

USCAnnenberg

COMM 406 (4 units, 20622R)
Communicating about Sex
Tu/Th 11-12:20 ASC 231

Instructor:	Jillian Pierson, Ph.D.	I encourage you to connect with me outside of our regularly scheduled class meetings! I'm available many times other than what is listed here as my official hours.
Office:	TBD	
Hours:	and by appt in ASC G21 or on Zoom	If my office hours aren't convenient for you, I'd be glad to meet you at other times, either in-person or by Zoom or on the phone. Email me with several suggested options that work in your schedule if you'd like to set up an alternate meeting time. You might text me to see if I'm in my office before heading over—even the official hours sometimes are disrupted by meetings or talks I'm attending, so it's a good idea to check first.
Phone:	213-821-1127	
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Course Description

We're good at joking about sex, fear mongering, and titillating. Where we get awkward is when the conversation gets real. Social science research consistently finds that communication about sex is positively related with all kinds of desirable (pun noted) sexual health outcomes; but culturally and socially created sexual scripts tend to inhibit frank conversations. Incorporating readings, lectures, and discussion, we will engage in an open, research-based conversation about sex and sexuality. We will investigate the ways in which communication and sexuality relate to one another and learn about current research and theory.

Learning Objectives

By the end of this course, students will be able to

- explain the advantages and disadvantages of the ambiguity of sexual terminology
- recognize and recall major terms and theories in the field of sexual communication
- identify media and society's influences on sexual relationships
- describe the role communication plays in sexual health
- apply communication theories and concepts to specific communication scenarios
- create effective communication promoting sexual health

Required Course Materials

All assigned readings will be posted to Blackboard and should be completed prior to class on the day they are listed on the course calendar. The complete bibliography will be posted on Blackboard.

Tentative Course Schedule *Subject to Change:*

	Date	Topic	Assignment due	Read before class
1	Jan 9	Intro and welcome		
	Jan 11	A brief history; some “facts of life”	Student Info Form	Byers (2011); Nagoski (2021)
2	Jan 16	Sexual scripts		Simon & Gagnon (2003); Carpenter (2001) LaFrance (2010)
	Jan 18	The gendered roles we play	Response paper	Frith & Kitzinger (2001) Vannier & O’Sullivan (2011); Meenagh (2020) Uwujaren (2015)
3	Jan 23	Communication with friends		Busse et al; McDavitt & Mutchler; Trinh
	Jan 25	Communication with partners	Response paper	Miller-Ott & Lindner; Montesi et al 2010 Rubinsky & Hosek (2019)
4	Jan 30	Hookups &	Sexpectations	Fielder et al; Garcia et al, Wentland & Reissing; Holman & Sillars; Wade (2017)
	Feb 1	Friends with benefits	Response paper	Bisson & Levine; Epstein et al; Stein et al. (2019)
5	Feb 6	Self-disclosure, stigma &		Coffelt & Hess; Denes; Denes & Afifi
	Feb 8	Privacy management	Response paper	Anderson et al. (2011) Nichols; Redlick
6	Feb 13	Negotiating safe sex		Broaddus et al; Horan; Horan & Cafferty (2017)
	Feb 15	Consent and coercion	Response paper	Gutzmer et al; Wright et al.; Brady et al. (2018); Roupenian (2019)
7	Feb 20	Consent and coercion (cont.)		Littleton et al (2009); LaBrie et al. (2014); Katz et al. (2019) Garcia et al. (2018); (Gunther-Grey et al. (2013)Keene et al. (2020); Moyer-Gusé et al. (2021)
	Feb 22	Sexual health campaigns	Response paper	
8	Feb 27	“Coming out”		Manning a, Manning b Venetis et al. (2017)
	Feb 29	Sexual identity	Response paper	Rubinsky & Cooke-Jackson (2017); Abdi & Van Gilder (2016); Silva (2018)
9	Mar 5	Midterm	Midterm	

