

Holy Family University School of Arts & Sciences Human Sexuality PSYC/BIOL 299

Semester: Fall 2022 **Location:** TBD
Course: PSYC/BIOL 299 Human Sexuality **Credits:** 3
Days/Time: T: on your own online (no class meeting), Th: XX-XX

Your Professors

Jill M. Swirsky, Ph.D (jswirsky@holyfamily.edu), ETC 230
Edward Waddell, Ph.D (ewaddell@holyfamily.edu), HFH 408A

This is a team-taught course which means you have not one but TWO professors! Dr. Swirsky is a psychologist and Dr. Waddell is a biologist, so our combined expertise will help you develop the most well-rounded view of human sexuality possible. We communicate regularly with each other about this course and what either of us says goes. In other words, if you get an answer you don't like from Dr. Swirsky.... do not go ask Dr. Waddell the same question hoping for a different answer. Along those lines, it is very important that you include both of us on all email correspondence so we can stay in the loop. In other words, don't just e-mail Dr. Swirsky or Dr. Waddell - email us both! We both want to hear from you :)

Dr. Waddell's E-mail & Office Hour Policy

My office hours are by appointment only. If you know that you want to meet with me, please email me ahead of time so that I can prepare for our discussion. You can schedule office hours calendly.com/edwardwaddell. Scheduling allows me to divide meeting times so that I can provide ample individual time to each student. If you are unable to meet with me during the available office hour times or would like additional time, please reach out to me and I will try my best to meet you at your convenience. Please feel free to email me with any and all questions you have. I will reply to emails within 24 hours during the week and within 48 hours over the weekend. I will not respond to any emails after 8pm.

Dr. Swirsky's E-mail & Office Hour Policy

My office hours are Mondays 9-3 or by appointment. To arrange a meeting, you can [sign up here](#) (please note the reason for the meeting to help me prepare!). If none of those dates/times work for you, e-mail me a list of SEVERAL days/times that work for you, and I will confirm with a meeting time and/or link. I respond quickly to e-mails on weekdays between the hours of 8 AM and 4 PM. This means that if you send me an e-mail at night or on a weekend... I will likely not respond until the next business day!! Plan accordingly and do not wait until the last minute. Please review the "[Emailing professors: Etiquette and guidelines](#)" document. If you send me an e-mail with poor etiquette, I will bounce it back to you and ask you to revise because I want to help prepare you for the working world.

Section 1: Course Information

Course Materials

There is no textbook for this course; rather, you will engage with various scholarly sources such as journal articles, news articles, or documentaries. You will need access to a Netflix subscription (we encourage you to team up to cut costs).

Catalog Description

This course examines the complex interplay of psychological, sociocultural, and biological factors in the development and expression of sexual attitudes and behaviors among humans. We will discuss many broad perspectives on sexuality, including how to understand diverse and conflicting points of view related to human sexual functioning and behavior.

Course Objectives

Upon completing this course, students will be able to:

1. Acquire the vocabulary and basic knowledge necessary to understand the biology (e.g., sexual anatomy structures and functions) and psychology (e.g., sex vs gender, sexual orientation) of human sexuality.
2. Recognize, label, and identify the major functions of the reproductive system (e.g., male/female anatomy, hormones).
3. Critically evaluate and analyze information about human sexuality and put it to use in a socially and morally relevant context.
4. Explore the role of religion, culture, and history in understanding how humans conceptualize, discuss, and teach about sexuality.
5. Identify different types of sexual behaviors, sexual education, contraception, and safer sex practices.
6. Think critically about the biological and psychological factors associated with sexuality across contexts (e.g., sexual minority individuals, sexuality among older adults, paraphilia, sexuality among those with mental disorders)

A note about this class:

Human sexuality is a highly charged and emotional topic. The way American culture (and many other cultures, for that matter!) treat sexuality is very different from how we treat other human behaviors. Sexuality is one of the only areas of human behavior that simultaneously involves intense emotions, forms the basis of fundamental relationships, can influence identity, and is highly moralized. Thus, to understand human sexuality, we need to know about anatomy, psychology, religious/moral ideologies, society, and so much more. Conversations about sexuality cover everything from birth to relationships to laws to religion to physiology to gender roles to sexual identity and beyond. Some of what we discuss may make you uncomfortable or be at odds with what you believe. You may find that your classmates hold a wide variety of opinions that are at odds with each other and/or you. That's not only ok, but great! We welcome (respectful!) discussion and disagreement because it's how we all learn and grow. Lectures, articles, and discussions will be explicit, we will use proper terminology and will not "sugar coat" material (e.g, if it's a penis, we will call it a penis!). Please remember that it is not our intention to shock or offend you, nor to make you believe a specific set of ideas about sex or sexuality. It's ok to disagree, we just ask you to listen, keep an open mind, and be respectful. By the end of the semester, we hope you will have developed a deeper understanding and appreciation of the incredible things the human body can do, as well as how sexuality impacts so many areas of everyday life.

