FYS 021
Fall 2015
Course Title:
The Birds and the Bees: Sexual Health 101
Tue/Thur 3:30-4:45pm, Medbury 115

Instructors:
Alysa Mozak, MS, CSHE
Office for Sexual Violence Response and Healthy Relationship Promotion, Division of Student Life-Dean of Students Office

Lauren Berry, M.Ed, CSHE
Residence Life Hall Coordinator, Division of Student Life-Dean of Students Office

Office Hours:
Alysa: Office in lower Olmsted, Room 162 (with Sodexo/Residence Life)
Office Hours by Appointment Only
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Lauren: Office in Morehouse Hall
Office Hours by Appointment Only
Call: 515-271-3265 Email: lauren.berry@drake.edu

Course Description
The purpose of this course is to explore human sexuality from cultural, social and health fields. Recognizing the diverse range of previous sexuality education amongst incoming students, this course is intended to provide a solid foundation based on unbiased, medically accurate, and evidence-based information from a scholarly standpoint. This course seeks to increase knowledge, build communication skills, help clarify personal values, and dispel myths regarding sexuality and relationships. Sexuality is a part of everyone’s lives, and this course takes a comprehensive approach to its education.

Course Learning Goals:
- Explore personal and social definitions of sexuality.
- Examine societal values and beliefs around sexuality and develop their own personal values and beliefs around sexuality.
- Learn the differences between sex, gender identity, gender expression, and sexual orientation.
- Learn about health perspectives of sexuality from sexually transmitted infections, different methods of contraception, barrier methods, and vaccines.
- Discuss the components of a healthy vs. unhealthy relationship.
● Understand a range of sexual expressions in the culture from linguistics to popular culture and subcultures of sexuality.
● Critically analyze cultural and social phenomenon related to sexuality.
● Understand the connections and correlations between the body and sexuality.

Disclaimer on limitations and intentions of course:

Due to the nature of this topic, the language and material in this course will be explicit and graphic; please be respectful to yourself and to others and act in a mature manner. Although this course is intended to be as comprehensive as possible in its exploration of sexuality, we understand that there will be limitations in the scope and depth to which each of our intended topics can be oriented. In addition, we will try to supplement the text to incorporate a more global and inclusive [non-binary] perspective. As instructors, we will strive to show no political affiliations or gains from our standpoints of this course and will try to be as unbiased as possible. Although we are not medical experts, we strive to obtain medically accurate information at all times. As your instructors, we too are learning with you.

A First Year Seminar:

● Helps integrate first-year students into academic culture.
● Sharpens students' writing, critical thinking, verbal communication and information literacy.
● Focuses on a topic, approach or theme.
● Encourages active participation by students in class.
● Focuses on ways of knowing as well as content.
● Invites connections among several areas of study or disciplines.
● Aims to establish a sense of community among members.

Special Projects:

Information Literacy Project:
An FYS instructor who participates in this project will have a one-semester commitment. The Goal of this project is to foster better information gathering skills for students.
Participants will:
Have a librarian assigned to your class to work with you and your students to help develop their information literacy skills.
Attend three one-hour meeting with the Coordinator of Information Literacy and other project participants (an initial meeting before classes begin, a mid-semester check-in, and an end of the semester wrap-up.)
Have your students complete a 15-question information literacy pre-test during the first two weeks of classes. Tests may be taken electronically or in print.
Schedule a class period for your class to have a library working session with your assigned librarian. In most cases, this session should happen before Fall Break.
Have an assignment that emphasizes information literacy and may be scored using Drake’s information literacy rubric. In most cases, this assignment should be due after Fall Break.
Participants will submit 10 ungraded samples of student work for this assignment.
Have either a second library working session OR require students to meet individually with a reference librarian.

Critical Thinking Project:
In this group, we will work together to both prepare for classes so that the class plans are designed to foster an environment where critical thinking skills are developed and discuss ways to respond helpfully to unexpected classroom situations to make the most of these situations to foster critical thinking skills.
Participants will agree to:
Attend regular meetings with other participants in the group.
Maintaining a teaching journal that is to reflect critical thinking that occurs in the class.
Develop one assignment to help develop critical thinking skill sets to students.