	Mar 7	Communication in families		Holman & Kellas (2018); Eisenberg et al. (2006); Estrada-Martinez et al. (2021)
Enjoy spring break! No class meetings March 11-15				
10	Mar 19	Talking about porn	Hot topic due	Dawson et al. (2020); Kohut (2018); Klein (2016); Ezzell et al. (2020)
	Mar 21	Sex in the digital age	Response paper	Burkett (2015); Dir & Cyders (2015; Guest & Denes (2022)
11	Mar 26	and online dating		Fansher & Eckinger (2021); Lundquist, & Curington, (2019); Noland (2021)
	Mar 28	Infidelity & Non-monogamy	Response paper	Sheff (2020); Clarke et al. (2015); Thompson & O'Sullivan (2016)
12	Apr 2	Hot topic presentations	"Hot Topics"	tbd
	Apr 4	Hot topic presentations		
13	Apr 9	Hot topic presentations		tbd
	Apr 11	Hot topic presentations		
14	Apr 16	Culture and ethnicity	Interview paper	Choudhry et al. (2022); Dogan et al. (2022); Liu (2012)
	Apr 18	People with disabilities; sexual minorities	Response paper	DeSantis et al. (2018); Peta et al. (2016); Platt & Bolland (2018); Schiappa (2021)
15	Apr 23	Sex work		Ali et al. (2022); Basu & Dutta (2009); Jansson et al. (2022)
	Apr 25	Moving forward	Response paper	tbd
	May 7	11 - 1	Final project	
		This is the university-scheduled time for the final exam when we will meet for final project presentations.		

Course Policies

Respectful conversation: We may touch on topics that some students feel sensitive about during class. If you find yourself having an emotional response, please reach out to me. Know that I want everyone to feel comfortable engaging in productive, open conversation, including at the times we don't agree with one another. If I get something wrong, I'd like to hear from you in a respectful way; I have an open mind and like most people, I am still learning and evolving.

I also hope you'll be mindful that we all come to the classroom from a variety of backgrounds and life experiences. We can't truly understand another person's perspective, but we can listen with acceptance and empathy.

Attendance and Participation

1. To get the most out of this class, you must show up for our meetings. While it is normal to miss a few times during the course of a semester, you cannot "take" this class without attending regularly.
2. Of course you may occasionally have to miss class for illness or other reasons. When you are absent, I do not need to hear an excuse. I do not take attendance after the first few weeks of class. However, if you have to miss several classes, I would appreciate your letting me know what is going on so that I don't worry about you.
3. If you miss class, please ask two peers for notes, check Blackboard, and complete any alternative "participation" activity provided within one week of the missed class.
4. After six absences, regardless of the reason, your overall grade will be reduced by one-third of a letter grade. Each two additional absences from thereon in will reduce the grade by another one-third. For example, if your final grade averaged to a 92 (A-) but you were absent eight times, your grade would be recorded as an 86 (B).
5. If you add the class late, you are still responsible for the material and assignments you missed. Please submit any homework and participation assignments no later than Thursday of the fourth week of class.

No laptops or electronics.

In order to create the best possible learning environment, I ask you to not use your laptops, tablets, or phones. I completely understand the temptation, but I think we all benefit from focusing without technology. Current research shows that taking notes by hand is more effective than typing them. Read the articles posted on Blackboard for a lengthier discussion of this policy. (Sometimes students have documented reasons for using laptops for note-taking; exceptions are made only for students with such documentation from OSAS.)

Please bring pen and paper to class meetings for note-taking and activities. If you are using an iPad or other tablet instead of pen and paper, that is acceptable as long as you keep your device open to the note-taking app only.

Communication

Please be sure to read your USC emails and Blackboard announcements daily on weekdays. I reply to my emails within 24 hours (although on the weekends I may take longer). If you don't hear back from me promptly, feel free to send me a follow-up after a day has gone by.

Timely submission of work: If your assignment is late, it will be marked down by one third of a letter grade for every day it is late. Also, please be aware that if you end up handing a paper in late, it falls to the bottom of my stack of things to do and will most likely not be returned to you in a very timely manner.

Sometimes a student has a true emergency. Please contact me as soon as possible if something prevents you from submitting your work on time.