Course Format

This is a blended course, which incorporates face-to-face class time with online content. The face-to-face and online sessions are designed to complement one another. We are using what's called a "flipped classroom" model where you engage with lecture content and videos/readings outside of class. We will then meet face-to-face once a week (on Thursdays) to discuss, apply, and extend what you learned in the online portion through instructor-led discussion. This may involve many different types of discussion, including large-group, small groups, and pairs. We chose to offer this course in a largely discussion format so we could take advantage of all the amazing perspectives across everyone in this course. Prior to attending Thursday's class, you are expected to read/watch the content posted for that week (also see course schedule). By Tuesday night at 11:59 PM, you will submit one question you had upon engaging with the course material. During the Thursday class, we will discuss the topic for that week, including the questions raised by students. Then the Sunday night following our class meeting, you will submit a 2–3 page double-spaced paper reflecting on what you learned that week (details below).

Canvas

The syllabus assignment descriptions, and related rubrics are posted on our course Canvas page. We use Canvas regularly to post important documents, assignments, rubrics, grades, respond to discussion board questions, as well as to make announcements. It is your responsibility to check the course's Canvas site frequently, in addition to your Holy Family email! If you are new to Canvas, here is a helpful link: [Canvas at Holy Family University](#). If you need assistance from the [Holy Family Help Desk](#) you can contact them at helpdesk@holyfamily.edu or by phone at 267-341-3402.

Note: Canvas will not send you an email that announcements have been posted or that you have received a message in your inbox, unless you tell Canvas to do so. In the settings section of Canvas, you can change your preferences as to what types of correspondence you would like to receive. We strongly suggest you update your settings to notify you by e-mail when there is a new announcement or when a grade has been posted.

Section 2: Assignments & Course Requirements **

** Graded work is typically returned within 3-5 days

Welcome/Ending Posts

During the first and last weeks of the course you will participate in a discussion board. Each one should be 2-3 paragraphs in length. The welcome post asks you to introduce yourself and answer some questions to allow your classmates and professors to get to know you. The ending post asks you to reflect back on the course as a whole including 1) your favorite thing about the course, 2) something you would change and why, and 3) 3 things you learned and how you'll use them in your life. These assignments are graded on completion.

Course Overview Quiz

You are expected to read the syllabus and familiarize yourself with Canvas. This quiz demonstrates that you understand class policies. Any content from the syllabus or the "start here" module in Canvas is fair game! The quiz is graded as pass/fail and your score is not included in your grade. You may attempt it as many times as you need to until you pass; however, be mindful of deadlines. **You will not be able to proceed in the class until you have passed the quiz.** This means that once other assignments start coming due, you will receive 0's if you have not passed the course overview quiz.

Academic Honesty Assignment

Plagiarism, whether intentional or not, is very serious. This assignment was designed to make sure you understand when and how to give credit to your sources. To earn full points on this assignment you will review Holy Family's policies on academic honesty, complete the online modules on plagiarism, and submit a signed contract (more details on Canvas).

Participation

This class involves a lot of activities and group discussions, which will be pretty sad and flat if no one engages. To think critically about the material, it is so important for us to dig into the issues at hand and share our unique perspectives. We will take attendance at the start of each class period via a sign in sheet and document your comments/engagement during class meetings. Both quality/relevance and quantity of participation contribute to your participation grade each week (see rubric on Canvas). If speaking up in class is a struggle for you, come see one of us - we have lots of tips and tricks to make it easier. There are 14 weeks of material (not counting week 1). However, we understand that sometimes life just... happens... so we will drop the lowest 2 grades. This means you can miss/not engage in up to 2 days of class before you start getting penalized - use the freebies wisely! And of course, if there are extenuating circumstances, please talk to us!

Discussion Questions

Every week before class, you will submit a clarification question on a topic that you struggled with from that chapter OR a question that extends the material beyond what we discussed in class. We will then use these discussion questions to guide the in-class discussion. For those of you who struggle to speak up in class, this is a great way to think about the material ahead of time so you have something already prepared to add to the conversation! There are 14 weeks of posts but only 12 are graded - use your free weeks wisely! Posts are due Tuesdays at 11:59 PM and late posts will NOT be accepted. You will not receive credit for a question that has already been asked by a peer... that means you need to read the entire forum before you add your question :) More information and rubric are available on Canvas.

Reflection Papers

You will likely have a lot of thoughts, feelings, and ideas after leaving class each week. Human sexuality is SUCH a big topic, and we won't have time to discuss every aspect of every topic. Maybe there was a question you wanted to ask or a thought you wanted to share but we didn't have time. Each week after class you will write a 2-3 page paper, due the Sunday night after class at 11:59 PM, responding to/reflecting on the following:

- 1) Discuss two new things that you learned about the topic from the presentation and/or readings.
- 2) Thinking about the other psychology/biology courses you have taken, discuss this week's topic as it relates to a topic in another psychology course (or other course outside of psychology) you are currently taking or have taken.
- 3) Discuss two important questions that remain unanswered or are lingering regarding this topic.
- 4) What is one major take-away thought you had following this week's topic.

5) What is one way you'll apply what you learned this week to your life?

