

**Psy231/HDFS200: Human Sexuality, Spring 2019**  
**Tuesday/Thursday 1:00-2:20, NSH 207, LBCC, Albany Campus, Loren Ford**

**Instructor:** Loren Ford

**Office:** Tuesday, 12:00-1:00, Room IA 220

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**Date:** April 2019

### **Class Description**

#### **Textbook**

Rathus, S., 2018, *Human Sexuality in a Changing World*. Boston, MA: Pearson.

#### **Prerequisites**

There are no required prerequisites for this course. But, you'll need college-level writing and reading skills at or above the following courses: Reading 120 and Writing 115.

#### **Course Description**

We will discuss the biological, social, and psychological aspects of human sexual functioning based on scientific research and consensus among scientists. Topics include sexual anatomy, sexual response, gender roles and identity, sexual orientation, relationships and personal interactions, contraception, sexually transmitted infections (STIs), and sexual coercion. Human sexuality occurs in the context of culture, politics, and religious beliefs about behavior that is right and wrong. Therefore, in this class, *we will also explore the impact of culture, politics, and religion on sexual behavior, including current events.*

#### **Course Learning Outcomes**

There is a lot of information to learn about the topics addressed. But, 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 of those you see around you. Throughout we will emphasize how such things as gender roles and personal interactions regarding sex are similar and different 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, have 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. We 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 we 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 one-two chapters each week** (12 chapters total). 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 questions are multiple-choice and are taken from the information covered by the study guides.
  - Test 1, Thursday, April 25 (Week 4), covers Chapters 1-4, 70 questions
  - Test 2, Thursday, May 23 (Week 8), covers Chapters 5-8, 10, 80 questions
  - Test 3, Tuesday, June 11 (Final), covers Chapters 12, 13, 15, 50 questions
3. **Four writing assignments worth 100 points total** on TED Talks, guest speakers, class discussions, and activities. Due dates are the same as the tests— April 25 (one paper), May 23 (two papers), and June 11 (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 four or more classes, it will be reflected in your grade. ***If you miss 6 or more classes you will be withdrawn from class, receive an incomplete, or receive an F*** depending on school policy at the time. (Each tardy or leaving early will count as ½ absence.)

**Grades** will be assigned based on number of points earned. Total points possible = 300 (200 for tests; 100 for written work). 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.)

	Test 1	Test 2	Test 3	Written Work
A = 264-300 = 88-100%	62	70	44	88
B = 231-263 = 77-87.8%	54	61	39	77
C = 198-230 = 66-76.8%	46	53	33	66
D = 165-197 = 55-65.8%	39	44	27	55
F = Below 155 = 57.8%	38-	43-	26-	54-

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

Week	Tuesday	Thursday
1: April 2, 4	Overview of course; <b>Chapter 1:</b> What is human sexuality; <b>TED Talk</b> (Sexual Footprint); pass out survey	<b>Chapter 1</b> (continued)—the personal is political; collect survey and class questions about sex; <b>Vagina Monologues</b> ; articles on female health care
2: April 9, 11	<b>Chapter 2:</b> Female anatomy; discuss survey results; respond to class questions about sex	<b>Chapter 2</b> (continued); <b>TED Talk</b> (Female Sexual Shame)
3: April 16, 18	<b>Chapter 3:</b> Male anatomy; <b>Puppetry of the Penis</b>	<b>Chapter 3</b> (continued); <b>TED Talk</b> (Birds and Bees)
4: April 23, 25	<b>Chapter 4:</b> Gender Identity Roles; <b>TED Talk</b> (Is Anatomy Destiny); <i>Scientific American</i> on gender; review for test	<b>Exam #1:</b> Chapters 1-4, 70 questions; <b>first written assignment due</b>
5: April 30, May 2	<b>Chapter 5:</b> Sexual Orientation; <b>TED Talk</b> (50 Shades of Gay)	<b>Guest Panel:</b> PFLAG; transgender issues
6: May 7, 9	<b>Chapter 6/7:</b> Attraction and Sexual Response; <b>TED Talk</b> (What Young Women Believe); <b>TED Talk</b> (Porn World Not Real World)	<b>Chapter 6/7:</b> Attraction and Sexual Response; <b>Guest Speaker</b> from Pure Romance
7: May 14, 16	<b>Chapter 8:</b> Communication; <b>TED Talk</b> (Infidelity);	<b>Chapter 10:</b> Contraception and abortion; May 17-- <b>last day to drop the class without penalty</b>

