

HHP 242 Human Sexuality - Summer 2017

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REQUIRED TEXTS: *Our Sexuality, 13th edition* by Crooks & Baur, 2017. Wadsworth Cengage Publishing

COURSE DESCRIPTION: An introductory overview of human sexuality topics as they relate to health including components of healthy sexuality, influences on sexuality, sexual structure and function, human sexual response, contraception, pregnancy and birth, sexually transmitted diseases, communication, love and intimacy, lifestyles, and sexual victimization. Emphasis on gender, sociocultural factors, and sexual orientation. 3 credits. (IS)

COURSE OBJECTIVES: The student will:

- become aware of the nature of human sexuality and discover the role it plays in human health.
- explore a wide range of human sexuality topics including: sexual structure and function, historical and cultural influences, contraception, pregnancy and childbirth, gender role development, sexual behavior, STDs, sexual communication, love and relationships, sexual lifestyles, and sexual exploitation.
- become aware and clarify personal attitudes and values regarding sexuality.

Individual, Systems and Society (IS) Mode of Inquiry Catalog Description: Courses in this area examine how members of societies organize themselves to satisfy individual needs and collective goals. They foster an understanding of the complexity and interconnectedness of individuals, systems, and/or societies across local, regional, and/or global contexts. They also encourage students to think critically about themselves and their relationships to other individuals, institutions, and/or social systems. Individuals, Systems, and Societies courses are designated IS in this catalog and each semester's registration materials.

Individual, Systems and Society (IS) Mode of Inquiry Learning Objectives: This course will provide students the opportunity to meet the following IS learning objectives:

1. Analyze the complex relationships among individuals, systems, and/or societies through multiple frames of reference;
2. Think critically about the ways that society affects individual behavior and individual behavior affects society;
3. Understand the relationships among individual, systemic, and social processes;
4. Articulate how key theoretical principles can be used to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across regional, national, and/or global contexts.

METHODS OF EVALUATION

Course grade The final course grade will be determined by the following:

Debate Project	130 pts
Weekly Assignments	10 - 25 pts each week
Final Exam	100 pts

GRADING DETAILS

- **CLASS PARTICIPATION/ASSIGNMENTS**

Each week you will be given an activity to complete that aligns with the weekly reading and PowerPoint presentations. Some assignments will include participation in class discussions. Complete details for each assignment and discussion are posted on Blackboard. Assignments/discussions are due the week they are assigned by Sunday at Midnight. Assignments/discussion entries are worth 10 points each and you can expect to complete more than one assignment and/or discussion each week.

- **DEBATE PROJECT**

Debate Fact Sheets: This summer you will debate whether high schools should distribute condoms to students. You must collect documented support for **both** sides of the assigned issue, and from your research, create two fact sheets: one in favor of providing condoms to students, and one opposed to providing them in schools. Provide multiple

arguments in support of **each** side of the issue, being sure to list (footnote or citation) at least three sources of information per side. You must also analyze the sources of information for credibility and bias. See this link for resource evaluation criteria: <http://linfield.libguides.com/content.php?pid=681032&sid=5650181> More specific details about each aspect of the assignment are provided on Blackboard. Debate fact sheets, source validation and complete citations are worth a total of 50 points.

Opinion Page: Write a minimum one-page paper explaining your personal views on the assigned issue. You must include at least one resource (with credibility rating and reference citation) in support of your point of view. Grammar and spelling will count. Opinion page worth 25 points.

Debate: You will be assigned one side of the issue to debate online. For the side you have been assigned, you must make **at least one** argument to support the assigned side (10points), and write **at least two** responses to other's arguments on the other side of the issue (20 points). These will be posted within class discussion pages. Debate discussion entries worth 30 total points.

LC Justification Essay: Write an essay in which you explain how you met at least one of the IS LC objectives (see LC objectives at the beginning of the syllabus). Identify the objective(s) you met by completing any portion of the debate assignment. (NOTE: everyone in class must complete the LC essay. In addition, if you intend to count this class toward completion of your IS LC, you must also submit an exemplar and your essay to Task Stream.) LC Essay worth 25 points.

- **FINAL EXAM**

The final exam is a comprehensive multiple-choice examination. You may use your text, PowerPoints, course materials and any other resources to complete the untimed exam. I'm less interested in how much you memorize from the course, and more interested in how well you can use valid and reliable resources to find information that is pertinent to your sexuality.

