

Human Sexuality (PSY 388)
Spring Term, 2016
Mondays and Wednesdays 8:30-9:50am
245 Straub Hall

Instructor

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Office Hours: Monday 10:00am – 12:00pm or by appointment

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 own (and others') beliefs about gender, sexuality, sex, and pleasure. Everything we will learn in this course is up for discussion, debate, and/or dialogue.

Course Goals

This course has several interrelated goals:

1. To become familiar with the major theories and lines of research relevant to human sexuality.
2. To critically engage with and question these theories and lines of research; to become a critical consumer of the literature on human sexuality.
3. To develop your capacity to communicate in a respectful, thoughtful, and nuanced manner with instructors, peers, and colleagues on human sexuality research and theory.

Readings

All readings will be available on Canvas.

Course Website

Homework assignments, readings, and other materials will be posted on our Canvas 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.

Accessibility and Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me as soon as possible if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155, uoaec@uoregon.edu, or <http://aec.uoregon.edu>

Electronic Devices

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. If you believe that a computer or other electronic device (excluding smartphones) is crucial to your learning, please see the instructor before or after class.

Learning Environment

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 any 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:

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|----|--|----------------|
| 1. | University of Oregon Counseling Center | (541) 346-3227 |
| | (541) 346-4488 (Crisis Line) | |
| 2. | Sexual Assault Support Services | (541) 484-9791 |
| | (541) 343-7277 (Crisis/Support Line) | |
| 3. | White Bird–Counseling Program | (541) 342-8255 |
| | (541) 687-4000 (Crisis Line) | |
| 4. | Center for Community Counseling | (541) 344-0620 |

Inclusivity Statement

It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds—which is the lifeblood of the university

If you believe you have been the victim of or a witness to a bias incident, harassment, or a hate crime, the University of Oregon encourages you to report it to the Bias Response Team. The team can help you document the incident and can provide support.

Bias Response Team: <http://darkwing.uoregon.edu/~brt/>

Phone (541) 346-1139

Affirmative Action and Equal Opportunity: <http://aaeo.uoregon.edu/>
Phone (541) 346-3123.

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, discriminatory harassment, sexual harassment, and sexual assault. This statement is to advise you that that your disclosure to a UO employee of information about child abuse or prohibited discrimination may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-andneglect/presidents-message>
<http://around.uoregon.edu/mandatoryreporting>

There is one other important thing to keep in mind. The instructor may be required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about discrimination, harassment, or physical and sexual assault students disclose in our presence.

Evaluation

Reading Accountability (15% of total grade):

Reading the assigned articles is an integral part of being a learner in this course. I have taken great care to select accessible, interesting, and relevant readings that will be both educational and enjoyable. At the beginning of class each day, you will take a 5-10 minute quiz. Quizzes will consist of several short answer 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.**

Citizenship (20% of total grade):

Citizenship comprises of two components. First, as a citizen of this academic community, you are expected to attend class. I expect you to come on time and stay for the duration. If you leave early, you will not receive any credit for attending (although you will receive a grade for your quiz). Your absence, tardiness, or departure from class prevents all of us from learning. Your presence is important! Second, you are expected to participate in a meaningful fashion. This class will be much more interesting and enjoyable for you and your peers if you participate regularly. Participation should be thoughtfully informed by the lecture and readings. Positive 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! Finally, please note that if you only ever participate in small groups, you will only be able to earn half

credit on your participation grade (as we will spend at the very most half of class in small groups). Please keep this in mind and participate accordingly.

Homework (25% 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. Papers that do not meet the page requirements or do not address all components of the assignment will not receive full credit.

Homework must be submitted on Blackboard by 8:30am 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 on a different topic, 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 guidelines. **Each paper must be 5-6 pages long double spaced in Times New Roman 12-point font not including your references and cover pages.** Margins should be 1 inch on all sides. You do not need to write an abstract.

Potential Essay Topics:

First Paper Topics

1. Compare and contrast conceptualizing sexual orientation as categorical vs. as a continuum? Which way do you believe is best? Why?
2. Do you believe that our sex and gender rules are social constructions? Why or why not? Have your opinions changed (with age, education, etc.)?
3. What are the current best practices for parents of transgender children? Develop a thesis rooted in empirical research.

Second Paper 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. Should prostitution be legalized in the United States? Provide evidence rooted in research to support your thesis.
3. What should sexual education in public middle and high schools include/exclude?
4. What actions should colleges take to prevent sexual assault on campus?
5. What is good sex?
6. What are the implications of hook-up culture for sexual pleasure and/or sexual violence?
7. Take a stance on monogamy! What are the biological, interpersonal, and societal benefits or pitfalls of monogamy? Support with research.

