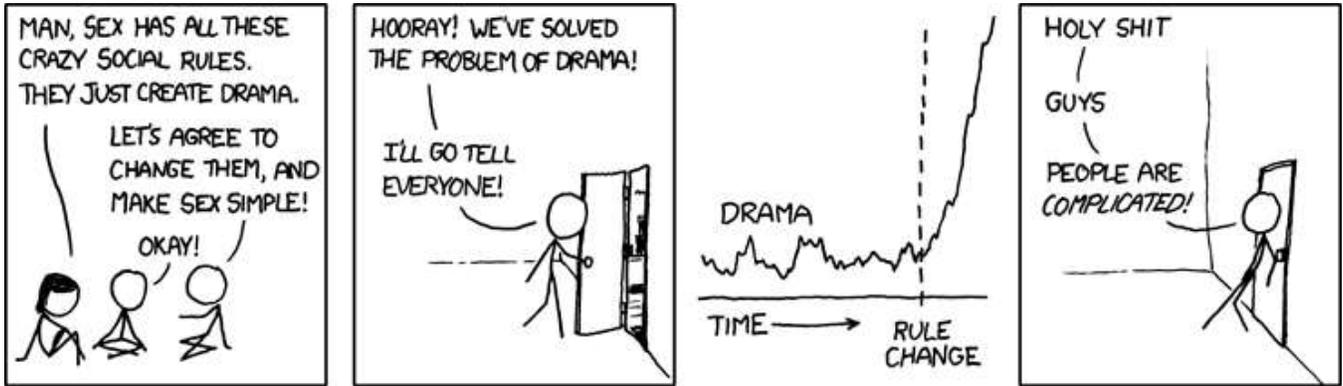


SEX AT RICE

THE GOOD, THE BAD, AND THE AWKWARD



"Drama," www.xkcd.com/592/

COURSE INFORMATION

Number: FWIS 145

Semester: Fall 2013

Room: 105 Keck Hall

Days: Monday, Wednesday, and Friday

Time: 2:00-2:50PM

INSTRUCTOR INFORMATION

Name: Dr. Elizabeth (Betsy) Barre

Position: Lecturer, Program in Writing and Communication

Office: 111 Herzstein Hall

Office Phone: 713-348-3360

E-mail: barre@rice.edu

Office Hours: By Appointment (I'm always around and more than happy to work around *your* schedule)

COURSE DESCRIPTION

GOAL/RATIONALE

At its broadest level, this course is designed to help Rice students think critically about the way they have conceptualized sexuality and, more importantly, the ethical norms governing their practices in this domain. We will begin by reading empirical studies of contemporary American college students at a variety of institutions; in the process, students will be encouraged to compare the norms and practices at these institutions to those that prevail at Rice. We will then move on to discussions of the historical and cultural diversity of sexual norms, with special emphasis placed on their distinct philosophical and religious foundations. In the end, students will be asked to critically evaluate the attitudes and norms that prevail at Rice in terms of an individual sexual ethic they have constructed in response to our reading and discussions. Issues covered include (but are not limited to): The Rice Purity Test, NOD, Theme Parties, Hooking-Up, Pornography, Objectification, The Body, Sexual Dress, Gender, Same-Sex Relationships, Dating, and Marriage.

LEARNING OBJECTIVES

At the end of the semester you will be able to:

1. Develop critically informed judgments about the sexual behavior of American college students, and the moral framework within which this behavior often operates.
2. Describe and compare various theories of the body, desire, pleasure, sexuality, love, and gender in Western philosophical thought.
3. Explain how moral frameworks that privilege honesty, reciprocity, consent, and respect might influence judgments about sexual behavior.
4. Summarize key issues that arise within contemporary debates about pornography, sex work, theme parties, hook-up culture, sexual exclusivity, dating, marriage, and divorce.

