

Sexual Ethics
WST3930– Section 39SE, 3SE9
Class Periods: MWF 3
Location: ROL 0205 (39SE), online (3SE9)
Academic Term: Spring 2021

Instructor:

Dr Maddy Coy

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Office Hours **(via zoom)**: Thursday 9am-12pm 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 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:

- gain understanding of dominant socio-cultural norms about sex, sexuality and sexual encounters, particularly with reference to sex/gender, race and class;
- explore how heteronormativity has shaped sexual expectations and constructions of sexual desire;
- engage with feminist perspectives on ethical sexual practices, consent and sexual pleasure;
- build a curriculum for sex education 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 remotely. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

HyFlex teaching statement

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course.

If you are in the face-to-face section of the class MONDAY and WEDNESDAY will be in person classes, unless otherwise specified. FRIDAYS will be online for everyone.

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

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.

Land acknowledgement

I want to acknowledge that this class is meeting on traditional indigenous land and waters of the Timucuan, Seminole and Miccosukee Tribes of Florida. I pay my respects to the traditional owners of this land and waters and their Elders in the past, present and future.

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

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. We will also have space for emergent topics that come up during the course – please suggest these! All changes in the syllabus will be posted on Canvas.

	Topic	Reading
Week 1 11 th January	Introductions	No reading for this week. Please come prepared to discuss what you would like to get out of the course. M: Welcome and introduction to our learning space W: Syllabus and course assignments F: What are sexual ethics? (no reading, please come with your thoughts)
Week 2 18 th January	Starting points	M: NO CLASS (HOLIDAY)

		<p>W: Andrea Dworkin (1983) <i>I Want a Twenty-Four-Hour Truce During Which There Is No Rape</i> (link in Canvas)</p> <p>F: Yolonda Wilson (2018) <i>Why Black Women's Experiences of #MeToo are Different</i> The Conversation June 14th (link in Canvas)</p>
<p>Week 3 25th January</p>	<p>Conceptualizing sex, gender and power</p> <p>Reading quiz 1</p>	<p>M: bell hooks (2000) A Feminist Sexual Politic: An Ethics of Mutual Freedom in <i>Feminism is for Everybody</i> p85-92 (in Course Reserves)</p> <p>W: Amia Srinivasan (2018) <i>Does anyone have the right to sex?</i> London Review of Books vol 40 no 6 (link in Canvas)</p> <p>F: Audre Lorde (1984) Uses of the Erotic: The Erotic as Power. In <i>Sister Outsider</i> New York: Crossing Press p53-59 (in Course Reserves)</p>
<p>Week 4 1st February</p>	<p>Contexts</p>	<p>M: Jill Filipovic 'Offensive Feminism' and Jessica Valenti 'Purely Rape' in <i>Yes means Yes</i></p> <p>W: Caitlin Cruz (2018) Loving Two Things at Once: On Bisexuality, Feminism, and Catholicism. In June Eric-Udorie (Ed.) <i>'Can We All Be Feminists'?</i> p173-180 (in Course Reserves)</p> <p>F: Dr Kendal Broad 'Gay Men's Anti-Racism Activism' brainzap (class viewing and discussion)</p>
<p>Week 5 8th February</p>	<p>Resisting Rape Culture (1)</p> <p>Opinion piece due (Monday)</p>	<p>M: Presentation by STRIVE</p> <p>W: Samhita Mukhopadhyay 'Trial by Media' and Kimberly Springer 'Queering Black Female Heterosexuality' in <i>Yes Means Yes</i></p> <p>F: Esther Madriz (1997) 'Coping with Fear' in <i>Nothing Happens to Bad Girls: Fear of Crime in Women's Lives</i> Berkeley: University of California Press p115-150 (in Course Reserves)</p>
<p>Week 6 15th February</p>	<p>Resisting Rape Culture (2)</p> <p>Reading quiz 2</p>	<p>M: Bernice Yeung (2018) <i>In a Day's Work: The Fight to End Sexual Violence Against America's Most Vulnerable Workers</i> New York: The New Press (chapter to be confirmed)</p> <p>W: Miriam Zoila Perez 'When Sexual Autonomy isn't Enough: Sexual Violence Against Immigrant Women in the United States' in <i>Yes Means Yes</i></p> <p>F: Meagan Tyler (2018) <i>Can We Eroticise Equality? On the Politics of Sexual Desire</i> ABC Religion and Ethics (Link in Canvas)</p>

