Human Sexuality
SYG 2340–Ref#23716

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Spring 2003
Office Hours:
MWF 9-10, 11-12;
T-H 8:30-10; 11:30-1
Other hours by appointment

Schedule: This Spring class meets every Tuesday and Thursday for 80 minutes (1:05-2:20 p.m.) for a 16-week term, beginning Tuesday January 7 and ending Thursday April 24. Our final examination is Thursday May 1, 11:30 a.m.-1:30 p.m. in our regular classroom, which is Room 117 in the Wetherell Bldg.

College Credit: SYG 2340 is a three-hour credit course that may serve as 1) three hours of social science credit, or 2) three hours of elective credit.

Course Description: An introductory course in Human Sexuality designed to acquaint the student with a broad range of information about sexuality, including historical, cross-cultural, biological, psychological, sociocultural, legal, and ethical perspectives. Topics include research methods, sexual anatomy, arousal and response, sexual communication, reproduction, sexual orientation, dysfunctions, sexually-transmitted diseases, and sexual ethics. Pre-requisites include both REA0001 and ENC0020 or appropriate placement scores. (Lecture 3 hours credit and 45 contact hours). Written work (1,000 words minimum) is required and will satisfy WAC specification.


Please note: You are expected to stay current with the assigned readings, and are responsible for understanding those readings (or asking for clarification). To increase opportunities for you to engage in critical thinking and applied learning, numerous class activities have been planned which will be more meaningful if you have read the assigned material before coming to class (see schedule below).

Course Goals: This course is intended to:

1. Introduce students to the fact that human sexuality is a subject of serious intellectual inquiry.
2. Familiarize students with the scientific methods employed in research on sexual behavior so that they can become discerning consumers of this literature.
3. Increase student awareness of the range of cultural differences in sexual attitudes and behavior by examining the diversity of sexual experience in our society and around the globe.
4. Assist students in becoming more media literate and to develop analytical skills to cope with the barrage of information emanating from the popular press.
5. Understand the various aspects of sexual health and the impact of STDs, HIV, and AIDS.
6. Discover the unique sexual needs of different age groups and sexual minorities.
7. Broaden the college curriculum in order to better serve the needs of our student body.

**Student Responsibilities:** As mentioned above, it is expected that you will stay current with assigned readings and attend class promptly (punctuality benefits everyone!) and prepared. Participation in class activities is an important obligation of the student.

**Attendance:** Regular attendance and academic success usually go together like, well, love and marriage. Responsibility for class attendance, however, rests with the student and since regular and punctual class attendance is expected, the student must accept the consequences of failure to attend. You are responsible for all information presented in class whether you are present or not. Call a classmate to get detailed notes and copies of handouts. The instructor reserves the right to Administratively Withdraw (AW) any student who misses more than three classes (see *The TCC Catalog*, page 30). If you stop attending, you must go to Enrollment Services (Student Center) and request that you be dropped from the course. If you wish to withdraw from the course in order to receive the "W" grade, this must be done on or before **March 31, 2003**.

**Academic Alert:** In accordance with State Board of Education Rule 6A-14.0301, students are permitted a maximum of two (2) withdrawals per course. Upon the 3rd attempt, the student will not be permitted to withdraw and will receive a grade for that course.

The 1997 Florida Legislature passed House Bill 1545 which requires that students enrolled in the same college credit course more than two times shall pay fees at 100 percent of the full cost of instruction. Full cost of instruction will be at the same rate as non-resident fees.

**Group Participation:** Participation in group activities is expected. There will be many opportunities to engage in group learning activities and you will have an opportunity to get to meet new people and share ideas. You will have an opportunity to get to know all the people in your class if you make the effort.

**Answers to Frequently Asked Questions:**
*Do I have to attend class?* No, but since there will be one to five questions on the exam from each session, each time one misses class one is risking a lower score on the next test. Given the instructor's tendency to give at least one in-class quiz or writing assignment each week, missing such work will also diminish one's achievement.

*Is there any extra-credit?* No, but students who attend consistently tend to amass high daily quiz averages, which may compensate for lower test scores.