GRADING SCALE:

A	93 - 100%	C+	77 - 79.99%
A-	90 - 92.99%	C	73 - 76.99%
B+	87 - 89.99%	C-	70 - 72.99%
B	83 - 86.99%	D	60 - 69.99%
B-	80 - 82.99%	F	59.99% and below

COURSE POLICIES AND GUIDELINES

Late work All assignments are due by midnight on Sunday of the week they are assigned. A 10% point deduction will be taken off for each day an assignment is late. *Assignments later than one week will not be accepted.* No assignments will be accepted after 5 pm on Sunday, August 19. **Debate Project:** Note: If you have special circumstances that affect your ability to complete work by a deadline, please contact me via email to arrange for an extension. All aspects of the debate project must be completed by midnight on Sunday of the week it is assigned
Incompletes A grade of Incomplete (I) is given only in emergency situations. The student must request an Incomplete via email and must obtain my permission. All uncompleted work must be completed within the time limits set. If you simply don't turn in the final assignments or the final exam, your course grade will be calculated with the missed portion counting for 0 points.

Special Accommodations: Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Assistant Director of Learning Support Services (LSS), within the first two weeks of the semester to request accommodations. LSS is located in Walker 124 (503-883-2444). We also recommend students communicate with their faculty about their accommodations and any special needs an instructor should be aware of.

Academic Honesty: Linfield College has a policy regarding academic honesty. All students enrolled in this course are expected to follow it. The policy can be found in the Student Handbook or by clicking on this link: <http://www.linfield.edu/catalog/academic-policies-and-procedures-all-campuses/other-policies-and-procedures/academic-integrity.html>

If unsure about whether your work reflects an appropriate level of "academic honesty" do not hesitate to discuss the matter with me before the work is started.

Class Conduct and Guidelines: Linfield does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, marital status, age, national or ethnic origin, or physical or mental ability. I expect that

everyone will be respectful of others' opinions and their decision to express them. Language, which denigrates others on the basis of the above qualities, is counterproductive and won't be tolerated. Please note the following Linfield College statement on student behavior: "Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves, individually and in groups, in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior that is harmful to themselves, other persons, or property. Faculty have the right and responsibility to foster an environment conducive to teaching and learning, and should this be threatened by student behavior, faculty are authorized and encouraged to initiate steps to deal with the issue.

The Multicultural Perspective: The multicultural perspective, in which all differences in people are potentially understood, valued, and embraced, will be used throughout the course. This perspective emphasizes that people learn to treat each other with equal dignity, understanding, opportunity and respect by honoring different cultural values and norms. People are guided to become aware of the self as a cultural being through cultural self-awareness. People develop skills to live together in harmony. [from the Linfield College Course Catalog, 20152016, p.18]

Difficulties If you have questions or problems, I encourage you to email me at dghaight@linfield.edu. If you need to speak to me about a personal issue or emergency, a call to my cell phone is the best option. Since I will be traveling over the summer months, I may not have access to internet everyday. If you don't receive a response to an email in a timely manner, please call me on my cell phone anytime between 10 am and 10 pm: **971-237-7370**. I sincerely mean this. You may also text me at any time, and I will respond to your message at my earliest convenience. Be sure to tell me your first and last name, as well as which course you're in since I teach two large classes in the summer.

Class Outline and Assignments

Date	Material Covered	Readings	Assignments*
Wk 1 6-19 6-25	Perspectives on Sexuality Gender Issues	Ch 1 Ch 5	Blackboard Assignment 1 & Discussion
Wk 2 6-26 7-2	Female Reproductive Anatomy & Physiology Male Reproductive Anatomy & Physiology Sexual Self Care*	Ch 3 Ch 4 *Self Care Ppt	Blackboard Assignment 2 & Discussion
Wk 3 7-3 7-9	Sexual Arousal and Response	Ch 6	Blackboard Assignment 3 & Discussion
Wk 4 7-10 7-16	Love and Communication in Intimate Relationships	Ch 7	Blackboard Assignment 4 & Discussion
Wk 5 7-17 7-23	Debate Topic: Transgender <i>Restroom Policy</i>		Debate Project <i>See Syllabus and Module 5 for</i> <i>details</i>
Wk 6 7-24 7-30	Sexual Behavior Patterns Sexual Orientations	Ch 8 Ch 9	Blackboard Assignment 5 & Discussion
Wk 7 7-31 8-6	Contraception Conceiving Children: Process and Choice	Ch 10 Ch 11	Blackboard Assignment 6 & Discussion
Wk 8 8-7 8-13	Sexually Transmitted Diseases Sexual Coercion	Ch 15 Ch 17	Blackboard Assignment 7 & Discussion
Wk 9 8-14 8-18	Final Exam NOTE: This is a short week		Debate resubmission deadline Extra credit submission deadline Final Exam due Friday August 18 by 11:59 pm

* Deadlines for assignments are depicted in **RED**. All assignments are due by Sunday night at midnight (PST) - unless otherwise noted.