

Human Sexuality

SOC/PSYCH 160

Elementary Social Science Credit
4 Credits (see Format & Instructors, p. 5)

Spring 2023

Lectures: MWF 1:20 – 2:10 with Dr. Cabell Gathman

Social Science 5206

OR

Live via Zoom: <https://tinyurl.com/soc160SP23>

Passcode: 886399

All students are welcome to attend lecture remotely via Zoom at any time for any reason.

Discussion sections as scheduled:

Section 301	R 8:50 – 9:40	207 Van Hise	Kas
Section 302	R 9:55 – 10:45	207 Van Hise	Greg
Section 303	R 11:00 – 11:50	207 Van Hise	Greg
Section 304	R 12:05 – 12:55	209 Van Hise	Kas
Section 305	R 1:20 – 2:10	350 Birge	Kas
Section 306	R 2:25 – 3:15	350 Birge	Kas
Section 307	F 9:55 – 10:45	350 Birge	Greg
Section 308	F 11:00 – 11:50	350 Birge	Greg

Campus map with markers for all-gender & ADA-accessible bathrooms:
<https://map.wisc.edu/>

Electronic materials and links available at: <http://canvas.wisc.edu/>

Course Description

In this course, students will be introduced to the diversity of sex and sexuality, with a focus on the contemporary United States. We will study sexuality through a social scientific lens as a multi-faceted social construct that has a range of material and psychological effects on the everyday lived experiences of individuals and groups. Course topics include, but are not limited to, the development of sexuality as a concept and focus of "scientific study," people's physical, psychological, and social experiences of sex, and social, cultural, and legal norms regarding sexual expression and interaction.

Course Objectives

1. Discuss how society influences and develops people's sexuality and sexual identities and how people contribute and react to changing social notions of sex and sexuality.
2. Consider how sex and sexuality are interconnected with master status categories in society, including but not limited to gender, race, age, ability, body size, and socioeconomic status.
3. Analyze how and why sexuality is socially and culturally charged and taboo in some spaces, and how this results in extensive social regulation.
4. Understand sexual health research and everyday sexual well-being, including information about anatomy, contraception, abortion, sexually transmitted infections, and sexual function.
5. Draw on work in sociology and social psychology to consider how sexuality is shaped by social and cultural context, and may provide insight into the structure of society as a whole.

Contact information: Dr. Cabell Gathman ("Cabell" rhymes with "Scrabble")

Office: Zoom Personal Meeting Room: <https://uwmadison.zoom.us/my/cabell>
(Also linked in Canvas profile)

Office hour: R 12:00 – 2:00; by appointment

Email: chgathman@wisc.edu

Please do NOT contact me via Canvas messages. Although Canvas does forward messages to email, the system usually diverts them from Outlook's "Focused Inbox," so it's likely that if you message me through Canvas, I won't see it.

Contact information: Greg McClain

Office: Social Science 7102E; Zoom: <https://uwmadison.zoom.us/j/5295647211>
Office hours: M 11:00 – 1:15; by appointment
Email: gmmcclain@wisc.edu

Contact information: Kas Gossens

Office: Zoom: <https://uwmadison.zoom.us/j/5918875240>
Office hours: F 11:00 – 1:00; by appointment
Email: kgossens@wisc.edu

Communication with your teaching team

We welcome student email, but we ask that you follow these basic guidelines:

Please email:

- Requests for minor clarifications regarding course materials and assignments
- Requests to meet outside of normally scheduled office hours (we may or may not be able to accommodate these)
- More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving us lead time allows us to provide you with the best, most complete answer

Please do NOT email:

- Questions answered on the syllabus
- Questions answered in emails sent to class lists

We will do our best to answer email in a timely fashion, which means **within 48 weekday hours**. Response times over the weekend may be longer. Please do NOT send follow-up emails less than 48 hours after your initial email; this does not make us respond faster, but it does make it more difficult for us to prioritize student communications effectively.

You should watch Canvas announcements as they are our primary method of conveying information outside of class (note that you can change your individual Canvas settings to receive email notifications of announcements on the course site or not, as you choose). We may occasionally send time-sensitive information out via email distribution lists, so you should also be sure to check your WiscMail at least daily.

