Meeting Time: Wednesdays, 1:00 PM to 3:50 PM
Location: Drachman Hall A114

Catalog Description: Discussion of the basic aspects of human sexuality, including male and female reproductive physiology, congenital defects, sexually transmitted diseases, myths and fallacies, variations of sexual response.

Course Overview: This course presents a comprehensive overview of human sexual behavior consisting of (1) biological aspects including anatomy, physiology, genetics, neuroendocrinology, and pharmacology; (2) psychological and sociocultural aspects such as sexual development and behavior; and (3) intervention and prevention approaches including sexuality education, family planning and sexual disease prevention.

Informed Consent for the Course: It is essential for health professionals to achieve comfort and openness about sexual behavior, which is a highly significant aspect of human disease, health and well-being. The goal of CPH 330 is to increase your scientific knowledge and promote ease with sexual matters in professional health and social service settings as well as in your personal life. Achieving the course goals involves open discussion of sexual anatomy, sexual arousal and response, as well as the entire spectrum of sexual identities and sexual acts. The sexuality education you have received undoubtedly was less than you will get from this class and may not have included current scientific sexual information. The material in the textbook and lectures may be different from the understandings you bring to class. Many sexuality topics have become politically or religiously polarizing such as abortion, birth control, chastity, abstinence education, gay
marriage, and planned parenthood services. It is not the aim of the course to attempt to disrespect or change your religious or personal values or engage in political advocacy. What the course is intended to teach you are scientifically accepted findings that prepare you to function in health settings without applying your personal values to others. The course incorporates explicit and visual learning aids that show sexual anatomy and anomalies, full nudity including states of arousal, masturbation, video of same and opposite-sex sexual acts, and some less typical avenues to sexual satisfaction. These materials are used because drawings and pictures in books alone are less successful in achieving the course objectives. You may have uncomfortable reactions to some of the reading or video materials and might find them challenging, offensive, disrespectful of your beliefs, or embarrassing. The learning experience is designed to more you towards more comfort through exposure and dialogue, which are best practices in sexuality education. If you chose to remain in the course, it is not appropriate to complain to college administrators if you experience some of the reactions just described. What is appropriate is to come to the instructional staff with your concerns or reactions. We are sexuality educators and are there to work with you. After reading this consent statement, please carefully consider your decision to remain enrolled because the course methods will not change from what has been described. Continuance of enrollment after completing the quiz on the syllabus communicates your informed consent to the full set of learning experiences described above including lecture, discussion, classroom activities and demonstrations, and visual teaching aids. You are asked to give informed consent because this course may not be right for you. You should know what to expect from a course and instructor so you can make an informed educational choice.

Course Prerequisites: Priority is given to undergraduate majors in public health. After the priority registration, the course is open to all. Familiarity with d2L course page software and the help resources on the d2L site http://d2l.arizona.edu is required.

Course Learning Objectives: Learning objectives are presented for each week of the course in the material that follows.

You will find me intellectually demanding and inflexible in my expectations for your demeanor. I am not interested in providing a learning experience that fails to challenge you, nor do I wish to teach students that are under-invested in their own competency development. If you are looking for a passive experience, you are in the wrong classroom. This course demands your time and engagement. You will be required to demonstrate conscientiousness in meeting responsibilities, attention to detail, oral and written communication skills, teamwork, critical thinking, mastery of a defined but extensive knowledge base, and accountability for your own learning. These skills are intended to increase your public health core competencies as defined by accreditation standards and enhance your effectiveness in health professions.

Attendance: Attendance is mandatory. Arrive on time. Arrival after 1:10 PM is counted as an absence as is leaving class early unless prior arrangements have been made. You will benefit from this policy because even professional workers who do not punch a time clock are expected to be present during assigned work hours and on-time for meetings. When you enter the classroom take your name tent and place it in front of you on the desk. Turn in the name card to the instructor or GTAs at the end of class. Missed classes for any reason other than those stated below will be penalized 5 points. At the instructor’s discretion, you may be administratively dropped after 3 absences. Please discuss attendance with a GTA before you put your enrollment in jeopardy. Absence due to illness requires a physician's note available at Campus Health or from a private physician. Absence for compelling reasons should be arranged with assistant instructors IN ADVANCE (minimum 24 hours). You will still lose attendance points, but we will provide an alternate assignment for graded in class activities. Excused absences with no loss of points include: (1) All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion and (2) Absences pre-approved by the UA Dean of Students (or Dean's designee). Even when a class is missed for these reasons, students are expected to consult a GTA in advance for an alternative assignment with a TA so you don’t lose points for graded activities that are linked to in-class activities. Alternate assignments must be completed by the next class session following the excused absence. Under UA policy, if you stop attending class, you must officially withdraw from the course to avoid receiving a grade of F.
Electronic Device Policy for Mobile Phones, Laptops, Tablets, Music Players, and Games: Electronic devices are to be turned off and stored in a backpack or purse and remain stored throughout class. Do not remove them from storage during class except during the 15 minute break or as directed by the instructor. The exceptions: you may use a laptop or tablet to take notes, view the Power Points, or follow the lecture by referring to the e-textbook. You may not be on any other webpages unless specifically requested by the instructor. This policy is rigidly enforced. There are no warnings. There is no leniency if a violation of this policy changes your final grade. Take note of the fact that the aisle at the rear of the classroom permits easy enforcement of the policy and use of anything with a screen when classroom lights are dimmed shines a spotlight on your face. Please close your laptop lid during videos. You will know when you have been penalized because your name card will be removed preventing you from turning it in at the end of class for attendance credit. You might feel embarrassed so the best strategy is to avoid infractions. The penalty for each violation is a 5-point deduction from your total points. In monitoring your grade during the semester, be aware that adjustment for penalties and absences are only taken at the time of final grade calculation. If you are unsure about penalties you might have incurred, visit a GTA as soon as possible so the records can be checked and corrected if needed. You will benefit from this policy because research shows poorer performance among those who cycle among tasks in school and work settings. Most people realize that using their phone to take a call or text while meeting with a supervisor would send the wrong message. Your instructors are the equivalent of your boss or supervisor. Please treat us accordingly.