Final Interview Project & Outline

For this assignment, you will interview someone who is doing work related to human sexuality and then write a reflection about your interview, what you learned, and how it connects to concepts we've discussed in class. This description is intentionally broad, we encourage you to find someone doing work you are interested in. For example, you could interview a lawyer who works with survivors of sexual violence, a doctor/nurse who works in labor and delivery, a psychologist who studies sexuality and media, etc. If you have questions about the suitability of your prospective person, or you are having trouble finding someone, please ask! **YOU MAY NOT CONDUCT THE INTERVIEW UNTIL WE HAVE APPROVED THE INTERVIEWEE AND QUESTIONS!! DOING SO WILL RESULT IN A 0 ON THE FINAL ASSIGNMENT.** This assignment will be submitted in two parts: 1) Outline and 2) Final interview paper. More information and rubric are available on Canvas.

Section 3: Grading Policies

Grading Policy

Grading will be consistent with the Holy Family grading system:

<i>Letter Grade</i>	<i>Equivalent</i>	<i>Per Credit</i>
A	94 – 100	4.0
A-	90 – 93	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	70 – 76	2.0
D+	65 – 69	1.5
D	60 – 64	1.0
F	59 and below	0

Grade Calculations

All grades will be posted on Canvas. Final letter grades will be assigned using the Holy Family University grading scale as listed in the University Catalog. Your final course grade will be determined by the 8 criteria listed below. To calculate your grade, add up all the points you have earned, divide it by the total number of points possible (400), and multiply by 100. Then use the above chart to find the corresponding letter grade. For example, if you received 337 points for the semester you would compute the following: $437/500 = .874 * 100 = 87.4\% = B+$. Note that .4 rounds down and .5 rounds up. In other words, if you earn an 82.4, that rounds down to an 82 while an 82.5 rounds up to an 83.

Course Grade Components

Assignment	# points	% of grade
1. Welcome/ending post (15 points each X 2)	30	6
2. Course overview quiz	N/A	N/A
3. Academic honesty assignment	20	4
4. Participation (5 points each X 12 weeks)	60	12
5. Discussion questions (10 points each X 12 weeks)	120	24
6. Reflection papers (10 points each X 12 weeks)	120	24
7. Final interview paper	120	24
8. Final interview paper outline	30	6
Total Points	500	100

Grid for Assessment

Course Outcome Objectives	Evaluation Methods	Grading Instruments
1. Acquire the vocabulary and basic knowledge necessary to understand the biology (e.g., sexual anatomy structures and functions) and psychology (e.g., sex vs gender, sexual orientation) of human sexuality.	Discussion question Reflection paper Participation	Discussion question rubric Reflection paper rubric Participation rubric
2. Recognize, label, and identify the major functions of the reproductive system (e.g., male/female anatomy, hormones).	Discussion question Reflection paper Participation	Discussion question rubric Reflection paper rubric Participation rubric
3. Critically evaluate and analyze information about human sexuality and put it to use in a socially and morally relevant context.	Discussion question Reflection paper Participation Final interview paper	Discussion question rubric Reflection paper rubric Participation rubric Final interview paper rubric
4. Explore the role of religion, culture, and history in understanding how humans conceptualize, discuss, and teach about sexuality.	Discussion question Reflection paper Participation Final interview paper	Discussion question rubric Reflection paper rubric Participation rubric Final interview paper rubric
5. Identify different types of sexual behaviors, sexual education, contraception, and safer sex practices.	Discussion question Reflection paper Participation Final interview paper	Discussion question rubric Reflection paper rubric Participation rubric Final interview paper rubric
6. Think critically about the biological and psychological factors associated with sexuality across contexts (e.g., sexual minority individuals, sexuality among older adults, paraphilia, sexuality among those with mental disorders)	Discussion question Reflection paper Participation Final interview paper	Discussion question rubric Reflection paper rubric Participation rubric Final interview paper rubric

Section 4: Course/University Policies

Title IX

Please refer to *HFU Title IX Policies* on our website for detailed information for detailed information. Please be aware of the following:

Reporting and Confidentiality

Your instructor is considered a responsible employee which means that she must report to the Title IX coordinator all relevant details about the alleged sexual violence shared by the complainant. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University's response to the report.

Confidential Resources

For those 18 or older, who are not yet prepared to make a report or pursue a complaint under this Policy, the University provides confidential professional and pastoral counseling. Conversations with professional and pastoral counselors are confidential. You may connect with persons in these offices as noted:

Counseling Services

267-341-3222

counselingcenter@holysfamily.edu

Campus Ministry

267-341-3261

campusministry@holysfamily.edu

Health Services

267-341-3262

healthservices@holysfamily.edu

Center for Academic Enhancement

The Center for Academic Enhancement (CAE) is located in the library on the second floor. The purpose of the CAE is to provide support services for students for their coursework. In many cases they can link students who need extra help in a course with a peer tutor. For more information about the CAE and the wide range of services they provide for students please visit this site, [CAE](#) or email the CAE at cae@holysfamily.edu (267-341-3326).

Academic Integrity Policy

The University's policy on academic honesty is available for review in the current Undergraduate Catalog and Graduate Catalog. Both documents are available in print (School Office) and on the University's [website](#). Violations of the University's standards in any form (including but not limited to plagiarism) as described therein or otherwise identified

will not be tolerated. Plagiarism and/or cheating on any assignment will not be tolerated. In the event of plagiarism or cheating, appropriate university guidelines will be followed and/or disciplinary action will take place. Any proven incidents of academic dishonesty are subject to progressive sanctions. Responsibility for knowing and understanding the University's position and policies on academic integrity rests with each student.

