

Sexual Health in the Modern World
Florida State University
Fall 2017

SYA 6933

Instructor: Amy Burdette, Ph.D.

Class Hours: Th 11-1:30

Office Hours: Wed 10-12 or by appointment

Office: Pepper 228

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REQUIRED TEXTS:

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

Solinger, Rickie (2013). *Reproductive politics*. Oxford University Press.

COURSE OVERVIEW: In this course, you will gain broad exposure to a number of sexual and reproductive health issues and the interdisciplinary theorizing of medical social scientists, demographers, anthropologists, and public health scholars. We will explore a variety of topics including: demographic trends in fertility, the social construction of sexual and reproductive health, reproductive rights, the medicalization of sexual functioning, and the effects of racism, poverty and sexism on sexual health and reproduction.

COURSE OBJECTIVES:

By the end of the semester, you should be able to:

- Differentiate individual, group, and institutional influences on sexual and reproductive health.
- Articulate how various aspects of sexual and reproductive health are measured and tracked.
- Explain why and how social inequality affects sexual and reproductive health.
- Describe major national and international trends in current sexual and reproductive health issues.
- Explain sources of social variation in sexual and reproductive health.
- Find and interpret news coverage of current issues in sexual and reproductive health.
- Apply social science concepts and models to sexual and reproductive health outcomes.

CLASS POLICIES: Use of phones is not permitted during class. **No texting!** Students may use a laptop to take notes during class, however, if a student is found to be using their computer for other purposes, they will no longer be allowed to use a computer during class.

Disclaimer: Lectures, readings, videos, discussions, music, and other course content may include graphic descriptions of sexual activity and use sexual slang (such as when quoting research respondents or in song lyrics). Some videos may reference sexual activity. Students who worry they may be too sensitive to participate in this course may want to discuss their apprehensions with me before they commit to completing it. We will also discuss a wide range of sexualities and sexual activities, some of which may make you feel uncomfortable. Your job is to learn about and attempt to understand them to the best of your ability. Through lectures, readings, discussions and audiovisual presentations, our goal is for everyone to listen to and learn from the various perspectives we discuss

ATTENDANCE/PARTICIPATION: This course will consist of limited overview lectures and will rely heavily on class discussion. Students are expected to attend class and participate knowledgeably in class discussions. Please make an effort to attend every class. Excused absences require prior notification or, if notification is impossible, written explanation after the fact. If you are unable to attend class, it is your responsibility to approach me or other classmates to find out about what you have missed. In addition to general participation, **each student will be required to lead one class discussion** during the course of the semester. **You are also required to provide a short reading for the date that you lead the class discussion. Please email the reading at least 3 days in advance.**

QUIZZES: There will be a short quiz on the readings each week. Quizzes may focus on one or more of the readings. Quizzes will be given at the beginning of class. Those who are late to class will **not** be given additional time to complete the quiz. Grades on the quizzes will range from 0-3. Students may receive partial credit for answers. Quizzes cannot be made up.

DISCUSSION QUESTIONS: All students are expected to **submit a discussion question via blackboard by 5pm the day prior to the class meeting**. Discussion questions will be graded on a credit/no credit basis. **A student will not receive credit for his or her discussion question if he or she does not attend class, unless the absence is excused.**

RESPONSE PAPERS: During the course of the semester, students will be required to submit **four** response papers. Response papers will be submitted prior to the class meeting. **Once the class has met, you will not be allowed to turn in a response paper for the readings covered during that class meeting!** You may only turn in one response paper per class meeting. Response papers should be 2 ½ - 3½ pages, 12pt. font, double spaced, and should answer at least some of the following questions about **at least one** of the readings for the date they are due:

- What is (are) the author's thesis/main argument? (should be summarized in 1-2 sentences).
- What evidence does/do the author(s) present to support their thesis? (summarize in 2-3 sentences)
- Do you find the author's arguments persuasive (do you “buy” it)? Why or why not?
- **Can you think of any arguments that would contradict/weaken the author's main argument? In other words, what is missing?**
- How does this article related to other articles we have discussed in class?
- Are there any questions that arose while reading this article?
- **How does the reading connect with broader social issues or social institutions?**
- What are the policy implications related to the social issue raised in the reading?