Insofar as this course is classified as a Freshman Writing Intensive Seminar, you will also:

1. Enhance your understanding of the central place of writing and communication in the learning process and in academic life.
2. Learn strategies for analyzing, synthesizing, and responding to college-level readings.
3. Improve your ability to communicate correctly and effectively in writing and in speech, taking into account audience and purpose.
4. Become comfortable with writing as a process and learn strategies—for instance, prewriting, outlining, and revision—for working through that process.
5. Learn appropriate use of the work of others and, where necessary, specific practices of citation
6. Learn to articulate oral arguments and to respond productively to arguments of others in formal presentations and in class discussion.

COURSE MATERIALS

REQUIRED BOOKS AVAILABLE AT CAMPUS BOOKSTORE

- Donna Freitas, [*Sex and the Soul: Juggling Sexuality, Spirituality, Romance, and Religion on America's College Campuses*](#) (Oxford University Press, 2010). ISBN: 978-0199747610
- Margaret Farley, [*Just Love: A Framework for Christian Sexual Ethics*](#) (Continuum, 2008). ISBN: ISBN: 978-0826429247

ASSIGNMENTS AND RESPONSIBILITIES

OFFICE HOUR REQUIREMENT

I require that you attend at least one of my office hours within the first two weeks of classes. You don't need to prepare anything for this meeting and I will be happy to set up appointments to accommodate your schedules. The purpose of this meeting is simply for us to get to know one another and should last no longer than 15 minutes. Your final grade will be lowered by 20 points (2%) if you do not meet this requirement.

READING

The success of this course depends upon you (and your classmates) reading, and reading closely, all that is assigned throughout the semester. Alongside your near-weekly writing assignments, you should expect to read an average of 50-60 pages a week (more in weeks with light writing requirements; fewer in weeks with heavy writing requirements). Some, if not most, of what you will read will be difficult. You may not get everything the first, second, or even third time you've read it. You are encouraged to e-mail me and one another with questions as you read, but we will also spend time in class working on strategies for reading this complex material.

CLASS PARTICIPATION

Thoughtful participation in class discussions is the basis of 12% of your final grade (120 points). There will be frequent opportunities to contribute to class discussion and if you make a contribution that is both reflective of the readings and relevant to the discussion, I will award you 4 points. To receive full credit for participation in the course, you must participate at least 30 times throughout the semester. You can only receive credit for participating once per class period, but you are strongly encouraged to participate more often.

FACEBOOK PARTICIPATION

Because our twice-a-week class period is unlikely to provide enough time for us to cover all the material we would like to discuss, students are encouraged to continue (and initiate) class conversations via Facebook. To facilitate that process, I have created a group page for the class. So that you can join without becoming Facebook friends, the group is currently "closed." This means that anyone can send a request to join if he or she has a link to the group page, but the group and its members will be visible in search results and on member timelines. Once you all have requested membership, I will convert the group to "secret," which hides all information about the group from everyone but its members. You can request membership at the following address:

<https://www.facebook.com/groups/162407647283064/>.

You are required to post three substantive messages/links/responses throughout the semester. Each message will be worth 10 points, for a total of 30 points. If your messages consistently exceed my expectations (in both number and content), I will raise your in-class participation grade. If you do not have a Facebook account, you can make up these points by sending three e-mails to the entire class via Owl-Space.



OP-ED

We will be discussing the Rice Purity Test during the first week of classes. At the end of that week, you will be required to write a 1,000 word Op-Ed on the subject. This Op-Ed will be worth 100 points, or 10% of your final grade. You will submit your essay electronically (via Owl-Space) **no later than 5PM on Tuesday, September 3rd**. Once I have read and graded this initial writing assignment, I will ask each of you to set up a time to meet with me to discuss your writing.

FORMAL ESSAYS

You will write two formal essays in this course which, taken together, count for 55% of your final grade. The first essay will be written in stages, over a series of weeks, and with extensive guidance and feedback from me and your peers. To assess

the extent to which this process has permanently improved your writing, you will be expected to apply the general feedback from your first essay to your *independently written* second essay.