You are welcome and encouraged to talk with classmates or with me about course material as you study. **However, your assignments should represent your own work and should not be completed with other students.** If students have consulted any resources for completion of an assignment (e.g., journals, books, or other media), such resources must be cited in your reference section. Failure to cite such materials will be considered plagiarism. Undocumented use of information from the internet will be considered plagiarism. Cheating includes falsifying data, submitting work from other courses for credit in this course, submitting the work of someone else as your own, helping others to plagiarize or cheat from your own or someone else's work, or doing work for which another person is to receive credit. I reserve the right to refer any suspected cases of plagiarism, cheating, or collaboration to the University Disciplinary Committee.

Class Attendance, Preparation and Participation Policy

The University attendance policy outlined in the Undergraduate Catalog (2019-2020) states "All students are expected to attend all the class and laboratory sessions of every course in which they are registered. They may not absent themselves except for illness or some other serious matter. In any semester, absences equal to twice the number of weekly contact hours of a given class are deemed excessive. Credit may be jeopardized by absences that have exceeded the allotted number." Attendance in this course or in any course is *essential*. Your understanding of material from one week typically serves as a foundation for material in upcoming weeks of the session. An excessive absence form may be submitted to the dean's office for any student who violates the attendance policy set forth by the university. Students are expected to read the materials, ask questions, give comments, and, in a word, *participate*. Course grades may be negatively affected by repeated absences and/or lack of participation. We will take attendance each week via a sign in sheet. You may NOT sign in anyone other than yourself.

Technology Policy

We understand that many students like to follow along with the PowerPoint on their laptops in class, and that is fine. We reserve the right to change the laptop policy at any time during the semester based on student performance. There is no reason you need to be on your phone in class. It is rude and distracting and makes it difficult to pay attention. If we see you on your phone we WILL ask you to put it away. You have been warned! If there are extenuating circumstances (e.g., you are a parent monitoring communication from a babysitter), please let us know ahead of time.

Disability Disclosure Statement

Holy Family University serves a variety of learning styles and needs and is committed to accessibility. If you anticipate or experience any obstacles in this course, you may contact the Office of Disability Services for assistance (contact information below). In accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Holy Family University's Office of Disability Services provides reasonable accommodations to qualified students with a disability (physical, psychological, learning, ADHD, chronic health-related, etc.). Please note that accommodation plans will not be retroactively implemented. More details regarding policy can be found in the Student Handbook, pages 17-19. The Office of Disability Services is located in the Campus Center room 206. Students may contact this office at 267-341-3231 or disAbilityservices@holyfamily.edu for information at any point. Canvas' statement of commitment to accessibility can also be found [here](#). Canvas also has a variety of options that help support students which include the following: Screen Readers: VoiceOver (for Macs), JAWS and NVDA for PCs. Please note that there is not screen reader support for Canvas. For Macs please use Safari to utilize VoiceOver, Internet Explorer 11 for JAWS and Firefox for NVDA. To access the screen reader option, use the [Canvas page navigation menu](#).

Late Assignments

You are expected to turn in all assignments when they are due and to complete all readings/assignments in a timely fashion to keep up with this course. Make-up assignments can be offered at our discretion, but we typically require advance notice and/or an extremely good reason, as well as documentation (e.g., doctors note). In the event of an emergency situation, you MUST email both Drs. Swirsky AND Waddell BEFORE an assignment is due and provide documentation of the emergency. Missing an assignment without a valid excuse will result in a zero for that assignment. Late assignments may or may not be accepted at our discretion. We understand that you are humans, and are balancing a

mountain of other expectations and responsibilities, but part of that responsibility involves learning how to handle situations when they come up. When in doubt, ALWAYS speak up before something is due – it's much easier for us to be flexible and accommodating before the deadline. Having computer or Internet difficulties before an assignment is due is not a valid excuse for turning in an assignment late. Therefore, you must plan ahead to ensure you will have adequate time to complete each assignment!!!

Appropriate Use of Course Materials

The materials distributed in this class and on Canvas may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to redistribute them for purposes unapproved by the instructor; in particular, you are not permitted to post course materials or notes from lectures on commercial websites. Unauthorized use of course material may be considered academic misconduct. In addition, you are not permitted to video record or audio record lectures and discussions without written approval from the instructor. Please be aware that class content and discussions contain information for students enrolled in the course only and no other individuals except the enrolled student should be able to access or engage with class content, either during or outside of class meetings.

Self-disclosure & Confidentiality

The educational process involves exposure to challenging topics and ideas. Some of these topics and ideas may provoke feelings of discomfort. If this should occur, please reach out to the free services offered on campus from the Counseling Services Center (link to make appointment and/or contact information). There will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in class and in course assignments. You are responsible for monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be *used with discretion and specific to course content and discussion*. It should not detract from the lesson plan or normal group process of course learning objectives.

Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice good professional discretion at all times. Some of the material covered in readings, lectures, and discussions may be considered controversial or personal. Please be aware of this and exercise common sense, sensitivity, and courtesy in interactions related to class material. That said, sometimes things come up or come out, be respectful of this and do not discuss classmates' personal information with others outside of class. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.

