

Sexual Ethics
WST3930– Section 17FB
Class Periods: MWF 5
Location: TUR 2319
Academic Term: Fall 2018

Instructor:

Dr Maddy Coy

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Office: Ustler 303

Office Phone Number: 352-273-0391

Office Hours: Tuesday 12-2, Thursday 11-12 and by appointment

Credit Hours: 3

Course Description

We still need to know what liberatory sexual practice looks like. Fundamentally mutual respect is essential to liberatory sexual practice and the conviction that sexual pleasure and fulfilment is best attained in a circumstance of choice and consensual agreement
(bell hooks)

In this course we will delve into what feminist sexual ethics might look like through three broad themes: resisting rape culture; consent and pleasure; and sex as a commodity. As Sharon Lamb has noted, sexual ethics are more than our personal choices and preferences; they are the ways we integrate care and respect for others, mutuality, and reciprocity into sexual practices. Thinking about the messages that influence sexual practices requires that we critically interrogate socio-cultural discourses about gender and sexuality and the contexts in which they circulate. This will be the framework for the course. We will explore how gender, race, sexuality, and class construct sexual expectations and how sexual autonomy can be negotiated in contexts of unequal social structures and relations. For instance, we will discuss how sexism, racism and the normalization of heterosex in sexualized popular culture and pornography shape sexual practices.

A core element of sexual ethics is embodiment, our bodily integrity and that of our sexual partners. Too often, sexual desire and pleasure remain as missing or unequal discourses. Together we will unravel the 'enthusiastic yes' of many sexual consent initiatives, how sexual pleasure is often narrowly defined in terms of heteronormative penetration, and whether it is possible to use pornography or pay for sexual acts if we strive to be ethically sexual citizens. We will begin with an in-depth engagement with Lisa Wade's new book on 'hookup culture' on American campuses and move through a range of texts that shed light on navigating sexual encounters.

The class will be interactive, and reading will be required. If you do not keep with reading, you will be at a disadvantage on the assignments.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

Students will:

- gain understanding of dominant socio-cultural norms about sex and sexual encounters, particularly with reference to gender, race, class and sexuality;
- engage with individual, empirical and conceptual accounts about the meanings of sex;
- locate feminist perspectives on sexual practices in time and context;
- consider how heteronormativity has shaped sexual expectations and constructions of sexual desire;
- explore discourses about sexual pleasure.

Learning outcomes

By the end of the course, students will be able to:

- summarize a range of perspectives on sexual expectations;
- analyze social and individual influences on diverse sexual practices;
- articulate connections between sexual consent and pleasure;
- identify how commercial sex conflicts with values of sexual reciprocity and intimacy;
- develop a feminist manifesto for sexual ethics.

Materials and Supply Fees

None

Required Textbooks

Lisa Wade (2017) *American Hookup: The New Culture of Sex on Campus* New York: W.W. Norton & Company

Jaclyn Friedman and Jessica Valenti (2008) (eds) *Yes Means Yes!: Visions of Female Sexual Power and A World Without Rape* Berkeley: Seal Press

Course Schedule

Reading assignments must be completed before coming to class.

Please note that this schedule of readings is subject to minor modifications.

We will be exploring topics that are likely to be discussed in the media. If something relevant comes up, we may switch course readings to engage with it. This is a new course and we might find new and exciting readings together! All changes in the syllabus will be posted on Canvas.

	Topic	Reading
Week 1 20 th August	Introductions	No reading for this week. Please come prepared to discuss what you would like to get out of the course on Friday. W: Welcome and introductions to the course F: Class expectations and discussion of assignments
Week 2 27 th August	Conceptualizing sexual ethics	M: Andrea Dworkin (1983) <i>I Want a Twenty-Four-Hour Truce During Which There Is No Rape</i> (link in Canvas)

		<p>W: Meagan Tyler (2018) <i>Can We Eroticise Equality? On the Politics of Sexual Desire</i> ABC Religion and Ethics (Link in Canvas)</p> <p>F: Audre Lorde (1984) <i>Uses of the Erotic: The Erotic as Power</i> (in Course Reserves), published in <i>Sister Outsider</i> if you have a copy)</p>
Week 3 4 th September	Starting points	<p>M: NO CLASS (HOLIDAY)</p> <p>W: Introduction in Lisa Wade 'American Hookup'</p> <p>F: Ch 1 in Lisa Wade 'American Hookup'</p>
Week 4 10 th September	Contexts	<p>M: Ch 2 in Lisa Wade 'American Hookup'</p> <p>W: Ch 3 in Lisa Wade 'American Hookup'</p> <p>F: Jill Filipovic 'Offensive Feminism' and Jessica Valenti 'Purely Rape' in <i>Yes means Yes</i></p> <p>Reflection post due in Canvas, Friday midnight</p>
Week 5 17 th September	Resisting Rape Culture (1)	<p>M: Presentation by STRIVE</p> <p>W: Ch 4 in Lisa Wade 'American Hookup'</p> <p>F: Samhita Mukhopadhyay 'Trial by Media' and Kimberly Springer 'Queering Black Female Heterosexuality' in <i>Yes Means Yes</i></p>
Week 6 24 th September	Resisting Rape Culture (2)	<p>M: Miriam Zoila Perez 'When Sexual Autonomy isn't Enough' in <i>Yes Means Yes</i></p> <p>W: Ch 5 in Lisa Wade 'American Hookup'</p> <p>F: Toni Amato 'Shame is the First Betrayer' and Julia Serano 'Nice Guys Finish Last' in <i>Yes Means Yes</i></p> <p>FIRST RESPONSE PAPER DUE (FRIDAY)</p>
Week 7 1 st October	Sexual consent, mutuality and desire (1)	<p>M: Rachel Kramer 'Beyond Yes or No' and Hazel/Cedar Troost 'Reclaiming Touch' in <i>Yes Means Yes</i></p> <p>W: Heather Corinna 'An Immodest Proposal' in <i>Yes Means Yes</i> + Commentary on the Aziz Ansari case (link to be provided)</p> <p>F: Ch 6 in Lisa Wade 'American Hookup'</p>