Your initial 1,750 word essay will require you to submit the following assignments to Owl-Space:

- Initial Draft of Thesis, submitted no later than class time on Friday, September 27th
- Final Draft of Thesis, submitted no later than 5PM on Thursday, October 3rd
- Initial Draft of Argument Diagram, submitted no later than class time on Friday, October 11th
- Final Draft of Argument Diagram, submitted no later than 5PM on Thursday, October 17th
- Initial Draft of Outline, submitted no later than class time on Friday, October 25th
- Final Draft of Outline, submitted no later than 5PM on Thursday, October 31st
- Initial Draft of Essay, submitted no later than 5PM on Thursday, November 7th
- Final Draft of Essay, submitted no later than 5PM on Thursday, November 14th

Your final essay must be 1,750 words, as well, and will be worth 250 points, or 25% of your final grade. Although you will be given time to work on these essays in class, you will not receive the extended feedback that you received on drafts of your first essay. Instead, the full 250 points will be earned in the submission of the final draft. This essay will be due **no later than Midnight on Thursday, December 5th**.

Details of these assignments (including the rubric I will use when grading) will be posted on Owl-Space.

ORAL PRESENTATION

During the final week of classes and our regularly scheduled exam period, each student will give a 15-minute oral presentation to the rest of the class. These presentations will summarize and critique an argument presented in a book selected from a list I will provide within the first or second week of class. These presentations will be worth 200 points, or 20% of your final grade. Detailed information about the requirements for these presentations (including the rubric I will use to grade them) will be posted to Owl-Space.

GRADING AND EVALUATION

GRADING SCALE

100%-98%: A+
97%-93%: A
92%-90%: A-
89%-87%: B+
86%-83%: B
82%-80%: B-

79%-77%: C+
76%-73%: C
72%-70%: C-
69%-60%: D
60% and below: F

*Grades will be rounded to the nearest integer.

GRADE COMPONENTS (OUT OF 1,000 TOTAL POINTS) *

1. Participation, 150 Total Points (15%)
 - 30 Substantive In-Class Comments, 4 points each (120 total points or 12%)
 - 3 Substantive Facebook Posts, 10 points each (30 total points or 3%)
2. 1,000 Word Op-Ed, 100 points (10%)
3. 1,750 Word Essay, 300 Total Points (30%)
 - Final Draft of Thesis, 50 points (5%)
 - Final Draft of Argument Diagram, 50 points (5%)
 - Final Draft of Outline, 50 points (5%)
 - Final Draft of Essay, 150 points (15%)
4. 1,750 Word Final Essay, 250 Total Points (25%)
5. Oral Presentation, 200 points (20%)

*If you do not attend the required office hour within the first two weeks of classes, your final course average will be dropped by two percentage points; for each unexcused absence beyond two, your final course average will be dropped by one percentage point. If you do not submit an ungraded assignment by its due date, your grade on the graded version of that assignment will be lowered by 10%.

COURSE POLICIES

COURTESY

To ensure that everyone has the opportunity to learn without undue distraction, please turn off your cell phone (or put it into silent mode). If I see you texting, I will ask you to leave for the remainder of the course period. If it becomes a consistent problem, I reserve the right to lower your participation grade.

If you bring a laptop or iPad to class, I expect you to be taking notes and only taking notes. If I discover you doing anything else, I reserve the right to bar your individual laptop use for the remainder of the semester. To help you avoid temptation, if you want to use a laptop, **you must always sit in the front row of the classroom.**

Most importantly, **do not enter class late or leave early** unless it is an emergency and/or you've cleared it with me in advance. If you are consistently late (i.e., noticeably, more than twice or so) or regularly moving in and out of class while it is in session, I will stop marking you present.

It is also important to lay down some ground rules about the discussions we will be having in this course. Because we will be discussing the sensitive topics of religion and sexuality, we must work hard to keep our conversations civil and to respect the perspectives of our classmates. You are certainly free to express any view you want (if it's on-topic), so long as you support your claim and are willing to hear counter-arguments from others. You are also free to question the claims of others and to engage them in scholarly discussion, as long as you don't interrupt them and wait to be recognized by me before speaking (please note: you are free, and in fact encouraged, to interrupt **me**). You are not free to engage in name-calling, taunting, harassment, or otherwise non-productive talk.

ATTENDANCE

While much of your learning will occur while you read and write, being present in class is the best way to ensure that you truly learn and understand the course material. Moreover, in this particular course, we will spend a number of class periods working on your writing in class. As a result, attendance is required. You are, nevertheless, allowed two unexcused absences throughout the semester; *each additional unexcused absence will result in the deduction of 10 points (1%) from your final course average.* All judgments about excused and unexcused absences will be at my discretion, but if you wish to receive an excused absence, you must receive approval from me *before* the missed class period. The only exceptions to this rule are medical emergencies affecting yourself or your family. In all cases, I may or may not ask for supporting documentation for excused absences.

LATE WORK AND EXTENSIONS

All work must be submitted in electronic form to our class Owl-Space page by the time and date it is due. Work that is submitted late (without a pre-approved extension) will lose 20% for each day it is late (including Saturday and Sunday). At three days beyond the due date, no work will be accepted. **NOTE:** If any of your electronic submissions are “lost in cyberspace,” that is your responsibility. Owl-Space provides clear indications of when your work has been successfully submitted, and it is your responsibility to ensure that it has been.

Any student who feels she or he is unable to submit work on time may request an extension, but these requests must be made *before* the deadline. You are limited to *two* extensions throughout the semester, so use them wisely. So that you will receive feedback for in-class workshops, all extensions are limited to 3 days. For obvious reasons, extensions will not be granted for class-participation, Facebook participation, presentation, or the submission of your final essay.

Illnesses, family emergencies, or accidents that require extended periods away from school and prevent you from meeting these requirements should be referred immediately to the Committee on Examinations and Standing. This University committee reviews petitions and handles other special problems that involve the academic rules of the University. More information about when and how to file a petition can be found here: <http://students.rice.edu/students/Exams2.asp>

ACADEMIC INTEGRITY

At the most general level, I will hold you to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at <http://honor.rice.edu/honor-system-handbook/>. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Because a central purpose of this particular class is to help you learn the rules of paraphrasing and scholarly attribution, as well as the appropriate uses of different types of evidence, I will take an educational approach to transgressions of these rules when it appears they are unintentional. That is to say, you will not be reported to the Honor Council, but will be required to revise your work and your final grade on that assignment will be lowered by 10%.

In keeping with the spirit of the Honor Code, however, intentional violations of these rules --pursued with intent to acquire an unfair advantage over other students in the class--will be treated as matters for the attention of the Honor Council and will be reported immediately.

AMERICANS WITH DISABILITIES ACT

Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain as confidential as possible. Students with disabilities will need to contact Disability Support Services in the Allen Center, as well. For more information, visit <http://dss.rice.edu/> or call 713-348-5841.

SYLLABUS CHANGE POLICY

This syllabus is only a guide for the course and is subject to change with advanced notice.