*Can I make-up tests?* No, but your lowest unit test score will be dropped. So, if you have to be
absent on test day for whatever reason (illness, personal crisis, work conflict, transportation problem, etc.), this will constitute the drop grade.

_How do I need to bring to class?_ You should always bring your study guide/handout with you, because many class activities revolve around exercises and quizzes detailed therein. It is usually not necessary to bring your textbook with you to class, but on some occasions it may be handy to have your textbooks along, too. I will try to remember to give you notice. For tests, you'll need a #2 pencil, an ink pen and a couple sheets of lined paper.

**Examinations:** There will be four (4) unit tests, and a comprehensive final. All tests will be sequential and non-cumulative, except the final, which will be cumulative. _Make-up exams will not be given, but the instructor will drop the lowest unit test score._

**Quizzes and Daily Work:** The instructor may administer both announced and unannounced written exercises or quizzes over the reading assignments or class activities. These events are intended to encourage you to stay current with reading assignments and to prepare you for unit exams. Although there will not be an opportunity to make-up these exercises, the instructor will drop one quiz—your lowest grade. Failure to complete an exercise/quiz shall be scored as a zero. Since missing more than one quiz will be detrimental to one's grade, it behooves one to make attendance a high priority. These activities, in aggregate, are equivalent to a unit test in terms of their value. For marginal students, attendance is often the deciding factor.

**Papers:** As a requirement of the course you will be asked to write three brief papers. Each will count as one quiz grade.

_Please note:_ All papers are to be turned in on or before their due dates. _Late papers will not be accepted after their due date._ Each paper should be typed and proofread for errors. Consult the writing lab (first floor ACC building) if you require assistance with the assignment. Remember, first impressions count: neatness, organization, and polished prose! No teacher likes to read a sloppy paper. _Hint: Use "spell checker" and read your paper out loud to detect errors._

If any of these papers pose a problem for you, please speak with the instructor in advance and an alternative assignment may be arranged.

_**Grades:**_ Your final mark for the course will be assigned as follows:

- Three Unit tests & Final = 75%
- Quizzes/papers = 25%

Please understand that responsibility for student outcomes rest with the student and are the result of the student’s efforts and abilities.
**Writing-Across-the-Curriculum**: In order to satisfy the college's writing requirement, the student must complete SYG 2430 with a grade of "C" or better and produce written work of at least 1,000 words. This written work will be done on examinations.

**Tips for Success:**

1) **Don't underestimate the difficulty of the course.** Apparently, many students enter the class with the mistaken notion that because the course is an elective and about a familiar subject, it is not academically rigorous. These students often believe that they will succeed even with minimal effort. Please don't make this mistake. Hard work and good study habits are the key to success in this class as it is in most college courses.

2) **Rehearse for each examination.** The best preparation for any test is to practice answering test questions. Hint: Make sure that you write out the answers to all the study guide questions. This is the absolute minimum that you must do. Take the practice quizzes at the companionate web-site (see below).

3) **Get involved in the class!** Make a commitment to your role as a student. The more you attend class and participate in class activities, the more you will gain from what the course has to offer. Regular attendance is a good place to start.

**Companionate Web-Site**
Instructions for Use of Companionate Web-site. Follow these steps to gain access to practice quizzes: 1) [http://psychology.wadsworth.com](http://psychology.wadsworth.com) This address invites you into the Psychology section. Wadsworth assigns human sexuality to psychology; 2) On the left side of the page, select “Course” (click on it); 3) Scroll down the middle column to and click on “Human Sexuality;” 4) Click on the picture of Crooks/Baur text; 5) Select the “For Students” toward the bottom of the page in the middle; 6) On the left margin, click on “Tutorial Quiz;” and 7) Follow instructions for the quizzes.

Or you may take the shortcut, but the address is rather long and complex. [http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M2&topic_code=5DDA&discipline_number=24&product_isbn_isbn=0534579787#](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M2&topic_code=5DDA&discipline_number=24&product_isbn_isbn=0534579787#)

**Classroom Decorum**: It is expected that you will respect the values, beliefs and rights of others in the classroom by paying attention to whomever is speaking in class, and avoiding private conversations. You may be asked to leave if you become disruptive to the learning of others. However, your ideas and insights are welcomed when shared with the entire class. No food or drinks in the classroom please. Cell phones should be turned off before entering the room.