E-mail and Announcements: You are responsible for reading messages sent through both your UA account and d2L’s email system as well as announcements posted on the course d2L page. If you wish your e-mail to be forwarded to an address other than your email.arizona.edu account, settings to do so are found on d2L. You are responsible for reading emails sent personally to you or to the class as a whole and for reading announcements that are placed on the course home page. Information about deadlines, your grades, assignments and other course related topics will be communicated to you through these electronic methods. Instructors cannot be responsible for any problems you encounter that arise from failure to be familiar with messages and announcements. The UA e-mail policy can be found at: http://www.registrar.arizona.edu/emailpolicy.html.

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity available through the office of the Dean of Students and online at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Common examples of integrity violation given by the UA include:

- Pasting information from a web site or another source into a written project, with or without revising it so that it sounds like your original ideas. Also, quoting a passage without quotation, source and page number is a violation because it implies that the ideas are your own. When you are using other people’s thoughts, substantially re-phrase their words, and use a citation to give credit to the source.
- Using study aids during tests. THEY ARE EXPRESSLY FORBIDDEN IN THIS COURSE!
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Submitting similar papers to multiple courses at any time during your studies at UA.

Your instructor uses plagiarisms detection software and vigorously enforces the integrity policy. Violations of integrity result in a referral to the Dean of Students and an incomplete grade until fulfillment of a remedial plan.

It is unfortunate if an integrity violation causes you to lose a scholarship, be put on probation or prevents you from graduating on time. There have been instances where such impacts have occurred and appeals were unsuccessful because students’ had been clearly forewarned through this syllabus about the integrity standards governing their course work.
**Classroom Behavior:** Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at: [http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf](http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf)

**Grade Appeal Policy:** We encourage you to discuss your test results with us if you disagree with the correct answers to items. We want to work with you to improve your performance so you achieve your personal performance goals. It is easier for us to offer effective assistance the earlier you involve us. At the end of the semester should you feel your grade is unfair, please come to so we can verify your points and check for calculation errors. If we are unable to address your concerns, formal grade appeals for undergraduate courses are handled within the College of Public Health. The grade appeal grounds and process are found at [http://catalog.arizona.edu/2013-14/policies/gradappeal.html](http://catalog.arizona.edu/2013-14/policies/gradappeal.html).

**Syllabus Changes:** Information contained in the syllabus, other than the course rules and grading process may be subject to change with reasonable advance notice as deemed appropriate.

**Disability Accommodation:** If you have received formal, disability-related accommodations through registration with Disability Resources (621-3268; [http://drc.arizona.edu/](http://drc.arizona.edu/)), we will do everything possible to ensure your full participation in the course. The official policy can be found at: [http://catalog.arizona.edu/2013%2D14/policies/disability.htm](http://catalog.arizona.edu/2013%2D14/policies/disability.htm). Please be aware that the DRC does not always provide us with comprehensive guidance on how to meet your needs and it is best to discuss them with us face-to-face at the beginning of the course. Those students with extended test taking time will be accommodated by the DRC in their facilities.

**COURSE COMPONENTS**


It is strongly recommended that you buy the current edition. However, the previous 11th edition is quite similar. The differences are in the pagination, chapter names, and the order of the material. The instructor will base lectures, Power Points and tests on the 12th edition.

The publisher has on-line study aids available that are not required but may be purchased if desired as a course package. The ISBN is 9781133548362 (Paperback text + CourseMate Printed Access Card) at: [http://www.cengagebrain.com/shop/isbn/978-1-285-73921-2](http://www.cengagebrain.com/shop/isbn/978-1-285-73921-2)

**Quizzes:** There are two quizzes that must be passed with 70% correct answers. They do not count towards your grade but they must be completed on during the window specified on the syllabus to continue enrollment in the course. The first quiz covers the syllabus. If you do not complete the syllabus quiz on time you will be dropped from the course after the first week. The second quiz covers the project requirements. Please be aware the d2L tracks who has read the syllabus, so you are strongly encouraged to actually do the reading and not rely on guessing the answers. Doing so is not to your advantage because these quizzes are provided as a service to you to make sure you understand the course components, rules, and specifications for the written project so that you can achieve the performance outcome you set for yourself.

