

## **Sexual Ethics**

WST3800

**Class Periods:** Tuesday period 4, Thursday periods 4-5

**Location:** In Canvas

**Academic Term:** Spring 2025

### ***Instructor:***

Dr Maddy Coy

**Student (Office) Hours:** Wednesday 2-3pm and Thursday 1-3pm

**Location:** available in Canvas with Dr Coy's contact information

**Credit Hours:** 3

### ***Course Description***

This course approaches sexual ethics as the integration of care, respect, mutuality, and reciprocity into sexual practices. We will critically interrogate socio-cultural discourses about sex/gender/sexuality and their contexts, and 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.

### ***Course Pre-Requisites / Co-Requisites***

None

### ***Course Objectives***

By the end of the course, students will:

- demonstrate understanding of dominant socio-cultural norms about sex, sexuality and sexual encounters, particularly with reference to sex/gender, race and class;
- analyze how heteronormativity has shaped sexual expectations and constructions of sexual desire;
- describe feminist perspectives on ethical sexual practices, consent and sexual pleasure;
- build a curriculum for sex education and manifesto for sexual ethics.

### ***Learning outcomes***

By the end of the course, students are expected to be able to:

- recognize in what ways constructions of sexual practices are rooted in sexism, racism and heteronormativity;
- analyze social and individual influences on agency and decision-making;
- 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.

These learning outcomes will be evidenced through assignments. 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.

**WHAT TO EXPECT:** This course entails a rigorous and demanding reading load, from diverse sources. To succeed, you will need to read early and often and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class and in small groups. My aim is to create a discussion

space where we can engage with each other in as meaningful a way as possible. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

### **Materials and Supply Fees**

None

### **Course Schedule**

Readings are detailed in Canvas and must be completed before coming to class. There may be minor modifications. We will be exploring topics that might be discussed in the media. If something relevant comes up, we may switch course readings to engage with it. All changes will be posted on Canvas.

Week 1 13 <sup>th</sup> January	Introductions
Week 2 20 <sup>th</sup> January	Starting points
Week 3 27 <sup>th</sup> January	Feminist perspectives on sexual ethics
Week 4 3 <sup>rd</sup> February	Contexts
Week 5 10 <sup>th</sup> February	Do We Live in a Rape Culture? (1) <b>Opinion piece due (Monday)</b>
Week 6 17 <sup>th</sup> February	Do We Live in a Rape Culture? (2)
Week 7 24 <sup>th</sup> February	Sexual consent (1) <b>Response Paper 1 due (Wednesday)</b>
Week 8 3 <sup>rd</sup> March	Sexual consent (2)
Week 9 10 <sup>th</sup> March	Desire and pleasure (1)
<b>Week 10</b>	<b>SPRING BREAK</b>
Week 11 24 <sup>th</sup> March	Desire and pleasure (2) <b>Response paper 2 due (Friday)</b>
Week 12 31 <sup>st</sup> March	Sex as a commodity (1)
Week 13 7 <sup>th</sup> April	Sex as a commodity (2) <b>Meme due Monday</b>
Week 14 14 <sup>th</sup> April	A sexual ethics manifesto (1) <b>Participation in group activity</b>
Week 15 21 <sup>st</sup> April	A sexual ethics manifesto (2) <b>Sexual ethics manifesto due (Thursday)</b>

## ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance counts for 10% of your grade. This will be calculated in Canvas based on attendance at every class. You are permitted 2 unexcused absences. Excused absences will be noted where you have a medical note or otherwise extenuating circumstances.

Please also bear in mind how missing class will affect your ability to process the content and course materials. 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 be answered enthusiastically.

***Late work and make up policy.*** If you miss an assignment or submit late for any other reason, you may not get full credit.

### **Assignment details**

There are six assignments for the course, in addition to the 10% of your grade for attendance. More details about assignments will be in Canvas and discussed in class.

