



SYLLABUS

GEN&WS 533: Sexuality & Science

Fall 2022

3 credits

INSTRUCTOR: Dr. Sara B. Chadwick

CONTACT: sbchadwick@wisc.edu

OFFICE HOURS: Thursdays from 1:00pm-3:00pm or by special appointment

OFFICE LOCATION: 3318 Sterling Hall

Canvas Course URL for LEC 002: <https://canvas.wisc.edu/courses/320439>

Canvas Course URL for LEC 003 (Honors): <https://canvas.wisc.edu/courses/324674>

COURSE SCHEDULE

GWS 533 LEC 003: Tu/Th 9:30am-10:45am CT @ 108 Plant Sciences (Honors Course)

GWS 533 LEC 002: Tu/Th 11:00am-12:15pm CT @ 1339 Sterling Hall

This class meets for two, 75 minute class periods each week over the Fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of classroom for every class period (i.e., 6 hours per week).

This intermediate level, biological science course fulfills the breadth approach and sexuality issue area in the Gender & Women's Studies major.

MANDATORY REQUISITE: Sophomore standing

SUGGESTED PREREQUISITES: Students are expected to have a background knowledge in women's studies, sexuality, or biopsychology/neuroscience, but do not need proficiency in more than one of these fields.

COURSE DESCRIPTION

This interdisciplinary course focuses on scientific approaches to studying sexuality. We discuss current biological and neuroscientific research about sexuality, as well as feminist scholarship on these topics and critical responses to this research. Topics cover the intersections between biology (e.g., hormones, anatomy, neural activity, psychophysiology, evolution, etc.), sexuality (e.g., desire, dysfunction, arousal, bisexuality, orgasm, same-sex sexuality, pleasure, etc.), and feminist/critical scholarship about this research (e.g., feminist science studies, queer theory, feminist psychology, medicalization, etc.).

Students are evaluated on participation, quizzes, and written assignments. This class uses a mixture of lecture and discussion.

REQUIRED COURSE MATERIALS

- There is no textbook for this course. All course readings are on Canvas (click on Files). The course Canvas page will also include important resources, announcements, and grades, and you will submit most assignments through the Canvas page.

COURSE LEARNING OUTCOMES

NOTE: THIS IS AN ADAPTED VERSION OF THE ORIGINAL COURSE AND SYLLABUS CREATED BY DR. SARI M. VAN ANDERS

By the end of the course, undergraduate students should be able to demonstrate...

- ...A more nuanced understanding of bioscientific research on sexuality and related feminist scholarship;
- ...An understanding of current bioscientific research on sexuality, the research methods currently used to study sexuality, and the problematics of doing this research;
- ...An engagement with feminist and other critical approaches to bioscientific work on sexuality;
- ...An ability to evaluate research on sexuality and science in the future;
- ...An enhanced ability to present material in concise, accessible ways;
- ...More deeply developed skills at engaging in civil, constructive, and evidence-based discussion, including about controversial topics or perspectives you disagree with;
- ...Improved time management skills;
- ...Expanded ability to work in groups with people from diverse educational backgrounds and engage in perspective-taking.

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.

COMMUNICATION WITH THE INSTRUCTOR

Office Hours:

Office hours are the primary opportunity for you to speak with me about any questions or concerns you have about class content, reading materials, assignments or just generally about gender and women's studies, psychology, science, and life. Please feel free to stop by at any point during the specified office hours. If you have a specific concern or would prefer to meet for office hours via Zoom, email me ahead of time so that I can block out time to speak with you.

Please remember that coming to office hours to receive help is optional, and **it is up to you to prioritize whether my assistance is important to you and arrange your schedule accordingly.** If you have other events or activities that conflict with office hour times but would still like my help, you should consider re-arranging your other activities so that you can meet with me. If you cannot rearrange the activity and it is a one-time event, you should make a plan to come to office hours a week earlier so that you can get the assistance you need. I cannot guarantee that I will be available to meet at alternative times during any given week.

With that said, if you absolutely cannot rearrange your activity and it is regularly scheduled during office hours (i.e., you have class or a job shift), I will try to arrange another time to meet. You may be asked to provide proof of your class or work schedule to show that you need an alternative time. Please make sure that you email me at least two business days before regular office hours to schedule an alternative time. So, for example, if office hours are on Mondays, please email me by the previous Thursday at the latest. This ensures that I have enough time to re-arrange my own schedule. If I arrange a meeting with you outside of office hours, you are expected to arrive on time. If you are more than 5 minutes late, I will cancel the meeting and you will lose the option to schedule alternative meetings with me for the rest of the semester.

