

Human Sexuality (PSY 388)

Second Summer Session 2018

Monday-Thursday

2:00-3:50 pm

Lillis Hall 162

Version: 7/22/18

Instructors

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Teaching: July 23–August 2nd

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Teaching: August 6th–August 17th

Office Hours: By appointment. Seriously, we mean it! Just send an email or chat with us after class, and we will find a time to meet with you.

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 we 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 the Canvas page. Please check it regularly for updates.

Changes to the Syllabus

We 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 Alec or Alexis 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. We 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, we do not care if you take notes at all. We do care that you are attentive, ready to participate, and fully engaged. In our experience, electronic devices severely impair students' ability to be active learners. We realize this may be hard for some, especially given the extent to which technology has integrated itself into our lives; but, if you are using an electronic device during class, we will ask you to leave for the day. If you believe that a computer or other electronic device (excluding cell-phones) is crucial to your learning, please see the instructors 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 the instructors.

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 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

Students who are victims of sexual violence and prohibited discrimination

Any student who has experienced sexual assault, relationship violence, sex- or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at <https://safe.uoregon.edu/>. A student can also call 541 346-7244 [SAFE], UO's 24 hour hotline to be connected to a counselor or contact the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE site, students may also connect to Callisto, a third-party site which hosts information confidentially and is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment may seek information on <https://respect.uoregon.edu> or <https://aaeo.uoregon.edu> or contact the non-confidential AAEO offices at 541-346-3123 or Dean of Students offices at 541-346-3216 for help. UO policy has different reporting requirements based on the nature of the reported harassment or discrimination. Find additional information here about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment: <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

The instructor of this class and the teaching assistant will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administrator when the student requests that the information be reported (unless someone is in imminent risk of serious harm or is a minor); and forward de-identified information to the Clery Office for statistical purposes only. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

A sample of informational, counseling, and social service resources follows. **Disclaimer: We do not assume any responsibility for the accuracy of information or quality of services offered by the following organizations or individuals.** *We also recommend that you carefully review the confidentiality policy and practices of any of these agencies or others before sharing private information.*

Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at <https://safe.uoregon.edu/>. You can also call 541-346-SAFE, UO's 24 hour hotline to be connected to a counselor. In addition, the UO Ombudsperson (541-346-6400 or ombuds@uoregon.edu) may be able to provide assistance. You can also contact any imam, pastor, priest, rabbi, or other member of the clergy. In theory, these individuals have an obligation not to reveal your name or other specific information without your permission. *We recommend that you carefully review the confidentiality policy and practices of any of these individuals, agencies, or others before sharing private information.*

Community Crisis Lines

Sexual Assault Support Services Crisis Line	541-343-7277
White Bird Clinic Crisis Line	541-687-4000
Womenspace Crisis Line	541-485-6513

Local Counseling

Center for Community Counseling	541-344-0620
Options Counseling Services	541-687-6983
Sexual Assault Support Services (SASS)	541-484-9791

Some Additional Campus Resources

UO Ombudsperson	541 346-6400
SAFE	541 346-SAFE
UO Women's Center	541-346-4095
Law School Clinic for Survivors	541-346-8619
Multicultural Center	541-346-4321
LGBT Educational and Support Services	541-346-6105

Evaluation

Reading Responses (30% of total grade):

Reading responses are responses to assigned readings and their purpose is manifold: to stimulate students to actively engage with readings, to be earlier and better prepared for class (and quizzes), and also to provide important raw material for educative group discussions. The length for a reading response is exactly **one full, double-spaced page of text (12 pt. font, 1 inch margins)** for each response.

They are due at **10:00 AM on Canvas on class days**, thus the reading response is due 4 hours before the class meeting (that is associated with a given reading) begins. For each reading response, you must refer to the content in the assigned reading for that due date (citing specifically one or more pages in the reading).

Here is a guiding framework:

After a sentence or two or three describing some relevant point(s) in what you have read (thus demonstrating accurate knowledge of some content in the reading), **use one of these three phrases which you must bold and underline in your response:**

- i. *‘But here is an important question.’* Then describe an important question or controversy (related to the relevant point[s]) that has not been (and perhaps will not be easily) answered or settled, **OR**
- ii. *‘But here I found something I must question.’* Describe something – an idea or finding or inference or assumption or oversimplification or way of labeling or summarizing things – that you found in the reading (related to the relevant point[s]) that you think is questionable AND what makes it questionable, **OR**
- iii. *‘And here is the most important point in the entire reading for today.’* Describe something (an idea or finding, related to the relevant point[s]) you think is very important and explain why you think it is more important than (i.e., has priority over) one or more other things emphasized elsewhere in the reading. Identify clearly what these other things are – it is not enough to just say something is important, say also what is less important.