Response papers will be graded on a standard grading scale (0-100). A satisfactory response paper goes beyond offering a summary of the findings, but **critically engages the material**. An “A” response paper should present alternative explanations, point out shortcomings in the study, raise new questions, and relate the current material to other ideas discussed in class. I strongly suggest that you **not** write a response paper focusing solely on a news or magazine article! Do not devote more than one page to answering the first two questions. I am much more interested in the remaining questions. If a student is unhappy with his or her grade on a response paper, he or she may submit an additional response paper on another topic. I will then drop the lowest response paper grade at the end of the semester.

FINAL EXAM: The final exam will cover information from the assigned readings as well as in-class discussions. This exam will consist of short answer and essay questions.

COURSE GRADING:

Class Participation	20%
Leading Class Discussion	5%
Discussion Questions	10%
Quizzes	15%
Response Papers	20%
Final Exam	30%

GRADING SCALE:

Grading will be according to a standard scale, and plus/minus grading will be used for final grades. FSU does not allow a final grade of “A+.” The specific ranges are below.

A =93-100	A- =90-92	B+ =87-89	B=83-86	B- =80-82	C+ = 77-79
C=73-76	C- =70-72	D+=67-69	D=63-66	D- =60-62	F=<59

UNIVERSITY ATTENDANCE POLICY:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>

FREE TUTORING FROM FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

COURSE SCHEDULE		
Date	Topic	Readings and Assignments*
31-Aug	Introduction to the Course	
7-Sept	The Study of Sexual & Reproductive Health	Roach 2008, Intro & Chap 1 Ginsburg & Rapp 1991 Solinger 2013 Preface-17 Almeling, & Waggoner 2013
14-Sept	Modern Fertility Issues	Cherlin, 2009 intro & Chap 1 Leonhardt NYT 2015 Shulvitz 2012, New Republic Cohen 2014, CCF Twenge 2013, Atlantic Solinger 2013, 50-53,61-65
21-Sept	Sexual Behavior etc.	Jungels and Gorman 2014 Orenstein 2016, Chap 2 Regnerus 2017, intro Collins 2005, intro & Chap 1
28-Sept	Hook up Culture	Wade 2017, intro Chap 1-2, 7
5-Oct	Sexual Assault on Campus	Armstrong et al. 2006 Bennett 2016, NYT Wade Chaps 3,9 Kipnis 2017, intro
12-Oct	Abortion & Reproductive Rights	Paltrow & Flavin 2013 Paltrow 2013 Pickert 2013, Time Solinger 2013, 26-40,80-87
19-Oct	Reproductive Technology & Outsourcing Fertility	Almeling 2011, Chap 3 Berend 2012 Rudrappa 2012
26-Oct	CLASS CANCELED	
2-Nov	Religion, Sexuality, and Sexual Behavior	Burdette et al. 2016 (pg 1-7) Regnerus & Uecker 2011, intro & Chap 7 Orenstein 2016, Chap 3 Shoop 2007, Rewire
9-Nov	Sexual Health Education	Orenstein 2016, Chap 7 Burdette et al. 2016 (pg 7-9) Lindberg et al. 2016 Hall et al. 2016 De Melker 2015, NPR
16-Nov	CLASS CANCELED	
23-Nov	THANKGIVING DAY HOLIDAY	
30-Nov	Sexual Function & Dysfunction +	Fishman 2004 (not required) Loe 2004, Chap 2 Wentzell 2011 Collins, Chap 5 Regnerus 2017, Chap 2
7-Dec	Pornography +	Regnerus 2017, Chap 4 Clark-Flory 2015 Voc Miller-Young 2010 hooks 1992 Morris 2016, NYT
13-Dec	FINAL EXAM (11-2)	

Note: Schedule is subject to change.