Email:

Email is the best way to contact me. It is best for logistical questions, yes or no questions, or personal matters such as requests for an office hours appointment, requests for a letter of recommendation, or notification that you have a health crisis or family emergency. More substantial questions about course content should be brought to office hours.

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Please include “GEN&WS 533: LEC [insert your lecture number]” in the subject line of emails so that I can recognize you and your email address. I expect your emails to be professional in nature. Please address your email to me, state your question or concern, and sign your email with your first and last name. Failure to do so may result in me returning your email to you for editing before answering your question. I will typically respond to emails within 2 business days, during regular business hours. This means that if you email me after 5:00pm, you should not expect to receive a response from me until at least 9:00am the next morning. Keep in mind that responses will take longer during weekends and scheduled academic breaks. Please email me a second time if you have not received a response after 2 days.

Additionally, please check your email regularly in case of important updates for the course.

CLASSROOM EXPECTATIONS

Preparation: The readings listed for lecture each week should be completed **before** each class. Please keep in mind that preparation is necessary for effective participation in discussions. While doing the readings and listening to lectures, critique the course material carefully and make note of any questions or thoughts that might provoke group discussions. This will help you to adequately prepare for the discussion portion of class. Please be sure to bring a copy of the readings each week either by printing or downloading them to your laptop.

Electronic Devices: You may use a laptop or tablet to refer to weekly readings during discussion. However, during class time, you are expected to use approved electronic devices for work **related to this class only**. You may not use this time to check emails, use social media, send text messages, etc. Cell phones should be put away during all discussion sections. Failure to abide by these rules will negatively affect your grade.

Classroom Policy: I expect you to treat others in the classroom with kindness and respect. We all come from unique backgrounds and we must value what these backgrounds can bring to our classroom discussion. Furthermore, everyone should feel free to express their thoughts and feelings in the course, but it is important that these comments do not leave the classroom. I want to ensure a sense of confidentiality inside of the classroom. Lastly, please be respectful of the classroom discussion and do not make side comments or interrupt. I will adjust your participation grade accordingly if you are disrespectful in the classroom and engage in any behavior that undermines the quality of the discussion.

ATTENDANCE

Attendance is essential to the learning objectives in this course and you are expected to attend every class. However, things happen that are sometimes out of our control!

If you miss class:

- Please identify a classmate who can provide you with materials in case of missed classes. I do not provide summaries of classes you have missed.
- You should still do the course readings! Content may appear on a quiz and the content is still relevant for many of your assignments.

Unexcused Absences. You are allowed to miss one class during the semester without penalty. You can use this for whatever you want without explaining the reason to me, but I highly encourage you to save it for illness, a mental health day, or other unforeseen circumstances. You do not have to inform me of your absence unless you want to or we are expecting you (for example, because it is a group presentation day). You do not have to provide me with a doctor’s note.

Excused Absences. Religious ceremonies and participation in athletic events will be excused if you notify me within in the first two weeks of class, or in the case of funerals, immediately afterwards (within 24 hours). In the event of special circumstances or in the case of an emergency, please contact me for discussion.

Punctuality: You are expected to arrive to each class on time and remain there for the entirety of the class, as tardiness is disruptive. Perpetual tardiness will impact your attendance and participation grade. I understand that there are circumstances that may affect your ability to arrive on time, and it is okay if this happens once or twice. You are expected to stay for the duration of the class and will also lose points if you leave class early.

PARTICIPATION

Be prepared to discuss the materials and concepts presented during lectures and readings in an engaged and informed way, to ask questions, and to listen and learn from each other. The participation grade will take into account the quality of your contributions, not merely the quantity. Be actively engaged and responsive. I understand that some of you may not be particularly verbal or may be uncomfortable with public speaking. To ensure that all students have an equal opportunity to earn credit for participation, students should contact me if they are having difficulty participating so we can discuss alternative ideas.

What To Do. There are many ways to participate! Some examples: Asking questions, suggesting answers, bringing up new topics for discussion, relating topics to previous readings, serving as the reporter in small group activities, volunteering for demonstrations, serving as the group scribe to record conclusions, enriching the group by suggesting links to outside experiences (e.g., movies, websites, courses, campus activities).

What Not To Do. Engaging in irrelevant or disrespectful activities will not help you perform well in this course, and WILL affect your participation grade. Such activities include, but are not limited to, sleeping, texting, participating in side conversations, doing work for other classes, and browsing the Web. Remember that these activities not only detract your personal, optimal performance, but also distract others around you!