#### ***1. Attendance (10 points, 10% of grade)***

See above.

#### ***2. Opinion piece on sexual ethics (15 points, 15% of grade)***

The first written assignment will require you to write your own opinion piece on why we need to talk about sexual ethics. The piece should be approximately 2 pages double spaced (400-500 words) and can form the basis of your opening statement in the later manifesto assignment. Citations to relevant literature should be included so please make sure you are up to date with reading.

#### ***3. Response papers (15 points each, 15% of grade each)***

You will write TWO 2-3 page (500-750 words) response paper reflecting themes of the course and how you have analyzed their relevance to sexual ethics. For maximum points, each response paper will require you to show engagement with course readings. We will discuss the requirements further in class.

#### ***4. Creation of a meme about teaching sexual ethics (5 points, 5% of grade)***

You will create a 'meme' (a combination of an image and text, imitating popular online versions) about your priorities for teaching sexual ethics. The task here is to communicate the wealth of knowledge you will have accumulated by this point in the course, in ways that might spread on social media and speak to wider audiences than the women's studies classroom. You will submit the meme in Canvas, and I will create a slideshow of them all for our final class. *Note: if you have any difficulty with this task or would prefer to submit a text-based assignment, this option will be available too.*

#### ***5. Production of a sexual ethics curriculum (10 points, 10% of grade)***

Working together in small groups, you will produce a curriculum for sexual ethics. More details about this assignment will be given in class. Points will be allocated for the curriculum and for individual participation in the group labor.

### 6. 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.

#### Evaluation of Grades

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

Assignment	Points	Percentage of Final Grade
Attendance	10	10
Opinion piece	15	10%
Response paper 1	15	15%
Response paper 2	15	15%
Meme	5	5%
Group sexual ethics curriculum	10	10%
Sexual ethics manifesto (individual)	30	30%
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>

### Consider adding a (second) major in Women's Studies!

Adding the Women's Studies major or minor can deepen your critical thinking, analysis, and skills in understanding women, gender, race, class, and sexuality in society and culture. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills in these areas. You have the option to designate a general concentration, or concentrations in a) health, b) international perspectives, c) race, and d) sexuality. The Women's Studies major is simple to combine with another major, and up to 15 credits can double count with another degree (for example, African American Studies, English, Political Science, Psychology, and Sociology have many courses that can double count). It's also the perfect complement to pre health studies. To add Women's Studies as a second major apply [here](#) (if your first major is a B.A. in CLAS) or [here](#) (if your first major is a B.S. in CLAS or any degree in another college). To add a minor in Women's Studies or in Theories and Politics of Sexuality, apply online [here](#). Contact undergraduate coordinator Dr. Joanna Neville ([jneville@ufl.edu](mailto:jneville@ufl.edu)) to make an appointment to discuss adding the major or stop by her office hours.

## **COURSE POLICIES**

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### ***Title IX and Gender Equity***

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. **Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.**

### ***In-class recording***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### ***Procedure for conflict resolution***

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna

Neville: [jneville@ufl.edu](mailto:jneville@ufl.edu)). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students](http://gatorevals.aa.ufl.edu/students). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-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 ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-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.

### ***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:

<https://registrar.ufl.edu/ferpa.html>

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

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

## Specialist support

### **Office of Victim Services**

<https://police.ufl.edu/divisions/behavioral-services/office-of-victim-services/>. Located at 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (24 hour support).

### **Alachua County Victim Services & Rape Crisis Center**

<https://alachuacounty.us/Depts/CSS/VictimServices/pages/victimservices.aspx> and 352-264-6760 24 hour helpline

**Peaceful Paths Domestic Violence Agency**, <https://www.peacefulpaths.org/> and 352-377-8255 (24 hour helpline)

## Academic Resources

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

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

**Teaching Center:** 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://umatter.ufl.edu/office/teaching-center/>

**Writing Studio:** Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)