**Tests:** The testing component of your grade comes from five multiple choice tests administered through d2L. There is no comprehensive exam. Test items are selected to assess your mastery of the learning objectives listed for each week. **You will take multiple choice tests on-line through d2L because** it saves class time that is better used to focus on the subject matter.
YOU ARE STRICTLY FORBIDDEN TO USE ANY FORM OF ASSISTANCE DURING THE EXAM. This includes but is not limited to help from friends, designating someone else to take the test for you, or reference to your textbook, power points or notes, flash cards from the course page, and use of search features of the e-book text, glossary, and web resources such as Google or Wikipedia. Unfortunately, this prohibition has been abused in the past. Therefore, we will conduct a proctored exam for a randomly selected group of students on each test. You will be notified by e-mail if you have been selected to take the exam in the Computer Lab with proctoring at any point during the test window. The last test will be administered in the classroom.

Writing: This course requires a written project. According to the New York Times (May 29, 2013), employers biggest dissatisfaction with college graduates is poor writing skills. I would fail you and undermine your future employment if I did not include strengthening your writing skills as a course goal.

Collaboration: Most classes will include a collaborative, small group activity. You may experience them as inappropriate for your age and feel your time is wasted. Your university education has primarily used a lecture format that is not a good model for health education/health promotion in practice. Many of you will or already do work with children, teens, and community members. Class activities intend to present you with time to brainstorm innovative approaches through team work. The hoped for result of the class activities is to build your toolkit of methods to work with diverse groups and ages and increase your experience collaborating with others towards producing a shared product. Employers are increasingly interested in what you know how to do that will add value to their service and they care less about your skill in getting high grades on tests.

Communication: The class is divided into smaller groups and you will remain with your group the entire semester. Therefore, you progress as a team, again reinforcing the nature of public health as a collaborative discipline. Each week you will participate in an interactive blog through d2L. Your instructors will provide an opening thread, which may be based on a video we saw in class, an activity, or recent news items related to the course content. Behavioral research demonstrates that people often only hear what they want to hear, segregate themselves into peer groups that believe as they do, and exchange thoughts through social media using polarizing language. Our discussions are intended to foster civil dialogue where it is safe to express differing opinions and where you are encouraged to try to understand how others might see something differently from you.

Active learning: Your text and your project research may present you with information that is inconsistent, open to interpretation, or overtly contradictory. Lectures are accompanied by a set of explicit learning objectives and Power Points that you can use to integrate lecture and information from the text. The lectures do not cover all the Power Points and do not focus on providing answers to potential test questions. It is your responsibility to identify areas where you need clarification. Why are you are required to be an active learner instead of spoon fed what you need to know for tests? Critical thinking and self-guided learning are hallmarks of a university level education. By forming your own conceptualization of the course material, you develop your critical thinking skills, resourcefulness, self-initiative, persistence and the ability to master a complex body of knowledge.

Resource Utilization: You are encouraged to seek individual attention from the GTAs. We offer coaching in study skills, test-taking strategies, project topic selection, using search engines to identify scientific publications for your project, and health career counseling. We are happy to review your tests, work together to identify how you might improve test performance, and discuss answers that you may feel were incorrectly scored. You are also invited to consult with us about any reaction to course material that you do not wish to share with your discussion group, especially if you feel it might be interfering with your course performance. You are strongly encouraged to meet with a GTA at least once early in the semester regarding the written project. We can help narrow your interests into a doable focus and share some strategies to enhance the likelihood that you will fulfill the project requirements and score well. It is not realistic to budget two weeks to complete the project and within that window, we may not be able to help.

Grading Criteria
**Discussion:** You will contribute comments to a d2L-based blog each week of the semester except the last day of class. The window for posting comments begins after class at 5:00 PM Wednesday and closes at noon on Saturday. Reading 9 posts and responding with 3 posts earns 5 points weekly for total **75** points towards your final grade. Please be aware that d2L automatically tracks the numbers of comments read and posted and in addition we read each entry for responsiveness to the assignment. To receive full credit, your first post must be time stamped before Thursday midnight. The reason is that without posts to respond to, other group members cannot complete their work. Postings are expected to be responsive to the discussion thread, introduce new thoughts as well as respond to others. They should be longer and more insightful than a typical Tweet or text message. Standard English with correct grammar and spelling are expected. Differences of perspective and opinion are strongly encouraged. You are not evaluated on whether your ideas agree with those of the instructors or your fellow group members as long as you present them clearly and explain your reasoning.

**Multiple choice tests:** Five multiple choice tests spread across the units are administered through d2L. Each test has 50 questions for a total of **250** points of your final grade from exams. Test items are randomly generated by d2L from a pool of items on the assigned material. The test windows open Monday at 5:00 PM and close at noon Thursday. You will have 90 minutes of time to answer the 50 questions. Once you begin an exam, your clock starts. You are allowed a single attempt to take the exam. You may not exit and return. It is strongly suggested to save after each question. It is still possible to go back and change your answers within the time limit. As the exam is accessible on-line and is available for several days, there are no excuses accepted for missed exams and no alternate assignments are given to make up the points. You will complete your test in conformance with the integrity standards, which means without use of the textbook or study aids.