**Academic Misconduct**: It is expected that students in this course will maintain the highest standards of intellectual honesty. Anyone involved in dishonesty (e.g. granting or receiving
assistance on exams or written assignments or plagiarism) will automatically receive a failing grade in this course. Such behavior shows contempt for the academy and will not be tolerated.

**Some Final Thoughts:** I abhor lecturing directly from the text. I find it boring and believe that it is insulting to think that you cannot read the material for yourself. I prefer spending class time engaged in enthusiastic discussions and small group activities. Frequently, we will employ video clips to trigger debate and analysis. Although I do try to relate much of the material to real life, you cannot pass this class based on your own personal experiences alone.

I use overhead transparencies to enhance learning, especially since many of my students are "visual learners." It is important to note that I do not want you to copy each word that I put up (this would subvert the learning process by turning you into a scribe). Try to grasp the basic idea and then write in your own words any thoughts you might have (now that's learning!).

Tips on taking multiple-choice tests. Read the question carefully. Trust your first hunch. When more than one answer seems correct, look for limiting words (e.g. all, never, always, must, should) which usually indicate there is a better response. Most facts, especially in sociology, are discussed in more general terms (e.g. most, some, usually, could, might, and perhaps). Certainty is foreign to most sociologists as you will discover.

**Advisement:**
As has been my practice over the years, I want to offer my services as an advisor to any of my students who might need it. Please feel free to see me during my office hours.

* * *

**Proposed Schedule**
As you know, the spring term is approximately 16 weeks in duration. Arbitrarily, I have divided the course into four discrete units with about 3-4 weeks allotted to each. Each test will cover only that unit, except for the final. In other words, you can anticipate a unit test about every three or four weeks. The final exam will be comprehensive.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
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<td>Week One:</td>
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<tr>
<td>Tue Jan 7</td>
<td>Introduction to the course</td>
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<td>Thu Jan 9</td>
<td>Perspectives</td>
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<td>Video: History of Sex</td>
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<td>Read syllabus, Ch. 1</td>
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Week Two:

Tue Jan 14  Sexual research  Ch. 2
Thu Jan 16  Gender  Ch. 3

Week Three:

Tue Jan 21  Female anatomy  Ch. 4
• anatomy worksheets are due
Thu Jan 23  Male anatomy  Ch. 5

Week Four

Tue Jan 28  Review

Thu Jan 30  Unit Test #1 (Ch. 1-5)

Week Five:

Tue Feb 4  Arousal/Response  Ch. 6

Thu Feb 6  1st Paper due (not accepted after this date)

Week Six

Tue Feb 11  Love  Ch. 7

Thu Feb 13  Communication
            Video: “He Said; She Said” (VR 2526)

Week Seven

Tue Feb 18  Sexual behavior  Ch. 9

Thu Feb 20  Sexual orientation
            Guest Speakers: LGBTSU  Ch. 10

Week Eight:
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<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>Tue Feb 25</td>
<td>Unit Test #2 (Ch. 6-10)</td>
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<td>Thu Feb 27</td>
<td>Contraception</td>
<td>Ch. 11</td>
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<td>Staci Fox, Planned Parenthood</td>
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<td><strong>Week Nine:</strong></td>
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<td>Tue Mar 4</td>
<td>Conception</td>
<td>Ch. 12</td>
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<td>Pregnancy/childbirth</td>
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<td><strong>2nd Paper is due (not accepted after this date)</strong></td>
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<td>Thu Mar 6</td>
<td>Child/Adolescent sexuality</td>
<td>Ch. 13</td>
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<td><strong>Week Ten:</strong></td>
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<td>Tue Mar 18</td>
<td>Adult sexuality</td>
<td>Ch. 14</td>
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<td>Thu Mar 20</td>
<td>Sexual difficulties</td>
<td>Ch. 15</td>
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<td><strong>Week Eleven:</strong></td>
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<td>Tue Mar 25</td>
<td>Sexual therapy</td>
<td>Ch. 16</td>
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<td><strong>Thu Mar 27</strong></td>
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<td><strong>Unit Test #3 (Ch.11-16)</strong></td>
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<td><strong>Week Twelve:</strong></td>
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<td>Tue Apr 1</td>
<td>Sexually-Transmitted Diseases</td>
<td>Ch. 17</td>
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<td>Ms. Staci Fox, Planned Parenthood</td>
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<td><strong>Thu Apr 3</strong></td>
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<td><strong>3rd Paper due (not accepted after this date)</strong></td>
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<td><strong>Week Thirteen:</strong></td>
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Week Fourteen:

Tue Apr 15   Sex for sale     Ch. 20
Thu Apr 17   Prostitution/Pornography

Week Fifteen:

Tue Apr 22   Unit Test #4 (Ch. 17-20)
Thu Apr 24   Review for Final Exam

Week Sixteen:

Thu Dec 12   FINAL EXAMINATION   11:30 a.m. – 1:30 p.m.

Progress Sheet

Unit Test One    Paper # 1    Quiz # 1    Quiz # 9
Unit Test Two    Paper # 2    Quiz # 2    Quiz #10
Unit Test Three  Paper # 3    Quiz # 3    
Unit Test Four   Paper # 4    Quiz # 4    
Final Exam       Paper # 5    Quiz # 5    
                 Paper # 6    Quiz # 6    
                 Paper # 7    Quiz # 7    
                 Paper # 8    Quiz # 8    

Grade: 75% Unit Tests & Final
       25% Papers/Quizzes

Writing Assignments: Papers

All three papers are to be written as follows:
Paper #1: Mass Media's Advice on Sex

In class, I often hear students talk about what they just learned about sexuality from a talk show or a magazine article. Although the mass consumer culture is one of the most important direct sources of information about human sexuality, students often show little ability to critically evaluate what they read, hear and see. Their knowledge, attitudes, and values are often uncritically shaped by Cosmo, Magnum, movies, MTV, Geraldo, Oprah, and a host of other mass media personalities and programs.

The purpose of this exercise is to introduce the tools for students to assess the ideas and messages disseminated by popular culture and to improve their consumer literacy in the process. The assignment is to evaluate one example of such information. Here are three options (A, B or C) for you to consider.

**Option A**: Scout out an article from a popular press magazine (men's or women's) such as Men's Health, Ebony, Glamour, GQ: Self, Vanity Fair or Cosmopolitan and see what advice they are offering regarding sexual matters. These articles often take on titles such as "Secrets to Keeping Your Sex Drive Alive!" or "Keys to The Ultimate Sexual Fulfillment!"

Critically read and analyze the article incorporating the following questions:

- Where did you find the article? How was it titled? Did the title reflect the true content of the piece? Was there an allure to the title? Did you think the article contributed to the selling of the magazine?
• Who authored the article? What are the author's credentials? (You may have to resort to
detective work to answer these questions).

• What was the main theme of the article? Was the content of the article basically correct?
   Was it helpful? Was it consistent with Crooks/Baur's treatment of the same topic? Was
   the article based on scientific research? Was it credible?

• Do you think the article was written to entertain or inform? Why?

• What were the strengths and weaknesses of the article? What does the article do well?
   What did you enjoy about the article? What are the flaws in this kind of report? What
   limitations did the article have? (For example, do the tips work for everyone?).

• What are the assumptions the writer is making? Looking back on it, what did you learn?
   Would you recommend the article to others? Why or why not?

Please attach a copy of the article with bibliographic reference.

Option B: Go on-line and find an article touting sexual advice and evaluate it. To help you with
this task, I have selected a search engine (altavista.com). (Please note, if this search engine does
not work or you cannot access it, then go to another search engine (google, lycos, yahoo, etc.).
At the home page, I selected "home & family," and from there I opted for "love & marriage,
followed by "sex advice." I found about a half dozen URLs which offered information including
the following:

Dr. Marty Klein
http://www.SexEd.org

Sexual Health InfoCenter:
http://www.sexhealth.org/infocenter/infomain.htm

Kym Martin (Ask Kim Your Sexual Questions)
http://www.sexscape.org/askim/

Sex Facts & Fictions (UCLA site with Darlene Miminni)
http://www.-paradigm.asucla.ucla.edu/DB/Issues/95/12.04/news.sextalk.html