Participation Grading Scale. At the end of *each* section meeting, participation will be graded according to the following scale:

2= Significant Participation

1=Present, but not actively engaged

0=Not in attendance/Completely unengaged

SPECIAL ACCOMODATIONS & ALTERNATIVE OPTION FOR ATTENDANCE/PARTICIPATION

As mentioned, I expect you to attend every class and actively participate in discussion and activities. This will ensure a rich learning environment in which we can teach and learn from each other. However, I also provide an alternative option for your attendance and participation points, described below. You can use this for up to TWO missed classes (on top of your one allowed absence!). Beyond that, you will need to speak with me and the relevant administrator in GWS to see if further accommodations are possible. This is an accommodation designed for students with documented disability-related accommodations from the McBurney Center that request a flexible attendance policy. However, all students are welcome to use it.

The Alternative Attendance/Participation Option

- You can earn your attendance/participation points for a day (up to TWO days total) by turning in a written 2-page reflection. You must let me know that you are utilizing this option within 24 hours of the missed class. This should be double-spaced and in 12 point Times New Roman font.
- In this assignment, you must summarize the week's articles and reflect on their connection to the course and the points and questions these articles bring up. For example: What are the main findings or points of the articles? In what ways is the research feminist, or does it reinforce norms that may be harmful?

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Do the articles seem to have any biases, and how may they have shaped the research questions asked or the arguments made? Thinking of the articles together, what challenges or tensions arise? Or what challenges or tensions are the authors attempting to address?

- The reflection should demonstrate DEEP, ACTIVE engagement with the readings to earn the day's missed points. Merely summarizing the articles or writing things like "this article was interesting because it challenges norms" is not enough. Remember, this is substituting for an hour and 15 minutes of discussion, debate, and peer learning in class! This reflection is essentially you working through the material on your own, and it should match the richness that we aim for in the classroom.
- **This reflection is due within one week of the missed class period.**

GRADED ASSIGNMENTS

This course includes the following assignments, which in total will be used to calculate your overall letter grade. See the end of the syllabus for more details on each assignment. Please note that you will be submitting written assignments on Canvas.

- **10% Attendance & Participation**
- **15% Informational Fact-Sheet**
 - Due: Friday 9/30 at 11:59pm, through Canvas
- **15% Someone is Wrong on the Internet!**
 - Due Wednesday 11/23 at 11:59pm (before Thanksgiving), through Canvas
- **30% Essay**
 - 5% Topic selection for essay, due: Friday, 9/30 at 11:59pm, through Canvas
 - 5% Essay outline, due: Friday 10/21 at 11:59pm, through Canvas
 - 5% Two draft pages of essay: due Friday 11/11, 11:59pm, through Canvas
 - 15% Final essay: due Friday 12/9 at 11:59pm, through Canvas
- **30% Quizzes**
 - Weekly

LATE POLICY AND EXTENSIONS

Late Policy: Late assignments will receive a 10% deduction each day they are late (including weekends and holidays). Papers are not accepted more than four days after the due date.

Extensions: Extensions may be granted in case of emergency (e.g., death in the family, medical emergency). To get an extension, you must get approval from me in advance of the assignment deadline.

Note: I will not grant you an extension for reasons where you should have planned ahead (examples include but are not limited to: being "swamped" with other work or finals during that given week or you went/are going out of town). I will also not grant extensions because your computer died. This falls under "you should have planned ahead". I.e., as a University of Wisconsin-Madison student, you have access to Box, which means have the ability to back up all of your files. You also have access to University of Wisconsin computers on multiple sites around campus, which means you will always be able to access the necessary resources for this course (and it is up to you to manage your time with these resources responsibly).

GRADING DISPUTE PROCEDURE

Any questions or concerns about grades should be discussed privately. You must wait **24 hours** after assignments are returned before contacting me about your grade. This will allow you to thoroughly review the assignment before raising any concerns. A re-grade request must be made **within 7 days** of when you received your grade. Requests for re-grades must be accompanied by a 1-paragraph explanation of the mistake you think

was made in determining your grade. Once the process is initiated, I will ask one of my colleagues to grade the assignment; this may result in a **lower, higher, or the same** grade, which will be the new (and final) grade.

- Note: If the grading dispute is a simple error on my part (i.e., I wrote in the wrong grade on Canvas, I marked something incorrectly on a quiz), you do not have to go through this procedure. Just let me know and I will make appropriate changes.
- Also, you do not need to follow these steps if you only want to discuss a grade or how to improve your performance in the class. I am available to speak with you about this at any time. Please feel free to come by during my office hours or schedule an appointment.

GRADING-RELEVANT POLICIES

- All assignments are due electronically through Canvas.
 - Only Word documents are accepted (you can visit any UW computer lab and put your assignment into Word before submitting it).
 - Your assignment file name must include your last name, first name, and the assignment name, e.g., “ChadwickSara_InfoSheet.doc”.