COURSE SCHEDULE

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Aug 26-30	Syllabus		Sex and Purity		Female Purity
Sep 2-6	NO CLASS	OP-ED	Taboo Morality		Sexuality
Sept 9-13	The Body		Attraction		Gender
Sept 16-20	Pleasure		Love		<i>Audience</i>
Sept 23-27	<i>Topic to Question</i>		<i>Making Claims</i>		DRAFT OF THESIS
Sept 30-Oct 4	Overlap		Overlap	FINAL THESIS	<i>Reasons/Evidence</i>
Oct 7-11	<i>Warrants</i>		<i>Counterarguments</i>		ARGUMENT DRAFT
Oct 14-18	NO CLASS		<i>Using Sources</i>	FINAL ARGUMENT	<i>Outlining</i>
Oct 21-25	Honesty		Reciprocity		DRAFT OF OUTLINE
Oct 28-Nov 1	Consent		Respect	FINAL OUTLINE	<i>Drafting</i>
Nov 4-8	Porn and Sex Work		Theme Parties	DRAFT OF ESSAY 2	<i>Revising</i>
Nov 11- 15	Hooking Up		Sexual Exclusivity	FINAL ESSAY 2	Dating
Nov 18-22	Marriage		Same-Sex Relations		Breaking Up
Nov 25-29	NO CLASS		NO CLASS		NO CLASS
Dec 2-6	<i>Oral Communication</i>		PRESENTATIONS	FINAL ESSAY 3	PRESENTATIONS
Dec 9-13	STUDY DAY	STUDY DAY			
Dec 16-20			PRESENTATIONS (?)		

READING SCHEDULE (READINGS MARKED WITH A * WILL BE POSTED ON OWL-SPACE)

SETTING THE STAGE

AUGUST 28: SEX AND PURITY

- The Rice Purity Test (<http://www.ricepuritytest.com/>)
- Lauriello, Anthony "[Release of new purity test long overdue.](#)" *Rice Thresher*, 18 August 2012.*
- "Introduction, "Sexual Activity, Who's Really Doing it, and the Virgin Gap," and "The Rare Sexual Sage: Cara Walker," in *Sex and the Soul*, 1-9; 161-164; and 167-172.

AUGUST 30: FEMALE PURITY

- "Evangelical Purity Culture," in *Sex and the Soul*, 75-98.
- Passages from "Judaism: Sexuality, Morality, and Religion," and "Christian Traditions," in *Just Love*, 35-36; and 42.
- Steinmetz, Ferrett, "[Dear Daughter: I Hope You Have Awesome Sex.](#)" *The Good Men Project*, 12 August 2013.*

SEPTEMBER 4: SEXUAL MORALITY: IRRATIONAL TABOOS OR PRINCIPLES OF JUSTICE?

- "Opening the Questions," "Problems with the Terrain," "Medicine as Historical Agent," and "Sexuality and Justice," in *Just Love*, 1-8; 12-17; 53-56; and 175-178.

THEORETICAL GROUNDWORK

SEPTEMBER 6: SEXUALITY

- "Sexuality and Its Meanings," and "Elements in Sexual Experience," in *Just Love*, 159-164.
- Additional Readings, TBA

SEPTEMBER 9: THE BODY

- "How the Body Matters," in *Just Love*, 110-132.

SEPTEMBER 11: ATTRACTION AND DESIRE

- "Greek and Roman Philosophical Appraisals of Sexuality," "Judaism: Sexuality, Morality, and Religion," and "Christian Traditions," in *Just Love*, 31-47.
- Additional Readings, TBA

SEPTEMBER 13: GENDER

- "Whether Gender Matters," in *Just Love*, 133-155.

SEPTEMBER 16: PLEASURE

- “Modern Catholic Developments,” in *Just Love*, 47-49.
- Jung, Patricia Beattie “Sanctifying Women’s Pleasure,” in *Good Sex: Feminist Perspectives from the World’s Religions*, 77-95.*

SEPTEMBER 18: LOVE

- “Why Romance Isn’t Sexy and Sex Isn’t Romantic,” in *Sex and the Soul*, 106-109.
- “Love, Desire, and Sexuality,” and “Love and Just Love,” in *Just Love*, 164-173; and 196-199.