Dr. Ruth (Go to "Sex Tips")
http://cgi.pathfinder.com/drruth/

Spicing Up Your Sex Life (Mark Weisner)
http://cybertowers.com/selfhelp/articles/sex/sex2.html

Thrive on Line
Go to “item” inside the Erotic Mind
http://www.erotica-readers.com/ERA/ItemFrame.htm

Critically read the article/piece and analyze it incorporating the questions below:

1) What promise did the article/site hold for its reader?
2) Who authored the piece/site and what is their expertise?
3) How accurate was the information supplied? How does it compare to the information in our textbook? Was the piece scientific? Credible?
4) What was the main theme of the article?
5) Do you believe the piece was written to entertain or inform?
6) What were the strengths and weaknesses of the material presented?
7) What assumptions, if any, was the author making?
8) How helpful was the information? What did you learn?
9) Would you recommend the information? What did you learn?

Please attach a copy of the article or print-out from the website including the URL.

**Option C:** Go on-line (see attached copies of Google) and locate one of the myriad consultation sites (Google.com lists 387,000) and present a real or hypothetical sexual/health problem.

Critically analyze the advice that is offered:

What site did you select and why?
What were the credentials of the person(s) you consulted with?
What problem did you present (you can be general rather than specific if you would not feel comfortable revealing this information)?
What advice were you given?
What were the strengths and weaknesses of the information provided you?

Below are some additional sites:
Columbia University Health Education program
http://www.goaskalice.columbia.edu/

All Experts on all subjects
http://www.allexperts.com/getExpert.asp?...

Dr. Patti Button
http://yoursexcoach.com

Please attach a copy of the printed information from the website including the URL.
Paper #2: Repository Visit

For your second paper it will be your opportunity to make an on-line visit to one of the repositories of sexual information. Your task, if you choose to accept it, will be to tour one or more of these sites, search out a topic of interest (perhaps a subject that you would like to know more about) and evaluate it. You will be expected to answer the following questions:

1) What site(s) did you visit?
2) What topic did you select for investigation?
3) What did you learn about the topic?
4) How would you evaluate what you discovered?
5) How does that information compare with the textbook?
6) What are the strengths and weaknesses of the information?

Some sites you might consider:

**Society for Human Sexuality**
www.sexuality.org/

**Archv fur Sexualwisse (Sexology Archives)**
www.rki.ed/GESUND/ARCHIV/CHRN.HM

**SIECUS (Sex Education)**
www.siecus.org

**The Kinsey Institute of Sexuality**
www.indiana.edu/~kinsey/

**The Kinsey Institute's Sexuality Information Service for Students**
www.indiana.edu/~kisiss/

**The Centers for Disease Control (CDC)**
www.cdc.gov/od/oc/media/

**Johns Hopkins University**
www.jhu.edu/~jhmag/0600web/arts.html#sex

**NORC (National Opinion Research Center)**
www.norc.uchicago.edu/

**Social Research Center (SRC) at the Social Research Institute**
www.isr.umich.edu
Paper #3: Research Article from Professional Journal

For this paper, it is suggested that you access one of the on-line libraries and search for a professional article of interest to you. Please note: This is a very different assignment from the first two papers. There are a number of interesting articles in the Journal of Sex Research or Archives of Sexual Behavior. By the way, if your computer is balky or sick, our library holds hard copies of the Journal of Sex Research in the stacks.

If you have a password for InfoTrac in the inside cover of your textbook you may access Wadsworth's on library. Otherwise, you can use "FirstSearch" or one of the other on-line libraries via the TCC Library (see attached blue sheet).

You should write a paper in which you answer all the following questions:

1) What article did you select? (author, title and citation)
2) What was the article about?
3) What were the strengths and weaknesses of this article?
4) What did you learn from reading this piece?
5) How does the information in this article compare to similar treatments in our textbook?

Please print off a copy of the article and attach it to the back of your paper.

Below are several articles from the *Journal of Sex Research* to give you an idea of what is out there:


