

FYS 1000:*Speaking of Sex*

328 Congdon

High Point University

Spring 2014

Four Credits

Mon. and Wed. 2:00-3:40 pm.

Instructors: Dr. Angela Bauer (abauer@highpoint.edu) Congdon 217
Dr. Sean Larsen (slarsen@highpoint.edu) Hayworth 217

Office Hours: Appointment times available on Starfish.

Course Description

This interdisciplinary First Year Seminar will explore the ways in which society's binary views on sex and gender have been influenced by scientific, medical and religious texts. It will examine how biologists and Christian intellectuals have spoken about gender and sexuality in various ways through history, with special attention to modern reification of sexuality and gender in a rigidly fixed binary of male and female. The possibility that sex and gender exist on a continuum (ranging from masculine to feminine), and how that might change contemporary language, description, and approaches to non-typical gender and sexual expression, will be explored through student-centered analysis and discussion of primary scientific, medical and religious texts.

Seminar Goals:

The purpose of a First Year Seminar is to help students:

1. Make sense of complicated ideas;
2. Develop the capacity for deep thought, sustained inquiry, and careful, evidence-based reflection;
3. Connect learning across course and disciplinary boundaries; and
4. Prepare for future coursework.

Additionally, each First Year Seminar is designed to engage students in a question of enduring and/or contemporary importance, with the intent that by the end of the semester, students will be able to define and discuss the complexities and implications of the question. The "big questions" to be addressed by our First Year Seminar, "Speaking of Sex", are as follows:

"How have scientific, medical and religious texts contributed to our present day binary view of sex and gender? Is this binary view an accurate reflection of what exists within the natural world?"

Grade

- **Reading Quizzes and class exercises** (25%)
 - Instructors will regularly monitor progress through course assignments or reading quizzes.
- **Professional Participation** (10%)
 - See below

- **Issue Analysis Presentation (15%)**
 - As you learn more about the relationship of biology and Christian speech about sex, you discover that there are many issues and topics about which experts do not agree. Take a contemporary religious, political, or moral question of your interest from a list that the professors have chosen ahead of time and find two reliable, credible sources on each side of the controversy. Write an integrated summary of the positions on opposing sides of the controversy. Critically analyze the two positions, and formulate your own informed position on the controversy. Your analysis should be 2-3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline. Students will focus on how biology or an interpretation of biology is deployed in tandem with religious and cultural speech and will present briefly (approx. 10 minutes) on their findings.
- **Midterm (15%)**
 - In a typed essay of approximately 1500 words, students will answer questions about the material covered until that point. The questions will focus on meeting the first learning outcome of the course.
- **Christianity and Sex Essay (15%)**
 - In a typed essay of approximately 1500 words, students will answer a question about the material covered until that point and since the prior exams (i.e., the exams are not strictly cumulative).
- **Final integration essay (20%)**
 - This in-class essay exam will ask the student to integrate the material learned in the course.

Grade Scale

A	99-94	A-	93-90	B+	89-87	B	86-84
B-	83-80	C+	79-77	C	76-74	C-	73-70
D	60-69	F	0-59				

Course Schedule

Raising the Questions

January 14

- Introduction to the Course
- Discussion of Seminar Contract

January 21

- Establishing Frameworks about Sex and Gender:
 - Anne Fausto-Sterling, *Sexing the Body*, pp. 1-30. (BB)

Section 1: Typical Sexual Development *What is the biology of typical sexual development and “normal” sexuality?*

January 26

- Introduction to Sex and Biology
 - Fausto-Sterling, Chapters 1-2; Introduction and Unit 1 of “The Fallacy of the Two Sex System “ (found on Blackboard)

January 28

- Lecture on the biology of sexual development; completion of flowchart activity (Unit 1 of “The Fallacy of the Two Sex System”)
 - Fausto-Sterling, Chapter 3

February 2

- Variability in sexual development
 - Fausto-Sterling, "The Five Sexes" (<http://capone.mtsu.edu/phollowa/5sexes.html>); Unit 2 of “The Fallacy of the Two Sex System” (found on Blackboard) and its associated readings

February 4

- Variability in sexual development, cont’d.; completion of Unit 2 activity “Predicting Sexual Phenotype” (“The Fallacy of the Two Sex System”)

February 9

- Sex/gender as a continuum; viewing of “Hermaphrodites Speak”
 - Unit 3 of “The Fallacy of the Two Sex System” and associated readings

February 11

- The medical community and the intersexed individual
 - Unit 4 of “The Fallacy of the Two Sex System” (found on Blackboard) and its associated readings

February 16

- College campuses and the two sex system
 - Read Unit 5 of “The Fallacy of the Two Sex System” and its associated article, and prepare with a partner for the debate to be held in class on this date.

