

**Human Sexuality**  
**SOCY/PSYC 3023**  
**Fall 2019 – TR 8:00-9:20am**

**Professor:** Dr. Jennifer Pace

**Office:** O'Donohoe 131

**Office Hours:** MW 12:00-2:00pm  
& T 9:30-10:30am

**Email:** Jennifer.Pace@msutexas.edu

*\*Note: I will return emails within 48 hrs, excluding weekends.*

**Classroom:** Prothro-Yeager Hall Room 209

**Required Text:** **King and Regan, *Human Sexuality Today*, 8th Ed.**

*\*All additional readings will be available on our D2L course website.*

**Course Description:**

The aim of this course is to study human sexuality from a social scientific perspective. Despite the fact that we live in a sex-obsessed information society, many people know very little about a variety of aspects concerning human sexuality and sexual health. There are many important perspectives from which to study sexuality such as the religious, biological, medical, and moral. We will, of course, focus on the sociological and psychological perspectives. We want to know how groups of individuals interact to shape the contours of sexual behavior and sexual attitudes both now and in the past. Conversely, we want to know how the individual's expression of sexuality in turn molds society's sexual norms and cultural climate. Sexuality is fundamental to the cultural, economic, political, and social organizations of society. In the same vein, sexuality is important to social identities, behaviors, and interactions. Throughout the course, we will use sociological and psychological perspectives and analytic approaches to understand how sexuality is socially constructed, how this construction has changed over time, and the importance of sexuality on the individual and within society.

**Goals:**

The goals of this class require that we speak frankly about sexuality. In lectures, films, and class discussion, you may be exposed to sexually explicit language and you will learn information about a variety of sexual interpretations, ideas, practices, and lifestyles that may differ considerably from your own. This class is intense and involves critical thinking and a lot of active learning to critically engage and analyze a wide range of ideas and concepts regarding sexuality. Our goals are as follows:

1. Understand and critique the social construction of sexuality
2. To discuss and explore the sociological and psychological dimensions/theories/analytic approaches of sexuality.
3. To become confident handling potentially difficult issues in future work as a teacher, counselor, health care worker, social worker, psychologist, etc.

4. To create a tolerant atmosphere in which students can learn with an open mind.

**Confidentiality:**

Discussions in class or in group may occasionally involve sensitive self-disclosure. No student will be required to reveal personal information that makes him or her feel uncomfortable. It is critical that anything of a personal nature that is disclosed in this class not be discussed with anyone outside of this class. Many of you hope to become counseling professionals and this rule of confidentiality remains a central one for those seeking careers in the social and behavioral sciences.

**Evaluation:** Grading for this course will be determined by the following breakdown:

Weekly Summaries	25%
Research Paper	25%
Exam #1 (Midterm)	25%
<u>Exam #2 (Final)</u>	<u>25%</u>
TOTAL	100%

**Course Requirements:**

Because we will be working collaboratively and because there will be regular in-class discussions and exercises, it is essential that you attend class and that you are prepared to participate.

**Weekly Summaries (25%):** There will be 12 weekly reading summaries collected over the course of the semester and 10 will count toward your grade. This means you get 2 free “drops” – use them wisely. There are no “make-ups” for weekly summaries. If you are sick, need to travel, over sleep, etc., then you can use one of your free drops.

*\*Weekly Summary Assignment Description:* Every week (by class time on **Tuesday**), you should prepare for class by writing a **summary of ALL of the week’s readings** along with **three discussion questions**. Your summary of the week’s readings should be approximately 1-2 pages in length (**typed, double spaced**). Handwritten assignments will not be accepted. Summaries should demonstrate that you have read all of the readings assigned for the week. Your discussion questions should be based on the readings for the entire week. You will use these summaries/questions to facilitate your participation in class, for group discussions, and/or to help prepare you for exams.

**Research Paper (25%):** You will develop a 5 to 7-page paper (not including title or reference pages) on a topic of your choice. *Additional information will be given later in the semester.* (\*Late papers will be penalized 10 points for each day they are late.)

**Exams (50%):** There will be two exams. The first exam (midterm) is worth 25% and the second exam (final) is also worth 25% of your final grade. Exam material will be drawn from lectures, readings, and other course content/activities. The exams will consist of a combination of True/False and short answer questions. Exam questions will synthesize content from across course

topics. Both exams will be taken in class, during our regular class time. *Exam Make-Up Policy: Missed exams can only be made up with official documentation of an extenuating circumstance (see below).*

### **Extenuating Circumstances:**

Emergencies and other extenuating circumstances happen. If you experience an extenuating circumstance, you must produce documentation to “excuse” your absence from class.