**Project:** The project counts for **110** points of your total grade. The rubric for grading your paper is found in a separate document on the d2L course page under Course Resources. 1. PLEASE FOLLOW THE RUBRIC VERY CLOSELY BECAUSE YOUR WORK WILL BE GRADED BY APPLYING THE SPECIFICATIONS TO THE WORK YOU SUBMIT. The project is due NOVEMBER 20th BY 1:00 PM. Your writing is submitted by uploading to d2L. Accompanying materials are submitted to the GTAs at the beginning of class the same day. Late papers are penalized 10 points commencing with 1:10 PM on the due date and thereafter 1 point per day until the paper is submitted. If you have technical problems with d2L contact a GTA. If the problem cannot be resolved prior to the deadline, e-mail your paper directly to me at mpk@u.arizona.edu. Name your file with your last name. Be aware that e-mail has time stamps and technical problems are not an excuse for late submission. Also, notice the icon on d2L that indicates Turnitin.com is enabled for this project. Your instructor aggressively sanctions violations of academic integrity. Submit your paper only once. If you wish to have a preliminary check of the originality rating for your work, there are websites that provide this service. EXTRA CREDIT: Ten extra credit points are available as an *early bird special* for submitting your project by 1:10 PM on November 13th.

**FINAL GRADE CALCULATION**

Final grades will be based on the percentage of total points. (75 from discussion + 250 from tests + 110 from the project = 435 points. Your adjusted grade may have penalties deducted for absence or mobile device penalties or extra credit added if you submitted your project early. Grades are assigned as follows based on 450 total points: 90% or higher = A, 80 to 89% = B, and 70 to 79% = C, 60-69% = D, and 59% or below = E. Please see the assistant instructors at the earliest possible time that your grade is not what you desire. We will work with you to improve it.
Course Schedule

Week 1 ● August 28 ● Perspectives on Sexuality

COMPLETE SYLLABUS QUIZ

This week you will learn to:

- Describe the components of the syllabus including learning objectives, reading, assignments, videos, discussion, written project, study guides, and grading
- Know how to ask questions and communicate issues to the instructor.
- Describe the difficulty in determining what constitutes “normal” sexual behavior.
- Discuss how the sex-for-procreation legacy and the gender role legacy have evolved historically, and explain how this theme affects sexual attitudes and behaviors today.
- Give examples of specific psychological, scientific, and social advances within the last century that have affected sexual values and behavior in today’s society.
- Describe how the media and the internet influence and reflect sexuality today.

Read: Chapter 1, pages 1-28

Video: Let’s talk about SEX (2011, 63 minutes), personal DVD

Post comments: The comment window opens Wednesday August 28th at 5 PM and closes Saturday October 1st at noon. Use the discussion area of d2L, to post a comment on the initial thread by midnight Thursday August 29 (tomorrow). After your first comment, you may respond to other posts or introduce a new thread. Post 3 comments, read 9 comments, and meet grading criteria for full credit (i.e., the length, content, and grammar criteria stated earlier). If you receive partial credit, please ask for feedback on how to meet criteria more optimally.

Quiz: Complete the mandatory syllabus quiz on d2L between 5PM August 28th and noon on Saturday October 1st. YOU CANNOT CONTINUE THE COURSE WITHOUT DEMONSTRATING YOU READ THE SYLLABUS AND GIVE CONSENT TO THE METHODS THAT WILL BE USED IN THE COURSE. Those who do not complete the syllabus quiz by the deadline will be dropped from the course.

Week 2 ● September 4 ● Female Sexual Anatomy & Physiology

COMPLETE TEST #1

This week you will learn to:

- Provide reasons for doing a genital self-exam
- Identify the location, structure, and function of the following: vulva: mons veneris, labia majora, labia minora, clitoris, vestibule, urethral opening, introitus, hymen, vestibular bulbs, Bartholin’s glands, vagina, mucosa, rugae, Grafenberg spot, cervix, uterus, fallopian tubes, and ovaries.
- Discuss vaginal secretions, including their function, chemical and bacterial balance, and ways that balance may be altered.
- Discuss some of the varying cultural attitudes toward menstruation and explain the menstrual cycle, specifically: the length of the menstrual cycle, menstrual synchrony; the function of the hypothalamus, the proliferative, secretory and menstrual phases of the menstrual cycle, and recommendations regarding sexual activity during the menstrual cycle.
- Describe premenstrual syndrome, primary and secondary dysmenorrhea, primary and secondary amenorrhea, and toxic shock. Identify methods to alleviate unpleasant menstrual cycle symptoms.
• Define menarche. Explain when menarche typically begins and the variances in the timing of menarche.
• Define menopause. Describe the physiological changes that women may experience during menopause. Define hormone-replacement therapy and explain its advantages and potential risks.
• Define the following including why they are done and how they may affect a woman sexually, physically, and emotionally: Pap smear, hysterectomy and oophorectomy.

Discuss the following in relationship to breasts: structure and function, breast lumps, breast cancer and treatments available, alternatives for women who are diagnosed with breast cancer, and the risk factors for breast cancer, and controversies concerning breast implants.