Section 2: Sexual Orientation *Is the brain sexed / gendered?*

February 18

- Sex, gender, the brain and behavior
 - Biology (posted in Blackboard)

February 23

- What we can (and can't learn) from animal studies re: sex, gender and the human brain
 - Fausto-Sterling, Chapter 4

February 25

- The John/Joan Case
 - Colapinto, 1-142

March 2

- The John/Joan Case
- Colapinto, pp. 143-285

March 4: Midterm Exam

Spring Break

Section 3: The Bible and Sex *What does the Bible say about sexed bodies, gender, and desire?*

March 16

- What is ethics? Can there be an ethics of sex?
 - McCabe, Teaching Morals (BB)
 - Jordan, 1-19.

March 18

- Introducing the Bible:
 - Knust, 1-22
 - "Introduction" in *HarperCollins Study Bible*
 - Genesis 38

March 23

- Sexual Desire
 - Knust 23-46
 - Song of Songs (entire, including "Introduction")
 - Ruth (entire, including "Introduction")
 - 1 Samuel 18-20
 - 2 Samuel 1, 11.1-12.25.

March 25

- Biblical Marriage?
 - Knust 47-77
 - Establishing Biblical Marriage:
 - Genesis 1-3
 - Exodus 20.1-17, 22.16-27
 - Deuteronomy 24.1-5, 25.5-10
 - Jesus on Divorce:
 - Matthew 5.27-32, 19.3-12
 - Mark 10.2-12
 - Luke 16.18
 - Jesus on family
 - Matthew 10.34-39
 - Luke 12.49-53, 14.25-33
 - Matthew 12.46-50
 - Mark 3.31-35
 - Luke 8.19-21

March 30

- Early Christian approaches to Sex
 - Knust: 79-112
 - Paul on sex and marriage:
 - 1 Corinthians 5.1-5, 6.9-10, 7
 - 1 Thessalonians 4.3-5
 - Household Codes
 - Colossians 3.18-4.1
 - Ephesians 5.21-6.9
 - Pastorals:
 - 1 Timothy 2.8-3.13 5.1-16
 - Titus 2.1-15

April 1

- Gender and Desire in the Old Testament
 - Knust: 113-152
 - Prostitution and Idolatry
 - Hosea 1-4
 - Exodus 34.10-17
 - Deuteronomy 7.1-11, 23.17-18
 - 1 Corinthians 6.9-20
 - Revelation 2.20-23
 - Rahab the Prostitute:
 - Joshua 2, 6.12-27
 - Mixing?
 - Leviticus 18, 20

- Genesis 20, 29.1-30

April 8

- Gender and Desire in the OT (cont):
 - Knust 153-186
 - Strange Flesh: Angels
 - Genesis 6
 - 2 Peter 2.4-11
 - Jude 6-7, 14-15
 - Strange Flesh?: Sodom
 - Genesis 18.16-19.29
 - Judges 19-21
 - Jeremiah 23.14
 - Ezekiel 16.49-50, 22.6-12
 - Amos 4.1-11
 - Romans 1.18-32
 - Strange Flesh: Gentiles
 - Genesis 34
 - Ezra 9-10
 - Nehemiah 13.1-3, 23-31

Section 4: Christian Tradition: What debates have Christians had about sex?

April 13

- Homosexuality: Debating the Bible
 - Jordan, 20-46

April 15

- Homosexuality: Gender and Desire “Against Nature”
 - Jordan, 76-106

April 20

- Marriage: Gender and Desire in Christian Ascetic Traditions
 - Jordan, 47-75

April 22

- Marriage: Gender and Desire in Christian Marriage Teachings
 - Jordan, 107-130

Section 5: Integrating the questions

April 27

- Drawing Conclusions?

- Jordan, 131-172
- Biology integration case study?

April 29

- The lives of the intersexed
 - Eugenides, entire book

Final Presentations and Papers: May 6 12-3pm

Course Policies

Professional Participation

- Attendance
 - Just as with work, attendance is mandatory and the only way to succeed.
 - If you know you will be absent for any reason, inform us as soon as you know. This may not result in an excused absence, but it can make it more likely for you to succeed in the course.
 - Policies:
 - Two absences are allowed without penalty or question.
 - An attendance probation warning will be issued on the second absence. The third absence may result in withdrawal.
 - No absences will be excused without an official email from student life or academic advising or academic services. This email must specify the reason for the absence and say that it was collaborated with a note from an appropriate source.
 - If you arrive after attendance has been taken, it is your responsibility to contact the instructor to make sure your presence has been noted. You may be penalized for half an absence if you are tardy.
- Preparation:
 - *Complete* the assigned work for that day.
 - *Digest* the assigned reading, etc. Just doing the reading isn't enough. You must be ready to talk intelligently about it. We recommend coming to every class with at least one good question about the reading in addition.
 - *Bring* hard copies of that day's reading and writing assignments with you to class.
 - Failure to bring a reading to class may result in a tardy
 - *Engage* in large and small group discussions.
 - *Actively participate* in discussion. Take notes. If you don't understand something, please ask for clarification.
- Respectful and Professional Conduct
 - You should conduct yourself in a professional manner in your email correspondence, timeliness for office hour appointments, and in all ways treat yourself, your classmates, and your professors with professional respect.
 - *Due diligence* involves doing your best to *understand instructions that are given in written*

and verbal form. Failing to do due diligence, i.e., asking questions of the professor that are addressed clearly on the syllabus or in other written form, can adversely affect this grade.

