

UNIVERSITY OF WISCONSIN—MADISON

**Psychology/Sociology 453, Human Sexuality**

**4 credits**

**Spring 2019**

<https://canvas.wisc.edu/courses/142803>

Lecture: TR 11:00 – 12:15, Room 105 Psychology

Discussion sections listed below

**Required Textbooks**

Hyde, J. S. & DeLamater, J. D. (2017). *Understanding Human Sexuality*. 13th ed. New York: McGraw-Hill.

Copies are available at a discounted price at A Room of One’s Own bookstore.

Choose one from the following two:

Lindemann, Danielle (2012). *Dominatrix: Gender, Eroticism, and Control in the Dungeon.* Chicago: University of Chicago Press.

Wade, Lisa (2017). *American Hookup: The New Culture of Sex on Campus.* New York: W. W. Norton.

The textbook and other books are available for you at **A Room of One’s Own Bookstore**, 315 W. Gorham St.

Copies of *Understanding Human Sexuality* are on reserve in the Social Science Reference Room, 8432 Social Science Bldg. Copies of the Lindemann and Wade books are on reserve in the College Library.

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Topic** |
| **1** | Jan. 22 | T | Introduction  Read: Hyde, Chapter 1 |
|  | Jan. 24 | Th | Cross-cultural perspectives and Theories  Read: Chapter 2 |
| **2** | Jan. 29 | T | Sexual anatomy  Read: Chapter 4 (skip Chapter 3 for now) |
|  | Jan. 31 | Th | Sexual anatomy (cont.) and prenatal development  Read: Chapter 5 |
| **3** | Feb. 5 | T | Hormones, the menstrual cycle |
|  | Feb. 7 | Th | Childbirth (skip Assisted Reproductive Technologies, p. 145 ff., for now)  Read: Chapter 6 |
| **4** | Feb. 12 | T | **\*\*EXAM 1**: Chapters 1, 2, 4-6, and lectures |
|  | Feb. 14 | Th | Contraception  Read: Chapter 7 |
| **5** | Feb. 19 | T | Contraception (cont.) |
|  | Feb. 21 | Th | Physiology of sexual response  Read: Chapter 8 |
| **6** | Feb. 26 | T | Research methods  Read: Chapter 3  7:00 p.m. Extra credit video, *Kinsey* (Room 113) |
|  | Feb. 28 | Th | Sexual development across the lifespan  Read: Chapter 9 |
| **7** | Mar. 5 | T | Lifespan (cont.)  Read: Chapter 10 |
|  | Mar. 7 | Th | **\*\*EXAM 2**: Chapters 3, 7-10 and lectures |
| **8** | Mar. 12 | T | Attraction and love (skip section on communication for now)  Read: Chapter 11 |
|  | Mar. 14 | Th | Gender and sexuality  Read: Chapter 12 |
|  | Mar. 19, 21 |  | **Spring Break** |
| **9** | Mar. 26 | T | Sexual Coercion and Pornography  Read: Chapters 15 and 16 |
|  | Mar. 28 | Th | Gender and sexuality (cont.)  Read: Part of Chapter 12 on transgender individuals |
| **10** | Apr. 2 | T | Sexual orientation  Read: Chapter 13 |
|  | Apr. 3 | W | 7:00 p.m. Extra credit movie, *Milk* (Room 113) |
|  | Apr. 4 | Th | Sexual Variations  Read: Chapter 14 |
| **11** | Apr. 9 | T | **\*\*EXAM 3**: Chapters 11 (attraction and love part) – 16 and lectures |
|  | Apr. 11 | Th | Sexual Disorders and Sex Therapy  Read: Chapter 17 |
| **12** | Apr. 16 | T | Communication  Read: Chapter 11, section on communication |
|  | Apr. 18 | Th | Sexually transmitted diseases  Read: Chapter 18 |
| **13** | Apr. 23 | T | Finish STDs  Assisted Reproduction  Read: last section of Chapter 6 |
|  | Apr. 25 | Th | Ethics, religion, and sexuality  Read: Chapter 19 |
| **14** | Apr. 30 | T | Sex and the law  Read: Chapter 20 |
|  | May 2 | Th | Sex education  Read: Epilogue |
|  | May 7 | T | **\*\*COMPREHENSIVE FINAL EXAM**, 10:05 – 11:35 am |

