

**Sexual Ethics**  
WST3930– Section 39SE  
**Class Periods:** MWF 3  
**Location:** MAEA 0303 and online via zoom  
**Academic Term:** Fall 2021

**Instructor:**

Dr Maddy Coy

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Office Phone Number: 352-273-0391

Office Hours: Monday 11am-1pm **(via zoom)**. Thursday 9-10am **(in person, outside at Ustler Hall and on zoom)**. *If these times do not work for you, please let me know and we can arrange an appointment to meet.*

**Credit Hours: 3**

This is a face-to-face course with remote access. Zoom links will be posted in Canvas for students that need to, or prefer to, participate remotely. Face masks are expected in all UF facilities, including classrooms. Further information and official announcements regarding Fall 2021 plans and expectations for classes and will be discussed in class

**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 four broad themes: resisting rape culture; consent; desire 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 sex/gender and sexuality and the contexts in which they circulate. This will be the framework for the course. We will explore how sex/gender, race, ethnicity, class operate as systems of power in relation to sexual autonomy. 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.

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***

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 rooted in an intersectional, inclusive analysis.

### ***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.

**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.

All accommodations will be honored. 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.

### ***Land acknowledgement***

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

### ***Materials and Supply Fees***

None

### ***Required Textbooks***

Jaclyn Friedman and Jessica Valenti (2008) (eds) *Yes Means Yes!: Visions of Female Sexual Power and A World Without Rape* Berkeley: Seal Press. **Note: The 2019 edition is fine too.**

### **Additional readings**

These readings are in addition to assigned chapters from the course textbook. All will be available in Course Reserves or through links in Canvas. *To access Course Reserves (ARES) for further readings, you must use Mozilla Firefox.*

Details of required reading for each class session will be in Canvas.

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. All changes in the syllabus will be posted on Canvas.

AF3IRM Hawaii (2019) "*Decolonize your sex work stance: an open letter to 2020 candidates*"

Kwame Anthony Appiah (2019) Was It O.K. to Leave a Drunken Woman with a Stranger? *New York Times*, July 23<sup>rd</sup>

Caitlin Cruz (2018) Loving Two Things at Once: On Bisexuality, Feminism, and Catholicism. In June Eric-Udorie (Ed.) '*Can We All Be Feminists?*' p173-180

Andrea Dworkin (1983) *I Want a Twenty-Four-Hour Truce During Which There Is No Rape*

Breanne Fahs & Rebecca Plante (2017) 'On 'good sex' and other dangerous ideas: women narrate their joyous and happy sexual encounters' *Journal of Gender Studies*, 26:1, 33-44

bell hooks (2000) A Feminist Sexual Politic: An Ethics of Mutual Freedom in *Feminism is for Everybody* p85-92

Audre Lorde (1984) Uses of the Erotic: The Erotic as Power. In *Sister Outsider* New York: Crossing Press p53-59

Esther Madriz (1997) 'Coping with Fear' in *Nothing Happens to Bad Girls: Fear of Crime in Women's Lives* Berkeley: University of California Press p115-150

Molly McCully Brown (2020) *The Broken Country: On Disability and Desire* VQR March 2<sup>nd</sup>

L. Monique Ward (2016) Media and Sexualization: State of Empirical Research, 1995–2015. *The Journal of Sex Research*, 53:4-5, 560-577

Charlene L. Muehlenhard, Terry P. Humphreys, Kristen N. Jozkowski & Zoë D. Peterson (2016) The Complexities of Sexual Consent Among College Students: A Conceptual and Empirical Review. *The Journal of Sex Research*, 53:4-5, 457-487

Raquel Rosario Sanchez (2015) *Sex Tourism is Sexualized Imperialism* Feminist Current

Meagan Tyler (2018) *Can We Eroticise Equality? On the Politics of Sexual Desire* ABC Religion and Ethics

Meagan Tyler and Natalie Jovanovski (2018) The limits of ethical consumption in the sex industry: An analysis of online brothel reviews. *Women's Studies International Forum*, 66 pp. 9-16

Yolonda Wilson (2018) *Why Black Women's Experiences of #MeToo are Different* The Conversation June 14<sup>th</sup>

### **Podcasts and videos**

Meenakshi Gigi Durham (2021) "*MeToo: How Rape Culture in the Media Impacts Us All*" (Podcast)

*What Can You Do About Revenge Porn?*" (2020) Anita Sarkeesian interviews Mary Anne Franks from the Cyber Civil Rights Initiative (YouTube video)

'*The Dilemma of Desire*' documentary (streamed through library)

S.P.A.C.E. International webinar (July 2020, YouTube video)

'*Consider Before Consuming*' with Professor Carolyn West (Podcast)

## Course Schedule

	<b>Topic</b>
Week 1 23 <sup>rd</sup> August	Introductions
Week 2 30 <sup>th</sup> August	Starting points
Week 3 6 <sup>th</sup> September	Feminist perspectives on sexual ethics <b>Reading reflection 1 due Friday</b>
Week 4 13 <sup>th</sup> September	Contexts
Week 5 20 <sup>th</sup> September	Resisting Rape Culture (1) <b>Opinion piece due Monday</b>
Week 6 27 <sup>th</sup> September	Resisting Rape Culture (2) <b>Reflection 2 due Friday</b>
Week 7 4 <sup>th</sup> October	Sexual consent (1) <b>Response Paper 1 due Wednesday</b>
Week 8 11 <sup>th</sup> October	Sexual consent (2)
Week 9 18 <sup>th</sup> October	Desire and pleasure (1) <b>Reading reflection 2 due Monday</b>
Week 10 25 <sup>th</sup> October	Desire and pleasure (2)
Week 11 1 <sup>st</sup> November	Sex as a commodity (1) <b>Response paper 2 due Wednesday</b>
Week 12 8 <sup>th</sup> November	Sex as a commodity (2)
Week 13 15 <sup>th</sup> November	A sexual ethics manifesto (1) <b>Meme due Monday</b>
Week 14 22 <sup>nd</sup> November	Drop in session for manifesto assignment
Week 15 29 <sup>th</sup> November	A sexual ethics manifesto (2) <b>Sexual ethics manifesto due Thursday</b>
Week 16 6 <sup>th</sup> December	Wrapping up

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

Attendance for this class is not recorded but please 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 enthusiastically be answered.

***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 eight assignments in total for the course. More details about assignments will be in Canvas and discussed in class. Extra credit will be available.

- 1. Reflections x3 (5 points each, total 15 points, 15% of grade)***
- 2. Opinion piece on sexual ethics (10 points, 10% of grade)***
- 3. Response papers x2 (15 points each, 15% of grade each)***
- 4. Creation of a meme about teaching sexual ethics (5 points, 5% of grade)***
- 5. Individual 'manifesto' for a feminist sexual ethics (40 points, 40% of grade)***

### ***Evaluation of Grades***

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

Assignment	Points	Percentage of Final Grade
Opinion piece	10	10%
Reflections (x3, 5 points each)	15	15%
Response paper 1	15	15%
Response paper 2	15	15%
Meme	5	5%
Sexual ethics manifesto (individual)	40	40%
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!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact the Center undergraduate coordinator to make an appointment to discuss adding the major.

### ***COURSE POLICIES***

#### ***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 and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy.**

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

### ***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.

#### ***Recording of class lectures***

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 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 Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

### ***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](https://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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](https://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/](https://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>

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not

willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## **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**

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:** 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:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.  
General study skills and tutoring. <https://teachingcenter.ufl.edu/>

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>

**Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)