

SXSPSY 436

The Development of Femaleness and Maleness

Summer Semester R1, 2022 | May 31 – July 1

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Office hours: Available for meetings by virtual appointment

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COURSE DESCRIPTION

A central goal for this course is to offer students a positive and enjoyable learning experience while promoting sexual literacy. The study of sexuality is interdisciplinary, and we will approach our learning from different angles including, biological, sociological, behavioral, clinical, cultural, and political perspectives. We will learn about the development of sexuality with a critique of binary understandings of the development of femaleness and maleness. We will begin with historical perspectives of femaleness and maleness, then explore diversities of gender identities and expressions. We will ask questions about sexual bodies, pleasure, and desire. At the end of the semester, we will have a broad understanding of the complexity of sexuality, and we will summarize our learning by contextualizing sexuality in society on a spectrum. Please note that some learning material includes sexually explicit material. Should you have any reservations about viewing such material please email about this during the first weeks of instruction. Your feelings will be respected, my students' well-being is of central importance to me!

Own your learning. This is your time, your time to shine! Invest in your learning. Care and show responsibility to yourself and to others. Challenge your thinking and be willing to do work. To quote the great Adrienne Rich (1977), "Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work." So, claim your space! You are a valuable part of our community, and we need your voice.

My greatest desire for students in this course is to awaken curiosity and passion for a celebration of sexual diversity, and to ignite thinking and action that aspire social justice for all sexual lives.

REQUIRED COURSE MATERIAL

Readings & Videos | All of the learning materials will be accessible via our iLearn site.
iLearn | We will complete all course work our iLearn site

INSTRUCTIONAL METHODS

This course is organized into five weeks and all learning is asynchronous. There will be no required in-person meetings or synchronous zoom sessions. You are expected to work independently (with your classmates) as we move through the course on a weekly schedule. Since our work is asynchronous, you will have access to all learning materials and assignments for the entire semester so that you have the option of working ahead. However, there is no requirement or expectation to work ahead (only if you want to!).

Please note that some learning material include sexually explicit material. Should you have any reservations about viewing such material please email me about this, your feelings will be respected. My students' wellbeing is of central importance to me; there is no learning without trust and comfort!

LEARNING GOALS

The overarching goal of this course is to enhance sexual literacy through the critical evaluation of scientific and popular information. It is also my hope that we will engage in stimulating discussions that will offer you opportunities to reflect on your own personal assumptions about sex, sexuality, and gender. The course is structured around six course learning objectives (CLOs), and upon completing this course you should be able to:

- CLO 1:** Explain the concept of sexual literacy and how the use of queer theory helps to explain the diversity of sexuality as an integral part of human life.
- CLO 2:** Identify important historical events that have helped shape current understanding of sexuality and values around sex and sexual expressions.
- CLO 3:** Analyze critical thoughts about adult sexuality including cultural perceptions about conforming and non-conforming behaviors.
- CLO 4:** Apply the concept of intersectionality to describe how sexuality is integrated with biological, physiological, psychological, and social components.
- CLO 5:** Demonstrate ability to engage in critical and interdisciplinary thinking, analysis, and problem solving through effective written and oral communication.

WEEKLY WORKFLOW

- Monday:** As you begin a new week, you need to Check-in. Review course material and assignments due this week and plan out your studies and check-in so that we know you are all set with the learning for the week. Begin to complete the assigned readings and any films. Take notes on the readings and think about how to use material (concepts and ideas) from the readings in this week's assignments.
- Tuesday:** Continue to complete the readings and begin to work on your creative activities. Visit this week's Forum for further inspiration and learning about this week's material and draft your forum post.
- Wednesday:** Today by 11:55pm (PST) your forum post is due. Review your post to ensure it meets the requirements and edit as needed. You are only required to submit one post though if you wish to write more or reply to a classmate's post then please do! By the end of today, Wednesday you should have a good understanding of the week's learning materials.
- Thursday:** Today I suggest that you begin to finalize any creative activity or movie reflection and draft any other writing assignment due this week. Be mindful of the time and prevent procrastination. Do a little work each day Monday through Friday so that the work does not feel overburdening or cumbersome.
- Friday:** Today by 11:55pm (PST) your writing assignment(s) is due on iLearn. Please make sure that you carefully check off each of the requirements for the assignment(s) and edit your work properly before submitting.
- Weekend:** Hopefully, you have completed your work throughout the week so that you can relax over the weekend. It is important to pace your learning so that you get breaks in between to be able to recharge. However, I do understand that some of you prefer to complete work over the weekend, so should you need some extra time a writing assignment, you are able to submit those by Sunday 11:55pm (PST). I never mark down for late submission, so if you need the extra time, take it.

