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.

Undergraduate Competencies
- Describe the historical development of public health systems and their role in society.
- Describe an ecological approach to how sex and drugs play a role in public health.
- Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.
- Write appropriately for an entry level position in the field of public health.
- Analyze how personal health, community health and sexuality are related.
- Distinguish between the roles that morals, ethics and law have on public health.

COURSE RULES

I have a teaching philosophy that has been refined over many years. 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 an easy course, 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. You may dislike various aspects of the learning experience. As an experienced teacher, I do nothing without a reason. You will thank me later for imposing expectations and I have many communications from former students to prove it. What you can expect to learn builds the core competencies for an undergraduate major in public health with an emphasis on behavioral health and health promotion as defined by accreditation standards.
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. When you enter the classroom take your name tent and place it in front of you on the desk. Turn in the name tent to the TAs at the end of class. Do not ask someone else to turn it in for you. 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. Absence due to illness requires a physician’s note available at Campus Health or private physician. Absence for other compelling reasons should be arranged with assistant instructors IN ADVANCE (minimum 24 hours). Excused absences include: (1) All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion; (2) Absences pre-approved by the UA Dean of Students (or Dean’s designee); (3) Illness with physician’s note: and (4) Pre-arranged absence. Even when a class is missed, students are expected to view the video (if it is available for streaming) and participate in the online discussion connected with the missed class. When the video has not been made available on d2L, you must ask a TA for an alternate assignment and complete it by the class following your absence. If you stop attending, you must officially withdraw from the class to avoid receiving a grade of E. 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. A strictly enforced attendance policy prepares you to meet workplace standards.

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. You may not remove them from storage during class except during the 15 minute break. 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. 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. Turn off your screen light 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. 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. You must account for them yourself in assessing your current grade. I am your boss/supervisor in this classroom: Electronic device use signals to all present that you have disengaged from your surroundings. I as well as your fellow students expect you to invest all your attention on the common goals of our learning environment. This policy sensitizes you to what you are communicating by electronic device use in work settings, especially when others are speaking. It prepares you to be perceived as an engaged team member in the workplace.

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 email 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 readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. Instructors cannot be responsible for any problems 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, which is available through the office of the Dean of Students and online at: http://dos.web.arizona.edu/uapolicies/scc5308abcd.html and http://dos.web.arizona.edu/uapolicies/cai1.html. Common examples of integrity violation given by the UA include:

- Copying and pasting information from a website or another source, with or without revising it so that it sounds like your original ideas. If you are using other people’s thoughts, re-phrase their words, and use a citation to give credit to the person.

CPH 330 Syllabus 12 08 19
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations in the text, so that it looks like your own.
• 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.

The two most common integrity violations that occur in CPH 330 are (1) using the textbook or notes while taking tests; and (2) using unoriginal or slightly reworded material or failing to cite sources using the required format in the written project. Your project will be processed through plagiarism software that is very capable of distinguishing your own words from those taken from other sources (even with minor re-wording) and linking them to their original location in books, articles, websites, and papers submitted by yourself or by other students at UA or elsewhere. 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 prevents you from graduating on time but there have been instances where it has occurred. **You are best served by an instructor with high expectations and standards who is committed to teaching you workplace relevant skills:** Your future employers expect that a university graduate can produce written documents and possesses high ethical standards. A strictly enforced integrity policy teaches you what it means to follow ethical standards in carrying out work assignments, to write in your own words and enlarges your abilities to communicate your ideas through writing.

**Classroom Behavior:** Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://web.arizona.edu/~policy/disruptive.pdf](http://web.arizona.edu/~policy/disruptive.pdf) and the Policy on Threatening Behavior by Students found at [http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf)

**Grade Appeal Policy:** We encourage you to discuss your test results with us if you disagree with the correct answers or desire to improve your performance. At the end of the semester should you feel your grade is fair. If you feel it is unfair, the grade appeal grounds and process are found at [http://catalog.arizona.edu/2008-09/policies/gradappeal.htm](http://catalog.arizona.edu/2008-09/policies/gradappeal.htm). Please come to us first so we can try to address your concerns before invoking formal process.

**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/2008%20D09/policies/disability.htm](http://catalog.arizona.edu/2008%20D09/policies/disability.htm). Please be aware that the DRC does not always provide your instructors with clear 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.