FINAL GRADES

Final letter grades are based on a cumulation of graded assignments. Final letter grades are as follows:

A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	70-77%
D	60-69%
F	Below 60%

NAME AND PRONOUN POLICY

You have the right to be referred to by the name with which you are most comfortable. If the name listed on my roster is not the name you would like to be called, you are welcome to correct me at the time that I call your name, or to e-mail me at any point to inform me of your preferred name and the contexts in which you are comfortable with me using it. I also encourage you to correct me as soon as possible if I am mispronouncing your name.

Many women and men prefer to be referred to with the pronouns “she/her/hers” and “he/him/his,” respectively. Some women and men – and some individuals who are transgender, gender non-conforming, non-binary, genderqueer, or other gender identities besides “woman” or “man” – have other pronouns, including “they/them/theirs.” In order to create a safe, respectful classroom environment, it is crucial that we are referring to people using the pronouns with which they are most comfortable. I encourage you to state your pronouns when introducing yourself to me or other class members, although you are not required to do so (many people with diverse pronouns choose to disclose or not for a variety of reasons). If you have any concerns about the pronouns I am using for you or that your peers are using for you, please e-mail me or visit me during office hours so we can find a comfortable solution.

DIFFICULT CONVERSATIONS & SENSITIVE TOPICS: THE “CALL-IN” APPROACH

This course covers a variety of sensitive topics related to gender and sexuality, which can bring up complex and sometimes difficult conversations. There are many ways to approach a situation where someone says something that may be offensive, incorrect, or reflect a different perspective. Often, the response is to “call someone out.”

This allows people to voice their concerns, but it can also be highly uncomfortable for all involved, and may make the person who spoke feel ashamed, embarrassed, and isolated rather than encouraged to adopt different conventions. An alternative to this is the “call-in” approach, where we attempt to challenge or correct someone’s behavior by communicating from a perspective of compassion and patience, with the understanding that we are all come from different backgrounds and are here to learn from one another. In this class, you are expected to communicate through the call-in approach as a way to facilitate a classroom characterized by peer support, curiosity, and growth. For more information on this approach, see:

<https://everydayfeminism.com/2015/01/guide-to-calling-in/>

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center recommended syllabus statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct. If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees:

- Department Chair, Dr. Judy Houck (jahouck@wisc.edu)
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Coordinator, Susan Nelson (susan.nelson@wisc.edu)
- Undergraduate Advisor, TBD.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

****COURSE CONTENT WARNING****

This class contains material related and relevant to gender, sex, sexuality. Among other things, this class may include explicit sexual images or writings (including nude images of genitals). Please also note that this class contains some material related to rape, sexual coercion, sexual assault, and/or unwanted sexual attention. Please be aware that by enrolling in this course, you are agreeing to take a course that covers this material and that you are able to engage with this subject matter. If you find yourself concerned or distressed about personal matters relating to gender, sex, sexuality, or other topics, I encourage you to contact the UW Health Center.

SCHEDULE & READINGS

Note: This schedule is subject to change.