Week 8 8 th October	Sexual consent, mutuality and desire (2)	M: Ch 7 in Lisa Wade 'American Hookup' W: No reading Watch bell hooks <i>Hosts an Open Dialogue on Transgressive Sexual Practice at The New School</i> (part 1) F: WATCH rest of bell hooks <i>Hosts an Open Dialogue on Transgressive Sexual Practice at The New School</i> <u>BEFORE CLASS</u> , for class discussion
Week 9 15 th October	Sexual pleasure	M: Lee Jacobs Riggs 'A Love Letter' in <i>Yes Means Yes</i> W: Guest speaker (TBC) F: Ch 8 in Lisa Wade 'American Hookup' SECOND RESPONSE PAPER DUE (FRIDAY)
Week 10 22 nd October	Sexuality as a commodity (1)	M: Ch 9 in Lisa Wade 'American Hookup' W: Susan Lopez, Mariko Passion, Saundra 'Who You're Calling a Whore?' in <i>Yes Means Yes</i> F: Introduction and one of the stories from Jennifer Hayashi Danna (2011) <i>Stripped</i> (PDFs in Canvas)
Week 11 29 th October	Sexuality as a commodity (2)	M: Robert Jensen 'We are what we masturbate to' in <i>Getting Off: Pornography and the end of masculinity</i> p97-119 (link in Canvas) W: Meagan Tyler and Natalie Jovanovski (2018) The limits of ethical consumption in the sex industry: An analysis of online brothel reviews <i>Women's Studies International Forum</i> 66 pp9-16 F: NO CLASS (HOMECOMING)
Week 12 5 th November	Moving on	M: Ch 10 in Lisa Wade 'American Hookup' W: Conclusion: changing the culture in Lisa Wade 'American Hookup' Discussion of next assignment F: NO CLASS (DR COY AT A CONFERENCE) THIRD RESPONSE PAPER DUE (FRIDAY)

Week 13 13 th November	A sexual ethics manifesto	M: bell hooks (2000) A Feminist Sexual Politic: An Ethics of Mutual Freedom in <i>Feminism is for Everybody</i> (in Course Reserves) Discussion of assignment W: Moira Carmody (2005) Ethical Erotics: Reconceptualizing Anti-Rape Education <i>Sexualities</i> 8(4): 465-480 Discussion of assignment F: Cara Kulwicki 'Real Sex Education' and Brad Perry 'Hooking up with Healthy Sexuality' in <i>Yes Means Yes</i>
Week 14 19 th November		M: Session on assignment (no reading) W: NO CLASS (THANKSGIVING) F: NO CLASS (THANKSGIVING) SEXUAL ETHICS MANIFESTO DUE (INDIVIDUAL, FRIDAY)
Week 15 26 th November	Wrapping up	M: Jaclyn Friedman 'In Defense of Going Wild' in <i>Yes Means Yes</i> W: Discussion of themes from individual assignments F: Class write our collective sexual ethics manifesto
Week 16 3 rd December		M: Class write our collective sexual ethics manifesto W: Final discussion

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance for this class is mandatory and contributes to your grade. Please also bear in mind how missing class will affect your ability to process the content and course materials. It will be at the instructor's discretion as to whether arriving late for class is counted as present.

Catching up on notes is no substitute for being part of class discussions, and absence is likely to be reflected in quality of your assignments.

If you miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will enthusiastically be answered.

Exam: Make up exams will be offered for medical reasons and for participation in university athletic events only. Make up exams for these reasons will be offered during the instructor's office hours. If you miss an assignment or submit late for any other reason, you may not get full credit.

Assignment details

Assignments for the course comprise 90% of the course grades, with an additional 10% for attendance and participation. More details about assignments will be available in Canvas and discussed in class.

1. Reflection post (10 points, 10% of grade)

The first assignment will require you to submit a 1-2 page reflection on the readings. Please make sure you are up to date with reading. The assignment will close at midnight Friday, week 4.

2. Response papers (3@15 points each, total 45 points, 45% of grade)

You will write a 2-3 page response paper at the end of each theme of the course. For maximum points, each response paper will require you to show engagement with all course readings to date. We will discuss the requirements for each paper in Canvas and more guidance will be posted in Canvas.

3. Individual 'Manifesto' for a feminist sexual ethics (30 points, 30% of grade)

This is the most significant assignment for the course. Drawing on all our discussions and readings, and your response papers, you will write a manifesto setting out the principles and practices of your vision for a feminist sexual ethics. We will discuss in class what this could include, and its format.

4. Contribution to class sexual ethics manifesto (5 points, 5% of grade)

When you have completed your individual manifesto assignments, I will analyze them and draw up a list of the core themes. We will then discuss these in class and write our own class manifesto that, where possible, reflects your collective vision for a feminist sexual ethics. Your contribution will shape the class manifesto. Points for this assignment will be based on class and/or online contributions.

Evaluation of Grades

Grading rubrics for assignments, where applicable, will be in Canvas.

Assignment	Points	Percentage of Final Grade
Reflection posts in Canvas	10	10%
Response papers	3@15	45%
Sexual ethics manifesto (individual)	30	30%
Sexual ethics manifesto (class)	5	5%
Attendance and participation	10	10%
TOTAL	100	100%

FINAL GRADE

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

UF COURSE POLICIES

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Specialist support

For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

Office of Victim Services

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24 hour helpline)

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>