

WGS/LIB 326-01: Sexuality Justice & Advocacy

Grand Valley State University W2020, TR 1:00-2:15, LOH 168

COURSE DESCRIPTION

An exploration of sexuality through an interdisciplinary lens; topics include adult sexual development, public policy, and methods of advocacy for sexual health and justice. Through various learning activities, including field study with campus and community organizations, students will increase their knowledge and facilitation skills related to sexual health education. Part of the Information, Innovation, and Technology Issue. This course meets the General Education knowledge and skills goals on the attached General Education sheet (last pages of syllabus).

Please make sure you read the following requirements prior to the second week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.

COURSE OBJECTIVES

By the end of the semester, students will be able to:

- Discuss physical, emotional, and psychological aspects of sexuality, including LGBTQ sexual health.
- Develop an ability to facilitate and participate in classroom and community discussions related to sexual health using sex-positive, affirmative consent and queer friendly models.
- Describe public health, reproduction and reproductive justice, and sexual behaviors and how they influence and are influenced by cultural and social norms including but not limited to politics, gender, race, sexual orientation, and class.
- Create resources and opportunities for pro-sexuality programming and curricula.
- Define the ways in which stereotypes of race, class, gender, sex, and other markers of difference are implicated in sexuality, sexual justice, and advocacy.
- Practice advocacy and facilitation skills in partnership with community partners.
- Demonstrate an ability to facilitate and participate in classroom and community discussions related to sexual health using sex-positive, affirmative consent and queer friendly models.
- Gain an understanding of the way in which sexuality education has historically been constructed.

This is an upper-division discussion-based course. Students have a responsibility to come to class prepared to discuss the materials. This means reading, thinking and writing about the material prior to class time. Be prepared for the work to be personally and academically challenging. You are expected to read, listen, and watch thoughtfully, attentively, and respectfully, and to ground your discussion in the texts and a critical integration of knowledge and experience.

PROFESSOR KRISTA BENSON

bensokri@gvsu.edu

Twitter: @klinb

616-331-8230

Skype: benson.150

Lake Ontario Hall 241

Office Hours: TR 11:00-12:30
(onsite or virtual via Skype) and
by appointment

Slack messenger is the best way to reach me and you can expect a response within 24 hours.

TABLE OF CONTENTS

Description	1
Texts	2
Technology	
Requirements	2
Course Requirements	2-4
Policies	4-5
Grading	5-6
Course Plan	7-8
General Education	9-10

TEXTS

- Readings from *Congressional AIDS Hearing: 1983-1985* (available online)
- Other PDFs posted on Blackboard

TECHNOLOGY REQUIREMENTS:

We will use Blackboard as our online class environment. The class-specific technologies will be accessible there, including Google Docs for coordinating your group project, Anchor for recording and editing your podcasts, and Blackboard and Slack for submitting various assignments and checking the gradebook. Please do not use other technologies for these assignments without speaking with me first.

You will need to be able to open PDF files and can find links to download this from the “Online Orientation” from the GVSU IT website. From the online orientation website (<http://www.gvsu.edu/online/are-you-ready-for-online-learning-5.htm>), you will find information on the self-directed Blackboard Orientation and links to additional Help documents. For technology related questions, please contact the Help Desk at helpdesk@gvsu.edu, or 616.331.2101.

The standard GVSU word processing program is Word, and that is what I will use. Word documents in the course site are as posted as .docx. Please submit your documents as Word files. I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <http://www.gvsu.edu/it/softwarehardware-discounts-31.htm>. Contact me if you have any questions or concerns.

COURSE REQUIREMENTS:

Assignment Overview

Participation & Attendance	20%
Reading Journal	20%
Sexuality Education Research & Lesson Plan	15%
Sex Ed Podcast	15%
Reacting to the AIDS Crisis	30%

Participation & Attendance: 20%

Active participation is a critical part of the learning experience in this course.