Diversity Statement

This classroom supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students will:

- Be encouraged to be open and curious about others
- Demonstrate a willingness to examine one's own beliefs in the context of others' similar and dissimilar beliefs
- Demonstrate confidence in expressing one's own views about diversity as well as sensitivity listening to and absorbing others' views
- Demonstrate consideration of alternate philosophies about culture and society that demonstrates open-mindedness

Consideration, Professionalism, & Netiquette

You will treat your fellow classmates (and instructors!) with professionalism and respect. It is acceptable to disagree, but not to attack or degrade someone for their opinion. This includes, but is not limited to, inappropriate language, rude remarks and insulting comments; none of which will be tolerated. Students are expected to handle themselves in a professional manner during class discussions. If we feel that a statement made in class is disrespectful and/or derogatory, you will be contacted via email and given a warning for the first offense. Subsequent disrespectful and/or derogatory comments will be subject to progressive sanctions, such as failing the given assignment. Others in the class may differ in religious/cultural background, sexual orientation, and/or gender identity or gender expression. This classroom is a space where people can feel respected and comfortable in their opinions.

Section 5: Course Schedule ***

*** This schedule is subject to change at our discretion. Students will be notified of any changes via Canvas. Discussion posts are due the Tuesday before class and reflection papers are due the Sunday after class, both at 11:59 PM.

Week 1: Welcome & Introduction

Readings/Videos:

- Read: Syllabus
- Review: Canvas

Assignments: Course overview quiz, Welcome post

Week 2: Social Constructions of Gender & Sexuality

Readings/Videos:

- Read: [“Night to his Day”: The Social Construction of Gender](#)
- Read: [Are Alternative Sexualities a Threat to Traditional Sex?](#) (Psychology Today)
- Read: [Social & Cultural Aspects of Sex](#) (Encyclopedia Britannica entries, stop at the section on STIs)
- Watch: [Gender in the 21st Century](#) (PBS)
- Watch: [Growing up Trans](#) (PBS)

Assignments: Academic Honesty Assignment, Discussion post, Reflection paper

Last day to add/drop classes is September 12

Week 3: Genetics of Sex

Readings/Videos:

- Read: [Why we have sex](#) (Psychology Today)
- Read: [Meiosis and Fertilization](#)
- Watch: [Meiosis Overview](#)
- Play: [Meiosis Game](#)

Assignments: Discussion post, Reflection paper

Week 4: Female Anatomy & Physiology

Readings/Videos:

- Read: [Around the World in 28 Periods](#)
- Watch: [Period end of sentence](#) (Netflix)
- Watch: [The Ovarian Cycle](#)
- Watch: [The Uterine Cycle](#)

Assignments: Discussion post, Reflection paper

Week 5: Male Anatomy & Physiology

Readings/Videos:

- Read: [Male Reproductive Anatomy](#)
- Watch: [Spermatogenesis](#)
- Watch: [Physiology of Erections and Ejaculation](#)
- Watch: [The Disappearing Male](#)

Assignments: Discussion post, Reflection paper

Week 6: Sexual Function & Reproduction

Readings/Videos:

- Read: [How marijuana affects our sex lives](#)
- Watch: [The Principles of Pleasure Episode 1: Our bodies](#) (Netflix)
- Watch: [Sex Explained: Episode 4: Fertility](#) (Netflix)
- Watch: [Anatomy and Physiology of Sexual Intercourse](#)

Assignments: Discussion post, final paper outline, Reflection paper

Week 7: Sexual Education, Contraception, & STIs

Readings/Videos:

- **Read:** Panchanadeswaran, S., Johnson, S. C., Mayer, K. H., Srikrishnan, A. K., Sivaran, S., Zelaya, C. E., ... & Celentano, D. D. (2006). Gender differences in the prevalence of sexually transmitted infections and genital symptoms in an urban setting in southern India. *Sexually Transmitted Infections*, 82(6), 491-495. <https://doi.org/10.1136/sti.2006.020768>
- **Read:** [UN Report: Contraception by Method](#)
- **Read:** [The state of sex education in the US in 2021](#) (Sex & Psychology Blog)
- **Watch:** [Sex Explained: Episode 3: Birth Control](#) (Netflix)
- **Watch:** [Jumping off point: What are STI's \(or STD's\)](#)
- **Watch:** [5 Myths About Virginity Busted](#)

Assignments: Discussion post, Reflection paper

Week 8: Pregnancy, Fetal Development, & Birth

Readings/Videos:

- **Read:** [Owning your Reproductive Journey](#)
- **Watch:** [Aftershock](#) (Hulu)
- **Watch:** [Sex Explained: Episode 5: Childbirth](#) (Netflix)
- **Watch:** [Pregnancy: Conception to Birth](#)
- **Watch:** [Labor and Delivery](#)

Assignments: Discussion post, Reflection paper

Week 9: The Sexual Double Standard

Readings/Videos

- **Read:** [Why Couples Can Struggle with Who's Supposed to Initiate Sex](#) (Psychology Today)
- **Read:** Marks, M. J., Young, T. M., & Zaikman, Y. (2019). The sexual double standard in the real world: Evaluations of sexually active friends and acquaintances. *Social Psychology*, 50(2), 67. <https://doi.org/10.1027/1864-9335/a000362>
- **Watch:** [Virginity 101](#)
- **Watch:** [The virginity fraud](#) (TED talk)
- **Read:** [Sexual double standards in the media](#)