Week#	Date	Topic & Readings
1	09/08	Introduction: <i>What will this course be like?</i>
2	09/13 09/15	<p>Perspectives & Terminologies: <i>What are important foundations for the class? Science, feminism, sexuality</i></p> <p><u>Course Foundations:</u></p> <ul style="list-style-type: none"> Why Science Isn't Objective: https://iai.tv/articles/why-science-isnt-objective-auid-1846 Subramaniam, B. (2000). Snow Brown and the Seven Detergents: A metanarrative on science and the scientific method. <i>Women's Studies Quarterly</i>, 28(1/2), 296-304. <p><u>Different perspectives on the scientific study of sexuality:</u></p> <ul style="list-style-type: none"> van Anders, S.M. (2012). From one bioscientist to another: Guidelines for researching and writing about bisexuality for the lab and biosciences. <i>Journal of Bisexuality</i>, 12, 393-403. Young, L.J. (2009). Love: Neuroscience reveals all. <i>Nature</i>, 457, 148. Dussauge, I. (2013). The experimental neuro-framing of sexuality. <i>Graduate Journal of Social Science</i>, 10, 124-151.
3	09/20 09/22	<p>Research Processes: <i>How do scientists study sexuality and what affects how they do it?</i></p> <p>Epstein, S. (2006). The new attack on sexuality research: Morality and the politics of knowledge production. <i>Sexuality Research & Social Policy</i>, 3, 1-15.</p> <p>Irvine, J.M. (2014). Is sexuality research 'dirty work'? Institutionalized stigma in the production of sexual knowledge. <i>Sexualities</i>, 17, 632-656.</p> <p>Vanwesenbeeck, I. (2009). Doing gender in sex and sex research. <i>Archives of Sexual Behavior</i>, 38, 883-898.</p>
4	09/27 09/29	<p>Sexual Response Model: <i>What do we know about it and how did we come to know it?</i></p> <p>Masters, W.H. & Johnson, V.E. (1966). "The sexual response cycle." In <i>Human Sexual Response</i>, pp. 3-12. Lippincott, Williams & Wilkins. Rpt in <i>Sex, Gender, and Sexuality: The New Basics, An Anthology</i>. (2009). Eds: A. L. Ferber, Holcomb, K., & Wentling, T.</p> <p>Tiefer, L. (2004). Chapter 4: Historical, scientific, clinical, and feminist criticisms of "the human sexual response cycle" model. In <i>Sex is Not a Natural Act 7 Other Essays 2nd Edition</i>. Westview Press.</p> <p>Basson, R. (2000). The female sexual response: A different model. <i>Journal of Sex & Marital Therapy</i>, 26(1), 51-65.</p>
5	10/04 10/06	<p>Sexual Arousal & Desire: <i>Where does it occur? In the mind, brain, body, or genitals?</i></p> <p>Janssen, E., McBride, K., Yarber, W., Hill, B.J., & Butler, S.M. (2008). Factors that influence sexual arousal in men: A focus group study. <i>Archives of Sexual Behavior</i>, 37, 252-265.</p> <p>van Anders, S. M., Herbenick, D., Brotto, L. A., Harris, E. A., & Chadwick, S. B. (2022). The heteronormativity theory of low sexual desire in women partnered with men. <i>Archives of Sexual Behavior</i>, 51(1), 391-415.</p> <p>Chivers, M. L., & Brotto, L. A. (2017). Controversies of women's sexual arousal and desire. <i>European Psychologist</i>, 22(1), 5-26.</p>

		<p><i>Optional:</i></p> <p>Kukkonen, T.M., Binik, Y.M., Amsel, R., & Carrier, S. (2010). An evaluation of the validity of thermography as a physiological measure of sexual arousal in a non-university adult sample. <i>Archives of Sexual Behavior</i>, 39, 861-873.</p>
6	10/11 10/13	<p>Sexual Pleasure and Satisfaction: What is it and where/how does it take place?</p> <p>Georgiadis, J.R., Kringelbach, M.L., & Pfaus, J.G. (2012). Sex for fun: A synthesis of human and animal neurobiology. <i>Nature Reviews: Urology</i>, 9, 486-498.</p> <p>Goldey, K.L., Posh, A.R., Bell, S.N., & van Anders, S.M. (2016). Defining pleasure: A focus group study of solitary and partnered sexual pleasure in queer and heterosexual women. <i>Archives of Sexual behavior</i>, 45, 2137-2154.</p> <p>McClelland, S. I. (2017). Conceptual disruption: The self-anchored ladder in critical feminist research. <i>Psychology of Women Quarterly</i>, 41(4), 451-464.</p>
7	10/18 10/20	<p>Orgasm Part I: Why does orgasm seem so obvious & how does that shape how it's studied?</p> <p>Lloyd, E. (1993). Pre-theoretical assumptions in evolutionary explanations of female sexuality, pp. 91-102. In Janet Kourany (Ed.), 2002. <i>The Gender of Science</i>. Prentice Hall.</p> <p>Blackledge, C. (2004). The function of the orgasm. From "The Story of V." Rutgers University Press. Rpt in Sex, Gender, and Sexuality: The New Basics, An Anthology, pp. 272-284. (2009). Eds: A. L. Ferber, Holcomb, K., & Wentling, T.</p> <p>Pfaus, J.G., Quintana, G.R., Cionnaith, C.M., & Parada, M., 2016. The whole versus the sum of some of the parts: Toward resolving the apparent controversy of clitoral versus vaginal orgasms. <i>Socioaffective Neuroscience & Psychology</i>, 6, 32578.</p>
8	10/25 10/27	<p>Orgasm Part II (The Dr. Chadwick Special): How do norms shape media interpretations of sexuality research?</p> <ul style="list-style-type: none"> • Chadwick, S. B., & van Anders, S. M. (2017). Do women's orgasms function as a masculinity achievement for men? <i>The Journal of sex research</i>, 54(9), 1141-1152. • New York Post Article: https://nypost.com/2017/03/13/hey-guys-making-your-woman-orgasm-actually-benefits-you/ • Bro Bible Article: https://brobible.com/life/article/scientific-reasons-men-giving-orgasms-beneficial/ <p><i>How do norms shape the questions that scientists are asking?</i></p> <ul style="list-style-type: none"> • Chadwick, S. B., Francisco, M., & van Anders, S. M. (2019). When orgasms do not equal pleasure: Accounts of "bad" orgasm experiences during consensual sexual encounters. <i>Archives of sexual behavior</i>, 48(8), 2435-2459. • Chadwick, S. B., & van Anders, S. M. (2022). Orgasm coercion: Overlaps between pressuring someone to orgasm and sexual coercion. <i>Archives of sexual behavior</i>, 51(1), 633-651.
9	11/01 11/03	<p>To be determined</p> <p>NO CLASS (Dr. Chadwick is at the Society for the Scientific Study of Sexuality Conference!)</p> <p>*Work on Someone is Wrong on the Internet Assignment*</p>
10	11/08 11/10	<p>Same-Sex Sexuality in Non-Human Animals: What does the research show and what are the stakes?</p> <p>Terry, J. (2000). "Unnatural acts" in nature: The scientific fascination with queer animals. <i>GLQ</i>, 6, 151-193.</p> <p>Leca, J.-B., Bunst, N., Carrier, L.O., & Vasey, P.L. (2014). Inter-group variation in non-conceptive sexual activity in female Japanese macaques: Could it be cultural? <i>Animal</i></p>

