offered? Once per year (summer)
11. Who will teach this course? Scott M. Butler
Will it require extra faculty members? No

12. Are any courses being dropped as a result of this course? No If yes, which courses? _____
 Did the course being dropped have special course fees associated with it? NA
13. Has this course been taught in a previous term as a Special Topics course? Yes
14. Describe additional resources, if any, needed to support course: NA
15. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
3. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections, most likely as it was defined when proposed.)
4. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
5. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
6. Prerequisites (if any)
7. Catalog Description

Date 02-16-09

Signature _____

Date 2/23/09

Signature *Sandra K. Oungless*
 Department Chairperson
 Dean of School

(Revised by Council of Deans, adding special course fee info on 06-21-07)

Syllabus

KINS

Sex, Gender, and Sexology in the 20th Century

Instructor: Scott M. Butler
Assistant Professor
Department of Kinesiology
Georgia College & State University

Course Information:

Office: Centennial Center 111E
Phone: 479-445-1218
Email: scott.butler@gcsu.edu
Mailbox: Located in Centennial Center main office

Required Materials:

Books

Irvine, J.M (2005). *Disorders of Desire Sex and Gender in Modern American Sexology*. Philadelphia, PA: Temple University Press. **NOTE:** Please purchase the 2005 edition).

Bullough, V.L. (1994). *Science in the Bedroom A History of Sex Research*. New York, NY: Basic Books. **NOTE:** this book can be viewed for free at <http://www2.hu-berlin.de/sexology/GESUND/ARCHIV/LIBRO.HTM>

Klein, M. (2006). *America's War on Sex. The Attack on Law, Lust and Liberty*. Westport, CT. Praeger.

Other readings as assigned by instructor

Course Description: This course introduces the student to the various aspects of sex, gender, and the scientific field of sexology as they emerged throughout the 20th century. Information will be conveyed through a variety of viewpoints including public health, sociological, historical, and sexological perspectives.

Purpose: The purpose of this course is to introduce the student to the various aspects of sex, gender, and the scientific field of sexology as they emerged throughout the 20th century. Information will be conveyed through a variety of viewpoints including public health, sociological, historical, and sexological perspectives. Emphasis will be placed upon individuals with historical importance, social movements, theoretical foundations,

and contemporary social health issues. This course is one option for students pursuing the community health specialization of the health education program and counts towards the women's studies minor.

Performance Objectives:

- 1) Introduce the student to the emergence of sexology with emphasis upon its social and historical relevance.
- 2) Introduce the student to key figures within the 20th century that shaped our perceptions of sex, gender, and sexology.
- 3) Discuss sexuality-related social movements that occurred in the 20th century (e.g. birth control, the sexual revolution, sex research, GLBTQ rights) and describe how they impact health and society.
- 4) Provide the student with opportunities to apply knowledge related to sex, gender, and sexology and discuss these topics in a broad context.

Affective Objectives:

- 1) Reassess attitudes that relate to the social health issues that influence sexual health.
- 2) Reassess attitudes that are related to the determinants of sexual health.

Course Structure:

The course utilizes both lecture and discussion techniques. Lectures will emphasize the cognitive aspects of the subject; the discussions will provide an opportunity to explore attitudes, beliefs, and opinions. Students are expected to complete required readings prior to lecture in order to facilitate the discussion process. In addition to the required texts, the instructor will pull relevant information from several readings and websites. A list of these sources will be provided if the student seeks additional information.

The course also utilizes sexuality documentaries as a means for educating the student and providing discussion. Information from the documentaries will be on the exams with the exception of the film "Twentieth Century Foxy." Students are required to write video summations of two of the films screened in class (see course requirements below). The instructor does not lend videos to students who miss class.

One key aspect of 20th century sexuality is the development of sexually explicit films. The documentary "Twentieth Century Foxy" outlines films from 1915 to the early 1980s. This film contains nudity and explicit clips from the films discussed. **Students who do**

not wish to see this film will not be punished in terms of their grade and their overall attendance. There will not be any information on the exams from this film.

Course Requirements

Evaluation:

Examinations: 2 @ 100 points each.

The final exam is non-cumulative, with the exception of the sex negativity/positivity/pluralism lecture. Questions on the exam will be in the form of T/F, multiple choice, and essay. The exam materials will cover information from the texts, additions made by the instructor, and information from documentaries. Exams will not be given back to the student. However, students may schedule a meeting with the instructor at any time to discuss their exam and receive suggestions for improvement.

Book Review, America's War on Sex: 40 points. A **6 page paper** is required for the course. Students are required to review the book "America's War on Sex" by Dr. Marty Klein. The instructor recommends the following components:

- Overall assessment of the various components of the book
- Assessment of the relationship to sex negativity/positivity
- Personal opinion regarding Klein's work

Video summations: 2 @ 12.5 points each. The instructor will screen 3 documentaries during class that are of particular importance. Students are allowed to write their paper on any of the 3 videos. **Each** video summation should be 2-pages in length. The total length of your assignment should be **4 pages**.