Assignments: Discussion post, Reflection paper

Week 10: Sex and the Media

Readings/Videos:

- **Read:** [Sex and the Media](#)
- **Read:** [The Complex Consequences of Sexting for Teens](#) (Psychology Today)
- **Read:** [Some Surprising Benefits of Sexting in a Relationship](#) (Psychology Today)
- **Watch:** Killing us Softly
- **Watch:** [The Effect of Sexualized Media](#) (TED Talk)
- **Watch:** [If Women's Roles In Ads Were Played By Men](#)

Assignments: Discussion post, Reflection paper

Week 11: Sexuality Across the Lifespan

Readings/Videos:

- **Read:** [What's the right age to start having sex?](#) (Psychology Today)
- **Read:** Pacilli, M. G., Spaccatini, F., Barresi, C., & Tomasetto, C. (2019). Less human and help-worthy: Sexualization affects children's perceptions of and intentions toward bullied peers. *International Journal of Behavioral Development*, 43(6), 481-491. <https://doi.org/10.1177/0165025419873040>
- **Read:** Gewirtz-Meydan, A., Hafford-Letchfield, T., Ayalon, L., Benyamini, Y., Biermann, V., Coffey, A., Jackson, J., Phelan, A., Voß, P., Geiger, M., Zeman, Z. (2018). How do older people discuss their own sexuality? A systematic review of qualitative research studies. *Culture, Health, & Sexuality*, 21(3), 293-308. <https://doi.org/10.1080/13691058.2018.1465203>
- **Watch:** [Still Going Strong: Sexuality in Older Adults](#) (TED talk)

Assignments: Discussion post, Reflection paper

Week 12: Sexuality and Neurodiversity

Readings/Videos:

- **Read:** Pecora et al., (2019). Characterizing the sexuality and sexual experiences of autistic females. *Journal of Autism and Developmental Disorders*, 49(12), 4834-4846.
- **Read:** Onstot, A. (2019). Capacity to consent: policies and practices that limit sexual consent for people with intellectual/developmental disabilities. *Sexuality and Disability*, 37(4), 633-644.
- **Read:** Walters, F. P., & Gray, S. H. (2018). Addressing sexual and reproductive health in adolescents and young adults with intellectual and developmental disabilities. *Current Opinion in Pediatrics*, 30(4), 451-458.
- **Read:** [The right to sexuality](#)
- **Listen:** [Sex & Disability](#) (podcast)

Assignments: Discussion post, Reflection paper

No class November 24 - Thanksgiving break

Last day to withdraw - November 21

Week 13: Extreme Sexuality, Paraphilia, & Fetishes

Readings/Videos:

- **Listen:** [Are they faking it?](#) (podcast). You can also access the transcript [here](#)
- **Read:** Phillips, B., Hajela, R., & Hilton, D. L. (2015). Sex addiction as a disease: Evidence for assessment, diagnosis, and response to critics. *Sexual Addiction & Compulsivity*, 22(2), 167-192. <https://doi.org/10.1080/10720162.2015.1036184>
- **Read:** [Pornography](#) (Psychology Today)
- **Read:** Harrison, M. A., & Murphy, B. E. (2022). Sexual fetishes: sensations, perceptions, and correlates. *Psychology & Sexuality*, 13(3), 704-716. <https://doi.org/10.1080/19419899.2021.1915368>
- **Watch:** [Sex Explained: Episode 1: Sexual Fantasies](#) (Netflix)

Assignments: Discussion post, Reflection paper

Week 14: Sexual Ethics, Legalities, & the Law

Readings/Videos:

- **Read:** [What is gender affirming care?](#)
- **Read:** [The “don’t say gay” law](#)
- **Read:** The Realities of Sex Trafficking [Part 1](#) AND [Part 2](#) (Psychology Today. Please read both!)
- **Watch:** [Reversing Roe](#) (Netflix)
- **Watch:** [Sex Trafficking in America](#) (Frontline)

Assignments: Discussion post, Reflection paper

Week 15: Sexual Violence, Consent, & Resistance

Readings/Videos:

- **Read:** [Chanel Miller’s statement to Brock Turner](#)
- **Read:** Jozkowski, K. N., Marcantonio, T. L., Rhodes, K. E., Canan, S., Hunt, M. E., & Willis, M. (2019). A content analysis of sexual consent and refusal communication in mainstream films. *The Journal of Sex Research*, 56(6), 754-765. <https://doi.org/10.1080/00224499.2019.1595503>
- **Read:** Cermele, J. (2010). Telling our stories: The importance of women’s narratives of resistance. *Violence Against Women*, 16(10), 1162-1172. <https://doi.org/10.1177/1077801210382873>
- **Watch:** [Consent & tea](#)
- **Watch:** [How Consent is More Than Just a Question and an Answer](#) (TED talk)

Assignments: Discussion post, Reflection paper, Ending post

***Final paper due during final exam period

Participation Description & Rubric

	2.5	2	1	0
Quantity of Participation	7 + contributions	5-6 contributions	3-4 contributions	Fewer than 3 contributions/absent
Quality of Participation	Gives substantial, relevant and thorough responses to classmate's comment or makes original contribution. Moves the discussion forward or in another relevant direction.	Responds to classmate's comments or makes own comments; makes substantial points that move the discussion forward or in another mostly relevant direction.	Thorough commentary, but does not move the discussion forward, points are off topic	Not substantive and/or does not move the discussion forward or in a new direction.
Total points possible: 5 (2.5 for each category)				

Discussion Question Description & Rubric

Every week before class, you will submit a clarification question on a topic that you struggled with from that chapter OR a question that extends the material beyond what we discussed in class. We will then use these discussion questions to guide the in-class discussion. There are 14 weeks of posts but only 12 are graded - use your free weeks wisely! Posts are due Tuesdays at 11:59 PM and late posts will NOT be accepted. You will not receive credit for a question that has already been asked by a peer... that means you need to read the entire forum before you add your question :) More information and rubric are available on Canvas.

- A question may only be posed once. This means you need to read what others have posted before you submit your post! Your response should contribute something new. Duplicate questions will not earn full points.
- Questions should be based on science. This means no “I think”, “I feel”, “I believe”, or “in my opinion” statements. This isn’t the place to talk about feelings or opinions, if you aren’t sure about something, look it up!
- Direct quotes are not permitted. All content should be properly paraphrased in your own words and cited.
- Posts must either be clarification questions, discussion questions, or extensions of the material. Questions that could be answered with a quick Google search or from reading the week’s materials will NOT earn points.
 - **NO:** When does gender dysphoria start?
 - **YES:** I don’t understand how such young children could feel like they were born into the wrong body. Are those feelings pushed on them by society and the media? Are they biological?

	2	1	0
Spelling/grammar	No spelling or grammar errors	1-2 minor spelling or grammar errors	3+ spelling or grammar errors
Novelty	Question was unique and has not been already asked	Parts of question were unique, but way too similar to something already posted	Question was not unique and was already posted by a peer
Quality	Question was a clarification or extension of material, not just asking for a recap of something covered in the text/lecture	Question was a good effort at clarifying or extending the material, but could use more depth	Question did not extend material -OR- asked something clearly covered
Scientific nature	Questions were based on science and properly backed up with sources. No I think/I feel/I believe or “in my opinion” statements”.	Questions were loosely based on science and marginally backed up with sources, but more detail was needed. -OR- 1-2 I think/I feel/I believe or “in my opinion” statements”.	Questions were largely based on opinion and/or were not supported by the literature. -OR- 3+ I think/I feel/I believe or “in my opinion” statements”.
Sources cited	All content is properly cited	Content is cited but some citations may be unclear or missing	No sources cited
Total points possible: 10			

Reflection Paper Description & Rubric

You will likely have a lot of thoughts, feelings, and ideas after leaving class each week. Human sexuality is SUCH a big topic, and we simply won't have time to discuss every aspect of every topic. Maybe there was a question you wanted to ask or a thought you wanted to share but we didn't have time to get to you. Each week after class you will write a 2-3 page paper responding to/reflecting on the following:

- 1) Discuss two new things that you learned about the topic from the presentation and/or readings.
- 2) Thinking about the other psychology/biology courses you have taken, discuss this week's topic as it relates to a topic in another psychology course (or other course outside of psychology) you are currently taking or have taken.
- 3) Discuss two important questions that remain unanswered or are lingering regarding this topic.
- 4) What is one major take-away thought you had following this week's topic.
- 5) What is one way you'll apply what you learned this week to your life?

While this is your place to reflect, this is a science course, and your statements should be based on and backed up by science. This means no "I think", "I feel", "I believe", or "in my opinion" statements. This isn't the place to talk about feelings or opinions, if you aren't sure about something, look it up! Additionally, direct quotes are not permitted. All content should be properly paraphrased in your own words and cited. We are not looking for a summary, so do not just recap the class for us – we were there :) The goal of this assignment is for you to process and extend on what was discussed and to take it to the next level.

	2	1	0
Spelling/grammar	No spelling or grammar errors	1-2 minor spelling or grammar errors	3+ spelling or grammar errors
Thoroughness	All 5 questions were thoroughly addressed in the response	3-4 questions were thoroughly addressed in the response -OR- All 5 questions were addressed but some were lacking in depth	Majority of the questions were not thoroughly addressed
Quality	Student clearly took the time to think critically about what we learned that week and reflected on course content in an insightful and thoughtful manner	Some critical thinking was present, but more depth or detail were needed to truly demonstrate learning. Student reflected on course content in a somewhat vague or shallow manner	No critical thinking was present, responses show a recap of the class discussion rather than the students' own insight and reflection
Scientific nature	Reflections were based on science and properly backed up with sources. No I think/I feel/I believe or "in my opinion" statements".	Reflections were loosely based on science and marginally backed up with sources, but more detail was needed. -OR- 1-2 I think/I feel/I believe or "in my opinion" statements".	Reflections were largely based on opinion and/or were not supported by the literature. -OR- 3+ I think/I feel/I believe or "in my opinion" statements".
Sources cited	All content referenced is properly cited	Content is cited but some citations may be unclear or missing	No sources cited
Total points possible: 10			

Final Interview Paper Description & Rubric

For this assignment, you will interview someone who is doing work related to human sexuality and then write a reflection about your interview, what you learned, and how it connects to concepts we've discussed in class. This description is intentionally broad, we encourage you to find someone doing work you are interested in. For example, you could interview a lawyer who works with survivors of sexual violence, a doctor/nurse who works in labor and delivery, a psychologist who studies sexuality and media, etc. If you have questions about the suitability of your prospective person, or you are having trouble finding someone, please ask!