**INSTRUCTOR AND TEACHING ASSISTANTS**

**Instructor:** Professor Janet Hyde

**Instructor Availability:** Office hours Wednesdays 1:30 – 2:15 and by appointment, in my office, Room 410 Psychology

**Instructor Email/Preferred Contact:** jshyde@wisc.edu

**Teaching Assistants**

Sarah Gavac (Head TA), gavac@wisc.edu

Ashlee Parker, apparker2@wisc.edu

Anna Pederson, acpederson2@wisc.edu

Dee Wilkinson, dcwilkinson@wisc.edu

**TA Office Hours**

Sarah Gavac: Tuesdays 9:30 – 10:30 AM, Room 438C Psychology

Ashlee Parker: Tuesdays 2:15 – 3:15, Room 623 Psychology

Anna Pederson: Wednesdays 2:30 – 3:30, Room 623 Psychology

Dee Wilkinson: Tuesdays 12:30 – 1:30, Room 623 Psychology

**Course Objectives and Learning Outcomes**

Students will be able to…

1. Learn information about the biological, psychological, and social aspects of sexuality. Much of this is practical information that people need to know for daily living -- e.g., information about contraception, sexually transmitted infections. [contextualization of knowledge]

2. Learn about methods used in the scientific study of sexuality, to gain a better understanding of existing data and be able to evaluate studies that will be published in the future. [critical thinking; research and communication]

3. Understand the fabulous diversity of human sexuality along many dimensions, including age, sexual orientation, ethnicity within the United States, and cultures around the world. [contextualization of knowledge]

4. Become comfortable with the topic of SEX, so that you can be more rational in making decisions about it. [critical thinking]

5. Learn how to talk about sensitive topics with respect and clarity, particularly with individuals who have perspectives that are different from yours. [research and communication]

**Grading**

Grades are assigned at the end of the semester based on points earned. There will be a total of 310 possible points, based on 3 exams (the first counting 50 points, the other 2 counting 40 points each), a comprehensive final examination (100 points: 20 points on last unit, 80 points comprehensive), and 80 points from performance in discussion sections, which will include the paper on the book you choose. The cutoffs for letter grades are as follows: 288-310 A; 276-287 AB; 257-275 B; 245-256 BC; 217-244 C; 186-216 D. Details on the assignment of points for discussion sections are found in the Discussion Section Syllabus. **Attendance** is required at all lectures and all discussion sections.

The format of the exams will generally be 40-50 multiple choice items, and 100 items for the final. Writing assignments will be given in discussion sections.

No makeup exams will be given unless Dr. Hyde (not your TA) has been contacted in advance of the exam and a written excuse is provided by the student. No exceptions will be made to this policy. Makeup exams will consist of 3 essay questions. Students who do not take an exam and do not meet the conditions for taking a makeup will receive 0 points for that exam.

**Ethics of Being a Student in the Department of Psychology**

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

For detailed information on how to avoid plagiarism, please see the following website: <http://writing.wisc.edu/Handbook/QuotingSources.html>

Your instructor will contact you if she has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor’s concerns. Following the meeting, if your instructor believes that you engaged in misconduct, she will decide on an action. Following UW protocol, your instructor will inform the Dean of Students’ Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade in the course, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14:  <http://students.wisc.edu/saja/misconduct/UWS14.html>

**ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](file:///C:\Users\scramer\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\1CCV1TO9\studentconduct.wiscweb.wisc.edu\academic-integrity\).

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 are a shared faculty and student responsibility. Students are expected to inform faculty [Dr. Hyde] 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 [Dr. Hyde] 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.

