

Human Development 345-002
Human Sexuality – 3 Credits
Spring 2008

Instructor: Jill White, Ph.D.
Office: MAC C315
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And by appointment
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Course Description:

This is a course about human sexuality. It is not a health course, nor is it group therapy. This is a course in which we treat sexuality as a legitimate object of scholarly study. We will review the history of sex scholarship, and examine the state of it today from many different angles, using a variety of lenses. The overarching theme of the course is this: sex sits at the intersection of biology, psychology, and culture. Every sexual topic we can think of has these three components, and we cannot understand any sexual topic without exploring all three. It should be noted that this course, is by its nature sexually explicit.

UWGB General Education Learning Outcomes

Have the ability to communicate effectively through listening, speaking, reading, writing, and use of computers.

Have the ability to think critically.

Have a fundamental understanding of the Social Sciences, including the impact that social institutions and values have on individuals and groups in a culture.

Have a fundamental understanding of the causes and effects of stereotyping and racism, and an appreciation of cultural diversity within the United States.

Human Development Learning Outcomes

Primary –

Use library facilities and computerized databases to locate pertinent information.

Conceptualize the field in terms of the complexity or reciprocal biopsychosocial interactions.

Understand the basic principles of research designs from the variety of relevant disciplines.

Have the ability to accurately interpret and use research.

Understand and be able to apply key components of cultural diversity.

Secondary –

Learn to evaluate alternative approaches to promoting optimal human development.

Have the ability to critically assess the merits of basic and applied research.

Have the ability to accurately interpret and use such research.

Understand the ethical issues involved in research.

Engage in positive citizenship.

Develop an understanding of the ways in which historical periods influence human development.

Course Objectives:

This course is designed to provide students with an understanding of:

1. How human sexuality is studied, today and in the past.
2. How both sex itself and the study of it have changed over time in response to broader cultural changes.
3. How biology, psychology and culture affect the ways in which we categorize and thus conceptualize acts, body parts, and people.
4. How sexuality changes over the life course
5. How sex is practiced, and how these practices change over time.
6. How and why sex sometimes occurs in the context of violence.
7. How sex and sexuality are big business, with positive and negative effects for those involved in it.

By the end of the course, students will be able to answer questions about and explain facts and concepts from this list. However, finding definitive answers is not the primary goal this semester; my main objective for you is that you will improve your ability to ask better questions.

Essential Questions:

- To what extent is sex natural? Psychological? Cultural?
- How do these three things intertwine and affect one another?
- How much of our personal beliefs, attitudes and desires are shaped by others?
- Is there a way to objectively define what is “appropriate,” “right,” “good,” or “healthy” in regards to sexual feelings and practices?
- How do our labels, definitions and categories shape:
 - What we find appealing?
 - What we consider acceptable?
 - How we treat people?
 - How we feel about ourselves?
 - What we do?
- How can we improve our research techniques, add to the body of scholarship, sharpen our thinking about sexual matters?

Required Texts:

Gregor, Thomas
 1985 *Anxious Pleasures: The Sexual Lives of an Amazonian People.* Chicago: University of Chicago Press.

White, Jill (editor)
 2008 *Insights in Human Sexuality.* Allyn and Bacon.

There will be additional readings placed on D2L for you; these are required readings!

Evaluation:

The grading for this course will be based on the following:

			A	100 – 93 %	Excellent
Exam One	50 points	(14%)	A/B	92 - 88%	Very Good
Exam Two	50 points	(14%)	B	87 – 83 %	Good
Final	50 points	(14%)	B/C	82 – 78%	Above Average
Research Reports	100 points	(29%)	C	77 – 73 %	Average
Assignments	100 points	(29%)	D	72 – 68 %	Poor
TOTAL	350 points	(100%)	F	67 – 0 %	Unacceptable in quality or quantity

The grades A, B, C, etc. are assigned on the basis of an average of all course assignment points earned, according to the scale above. Students should recognize that very good work is not “A” work; average work is not “B” work, and poor work is not “C” work.

Additional Information

1. Teaching Philosophy

You should know a little about where I am coming from. You will learn about my training and my disciplinary background. But here are a few things I believe about teaching:

- Students are not empty heads into which I, the instructor, pour information.
- Learning is not passive; students will only learn by engaging and being active.
- Students must bring their own energy and desire to learn to this work.
- The final outcome will be a new way of thinking, not just memorization of lessons.
- The reader and other articles are resources, not “received Truth.”
- Understanding is not primarily an “either/or” thing, but a “more or less” kind of thing. Students should be graded along a continuum according to the kinds of understanding they have mastered.

2. Teaching and Learning Strategies:

This course will use lecture, discussion, and video, along with group and individual assignments. My goal as an instructor is to provide you with the tools to strengthen your ability to think holistically and contextually, and to improve your critical thinking skills. The materials we are using this semester do not lend themselves to memorization, but instead require careful reading and thoughtful discussion. This should make the class more fun and more valuable. But it does mean that you are responsible for your own education. Doing the reading, thinking about it, attending class, and participating in discussion are the ways in which you take ownership. To help motivate you to do that, those components are built into the evaluation for the course.

2. Attendance, Participation and Classroom Conduct: When all of you are present, more ideas and opinions will be expressed, which will make for more interesting and helpful discussions. Attendance is therefore an essential component of the course. Participation is more than simply showing up. Borderline final grades will be determined based on my subjective evaluation of your performance in these categories. To do well you must demonstrate that you have read the material by being able to ask and answer questions, engage in respectful discussions with me and your classmates, and give the outward appearance of being engaged in the material. If you are too tired or too ill to pay attention, it is better if you do not come, as your low energy will drag down the rest of the class. Please turn off your cell phones, go to the bathroom, get a drink, and review your notes before class starts. If you are hungry, eat on the break, as cellophane and chewing noises are very distracting to others.

Sex can be an emotional issue. We are almost certain to talk about something that makes just about everyone uncomfortable at one point or another. None of us know which issue will be hurtful or distressing or discommoding to anyone else, so we need to be especially careful in the way we word our opinions and beliefs, to ensure we will insult no one. If a subject or a comment becomes too distressing for you, please let me know as soon as possible, but remember that no one is trying to insult or hurt you, and that this course is about talking about things that are normally avoided in our culture.

Evening Class Commitment

Evening classes are intense. Every day is worth an entire week. You cannot afford to miss even one day of class. The 2 for 1 rule still applies; two hours of work outside the classroom for every hour in. Three hours at a time, especially after a long day, is tough on anyone's concentration, so I will try to break up the time. But there will still be times when you will need to alertly take notes and respond to queries with your full attention.

3. Staying on top of the Reading

Lectures will usually supplement, not repeat, the reading material. However, our discussions will be centered on the articles we are reading, so it is very important that each of you keep up. Readings should be completed by the day for which they are assigned. Since all of us are a bit shy at the beginning of a semester, I may find it necessary to call on you (which I will do until you become a regular volunteer). If that makes you nervous, here are a few suggestions:

- a. Remember that when we are having a discussion, there are no wrong answers. Speak your mind.
- b. For every article that you read, ask yourself the following questions:
 1. What is the main point of this piece?
 2. Why is the author making this point?
 3. Has the author made his or her point well? Have they supported their arguments with evidence?
 4. What biases, agendas, or hidden motives does the author have? Where is he or she coming from?
 5. What do I think is the most interesting part of this piece?
 6. Do I agree with what the author is saying? If not, can I articulate why I don't agree? Can I support my counter-argument with evidence?
 7. How does this piece relate to our last class?

If, every day, you are prepared to answer these questions, then we will have wonderful discussions and will learn a great deal from one another.

4. Assignments and Quizzes: You will note that this is one of the largest grading categories. We will do something nearly every week to help us digest what we are learning. Sometimes these will be individual writing assignments; for example, I might ask you to respond to a piece that we read the night before, or to connect a lecture point with a reading. At other times you will work in small groups to discuss and respond to various prompts. There may be spontaneous quizzes. Assignments and quizzes are usually worth 5 points each but may be worth up to 20.

5. Exams: Exams will consist of objective (multiple choice, true/false, fill in the blank) questions. Students will be required to incorporate knowledge and insights from readings, videos, lectures and class discussions in response to questions. Each exam will be worth 50 points and will make up twenty-nine percent of the total course grade. The final exam will be cumulative, in that it will contain questions that draw on material presented throughout the entire course.

6. Weekly Research Reports (WRR):

This is going to be fun! Each week, as we think and talk about materials presented in lectures, readings and videos, we will generate a list of questions or things about which we would like to know more. Four times during the semester, we will divide up the questions/issues among ourselves, and each student will spend some time in the library attempting to find answers or information about those questions/issues. Students will fill out a form and answer some questions about the research they did and what they found (approx. 2-3 pages each). Reports will be due first thing Mondays at start of class and will be worth 25 points each.

Make-up Assignments

Assignments and quizzes can only be made-up due to an absence if the instructor has prior knowledge of the student's absence. **In other words, you must notify me BEFORE the start of class if you will be absent on any given day to be allowed to make-up any work assigned that day.** Those with valid excuses may arrange to make-up assignments. There will be NO EXCEPTIONS to this rule!

STUDENTS SHOULD ALSO NOTE THAT ABSOLUTELY NO ASSIGNMENTS WILL BE ACCEPTED THROUGH E-MAIL, FOR ANY REASON. Nor will receipt of assignments through e-mail count as being "on time."

