

HDHL 240
Human Sexuality
Tuesdays and Thursdays
3:35 to 4:50 PM
Johnson Hall 339
Spring, 2008

Instructor: Jim Carter

Teaching Assistant: Melissa Dock

Office: 114A - Herrick Hall

Office Hours: Mondays and Wednesdays – 10 to 11 AM

Tuesdays – 9 to 10 AM

Additional office hours available upon request

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Course Description

This course will introduce students to a wide range of contemporary topics and issues related to human sexuality. The course examines all aspects of human sexuality including the sexual reproductive systems, sexual individuality and sexual values, gender and gender roles, sexual behaviors and sexual functioning, sexual decision making, contraceptive strategies, sexually transmitted infections and contemporary issues surrounding sexual attitudes in North American culture.

Texts and Materials: Hock, R. (2007). *Human Sexuality*. Pearson – Prentice Hall.

Learning Competencies

At the completion of this course, the student will:

- 1) Identify basic, factual information about selected topics in human sexuality.
- 2) Clarify their sexual values, beliefs, morals, and ethics using this basic, factual information.
- 3) Recognize myths and their origins concerning sexuality and sexual behavior.
- 4) Recognize sexual stereotypes connected with certain individuals or groups, or certain types of sexual behavior.
- 5) Understand that many individuals do not adhere to these sexual stereotypes.
- 6) Understand and accept that there is a diversity of perspectives on human sexuality and topics related to sexual health.
- 7) Develop a better self-knowledge concerning their sexuality, which will include the following:
 - Making responsible, informed, values-congruent sexual decisions that are best for their sexual health and well-being.
 - Improving their sexual relationship and sexual communication skills in order to be sexually healthy
 - Increasing their understanding of the sexual experience as personal.

Learning Expectations and Ground Rules

Understanding human behavior is complex. One's own personal sexuality is a component of this human behavior complex, this particular component adds tremendously to the complexity. Human sexuality is both inherently intimate, such as discussing the sexual arousal and response, and potentially controversial, such as deciding content in the delivery of sexuality education in grades K through 12, or discussing abortion, or stem cell research. It is this complexity that can make the study of human sexuality potentially volatile, but necessary, exciting but politically polarizing.

We all bring to HDHL 240 – Human Sexuality a diversity of experiences, knowledge, beliefs and values regarding human sexuality. Respect for this breadth of diversity is an expectation of this course. *All of us* in HDHL 240 - Human Sexuality will be expected to use respectful language and be inclusive during our discussions with each other. *All* participants in HDHL 240 – Human Sexuality will be expected to honor confidentiality. We have the potential to grow as human beings as a result of our connection to others and gain from our understanding of other's perspectives. Discussion is encouraged throughout this course and *all* participants will be expected to listen respectfully while others are speaking.

- Mobile communication devices **MUST BE TURNED OFF** and stowed away during class sessions
- **ELECTRONIC** devices are **NOT** permitted during examinations

Any form of engagement in electronic behavior during class (i.e. ringing cell phones, answering cell phones, text messaging friends and family, working on a laptop, listening to Ipods/MP3 etc.) is not acceptable during the class period. You will be asked to leave the classroom and not return during that session.

In reference to Carnegie Units/Hours, 6 hours of outside class time per week is expected; please refer to this link:

- o <http://www.lavc.edu/vccc/documents/carnegieunits.html>

Equality Statement

Professionally, I am dedicated to establishing a learning environment that promotes diversity of students' race, culture, beliefs, values, religion, gender, sexual orientation, as well as developmental ability. If anyone notices discriminatory behavior in this class, or if you feel discriminated against, please bring it to my attention. Remember, human sexuality behavior is complex and I have dedicated my career to study it and I as well as you am still learning.

Attendance

Attendance is expected. Student is solely responsible in material presented during weekly seminars and assignments. If has been proven that students who attend classes regularly and participate during discussions, completes exam study guides and assignments perform best on examinations. Furthermore, students are expected to **TURN MOBILE COMMUNICATION DEVICE OFF and stow away**, arrive promptly for each session and to remain for the entire class. I advise each student to set up a network among fellow classmates to keep each other apprised to readings, assignments and exams. Instructor will not respond to voice mails or emails requesting seminar abstracts or PowerPoint presentations.

