

Human Sexuality (PSY 388)

Summer Term, 2013

Knight Library 101

Instructor

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Textbook

Carroll, J.L. (2013). *Sexuality Now: Embracing Diversity* (4th ed.). Wadsworth, CA: Cengage Learning.

**All additional readings are available on Blackboard.

Office Hours

I will hold office hours on Tuesdays from 11:45-1:45. The psychology department has moved and is now located across Franklin Boulevard. Because some of you may find this inconvenient, I will hold my office hours in Café Marché at the Jordan Schnitzer Museum on campus. I will also be available by appointment to meet at 1715 Franklin Blvd (room 208).

Course Website

Homework assignments, readings, and other materials will be posted on our Blackboard page. Please check it regularly for updates.

Changes to the Syllabus

I reserve the right to change or waive any part of this syllabus at any time.

Course Description

Welcome to Human Sexuality! This course will be an introductory survey of topics within the field of human sexuality. We will overview anatomy, sexual and gender development, sexual orientation, sexual consent, sexual pleasure, and sexual education, among other topics. This course will take a critical perspective. That means that I encourage all of you to think critically about your (and others') beliefs about gender, sexuality, sex, and pleasure. Everything we will learn in this course is up for discussion, debate, and dialogue.

We will be talking candidly about sex and sexuality, which may involve readings, pictures, and videos with an explicit sexual nature. Some of these topics may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. That said, hate speech of any kind will not be tolerated. If you are confused about what constitutes as hate speech, please see me.

If you find you are troubled by material while taking this course and need support or counseling, please be sure to pursue external support by seeking out a supportive friend, counselor, and/or social service. Some resources are included below:

1. University of Oregon Counseling Center (541) 346-3227
(541 346-4488 (Crisis Line))

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| 2. Sexual Assault Support Services | (541) 484-9791
(541) 343-7277
(Crisis/Support Line) |
| 3. White Bird | (541) 342-8255
(Counseling Program)
(541) 687-4000 (Crisis Line) |
| 4. Center for Community Counseling | (541) 344-0620 |

Accessibility

If you have a documented disability and will need accommodations in this course, please talk to me ASAP. Please request that a counselor from the Accessible Education Center send me a letter indicating what accommodations you will need. Further information is available online:

<http://aec.uoregon.edu>

Classroom Expectations

Please silence and put away your cell-phone before each class. I also request that you refrain from using a computer during class. There will be no exams, so you do not need to take extensive notes. In fact, I do not care if you take notes at all. I do care that you are attentive, ready to participate, and fully engaged. In my experience, electronic devices severely impair students' ability to be active learners. I know this may be hard for the technology addicted, but if you are using an electronic device during class, I will ask you to leave for the day.

Evaluation

Daily Quizzes (15% of total grade):

At the beginning of class each day, we will take a (approximately) five-minute quiz. Quizzes will consist of several multiple choice or fill-in-the-blank questions on the readings that were assigned for that day. If you are not in class when we take the daily quiz, you will not be able to make up credit for it. If you enter class late, and we are still taking the quiz, you may complete as much of it as you can until time is up. **Please bring a pen or pencil and a piece of paper to every class in order to complete the quiz.**

Attendance (10% of total grade):

Attendance in this class is crucial. I expect you to come on time and stay for the duration of the course. If you leave early, you will not receive any credit for attending (although you will receive a grade for your quiz). This course is very short, and we must utilize all of the time we have together. Your absence, tardiness, or departure from class prevents all of us from learning. Your presence is important!

Participation (5% of total grade):

This class will be much more interesting and enjoyable for you and your peers if you participate regularly. Participation should be meaningful, informed by the readings, and well thought out. Participation involves knowing when you have taken up enough space for the day and when you have not contributed much. Share the space, and you will learn more from each other!

Homework (30% of total grade):

You will have four exploratory homework assignments throughout the term. These are intended to get you thinking about sexuality. These assignments will offer you opportunities to explore your thoughts about various topics and experiences. Although these are informal assignments, I expect you to put time and thought into them. They will be graded on effort and thoughtfulness. **Homeworks must be submitted on Blackboard by 2pm on the day they are due.**

Papers (each paper is worth 20% of your total grade):

There will be two papers in this course, and they will comprise a significant portion of your overall grade. Possible topics are listed below. If you would like to write about a different topic, please let me know, and we can discuss it. Papers must be written in APA style. Please see <http://owl.english.purdue.edu/owl/resource/560/01/> for APA guidelines. Each paper must be between **5 and 7 pages long** double spaced in Times New Roman 12 point font not including your references and cover pages. Margins should be 1 inch. You do not need to write an abstract.

Potential Essay Topics:

1. What is the role of pornography in good sex and healthy sexuality? Should there be restrictions on pornography? What is “good” porn and what is “bad” porn? Does pornography contribute to sexual violence in the real world?
2. What is sexual consent? Who can give consent and when?
3. What should sexual education in public middle and high schools include/exclude?
4. What is good sex?
5. What are the implications of hook-up culture for sexual pleasure and/or sexual violence?

These topics are suggestions. **If you have a different topic that you would like to write about, please let me know via email at least 1 week before the paper is due.**

All papers should include at least three sources (not including the textbook). Sources can be readings from this course or additional material you seek out. In this course, your opinions are important; thus, please feel free to write in the first person and include personal experience as evidence.

Papers must be submitted on Blackboard by 5pm the day they are due.

Late Work

If you turn in a homework or paper within 24 hours of when it was due, you will lose 10% on the assignment. If you turn in your work 24-48 hours late, you will lose 20% on the assignment. If you turn in your work 48-72 hours late, you will lose 30% on the assignment. Work that is more than 72 hours late will not be accepted.

Cheating and Plagiarism

Do not cheat or plagiarize! These are serious offenses that I will respond to with the most severe action at my disposal. Consequences include failing the assignment or quiz, failing the class, or being excused from the college. If you are struggling with the course, please come see me. Do not resort to cheating!

Course Schedule

Readings are listed underneath the day they are due, i.e., readings for Tuesday's class are listed under Tuesday.

Week 1 – Constructions of Gender and Sexuality

Monday, June 24th

- Welcome!

Tuesday, June 25th

- Carroll Ch. 2 p. 26-55
- The Five Sexes - Fausto-Sterling (1993)

Wednesday, June 26th

- Carroll Ch. 5 p. 106-132
- Carroll Ch. 6 p. 134-153
- Carroll Ch. 4 p. 80-91

Thursday, June 27th – **Homework 1 due by 2pm on Blackboard**

- Carroll Ch. 11 p. 268-294
- Tom Girls – This American Life (2009)

Week 2: Sex, Inequality, and Violence

Monday, July 1st

- Carroll Ch. 17 p. 460-487

Tuesday, July 2nd

- Risk Factors and Consequences of Unwanted Sex Among University Students – Flack et al. (2007)
- Who's The One to Blow the Whistle – Daily Emerald (2013)
- Why So Few Survivors Speak Up – Daily Emerald (2013)

Wednesday, July 3rd – **Homework 2 due by 2pm on Blackboard**

- The Antirape Rules – Schultz (2000)
- College Groups Connect to Fight Sexual Assault – Pérez-Peña (2013)

Thursday, July 4th - NO CLASS

PAPER 1 IS DUE FRIDAY, JULY 5TH AT 5PM ON BLACKBOARD

Week 3: What is Good Sex?

Monday, July 8th

- Sexual Hookup Culture: A Review – Garcia (2012)
- The Myth of the Vaginal Orgasm – Koedt (1970)

Tuesday, July 9th

- Hooking Up and Opting Out – Wade and Heldman (2012)
- Let's Talk About Sex, Baby – Friedman (2011)

Wednesday, July 10th

- Accounting for Women's Orgasm and Sexual Enjoyment – Armstrong (2012)

Thursday, July 11th – **Homework 3 due by 2pm on Blackboard**

- On Crossing the Line to Create Feminist Porn – Taormino (2005)
- Ruminations of a Dominatrix – Monroe (2010)

Week 4: Teaching Sexuality

Monday, July 15th

- Pigs in Training – Levy (2005)

Tuesday, July 16th

- Carroll Ch. 3 p. 58-76
- Carroll Ch. 8 p. 196-202

Wednesday, July 17th

- College Students Opening Conversations about Sex – Quenqua (2012)

Thursday, July 18th – **Homework 4 due by 2pm on Blackboard**

- Teaching Good Sex – Abraham (2011)

PAPER 2 IS DUE FRIDAY, JULY 19TH AT 5PM ON BLACKBOARD