		<i>Behavior and Cognition, 1, 387-409.</i>
11	11/15	Sexuality & Love/Pair Bonds: <i>What are the ways that sexuality & love overlap & diverge?</i> Young, L.J. & Wang, Z. (2004). The neurobiology of pair bonding. <i>Nature Neuroscience, 7, 1048-1054.</i> Diamond, L.M. (2003). What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire. <i>Psychological Review, 110, 173-192.</i> van Anders, S.M., Goodson, J.L., & Kingsbury, M.A. (2013). Beyond “oxytocin=good”: Neural complexities and the flipside of social bonds. <i>Archives of Sexual Behavior, 42, 1115-1118.</i>
	11/17	
12	11/22	Gender/Sex-Based Sexuality Norms: <i>What if the very foundation for almost all modern research on evolved sex differences in sexuality was wrong?</i> Tang-Martínez, Z. (2016). Rethinking Bateman’s Principles: Challenging persistent myths of sexually reluctant females and promiscuous males. <i>Journal of Sex Research, 53, 532-559.</i> Emily Martin, 1991. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs, 16(3), 485-501.</i> 11/24: NO CLASS: THANKSGIVING BREAK
	11/24	
13	11/29	Same-Sex Sexual Behavior in Humans: <i>What’s the history of this research & where can it take us?</i> Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American Psychology. <i>Perspectives on Psychological Science, 5, 693-699.</i> Diamond, L.M. & Rosky, C.J. (2016). Scrutinizing immutability: Research on sexual orientation and U.S. legal advocacy for sexual minorities. <i>Journal of Sex Research, 53, 363-391.</i>
	12/01	
14	12/06	Sexual Diversity: <i>How might sex research think about sexual and gender/sex diversity in feminist and bioscientific ways?</i> van Anders, S.M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via Sexual Configurations Theory. <i>Archives of Sexual Behavior, 44, 1177-1213.</i> The SCT Zine: Iantaffi A & Barker M-J (words), Scheele J (illustrations), & van Anders SM (ideas) , 2018. Mapping Your Sexuality: From Sexual Orientation to Sexual Configurations Theory. Beischel, W.J., Silver, E., Christiansen, A., & van Anders, S.M. (2020, October 9). SCT & Gender/Sex Sexuality. YouTube: https://www.youtube.com/watch?v=1ejZRIQawVQ
	12/08	
15	12/13	Class Wrap-Up: Readings TBD

1. QUIZZES (weekly; 30% in total)

Description: Research shows that learning is best facilitated by regular reading and engagement, and that quizzes actually improve student learning outcomes. In this class, there will be weekly open-book quizzes in section on the readings. They will generally be short, multiple choice quizzes, though occasionally they will have longer or more in-depth questions. They are estimated to take 10 minutes. However, to accommodate students with disability-related documentation requesting 1.5x the amount of time, quizzes will be allocated 15 minutes. All students may use the entire 15 minutes if they choose. If you finish your quiz earlier than that, please spend the rest of the quiz time reviewing the readings in preparation for discussion.

