

**Human Sexuality**  
**SOCL/PSYC 3023-201**  
Spring 2021 | W 2:00pm-4:50pm  
Classroom: Prothro-Yeager 100

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**Professor:** Dr. Jennifer Pace

**Office:** O'Donohoe 131 (PY Building)

\*Office hours will be held via Zoom

**Office Hours:** Mon & Wed: 12:00-2:00PM  
Tues: 11:00AM-12:00PM

**Email:** [Jennifer.Pace@msutexas.edu](mailto:Jennifer.Pace@msutexas.edu)

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

**Required Text:** *Discovering Human Sexuality. By Levay, Baldwin, & Baldwin. 2021. 5<sup>th</sup> ed.*  
\*All additional readings will be available on our D2L course website.

**Virtual Office Hours:** Office hours will be held virtually via **Zoom**. **If you are planning to attend office hours, you must sign up for a slot ahead of time.**

*Signing up for office hours is simple:* Use this link to sign up for slots during the semester (the link is also on our D2L course site under the “content” tab, then “office hours: links”):

<https://calendly.com/professor-pace-msu/office-hours-individual>

*Joining Zoom office hours is simple:* Use this link for office hours during the semester (the link is also on our D2L course site under the “content” tab, then “office hours: links”):

<https://msutexas-edu.zoom.us/j/99526005519>

**PSYC/SOCL Credit Hours:** This is a cross listed course (Sociology/Psychology). Students will only receive credit hours in the discipline in which they registered (Sociology *or* Psychology). Students should be very careful to check which course they are registered under (PSYC 3023 *or* SOCL 3023). Many students take this course to complete necessary credit hours in either psychology or sociology. You *need* to register under PSYC 3023 to receive psychology credits or SOCL 3023 to receive sociology credits. Neither department will allow retroactive substitutions (for example, taking the class as SOCL 3023 and later requesting to receive psychology credits). Both departments have policies to deny such requests.

**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-focused information society, many people know very little about a variety of aspects concerning human sexuality (including sexual health). There are many important perspectives from which to study sexuality such as the religious, biological, medical, and moral. In this course, we will, instead, 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,

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

and interactions. Throughout the course, we will use sociological and psychological perspectives to understand how sexuality is socially constructed, how this construction has changed over time, and the importance of sexuality for individuals and society.

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

Weekly Summaries	10%
Research Paper	30%
Exam #1	30%
<u>Exam #2</u>	<u>30%</u>
TOTAL	100%

### **Grades:**

**1) Weekly Summaries on D2L (10%):** 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 Reading Summaries:* Every week by **2:00pm on Wednesday**, you should prepare for class by writing a **summary of ALL of the week’s readings** along with **three discussion questions**. You should submit your summary to the **appropriate dropbox on our D2L course site**. Your reading summary should be approximately 1 to 2 pages in length (**double spaced**). 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.

**2) Research Paper (30%):** You will develop a 6 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.*

**3) Exams (60%):** There will be two exams, each worth 30% 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, Multiple Choice, and Free Response questions. Exam questions will synthesize content from across course topics. *Exam Make-Up Policy: Missed exams can only be made up with documentation of an extenuating circumstance (see below).*

**\*\*Discussion Board Posts on D2L (Attendance):** Attendance is an important component of this course. Due to the current health crisis, we are focusing our attendance tracking online, through our D2L course site. By Thursday at 11:59 PM each week, you are required to post to our D2L Discussion Board one original comment (one paragraph) and one response comment (one paragraph) to one of your classmates. This will help capture your attendance virtually, which can help build in some flexibility just in case you need to stay home for health reasons. This is an important aspect of the course. *For every missed post past your second, your final grade will be docked one percentage point.* If you simply stop coming to class *and* stop checking in virtually (by posting to the weekly discussion board), you can be dropped from the class.

## OTHER IMPORTANT COURSE INFORMATION

**Confidentiality & Consent:** 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. Additionally, we will formally consent to joining this class with these understandings. To stay in the class, you will need to sign our classroom consent form before the end of the second week of the semester.