Accidentally uploading the wrong assignment or using a format not accepted by Blackboard is not a valid excuse for a late submission.

Back up your work: Computer failures are sadly not uncommon. Please cover yourself by regularly saving your work to cloud storage and to an external storage device.

Generative Artificial Intelligence (AI) Use Policy

Generative AI (such as ChatGPT, Bard, Claude and many others) is a tool which offers opportunities and raises concerns. As the technology rapidly evolves, we students of communication need to be thoughtful and ethical consumers of the technology. For our class, there may be times when it is appropriate to use AI, such as for brainstorming topic ideas. But please keep in mind some important notes when using generative AI:

1. You must **give credit** to the specific AI used in your assignment. Check Blackboard and the specific assignment instructions for information about how to do that appropriately. Failing to cite AI use is an academic integrity violation and will be treated as such, with potentially serious consequences.
2. Generative AI often is incorrect and gives **misinformation** through its “hallucinations.” You cannot rely on AI output; you have to check for correctness.
3. The **quality of the prompts** shapes the quality of the output of generative AI. As these tools develop, our skills in “conversing” with them will need to change and grow too.
4. AI should never be a substitute for your own **thoughtful, critical contributions** to the subject matter. Expressing oneself through writing is an important part of learning, refining thought, and demonstrating understanding that cannot be ceded to AI tools.

These are just a few of many considerations that I wanted to highlight at present. I expect my own knowledge and policies in this arena to evolve, and I welcome your thoughts.

Electronic submission of assignments

Please upload your assignments to Blackboard only. If you have trouble with Blackboard, reach out to Blackboard support directly for help—service is available 24/7 at 213-740-5555. Blackboard submissions that have uploaded successfully automatically generate an email to the student who submitted them. If you don’t get the email, you have not submitted your assignment.

If Blackboard has a problem, you may email your assignment to your TA as proof that you completed it by the deadline. However, we can only grade in the Blackboard environment so you will still need to upload there as soon as the system is functioning.

Grading

I believe an “A” represents excellent, thoughtful, and enthusiastic work. A “B” represents really good work. A “C” merely meets all the requirements of the assignment. If you are disappointed by a grade, please write me an email requesting a conversation. I would be happy to discuss my feedback with you and to help you improve for the next assignment.

The grading scale for this class will be that an A is equivalent to 94 or above; A- is 90-93; B+ is 87-89; B is 84-86; B- is 80-83; C+ is 77-79; C is 74-76; C- is 70-73; D+ is 67-69; D is 64-66; D- is 60-63; and F is 59 and below.

- A Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
- B Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
- C Satisfactory; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
- D Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
- F Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.
- P/ NP To earn a passing grade, you must have a C- or higher. You also may not omit any assignments or exams regardless of your average score in the class.

Grades will be based on the following:

Misc in-class and homework	5%
Reading response papers	5%
Sexpectation paper	10%
Discussion starter / blog	15%
Interview paper	15%
“Hot Topic” presentation	15%
Midterm exam	15%
Final project	20%

ASSIGNMENTS

One key to success will be reading all of my directions carefully. Some directions are in this syllabus, but more will be given in class and posted on Blackboard. Always feel free to ask questions; I'd much rather clarify expectations in advance than learn afterwards that you didn't fully understand the assignment.

In-class work/homework

I will occasionally ask you to submit something as homework (such as the student information sheet) or to do something in class that I'll give you credit for in this category. These items are not evaluated so as long as you complete the task on time, you'll receive full credit. If you miss a class, check Blackboard for alternative participation activities.

Reading Response Papers (ten 1-2 page submissions)

This class thrives on great conversation based on the shared background of our assigned readings. To support your timely reading, you will submit weekly response papers based on either the Tuesday or Thursday set of readings. In total, you will submit ten of these brief papers because on the week you are assigned your blog post/discussion questions, you will not be required to submit a response paper.

Sexpectations (approximately 3-5 page paper)

Our goal for this assignment is to become more critical consumers of sexual information and content provided in pop culture and to consider how those portrayals can affect viewers "in real life."