Documentation includes:

- A written excuse from a physician, or MSU infirmary
- Written evidence of attending a *mandatory* university function (band, choir, sports, etc.)
- A written excuse from a physician for a dependent child’s illness
- Proof of death in immediate family (check in with professor about documentation)

### **A Note on Attendance:**

You’ll find a high correlation between attendance and your grades. A good portion of each exam will focus on lecture material that is not in the book. In addition, in-class exercises and summary assignments can only be submitted if you are in class on the date they are due. Therefore, good attendance is a necessity. ***I may drop a student for excessive absences (3+), at my discretion. Absences will affect your grade.***

## **OTHER IMPORTANT COURSE INFORMATION**

### **Grading Scale:**

<b>Letter</b>	<b>Percentage</b>	<b>Description</b>
<b>A</b>	<b>90-100</b>	Exceptional: Exceeds all required elements of the assignment, and the quality of the work is considerably greater than what is required.
<b>B</b>	<b>80-89</b>	Good: Meets all required elements of the assignment, and the quality of the work is better than what is required.
<b>C</b>	<b>70-79</b>	Average: Meets all required elements of the assignment, no more, no less. Quality of assignment is satisfactory for college level work.
<b>D</b>	<b>60-69</b>	Below average: Does not meet all the required elements of the assignment, and/or the quality is below satisfactory.
<b>F</b>	<b>59 and below</b>	Failing: Almost none of the requirements of the assignment are met and/or the quality of the assignment is unacceptable.

### **The Americans with Disabilities Act:**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

### **Religious Observance:**

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. If you have a religious observance conflict, you will need to provide written proof of the conflict and I will work with you on an individual basis to address the issue. It is your responsibility to review the syllabus, note any possible conflicts, and discuss alternatives with me at the beginning of the semester.

### **Academic Honesty:**

Academic dishonesty will not be tolerated in this class. All students of Midwestern State University are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, fabrication, lying, bribery, threatening behavior, and aid of academic dishonesty. Those found to be in violation of the MSU Texas Student Honor Creed will be reported to the university.

### **Classroom Behavior:**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavior standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

### **Course Policies:**

1. No laptops or cell phones are allowed in lecture. If you have a disability accommodation that allows the use of a laptop, see me outside of class so we can discuss your accommodations.
2. There are no "make-ups" or "early turn-ins" for in-class work/assignments/exams (without documentation of extenuating circumstances).
3. If you miss class, it is your responsibility to find out what you missed. For in-class notes, please contact one of your classmates (see "class contacts" at the end of this syllabus).
4. In this class, our discussions will often focus on controversial issues that may arouse intense feelings and disagreement. While enthusiastic discussion and debate of these issues is wholeheartedly encouraged, insensitive or inappropriate comments will not be tolerated.
5. As the instructor, I reserve the right to ask you to leave if I believe your comments and/or actions are contributing to a classroom environment where not all individuals feel respected and safe.
6. Please do not get up and leave class, or start packing up to leave, before our time is up. Avoid consistent lateness to class. It is distracting to both me and the other students. If you must leave early or come late, please let me know ahead of time. Repeatedly disrupting class by being late/leaving early will have a negative impact on your in-class participation grade. For repeated tardiness, you may also be asked to leave class for the day.
7. I do not post lecture slides online. However, they are available for review in office hours.

**(Students who violate these rules are subject to being dropped with an F for the class at the faculty member's discretion)**

**Peer Contact Information (your first source for missed material)**

Name \_\_\_\_\_ Email/Number: \_\_\_\_\_

Name \_\_\_\_\_ Email/Number: \_\_\_\_\_

**COURSE SCHEDULE**

- ❖ Readings/summaries of readings for the week are due by **Tuesday** at the beginning of class.
- ❖ Readings marked with \* can be found on our D2L course website.
- ❖ “Chapter” readings are found in your textbook.
- ❖ *Note: Readings and scheduled items are subject to change.*

**Week 1 (8/26-8/30): Introduction & Course Concepts**

*Readings:*     \**Mills: The Sociological Imagination*  
  
                  \**Terminology*

*Due & Events:* In-class assignment: group summaries of readings

**Week 2 (9/2-9/6): Studying Sexuality: A Constructionist Approach**

*Readings:*     -Chapter 1  
  
                  \**Gute, Gary, Elaine M. Eshbaugh, & Jacquelyn Wiersma. 2008. “Sex for You, But Not for Me: Discontinuity in Undergraduate Emerging Adults’ Definitions of ‘Having Sex’”*

*Due & Events:* Summary #1 due

**Week 3 (9/9-9/13): Historical Transformations & Sexual Distinctions**

*Readings:*     \**Blanke, Hanne. “Sexual Disorientation” in Straight: The Surprisingly Short History of Heterosexuality*  
  
                  \**D’Emilio, John. “Capitalism and Gay Identity”*

*Due & Events:* Summary #2 due

## Week 4 (9/16-9/20): Heteronormativity, Hegemonic Sexuality, & the “Othering” of Sexuality

Readings: -Chapter 9 (*Recommended, not required*)

\*Schilt, Kristen, and Laurel Westbrook. 2009. “Doing Gender, Doing Heteronormativity: ‘Gender Normals,’ Transgender People, and the Social Maintenance of Heterosexuality.” *Gender & Society*23: 440-464

\*Better, Alison and Brandy L. Simula. “How and for whom does gender matter? Rethinking the concept of sexual orientation.” *Sexualities*.