Format and Instructors

The course includes three lectures per week on Mondays, Wednesdays, and Fridays from 1:20 – 2:10, and one discussion section as shown on your course schedule on Thursdays or Fridays. All lectures will be livestreamed via Zoom, to allow for remote attendance and streamline the process of “pivoting to virtual instruction” should that become necessary. All lectures will also be recorded, and lecture reflections (see below) are structured so as to allow time for students who could not attend live to review the recordings. **We strongly encourage you to attend lectures synchronously as much as you are able (whether in-person or via Zoom)**—this will allow you to better absorb information before taking our weekly quizzes, and most people do better both academically and generally psychologically with a consistent structure/schedule.

Discussion sections will NOT be recorded. If you miss more discussion sections than are covered by the dropped scores for the category, a written make-up procedure is available (see Discussion Participation assignment in Canvas). There is no limit on the number of make-ups that you may complete, and you are not required to provide any kind of documentation for absences.

In addition to 200 minutes of synchronous instructional time per week, you should expect to spend **8-9 hours per week outside of class**, primarily reading and taking notes on assigned materials, in order to complete graded assignments and prepare to participate fully in weekly discussion sections. The course readings are a mix of popular and more academic styles, but if reading longer pieces tends to be a challenge for you, you may need to be more conscientious about blocking out time outside of class to meet expectations. Your TA and course instructor are also happy to discuss strategies for doing your best in the course.

Lectures will cover general concepts that are also addressed in the assigned readings, but they will NOT be a simple repetition of the readings; they will introduce new information and may also include related videos and other multimedia material. Throughout the semester there may be guest lectures by scholars and activists doing related work.

Discussion sections are not meant to repeat lectures; they are an opportunity for students to engage with the material in a small group setting where they may have productive discussions with their peers. Discussion section is a place to raise questions about lectures and assigned readings and make connections between those materials and concepts and popular culture, other university courses, current events, and personal experiences.

While your TA will make an effort to review readings that we know from experience may be particularly difficult for many students, it is your responsibility to raise points of ambiguity or interest and actively participate in setting the agenda for individual discussion sections.

Participating via Zoom

In lecture sessions, although Zoom is set to automatically mute everyone upon sign-in, you are able to stream audio and video if you would like to do so in order to make a comment or ask a question. You are also free to raise questions and comments via the Chat and Raise Hands features. You may find it useful to participate in the course via Zoom even if you are attending lecture in-person!

In the event that discussion section needs to be moved to Zoom for any reason (you will be notified via Canvas announcement), we encourage you to stream audio and video as much as you are able and comfortable to do so; this is helpful in building/maintaining a sense of community as we discuss topics that are personally relevant and significant to most members of the class. However, we recognize that students are participating in the course from a wide range of living situations and with different technological resources, and we will never require you to stream audio or video in a Zoom discussion.

Policy on Children in Virtual Sessions

(Based on policies by Dr. Melissa Cheyney, Oregon State University, and Dr. Elizabeth Horn, University of Central Florida)

Caregivers deserve access to education. In our virtual learning spaces, we can expect children to be present in class from time to time since many children are doing in-home remote education and schools & daycares will be facing periodic sudden closures. We also recognize that students may be participating from shared living spaces.

1. Children may be visible on-screen during class sessions, either in a lap or playing in the background. This includes breastfeeding or [chestfeeding](#) babies. Alternatively, you may always choose to turn off your camera for personal privacy reasons.

2. Caregivers who anticipate having children with them during class sessions are encouraged to wear a headset to help minimize background noise (if you have access to one). All students are also welcome to mute their mics and communicate through the "chat" feature for this or other issues of privacy/background noise.
3. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.
4. We are happy to problem solve with you in a way that makes you feel supported as you strive for school-caregiving balance so that you can meet the expectations of this class.

Accessibility

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate.

If you have official accommodations through the McBurney Center, we should have received an automated email from them, but please also email your TA ASAP to discuss how they will be implemented in this course.

If you do not have official accommodations, but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, we still encourage you to meet with your TA ASAP to discuss how best to accommodate you. In some cases, we may recommend that you consult with the McBurney Disability Resource Center (263-2742), but we recognize that official channels are not equally accessible to all students, and we want to support you in doing your best work for this course.