**Percentage breakdown for course:**

**Participation-10%=60pts**
**Attendance- 10%=60pts**
**Class Discussion on Hot Topic- 10%=60pts**
**Quizzes (20 total=3pts each)- 10%=60pts**
**Learning through Experience Journal Assignments- Bi-Weekly, 1-2pgs (10 total=6pts each)- 10%=60pts**
**Symbolic Representation Papers- 3-5pgs- (2 total @ 10% =75pts each) 20%=150pts**
**Analysis Paper- 5-7pgs due end of semester- 30%=150pts**
**Total points for course- 600**

**Grading Distribution-**

600-570-A+
569-539-A
538-508-A-
507-477-B+
476-446-B
445-415-B-
**Required Text readings**


*Note: this is just a list of required text books for the course. Articles, reports, and book chapters will also be included to read as supplements under either the topic of the week on Blackboard or through the Cowles Library E-Reserves site. To access our class E-Reserves, you will need to use the password: *sexuality*; readings will be listed on the syllabus by either title or author and *for if they are only on E-Reserves. These supplemental sources are covered under Fair Use or Educational Use laws, however, these readings are protected by copyright and should not be copied and shared.

**Writing assignments/other methods of review** (frequency, type, length):

*Note: this is not the comprehensive description and grading justification of each assignment; see “Assignment Description” tab on Blackboard for full descriptions

- **Journaling Assignments- 10 total, 1-2 pgs in length each**
- **“Hot Topic” Weekly Discussions-Information Literacy -60pts**
- **Quizzes-20 total @3pts each**
- **Extra Credit Project-10pts**
- **Symbolic Representation Papers- no more than 5 pgs; 75pts each**
- **Critical Analysis Paper (Final Writing Assignment)- 5-7 pgs in length; 150pts**

**Nature of class presentations** (lecture, discussion, seminar):

Class will be a combination of discussion and seminar styles lead by the instructors, the students and guests in the field, to help facilitate the topical discussions. It will rely heavily on class participation for points. The majority of the functionality will be bringing together small group breakouts, having each focusing on some particular subject or case study in which everyone
present is requested to actively participate and then present to the class. As instructors, we will use many forms of pedagogical styles from direct interviews/blogs, videos, case reviews, activities/vignettes to gauge students and create a multi-dimensional learning environment.

**Information about Class:**
We understand that college can be stressful and that you could be going through a lot of unexpected and life altering experiences. Please know that we are here to provide support and assistance. However, all deadlines should be met unless you have communicated with us and we have authorized extensions or exceptions for the assignments.

In addition, all of the assignments given in the class are given to provide you with an opportunity to both learn and to demonstrate your learning. If you believe either (a) that a particular assignment will accomplish neither of these goals, please let us know so that we can explain our thinking and we can, together move forward or (b) you have an idea of an alternative assignment which will better accomplish the goals of learning and demonstration of learning, please let us know so we can talk about it and, possibly, offer it as an alternative to all in the class.

**Expectations of students:**
Your presence in class is important insofar as we can facilitate your learning and you can contribute to the class experience and learning of all. Your attendance is not solely about what you can get from class but also about what you contribute to class and your participation in our collaborative effort to learn. The fact that you have enrolled in this class means that you are committed to being a member of the classroom community. Not attending class is a violation of a promise. If you promise to help someone move a couch or to take them to the airport and then don’t show up, well, not coming to class is along these lines.

All students must:
● Come to class prepared to have a conversation about the topics of the readings, informed by careful and thoughtful reading of the assigned texts
● Come to class prepared to be challenged and respond thoughtfully to challenges
● Come to class prepared to engage others and challenge others to think more deeply
● Treat others with respect (this does not mean always agreeing but does mean always taking the position that other ideas are worthwhile and worth exploring)
● Work with others in the class to make the class the best it can be — that is, if you have concerns about the class, you will NOT merely complain about the class but will, instead, speak to us and come with an action plan about your concerns

**Informed contribution to class:**
If you participate in an informed way, not only will you enjoy the class far more than you otherwise would, you will learn far more than if you do not. Your participation in class is just as important as an assignment. Think of it like if you were taking an oral exam in person. Just as
when you miss an oral exam it doesn’t really matter why you’ve missed it insofar as it can’t be made up, so is the case with class. So, do your best to miss a minimum of classes.