Read: Chapter 3, pages 49-85

Video: Petals: A journey into self-discovery (2008, 50 minutes), streamed

Post comments

Test #1: Complete Test #1 between 5:00 PM Wednesday September 4th and 12:00 noon on Saturday September 7th. You have 90 minutes to answer 50 questions. You clock starts once you open the exam on d2L. Once opened, you cannot exit and re-enter. Use a reliable internet connection that isn’t likely to go down mid-exam. If you are concerned about reliability, taking the exam on the campus is the solution. Save after each answer. You can go back and check answers or focus on the more difficult questions. Saving after answering each question allows us to reconstruct your work if there are technical problems. If you have technical difficulties, e-mail a GTA immediately.

Week 3 ● September 11 ● Male Sexual Anatomy & Physiology

This week you will learn to:

• Identify the location, structure, and function of the following: shaft, glans, cavernous bodies, spongy body, crura, foreskin, corona, frenulum, scrotum, testes, seminiferous tubules, epididymis, vas deferens, seminal vesicles, prostate gland, and Cowper’s gland.
• Define the cremasteric reflex, and discuss what types of situations may provoke this response; in regards to this response, describe how Kegel exercises are done, and give possible benefits of doing them.
• Define cryptorchidism, including its incidence and how it is treated.
• Explain how and where sperm production and storage take place. Describe the components of semen, including where each is produced.
• Discuss in detail the functions of erection and ejaculation.
• Explain why penis size has historically been so important and how it has affected men’s masculinity and/or self-image. Describe penile augmentation procedures.
• Discuss men’s health care issues including the incidence of, symptoms of, and treatment alternatives for penile cancer, testicular cancer, prostatitis, benign prostate hyperplasia, and prostate cancer. Describe tests for prostate cancer and treatment alternatives.
• Describe the process of prenatal sex differentiation, the difference between true hermaphrodites and pseudohermaphrodites, and the sex chromosome disorders.

Read: Chapter 4, pages 86-109
Video: *Private dicks* (2006, 55 minutes), streamed; also interesting *Circumcise me* (2006, 63 minutes) http://documentarylovers.com/circumcise-me/

Post comments

**Week 4 • September 18 • Gender Issues**

COMPLETE QUIZ ON PROJECT REQUIREMENTS

This week you will learn to:

- Define and differentiate the terms sex and gender and gender identity and gender role and describe levels of gender-identity formation from a biological perspective.
- Describe the social-learning factors that influence gender-identity formation, the interactional model of gender-identity formation,
- Explain how parents, peers, schools, textbooks, television, and religion contribute to the socialization of gender roles, making reference to relevant research.
- Describe gender role expectations and explain how these stereotypes affect sexual attitudes and behaviors in men and women.
- Discuss transsexualism, making specific references to the following: the characteristics of transsexualism, various theoretical explanations regarding what causes gender dysphoria, treatment options for people with gender dysphoria, the characteristics associated with being transgendered, the various phases involved in sex reassignment surgery, what studies have revealed regarding post-operative follow-up of the lives of transsexuals
- Define the term “androgyny” and discuss research comparing androgynous individuals to people who are gender-typed masculine or feminine.

Read: Chapter 5, pages 110-144

Video: *The bro code: How Contemporary Culture Creates Sexist Men* (58 minutes, 2012) available streaming through catalogue: Link to Library Catalog record: http://sabio.library.arizona.edu/record=b6850580~S9 Click on “Find on Web” to start video. Also interesting: *Middle sexes: Redefining he and she* (76 minutes, 2005) http://documentarylovers.com/middle-sexes-redefining-he-and-she/

Post comments

Quiz: Complete quiz on project requirements and grading rubric between 5 PM September 18 and noon Saturday September 21. It is strongly recommended that you schedule an appointment with a GTA soon to discuss topic selection and research and writing strategies.

**Week 5 • September 25 • Research Methods & Sexual Arousal**

COMPLETE TEST #2

This week you will learn to:

- Describe the role of the following in sexual arousal: the brain and neurotransmitters, the senses of touch, vision, smell, taste, and hearing.
- Cite current research findings regarding aphrodisiacs, specifically the effects of various foods (oysters, banana, etc.), alcohol, ecstasy, barbiturates, cantharides, cocaine, psychedelic drugs, marijuana, amyl nitrate, L-dopa, yohimbine hydrochloride.
• Explain the role of hormones, especially androgens in male sexual behavior.
• Explain the role of hormones in female sexual behavior, making specific reference to estrogens and androgens.
• Discuss the amount and type of testosterone that is necessary for hormonal sexual functioning in men and women and describe the role of oxytocin in sexual functioning.
• Describe and the signs and effects of testosterone deficiency and issues involved in seeking testosterone replacement therapy.
• List and contrast Kaplan's three-stage model of sexual response and Masters and Johnson's sexual response cycle. Describe the physiological changes that occur at each stage.
• Identify significant differences in sexual responses between men and women
• Describe common variations in the sexual response cycle as we age.