“Disability” is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. **People with disabilities/disabled people have the right to an education.**

Course Intro Survey

To get to know you better as people, we ask that you fill out an introduction survey via Canvas **no later than 5pm on Friday, February 10th**. We have chosen to put this form online in order to allow you more privacy and flexibility in filling it out. It is also a bit longer than similar forms used in hard copy since you will be able to type responses and you will receive course credit for completion. You should have received section-specific link via email prior to our first class meeting. **Note:** If have trouble with the link, you may need to sign out of your personal Google account, as UW uses Google Apps to record your UW username.

Please note that this form also gives you a chance to ask a question for your instructor to answer for the class at some point during the semester. Like you (see below), I have the option to decline, but I hope to make the exchange of information a little more reciprocal.

You may decline to answer any questions that you like, but should go through the entire form and submit it to receive pass/fail credit. Your responses will be visible **ONLY** to your instructor and your assigned TA. The completed survey counts for **2% of your final grade**.

Lecture Reflections

There are 15 weeks in the spring semester, all of which include at least one lecture session for this course. Following the end of the last lecture on **Wednesdays** (because sections meet on Thursdays, we will generally start new topic areas in lecture on Fridays), the Lecture Reflection Assignment will become available in Canvas. You will enter a text submission of **at least 250 words** that demonstrates engagement with lecture content, for example by:

- Describing your reaction to specific ideas, data, or materials
- Posing questions about the content of lecture or media used in class
- Relating class content (classmates' comments, lecture, media) to personal experience, current events, or media
- Raising questions or comments that you want addressed in class but may not want directly attached to you

You are never required to share personal information in your reflections, but you are welcome to do so if you like. These reflections will be reviewed and graded by the course instructor, Dr. Cabell Gathman.

Lecture Reflections are DUE by 11:59pm on Wednesday, and will be accepted up to ONE WEEK following this deadline (note that all lectures will be recorded and made available on Canvas for students who were unable to attend in-person or via the livestream, or who wish to review the content). Due to the large size of the class, Lecture Reflections cannot be accepted past this extended deadline without prior arrangement.

There is no Lecture Reflection for Week 1, but you MUST submit a Lecture Reflection for Week 2 (which can also respond to content from our first day of class). For Weeks 3-15, four (4) zeroes for non-completion or failure to follow the basic requirements will be DROPPED. The remaining Reflections will be graded **pass/fail** on the basis of thoughtful completion. Each Reflection is worth 2.4 percentage points on your final grade, for a total of 24% of your final grade for the category.

Discussion participation

This is a general explanation of discussion participation as a component of your course grade. You, your classmates, and your TA will cover expectations further in discussion section.

Discussion sections for this course are scheduled face-to-face as required by the university. However, it may be necessary during the semester to move some or all sections online, temporarily or long-term. We have scheduled back-up recurring Zoom meetings as a contingency plan; if a section must be moved online for any reason, you will be informed via Canvas Announcements, so please be sure that you have notifications set up for these!

Students often feel that discussion section is too short—we only get 50 minutes a week and there's a lot to cover! To recognize that these sections are starting points for conversations and the exploration of ideas, you will fill out a brief log at the end of each section identifying ideas that you want to pursue further, both your own and those raised by classmates. **This log is available as an assignment in Canvas that opens at the beginning of your scheduled section for the week and closes 15 minutes after it ends.** Your log will be graded pass/fail on the thoughtful completion. (You must be present in class to submit—see below for make-up procedures.)

We have 14 section meetings scheduled for the semester. FOUR (4) low scores (including zeroes for absence) will be dropped. For the remaining 10 weeks of discussion section, each week's participation grade is worth **2.4 percentage points on your final grade, for a total of 24% of your final grade for the category**. For absences beyond the four drops, see the Discussion Participation Makeup Assignment instructions in Canvas for a full description of the make-up assignment.

Note: If you will be missing discussion on any date for a religious observance, please let your TA know and your absence will be EXCUSED, which means that it does not count against your four (4) drops. If Christian students get Easter and Christmas off automatically, other religious groups should be afforded the same privilege.

Weekly Quizzes

To help ensure that students stay caught up with material for the course and bring questions to discussion section when they need expansion or clarification on course concepts and materials, we will have weekly quizzes in Canvas for Weeks 2-14. These quizzes are open notes/materials and will be available from 2:30pm on Friday (opening after lecture) through 2:30pm on Saturday. You can take the quiz at any time during this window and refer to any and all notes and course materials, including lecture slides and recordings when/if available, but you should not consult with any other person or external source (online searches, etc.) in the process.