Things to include on the video summation papers:

- Outline of the video.
- Contribution to sex, gender, and/or sexology.
- Key components of the video.
- Whether or not you feel the instructor should screen the video again in the future.

Participation in Class Discussions, 10 points. Students are expected to participate in class discussions. If a student misses a class where a discussion is scheduled they will not receive points for that day. If the student has an excused absence for that day, an alternative assignment may be given by the instructor.

Midterm

100 points

| | |
|------------------------------|------------|
| Final Exam | 100 points |
| Book Review | 40 |
| Video summations | 25 |
| Discussion | 10 |
| Total possible points | 275 |

Grading Scale (by percentage)

A 90%-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

Students can calculate their grade by dividing their earned number of points by the total number of possible points.

Tentative Course Outline (please note: this section is subject to change. The instructor will make every effort to inform you of alterations to the schedule)

| Date | Topic | I=Irvine, B=Bullough, K=Klein Text reading |
|-------------|---|---|
| July 7 | Introduction/Perspectives Formation of Sexology in Germany: Magnus Hirschfeld, Iwan Bloch | I=Introduction B=3 |
| | Spotlight on: Sigmund Freud Havelock Ellis Richard von Kraft Ebing | |
| July 8 | Nazism: Homophobia and Anti-feminism | |
| | Film: "Paragraph 175"* | |
| July 9 | Scientific Sexology in America: Analysis of the "Kinsey Reports" William Masters & Virginia Johnson | I=1, 2, 6 B=168-185, 196-204 |
| July 10 | Divisions within the Field: Emergence of Humanistic Sexology | I=3 |

Film: The Century Turns On*:
Dating and gender in the Early 20th Century
Ida Craddock and Anthony Comstock
Sex in the 1920s

- July 14 Fundamentals of Sexual Pluralism, Sex K=1
Positivity and Sex Negativity
Discussion: Is America Sex Positive or Negative?
- July 15 Film: "Kinsey"*, PBS Special
Judith Reisman & The Anti-Kinsey Movement
I=Afterward
- July 16 The American Sexual Revolution of the 1960s
The Censorship of Sex K=6 through 15
- July 17 Problems of an Emerging Science:
"Does Sexology Exist?"

Film: "Twentieth Century Foxy"*
The Emergence of Pornography in the United States
- July 21 **MIDTERM EXAMINATION**
- July 22 Battle Over Birth Control I: B=185-195
Margaret Sanger, Anthony Comstock, K=4
Gregory Pincus and the Pill
- July 23 Sexological Institutes of the 20th Century
Gender Research in the 20th century:
John Money and the "John/Joan" case B=210-212

Film: "Sex Unknown"*
- July 24 Sexological Applications of Social
Constructionism and Essentialism (gender
and sexual orientation)

- July 28 History of Modern Homosexuality
20th Century Gay Rights Movements in the US
Discussion: Gay Marriage in the United States?
- July 29 Sex Education in America: The Immoralization K=2
of Sexual Knowledge
Discussion: Contemporary Sex Education in Georgia
- July 30 Impure Science: Sexual Politics in the Age of AIDS
Klein Book Review Due
- July 31 Battle Over Birth Control II:
Abortion in the United States

Film: “After Stonewall”*
GLBTQ America post-1969
- August 4 Sexual Crisis in the Whitehouse: William Clinton and Monica
Lewinsky
Discussion: Can Sex Impeach the President?

Film: “The Politics of Pleasure”*
Sexuality and late 20th Century Technology
Video Summations Due
- August 5 **FINAL EXAMINATION**

*This lecture contains a video that students can use for their video summation assignments.

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

| | | | | | | | | | |
|--|---------------|-------------------|---------------|---------------------|----------------|-------------------|--------------|---------------------|---------------------|
| | Action | Discipline | Course | Course Title | Hours | Repeatable | Grade | Prerequisite | Co-Requisite |
| | | Abbr | Number | | (L-L-C) | | Type | | |

A-Add
 M-Modify
 D-Delete

| | | | | | | | | | |
|---|------|------|-----------------------------------|-------|----|---|-----|--|--|
| A | KINS | 4323 | US Women's Health & Social Issues | 3-0-3 | NR | N | N/A | | |
| A | KINS | 4333 | Sex, Gender & Sexology | 3-0-3 | NR | N | N/A | | |
| | | | | | | | | | |
| | | | | | | | | | |

COMMENTS _____

Effective Semester / Year Fall 2009

Approved By *Shirley K. Campbell* Date 3/23/09
 (Dean)

Approved By _____ Date _____
 (Academic Vice President)

Proposed Change: 02-16-09