- We suggest this procedure when you have a question:
 - Step one: consult the syllabus and course emails or announcements.
 - Step two: ask a classmate if you missed an announcement in class.
 - After steps one and two, it is appropriate (encouraged even!) to ask the professor during class or over email. Often, we will address the question in class if it might help other students.
- Notes and other missed information are available from the student instructor.

○ **Coursework**

- **Late work:** Only timely work will be accepted. Late work will not be. In general, breakdown of a computer, printer, etc. are not valid excuses for late work.
- **Makeup work:** In general, no makeup opportunities will be given.
- **Extra credit:** As a rule, the only form of extra credit available will be excellent performance on assigned work.
- **Citations:** See the University Honor Code. Ideas and words from sources must be cited by author, text, and page number using a standard citation technique. See the library website for help with citation techniques.
- **Writing Center:** Professors may require student to use the writing center, which is an excellent resource. If the professors do so, the student should leave enough time to make the appointment and suggested corrections.

○ **Technology**

- **Electronics:** No computers, cell phones, tablets, e-readers, smart watches of any kind will be permitted without the direction or permission of the instructors. In the event that a student is found using such a device without the professors' permission, student will be dismissed from class and given an absence.
- **Email:** Please allow 24 hours for a response to emails, excluding weekends.
- **Technology problems:** It is strongly recommended that the students make use of professors' office hours, etc. for help with matters of academic concerns. In the event of problems with Blackboard or any technological matter, the most effective support will come from the Office of Information Technology **(336) 841-9147**.
- **Turnitin:** Some work will be uploaded on Turnitin. If you cannot upload work for whatever reason, email it to us as an attachment and then upload it when the system allows you. Turnitin has trouble with Safari. Try using a different computer or contacting IT if the problem repeats. No excuses for late work due to computer problems will be accepted, so make sure you don't forget to attach a readable copy of the file.

○ **Self advocacy and Personal Responsibility**

- *Self advocate.* This is an extremely important life skill. If you need help with material or performance, seek it from a tutor, student instructor, classmate, professor, or coach. If you don't understand a reading, come talk to us. If you are worried about performance, make an appointment to see how you can do better. Self-advocate by seeking help from instructor or SI in office hours or over email as soon as you think you need it. Give yourself enough time to do the work and receive help.

- *Take responsibility* for your work and college career. It is your responsibility to manage, plan, and appropriately prioritize for extra-curricular activities, commitments, and obligations. This course is designed to fit the expectations of time and rigor outlined by the university. You should plan to study 8-12 hours per week outside of class. Professors are willing to advise on difficult situations.
- *Dynamic grading.* We are enthusiastic about helping you comprehend the material and perform well in our class. The grade is meant to reflect that performance as a whole. This means that improvement in the course will be taken into account in assigning the grade.

Summary of Course Policies (in case you're overwhelmed):

- **Come to class fully prepared. Actively listen when you're there.**
- **Contact us ahead of time if you know you'll be gone.**
- **Get an official note to us if you're absent in case of an emergency.**
- **Submit work on time (no late work accepted, no makeup work given)**
- **Cite sources on all written work—even for ideas, especially for quotes. Give a page number, and use a standard style.**
- **Read the syllabus, emails, and announcements, and listen in class. If you don't know something, check those sources first before asking us. It may be easiest to ask a classmate for their impression if you're not sure.**
- **Use the writing center.**
- **Give us a day to respond to emails. Sometimes we'll just talk to you in class.**
- **Give yourself enough time to get help before work is due.**
- **Give your full attention in class (no distracting electronics).**
- **Contact IT in case of technology problems.**
- **Self advocate.**
- **Plan.**
- **The course is setup to reward diligence and improvement.**

Grading Standards

A grade of A or A- indicates that the assignment is excellent, going above and beyond the requirements and demonstrating the highest level interaction with the texts and concepts possible for undergraduates. The student:

- demonstrates clear understanding by helpfully interacting with the texts and arguments of a broader conversation;
- demonstrates an original, helpful, insightful thesis that makes connections that are not immediately apparent on the surface
- makes that thesis discipline the entire assignment, especially the conclusion;
- anticipates criticisms and, insofar as possible, accounts for alternative positions;
- uses an effective rhetorical structure, including an accountable method of argument and a clear flow of ideas;
- and writes and presents enjoyably well. A grade of B+ indicates that you have successfully and competently done the work. You demonstrate accurate understanding of texts and arguments and

you have a clear thesis in a well-written or presented assignment. To develop into A-level work, may need a more original thesis. Or you may have an excellent thesis that is not completely realized in the subsequent argument. Or the readings of others may be slightly distorted at points.