Some of you may have a *flexibility accommodation*. The flexibility accommodation in this course is actually open to everyone and is as follows. Any assignment with a due date will be released at least 2 weeks before the due date. The flexibility, then, is that you may turn it in any time before the final due date itself (e.g., “Extended Paper Deadline” for the final paper). If you have a flexibility accommodation, you should set your personal deadline to the paper deadline. That way, if you get a little late with it (perhaps your disability flares up, or perhaps you have no disability but a grandparent dies), you will still have it done and ready to submit by the extended paper deadline.

Please be sure to give a copy of your McBurney visa to Dr. Hyde by Thursday, February 7, so that I have sufficient time to arrange accommodations. Please give me a photocopy that I can keep, so that I have a record of what your accommodations are.

**DIVERSITY & INCLUSION**

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.

All students are welcome in this class, regardless of your **sexual orientation** or **gender identity.**

**Where to take formal complaints:**

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with them, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with her, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald (mcmacdonald@wisc.edu).

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Assistant Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you may talk to the Associate Chair or the Department Chair, or you also may take your complaint to the Office of Equity and Diversity, Room 179-A Bascom Hall ([www.oed.wisc.edu](http://www.oed.wisc.edu)).

**Other Notices**

**Laptops** and **cell phones** may not be used in class or discussion section. Only rare exceptions will be made (e.g., if you have a learning disability or are not a native speaker of English you may ask for permission to use a laptop to take notes in lecture); see Dr. Hyde if you need to request an exception to the policy. Those who are approved to use a laptop will sit in the right section of the room, in the first two rows. Please be sure to silence your cell phone before class. These rules are necessary so that we have an optimal learning environment for everyone in the class. Other students are distracted if you use a laptop or cell phone. While you’re in class, disconnect your mind from electronics and connect it 100% to class material!

**Paid note taking** (except for McBurney students) is not permitted in this class. Students need to take their own notes. Ethical issues are also involved. If you would like to discuss the issues more, please see Prof. Hyde.

**TECHNICAL DETAILS**

**Course Designations and Attributes**

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Instructional Mode:** All face-to-face

**How Credit Hours Are Met by this Course**  
Three of the 4 credits come from lectures, studying the textbook, and studying for exams. Two 75-minute lectures are given per week and attendance is required. You should expect to study for this course an average of 6 hours each week across the semester.

The fourth credit comes from a 50-min. discussion section each week, preparing for it, and researching and writing a paper for it. You should expect to spend an average of 2 hours per week preparing for discussion section. The work will be heaviest in the 2-3 weeks before your paper is due, and will be lighter in other weeks.

**Course Description**

This course provides an interdisciplinary introduction to biological, psychological, and sociological aspects of human sexuality.

**Requisites**

Sophomore standing; not open to students who have taken SOC/​PSYCH 160.

**DISCUSSION SECTION SYLLABUS**

**Discussion Section Schedule**

|  |  |  |
| --- | --- | --- |
| Week | Date | Topic |
| 1 | 1/22 - 1/23 | Learn names / Values clarification exercise |
| 2 | 1/29 - 1/30 | Discussion section syllabus / Anatomy drawing / Critical Thinking |
| 3 | 2/5 - 2/6 | Sexual JEOPARDY! |
| 4 | 2/12 - 2/13 | Sexuality in childhood and adolescence |
| 5 | 2/19 - 2/20 | Why people don’t use contraception |
| 6 | 2/26 - 2/27 | Zucchini-Condom exercise / Sexual Bill of Rights |
| 7 | 3/5 - 3/6 | Sexual JEOPARDY, part 2! |
| 8 | 3/12 - 3/13 | Gender norms / Check in on papers / How to use PsycINFO |
|  | 3/19 – 3/20 | Spring Break |
| 9 | 3/26 - 3/27 | Date rape discussion [watch video in advance + small response] |
| 10 | 4/2 - 4/3 | OutReach Guest Speakers |
| 11 | 4/9 - 4/10 | **Paper deadline** / Discuss pornography video [watch in advance + small response] |
| 12 | 4/16 - 4/17 | **Extended paper deadline** / Communication role plays |
| 13 | 4/23 – 4/24 | Safe sex role plays / Taking a sex history / Assisted reproduction [watch video in advance] |
| 14 | 4/30 – 5/1 | Raising children to be sexually responsible adults |

**GROUND RULES FOR DISCUSSION**

Reminder: Discussion sections are not designed to be reviews of lecture material. The discussion sections will focus on activities that are designed to complement the material in the text and to make each of you more comfortable communicating about sex. Of course, they are also designed to be informative and engaging.

The objective of this course is to explore the area of human sexuality. In the process, we will discover that we all bring our own philosophies, worldviews, and cultural and religious values to the discussions. Everyone's viewpoint is appreciated. It is expected that the other students will respect your values and that you will respect the values of other students, no matter how divergent they are from your own. This course is not interested in promoting any one viewpoint or value system, except for a scientific perspective. In light of these expectations:

* Snickering, laughing at, or belittling any speaker is not acceptable.
* Whispering and private conversations are also to be avoided. They are distracting and divert your attention from the current discussion.
* There may be times when a class member shares private information and requests the content of the disclosure not be repeated outside the classroom. Please maintain confidentiality and keep classroom anecdotes to yourself. IF you feel the need to share a story from discussion, be conscientious and do NOT divulge the name(s) or other identifying characteristics of the person(s) involved. Also, be aware that what you consider “no big deal” may in fact have tragic implications for someone else, so please demonstrate sensitivity and thoughtfulness before you choose to share.
* Questions, musings, anecdotes, and an inquiring mind are ALWAYS welcome.

**DISCUSSION SECTION POINT DISTRIBUTION**

Attendance (one point for each week you attend) 14

Contributions to discussion (quality and quantity) 14

Pre-Discussion Movie Responses on Canvas 2

Paper 50

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Total Discussion Section Points 80

**ATTENDANCE (14 pts)** – Attendance will be taken for each discussion section. Attendance is required because you cannot benefit from a discussion for which you were not present. Your presence is desired because we want to have your input (and it's worth 14 points to you). If you are late and arrive after attendance is taken, you will not receive an attendance point for that day.

If you absolutely cannot attend your section for a legitimate reason any one particular week, you may join another one of your TA’s sections. Be sure to tell your TA why you will not attend BEFORE you go to another section and confirm there is space available in the section.

**CONTRIBUTIONS (14 pts)** – 14 points will be awarded for verbal contributions (quality as well as quantity will be evaluated) to the discussion over the semester. Although there are no right or wrong answers in discussions, the TA’s will be looking for insightful comments that illustrate relevant points, rather than a plethora of irrelevant comments. An emphasis is placed upon sharing your knowledge, insights and questions. You can easily earn the 14 points if you are an active contributor to the topic of discussion.

**Pre-Discussion Movie Responses on Canvas (2 pts) –** Weeks 9 and 11 require you to watch a video outside of class and post a short response **by 11:59 PM the day before** your discussion. These responses are separate from your participation point for the day.

**THE PAPER (50 pts)** – The other point-earning opportunity in discussion is a paper that is worth 50 points. The content of the paper will be discussed in detail later.

**EXTRA CREDIT** – You may earn up to 6 points of extra credit. Extra credit papers are due the week following a movie screening or, if you choose the article option, the early deadline is 4/23 – 4/24 and the final deadline is 4/30 – 5/1 in your discussion section. Extra credit papers should be double spaced, 12 pt font, 1” margins. You can earn extra credit by:

* Attending evening movie screenings of *Kinsey* (2/26, 7pm) and *Milk* (4/3, 7pm) and writing a one- to two-page summary/reaction paper (3 points for each movie). About 2/3 of the paper should be a summary of the movie, and the last 1/3 should be your reaction or analysis based on what you’ve learned in the course. Attendance at the class movie screening is **required** for this option. Room 113.
* Reading articles (from list attached) and writing a one- to two-page summary/reaction (2 points for each article). About 2/3 of the paper should be a summary of the article, and the last 1/3 should be your reaction or analysis based on what you’ve learned in the course.