Please note that this is **not a self-paced** course; the class schedule is strictly followed. If you experience a conflict in your schedule or something comes up that affects your ability to study, then please email me right away so that we can figure out how to keep you on track.

REQUIRED COURSEWORK

Check-in (2%)

Each week on Monday mornings, you will review the week's learning material and check-in to verify that you are all set with assignments expectations and due dates. The purpose of this check-in is to help keep you engaged with the learning and on track with your course work. Each Check-in will be open for 24 hours, from Monday morning 9:00am (PST) until Tuesday morning 9:00am (PST). There are 5 check-ins, worth 0.4% each and a total of 2% of your overall grade.

Forum Discussions (13%)

You will partake in a total of 5 forum discussions. The purpose of the forum discussions is to further your understanding and engagement with the learning material. Your forum post is due each week by Wednesday 11:55pm (PST). There are 5 forums, worth 2.6% each and a total of 13% of your overall grade.

Creative activities (20%)

Each week, you will complete a set of creative activities (CAs) to engage with learning in a (hopefully!) fun and meaningful way. You might be asked to snap a picture of your completed CA and submit this image on iLearn under "Assignments" as proof of completion. There are 5 CAs, worth 4% each and a total of 20% of your overall grade. CAs are due by 11:55pm (PST) on Fridays.

Movie Reflections (15%)

Throughout the semester, you will watch three documentaries and provide a written movie reflection (MR) in response. The purpose of MRs is to enrich our learning by getting some insight into real-life experiences on the things we learn. There are three MRs, worth 5% each and a total of 15% of your overall grade.

Critical Thought Pieces (50%)

You will write five critical thought pieces (CTPs) over the course of the semester, one for each of week. The CTPs will be in response to the learning materials, and they must be typed in your own words. The five CTPs are worth 10% each and a total of 50% of your overall grade.

LATE WORK POLICY

I understand that we live busy lives, and though it is my biggest wish that we all will complete satisfactory work by each due date, sometimes life happens, and we fall behind. I don't have a set policy with late work as I expect that you will submit things on time. Accepting late work depends on my own workload and time, so should you ever need an extension with any assignment, please email me as soon as possible so that we can try to work something out.

GRADING

Throughout the semester you will have instant access to your individual course grades. iLearn will also calculate your overall course grade so that you will have current information about your performance. Please review your Grades on iLearn on weekly basis and communicate any discrepancies.

Course Component	Percent of Total Grade
Check-in	2%
Forum Discussions	13%
Creative Activities	20%
Movie Reflections	15%
Critical Thought Pieces	50%
TOTAL	100%

*A+	A	A-	B+	B	B-	C+	C	C-	D	F
>100-97%	96-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-60%	< 60%

*The SFSU grading system does not designate A+. The highest achievable letter grade in the SFSU grading system is that of an A since an A+ and an A are both worth 4.0.

Final letter grades will be determined at the end of the semester, are based on:

- A** – Performance of the student has been of the highest level, showing sustained excellence.
- B** – Performance of the student has been good, though not of the highest level.
- C** – Performance of the student has been adequate, satisfactorily meeting the course requirements.
- D** – Performance of the student has been less than adequate.
- F** – Performance of the student has been such that course requirements have not been met.

ONLINE ETIQUETTE

To ensure a welcoming and trusting online learning experience for all, it is vital that you do not share any part (videos, forums, Flipgrid videos, Padlet posts, etc.) with anyone outside of class, nor post any of this type of content on social media. Doing so may violate university policy and student confidentiality, and more importantly may lead to broken trust and feelings getting hurt, so please respect our learning environment. What happens on our iLearn site stays on our iLearn site!

