

**Psy231/HDFS200: Human Sexuality, Spring 2017**  
**Tuesday/Thursday 10:00-11:20, Room NSH109, LBCC, Albany Campus, 3 Credits**

**Instructor:** Loren Ford

**Office:** Tuesday, 11:30-12:30, Room IA220

**E-mail:** [fordl@linnbenton.edu](mailto:fordl@linnbenton.edu) (note: the "l" in "fordl" is the letter not the number one)

**Date:** April 4, 2017

## Class Description

### Textbook

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

### Prerequisites

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

### Course Description

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

### Course Learning Outcomes

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

### Treat Others with Respect

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

### Confidentiality

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

## Course Requirements, Grading, and Schedule

### Course Work Requirements and Grading

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

2. **Three Tests, worth 200 points total.** Test questions are multiple-choice and are taken from the information covered by the study guides.
  - Test 1, April 27 (Week 4), covers Chapters 1-4
  - Test 2, May 25 (Week 8), covers Chapters 5-8
  - Test 3, June 13 (Final), covers Chapter 9-11
3. **Four writing assignments worth 100 points total** on TED Talks, guest speakers, class discussions, and activities. Due dates are the same as the tests—April 27 (one paper), May 25 (two papers), and June 13 (one paper). Additional help on written assignments is provided on page 3
4. **Attendance is important.** TED Talks, guest speakers, and participation in group activities and discussions is part of the learning experience in this class and will help you to both understand the material and generate ideas for your written work. If you miss more than four classes, it will be reflected in your grade. If you miss 6 or more classes you will be withdrawn from class, receive an incomplete, or receive an F depending on school policy at the time. (Each tardy or leaving early will count as one absence.)

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

- A = 260-300 = 86-100%
- B = 225-259 = 75-85%
- C = 190-224 = 63-74%
- D = 155-189 = 52-73%
- F = Below 155

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

Week	Tuesday	Thursday
1: April 4-6	Overview of course; <b>Chapter 1:</b> What is human sexuality; <b>TED Talk</b> (Sexual Footprint); pass out survey	<b>Chapter 1</b> (continued); collect survey and class questions about sex; <b>Vagina Monologues</b> ; <b>TED Talk</b> (What Young Women Believe)
2: April 11-13	<b>Chapter 2:</b> Female anatomy; discuss survey results; respond to class questions about sex	<b>Chapter 2</b> (continued); <b>TED Talk</b> (Birds and Bees)
3: April 18-20	<b>Chapter 3:</b> Male anatomy; <b>Puppetry of the Penis</b>	<b>Chapter 3:</b> Male anatomy; <b>TED Talk</b> (Make Love Not Porn)
4: April 25-27	<b>Chapter 4:</b> Sexual arousal and response	<b>Exam #1:</b> Chapters 1-4; <b>first written assignment due</b>
5: May 2-4	<b>Chapter 5:</b> Gender identity; <b>TED Talk</b> (Is Anatomy Destiny)	<b>Guest Panel:</b> PFLAG; transgender issues
6: May 9-11	<b>Chapter 6:</b> Attraction	<b>Chapter 6</b> (continued); <b>TED Talk</b> (Infidelity)
7: May 16-18	<b>Guest Speaker</b> from Planned Parenthood—contraception	<b>Chapter 7:</b> Sexual Orientation; <b>TED Talk</b> (50 Shades of Gay); <b>May 19 is the last day to drop the class without penalty</b>
8: May 23-25	<b>Chapter 8:</b> Contraception and abortion	<b>Exam #2:</b> Chapters 5-8; <b>second and third written assignment due</b>
9: May 30-June 1	<b>Chapter 9:</b> Sexuality in Childhood and Adolescence	<b>Chapter 10:</b> STIs; <b>Guest speaker</b> from Planned Parenthood—STIs
10: June 6-8	<b>Chapter 11:</b> Sexual Coercion; <b>TED Talk</b> (Violence Against Women)	Finish <b>Chapters 9-11</b> as needed; final class activities
Final: June 13 9:30-11:20	<b>Exam #3:</b> Chapters 8-11; <b>fourth written assignment due</b>	

## Guidelines for Written Work

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

The purpose of these assignments is for you to demonstrate your understanding of material presented and to provide an opportunity for you to discuss your reactions and opinions, how the material has increased your understanding of why people act as they do, and how the material has had an impact on your values, your own behavior, and your life. Include what you learned and how it applies or relates to material in the text and class discussions. On whatever portion of the material you feel comfortable, give personal examples and talk about your own life experiences.

You will receive examples of strong and weak writing along with a descriptive list of features I will look for in your work.

### Paper #1

The first paper is due at the first exam (April 27) and will cover **at least three** of the following TED Talks and other videos shown in class. Discuss whichever had the most impact on you. You may discuss each separately; your ideas and thoughts about each video don't necessarily need to be related to each other since each video might bring up different issues for you.

- TED Talk: Al Vernacchio—*What's Your Sexual Footprint?*
- TED Talk: Peggy Orenstein—*What Young Women Believe About Their Own Sexual Pleasure*
- TED Talk: Jennifer Gunsaulus—*Female Sexual Shame Hurts Us All*
- TED Talk: Carin Bondar—*The Birds And the Bees Are Just the Beginning*
- TED Talk: Cindy Gallop—*Make Love Not Porn*
- *Vagina Monologues*
- *Puppetry of the Penis*

### Paper #2

The second paper, due at the second exam (May 25), will be on the panel discussion/presentation from PFLAG and the two TED Talks on transgender issues. For this paper, in addition to your observations, opinions, and how the material applies to your own life, relate the ideas and issues brought up in the panel discussion to the ideas and issues in the videos and in the text.

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

### Paper #3

The third paper will also be due at the second exam (May 25) and will cover both the presentation from Planned Parenthood on Contraception and the TED talk: Ester Perel—*Rethinking Infidelity*. You may discuss each separately as they may bring up separate issues for you.

### Paper #4

The fourth paper is due at the final (June 13) and will cover both the presentation from Planned Parenthood on STIs and the final TED Talk: Jackson Katz—*Violence Against Women—It's a Man's Issue*. You may discuss each separately, as they may bring up separate issues for you.

## Basic Additional Information

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

**Class Registration.** Students may attend this course only if registered. **Students who are unable to attend must drop the course through the Enrollment Services Office. To have tuition charges removed, the course must be dropped by the student before the “drop with refund” deadline. (This term it’s May 19; you must withdraw in person.) Students who never attend, or stop attending, without dropping may receive a NS, W, or F and will be required to pay for the course.**

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

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