We will explore a variety of issues, some of them quite controversial and complicated. Thus, it's important that we all respect each other's needs, values, and views. There is no way for this class to succeed if students don't prepare materials thoughtfully and participate fully in the class. I expect each of us to arrive each week fully prepared to thoughtfully enter into an ongoing discussion.

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think

about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.

I will take this time to remind you to respect each other's opinions and input. If at any time anyone is disrespectful to anyone in the class, I reserve the right to address students individually. In addition, because this course explores multiple facets of human sexuality, the material in this course will sometimes include discussion of topics and perhaps language that some students may be sensitive to, or find personally objectionable. However, engaging in discourse and debate about sexuality does require examining sensitive topics and occasionally using strong language. See me at the beginning of the semester or anytime before a given lecture if these or similar learning experiences will create problems for you. For more information about guidelines for participation grading, please see the Participation Grading Rubric in Rubrics on Blackboard.

Reading Journals: 20%

You are required to turn in a reading journal by Thursday every week before class. These journals, submitted in the Reading Journal section of Blackboard, will consist of brief summaries of the reading/viewing/ listening

assignments for each week using the Reading Journal feature in Blackboard. **Each entry should summarize the readings/viewings for the week (both Tuesday & Thursday meetings)**, briefly touching on each by name and summarizing their connections, comprising a 150-200 word summary of the key arguments/insights from the assignment.

Students should also copy and paste these entries into GoogleDocs or Word to facilitate access during discussions and while working on other writing projects.

Successful journal entries will do the following:

1. Identify the article/video/chapter
2. Identify the author's main argument (ex. key points). You should be able to paraphrase this argument.
3. Discuss any lingering questions they have about the reading and any connections that they see with other readings/ideas discussed in class. **This last section will be required in all entries submitted in or after Week 3.**

Sexuality Education Research and Lesson Guide (15%)

Working in small groups, you will identify and build an action plan around an issue related to sexuality at GVSU. Examples could include; hook up culture, enthusiastic consent, female pleasure, safer sex, sexual communication, sexual health, sexual cultures, etc. This project will attempt to create the beginning of a peer-to-peer sexual health education program. Your group will work together to create the following:

- A 4-5 page research brief on the topic, including up-to-date research and potential solutions. You should design this paper as a professional white paper/research brief. See examples on BB and/or at SIECUS and Guttmacher.
- A 1-2 page (more with handouts or other materials) lesson plan that can be implemented to address the issue. This could be a campus-wide event, a program for incoming freshman, a public action, or some other activity that engages students around the issues and teaches important ideas and behaviors.

*The research brief and the lesson plan will both be archived and used to sustain sexual health programs at GVSU, so work to ensure that you are not working on a problem or creating a solution that is too timely – it should be able to stand for several semesters to come.

Project due **February 13 at 5:00 pm.**

Sex Ed Podcast

Students will work in small groups of 5-6 students to design, create, and deliver a 10-12 minute podcast on a topic related to sexuality, justice, and advocacy. More information available in the assignment on Blackboard.

Deadlines

- **Thursday, 2/20, 5 pm:** Brief group summary of the movement/issue #podcast-prep on Slack
- **2/20-3/12:** Students submit questions to other groups (see assignment for details)
- **Thursday, 3/12, 5 pm:** Outline of podcast & group roles due on Blackboard dropbox
- **Thursday, 3/26, 5 pm:** Final podcast & show notes due

Reacting to the AIDS Crisis (30%)

Students will have variable due dates for this final section. Readings and specific due dates will be announced in late February. More information available in class.

COURSE POLICIES

Access and Accommodations

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs. Please note that the only way to guarantee accommodated your needs in all classes is to work with Disability Support Resources.

Students with disabilities that have been certified by Disability Support Resources will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Disability Support Resources is at 215 The Blue Connection on the Allendale campus and can be reached at 616-331-2490 or dsrgvsu@gvsu.edu. Look at <https://www.gvsu.edu/dsr/> for more information.