SF STATE DISABILITY PROGRAMS AND RESOURCE CENTER

I encourage students with disabilities who need reasonable accommodations to contact me. The SF State Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. According to its website (access.sfsu.edu), the DPRC “collaborates with SF State’s diverse community to ensure that all aspects of campus life—learning, working and living—are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.” The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

SFSU ACADEMIC INTEGRITY

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage, and the SF State Student Code of Conduct expressly prohibits it. Cheating and plagiarism include (but are not limited to) unauthorized copying and collaboration in all written assignments. Students are responsible for knowing the SF State regulations concerning student conduct, including cheating and plagiarism, available online at <https://conduct.sfsu.edu/standards>. You can get more information on avoiding plagiarism at online.sfsu.edu/~rone/StudentHelp/Plagiarism.html#what.

COUNSELING AND MENTAL HEALTH SERVICES

Counseling provides an opportunity for students to explore personal problems or concerns in a brief treatment model. Students come to CAPS for reasons as varied as the people themselves; personal problems involving relations with parents or peers, emotional or social difficulties, relationship conflicts, anxiety or depression, sexuality and orientation, concerns about academic progress or direction, and other issues. Appointments can be made in person at the Student Services Building Rm 205 and/or calling (415) 338-2208. <https://psyservs.sfsu.edu/>

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu or calling (415) 338-2032.

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

SFSU STUDENT SUCCESS PROGRAM

According to its website (studentsuccess.sfsu.edu/), Student Success Program “services address students’ learning goals and potential challenges to academic achievement. In addition, we assist students in developing tools to handle the stresses of academic and personal life and to care for themselves so that they can better care for others. We help students to stay in school and successfully graduate. Our counseling services, drop-in center, groups, and social activities contribute to a sense of belonging within this large, urban university.” Make appointments by phone ([415] 405-7447), by email (ssprog@sfsu.edu), or in person (HSS 222). Drop-in services are available.

BASIC NEEDS INITIATIVES

Basic Needs Initiatives are designed to offer support to students dealing with food and housing insecurities among other issues. Visit <https://basicneeds.sfsu.edu/> for resources on safety, food, housing, and access to mental health services.

COURSE TECHNOLOGY

As you know, this course is delivered in iLearn ([iLearn Accessibility Statement](#)) as a Learning Management system. Other technological tools are used in this course.

- Flipgrid is used for some of the Forum and assignments ([Flipgrid Accessibility Statement](#))
- Padlet is used for some of the Forum and assignments ([Padlet Accessibility Statement](#))

REQUIRED HARDWARE AND SOFTWARE

- A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
- Reliable high-speed (Cable or DSL) Internet connection
- A recent version of Firefox or Chrome browser is recommended. Download from [Firefox Browser Update](#) or [Chrome Browser Update](#) if you don't have it.

MINIMUM TECHNICAL SKILL REQUIREMENTS

In this course you would be required to utilize the iLearn learning management system to navigate and access course content. You will need to be proficient with basic computer skills such as word processing, navigating Internet browsers, and downloading/uploading files, etc.

- The iLearn Help Desk is available for technical assistance – email iLearn@sfsu.edu or call (415) 405 5555
- Visit iLearn support in LIB 80
- For more information visit the [iLearn Help Center](#)

IMPORTANT DATES

June 1	First day of instruction
June 13	Last day to Drop/Withdraw classes without a W grade
June 14	Withdrawal for serious and compelling reasons begins
June 20	Credit/No Credit Option deadline
June 20	Withdrawal for serious and compelling reasons ends
June 21	Withdrawal by exemption for documented reasons begins
June 30th	Any late work due on iLearn by 11:55pm (PST)
July 1	Withdrawal by exemption for documented reasons ends
July 1	Last day of instruction

At SF State, dropping a course is the student's responsibility. Withdrawals must be student-initiated via the petition process and cannot be initiated electronically as changes to enrollment may impact a student's financial aid, benefits, insurance, etc.

You can find instructions on how to add, drop, swap, change grading option and withdraw at <https://cms.sfsu.edu/content/registering-classes>.