**DISCUSSION SECTIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section Number | Day | Time | Location | Teaching Assistant |
| 301 | Tuesday | 1.20 – 2.10 pm | Psych 130 | Sarah Gavac |
| 302 | Tuesday | 2.25 – 3.15 pm | Psych 134 | Anna Pederson |
| 303 | Tuesday | 3.30 – 4.20 pm | Psych 134 | Anna Pederson |
| 304 | Wednesday | 8.50 – 9.40 am | Psych 134 | Ashlee Parker |
| 305 | Wednesday | 9.55 – 10.45 am | Psych 134 | Dee Wilkinson |
| 306 | Wednesday | 11.00 – 11.50 am | Psych 134 | Dee Wilkinson |
| 307 | Wednesday | 12.05 – 12.55 pm | Psych 134 | Dee Wilkinson |
| 308 | Wednesday | 1.20 – 2.10 pm | Psych 134 | Dee Wilkinson |
| 309 | Wednesday | 2.25 – 3.15 pm | Psych 134 | Ashlee Parker |
| 310 | Wednesday | 3.30 – 4.20 pm | Psych 134 | Ashlee Parker |
| 311 | Wednesday | 4.35 – 5.25 pm | Psych 134 | Sarah Gavac |
| 312 | Wednesday | 1.20 – 2.10 pm | Psych 101 | Anna Pederson |
| 313 | Tuesday | 2.25 – 3.15 pm | Psych 101 | Sarah Gavac |
| 314 | Tuesday | 3.30 – 4.20 pm | Psych 101 | Ashlee Parker |
| 315 | Wednesday | 11.00 – 11:50 am | Psych 101 | Sarah Gavac |
| 316 | Wednesday | 4.35 – 5.25 pm | Psych 101 | Anna Pederson |

**Psych/Soc 453 Extra Credit Articles, 2019**

APA (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist, 70,* 832-864.

Chivers, M. L., Rieger, G., Latty, E., & Bailey, J. M. (2004). A sex difference in the specificity of sexual arousal. *Psychological Science, 15,* 736-744.

Dixson, B. J., et al. (2011). Eye-tracking of men’s preferences for waist-to-hip ratio and breast size of women. *Archives of Sexual Behavior, 40,* 43–50.

Gomez, A. M. (2018). Abortion and subsequent depressive symptoms: An analysis of the National Longitudinal Study of Adolescent Health. *Psychological Medicine, 48*, 294-304.

Hebl, M. R., Foster, J. B., Mannix, L. M., & Dovidio, J. F. (2002). Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. *Personality and Social Psychology Bulletin, 28,* 815-825.

Katz-Wise, S. & Hyde, J. S. (2012). Victimization experiences of lesbian, gay, and bisexual individuals: A meta-analysis. *Journal of Sex Research, 49,* 142-167.

Lin, K. & Lundquist, J. (2013). Mate selection in cyberspace: The intersection of race, gender, and education. *American Journal of Sociology, 119*, 183-215.

Lull, R. B. & Bushman, B. J. (2015). Do sex and violence sell? A meta-analytic review of the effects of sexual and violent media and ad content on memory, attitudes, and buying intentions. *Psychological Bulletin, 141,* 1022-1048.

Mitchell, K. J., Jones, L., Finkelhor, D., & Wolak, J. (2013). Understanding the decline in unwanted online sexual solicitations 2000-2010: Findings from three Internet Youth Safety surveys. *Child Abuse & Neglect, 37,* 1225-1236.

Williams, C. J., Weinberg, M., & Rosenberger, J. (2016). Trans women doing sex in San Francisco. *Archives of Sexual Behavior, 45*, 1665-1678.