Attendance Policy:

You are expected to attend every class session. Students are allowed **two unexcused absences**. Please use these absences wisely. **For every additional absence you will lose three percent per absence from your overall course grade.** For

example, if you miss three additional classes, nine points will be deducted from your final grade.

Please notify the professor if you have a personal emergency or health issue causing you to miss class.

Written Assignment Guidelines

Standard grammar and essay guidelines should be followed. All written assignments must be completed in 12 point Times New Roman font, double-spaced with one-inch margins. The professor reserves the right to not accept assignments that fail to adhere to these guidelines. All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as Purdue OWL.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. No other formats will be accepted. Please visit the following link if you have difficulty uploading your assignment to Blackboard:
<https://bit.ly/2KSkLMs>.

If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. Failure to do so with result in grade deductions.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact University Counseling Center at 616-

Safe Spaces & Content

This class has been built with an ethic of shared respect and a genuine desire for us to learn together well. I also encourage all students to remember that there are likely survivors of violence in our class. Though this is a space of respect, I cannot guarantee that it is a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials/ discussions to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, please let me know so that we can address the best way for you to succeed in this class.

331-3266 for appointments at both the Allendale and Pew campuses. This service is free and confidential.

Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns - being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Blackboard at the time noted on the assignment. Physical copies will not be accepted by your instructor.

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments unless I inform you of a change in this policy or timeline.

Late Assignment Policy

I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar. **However, any student can request an automatically-granted 48-hour extension on any major assignments as long as it is requested prior to the deadline.**

Academic Misconduct and Plagiarism

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's words without proper citation, or any form of cheating during an exam or quiz, will result in an F for the assignment and possibly the course. A report will be made to the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.
- Using someone else's structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author's structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted

TIPS TO AVOID PLAGARISM

Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Provide a citation for the source of the exact words you used immediately after the quotation.

Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing. Compare your writing with the author's words to make sure you have not copied the author.
- Always provide a citation for the paraphrased ideas

Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge? When in doubt, cite a source.

Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from <http://www.nwmissouri.edu/library/>

Grading

All assignments have a rubric provided to students and I strongly suggest students read them **before** completing the assignments. In other words, make sure you are fulfilling all of the necessary components of the assignment.

Grade distribution:

A = 100-93

B- = 82-80

D+ = 69-67

A- = 92-90

C+ = 79-77

D = 66-60

B+ = 89-87

C = 76-73

F = 59-0

B = 86-83

C- = 72-70

Definitions:

[A] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter. This grade is reserved for those students who attain the highest levels of excellence in thought and scholarship.

[B] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[C] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[D] Marginal. Work displays grasp of the material for credit. Quality of work indicates lack of effort or aptitude.

[F] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

COURSE PLAN

The professor reserves the right to make changes to the syllabus at any time. This document is an agreement between professor and student concerning course expectations.

All readings and most videos can be downloaded from Blackboard. Selected viewings will be available on Netflix.