Informed contribution requires, by definition, that you (1) contribute and (2) be informed. Contribution involves adding something to the conversation in class (which does mean that you have to actually attend class). Sitting and listening is not contributing (we do know that some of you need to sit with ideas longer before you feel comfortable to contribute your ideas). Know that through this class, we are all learning and growing together, and mistakes can and will happen, but we still want everyone to contribute to our community. Contribution does not require that you completely (or even moderately) understand the material. In fact, a well-intended question frequently contributes more to a discussion than any explanation of the material. Even the ability to identify what in particular is confusing you can be a highly valued contribution to class as frequently that which is confusing you is the core of the argument and helps us to identify the crucial aspect of the article. This is to say that the most valuable knowledge you can have for class discussion is knowing what you don’t understand so that we can work to facilitate your understanding. Again, let us emphasize that we know that all of us in the class will be more or less comfortable moving at different speeds through material. If things are going too quickly for you to either follow or feel able to contribute, please let us know. Your voice is important in the discussion and we want to be able to get it in, but we might need your help to make this happen.

**Expectations of the Instructors**

What you can expect from us:

That we will...

...read your journals intermittently, comment on them and think about them as we develop the structure of classes.

...treat your ideas with respect and take you seriously. This means that we will believe you have thought carefully about your ideas and push you to defend it, bringing up possible objections to your position. All the while, however, we assume that you will be working to develop responses – even if it takes a few days and you have to work together.

...push you to improve upon where you are.

...explain why we’re doing what we’re doing.

...answer questions you ask us.

...prioritize student learning over everything else in the classroom.

...come to class prepared and work to make sure you understand the material

...take your concerns seriously.

...treat you with kindness and make time for you.

...assume that you have good reasons for your beliefs, even if we don’t agree with them, and help you to articulate what those good reasons are.
always allow for the opportunity for you to alter your position in the face of good reasons.
assume that you can think for yourself and will not assume that our beliefs are right.
not favor those who agree with us or treat with disrespect those who don’t share our beliefs.
be charitable in our understanding of what you are saying putting it in the most positive light we can.
comment on your submitted work thoughtfully.
work in good faith to bring out the best in you and ourselves.

Use of Electronic Devices in Class:

You will be allowed to have laptops, iPads or other devices in class for note taking or research ONLY. This is a privilege that will be revoked if you are using these devices inappropriately during class time. We will not tolerate the usage of personal phones for texting during class time. Our procedures will be giving one verbal warning and incidences after will account for the deduction of participation points for that day’s class; this is disruptive to the environment of the classroom.

Academic Honesty:

In addition to the expectations listed above, I expect you to complete assignments in an honest manner. Cheating or plagiarism will not be tolerated and will result in possible penalties which include a reprimand, grade penalty, dismissal from the course or a recommendation for dismissal from the University. I encourage you to familiarize yourself with Drake’s regulations and procedures concerning academic dishonesty found at:
http://www.drake.edu/dos/handbook/academic.php

Accommodations and Student Services:

If you need or will require academic accommodations in this course, we would be happy to discuss your needs. Accommodations must be coordinated through Student Disability Services. You may be asked to provide appropriate documentation for your need. Please contact Michelle Laughlin, Director of Student Disability Service at 271-1835 or michelle.laughlin@drake.edu. More information about this service on campus can be found at:
http://www.drake.edu/acadassist/disability/

The Coordinator for Sexual Violence Response and Healthy Relationship Promotion’s primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, and stalking and will advocate on behalf of the student victim’s requests if services are voluntarily initiated. The coordinator can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential crisis advocate and/or counselor and appropriate medical or legal professionals. The coordinator must report “known” student
campus assaults to the Dean of Students or Title IX Coordinator. Other services include providing crisis intervention (safety plan, crisis counseling, rights information), and assistance in academic and housing accommodations as needed. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email alysa.mozak@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text 515-512-2972. For more information about these services visit www.drake.edu/sexual-assault/

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<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Week 1: Sept 1</td>
<td>Introduction to Course</td>
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<td>Navigating Blackboard</td>
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<td>Journals/Symbolic Representation discussion</td>
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<td>Sexuality Knowledge Quiz (not graded)</td>
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<td>Week 1: Sept 3</td>
<td>Visit Library</td>
<td>Valenti Ch 26 from Yes Means Yes*</td>
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<td>Journal of Human Sexuality articles (2)</td>
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<td>Week 2: Sept 8</td>
<td><em>I've Got 99 Problems, but my Sexual Health Ain't One: Sex Across the Lifespan</em></td>
<td>Crooks Ch 6 (pgs. 170-171), 12 (pgs. 343-360) &amp; 13 (pgs. 390-395)</td>
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<td>Guest Lecturer: Beth Mensing, PPH</td>
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<td>Activity: Sexuality Mapping</td>
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| Week 2: Sept 10 | *I'm Sexy and I know It: Anatomy* | Crooks Ch 3 & 4, Ch 5 (pg. 111-121) | Journal Due  
Sign Ups for Weekly Discussions |
|---|---|---|---|
| Week 3: Sept 15 | *Talk Dirty to Me: The Language and Rhetoric of Sex Quiz*  
*Activity: Euphemisms Galore* | Crooks Ch 1 (pgs. 2-6, 10-11)  
Valenti Ch 2 from *The Purity Myth*  
*hooks The Will to Change, Ch 2* | Make First Appointment to Writing Workshop  
"The Purity Myth" Doc Screening (EC opp)Sussman Theatre, Olmsted 7:30p |
| Week 3: Sept 17 | *The Freudian Slip: Pioneers/Research Quiz*  
*Activity: Researchers Timeline Exercise* | Crooks Ch 2 | Weekly Discussion Due  
Journal Due |
<p>| Week 4: Sept 22 | Attend Climate Survey Forum during class | | |</p>
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<th>Week 4: Sept 24</th>
<th>Love Potion #9: Sex and the Brain/Environmental Factors Quiz</th>
<th>Crooks Ch 6 &amp; 14 *Fisher Ch 3 &amp; 4 from Why We Love</th>
<th>In class SR Outline planning</th>
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<tr>
<td>Week 5: Sept 29</td>
<td>It Takes Two! Or Does It Take Three or Four?: Relationships, Love and Marriage Quiz Activity: Types of Love Inventory</td>
<td>Crooks Ch 7 (pgs. 180-193) Crooks Ch 13 (pgs. 374-390) bell hooks reading from Communion</td>
<td>Journal Due Weekly Discussion Due</td>
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<td>Week 6: Oct 6</td>
<td>Herpes, Gonorrhea and Syphilis, Oh My! - STIs</td>
<td>Guest Lecturer: Bobbie Jo Sheridan, EOI</td>
<td>Activity: STI Jeopardy</td>
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<td>Week 6: Oct 8</td>
<td>Beyond Pink and Blue: Gender Identity and Roles</td>
<td>Crooks Ch 5</td>
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<td>Quiz</td>
<td>Sam Killermann Chapters from A Guide to Gender *Untold Stories Anthology Reading</td>
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<td>Week 6: Oct 8</td>
<td>Beyond Pink and Blue: Gender Identity and Roles</td>
<td>Weekly Discussion Due</td>
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<td>Quiz</td>
<td>“Blood Wedding” Drake Theatre Dept. Play (EC opp)</td>
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<td>Week 7: Oct 13</td>
<td>Beyond Straight: Sexual Orientation &amp; Identity</td>
<td>Crooks Ch 9 (pgs. 249-256)</td>
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<td>Quiz</td>
<td>Huffington Post article</td>
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<td>Week 7: Oct 15</td>
<td>The Personal is Political: Sexual Politics/Historical Perspectives on Sexuality</td>
<td>Ch 1 (pgs. 12-19, 26), Ch 5 (pgs. 135), Ch 11 (pg. 326)</td>
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<td>Quiz</td>
<td>*Valenti Ch 6 Blogs: Sex Positive Framing</td>
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<td>The Personal is Political: Sexual Politics/Historical Perspectives on Sexuality</td>
<td>Weekly Discussion Due</td>
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<td>Quiz</td>