Communication Avenues

There are several mechanisms of communication that students can use:

- Attend class and glean changes in course requirements that are presented during seminar sessions
- email james.carter@montana.edu
- establish and use network you establish among your class peers
- review emails sent/posted by instructor via List serve/WebCT
- Appointments with instructor during office hours
- Leave a voice mail message (994-1993)

Academic Dishonesty

- Plagiarism includes the work of your fellow students as well as published materials.
- Plagiarism the using the work of another person and submitting it as your own, is strictly forbidden.
- The guidelines of MSU's Academic Integrity will be followed in cases of academic dishonesty. These include the assignment of the professional penalty of "F" for the assignment and/or the course and report of the offenses to the appropriate office. For complete review of guidelines: *MSU 2006-8 Undergraduate Bulletin-* or visit this link: http://www2.montana.edu/policy/student_conduct/cg400.html

Course Requirements

40 points - Paper Composition (details will be presented during the first third of the course).

- High degree of writing conscientiousness is expected when composing your paper
- No paper will be accepted late (Due at the beginning of class or before Thursday April 10)
- Papers are due at the *beginning of class* on the date designated and presented on the course syllabus
- Students are expected to write their papers using proper APA format. Guidelines for APA formatting are available online at:
 - <http://www.unc.edu/depts/wcweb/handouts/apa.html>
- Students are encouraged to contact the MSU Writing Center at 994-5315
 - <http://www.montana.edu/msutoday/nwview.php?article=2683&pid=2>

50 points – Group Response Compositions; there will be at least 5 occurrences (10 points each) during class sessions as a small group you will be asked to formulate a collective response to human sexuality issues and submit your responses by class session's end

300 points – Examinations Three tests each valued at 100 points each. Tests will include information from the readings, lectures, class discussion and guest speakers.

Instructor reserves the right to adjust the total value of examinations, total number of group response compositions

There are *no opportunities* for extra credit in this course.

Method of Evaluation

The course grade will be based on the following tentative 390 point scale:

The grading % scale:

A = 94% and above	C = 74% to 77%
A- = 90% to 93%	C- = 70% to 73%
B+ = 87% to 89%	D+ = 67% to 69%
B = 84% to 87%	D = 64% to 67%
B- = 80% to 83%	D- = 60% to 63%
C+ = 77% to 79%	F = Below 60%

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
Jan 17	Introduction and Perspectives on Sexuality Sexual Individuality and Sexual Values	Hock - Chapter 1
Jan 22	Female and Male Sexual Anatomy and Physiology: Part I	Hock - Chapter 2 and Chapter 3
Jan 24	Female and Male Sexual Anatomy and Physiology: Part II	Hock - Chapter 2 and Chapter 3
Jan 29	Female and Male Sexual Anatomy and Physiology: Part III	Hock - Chapter 2 and Chapter 3
Jan 31	Sexual Behaviors	Hock – Chapter 6
Feb 5	Acknowledgement of Course Expectations Due Conception, Pregnancy, and Birth and Contraception, Planning and Preventing Pregnancy: Part I	Hock – Chapter 5 and Chapter 9
Feb 7	Conception, Pregnancy, and Birth and Contraception, Planning and Preventing Pregnancy: Part II	Hock – Chapter 5 and Chapter 9
Feb 12	Conception, Pregnancy, and Birth and Contraception, Planning and Preventing Pregnancy: Part III	Hock – Chapter 5 and Chapter 9

Feb 14	Love, Intimacy, and Sexual Communication: Part I	Hock – Chapter 4
Feb 19	EXAM 1	
Feb 21	Love, Intimacy, and Sexual Communication: Part II	Hock – Chapter 4
Feb 26	Sexual Problems and Solutions	Hock – Chapter 7
Feb 28	Sexually Transmitted Infections	Hock – Chapter 8
Mar 4	Sexually Transmitted Infections continued	
Mar 6	HIV and AIDS	Hock – Chapter 8
Mar 11	NO CLASS – Spring Break	
Mar 13	NO CLASS – Spring Break	
Mar 18	Sexual Orientation	Hock – Chapter 11
Mar 20	Sexual Development Throughout Life	Hock – Chapter 12
Mar 25	EXAM 2	
Mar 27	Sexual Aggression and Violence: Part I	Hock – Chapter 13
Apr 1	Sexual Aggression and Violence: Part II	Hock – Chapter 13
Apr 3	Paraphilias, Pornography and Fetishism	Hock – Chapter 14
Apr 8	The Sexual Marketplace	Hock – Chapter 15
Apr 10	Paper Composition Due Sex, Art and the Media	
Apr 15	Abortion; procedure and medicinal intervention	
Apr 17	Stem cell research	
Apr 22	Sexuality Education	
Apr 24	Sexuality Education	
Apr 29	Contemporary Topics in Sexual Health: Part I (World Cultures)	Class Lecture Only
May 1	Contemporary Topics in Sexual Health: Part II	Class Lecture Only
May 6	Test #3 – NOON to 1:50 PM - Johnson Hall 339	

HDHL 240 – Human Sexuality

Writing/Paper Composition

Due Date: On or BEFORE Thursday April 10, 2008

Total Value: 40 points

Choose a topic associated with Human Sexuality. Choose a topic that will enrich your own personal understanding after you complete the research. You are the primary beneficiary of this composition! Consult with instructor if unclear to the validity of the topic you chose and the fulfillment of the academic criteria set forth.