Choose an artifact in pop culture that you believe reflects unrealistic or inaccurate portrayals of sex. You will then write a three to five page critique of the artifact in which you will:

1. Briefly introduce the artifact.
2. Describe what specifically is unrealistic or inaccurate
 - a. using the framework of norms or scripts, citing at least one reading as support for that framework
 - b. citing outside sources (outside sources refers to ones not assigned in our readings) to support your claims of something being unrealistic
3. Discuss how the artifact's portrayal could lead to sexual communication issues, insecurities or difficulties.
4. Include a list of references (in addition to the 3-5 pages) in APA style, and a link to the artifact when relevant.

An artifact could be a scene from a movie, TV show, a music video, or a commercial. (If you'd prefer a different type of artifact, please run your idea by me.)

Discussion Starter/

Magazine Article or Blog Post (approximately 3-5 page paper plus 3 disc questions)

Your task is to read several readings on one topic and turn them into a blog post or magazine article. The idea here is to take the assigned readings from a particular week

(tbd) and translate them from academic writing into an understandable, appealing article. You should write for an audience of laypeople in an engaging way, drawing out themes from the readings and providing your own reflection (although this is not a place to share personal anecdotes).

You will then be expected to take a leading role in class discussion on the day you've been assigned. Bring to class a very brief summary of the readings to share, and three questions based on the readings to start the conversation during our meeting.

Interview Report (approximately 5-6 page paper)

By this point in the semester, you have developed an academic understanding of many sexual communication issues. This assignment should bring you a more on-the-ground perspective.

Select a person who can provide you insight into a field closely related to our class. This could be a sex educator; a rape crisis counselor; an intimacy coordinator; a sex therapist or similar.

Ask for about 45 minutes of their time, and then interview your subject in person or on Zoom. In order to respect their time, be sure you have gathered information beforehand about the individual's role, field, or organization. Incorporate that background information into your report by citing at least three sources.

Your report should convey a meaningful understanding of your interviewee's field, perspective, and experience to a reader who is unfamiliar with the topic.

You ideally will use the information gathered in this interview as a springboard into your final project.

"Hot Topics" in Sex and Comm (outline and informal 5-7 minute presentation)

This is an opportunity for you to learn more about a topic of interest and share it with the rest of us. You may choose something we covered in class but didn't get into deeply enough, or you may investigate something new. Your topic is subject to my approval in advance.

You will research the topic using a minimum of five sources (a minimum of two should be academic, scholarly sources, meaning from peer-reviewed journals); assemble an outline that incorporates the sources; and then take over teaching the class for 5-10 minutes on the day you're assigned.

Exam

The midterm exam will cover readings, lectures and class discussions. Be prepared to not merely recall the concepts, but to apply them to novel scenarios.

Final Project

Your final project should reflect knowledge gained throughout the semester from our assigned readings, lectures, and conversations and also from your own independent research, including your interview. The project may take one of several forms:

- Plan for a sexual health campaign
- Plan for a community intervention
- A research proposal

Any of these projects will reference a minimum of ten academic sources.

You will present your project during our final exam period (at the time scheduled by the university).

Honoring Native Lands

Our USC campus is located on the traditional land of the Tongva People. It is a complicated reality that we exist in a space which for many years belonged to the Tongva who have been here for at least 10,000 years. I would like to acknowledge the unjust, violent history that unfolded over many years before the establishment of this university, and to show appreciation and humility toward indigenous communities and the sacrifices they have been forced to make.

Looking Ahead

I look forward to spending the semester with you, discussing and learning more about this interesting and important topic.

Course Bibliography (subject to change)

Week 1

Byers, S. E. (2011). Beyond the birds and the bees and was it good for you?: Thirty years of research on sexual communication. *Canadian Psychology, 52*(1), 20-28.

Nagoski, E. (2021). *Come as you are: The surprising new science that will transform your sex life*. Simon and Schuster.

Week 2

Carpenter, L. M. (2001) The ambiguity of “having sex”: The subjective experience of virginity loss in the United States. *The Journal of Sex Research, 38*(2), 127-139.

