

# Human Sexuality

Instructor: Dr. Susan Manville

## *Course Description*

Welcome to Human Sexuality! The purpose of this course is to provide a basic understanding of the academic and scientific study of human sexuality, with a heavy emphasis on diversity in human sexuality. Human sexuality is examined from multiple perspectives, ranging from the biological through psychological, as well as cultural, medical, ethical and legal issues. The course is intended to provide an in-depth, advanced-level understanding of the foundations and diversity of human sexuality. As this is an advanced FCS course, you should be prepared for a fairly rigorous experience with a lot of reading and writing and high expectations for your performance. What you learn is worth this investment, as knowledge of human relationships and healthy sexuality is among the most valuable and applicable to our lives.

## *Prerequisites*

There are no prerequisites for this course.

## *Required Texts and Resources*

Schwartz, P., & Kempner, M. (2015). *50 Great Myths of Human Sexuality*. Malden, Ma: Wiley Blackwell Publishing.

Additional readings provided on Canvas.

## *Course Learning Goals*

1. Identify and conceptualize the biological, psychological, and social aspects of human sexuality.
2. Discuss and dispel previous misinformation and/or myths held about human sexuality.
3. Critically examine both personal views and experiences and the empirical literature regarding the many diverse aspects of human sexuality.
4. Have an increased awareness and sensitivity to different views concerning sexuality in relation to one's gender, age, racial, and ethnic background, culture, and sexual orientation.
5. Facilitate open and honest communication about sexuality and gain a better understanding about one's own relationships with others.
6. Discuss and apply human sexuality scientifically and critically to real-world examples and issues.

## **Course Requirements**

### **CONTENT MASTERS**

A topic sign-up sheet will be available on the second day of class, where students will be grouped based on the content they have selected to "master" for instruction.

Using at least ten scholarly resources (you may count the course text as one, if appropriate), your group will create a 30-minute PowerPoint presentation and learning activity for your classmates, introducing them to that particular topic. Each group will be provided with a list of important terms and concepts to include within their final product. This presentation will lay the foundation for the in-class discussion taking place during the remaining lecture period, so clarity and accuracy will be of utmost importance. You will also be graded on professional communication, ability to engage audience, level of preparedness and familiarity with the topic, and ability to answer basic questions from the audience.

*Due Date: Your presentation notes, additional materials (handouts, etc), resource list, group assessment, and self-assessment will be due at the conclusion of your presentation. Refer to the course schedule to find the date*

*which corresponds to your presentation topic.*

## **WRITING ASSIGNMENTS**

*All writing assignments must be submitted via the course website. No paper copies will be accepted.*

**Discussion Boards:** After lecture each Wednesday, Dr. Manville will open a discussion board in the course website for you to reflect on and apply what you have learned in class that day. For each discussion board, answer the question(s) posted, using your own life experiences as well as scholarly sources to support your answers. Your postings must have a minimum of 300 words and cite at least three scholarly sources in APA format. You will be graded on your ability to connect theory and application (use professional/scholarly terminology to describe real-life events) as well as your correct use of spelling, grammar, punctuation, and APA format to cite academic sources.

*Due Dates: Discussion board posts should be completed no later than 7 PM the following Wednesday.*

**Case Study:** For this assignment, you will conduct an informal case study of attitudes and knowledge of human sexuality. This assignment involves collecting information about your topic from the general public as well as professionals working within the field. Topics may include (but are certainly not limited to):

- Sexting
- Influences of religion on sexual development
- Generational differences in homophobia
- Communicating sexual intent (or lack thereof) to a partner
- The “hook-up culture”
- Effective sexuality education practices
- “Old Wives’ Tales” of contraception & pregnancy prevention
- Campus sexual assault

You will collect this information primarily through observations and interviews with subjects about the topic you have selected. Please interview a minimum of five subjects from the world at large (friends, parents, peers, random sample) and one subject who works with this topic in a professional capacity (medical professional, educator, researcher, social service). You will also need to consult the relevant published research on human sexuality. Through your research for this assignment, you will try to answer the following questions:

- What are the biological, psychological, social, cultural and technological factors influencing your topic today?
- How do attitudes & knowledge about this topic differ from person to person, and why might that be? How has attitudes or knowledge about this topic changed over time?
- What insights did your interview subjects share that contradicted or confirmed your previous assumptions about this topic?
- How do professionals approach this topic effectively in their work?

Write a 5-8 page case study of this topic and what you have learned. The paper should not be a summary of what your interview subjects said; rather, the majority of this paper’s content should be your description and analysis of this topic and what it looks like in contemporary society. In your discussion of your subject, you will draw on published theories and research that are relevant to the specific issues and questions that arise as you seek to understand your subject. This use of published research is a crucial and required component of this assignment. You can use any of the course readings, but you should also expect to search for and review other research and professional literature that might help you understand your topic better.

*Due date: Your Case Study should be completed no later than 7 PM Wednesday, April 20.*

## Evaluation

### 1. Content Masters

- a. Presentation (100 points possible)
- b. Notes, resource list (50 points possible)
- c. Evaluation of self and group (30 points possible)

### 2. Writing Assignments

- a. Discussion Boards (10 points each x 12 boards: 120 points possible)
- b. Case Study (100 points possible)

**Total points possible: 400**

## Grading

Letter grades will be assigned as follows, based on the percentage of total points possible you have earned:

<b>A</b>	94-100%	<b>B</b>	84-86%	<b>C</b>	74-76%	<b>D</b>	64-66%
<b>A-</b>	90-93%	<b>B-</b>	80-83%	<b>C-</b>	70-73%	<b>D-</b>	60-63%
<b>B+</b>	87-89%	<b>C+</b>	77-79%	<b>D+</b>	67-69%	<b>F</b>	Below 60%

## TENTATIVE COURSE SCHEDULE: FCS 3245

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
1	Course Syllabus	Read syllabus, obtain textbook
3	Overview & History of Sexuality Studies Values, Ethics	Read textbook section 3, "Sexual Stats"
4	Male & Female Anatomy	Read textbook section 1, "Body Parts" <i>Discussion Board #1: Anatomy</i>
5	Arousal & Performance	Read textbook section 4, "Performance" <i>Discussion Board #2: Arousal &amp; Performance</i>
6	Sexually Transmitted Infections	Read textbook section 6, "STIs and Protection" <i>Discussion Board #3: STIs</i>
7	Contraception & Abortion	Read textbook section 5, "Conception and Contraception" <i>Discussion Board #4: Contraception &amp; Abortion</i>
8	Sexual Orientation	Read textbook section 2, "Orientation & Identity" <i>Discussion Board #5: Sexual Orientation</i>
9	Relationships	Read textbook section 7, "Relationships" <i>Discussion Board #6: Relationships</i>
		Read textbook section 7, "Relationships"

10	Communication	<i>Discussion Board #7: Communication</i>
11	<i>NO CLASS – SPRING BREAK</i>	
12	Sexual Violence	Read textbook section 8 “When Sex is Unhealthy” <i>Discussion Board #8: Sexual Violence</i>
13	Sexual Dysfunctions & Atypical Sexual Variations	Read textbook section 8, “When Sex is Unhealthy” <i>Discussion Board #9: Sexual Variations</i>
14	Commercial Sex/Pornography	<i>Discussion Board #10: Commercial Sex</i>
15	Sexuality Education	Read textbook section 9, “The Not-So-Private Side of Sex”
16	Final Class Session Evaluations Pizza	<i>Case Study</i>