D2L

The software D2L is a wonderful tool that will allow us to communicate with one another outside of the classroom. You will need to check it regularly, as I will use it to post class announcements, and you will be able to view the syllabus, check your grade, ask questions, chat with fellow students, and view links to other sources. You can access D2L through the UWGB home page (<http://www.uwgb.edu>), by clicking on the Current Students link, and then selecting D2L. Your username and password are the same as for all computer access on campus.

Your Teaching Assistant

Your TA, Amber, is here to answer your questions and provide whatever assistance she can. If you are going to be late or will miss class, she is the person to contact. She can help you arrange for missed class notes, handouts, and scheduling of make-up assignments. She is NOT responsible for the grading of assignments or exams and has no power over your grade in the course. She is here to be a resource for all of us and to help keep us all on track.

Cheating and Plagiarism

Cheating and plagiarism (including knowingly allowing someone to cheat or plagiarize from you) are defined in Chapter 14 of the University of Wisconsin System Policies and Procedures guidelines, which can be found at http://www.uwgb.edu/deanofstudents/policies_procedures/studetns/pdfs/uws014.pdf. It is the student's responsibility to be aware of the rules and to ensure that they do not break them. To guard against cheating, note that during exams cell phones must not be visible; if I can see or hear your cell phone you will receive an automatic failing grade on the exam. People do get caught. These are serious crimes and will not be tolerated. Engaging in either of these activities will result in A MINIMUM of failing the course with no option to retake it. Recommendation will also be made by the instructor that those found guilty receive the fullest punishment possible, up to and including expulsion from the university.

Disability Notice

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Services for Students with Disabilities at 465-2671 as soon as possible to discuss your needs and arrange for the provision of services.

Withdrawal/Incomplete Policy

Official withdrawal from the class is required by the registrar to avoid a failing grade. I will not withdraw you automatically simply because you quit attending class. The Schedule of Classes lists the date that a student may withdraw from a class at their discretion without a W and the date that they may withdraw at their discretion but receive a W on their transcript for the course. After that date students may withdraw with a grade of W only at the instructor's discretion. **The instructor will only consider requests to withdraw if there are clearly mitigating circumstances, not simply because the student has skipped classes or is failing.** A grade of I or incomplete may be obtained in the course at my discretion only if a majority of work as been completed and there are mitigating circumstances prohibiting the student from completing the course.

Course Outline

This is a list of daily lecture topics, important dates for the course and the required reading schedule. The schedule is subject to some alteration; follow the instructor's classroom announcements closely. Students are responsible for completing the listed readings before the start of class on the day the readings are listed.

Topics

Readings

Week One (1/23)

M Martin Luther King Jr Holiday

Week Two (1/28)

M Intro to course and the study of human sexuality
Unit 1: Foundations
Definitions, History
Studying Human Sexuality
History, Research Methods

Hock,

Donnelly, Cotton

Week Three (2/4)

M Ethics in Research
Library Training – Meet in CL 304

Bullough, Brandt

Week Four (2/11)

M Unit 2: Categorizing and Representing Sex

Sanders and Reinisch, Alavi
Chase, Fausto-Sterling

RR1 Due

Week Five (2/18)

M Categorizing People: Homosexuality

Boswell (electronic)
Rosenbluth, Sanders, Johnson,

Week Six (2/25)

M Exam One
Unit 3: Sexuality Over the Life Course
Infancy, Childhood

Gregor – Intro and Chapter 1
Zoske, Friedrich, Simonds

Week Seven (3/3)

M Adolescence, Courtship
Marriage, Adulthood

Bernstein, Clark, Dan, Burstyn **RR2 Due**
Moore, Gourevitch, Sternberg,

Week Eight (3/10)

M Old Age
Mehinaku

Schmitz, Scarf, Bulcroft, Hodson
Gregor Chap.2

3/17 – 3/19) Spring Break

Week Nine (3/24)

M Unit 4: Sexual Practices

Paraphilia Discussion

Masters & Johnson, Zilbergeld
Gregor Chaps 3 & 4
Furlow, Walling, CDC, Apostolides,
DeSilva, Wise

Week Ten (3/31)

M Mehinaku

Gregor Chap.5 & 6 **RR3 Due**

Week Eleven (4/7)

M Exam Two
Unit 5: Sex and Violence

Grauerholz & King, Gregor Chap.7

Week Twelve (4/14)

M Incest and Rape

Ryan, Johnson et al, Russell
Gregor Chap. 8, Sanday (electronic)

Week Thirteen (4/21)

M Violence, cont'd & Mehinaku

Gregor Chap.9 - 11

Week Fourteen (4/28)

M Unit 6: Sex and Money

Donnerstein, electronic reserves **RR4 Due**

Week Fifteen (5/5)

M Sex Work, Global Prostitution, Wrap Up and Review

Bullough, Rio, Gil

Final Exam
Monday, May 19 7:00-9:00 p.m.