8: May 21, 23	<b>Chapter 10:</b> Contraception and abortion; <b>Guest Speaker</b> from Planned Parenthood—contraception; review for test	<b>Exam #2:</b> Chapters 5-8, 10, 80 questions; <b>second and third written assignment due</b>
9: May 28, 30	<b>Chapter 15: Sexual Coercion; TED Talk</b> (Violence Against Women)	<b>Chapter 12:</b> Problems and Solutions; TED Talk (I've Lived as a Man and Woman)
10: June 4, 6	<b>Chapter 13—STIs; Guest Speaker</b> from Planned Parenthood	<b>Chapter 12:</b> Problems and Solutions; Final class activities; therapy; review for test
Final: June 11 2:30-4:20	<b>Exam #3:</b> Chapters 12, 13, 15, 50 questions; <b>fourth written assignment due</b>	

## Guidelines for Written Work

Over the course of the term, you will be required to turn in **four written assignments** that are **single-spaced, 2½ -3 full pages** in length using **12-point font** and **one 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 your reactions and opinions, 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. Include what you learned and how it applies or relates to material in the text and class discussions. On whatever portion of the material you feel comfortable, give personal examples and talk about your own life experiences.

To get you ready to write these papers, you will receive anonymous examples of strong and weak writing along with a descriptive list of features we will look for in your work.

### Paper #1

The first paper is due at the first exam (April 25) and will cover **at least four** of the following TED Talks, other videos shown in class, and articles about. 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: Jennifer Gunsaulus—*Female Sexual Shame Hurts Us All*
- TED Talk: Carin Bondar—*The Birds and the Bees Are Just the Beginning*
- *Vagina Monologues*
- *Puppetry of the Penis*
- Harriet Hall, *Care and Feeding of the Vagina*, *Skeptical Inquirer*, 42:5, pp. 28-29, Oct 2018.
- Jena Pincott, *A Painful Mystery*, *Scientific American*, June 2018, pp. 42-47.

### Paper #2

The second paper, due at the second exam (May 23), will be on the panel discussion/presentation from PFLAG and the two TED Talks on transgender issues. For this paper, in addition to your observations, opinions, and how the material applies to your own life, relate the ideas and issues brought up in the panel discussion to the ideas and issues in the videos and in the text.

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

- TED Talk: Ester Perel—*Rethinking Infidelity*
- TED Talk: Peggy Orenstein—*What Young Women Believe About Their Own Sexual Pleasure*
- TED Talk: Cindy Gallop—*Porn World Not Real World*
- Presentation: Crystal Bowles—Sex Toys

#### **Paper #4**

The fourth paper is due at the final (June 11) and will cover both the presentation from Planned Parenthood on STIs and the final TED Talks: Jackson Katz: *Violence Against Women—It's a Man's Issue* and Paula Stone Williams: *I've Lived as a Man and a Woman; Here's What I've Learned*. You may discuss each separately, as they may bring up separate issues for you.

### **Basic Additional Information**

**ADA Statement.** Students who may need accommodations due to documented disabilities, who have medical information which we should know, or who need special arrangements in an emergency should speak with us during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

**Food and Housing Needs/Concerns.** Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877.

**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 May 17; 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. Students who do not complete the required work for the class may receive an incomplete (I); this option must be set up through the Enrollment Services Offices; you must talk to me if you want to use this option.**

**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.

Students attending LBCC come from many backgrounds. We expect all students and faculty to treat each other with the respect they, themselves, would like.

**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 activities and/or assignments.