Date Due	Topic	Reading/Activity Due
Week 1 T, 1/7 R, 1/9	<p>Introductions to the class and each other</p> <p>Sex Ed Basics</p> <p>No class meeting</p>	<p>Activities: What do we already know about sex?</p> <ul style="list-style-type: none"> Julian Carter, "Birds, Bees, and Venereal Disease," pp. 213-239 Native Youth Sexual Health Network, "Sexy Carnival Toolkit" special attention to pg. 8-9, 13-31, 53 <p>Check Blackboard for a framing video before reading and an asynchronous assignment to replace class, due by Friday evening</p> <p>F, 1/19, 5 pm: 100% Tuition Refund Deadline & Last day to add/register</p>
Week 2 T, 1/14 R, 1/16	<p>Sex Ed Basics</p> <p>Sex Ed Basics</p>	<ul style="list-style-type: none"> "Formal Sex Education Increasingly Omits Topics Important to Adolescents' Reproductive Health" "The Way We Live—Matters of the Flesh: Sexuality" (GVSU Library Streaming) Sandrina de Finney, "Indigenous girls' resilience in settler states: Honouring body and land sovereignty," pp. 10-21 Diane Richardson, "Constructing sexual citizenship: Theorizing sexual rights," pp. 105-135 Advocates for Youth, "About 3 Rs"
Week 3 T, 1/21 R, 1/23	<p>Sex Ed Basics</p> <p>Community Partner Day</p> <p>Katie Jourdan, GVSU Recreation & Wellness, Student Health Promotions Coordinator</p> <p>Beyond the Basics: Sexuality Over a Lifespan</p>	<ul style="list-style-type: none"> Maria E. Eisenberg et al, "Characterizing Sexual Health Resources on College Campuses," pp. 940-948 Lisa M. Diamond & David M. Huebner, "Is Good Sex Good for You?: Rethinking Sexuality and Health," pp. 54-69 Sam Wall and Isabella Rotman, "Higher Learning: Navigating Sex and Relationships in College" Alaina Leary, "Just the Basics, Ace: An Asexuality Primer" Heather Corrina, "Popular Mechanics: The Ins and Outs of Partner Sex," pp. 223-263 (easy read) National Institute of Health, "Sexuality in Later Life" Tobi Hill-Meyer, "How to Have Sex with a Trans Person"
Week 4 T, 1/28 R, 1/30	<p>Intersectionality and Sexual Education</p> <p>Intersectionality and Sexual Education</p>	<ul style="list-style-type: none"> Patricia Hill-Collins, "Prisons for Our Bodies, Closets for Our Minds: Racism, Heterosexism, and Black Sexuality," pp. 87-115 Dani McClain, "Being 'Masculine of Center' While Being Black" Diana T. Sanchez, Jennifer Crocker, Karlee R. Boike, "Doing Gender in the Bedroom," pp. 1445-1455

		<ul style="list-style-type: none"> Robert McRuer, "Disabling Sex: Notes for a Crip Theory of Sexuality," pp. 107-117 Watch: "SexAble: Disability Uncensored" (14:33) F, 1/31: 75% Tuition Refund Deadline
Week 5 T, 2/4 R, 2/6	Group Meeting	No readings, meeting for Sexuality Education Project
	Pleasure and Desires	<ul style="list-style-type: none"> Heather Corinna, "Sex Starts with You: Arousal, Orgasm, Masturbation, and Fantasy," pp. 69-85 Find 2 articles on Scarleteen answering questions about arousal, masturbation, orgasm, and/or fantasy
Week 6 T, 2/11 R, 2/13	Pleasure and Desires	<p>Pick 2 to read:</p> <ul style="list-style-type: none"> A chapter from Mimi Schippers, Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities A chapter from Fritz Alhoff and Gram Ponante, Porn—Philosophy for Everyone: How to Think with Kink Lorca Jolene Sloan, "Ace of (BDSM) clubs: Building asexual relationships through BDSM practice" J. Tuomas Harvianinen & Katherine Frank, "Group Sex as Play: Rules and Transgression in Shared Non-Monogamy"
	Reproductive Justice: The Right to Have a Child	<ul style="list-style-type: none"> Loretta Ross & Rickie Solinger, "A Reproductive Justice History," pp. 9-57 Anu Manchikanti Gomez, Liza Fuentes and Amy Allina, "Women or LARC First? Reproductive Autonomy And the Promotion of Long-Acting Reversible Contraceptive Methods," pp. 171-175 <p>Sexuality Education Research and Lesson Guide due by 5 pm</p>
Week 7 T, 2/18 R, 2/20	Reproductive Justice: The Right Not to Have a Child	<ul style="list-style-type: none"> Carole Joffe, "Working with Dr. Tiller: Staff Recollections of Women's Health Care Services of Wichita," pp. 199-204 Read/watch at least 4 stories on Abortion Out Loud, "Abortion Stories" Anna North, "The Downfall of Roe v. Wade Started in 2010"
	Reproductive Justice: The Right to Parent Children We Have	<ul style="list-style-type: none"> Kimberly McKee, "Adoption as a Reproductive Justice Issue," pp. 74-93 National Conference of State Legislatures, "Disproportionality & Disparity in Child Welfare" (at least explore summaries and MI overview)
Week 8 T, 2/25 R, 2/27	Sex Work, Safer Sex, and Harm Reduction	<ul style="list-style-type: none"> AASEC, "Position on FOSTA-SESTA and Its Impact on Consensual Sex Work and the Chilling of Sexual Speak" Sarah Hunt, "Decolonizing Sex Work," pp. 82-100 Shelly Sells, "Out of Office: Sex Workers Share Their Stories" Chloe, "Offline Shadows: How Sex Workers Become Marginalized Victims of Morality-Based Legislation"
	Sex Work, Safer Sex, and Harm Reduction: Listen to Sex Workers	<ul style="list-style-type: none"> Miranda Kane, "Fighting stigma with storytelling: Lessons from a former sex worker" (18:29)