Read: Chapter 2, pages 29-48 and Chapter 6 pages 145-178

Video: Anatomy of sex (2008, 42 minutes), personal DVD. Also interesting is the Discovery Channel documentary, Sex in America (2012), only the trailer is available: http://dsc.discovery.com/tv-shows/curiosity/topics/exploring-sex-in-america.htm

Post comments

Test: Complete Test #2 between 5:00 PM Wednesday September 25th and 12:00 noon on Saturday September 28th.

Week 6 • October 2 • Love & Intimate Relationships

This week you will learn to:

• Discuss research-based attempts to define and describe the characteristics of passionate and compassionate love.
• Explain Sternberg's triangular theory of love and the styles of loving proposed by John Lee.
• Discuss the factors that affect with whom we fall in love, making specific reference to: the chemistry of love; proximity; similarity; reciprocity; physical attraction.
• Describe how attachment styles may affect love relationships.
• Discuss what research findings reveal regarding how women and men, both heterosexual and homosexual, perceive the relationship between love and sex.
• Identify and discuss some of the hindrances to effective sexual communication including defining and describing the function of mutual empathy.
• Discuss: hindrances to good sexual communication and strategies that may be helpful to begin talking about sex.
• Discuss strategies that may be helpful to talk about sex including: effective listening and feedback, learning to make requests, discovering your partner's sexual needs, expressing and receiving complaints, making sexual requests, saying “no”, and avoiding sending mixed messages.
• Outline and discuss research into effective and destructive communication tactics. Be able to apply this research to real-life situations of successful and unsuccessful relationships.

Read: Chapter 7, pages 179-224

Video: Married in America 2 (2007, 132 minutes) personal DVD

Post comments
This week you will learn to:

- Define sexology and describe its goals, providing examples of each goal.
- Describe and give examples of each of the following research methods: case study, survey, direct observation, and experimentation.
- Define each of the following and distinguish among them: survey sample, target population, representative sample, and random sample.
- Explain how nonresponse, self-selection (volunteer bias), demographic bias, and inaccuracy present problems in survey research.
- Describe the research studies of Alfred Kinsey and his associates, including research methods used, subject populations studied, and strengths and limitations of this work.
- Describe Masters and Johnson’s research, including the research method used, subject populations studied, and the strengths and limitations of this work.
- Describe some of the technologies, including electronic devices and fMRI, used in sexuality research.
- Discuss frequency, function, content and positive and negative aspects of erotic dreams and fantasy.
- Define masturbation and discuss reasons why people masturbate, traditional and contemporary views, research regarding ethnic differences in frequency, and techniques of self-pleasuring.
- Explain the Maltz hierarchy concerning the levels of sexual interaction.
- Define cunnilingus and fellatio; discuss the origin of negative attitudes toward these sexual behaviors, and how personal backgrounds may result in differences in oral sex experiences.
- Describe some of the considerations in practicing anal stimulation and cite research concerning frequency of this sexual practice.

Read: Chapter 8, pages 225-247

Video: The female orgasm explained (2010, 48 minutes), http://documentarylovers.com/female-orgasm-explained/ Alternate documentary that is entertaining but not as relevant to the topic: Love at the Twilight Motel (2009, 75 minutes) Personal DVD

Post comments

This week you will learn to:

- Define the following terms: homosexual, gay, lesbian, straight, sexual orientation, bisexual, asexual, homophobia, hate crime.
- Describe Kinsey’s continuum of sexual orientation and discuss his estimates of the incidence of homosexuality in the general population.
- Discuss psychosocial and biological theories regarding the origin of sexual orientation including prenatal influences on the brain.
- Briefly outline and describe how attitudes toward homosexuality have evolved over time, beginning with Judeo-Christian tradition in the seventh century B.C., paying specific attention to cross cultural perspectives.
- Discuss the issues and controversy surrounding conversion therapy for sexual orientation.
- Define “coming out” and describe steps that may be involved in that process.
Discuss what research has found regarding: the impact of being an individual who is both gay and a member of an ethnic minority group, the impact of involvement in the gay community; gay and straight relationships compared, and homosexual family life.

Discuss the goals of the gay rights movement.

**Read:** Chapter 9, pages 248-277

**Video:** Relevant to public health awareness campaigns: *Fagbug* (2009, 82 minutes).


**Post comments**

**Test:** Complete Test #3 between 5:00 PM Wednesday October 16th and 12:00 noon Saturday October 19th.

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**Week 9 • October 23 • Contraception**

This week you will learn to:

- Discuss each of the following from an historical and social perspective: various contraceptive methods that have been used, societal efforts to control conception and obstacles to reliable contraceptive availability, and key people and legislation related to contraception.
- For each of the following contraceptive methods, describe what it is and how it works, failure rates, costs, and associated advantages, and disadvantages: "outercourse," oral contraceptives, vaginal ring, hormone patches, injectable contraceptives, condoms, vaginal spermicides, diaphragms, cervical caps, intrauterine devices, emergency contraception, fertility awareness methods, standard days method, and mucus method.
- List some of the reasons why reliable contraception is a major worldwide concern today as well as what some of the objectives are to contraceptive use.
- List and describe several variables that influence the effectiveness of birth control and describe backup methods to increase effectiveness.
- Discuss issues relevant to abortions including illegal abortion, shared responsibility, pregnancy risk taking, abortion laws, and factors that influence a woman’s decision to have an abortion.
- Cite statistics that indicate how common elective abortion is among women from various age groups and discuss the characteristics that women who seek elective abortions have in common. Discuss the cultural and political factors that influence the availability of elective abortion.
- Describe surgical and medical procedures that may be used in having an abortion by trimester.
- Compare the beliefs of individuals who hold strong pro-choice values with those individuals who are anti-abortion.

**Read:** Chapter 10, pages 278-309 AND Chapter 11, pages pp. 319-326

**Video:** *Speak out: I had an abortion* (2005, 52 minutes) or *The last abortion clinic* (1983, 60 minutes), personal DVD. There is a reason to select something this old.

**Post comments**
Week 10 ● October 30 ● Conceiving Children

This week you will learn to:

- Discuss the advantages and disadvantages of becoming a parent.
- Discuss infertility including: how common infertility is, how successful treatment is, factors that contribute to both female and male infertility, and how problems with fertility may affect a couple’s emotional and sexual relationship.
- List and describe options for conception available to couples with infertility problems. Discuss ethical, legal, and personal dilemmas associated with Assisted Reproductive Technology.
- Identify the initial signs of pregnancy a woman may experience and how these may be confirmed and compare the different emotional and physical reactions to pregnancy from both a female and male perspective.
- Explain the incidence of and issues involved in spontaneous abortion (miscarriage), including the emotional aspects.
- Discuss the healthy pregnancy including fetal development by trimester, prenatal care guidelines, risks to fetal development, detection of birth defects, pregnancy after age 35, and sexual interaction during pregnancy.
- Outline some contemporary philosophies regarding childbirth, then list and describe the three stages in the process of childbirth.
- Explain the physiological changes that accompany breastfeeding and list the advantages and disadvantages of breastfeeding.
- Describe the physical and psychological adjustments that family members experience during the postpartum period including discussion of considerations in resuming sexual interaction after childbirth.

Read: Chapter 11, pages 310-341

Video: Rock the cradle: Gay Parenting (2006, 36 minutes), streamed

Post comments

Week 11 ● November 6 ● Adult Sexuality

This week you will learn to:

- Discuss single living including a comparison of sexual activity among single people as opposed to married people and making specific reference to the factors that account for the increasing number of single people.
- Discuss cohabitation, making specific reference to the following: prevalence, advantages and disadvantages of cohabitation and domestic partnerships, and effects on a subsequent marital relationship.
- Discuss marriage, making specific reference to the following: frequency, variations by culture, forms of marriage, factors that contribute to marital satisfaction and discord, and sexual behavior/satisfaction within marriage.
- Discuss extramarital relationships noting motivations, prevalence and effects.
• Discuss divorce making specific reference to what divorce statistics reveal, factors that account for high and low divorce rates, and post-divorce adjustments.
• Discuss stereotypes about aging and sex, the nature of sexual expression and relationships in the later years for both heterosexual and homosexual individuals, and factors that affect sexual activity in later years.
• Discuss widowhood and how post-marital adjustment differs from that of divorced people.

Read this week: Chapter 13, pages 373-400

Video: Still doing it (2003, 55 minutes) personal DVD

Post comments.

This week you will learn to:

• Discuss examples that demonstrate how infants of both sexes are born with the capacity for sexual pleasure and response.
• Define puberty and describe physical and social changes that occur for males and females.
• Define noncoital sexual expression and discuss how common it is among adolescent females and male; explain how this may reflect a transitory, experimental phase of sexual development, or how it may be indicative of a homosexual orientation.
• Summarize what the research reveals regarding the incidence of intercourse among adolescents and reasons for engaging in this behavior.
• Summarize available research and statistical data regarding various aspects of adolescent pregnancy, including prevalence of contraceptive use, determinants of teen mothers decisions to keep their child, and strategies to reduce teen pregnancy.
• Discuss the nature of sex education programs in schools, and how parents can talk to children about sex.

Read: Chapter 12, pages 342-372

Video: Two versions of Sext up kids (2012, 45 minutes) are available. This one is interesting: Sext up Kids (2012, 45 minutes) http://documentarylovers.com/sext-up-kids/ and the second is a personal DVD. Other choices: The lost children of Rockdale County (1999, 90 minutes) or The purity myth (2011, 45 minutes), all personal DVDs.

Post comments.

Project due for early bird 10 points extra credit: Submit on d2L by 1:00 PM

Test: Complete Test #4 between 5:00 PM on Wednesday November 13th and 12:00 noon on Saturday November 16th.
This week you will learn to:

- Discuss how common various sexual problems are among men and women. List and describe the specific sexual difficulties discussed in the text. Distinguish between generalized and situational sexual problems. Describe research on how men who batter perceive themselves.
- Explain how chronic illness and medications may affect sexual function and expression including: diabetes, cancer, multiple sclerosis, spinal cord injury, cerebral palsy, blindness and deafness, illicit drugs and prescription drugs including psychiatric medications and antihypertensive medications.
- Describe coping and enhancement strategies for people with illness and disabilities.
- Describe how various cultural influences may contribute to sexual problems, making specific reference to each of the following: negative childhood learning, history of sexual abuse and assault, sexual knowledge and attitudes, self-concept, emotional difficulties, the sexual double standard, a narrow definition of sexuality, and performance anxiety.
- Describe how various relationship factors may contribute to sexual difficulties, making specific reference to each of the following: unresolved relationship problems, ineffective communication, fears about pregnancy or sexually transmitted infections, and sexual orientation.
- Explain the basics of sexual enhancement and sex therapy, including the following: self-awareness, communication, and sensate focus.
- List specific suggestions for women and for men as described in the text.