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 must include at least three sources, which can be readings from this course or additional material you seek out. You should include as many sources as needed in order to

successfully argue your thesis. Sources may *not* be from the following: WikiPedia, Ehow.com, Ask.com, Yahoo! Forums, or any similar type of website. If you have questions about the validity of your sources, find another or please speak with me. 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 midnight 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 due for Monday's class are listed under Monday.

Week 1

Monday, March, 28th – *Sexuality is Complicated*

- Welcome!

Wednesday, March 30th – *How to Study Human Sexuality*

- The Sausage, the Porcupine, and the Agreeable Mrs. G.: Highlights from the Pioneers of Human Sexual Response – Roach (2008)

Week 2

Monday, April 4th – *How Bodies Work*

- Hyde & Delamater Chapter 4

Wednesday, April 6th – *Turn Me On: The Psychology and Science of Attraction and Orgasm*

- On Mona Lisa's Mind – Ryan and Jetha (2010)
- The Science of Orgasm – Komisaruk (2006)

*******HOMEWORK 1 DUE WEDNESDAY April 6TH BY 8:30AM**

Week 3

Monday, April 11th – *More Than the Sum of Our Parts: Gender, Anatomy, and Identity*

- Believing is Seeing – Biology as Ideology – Lorber (1993)
- The Five Sexes – Fausto-Sterling (1993)
- The Five Sexes, Revisited – Fausto-Sterling (2000)

Wednesday, April 13th – *Born This Way? Sexuality and Identity*

- straight girls kissing – Rupp and Taylor (2010)
- Up from Pain – Blow (2014)

Week 4

Monday, April 18th – Guest lecture – Alec Smidt

- Readings TBD

Wednesday, April 20th – *Inequality in Sexual and Gender Identity*

- How Homophobia Hurts Everyone – Blumenfeld (2000)
- Tom Girls – This American Life (2009)

*******HOMEWORK 2 DUE WEDNESDAY April 20th BY 8:30AM*******

*******PAPER 1 DUE SUNDAY April 24th BY MIDNIGHT*******

Week 5

Monday, April 25th – *Gender, Media, Sex, and Society*

- Pigs in Training - Levy (2005)

Wednesday, April 27th – *Gender, Media, Sex, and Society*

- Masculinity as Homophobia – Kimmel (1994)

Week 6

Monday, May 2nd – *Sexual Violence*

- Sexual Assault on Campus – Armstrong, Hamilton, and Sweeney (2006)

Wednesday, May 4th – *Sexual Violence*

- The Antirape Rules – Schultz (2000)
- How we enter: Men, gender, and sexual assault – Loewe (2013)

Week 7

Monday, May 9th – *Sex as a Spectator Sport: Pornography*

- The Porn Myth – Wolf (2003)
- Ruminations of a Dominatrix – Monroe (2010)
- On Crossing the Line to Create Feminist Porn – Taormino (2005)

Wednesday, May 11th – *Sex Work*

- Prostitutes are people, not criminals – Knox (2014)
- Violence and legalized brothel prostitution in Nevada – Brent and Hausbeck (2005)

*******HOMEWORK 3 DUE WEDNESDAY MAY 11TH BY 8:30AM*******

Week 8

Monday, May 16th – *How to Have Good Sex*

- Are we having sex now or what? – Christina

Wednesday, May 18th – *More Than 50 Shades*

- Psychotherapeutic Issues with “Kinky” Clients: Yours and Theirs – Nichols (2006)
- Know Me Where it Hurts - Carrie (2014)

Week 9:

Monday, May 23rd – *Sex and Love in Long Term Relationships*

- Making a Mess of Marriage, Mating, and Monogamy – Ryan and Jetha (2010)
- How to Grow Up – Weintraub (2012)

Wednesday, May 25th – *Teach Your Children Well: Sex Education in the Family*

- What if we admitted to children that sex is primarily about pleasure? – Dreger (2014)
- Sex, love, and autonomy in the teenage sleepover – Schalet (2010)

Week 10

Monday, May 30th – Memorial Day

- No readings, no class!

Wednesday, June 1st – *Sex in the Classroom: Sex Education in the School System*

- Teaching Good Sex – Abraham (2011)

*******HOMEWORK 4 DUE WEDNESDAY June 1st BY 8:30AM*******

*******PAPER 2 DUE MONDAY June 6TH BY MIDNIGHT*******