TENATIVE COURSE SCHEDULE

Date	Topics and Assignments
Week 1 May 31st – June 5th	Intersectionality & Feminism Welcome to SXSPSY 436: The Development of Femaleness and Maleness! This first week we will lay the foundation for our learning by exploring feminism and intersectionality, two fundamental pillars of sexuality studies. Assignments • Set up iLearn profile picture • Introduce yourself via Flipgrid • Check-in to Week 1 • Forum 1: Intersectionality • CA 1: Locating intersectionality • CTP 1: Feminist meaning and work Readings: • Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. <i>Du Bois review: social science research on race</i>, 10(2), 303-312. • hooks, b. (2000). <i>Feminism is for everybody: Passionate politics</i>. New York, NY: Routledge.
Week 2 June 6th – 12th	Patriarchy and Gender Binary To challenge and to disrupt patriarchy is perhaps one of the most central tasks to feminist work. This week we ask some questions about patriarchy and its relationship to binary understandings of gender. Assignments • Check-in to Week 2 • Forum 2: Reimagining masculinity • MR 1: The Mask You Live In • CA 2: Patriarchal imagery • CTP2: Identify patriarchy Readings: • hooks, b. (2016). Understanding Patriarchy. • Johnson, A. G. (2004). Patriarchy, the System: An It, not a He, a Them, or and Us. <i>Women's lives: Multicultural perspectives</i>, 25-32. • Cook, N. (2007). Chapters by Kimmel, M., Bornstein, K. & Bem, S., L. <i>In Gender Relations in Global Perspective: Essential Readings</i>. Toronto, CAN: Canadian Scholar's Press, Inc.

Date	Topics and Assignments
Week 3 June 13th – 19th	Sexual Bodies The sexual body has been and remains highly controversial. Is there such a thing as male and female bodies, or are do we largely have the same sexual organs just in different shapes? Assignments • Check-in to Week 3 • Forum 3: Converging identities • CA 3: Words Matter • CTP 3: The sexual body: A timeline Readings: • Lorber, J. (1994). The social construction of gender. Newbury Park, CA. • Gross, R. E. (2022). <i>Vagina obscura: An anatomical voyage</i>. W.W. Norton & Company. New York, NY. • Joel, D. (2011). Male or female? Brains are intersex. <i>Frontiers in integrative neuroscience</i>, 5, 57.
Week 4 June 20th – 26th	Sexual Pleasure This week we will explore sexual pleasure. Sexual pleasure can be described as the feelings that arise from sexual stimuli, which may result from a variety of activities. How does gender play into sexual pleasure? Is there such a thing as normal sex? And is there a G-spot? Assignments • Check-in to Week 4 • Forum 4: The Pleasure Principle • MR 2: In Search of the G-spot • CA 4: Sexual Blueprint • CTP 4: Sexual Pleasure Narrative Readings: • Rye, B. J., & Meaney, G. J. (2019). The pursuit of sexual pleasure. In Stomblor, M., et al. (Eds.), <i>Sex Matters: The sexuality & society reader</i>, (pp. 331-342). New York, NY: Norton. • Stevens, B. (2019). Disability and sexuality myth-busting: Non-normative sex liberates us all. In Stomblor, M., et al. (Eds.), <i>Sex Matters: The sexuality & society reader</i>, (pp. 230-233). New York, NY: Norton. • Burgess, E. O., & Padler, A. (2019). The G-spot and other mysteries. In Stomblor, M., et al. (Eds.), <i>Sex Matters: The sexuality & society reader</i>, (pp. 257-261). New York, NY: Norton.

Date	Topics and Assignments
Week 5 June 27th – July 1st	Queering Sexuality As we wrap up our semester, I hope to leave you with an understanding and celebration of gender and sexuality as diverse. Assignments • Check-in to Week 5 • Forum 5: Takeaways • MR 3: Screaming Queens • CA 5: Your Charmed Circle • CTP 5: Dismantling the Binary Readings: • Ryan, M. (2019). Queer: Identity and Praxis. In Stomblor, M., et al. (Eds.), <i>Sex Matters: The sexuality & society reader</i>, (pp. 37-40). New York, NY: Norton. • Rubin, G. S. (2007). <i>Thinking sex: Notes for a radical theory of the politics of sexuality</i>, (pp. 166-203). Routledge. • Young, K. (2015). From a Native trans daughter: Carceral refusal, settler colonialism, re-routing the roots of an indigenous abolitionists imaginary. In Stanley, Eric A., & Smith, N. (Eds.), <i>Captive Genders: Trans Embodiment and the Prison Industrial Complex</i>, Second Edition. AK Press.