REQUIRED READINGS

- Almeling, Rene. 2011. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkley: University of California Press.
- Almeling, R., & Waggoner, M. (2013). More and Less than Equal: How Men Factor in the Reproductive Equation. *Gender & Society*, 27(6), 821-842.
- Armstrong, Elizabeth A., Laura Hamilton, and Bryan Sweeney. 2006 "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape" *Social Problems* 53: 483-499.
- Berend, Zsuzsa. 2012. "The Romance of Surrogacy." *Sociological Forum* 27(4):913-36
- Bennett, Jessica. "Campus Sex...With a Syllabus" New York Times Published: January 9, 2016
- Burdette, Amy M. Terrence D. Hill, and Kyl Myers. "Religion, Sexuality, & Sexual Health" 2015. *Handbook of Sexualities*, edited by J DeLamater and Rebecca Plante. New York: Springer.
- Cherlin, Andrew J. (2010). *The marriage-go-round: The state of marriage and the family in America today*. Vintage.
- Cohen, Philip. "Family Diversity is the New Normal for America's Children." Published: September 4, 2014.
- Collins, P. H. (2004). *Black sexual politics: African Americans, gender, and the new racism*. Routledge.
- De Melker, Saskia "The Case for Starting Sex Education in Kindergarten" Published: May 27, 2015
- Fishman, Jennifer. 2004. "Manufacturing Desire: The Commodification of Female Sexual Dysfunction." *Social Studies of Science* 34: 187-218
- Ginsburg, Faye, and Rayna Rapp. 1991. "The Politics of Reproduction." *Annual Review of Anthropology* 20:311-43.
- hooks, bell. 1992. *Black looks: Race and representation*. South End Press
- Jungels, Amanda and Stacy Gorman. 2014 "Large Scale Sex: Methods, Challenges and Findings of Nationally Representative Sex Research" In *Sex Matters*
- Kipnis, Laura. 2017. *Unwanted Advances: Sexual Paranoia Comes to Campus*. Harper Collins
- Leonhardt, David. "The North-South Divide on Two-Parent Families" Published June 11, 2015
- Loe, Meika. 2004. *The Rise of Viagra: How the Little Blue Pill Changed Sex in America*. New York: New York University Press.
- Miller-Young, Mireille. "Putting hypersexuality to work: Black women and illicit eroticism in pornography." *Sexualities* 13, no. 2 (2010): 219-235.
- Morris, Wesley. "The Last Taboo: Why Pop Culture Just Can't Deal With Black Male Sexuality." New York Times Magazine Published October 27, 2016
- Orenstein, Peggy .2016. *Girls & sex: Navigating the complicated new landscape*. Oneworld Publications.
- Paltrow, Lynn M. 2013 "Roe v Wade and the new Jane Crow: Reproductive rights in the age of mass incarceration." *American Journal of Public Health* 103: 17-21.

Paltrow, Lynn M., and Jeanne Flavin. 2013. "Arrests of and Forced Interventions on Pregnant Women in the United States, 1973–2005: Implications for Women's Legal Status and Public Health." *Journal of Health Politics, Policy and Law*.

Pickert, Kate. 2013. "What Choice?" Time Published January 14, 2013

Regnerus, Mark. *Cheap Sex: The Transformation of Men, Marriage, and Monogamy*. Oxford University Press, 2017.

Regnerus, Mark, and Jeremy Uecker. *Premarital sex in America: How young Americans meet, mate, and think about marrying*. Oxford University Press, 2011.

Roach, Mary. 2008. *Bonk: The Curious Coupling of Science and Sex*. New York: W.W. Norton & Company.

Santelli, John S., Leslie M. Kantor, Stephanie A. Grilo, Ilene S. Speizer, Laura D. Lindberg, Jennifer Heitel, Amy T. Schalet, Maureen E. Lyon, Amanda J. Mason-Jones, Terry McGovern, Craig J. Heck, Jennifer Rogers, and Mary A. Ott. "Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and Their Impact." *Journal of Adolescent Health* 61(3):273-80.

Shoop, Evelyn. 2017. "The High-Quality Sex-Ed Program on Offer from Churches." Rewire: Published: May 19, 2017

Shulevitz, Judith. "How Older Parenthood Will Upend American Society" New Republic, Published December 6, 2012

Twenge, Jean M. "How Long Can You Wait to Have a Baby?" The Atlantic, Published July 2013.

Wentzell, Emily. 2011. "Marketing Silence, Public Health Stigma and the Discourse of Risky Gay Viagra Use in the US." *Body & Society* 17(4):105-25.