FORMULATING, DEFENDING, AND COMMUNICATING YOUR POSITION

SEPTEMBER 20: WRITING FOR AN AUDIENCE

- “Connecting with Your Reader,” in Booth et.al, *The Craft of Research*, 17-26.*
- “Entering the Conversation,” in Graff and Birkenstein, *They Say, I Say*, 1-10.*

SEPTEMBER 23: FROM TOPICS TO QUESTIONS

- “From Topics to Questions,” in *The Craft of Research*, 40-55.*
- “Saying Why it Matters,” in *They Say, I Say*, 92-101.*

SEPTEMBER 25: MAKING CLAIMS

- “Claims,” in *The Craft of Research*, 127-137.*

OCTOBER 4: REASONS AND EVIDENCE

- “Reasons and Evidence,” in *The Craft of Research*, 138-150.*

OCTOBER 7: WARRANTS

- “Warrants,” in *The Craft of Research*, 165-181.*

OCTOBER 9: COUNTERARGUMENTS

- “Planting a Naysayer in Your Text,” in *They Say, I Say*, 78-91.*
- “Acknowledgments and Responses,” in *The Craft of Research*, 151-164.*

OCTOBER 16: USING SOURCES

- “Starting with What Others are Saying,” and “The Art of Summarizing,” in *They Say, I Say*, 19-37.*

OCTOBER 18: OUTLINING

- “Quick Tip: Outlining,” in *The Craft of Research*, 187-188.*
- “Introductions and Conclusions,” in *The Craft of Research*, 222-235.*

MORAL FRAMEWORKS

OCTOBER 21: HONESTY

- Readings, TBA

OCTOBER 23: RECIPROCITY

- “Mutuality,” and “Equality,” in *Just Love*, 220-223.
- Additional Readings, TBA

OCTOBER 28: CONSENT

- “Free Consent,” in *Just Love*, 218-220.
- Additional Readings, TBA

OCTOBER 30: RESPECT

- “Justice,” and “Moral Norms for a Just Love,” in *Just Love*, 208-215; and 200-206.

NOVEMBER 1: DRAFTING

- “The Art of Metacommentary,” in *They Say, I Say*, 129-137.*
- “Quick Tip: Using Quotation and Paraphrase,” in *The Craft of Research*, 205-207.*
- “The Art of Quoting,” in *They Say, I Say*, 42-50.*
- “Conclusions,” in *The Craft of Research*, 236-240.*

MORAL CONTROVERSIES

NOVEMBER 4: PORNOGRAPHY AND SEX WORK

- “Sexual Relations with Oneself,” and “The Negative Potential of Sex,” in *Just Love*, 235-236; and 239-240.
- Additional Readings, TBA

NOVEMBER 6: THEME PARTIES

- “Sexy Dressing, Sexualization, and the Ho-Themed College Party,” in *Sex and the Soul*, 144-148.
- Additional Readings, TBA

NOVEMBER 8: REVISING

- “Revising Your Organization and Argument,” in *The Craft of Research*, 208-218.*

NOVEMBER 11: HOOKING UP

- “Hookups, Ho’s, and Losing It” in *Sex and the Soul*, 126-140; and 149-155.
- “An Ethic Only for Adults?” in *Just Love*, 232-235.
- Additional Readings, TBA

NOVEMBER 13: SEXUAL EXCLUSIVITY

- Oppenheimer, Mark. [“Dan Savage on the Virtues of Infidelity.”](#) *The New York Times*, 30 June 2011.*
- Additional Readings, TBA

NOVEMBER 15: DATING AND COMMITMENT

- “Where Dating = Marriage and a Kiss Means Everything,” in *Sex and the Soul*, 113-125.
- “Commitment,” in *Just Love*, 223-226.

NOVEMBER 18: MARRIAGE

- “Marriage and Family,” in *Just Love*, 245-271.

NOVEMBER 20: SAME-SEX RELATIONSHIPS

- “Same-Sex Relationships,” in *Just Love*, 271-296.

NOVEMBER 22: BREAKING UP

- “Divorce and Remarriage,” in *Just Love*, 296-311.
- Additional Readings, TBA

DECEMBER 2: ORAL COMMUNICATION

- Readings, TBA