Due & Events: Summary #3 due

## Week 5 (9/23-9/27): Developing Sexual Identities

Readings: \*Thorne, Barrie and Zella Luria. 1986. "Sexuality and Gender in Children's Daily Worlds." *Social Problems*33(3):176–190.

\*Robertson, Mary Anna. “How Do I Know I’m Gay?: Understanding Sexual Orientation, Identity, and Behavior Among Adolescents in an LGBT Youth Center.” *Sexuality & Culture*.

Events & Due: Summary #4

## Week 6 (9/30-10/4): Gender, Sexuality, and Sexual Scripts

Readings: \*Simon, William and John H. Gagnon. 2003. “Sexual Scripts: Origins, Influences, and Changes.” *Qualitative Sociology*26(4):491-497.

\*Cera, Michelle J., Jessie Ford, and Paula England. 2017. “Social pressure to appear masculine leads straight men to have unwanted sex.” *Contexts*.

\*Cera, Michelle J., Jessie Ford, and Paula England. 2017. “College women seen as a ‘slut’ if they have sex on a hookup, ‘bitch’ or ‘prude’ if they don’t.” *Contexts*.

Events & Due: Summary #5; **PAPER TOPIC & APPROVAL DUE**

## Week 7 (10/7-10/11): Race, Class, and Sexuality

Readings: \*Bettie, Julie. "Women without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity." *Signs* 26, no. 1 (2000): 1-35.

\*Collins, Patricia Hill. Chapter 1: Introduction “Sex Matters: Why Black Sexual Politics?” *New York: Routledge*.

Events & Due: Summary #6 due; FILM: Beyond Beats and Rhymes

**\*\*The instructor reserves the right to modify this syllabus as necessary\*\***

## Week 8 (10/14-10/18): Exam Review & Exam #1 (Midterm)

Readings: N/A

Events & Due: **EXAM #1 (MIDTERM) ON THURSDAY**

## Week 9 (10/21-10/25): Agents of Socialization and Social Control (Part 1)

Readings: \*Schalet, Amy T. "Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands." *Body & Society* 6, no. 1 (2000): 75-105.

\*Garcia, Lorena. 2009. "'Now Why Do You Want to Know About That?': Heteronormativity, Sexism, and Racism in the Sexual (Mis)Education of Latina Youth." *Gender & Society* 23(4): 520-541.

Events & Due: Summary #7 due

## Week 10 (10/28-11/1): Agents of Socialization and Social Control (Part 2)

Readings: \*Pascoe, C. J. 2007. "Dude, You're a Fag: Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

\*Hamilton, Laura, and Elizabeth A. Armstrong. 2009. "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options." *Gender & Society* 23(5): 589-616.

Events & Due: Summary #8 due (Tuesday); **PAPER DUE (IN CLASS, THURSDAY)**

## Week 11 (11/4-11/8): Sexuality Across the Life Course

Readings: -Chapter 10

\*Waite, Linda J. 2010. "Sexuality has no expiration date."

Events & Due: Summary #9 due

## Week 12 (11/11-11/15): Sexual Health: STI's and Moral Panics

Readings: -Chapter 5

\*Reich, Jennifer A. 2016. "Neoliberal Parenting, Future Sexual Citizens, and Vaccines Against Sexual Risk." *Sex Research Social Policy* 13:341-344.

Events & Due: Summary #10 due

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### Week 13 (11/18-11/22): Sexual Health: Contraception

Readings: -Chapter 6

*\*Dalessandro, Cristen, Laurie James-Hawkins, and Christie Sennott. 2019. "Strategic Silence: College Men and Hegemonic Masculinity in Contraceptive Decision Making." Gender & Society, Forthcoming*

Events & Due: Summary #11 due

### Week 14 (11/25-11/29): Selling Sex: Sex Work in Contemporary Society

Readings: -Chapter 16

*\*Barton, Bernadette. "Dancing on the Mobius Strip: Challenging the Sex War Paradigm." in Gender & Society*

Events & Due: No Summary this week  
FALL BREAK (No Class on Thursday)

### Week 15 (12/2-12/6): Sexual Coercion and Violence

Readings: -Chapter 15

*\*Armstrong, Elizabeth, Laura Hamilton, and Brian Sweeny. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." Social Problems 53(4): 486-499.*

Events & Due: Summary #12 due

**EXAM #2 (FINAL): TBA (TAKEN DURING FINALS WEEK)**