Goals:

- Improve student learning, including retention of material;
- Enhance class experience for all students by encouraging everyone to do the readings;
- Provide students with opportunities to develop and demonstrate mastery;
- Enable students to highlight key concepts from the course;
- Provide opportunities to integrate material from across the course;
- Provide a context for students to identify unclear concepts and work to understand them better.

Instructions:

- Have the readings open and ready on your computer when class begins or print them out.
- Actively read the readings thoroughly, in advance of the lectures.
 - Underline and/or highlight important points.
 - Identify concepts you do not understand, and work to understand them by asking a peer, visiting office hours, looking online, etc.
- Actively listen to and participate in class. Take notes. After class, rewrite your notes or organize them to make sure you have identified and understand key concepts. Check in with peers or the instructors about any concepts that are unclear.
- The lowest quiz grade will be dropped and this includes if you miss a class and get a 0 on the quiz.

2. Information Fact-Sheet (15%) Due: September 30th at 11:59pm through Canvas

Assignment: Prepare a one-page fact-sheet that presents a topic of your choice related to this course with text and images, in a feminist way and based on science and research.

Goals:

- Develop skills at communicating broad concepts in easily digestible ways;
- Learn how to present information in visually appealing ways;
- Develop ability to summarize topics extremely concisely;
- Learn more about a particular topic of interest to you and of public importance.

Instructions:

- Brainstorm topics and ideas that are related to this class and of interest to you.
- Think about how any of them might be presented visually. You can come up with your own images. However, you will not necessarily need to come up with your own images/visuals, but you will need to cite/source any you use. Whatever you choose to do with images (create them yourself, find them elsewhere and cite them), you will need to set up your fact-sheet to be visually appealing.
- Look up examples of fact sheets – there are many throughout the web.
- Pick one topic to develop into a fact-sheet. You will need to present it in ways that are clearly evidence-based and feminist, that have images and brief amounts of text. It needs to all fit on one page, but references can be on the reverse side. It can be in color or greyscale.
- Grading will be as follows:

Item	Description	Pts
Content	Explains and describes topic in clear, cogent, and useful ways.	20
Importance	Public importance of topic is made clear.	10
Visual Presentation	The entire fact-sheet is visually pleasing and coherent.	20
Text	The text makes sense, is very concise, and is presented in visually appealing ways.	15
Images	The image(s) are clear, visually appealing, and integrated into the fact-sheet.	10
Citations	The points are supported and cited, when appropriate, with accurate evidence.	10
Feminist Approach	The fact-sheet is presented with feminist considerations, including the text and images.	15

3. SOMEONE IS WRONG ON THE INTERNET! (15%) Due: Wednesday 11/23 at 11:59pm on Canvas

Assignment: Write two responses to two media articles or posts you find on the internet on a topic of your choice related to this class. The articles must present differing perspectives on the same or a similar topic, and at least one must be highly authoritative.

Goals:

- Develop skills at recognizing strengths and weaknesses of arguments presented online;
- Develop skills at writing evidence-based, accessible, civil, and thorough responses to posts;
- Learn how to identify content on the internet that is highly authoritative versus less so;
- Learn more about a particular topic of interest to you and of public importance.

Instructions:

- Look around online for a post that interests you; you may want to look at similar sites repeatedly until you find a post of interest, or you may want to search for specific content. Make a long list of potential choices, bookmarking and keeping track of what you find, with your own notes. Pick two that present differing perspectives on the same issue/topic. Ensure that at least one is highly authoritative.
- Copy and cite each post (or do a screen capture, or something!).
- Do some research on the topic/post, so that you can write an evidence-based response.
- Write a response to each post – do not post them online as part of this assignment! This assignment is only for you to hand in. In your responses, make sure you cite academic sources and provide a cogent, cohesive argument. Hand in each post followed by your comment (i.e., post-comment, post-comment). Your posts will be graded as follows:

COMMENT TO HIGHLY AUTHORITATIVE POST (50%)		
Item	Description	Pts
Content	Comment is thorough, logical, clear, meets the original post, and makes a clear and compelling intervention. It is well-argued and well-supported.	30
Importance	Topic is clearly of public importance (this does not <i>need</i> to be stated explicitly in comment, but does need to be clear somehow)	10
Authoritative Source	One post is from a clearly authoritative source.	20
Feminist Perspectives	Comment has clear feminist perspectives	15
Citations	Citations support points, included in ways that are not too obtrusive.	10
Tone	Clear, civil, well-explained, engaging, compelling, accessible, written in appropriately informal language. Humor and/or passion can be a plus 😊	15

COMMENT TO SECOND POST (50%)		
Item	Description	Pts
Content	Comment is thorough, logical, clear, meets the original post, and makes a clear and compelling intervention. It is well-argued and well-supported.	30
Importance	Topic is clearly of public importance (this does not <i>need</i> to be stated explicitly in comment, but does need to be clear somehow)	10
Lay Source	One post is from a clearly lay source.	20
Feminist Perspectives	Comment has clear feminist perspectives	15
Citations	Citations support points, included in ways that are not too obtrusive.	10
Tone	Clear, civil, well-explained, engaging, compelling, accessible, written in appropriately informal language. Humor and/or passion can be a plus 😊	15

4. ESSAY (30%) Due: Multiple stages, see below

Assignment: Write an essay on a research topic of your choice related to this class.