Read: Chapter 14, pages 397-432

Video: The Sinclair Institute better sex guide to the Kama Sutra (2004, 50 minutes). Alternative is Incredible orgasms (2011, 60 minutes), both personal DVDs

Post comments

Project Due Date: Submit on d2L by 1:00 PM.
• Describe each of the following in reference to acquired immunodeficiency syndrome (AIDS): causes, development of AIDS and its diagnosis, incidence in the US and worldwide, symptoms, other serious diseases to which AIDS patients are vulnerable, treatments, development of vaccines and microbicides for AIDS, drug therapy to prevent maternal-child transmission of HIV, and prevention.

Read: Chapter 15, pages 433-486

Video: Endgame: AIDS in Black America (2012, 60 minutes) personal DVD

Post comments

Week 15 ● December 4 ● Sexual Coercion

This week you will learn to:

• Define different forms of rape and discuss the difficulties of obtaining accurate statistics on male as well as female victims.
• Identify and elaborate upon the false beliefs regarding rape.
• Describe the characteristics of men who rape and the characteristics of female rape victims and discuss the impact of sexually violent and degrading media on the attitudes and behaviors of rapists and nonrapists.
• Discuss acquaintance rape and sexual coercion, making specific reference to the following: prevalence, drug facilitated sexual assault, and rape-induced pregnancy, strategies for reducing risk of acquaintance rape versus stranger rape.
• Compare and contrast the physical, psychological, and sexual effects of rape on male and female victims and discuss the ways a partner or friend can facilitate recovery from rape.
• Define and distinguish between pedophilia, incest and child molestation; address the problem of pedophiles in cyberspace.
• Discuss the sexual abuse of children, addressing: its most typical forms, prevalence and problems with existing statistics, differences in abuse of girls versus boys.
• Describe effects of childhood abuse on the victim, responses that might be helpful if you discover that a child has been molested, and describe suggestions for preventing childhood sexual abuse.
• Define sexual harassment and describe the following: its two types from EEOC guidelines, forms it can take, prevalence among men and among women, effects on victims, problems unique to same-sex harassment, and characteristics of sexual harassment in academic settings.
• Describe guidelines for dealing with sexual harassment on the job.

Read: Chapter 17, pages 507-541

Video: The line (2010, 24 minutes), personal DVD or The invisible war (2012, 90 minutes) personal DVD and on Netflix

Post comments
This week you will learn to:

- Define and distinguish atypical sexual behavior and paraphilia; noncoercive and coercive paraphilias.
- Define fetishism including problems in defining this term and discuss common fetish objects, how fetishes develop, and legal offenses that may be associated with fetishism.
- Define sexual sadism and sexual masochism and discuss each of the following in reference to these behaviors: the complexity involved in labeling these behaviors, frequency, behavioral and psychological dynamics, and social views regarding these behaviors.
- Define the following noncoercive paraphilias: autoerotic asphyxiation, klismaphilia, coprophilia, and urophilia.
- Define the following sex crimes: voyeurism, frotteurism, zoophilia, necrophilia, and exhibitionism. What do we know about: the type of person who exhibits these behaviors, problems with available data, theories of what influences development of the behavior, relationship to other illegal behaviors, how best to respond to these crimes.
- Discuss the controversy surrounding sexual addiction – what it is, how to categorize it, and how to treat it.
- Explain some of the problems in establishing a contemporary definition of pornography, legal controversies surrounding freedom of speech, and differentiate between obscenity and indecency.
- Discuss the findings of two presidential commissions appointed to study pornography including the Johnson Commission and the Meese Commission.
- Discuss: should laws regulate dissemination of pornography, the "pornification" of mainstream culture, legal and social aspects of child pornography.
- Define prostitution and its historical perspective.
- Identify: the characteristics of the female prostitute's typical customer, the characteristics of the typical prostitute including motivations for entering sex work and services provided.
- Explain the controversy that exists in this country regarding the legal status of prostitution, and in doing so, distinguish between legalization and decriminalization.
- Explain how AIDS is a concern for prostitution as the worldwide exploitation of women and children in prostitution.

Read: Chapter 16, pages 487-506 and Chapter 18 pages 542-562

Video: American call-girl (2012, 45 minutes) http://documentarylovers.com/american-call-girl/ Also interesting: The price of pleasure: Pornography, sexuality & relationships (56 minutes) personal DVD.

Comments: No posting is required this week.

Test: In class

GRADES WILL BE SUBMITTED BY DECEMBER 16

THANK YOU FOR SELECTING THIS CLASS!