Your five (5) lowest quiz scores, including zeroes, will be dropped. Your remaining eight quizzes will each be worth three (3) percentage points on your final grade, for a total of **24% of your final grade for the category.**

Short Papers

For this course, you will complete two short papers that put a topic or media artifact that interests you in conversation with lecture and reading content. You will develop a Sex Ed Lesson poster/flyer that addresses a poorly taught or untaught topic in K-12 sex education and submit it at the end of Week 7. Detailed assignment instructions will be provided in section in Week 3.

You will write a media analysis of how sex/sexuality are presented in a short/bounded piece of media such as a song, TikTok, or GIF and submit it at the end of Week 14. Detailed assignment instructions will be provided in section in Week 10.

Each of these papers will be broken down into a topic selection (5%), annotated sources list (20%), and final write-up (75%). Each paper as a whole counts for 12% of your final grade, for a total of **24% of your final grade for the category.**

Course Grading Scheme

Course intro survey	2%
Week 1 Practice Quiz	2%
Lecture Reflections	24%
Discussion participation	24%
Weekly Quizzes	24%
Sex Ed Lesson	12%
Media Analysis	12%
TOTAL	100%

IMPORTANT note on grades: Grades in this course are not negotiable, but we are happy to discuss course content and strategies for improvement in the future. We do require a 24-hour waiting period between receipt of a grade and discussion thereof so that you can fully read and consider all related feedback. If you have questions about graded work, please set up a time to meet and discuss them with your TA.

Grading Scale

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	69.5 – 77.49
D	57.5 – 69.49
F	<57.5

Statement on academic dishonesty

TL;DR: Life is short; this course has been designed to be extremely hard to fail; please don't cheat. Seriously: You could get a 50% on every graded assignment in this class, and as long as you did all the pass/fail assignments, you would still earn a C!

Quizzes are designed to keep students on top of material and prepared to discuss course concepts in depth in discussion section, improving the educational experience for everyone. Papers are designed to encourage students to share their understanding of the materials and focus on issues they find personally important or interesting. Copying other people's ideas defeats that purpose; we want to know more about YOURS.

If you are unsure how to paraphrase or cite appropriately, we encourage you to take advantage of the Writing Center on campus or to meet virtually with your TA. We will work with students to help them attribute information and ideas appropriately and highlight their own ideas. Cases of intentional plagiarism will be assigned a zero for the assignment and reported to the Dean of Students to prevent a continuing pattern of behavior.

For the university's policy on academic dishonesty and misconduct, see:

<https://conduct.students.wisc.edu/misconduct/academic-integrity/>

Please note: A score of "0" received for academic dishonesty CANNOT BE DROPPED OR REPLACED, regardless of the normal mechanisms for the grade category.

Required Readings

All readings for this course are available as PDFs for download in the relevant Week Modules in Canvas.

Semester Schedule

All readings are available for PDF download or as links in Canvas.

It's to your advantage to complete all readings before class on the listed date in Canvas, in order to get the most out of lecture.

Since all discussion sections meet on Thursday or Friday morning before lecture, we will start new topic areas in lecture on Friday, and expand on those areas through Monday and Wednesday of the following week. Quizzes will cover all lecture content since the previous quiz, so Friday-Wednesday.

Week 1 (1/25 – 1/27):	Introduction
Week 2 (1/27 – 2/3):	Concepts of Sex & Sexuality
Week 3 (2/3 – 2/10):	Sexual socialization
Week 4 (2/10 – 2/17):	Sex Education
Week 5 (2/17 – 2/24):	Erotica, Pornography, Obscenity?
Week 6 (2/24 – 3/3):	Attraction, Arousal, & Pleasure
Week 7 (3/3 -3/10):	Sex & the Stigmatized Body

SPRING BREAK: 3/11 – 3/19

Week 8 (3/20 – 3/24):	(Non-)Reproductive Sex
Week 9 (3/24 – 3/31):	Managing Sexual & Reproductive Health
Week 10 (3/31 – 4/7):	Intimacy & Relationships
Week 11 (4/7 – 4/14):	Sexual & Relationship Violence
Week 12 (4/14 – 4/21):	Sexual Disorders & Deviance
Week 13 (4/21 – 4/28):	Social Constructs & Kinks
Week 14 (4/28 – 5/5):	Sex Work

REMINDER: We do not have a final exam, but there is a quiz on Friday/Saturday!