To get full credit, your response must be something that (in the judgment of the instructors) could conceivably be discussed in this class. **Remember, you must include one of the above three phrases at least once in each response.** To get full credit for this part of the course, you must complete **eight** reading responses satisfactorily during the term, and they must be distributed across the four weeks of the class (i.e., two reading responses for each week of the course). You have considerable freedom in deciding for which class sessions or readings you will submit reading responses. Remember, though, that two responses are due each week, so a degree of planning is required so that work does not build up on one day. This assignment has been adapted from ones created by Dr. Gerard Saucier (University of Oregon) and Dr. Leslie Picca (University of Dayton).

Daily Quizzes (25% of total grade):

Reading the assigned articles is an integral part of being a learner in this course. We 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 (Attendance & Participation) (20% of total grade):

Citizenship comprises of two components. First, as a citizen of this academic community, you are expected to attend class. We 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 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 different facets of human sexuality. These assignments will offer you opportunities to explore your thoughts about various topics and experiences. They will be graded on effort and thoughtfulness. Submissions 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 Canvas by Friday at Noon (12PM) on 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 result in serious consequences; this may include failing the assignment or quiz, failing the class, or being excused from the university. If you are struggling with the course, please come see the instructors. Do not resort to cheating!

Course Schedule

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

Week 1: Constructions of Sex and Gender

Monday, July 23rd

- Welcome!

Tuesday, July 24th

- Hyde & Delamater (2014) Chapter 3
- Hyde & Delamater (2014) Chapter 4

Wednesday, July 25th

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

Thursday, July 26th

- Hyde & Delamater (2014) Chapter 13
- Cowan et al. (2005) Heterosexuals' Attitudes Toward Hate Crimes...

*******HOMEWORK 1 DUE FRIDAY JULY 27th BY NOON (12PM) on CANVAS**

Week 2: Clinical and Medical View of Sexuality – Past and Present Views

Monday, July 30th

- Hyde & Delamater (2014) Chapter 17

Tuesday, July 31st

- Bancroft (2002) Medicalization of Female Sexual Dysfunction
- Bhugra & de Silva (1995) Sexual Dysfunction and Sex Therapy

Wednesday, August 1st

- Crouch (2014) Parent reported Measures of Child Health and Wellbeing...
- Small (2004) How Many Fathers are Best?

Thursday, August 2nd

- Kuyper, de Wit, Adam, & Woertman (2011)

*******HOMEWORK 2 DUE FRIDAY AUGUST 3rd BY NOON (12PM) ON CANVAS**

Week 3: Sexual Violence and Inequality

Monday, August 6th - Gender, Media, and Society

- Pigs in Training (Levy, 2005)
- Masculinity as Homophobia (Kimmel, 1994)

Tuesday, August 7th - Sexual Violence

- Hyde & Delamater (2014) - Chapter 15
- How we enter: Men, gender, and sexual assault (Loewe, 2013)
- Sexual Assault on Campus (Armstrong, Hamilton, & Sweeney, 2006)

Wednesday, August 8th - Sex as a Spectator Sport: Pornography

- On Crossing the Line to Create Feminist Porn (Taormino, 2005)
- The Porn Myth (2003)

Thursday, August 9th - Sex Work

- Prostitutes are People, not Criminals (Knox, 2014)
- Violence and legalized brothel prostitution in Nevada (Brent & Hausbeck, 2005)

*******HOMEWORK 3 DUE FRIDAY AUGUST 10th BY NOON (12PM) ON CANVAS**

Week 4: Good Sex

Monday, August 13th - What is “Good Sex?”

- Are we having sex now or what? (Christina)
- What is sex and why does it matter? A motivational approach to exploring individuals' definitions of sex (Peterson & Muehlenhard, 2007)

Tuesday, August 14th - Kink & BDSM

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

Wednesday, August 15th - Sex & Love in Long Term Relationships

- Making a Mess of Marriage, Mating, and Monogamy (Ryan & Jetha, 2010)

- How to Grow Up (Weintraub, 2012)

Thursday, August 16th - Sex Education

- What if we admitted to children that sex is primarily about pleasure? (Dreger, 2014)
- Sex, Love, and Autonomy in the Teenage Sleepover (Schalet, 2010)

*******HOMEWORK 4 DUE FRIDAY AUGUST 17th BY NOON (12PM) ON CANVAS**