**Extenuating Circumstances:** Emergencies and other extenuating circumstances happen. If you experience an extenuating circumstance, you must produce official documentation to “excuse” your absence from class. Documentation includes:

- A written note from a physician or MSU infirmary
- A written note from a physician for a family member’s illness
- Written evidence of attending a *mandatory* university function (band, choir, sports, etc.)
- Written evidence of death of a family member (ask professor about documentation)
- Official documentation of mandatory military obligation
- Official documentation of required jury or court appearance
- Religious observance (ask professor about documentation)
- *COVID-19 had created new challenges for many. If you experience a circumstance that you believe is extenuating that is not outlined above, contact me to discuss the situation.*

**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.

**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 no 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 tops dealing with differences of race, color, culture, religion, creed, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

### **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 an 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.

### **Course Policies:**

1. No laptops or cell phones are allowed in lecture unless directed otherwise. If you have a disability or special circumstance that requires you to use a laptop, please see me to discuss.
2. There are no “make-ups” or “early turn-ins” for in-class work/assignments/quizzes.
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.
4. In this class, as in many sociology classes, our discussion will often focus on controversial issues that may arouse intense feelings and disagreement. While enthusiastic discussion of these issues is encouraged, inappropriate/disrespectful 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 (myself included) feel respected and safe.
6. Please do not get up and leave class, or start packing up to leave, before our time is up. **Please avoid being late to class.** It is distracting to both me and the other students. If you must leave early or come late, let me know ahead of time. Disrupting class by being late/leaving early will have a negative impact on your grade. When you arrive late and

disrupt our class, you will not be counted as in attendance for the day (which will negatively impact your final grade). For repeated tardiness, you may be asked to leave for the day.

**(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: \_\_\_\_\_

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

# COURSE SCHEDULE

- ❖ Readings/summaries of readings for the week are due by **Wednesday** 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.*

## **UNIT 1: THE FOUNDATIONS OF HUMAN SEXUALITY**

### Week 1 (Jan 11-Jan 15): INTRODUCTION

*Readings:* ~Chapter 1: Sexuality – Pathways to Understanding (Text)  
\*Terminology (PDF)

*Due & Events:* DUE: DB Posts due by Thursday at 11:59 PM

### Week 2 (Jan 18-Jan 22): EXPERIENCING SEXUALITY: COLLEGE AS A CASE STUDY

*Readings:* \*Gute, Gary, Elaine M. Eshbaugh, & Jacquelyn Wiersma. 2008. “Sex for You, But Not for Me: Discontinuity in Undergraduate Emerging Adults’ Definitions of ‘Having Sex’.” (PDF)  
\*Cera, Michelle J., Jessie Ford, and Paula England. 2017. “Social pressure to appear masculine leads straight men to have unwanted sex.” (PDF)  
\*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.” (PDF)

*Due & Events:* DUE: Summary #1 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### Week 3 (Jan 25- Jan 29): CONSTRUCTING SEXUALITY

*Readings:* \*Christiansen, Lars and Nancy Fischer. “Working in the (social) construction zone.” (PDF)  
\*Roberts, Celia. 2007. “Medicine and the Making of a Sexual Body.” (PDF)

*Due & Events:* DUE: Summary #2 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### Week 4 (Feb 1 – Feb 5): SEX EDUCATION

*Readings:* \*Miceli, Melinda S.” Schools and the Control of Sexuality.” (PDF)  
\*Politics of Sex Education: Interview with Janice M. Irvine. (PDF)

*Due & Events:* DUE: Summary #3 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

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### Week 5 (Feb 8 – Feb 12): SEXUAL HEALTH

*Readings:* ~Chapter 15: Sexually Transmitted Infections (Text)  
\*Dalessandro, Cristen, Laurie James-Hawkins, and Christie Sennott.  
2019. "Strategic Silence: College Men and Hegemonic Masculinity in  
Contraceptive Decision Making." (PDF)

*Due & Events:* DUE: Summary #4 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### Week 6 (Feb 15 – Feb 19): SEXUALITY ACROSS THE LIFE COURSE

*Readings:* ~Chapter 10: Sexuality Across the Lifespan – From Birth to Adolescence (Text)  
~Chapter 11: Sexuality Across the Lifespan – Adulthood (Text)

*Due & Events:* DUE: Summary #5 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### Week 7 (Feb 22 – Feb 26): SOCIALIZATION AND BUILDING SEXUAL IDENTITY