YOU MAY NOT CONDUCT THE INTERVIEW UNTIL WE HAVE APPROVED THE INTERVIEWEE AND QUESTIONS!! DOING SO WILL RESULT IN A 0 ON THE FINAL ASSIGNMENT.

Your interviewee must:

- Have at least a Master's degree
- Work in a field doing something related to human sexuality
- Have been at their current job for at least 5 years
- NOT be your parent or sibling (other family members/family friends are fine)

This assignment will be submitted in two parts:

1. Outline (30 points)
2. Final interview paper (120 points)

Part I. Outline

You will submit some basic information about your proposed interviewee, including their name, contact information, vocation (where they work), years at their job, how you know them, and a brief rationale for why you chose them (be sure to clearly note their connection to human sexuality). You will also submit the proposed date/time of the interview (it's ok if it's approximate). This means that you will have already needed to identify someone and contact them to ask if they are okay with being interviewed!! You will also submit an outline of the questions you plan to ask. You are not glued to these questions and can certainly add new ones on the spot if you think of anything. Please identify 15-20 potential questions - you do not need to ask them all at the interview, we just want you to go in with a well thought out list.

Criteria	Point value
Interviewee name, contact information (phone number/email), and date of interview (if scheduled)	2
Interviewee vocation (job). Where do they work? What is their position/title? Be clear what this person does that connects to human sexuality!	2
Number of years at their job (at least 5!)	1
Your relation to interviewee	1
Rationale for why you chose them	12
15-20 GOOD questions	12
TOTAL	30

Part II. Paper

Your paper should be 5-8 pages in length (double spaced) and should start out by identifying the person you interviewed, the career/position they are in, and your rationale for choosing them to interview. From there, you should summarize your interview – do not simply string together questions and answers – organize the conversation into themes and use this as an opportunity to reflect on what you learned. In other words, connect their responses to things we’ve talked about in class. Papers should be grammatically correct and properly cited.

	Excellent	Good	Fair	Developing	Unsatisfactory	Total points possible
Proper spelling/grammar	No spelling or grammar errors (5)	1-2 spelling or grammar errors (4)	3-4 spelling or grammar errors (3)	4-5 spelling or grammar errors (2)	5+ spelling or grammar errors (1)	5
Written in “paper” format, not bulleted, listed, etc.	Entire paper was written in paragraph form (5)	1-2 bullet points but paper was mostly in paragraph form (4)	50% of paper was bulleted (3)	75% of paper was bulleted (2)	Entire paper was bulleted (0)	5
Name/career of interviewee clearly identified	Name & career of interviewee are clearly identified (5)		Name OR career of interviewee are clearly identified (3)		Name& career of interviewee are missing (0)	5
Why you chose them	Clear and detailed rationale for why interview candidate was chosen (5)	Rationale present but could be more detailed (4)	Rationale present but lacking clarity (3)	Rationale vaguely mentioned but not explained (1-2)	Rationale missing or nonsensical (0)	5
Summary/ reflection of interview	Interview was clearly summarized & presented in a thoughtful manner. Student reflected on the interview & drew logical & meaningful conclusions (30)	Paper showed a good mix of responses and student insight, but reflection could have been deeper (20)	Paper mostly consisted of stringing together responses to questions without students’ insight added. Attempts were made to reflect, but were unsuccessful or shallow (15)	Paper entirely consisted of stringing together responses to questions without students’ insight added (10)	Interview was not clearly summarized; points were illogical or did not make sense (0)	30
Biggest “take home point” identified	Biggest “take home point” clearly identified, along with rationale for why this point was chosen and how the student will incorporate it into their daily life (30)	Biggest “take home point” identified, rationale for why this point was chosen was present but lacking in depth (20)	Biggest “take home point” vaguely identified, rationale for why this point was chosen weak (15)	Biggest “take home point” vaguely identified, rationale for why this point was chosen was missing (10)	Biggest “take home point” not identified (0)	30
Connected to at least 3 class concepts/ discussions	Student clearly connected the interview content to at least 3 class concepts or topics (30)	Student connected the interview content to at least 3 class concepts or topics but lacking in depth - OR - Student clearly connected the interview content to at least 2 class concepts or topics (20)	Student connected the interview content to at least 2 class concepts or topics but lacking in depth - OR - Student clearly connected the interview content to at least 1 class concepts or topics (15)	Student connected the interview content to at least 1 class concepts or topics but lacking in depth (10)	Connection to class content was missing or extremely vague (0)	30
Citations	All sources properly cited in APA format, including both in-text and references. 1-2 minor errors acceptable (10)	All sources properly cited in APA format, including both in-text and references. 3-5 errors (7)	Most sources properly cited in APA format, including both in-text and references. -OR- All sources cited with 5+ errors (5)	Some sources properly cited in APA format, including both in-text and references. (2)	Sources missing or present but with several major errors (0)	10
Total points possible: 120						