Week 7 22 nd February	Sexual consent, mutuality and pleasure (1) Response Paper 1 due (Friday)	M: Rachel Kramer 'Beyond Yes or No' and Hazel/Cedar Troost 'Reclaiming Touch' in <i>Yes Means Yes</i> W: Heather Corinna 'An Immodest Proposal' in <i>Yes Means Yes</i> + Christine Emba 'Yes, get consent. But be human, too' (link in Canvas) F: Kwame Anthony Appiah (2019) Was It O.K. to Leave a Drunken Woman with a Stranger? <i>New York Times</i> , July 23 rd (link in Canvas)
Week 8 1 st March	Sexual consent, mutuality and pleasure (2)	M & W: No class: viewing of 'The Dilemma of Desire' documentary (available through the library) F: Discussion of <i>The Dilemma of Desire</i>
Week 9 8 th March	Sexual consent, mutuality and pleasure (3)	M: Breanne Fahs & Rebecca Plante (2017) 'On 'good sex' and other dangerous ideas: women narrate their joyous and happy sexual encounters' <i>Journal of Gender Studies</i> , 26:1, 33-44 (in Course Reserves) W: Reflection day F: Susan Lopez, Mariko Passion, Sandra 'Who You're Calling a Whore?' in <i>Yes Means Yes</i> AND one of the stories from Jennifer Hayashi Danks (2011) <i>Stripped</i> (PDFs in Canvas)
Week 10 15 th March	Sexuality as a commodity (1) Response paper 2 due (Wednesday)	M: Akeia A.F. Benard (2016) Colonizing Black Female Bodies Within Patriarchal Capitalism: Feminist and Human Rights Perspectives <i>Sexualization, Media, & Society</i> October-December 2016: 1-11 (link in Canvas) W: Yomi Adegoke (2019) Why are people silent about the abuses and exploitation in porn? <i>The Guardian</i> , August 15 th and Nicholas Kristof (2020) The Children of Pornhub <i>New York Times</i> December 4 th (links in Canvas) F: Raquel Rosario Sanchez (2015) <i>Sex Tourism is Sexualized Imperialism</i> Feminist Current (link in Canvas)
Week 11 22 nd March	Sexuality as a commodity (2)	M: 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 pp. 9-16 W: Recharge day (no class) F: AF3 IRM Hawaii (2019) "Decolonize your sex work stance: an open letter to 2020 candidates" (link in Canvas)

Week 12 29 th March	A sexual ethics manifesto Reading quiz 3	M: Jaclyn Friedman 'In Defense of Going Wild' in <i>Yes Means Yes</i> W: Cara Kulwicki 'Real Sex Education' and Brad Perry 'Hooking up with Healthy Sexuality' in <i>Yes Means Yes</i> F: What is a feminist manifesto? (reading links will be in Canvas)
Week 13 5 th April	Moving on	M: Manifesto assignment discussion W: Writing a sexual ethics curriculum F: Writing a sexual ethics curriculum
Week 14 12 th April	Sexual ethics manifesto due (Wednesday)	M: Discussion of sexual ethics curricula W: Drop-in session for manifesto assignment F: Discussion of themes from individual manifestos
Week 15 19 th April	Wrapping up	M: Class write our collective sexual ethics manifesto W: Closing discussion

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.

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

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

1. Reading quizzes (5 points each, total 15 points, 15% of grade)

These consist of short multiple-choice quizzes focused on the key concepts and ideas in the readings or course materials. The quizzes are designed both to assess comprehension as well as to maintain accountability for completing the assigned readings on time. Please ensure that you are up to date with course materials.

2. Opinion piece on sexual ethics (Monday week 5, 10 points, 10% 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 (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. The assignment is due midnight Monday, week 5.

3. Response papers (weeks 7 and 10, 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. Contribution to a curriculum for sexual ethics (Monday week 13, 5 points, 5% of grade)

In groups, you will write your curriculum for a sexual ethics education program. Class time will be set aside for this. In preparation, you will write a contribution to a group discussion board setting out your ideas for core themes/issues to discuss, and then bring these to the class time where you will build a curriculum.

5. Individual 'manifesto' for a feminist sexual ethics (Wednesday week 15, 40 points, 40% 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
Opinion piece	10	10%
Reading quizzes (x3, 5 points each)	15	15%
Response paper 1	15	15%
Response paper 2	15	15%
Discussion post on sexual ethics curriculum	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 undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) 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 in this course is considered an Official with Authority who is 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.

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.

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. 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/. Summaries of course evaluation results are available to students at 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/) 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 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>.