A grade of B indicates acceptable completion of the assignment, with room for improvement in argument, and/or in understanding of other texts. This may be the grade for a reasonable essay or presentation that remains descriptive rather than critical, or that seems rushed in its consideration. It may be the grade for an exciting idea that suffers from sloppy writing and argumentation.

A grade of B- indicates inadequate completion of the assignment but good faith effort in approaching it. The assignment probably suffers from lack of a clear thesis and disorganized argument, and may incorrectly understand other arguments. However, this may also be the grade for work with a good thesis but confusing flow, undefended assumptions, or inappropriate reading of other arguments.

A grade of C acknowledges that something was submitted, and that it fails to approximate the level of writing expected for a liberal arts education, but meets minimal requirements for completion of the assignment.

Assignments that do not meet minimal expectations will be rewritten in order to receive credit for the course.

Inclusive Language

Believe it or not, sexism is embedded in the very fabric of our language. It is part of our ethical commitment as teachers to help students recognize, reflect on, and then eliminate sexism in their use of language. This includes, but is not limited to, avoiding the use of the gender specific personal pronoun “he” in cases where the gender of the antecedent is unknown (e.g., we use the phrase “he or she” when referring to a student in this syllabus because a particular student could be either male or female). It also means being intentional about the kinds of examples one uses. Many of our authors wrote before the presence and danger of sexism in language was understood. While you must use these sources in your work, you must not continue their sexist use of language.

The presence of gendered language is especially prevalent in how people refer to God. It is perfectly understandable for you to refer to God by using gendered pronouns (he or she) as such use is deep in the Christian tradition, but we do ask that you include (at the very least) a footnote or a parenthetical note that says you realize you are using a gendered term for God. You are encouraged, but not required, to use inclusive language for God (as well as human beings). Use of exclusive language ought to be accompanied by a recognition of the fact, because we want to see that you recognize what you are doing. If you have questions on how to write properly with gender-inclusive language, please ask.

The High Point University Honor Code asserts that:

- Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;
- Every student is honor-bound to refrain from cheating;
- Every student is honor-bound to refrain from collusion;
- Every student is honor-bound to refrain from plagiarism;
- Every student is honor-bound to confront a violation of the University Honor Code;
- Every student is encouraged to report a violation of the University Honor Code.

Cheating includes, but is not limited to:

- the use of unauthorized information during testing or examination;
- the submission, in whole or in part, of the ideas or work of another as one's own;
- the completion of academic work for another student who later submits said work, in whole or in part, as her/his own;
- submission of the same or similar work in two or more classes without the approval of the instructor(s) involved.

Collusion includes, but is not limited to:

- agreements or conspiracies entered into for fraudulent or illegal purposes;
- discussing or otherwise describing the content of a test or examination with a student who will take a similar examination in the same course at a later period;
- forgery for purposes of deception. Property violations. Property violations include, but are not limited to:
- the misappropriation of patents, copyrights, trademarks, or computer software;
- securing information from the Internet or similar sources without paying the required fees or royalties, where prescribed;
- the destruction or corruption of information technologies intended for common use;
- the misappropriation of library resources intended for common use;
- the destruction or corruption of library resources;
- forgery for purposes of theft.

Plagiarism involves quoting or paraphrasing sources without proper acknowledgment. Plagiarism occurs when students submit, without appropriate documentation or quotation marks:

- part or all of written or spoken statements derived from sources, such as books, the Internet, magazines, pamphlets, speeches, or oral statements;
- part or all of written or spoken statements derived from files maintained by individuals, groups, or campus organizations;
- the sequence of ideas, arrangement of material, or pattern of thought of someone else, even though you express such processes in Acknowledgment. Proper acknowledgment includes identifying the author and source of a quoted or paraphrased passage and indicating clearly (by the appropriate use/omission of quotation marks or indentation's) whether the passage is being quoted or paraphrased.

Cheating, collusion, and plagiarism are grounds for immediate failure of the course.

Disability Statement

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Student's need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.

Writing Center Statement

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff

will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting September 3, 2014 for the Fall 2014 semester.

Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact the Writing Center Director, Dr. Leah Schweitzer, at lschweit@highpoint.edu or (336) 841-9106