Goals:

- Deepen knowledge of an area of scientific research on sexuality;
- Develop and practice writing skills;
- Master the topic and writing about it through multiple stages;
- Develop sophisticated skills at developing an argument and supporting it.

Instructions:

- **Step 1: Topic Identification (Due Friday, September 30th at 11:59pm through Canvas) (5%)**
 - Make notes of what sparks your interest as you look through course topics and readings and do preliminary searches online through PsychInfo and/or Google Scholar;
 - Once you have a long list of ideas, shorten this list by considering what interests you most, whether there is enough research to support a research-based essay, and what feminist perspective you could take on the issue.
 - Pick a topic on your own or bring your short list to office hours for discussion to narrow it down.
 - Submit a description of your topic that is between one paragraph and one page; it will be graded on the following:

GRADING OF TOPIC IDENTIFICATION		
Item	Description	Pts
Topic Description	Topic is described and articulated clearly	30
Importance	Makes clear the importance of the topic, and why it is worth writing on	10
Feminist Perspectives	Identifies what the feminist perspective(s) could or will be.	20
Literature Notes	Explains how there is enough relevant published literature to support an essay on this topic.	20
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

- **Step 2: Outline (Due October 21st at 11:59pm through Canvas) (5%)**
 - You should be spending a considerable amount of time on this step.
 - Do research to gather 4-7 scientific papers on your topic. Most of these should be empirical papers (i.e., studies, experiments, etc.) with only 1-2 review papers. You can tell these apart because empirical papers have “methods” and “results” sections.
 - Do research to gather at least 2 feminist academic papers on the topic. Of course, your scientific papers may *also* be feminist, but make sure that, of your citations, at least 2 are identifiably feminist. You can tell because they may use the word feminist, they may be published in a feminist journal, and/or they may cite feminist scholars intensively.
 - Pick a “thesis statement:” Your essay is not a research report; you are not describing the body of research. You will be arguing a point (your thesis statement), so make sure you make your thesis statement interesting and worth arguing!
 - Your outline will consist of the following and be graded accordingly (see next page):

GRADING OF OUTLINE		
Item	Description	Pts
Introductory Sentences	An introductory sentence that describes the topic, and another one that indicates why it is important. Do not make broad sweeping claims (e.g., sexuality is the most important; sexual orientation has never been more controversial); instead, make a specific yet compelling claim here.	15
Thesis Statement	A point to argue that is interesting and worth arguing. It is clear and well-articulated.	15
Three Main Points	Three sentences that explain the main points you will be arguing to support your thesis.	25
One Concluding Point	One sentence that demonstrates how you will tie up your arguments to support your thesis.	10
Reference List	A list of 4-7 scientific papers (with no more than 2 reviews) and at least 2 feminist papers. All must be from academic sources. Formatting is up to you but make it consistent per reference.	15
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

- **Step 3: Draft Pages (due November 11th at 11:59pm through Canvas) (5%)**
 - Write some of your paper, and hand in 2 contiguous pages of your choice.
 - This will be graded holistically, taking the grading scheme from the final essay into account.
 - Remember: you are not describing studies; you are arguing a point, with studies used in support.

- **Step 4: Final Essay (due December 9th at 11:59pm through Canvas) (15%)**
 - Write your essay, incorporating all the feedback you have gotten from your instructors. It should be 5-6 pages, double-spaced. It will be graded on the following:

GRADING OF FINAL ESSAY		
Item	Description	Pts
Introduction	Describes the topic, indicates why it is important, and makes specific yet compelling claims. Thesis statement is clearly identified, interesting, and worth arguing.	15
Arguments	Well-articulated and logical arguments that support thesis at each step and are neither superfluous nor redundant.	20
Conclusions	Ties up arguments well to provide a unified support for your thesis.	15
Feminist Perspectives	Feminist perspectives are clear and integrated throughout paper.	20
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20
Reference List	References listed in the same formatting/style. 4-7 Scientific papers (mostly empirical papers) At least 2 feminist papers. All from academic sources	10