*Readings:* \*Thorne, Barrie and Zella Luria. 1986. "Sexuality and Gender in Children's Daily  
Worlds." *Social Problems* 33(3):176–190. (PDF)  
\*Pascoe, C. J. 2007. "Dude, You're a Fag: Adolescent Masculinity and the Fag  
Discourse." *Sexualities* 8(3): 329-346. (PDF)

*Due & Events:* DUE: Summary #6 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### Week 8 (March 1 – March 5): REVIEW AND EXAM

*Readings:* N/A

*Due & Events:* DUE: **Exam #1 on Wednesday (remotely on D2L)**  
*The 60-minute exam will be available from 3:30 PM-5:30 PM.*  
*You should begin and complete the exam within that time frame.*  
*(No Reading Quiz or DB Post this week)*

## **UNIT 2: THE SOCIAL PRACTICE OF HUMAN SEXUALITY**

### **Week 9 (March 8 – March 12): INVISIBLE IDENTITIES**

- Readings:* \*Zangari, Nicolette, Kathryn Graff Low, and Anna N. Query. “A Qualitative Exploration of the “Coming Out” Process for Asexual Individuals.” (PDF)  
\*Siebers, Tobin. “A Sexual Culture for Disabled People.” (PDF)

*Due & Events:* DUE: Summary #7 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **Week 10 (March 15 – March 19): GENDER AND HETERONORMATIVITY**

- Readings:* ~Chapter 12: Sexual Orientation (Text)  
\*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. (PDF)

*Due & Events:* DUE: Summary #8 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **Week 11 (March 22 – March 26): GENDER AND HETERONORMATIVITY**

- Readings:* \*D’Emilio, John. “Capitalism and Gay Identity” (PDF)  
\*Nielsen, Joyce, Glenda Walden, and Charlotte Kunkel. “Gendered Heteronormativity: Empirical Illustrations in Everyday Life.” (PDF)

*Due & Events:* DUE: Summary #9 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **Week 12 (March 29 – April 2): RACE & MEDICAL RACISM**

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

*Due & Events:* DUE: Summary #10 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **Week 13 (April 5 – April 9): SOCIAL CLASS AND SOCIO-ECONOMIC STATUS**

- Readings:* \*McDermott, Elizabeth. 2011. “The World Some Have Won: Sexuality, Class, and Inequality.” (PDF)  
\*Which college students are more permissive about sex? differences by social class background and educational aspirations.” (Link)

*Due & Events:* DUE: **RESEARCH PAPER** due by Friday at 11:59 PM  
DUE: DB Posts due by Thursday at 11:59 PM  
*There is no reading summary due this week.*

### **Week 14 (April 12 – April 16): SEXUAL ASSAULT, VIOLENCE, AND CONSENT**

- Readings:* ~Chapter 16: Sexual Assault, Harassment, and Partner Violence (Text)  
\*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. (PDF)

*Due & Events:* DUE: Summary #11 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **Week 15 (April 19 – April 23): SELLING SEX**

- Readings:* ~Chapter 17: Sex Work (Text)  
\*Barton, Bernadette. “Dancing on the Mobius Strip: Challenging the Sex War Paradigm.” (PDF)

*Due & Events:* DUE: Summary #12 due by Wednesday at 2:00 PM  
DUE: DB Posts due by Thursday at 11:59 PM

### **FINALS WEEK (April 28)**

#### **EXAM #2 scheduled for Wednesday, April 28<sup>th</sup>.**

The exam will be taken remotely on our D2L course website.  
The 60-minute exam will be available 8:00 AM to 8:00 PM.  
You should begin and complete the exam within that time frame.



## HUMAN SEXUALITY

### SOCL/PSYC 3023

This is a course about human sexuality. It will involve direct, detailed, and explicit reading and discussion about sexual matters. All materials will be presented in the most professional manner possible. However, if your religious, moral, or psychological sensibilities will be offended, you are advised **NOT** to take this course. Please note that this class is not required for any major. No student will be allowed to take this course unless he or she signs the following statement:

I, THE UNDERSIGNED, HAVE BEEN FULLY APPRISED OF THE NATURE AND CONTENT OF SOCL/PSYC 3023, HUMAN SEXUALITY.

Date: \_\_\_\_\_ Semester: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_