

Psy231/HDFS200: Human Sexuality

Tuesday/Thursday 1:00-2:20, Room F115, LBCC, Winter 2017, 3 Credits

Instructor: Loren Ford

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Date: January 10, 2017

Class Description

Textbook

Rathus, S. (author), Dance, D. (editor), 2014. *Human Sexuality*. (Custom text for LBCC). Boston, MA: Pearson.

Prerequisites

There are no required prerequisites for this course. However, this course will require college-level writing and reading skills. Student placement at or above the following courses is strongly recommended: Reading 120 and Writing 115.

Course Description

This course discusses the biological, social, and psychological aspects of human sexual functioning from a scientific viewpoint. Topics include sexual anatomy, sexual response, gender identity, gender roles, sexual orientation, relationships and personal interactions, sexual development, contraception, sexually transmitted infections (STIs), and sexual coercion.

Course Learning Outcomes

You are expected to learn a substantial amount of information about the topics addressed. However, we don't want you to learn this material simply to know it. Rather, we want you to gain insights into why people act as they do so that you use this information to interpret, analyze, predict, and explain your own behavior and the behavior you see around you. Throughout we will emphasize how such things as gender roles and personal interactions regarding sex are different and similar across cultures and through time to help you gain a broader perspective on the human condition. We also want you to apply the information covered to yourself so that you have additional coping skills for dealing with life challenges, a greater understanding of where your own attitudes and beliefs came from, and have the desire for continuous change and improvement in the way you deal with others.

Treat Others with Respect

We all have unique values, beliefs, and experiences relating to the subject matter. It is important that you bring your unique perspective to share in a way that is non-judgmental, non-dogmatic, and helpful to others. I encourage you to ask questions, agree, and disagree with others as much as possible, as long as you do so respectfully.

Confidentiality

We will discuss topics that could be sensitive to various class members. Although I encourage you to discuss your own experiences and perspectives, **you do not have to share anything that makes you uncomfortable**. All experiences shared by others in the class are confidential and should not be discussed outside of class.

Course Requirements, Grading, and Schedule

Course Work Requirements and Grading

1. **Read a chapter each week** (two chapters the last week of class). To maximize chances for success in this class we recommend reading the chapters before you come to class each week. We'll give you a study guide for each chapter. This is for your own use—you don't need to turn it in. Test questions will be taken right from the study guides.

2. **Three Tests, worth 200 points total.** Test items are multiple-choice and are taken from the information covered by the study guides.
 - Test 1, February 2 (Week 4), covers Chapters 1-4
 - Test 2, March 2 (Week 8), covers Chapters 5-8
 - Test 3, March 21 (Final), covers Chapter 9-11
3. **Four writing assignments worth 100 points total** on TED Talks, guest speakers, class discussions, and activities. Due dates are February 2 (one paper), March 2 (two papers), and March 21 (one paper). Additional help on written assignments is provided on page 3
4. **Attendance is important.** TED Talks, guest speakers, and participation in group activities and discussions is part of the learning experience in this class and will help you to both understand the material and generate ideas for your written work. If you miss more than four classes, (1) it may be reflected in your grade, or (b) you may be withdrawn from class. (Each tardy or leaving early will count as one absence.)

Grades will be assigned based on number of points earned. Total points possible = 300. The following point ranges may be modified somewhat depending on the difficulty of the tests. (That is, we may curve the grading scale depending on the performance of the class as a whole.)

- A = 260-300
- B = 220-259
- C = 180-219
- D = 140-179
- F = Below 140

Class Schedule. Note: This schedule may change due to availability of guest speakers.