Frith, H., & Kitzinger, C. (2001). Reformulating sexual script theory: Developing a discursive psychology of sexual negotiation. *Theory & Psychology, 11*(2), 209-232.

La France, B. H. (2010). What verbal and nonverbal communication cues lead to sex?: An analysis of the traditional sexual script. *Communication Quarterly, 58*(3), 297-318.

Meenagh, J. L. (2020). 'She doesn't think that happens': When heterosexual men say no to sex. *Sexualities*, 1363460720936460.

Simon, W., & Gagnon, J. (2003). Sexual scripts: Origins, influences and changes. *Qualitative Sociology*, 26(4), 491-497.
doi:10.1023/B:QUAS.0000005053.99846.e5

Uwujaren, J. (2015). How Women Are Pressured into Being Sexy, But Punished for Being Sexual. *Everyday Feminism*

Vannier, S. A., & O'Sullivan, L. F. (2011). Communicating interest in sex: Verbal and nonverbal initiation of sexual activity in young adults' romantic dating relationships. *Archives of Sexual Behavior*, 40(5), 961-969. doi:10.1007/s10508-010-9663-7

Wade, L. (2017). *American hookup: The new culture of sex on campus*. WW Norton & Company.

Week 3

Busse, P., Fishbein, M., Bleakley, A., & Hennessy, M. (2010). The role of communication with friends in sexual initiation. *Communication Research*, 37, 239-255.

McDavitt, B., & Mutchler, M. G. (2014). "Dude, you're such a slut!" barriers and facilitators of sexual communication among young gay men and their best friends. *Journal of Adolescent Research*, 29(4), 464-498.

Miller-Ott, A. E. & Linder, A. (2013) Romantic partners' use of facework and humor to communicate about sex. *Qualitative Research Reports in Communication*, 14:1, 69-78.

Montesi, J.L., Fauber, R. L., Gordon, E. A., & Heimberg, R. G. (2010). The specific importance of communicating about sex to couples' sexual and overall relationship satisfaction. *Journal of Social and Personal Relationships*, 28(5), 591-609.

Rubinsky, V., & Hosek, A. (2019). "We have to get over it": Navigating sex talk through the lens of sexual communication comfort and sexual self-disclosure in LGBTQ intimate partnerships. *Sexuality & Culture*, 1-17.

Trinh, S. L. (2016). "Enjoy Your Sexuality, but Do it in Secret" Exploring Undergraduate Women's Reports of Friends' Sexual Communications. *Psychology of women quarterly*, 40(1), 96-107.

Week 4

Bisson, M. A., & Levine, T. R. (2009). Negotiating a friends with benefits relationship. *Archives of Sexual Behavior*, 38(1), 66-73.

- Epstein, M., Calzo, J. P., Smiler, A. P., & Ward, L. M. (2009). "Anything from making out to having sex": Men's negotiations of hooking up and friends with benefits scripts. *Journal of Sex Research*, 46(5), 414-424.
- Fielder, R. L., Carey, K. B., & Carey, M. P. (2012). Are hookups replacing romantic relationships? A longitudinal study of first-year female college students. *Journal of Adolescent Health*, (52), 657-659.
- Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. *Review of General Psychology*, 16(2), 161-176.
- Holman, A., & Sillars, A. (2012). "Talk about "hooking up": The influence of college student social networks on nonrelationship sex." *Health Communication*, 27, 205-216
- Stein, J. B., Mongeau, P., Posteher, K., & Veluscek, A. (2019). Netflix and chill?: Exploring and refining differing motivations in friends with benefits relationships. *The Canadian Journal of Human Sexuality*, 28(3), 317-327. (addition Sp 2021)

Week 5

- Anderson, M., Kunkel, A., & Dennis, M. R. (2011). "Let's (not) talk about that": Bridging the past sexual experiences taboo to build healthy romantic relationships. *Journal of Sex Research*, 48(4), 381-391.
- Coffelt, T. A., & Hess, J. A. (2014). Sexual disclosures: Connections to relational satisfaction and closeness. *Journal of Sex & Marital Therapy*, 40(6), 577-591.
- Denes, A., & Afifi, T. (2014). Pillow talk and cognitive decision-making processes: Exploring the influence of orgasm and alcohol on communication after sexual activity. *Communication Monographs*, 81, 1-26.
- Nichols, W. L. (2012). Deception versus privacy management in discussions of sexual history. *Atlantic Journal of Communication*, 20(2), 101-115.
doi:10.1080/15456870.2012.665346
- Redlick, M. (2017). The perceived threat of sexual communication, number of previous sexual partners and topic avoidance in romantic relationships. *Psychology & Sexuality*, 8(1-2), 148-157.

Week 6

- Brady, G., Lowe, P., Brown, G., Osmond, J., & Newman, M. (2018). 'All in all it is just a judgement call': Issues surrounding sexual consent in young people's heterosexual encounters. *Journal of Youth Studies*, 21(1), 35-50.
- Broaddus, M. R., Morris, H., & Bryan, A. D. (2010). 'It's not what you said, it's how you said it': Perceptions of condom proposers by gender and strategy. *Sex Roles*, 62(9-10), 603-614.
- Gutzmer, K., Ludwig-Barron, N. T., Wyatt, G. E., Hamilton, A. B., & Stockman, J. K. (2016). "Come on baby. You know I love you": African American women's experiences of communication with male partners and disclosure in the context of unwanted sex. *Archives of Sexual Behavior*, 45(4), 807-819.
- Horan, S. M. (2016). Further understanding sexual communication: Honesty, deception, safety, and risk. *Journal of Social and Personal Relationships*, 33(4), 449-468.
- Horan, S. M., & Cafferty, L. A. (2017). Condom communication: reports of sexually active young adults' recent messages with new partners. *Journal of Health Communication*, 22(9), 763-771.
- Roupenian, K. (2019). Cat person. In *The Best American Magazine Writing 2018* (pp. 473-494). Columbia University Press.
- Wright, M. O., Norton, D. L., & Matussek, J. A. (2010). Predicting verbal coercion following sexual refusal during a hookup: Diverging gender patterns. *Sex Roles*, 62(9-10), 647-660.

Week 7 consent and coercion

- Katz, A. J., Hensel, D. J., Hunt, A. L., Zaban, L. S., Hensley, M. M., & Ott, M. A. (2019). Only yes means yes: sexual coercion in rural adolescent relationships. *Journal of Adolescent Health*, 65(3), 423-425.
- LaBrie, J. W., Hummer, J. F., Ghaidarov, T. M., Lac, A., & Kenney, S. R. (2014). Hooking up in the college context: The event-level effects of alcohol use and partner familiarity on hookup behaviors and contentment. *Journal of Sex Research*, 51(1), 62-73.
- Littleton, H., Tabernik, H., Canales, E. J., & Backstrom, T. (2009). Risky situation or harmless fun? A qualitative examination of college women's bad hookup and rape scripts. *Sex Roles*, 60(11-12), 793-804.

Week 7 sexual health campaigns

- Garcia, J., Perez-Brumer, A. G., Cabello, R., & Clark, J. L. (2018). "And Then Break the Cliché": Understanding and Addressing HIV Vulnerability Through Development of an HIV Prevention Telenovela with Men Who Have Sex with Men and Transwomen in Lima, Peru. *Archives of Sexual Behavior*, 47(7), 1995-2005.

Gunther-Grey, J., Wolitski, M., & Reitmeijer, O. R. (2013). Building Our Understanding: Key Concepts of Evaluation Applying Theory in the Evaluation of Communication Campaigns. *Atlanta: Centers for Disease Control and Prevention*.

Keene, L. C., Dehlin, J. M., Pickett, J., Berringer, K. R., Little, I., Tsang, A., ... & Schneider, J. A. (2020). # PrEP4Love: success and stigma following release of the first sex-positive PrEP public health campaign. *Culture, Health & Sexuality*, 1-17.

Moyer-Gusé, E., Chung, A. H., & Jain, P. (2011). Identification with characters and discussion of taboo topics after exposure to an entertainment narrative about sexual health. *Journal of Communication*, 61(3), 387-406.

Week 8

Abdi, S., & Van Gilder, B. (2016). Cultural (in) visibility and identity dissonance: Queer Iranian-American women and their negotiation of existence. *Journal of International and Intercultural Communication*, 9(1), 69-86.

Manning, J. (2015a). Communicating sexual identities: A typology of coming out. *Sexuality & Culture*, 19(1), 122-138. doi:10.1007/s12119-014-9251-4

Manning, J. (2015b). Positive and negative communicative behaviors in coming-out conversations. *Journal of Homosexuality*, 62, 67-97.

Rubinsky, V., & Cooke-Jackson, A. (2017). "Where is the love?" Expanding and theorizing with LGBTQ memorable messages of sex and sexuality. *Health Communication*, 32(12), 1472-1480.

Silva, T. J. (2018). 'Helpin' a buddy out': Perceptions of identity and behaviour among rural straight men that have sex with each other. *Sexualities*, 21(1-2), 68-89.

Venetis, M. K., Meyerson, B. E., Friley, L. B., Gillespie, A., Ohmit, A., & Shields, C. G. (2017). Characterizing sexual orientation disclosure to health care providers: Lesbian, gay, and bisexual perspectives. *Health Communication*, 32(5), 578-586.

Week 9

Eisenberg, M. E., Sieving, R. E., Bearinger, L. H., Swain, C., & Resnick, M. D. (2006). Parents' communication with adolescents about sexual behavior: A missed opportunity for prevention?. *Journal of Youth and Adolescence*, 35(6), 893-902.

Estrada-Martínez, L. M., Grossman, J. M., & Richer, A. M. (2021). Sex behaviours and family sexuality communication among Hispanic adolescents. *Sex Education*, 21(1), 59-74.

Holman, A., & Koenig Kellas, J. (2018). "Say something instead of nothing": Adolescents' perceptions of memorable conversations about sex-related topics with their parents. *Communication Monographs*, 85(3), 357-379.

Week 10

Burkett, M. (2015). Sex(t) talk: A qualitative analysis of young adults' negotiations of the pleasures and perils of sexting. *Sexuality & Culture*, 19(4), 835-863.

Dawson, K., Nic Gabhainn, S., & MacNeela, P. (2020). Toward a model of porn literacy: Core concepts, rationales, and approaches. *The Journal of Sex Research*, 57(1), 1-15.

Dir, A. L. & Cyders, M. A. (2015). Risks, risk factors, and outcomes associated with phone and internet sexting among university students in the United States. *Archives of Sexual Behavior*, 44, 1675-1684.

Ezzell, M. B., Johnson, J. A., Bridges, A. J., & Sun, C. F. (2020). I (dis) like it like that: Gender, pornography, and liking sex. *Journal of Sex & Marital Therapy*, 46(5), 460-473.

Guest, C., & Denes, A. (2022). Too much too soon?: Perceived appropriateness of sexting across stages of relationship development and attachment tendencies among emerging adults. *Computers in Human Behavior*, 137, 107429.

Klein, M. (2016). Kids need porn literacy. *Psychology Today*.

Kohut, T., Balzarini, R. N., Fisher, W. A., & Campbell, L. (2018). Pornography's associations with open sexual communication and relationship closeness vary as a function of dyadic patterns of pornography use within heterosexual relationships. *Journal of Social and Personal Relationships*, 35(4), 655-676.

Wright, P. J., Tokunaga, R. S., & Kraus, A. (2016). Consumption of pornography, perceived peer norms, and condomless sex. *Health Communication*, 31(8), 954-963.

Week 11 online dating

Choi, K. W. Y., Choi, E. P. H., Chow, E. P. F., Wan, E. Y. F., Wong, W. C. W., Wong, J. Y. H., & Fong, D. Y. T. (2021). *The experience of using dating applications for sexual hook-ups: A qualitative exploration among HIV-negative men who have sex with men in Hong Kong* Informa UK Limited. doi:10.1080/00224499.2021.1886227

Fansher, A. K., & Eckinger, S. (2021). Tinder tales: An exploratory study of online dating users and their most interesting stories. *Deviant Behavior*, 42(9), 1194-1208. doi:10.1080/01639625.2020.1734170

Lundquist, J. H., & Curington, C. V. (2019). Love me Tinder, love me sweet. *Contexts (Berkeley, Calif.)*, 18(4), 22-27. doi:10.1177/1536504219883848

Noland, C. M. (2021). Negotiating desire and uncertainty on tinder during the COVID-19 pandemic: Implications for the transformation of sexual health communication. *Cyberpsychology, Behavior and Social Networking*, 24(7), 488-492. doi:10.1089/cyber.2020.0685

Week 11 Infidelity and non-monogamy

Clarke, V., Braun, V., & Wooles, K. (2015). Thou shalt not covet another man? Exploring constructions of same-sex and different-sex infidelity using story completion. *Journal of Community & Applied Social Psychology*, 25, 153-166.

Sheff, E. (2020). Polyamory is deviant—but not for the reasons you may think. *Deviant Behavior*, 41, 882-892.

Thompson, A.E. and O'Sullivan, L.F. (2016) I can but you can't: Inconsistencies in judgments of and experiences with infidelity. *Journal of Relationships Research*, 7, 1-13.

Weeks 12 & 13

Readings will be selected to correspond with the “hot topic” presentations.

Week 14 culture and ethnicity

Choudhry, V., Petterson, K. O., Emmelin, M., Muchunguzi, C., & Agardh, A. (2022). 'Relationships on campus are situationships': A grounded theory study of sexual relationships at a Ugandan university *Public Library of Science (PLoS)*. doi:10.1371/journal.pone.0271495

Dogan, J. N., Thorpe, S. Y., Malone, N., Jester, J., Stevens-Watkins, D., & Hargons, C. (2022). 'My partner will think I'm weak or overthinking my pain': How being superwoman inhibits black women's sexual pain disclosure to their partners. *Culture, Health & Sexuality, ahead-of-print(ahead-of-print)*, 1-15. doi:10.1080/13691058.2022.2072956

Liu, M. (2012). Speaking the unspeakable: An exploratory study of college women's sex communication in Shanghai, China. *Asian Journal of Communication*, 22(2), 197-213. doi:10.1080/01292986.2011.642396

Week 14 sexual minorities

De Santis, J. P., Quidley-Rodriguez, N., Valdes, B., Alves, S. L., & Provencio-Vasquez, E. (2018). Contemplating co-occurring cultures: A grounded theory study of sexual decision making among Hispanic men who have sex with men. *Hispanic Health Care International*, 16(2), 85-98.

Peta, C., McKenzie, J., Kathard, H., & Africa, A. (2016). We are not asexual beings: Disabled women in Zimbabwe talk about their active sexuality. *Sexuality Research and Social Policy*, 1-15.

Platt, L. F., & Bolland, K. S. (2018). Relationship partners of transgender individuals: A qualitative exploration. *Journal of Social and Personal Relationships*, 35(9), 1251–1272.

Schiappa, E. (2021). A brief history of defining sex and gender. In *The Transgender Exigency* (pp. 15-32). Routledge.

Week 15

Ali, S., Chaudhuri, S., Ghose, T., Jana, S., & Dolui, R. (2022). Sexual health communication between sex worker mothers and their children in India. *Culture, Health & Sexuality*, 24(4), 533-547. doi:10.1080/13691058.2021.1871648

Basu, A., & Dutta, M. J. (2009). Sex workers and HIV/AIDS: Analyzing participatory culture-centered health communication strategies. *Human Communication Research*, 35(1), 86-114. doi:10.1111/j.1468-2958.2008.01339.x

Jansson, M., Smith, M., Benoit, C., Magnuson, D., & Healey, P. (2022). Challenges and benefits of disclosure of sex work to intimate partners. *The Journal of Sex Research*, 1-13. doi:10.1080/00224499.2022.2092587

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “[Behavior Violating University Standards](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and **has not been previously produced by you for submission in another course**, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776

osas.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.