<td>Symbolic Representation Paper 1 Due</td>
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<td>Week 8: No Class Tue Oct 20</td>
<td>No Class-Fall Break</td>
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<td>Enjoy Yourself!!</td>
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| Week 8: Oct 22 | The Personal is Political: Sexual Politics | Crooks Ch 12 (pgs. 361-363, 367-372), Ch 13 (pgs. 378) | Weekly Discussion Due  
Journal Due |
|----------------|----------------------------------------|-----------------------------------------------|----------------|
| Week 9: Oct 27 | Knocked Up: Parenthood | Crooks Ch 11, 12 (pgs. 363-365)  
*Untold Stories Anthology Readings  
Ms Magazine articles  
*Tong Radical Feminism pg. 82-89 | Weekly Discussion Due |
| Week 9: Oct 29 | Beyond Geishas & Jezebels: Race and Sex | Madam Butterfly  
Brow and Booty  
White Sexual Imperialism  
Embodied Public Policies | Journal Due |
| Week 10: Nov 3 | Like A Prayer: Religion and Sex | Crooks Ch 9 (pgs. 258-262) | Weekly Discussion Due |
| Week 10: Nov 5 | Love at First Swipe: Commercial Sex/Sex in the Media | *Valenti Ch 4  
Crooks Ch 18  
Crooks Ch 1 (pgs. 19-23) | Journal Due  
Weekly Discussion Due |
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<td>Week 11: Nov 10</td>
<td>Visit Library</td>
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| Week 11: Nov 12 | 50 Shades of Sex: Alternative Sex Cultures | Crooks Ch 16  
From SSC and RACK to the 4Cs  
Unconventional Leisure and Career: Insights into the Work of Professional Dominatrices  
A Loving Introduction to BDSM | Weekly Discussion Due  
Symbolic Representation Paper 2 Draft Due |
| Week 12: Nov 17 | I'm Bringing Sexy Back: Sexual Expressions | Need Readings | Weekly Discussion Due  
Journal Due |
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<tr>
<th>Week 12: Nov 19</th>
<th>More Than Just a One Night Stand: Unhealthy Relationships/Communication Quiz Guest Lecturer: Stacey Granger, DVS Activity: Blanket Project</th>
<th>Crooks Ch 7 &amp; Ch 8 NISVS Fact Sheet-IPV and SV</th>
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<tr>
<td>Week 13: Nov 24</td>
<td>Ask First, Respect the Answer: Consent and Bystander Intervention Quiz Activity: Sexual Ethics Continuum</td>
<td>*Valenti Ch from Yes Means Yes When Can I Help? Article on BI and SA ATIXA Model Consent Policy piece and HEC Affirmative Consent article</td>
<td>Weekly Discussion Due Critical Analysis Paper Draft</td>
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<td>Week 13: Nov 26 Thanksgiving</td>
<td>No Class-Thanksgiving</td>
<td>No Class-Thanksgiving</td>
<td>Enjoy Yourself!</td>
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<td>Week 14: Dec 1</td>
<td>SpecialVictims Unit: Sexual Violence/ Sex Crimes Quiz Guest Lecturer: Tony Tatman, DOC</td>
<td>Crooks Ch 17 Lou et al Sexual Perpetration article PPH Reproductive Coercion Fact Sheet</td>
<td>Journal Due “Asking For It” Screening (EC opp) Sussman Theatre, Olmsted 7:30pm</td>
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<td>Week 14: Dec 3</td>
<td>It’s All About That Base: Body Image</td>
<td>Huffington Post article</td>
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<td>Activity: Body Image Self-Esteem Quiz</td>
<td>Transgender men article</td>
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<td>Quiz</td>
<td>Men and body image article</td>
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<td>Weekly Discussion Due</td>
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<td>Week 15: Dec 8</td>
<td>Not For Sale: Human Trafficking</td>
<td>US Sex Trafficking Discourse article</td>
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<td>Guest Lecturer: Terry Hernandez, ED Chrysalis Foundation</td>
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<td>Symbolic Representation Paper 2 Due</td>
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<td>Week 15: Dec 10</td>
<td>Course Wrap Up</td>
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<tr>
<td>Finals Week: Dec 14-18th</td>
<td>No meeting</td>
<td>Critical Analysis Paper Due by Friday December 18th</td>
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