Intention of this assignment:

- 1) Understand the SOAP process
- 2) Apply and assess the quality study design model
- 3) Exposure to professional/clinical journals
- 4) Gain in-depth knowledge in a human sexuality topic area of your interest

SOAP an article/study

Subjective, Objective, Assessment, Plan

S: (Subjective) Why did you chose this topic area? What are the most striking information/data the research article presented; caught your eye, interest, emotion? What reason(s) did the researcher(s) chose this focus of study?

O: (Objective) What quantitative/succinct information and data was presented?

A: (Assessment) What conclusions were made from the researchers/investigators?

P: (Plan) What plan/action did the researchers/investigators suggest should take place or will follow up doing? How did this research change your perspective? How did it enlighten you? What do you hope will pan out as you continue your interest and follow up on this area of study?

Presentation of Paper

- Place the Paper Assessment #1 page in back
- Place the paper inside of a clasp type transparent folder
- Cover page (course title, paper's name (theme of topic you researched), your name
- Name of Clinical/Professional Journal, issue, pages
- Name of Article/Study
- Researchers/Investigators
- Date (must have been published within July, 2006 to present) consult instructor for exceptions
- S O A P the article
- Assess against quality research design -
 - Long Duration
 - Quality/Quantity of Life Enhancement (Outcomes)
 - Double Blind
 - Placebo Control/Conventional Therapy
 - Equipotent head to head
 - arms
 - Both genders, if appropriate
 - age range
 - multinational
 - poly race
 - Who paid for it/funded the study?
- Resource page providing links/references and actual copy of the article
 - Students are encouraged to contact the MSU Writing Center at 994-5315 <http://www.montana.edu/msutoday/nwview.php?article=2683&pid=2>
 - For this course, conscientiousness is expected in paper compositions; instructor reserves the right to turn back paper compositions that don't meet stated expectations, resubmits will not be allowed

Student's Name _____

HDHL 240 – Human Sexuality

Human Sexuality Topic Research Paper Assessment

Total Point Value: 40

_____ Paper presented inside a transparent clasp folder- cover page with your name, course title, paper's focus, (3 points)

_____ Name of Clinical/Professional Journal, issue (1 point)

_____ Name of Article/Study (1 point)

_____ Name of Researchers/Investigators (1 point)

_____ Date of Article (1 point)

_____ Subjective Statement (5 points)

_____ Objective Presentation of Data (5 points)

_____ Assessment Statement on Results (5 points)

_____ Plan Statement (5 points)

_____ Assessing the Quality Design of the Study (5 points)

_____ Flow and readability of paper (5 points)

_____ Reference Page, providing access link/or copy of paper (3 points)

_____ Your total points out of 40

HDHL 240 – Human Sexuality, Spring 2008
Acknowledgement of Course Expectations

DUE: TUESDAY FEBRUARY 5, 2008

By signing this Document, I, _____ :
(Print your name)

1. Verify that I have read the entire course syllabus for HDHL 240 – Human Sexuality, the Writing Guidelines and know dates of EXAMS and when the PAPER IS DUE.
2. Understand the guidelines and expectations of this course.
3. Agree to attend all classes during this 15-week session, unless extraordinary circumstances prevent me from doing so.
4. Agree to come to class prepared by doing the assigned readings and completing writing assignments before I come to class.
5. Agree to proofread my papers before handing them in and to only turn in quality papers in this course.
6. Agree that if I have any questions about the course I will first refer to my syllabus to find the answer, check in with other students, and then contact my instructor.
7. Agree that I will do what I need to do, as outlined in the syllabus, to get set up on the class List Serve/WebCT in order to receive information about the course.
8. Agree to take full responsibility for my learning and gathering the material presented in this class.
9. Agree to spend 5 to 6 hours a week outside of class time to review and prepare for this course; refer to Carnegie Units/Hours of academic responsibility.
10. I will NOT CHEAT during exams and if I do and the instructors identifies that I have, I will immediately drop the class.

Student Signature

Date

*This Acknowledgement of Course Expectations **MUST be READ, SIGNED and TURNED IN** to the instructor on **Tuesday February 5, 2008** or student will be asked to drop this class.*