**COURSE COMPONENTS**

**Reading:** The required text is: Crooks, R., & Bauer, K. (2011) *Our Sexuality 11th* Edition. It is essential you buy the current edition, not one of the older versions. There are several options for purchasing the text depending on what format you choose (These are the prices I was quoted by the publisher; they may not be correct or current. I last checked on 7/5/12). If you choose a mail order method, please be aware that failure to receive the book until after the class begins is not an acceptable excuse for delaying the first test.

(1) **Traditional hardback** from Arizona Health Sciences Center Bookstore: They will match Amazon or other on-line retailers’ price quoted on their website within 7 days of your purchase. Bring a printout of the webpage or show them the site on your phone. The full retail price for the hardback is $215.

CPH 330 Syllabus 12 08 19
Amazon quoted the following prices on July 5, 2012: Hardcover $169 but had few in stock; loose leaf version $117.60.

(2) An eBook with Printed Access Card for CourseMate ISBN: 1111477418; Rent $34.49 or purchase $87.18. Go to: www.CengageBrain.com. CourseMate is an interactive, web-based study aid and practice tests.


(4) Study guide in paperback is sold on Amazon for $40.06. The study guide is not the same as the web-based CourseMate. Purchasing the printed study guide or access to the web-based study aids is a personal decision; they are not required.

The pages for assigned reading are given in the syllabus by week number. You will eventually read the entire text, but not always in exact page order. Please refer to the syllabus carefully before preparing for exams to ensure you have read the correct material.

**Testing:** There will be five multiple choice tests administered through d2L. There is no comprehensive exam. Tests focus on questions that pertain to the learning objectives listed for each week. There are several components of the final grade that assesses your mastery of course goals to allow for different strengths and learning styles. You will take multiple choice tests because they are efficient. On-line assessment saves time and allows us to focus our time on personal interactions with you. Research shows that hard-working, strong students perform well regardless of the assessment methodology the instructor selects.

YOU ARE STRICTLY FORBIDDEN TO USE STUDY AIDS OR THE TEXTBOOK DURING THE EXAM. Should we discover that you have, you will receive zero points for the test and be required to take all remaining tests under observation. We have a number of strategies to detect use of off-limits material.

**Writing:** The course requires a written project. You are required to prepare a written project because today’s common methods of communication do not promote comprehensive written presentation of your thoughts accompanied by factual information to support your ideas and critical thinking to reach your own recommendations. Employers complain that today’s university graduate students cannot write at the level required in their work. I would fail you and your future employers if I did not include strengthening your writing skills as a course goal.

**Innovating:** Many class sessions involve an activity. You may experience them as inappropriate for your age and feel I am wasting your time. Remember that you are in this class to learn about health promotion and health education. The lecture format of university instruction does not work with community groups or with children and youth. You do class activities to learn to articulate goals, face challenges, solve them with innovative approaches through team work, and begin to build your repertoire of methods to promote healthy sexuality in the real world.

**Discussing:** Every class session involves a video component. Emphasis is on real people telling their own stories and explicit demonstrations relevant to the course content. The class is divided into smaller discussion groups and you will remain with your group the entire semester. Class discussion is electronic through d2L. You are required to express thoughts and opinions to other students for the following reasons: Some people do not like to hear about feelings, opinions and experiences. You will inevitably have some that conflict with others’. You benefit from having someone else’s’ perspective and will gain some insight into possible ways to deal with conflict. Developing empathy, understanding your and other people’s reactions, and learning to discuss sexuality comfortably are essential public health skills.

**Lectures and Study Aids:** Course materials excluding the textbook are available on the d2L website: http://d2l.arizona.edu. The instructor lectures for slightly over one hour each week. The lectures are accompanied by a set of explicit learning objectives and Power Points that are a concept guide for your textbook that you can use to fill in and organize your knowledge. You may wish to print the Power Points from

CPH 330 Syllabus 12 08 19
d2L to guide to taking notes in class. However, the lectures do not cover all the Power Points and do not focus on providing answers to potential test questions. **Why you will find the lectures filled with experiences and stories:** Stories and specific examples make principles, concepts, and strategies easier to remember and illustrate common experiences you may deal with. It is your responsibility to identify areas where you need clarification and seek it from instructors. Should you desire more study materials, you can find them on [www.CengageBrain.com](http://www.CengageBrain.com). Go to the homepage where you can purchase them. **Why you are required to be an active learner:** My approach aims to develop your critical thinking skills, resourcefulness, self-initiative, persistence and the ability to master a complex body of knowledge that may contain sources of information that is inconsistent, open to interpretation, or overtly contradictory. These skills are essential public health competencies and critical thinking is the hallmark of a university level education.

**Consultation:** You are encouraged to seek individual attention from assistant instructors. 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. Another area we address is any course material that you would like to discuss but do not wish to share with your discussion group. Although not required, you are strongly encouraged to meet with a TA at least once to review your approach to the written project so you know that your topic is appropriate and you are on an efficient course to meet the requirements. Other assistance we can provide are coaching in study skills, test-taking strategies, selecting project topics, orienting you to search engines to identify scientific publications for your project, and career counseling in public health professions. **You are asked to meet face-to-face because** good workers periodically check in with their supervisors even when it is not formally required. Doing so makes the supervisor aware of you as a person, the efforts you are making, any obstacles you face that can be resolved, and allows confirmation that your understanding of the work and their’s are aligned.

**GRADING CRITERIA**

**Discussion participation:** You are expected to read 10 comments and post 3 entries on the subject of each week’s video during the 16 weeks of the semester for a total of 80 points towards your final grade. The discussion page will open with some issues or questions suggested by the instructors. The window for reading and posting comments begins after class at 5:00 PM Wednesday and closes at noon on Saturday. After the window closes, d2L will not allow you to enter the discussion area. There are no exceptions made for lost points due to missing the window. The internet is accessible from everywhere you might conceivably be during the semester. You will be assigned to a small group of 10 students so that the blog doesn’t become overwhelming to read and you can develop familiarity with the other people in your discussion group. Participation in both posting and reading others comments is graded. To receive credit, postings are expected to be substantive, responsive to other students, and considerably longer than a Tweet or text message. Standard English with correct grammar and spelling is expected. Differences of perspective and opinion are strongly encouraged. You are not graded on whether your ideas or feelings agree with those of your fellow group members or the instructors. You are graded on how thoughtfully and thoroughly you express yourself. Comments are expected to be constructive, contain no profanity, and no bullying or meanness. Focus on ideas and feelings rather than on the persons that hold them. 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. Read and post in the early days or otherwise this assignment becomes a weekend activity for everyone in the group and makes you very unpopular.

**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. The window for test taking begins after class at 5:00 PM Wednesday and closes at noon on Saturday. Test items are randomly generated by d2L from a pool of items focused on the learning objectives for each week covered by the test. You should expect to be responsible for knowing answers relevant to each and every learning objective. The test windows run Wednesday at 5:00 PM through noon Sunday. You will have 100 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. The expectations of academic integrity for responding to the test are that you (1) will respond without the aid of study materials; and (2) that you will complete the test without assistance. As
the exam is accessible on-line and is available for several days, there are no acceptable excuses except hospitalization for missed exams and no alternate assignments to make up the points.

**Project:** The project counts for 110 points of your total grade. The Project Specifications are found in a separate document on the course page. The Grading Rubric that shows how grades are assigned to papers is also found in another document on the course page. You must submit your project through d2L dropbox by **NOVEMBER 21 no later than 1:00 PM**. Late papers are penalized 10 points after that time and the penalty escalates 0.5 points for every day after November 21 that the paper is late. If you have technical problems, send your paper directly to me at mpk@u.arizona.edu. Please name your file with your last name so I can identify it. Be aware that e-mail has time stamps and technical problems are not an excuse for late submission. Also, please be aware that Turnitin.com is enabled for this project and the instructor aggressively sanctions violations of academic integrity. Submit your paper only once as Turnitin.com does not permit a second submission of the same paper. Submit your program materials to the instructors at the beginning of class on the due date. **EXTRA CREDIT: Ten extra credit points are available as an "early bird special" for submitting your project by November 14 by 1:00 PM (a week early).**

**FINAL GRADE CALCULATION**

Final grades will be based on the percentage of total points. (80 from discussion + 250 from tests + 110 from the project = 440 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 440 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 22 ● Sex and Diversity

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 1-27

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

Discussion: Read and post comments to discussion board based on Why should we teach sex education? The window for reading and posting comments begins at 5:00 PM today (Wednesday) and closes on at noon on Saturday the 25th. You are expected to read 10 comments and and post 3 entries during this time.