Week	Tuesday	Thursday
1: Jan 10-12	Overview of course; Chapter 1: What is human sexuality; TED Talk (Sexual Footprint); pass out survey	Chapter 1 (continued); discuss survey results and class questions about sex; TED Talk (A Little Told Tale)
2: Jan 17-19	Chapter 2: Female anatomy; Vagina Monologues	Chapter 2 (continued); TED Talk (Birds and Bees)
3: Jan 24-26	Chapter 3: Male anatomy; Puppetry of the Penis	Chapter 3: Male anatomy; TED Talk (Make Love Not Porn)
4: Jan 31-Feb 2	Chapter 4: Sexual arousal and response	Exam #1: Chapters 1-4; first written assignment due
5: Feb 7-9	Chapter 5: Gender identity; TED Talk (Is Anatomy Destiny)	Guest Panel: PFLAG; transgender issues
6: Feb 14-16	Chapter 6: Attraction	Chapter 6 (continued); TED Talk (Infidelity)
7: Feb 21-23	Chapter 7: Sexual Orientation; TED Talk (50 Shades of Gay)	Guest Speaker from Planned Parenthood--contraception Last day to drop class without penalty
8: Feb 28-Mar 2	Chapter 8: Contraception and abortion	Exam #2: Chapters 5-8; second and third written assignment due
9: Mar 7-9	Chapter 9: Sexuality in Childhood and Adolescence	Chapter 10: STIs; Guest speaker from Planned Parenthood—STIs
10: Mar 14-16	Chapter 11: Sexual Coercion; TED Talk (Violence Against Women)	Finish Chapters 9-11 as needed; final class activities
Final: Mar 21 2:30-4:20	Exam #3: Chapters 8-11; fourth written assignment due	

Guidelines for Written Work

Over the course of the term, you will be required to turn in four written assignments that are **2-3 pages** in length using **12-point font** and **1 inch margins**.

The purpose of these assignments is for you to demonstrate your understanding of material presented and to provide an opportunity for you to discuss both how the material has increased your understanding of why people act as they do and how the material has had an impact on your values, your own behavior, and your life.

In the course of writing the paper, I encourage you to express your reactions and opinions. Include what you learned, how it applies to material in the text and class discussions, and how the information is useful for you. On whatever portion of the material you feel comfortable, give personal examples and talk about your own life experiences. I want you to consider how the information is meaningful, useful, and can make a difference in your life.

Paper #1

The first paper is due at the first exam (February 2) and will cover at least three of the following TED Talks and other videos shown in class. Discuss whichever had the most impact on you. You may discuss each separately; your ideas and thoughts about each video don't necessarily need to be related to each other since each video might bring up different issues for you.

- TED Talk: Al Vernacchio—*What's Your Sexual Footprint?*
- TED Talk: Shereen El Feki—*A Little-Told Tale of Sex and Sensuality*
- TED Talk: Carin Bondar—*The Birds And the Bees Are Just the Beginning*
- TED Talk: Cindy Gallop—*Make Love Not Porn*
- *Vagina Monologues*
- *Puppetry of the Penis*

Paper #2

The second paper, due at the second exam (March 2), will be on the panel discussion/presentation from PFLAG and the two TED Talks on transgender issues. In this paper, we will ask you to relate the ideas and issues brought up in the panel discussion to the ideas and issues in the videos and other information from the book.

- Alice Dreger—*Is Anatomy Destiny?*
- iO Tillett Wright—*50 Shades of Gay*

Paper #3

The third paper will also be due at the second exam (March 2) and will cover the presentation from Planned Parenthood on Contraception. Relate/compare the information presented to that in the book.

Paper #4

The fourth paper is due at the final (March 21) and will cover both the presentation from Planned Parenthood on STIs and the final TED Talk: Jackson Katz—*Violence Against Women—It's a Man's Issue*. You may discuss each separately, but for each segment, bring in relevant information from ^{the} book.

Basic Additional Information

ADA Statement. Students who have a documented disability and require a classroom adjustment or accommodation should contact the Disabilities Coordinator/Academic Advisor and provide the Approved Academic Accommodation form to the Instructor.

Class Registration. Students may attend this course only if registered. **Students who are unable to attend must drop the course through the Enrollment Services Office. To have tuition charges removed, the course must be dropped by the student before the “drop with refund” deadline. (This term it’s February 24; you must withdraw in person.)** Students who never attend, or stop attending, without dropping may receive a NS, W, or F and will be required to pay for the course.

Academic Integrity/Student Conduct. Students of Linn-Benton Community College are expected to behave as responsible members of the College community and to be honest and ethical in their academic work. Linn-Benton Community College strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one’s research, to present the words, ideas, data, or work of another as one’s own; or to cheat on an examination corrupts the essential process of higher education.

Flexibility Statement. While every attempt will be made to adhere to the proposed schedule, over the course of the term it may be necessary to change dates of some assignments.