		<ul style="list-style-type: none"> Valerie Scott, "Someone you love could be a sex worker" (17:04) Taylor McFly, "Being a Black Dominatrix in the Industry" (12:43) Juno Mac, "The laws that sex workers really want" (17:50) <p>Podcast summaries & topic due on Slack by 5 pm</p>
Week 9	SPRING BREAK!	F, 3/6: Deadline to Drop with a "W"
Week 10	Podcast Group Meetings	No readings, group meetings for Podcast Project
T, 3/10		
R, 3/12	Podcast Group Meetings	No readings, group meetings for Podcast Project Podcast outlines & roles due by 5 pm
Week 11	How We Talk About Sex	<ul style="list-style-type: none"> Listen to two 40-50 minute episodes of Sex with Dr. Jess
T, 3/17		
R, 3/19	GVSU Sexual Health Education & Wellness Community Partner Day Katie Jourdan, GVSU Recreation & Wellness, Student Health Promotions Coordinator	<ul style="list-style-type: none"> Readings TBD
Week 12	The Global Gag Rule & Transnational HIV Funding	<ul style="list-style-type: none"> Dina Bogecho and Melissa Upretti, "The Global Gag Rule—An Antithesis to the Rights-Based Approach to Health," pp. 17-32 Sneha Barot, "When Antiabortion Ideology Turns Into Foreign Policy," pp. 73-77 Michelle Chen, "Trump's Global Gag Rule Is Making It Harder to Fight the AIDS Crisis"
T, 3/24		
R, 3/26	The Global Gag Rule & Transnational HIV Funding	<ul style="list-style-type: none"> KFF, U.S. Federal Funding for HIV/AIDS: Trends Over Time National Institutes of Health, AIDS Info and HIV treatment (read "HIV Treatment," "Just Diagnosed: Next Steps After Testing Positive for HIV," "When to Start Antiretroviral Therapy") National Institutes of Health, HIV and Specific Populations (read at least 2) <p>Podcasts & show notes due 5 pm</p>
Week 13	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
T, 3/31		
R, 4/2	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
Week 14	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
T, 4/7		
R, 4/9	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
Week 15	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
T, 4/14		
R, 4/16	History and Policy: Reacting to the AIDS Crisis	Readings and specific due dates will be announced in late February
Finals	History and Policy: Reacting to the AIDS Crisis: 12:00-1:50 pm	Readings and specific due dates will be announced in late February
T, 4/21		

GVSU's General Education Program

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

Issues Skills goals:

1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.
2. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
3. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

Grand Valley State University educates students to shape their lives, their professions, and their societies.