Quiz: Complete syllabus quiz on d2L between 5PM August 22nd and noon Saturday August 25th.

Week 2 ● August 29 ● Female Sexual Anatomy

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.

CPH 330 Syllabus 12 08 19
• 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 49-86

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

Discussion: Read and post comments.

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 87-110 AND Chapter 5, pages 111-127

Video: Private dicks (2006, 55 minutes), streamed

Discussion: Read and post comments.

Test: Complete Test #1 between 5:00 PM Wednesday September 5th and 12:00 noon on September 8th (Wednesday through Saturday).
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.
- Define the term “androgyny” and discuss research comparing androgynous individuals to people who are gender-typed masculine or feminine.

Read: Chapter 5, pages 134-145

Video: A girl's life with Rachel Simmons (2009, 60 minutes)

Discussion: Read and post comments.

Quiz: Complete quiz on project requirements between 5 PM September 12 and noon Saturday September 15.

---

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 6 pages 146-179

Video: Orgasm Inc. (2011, 80 minutes). Personal DVD

CPH 330 Syllabus 12 08 19
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 180-225

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

Discussion: Read and 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 contemporar views, research regarding ethnic differences in frequency, and techniques of self-pleasuring.
• Explain the Maltz heirarchy 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 2, pages 22-48 and Chapter 8, pages 226-248

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

Discussion: Read and post comments.

Test: Complete Test #2 between 5:00 PM Wednesday October 3rd and 12:00 noon on Saturday October 6th.

Week 8 • October 10 • Sexual Orientation

This week you will learn to:

• 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 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 5, pages 128-133 and Chapter 9, pages 249-277

Video: Outraged (2009, 89 minutes)

Discussion: Read and post comments.
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 279-311 AND Chapter 11, pages pp. 321-328

Video: Speak out: I had an abortion (2005, 52 minutes).

Discussion: Read and post comments.

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 312-343 (excluding pages 321-328 covered last week)

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

Discussion: Read and post comments.

Test: Complete Test #3 between 5:00 PM Wednesday October 24th and 12:00 noon Saturday October 27th.

Week 11 ● October 31 ● Child and Adolescent Sexuality

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 344-372

Video: The lost children of Rockdale County (1999, 90 minutes)

Discussion: Read and post comments.
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: Love at the Twilight Motel (2009, 75 minutes) Personal DVD

Discussion: Read and post comments.

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 401-436

**Video:** 22 sex secrets, tips, and turn-ons (2005, 76 minutes)

**Discussion:** Read and post comments.

**Test:** Complete Test #4 on-line between 5:00 PM on Wednesday November 14th and 12:00 noon on Saturday November 17.

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

---

**Week 14 • November 21 • Sexually Transmitted Infections (STIs)**

**Project Due Date:** Submit on d2L by 1:00 PM

This week you will learn to:

- Cite statistics on the frequency of STIs by age and some of the factors that are associated with the rise in the incidence of STIs.
- Describe the cause, incidence and transmission, symptoms and complications, and treatment alternatives for the following bacterial infections: Chlamydia; gonorrhea; nongonococcal urethritis; syphilis.
- Describe the cause, incidence and transmission, symptoms and complications, and treatment alternatives for the following viral infections: herpes; genital warts; viral hepatitis.
- Describe the cause, incidence and transmission, symptoms and complications, and treatment alternatives for the following ectoparasitic infections: pubic lice; scabies.
- 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 438-494

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

**Discussion:** Read and post comments.

**Project Due Date:** Submit on d2L by 1:00 PM.
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 515-548

Video: Tape (86 minutes) streamed from Netflix

Discussion: Read and 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 495-514 and Chapter 18 pages 549-570

**Video:** The price of pleasure: Pornography, sexuality & relationships (56 minutes) personal DVD.

**Discussion:** Read and post comments.

**Test:** Complete Test 5 between 5:00 PM December 5th and noon December 8th.

GRADERS WILL BE POSTED ON d2L BY DECEMBER 12

THANK YOU FOR SELECTING THIS CLASS!