

# University of Maryland, College Park

## Department of Public and Community Health

### HLTH 377 - Human Sexuality

**Instructor:** Dr. Robin G. Sawyer  
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**Semester:** Fall 2005  
**Classroom/Time:** HLHP 1312 / Tu/Th 11:00-12:15  
**Teaching Assistant:** Karen Grupski - karengrupski@yahoo.com

**OFFICE HOURS**

Tuesday 9:00-10:30am  
 Thursday 9:00-10:30am  
 By appointment

<b>Required Textbooks &amp; Other Readings</b>	<p><i>Sexuality Now: Embracing Diversity.</i> Carroll, J. Thompson/Wadsworth, Belmont CA, 2005.</p> <p><i>Human Sexuality: An Individualized Workbook,</i> Sawyer, R., (3<sup>rd</sup> edition), Kendall/Hunt, Dubuque, IA, 1998.</p>
<b>Course Description</b>	<p>This is a survey course that examines the basic foundations of human sexuality, incorporating topical issues of interest and importance. Given the large size of the class, the most common format of the course is lecture, but student participation and involvement is encouraged. In addition to the dissemination of cognitive information, a strong emphasis of the course is placed on the psychosocial aspects of human sexuality, and its impact on individuals and society. Students are encouraged to develop and maintain a personal philosophy concerning sexual decision-making and behavior. The broad goals of the course include an increased knowledge of the biological, developmental, and scientific aspects of human sexuality, in addition to developing a greater awareness of self and others.</p>
<b>Course Objectives</b>	<p>At the conclusion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. list the major gender differences and similarities with respect to reproductive physiology.</li> <li>2. list and describe the major developmental influences on human sexuality.</li> <li>3. describe the major sex research that has been performed.</li> <li>4. describe the process of human sexual response in terms of a response model.</li> <li>5. explain the psychosocial influences on sexual decision-making, and how they impact specific sexual behaviors.</li> <li>6. understand some basic principles of sexuality and communication.</li> <li>7. select an effective method of contraception based on a sound knowledge of individual methods.</li> <li>8. describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related</li> </ol>

	<p>aspects of pregnancy.</p> <ol style="list-style-type: none"> <li>9. show a greater understanding of, and more acceptance for alternate sexual orientations.</li> <li>10. list the most common forms of sexual dysfunction, their etiology and treatment.</li> <li>11. explain the current problems with STD &amp; AIDS containment, and demonstrate a knowledge of the most common STDs, their symptomology and treatment.</li> <li>12. experience an increase perceived susceptibility to personal risk for STD and HIV infection.</li> <li>13. understand the impact of physical and psychosexual changes in aging on sexuality.</li> <li>14. examine the concept of “love” - theories, meanings, effects on behavior etc.</li> <li>15. explain the effects of the legal system on contemporary issues related to sexuality.</li> <li>16. list and define various types of sexual behavior deemed to be atypical.</li> <li>17. demonstrate an understanding of current lifestyle issues and possible future changes in this area.</li> <li>18. develop and maintain a personal philosophy concerning sexual decision-making and behavior.</li> <li>19. consider the total concept of human sexuality.</li> <li>20. encouraged to broaden viewpoints &amp; attitudes about diverse sexual issues.</li> </ol>
<p><b>Course Policies</b></p>	<p><b><u>Missed Exams or other assignments:</u></b></p> <p>If you have an emergency or sudden illness at exam time you need to contact me within 24 hours of the exam so we can arrange a make-up. Don't simply show up to the next class or call me a week later expecting to take the exam at your convenience. If you miss the final exam, the likelihood is that you will have to take an "incomplete" and finish the following semester. Once you have taken an exam, I can't let you re-take it because you weren't feeling well, and weren't able to study ... I'd have to offer that option to the other over 200 students. If you're sick let me know as soon as possible <i>before</i> the exam.</p> <p><b><u>Accommodations for students with disabilities:</u></b></p> <p>If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p><b><u>Academic Integrity:</u></b></p> <p>The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> <li>✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.</li> <li>✓ FABRICATION: intentional and unauthorized falsification or invention of</li> </ul>

any information or citation in an academic exercise.

- ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

**Religious Observances:**

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

## Even Dogs Do IT...



## - S y l l a b u s -

<b>Sept 1</b>	<b>Introduction</b>	
<b>Sept 6</b>	<b>Historical Perspectives in Sexuality</b> Chapters 1, 2	
<b>Sept 8</b>	<b>Female Anatomy</b> Chapter 5	
<b>Sept 13</b>	<b>Male Anatomy</b> Chapter 4	
<b>Sept 15</b>	<b>Human Sexual Response</b> Chapter 10	
<b>Sept 20</b>	<b>Human Sexual Response</b> Chapter 10	
<b>Sept 22</b>	<b>Sexuality and Communication</b> Chapter 6	
<b>Sept 27</b>	<b>Sexuality and Communication</b> Chapter 17	
<b>Sept 29</b>	<b>Research Day</b>	
<b>Oct 4</b>	<b>Contraception</b> Chapter 13 ( <i>up to p. 413</i> )	
<b>Oct 6</b>	<b>Contraception</b> Chapter 13 ( <i>up to p. 413</i> )	
<b>Oct 11</b>	<b>Pregnancy and Childbirth</b> Chapter 12	
<b>Oct 13</b>	<b>Pregnancy and Childbirth</b> Chapter 12	
<b>Oct 18</b>	<b>MIDTERM EXAMINATION</b>	
<b>Oct 20</b>	<b>Sex and the Law</b> Chapter 18	
<b>Oct 25</b>	<b>Abortion</b> ps. 413-423	<i>Workbook Assignment #1 due</i>

<b>Oct 27</b>	<b>Sexuality &amp; Aging</b> ps. 304-308	
<b>Nov 1</b>	<b>Sexually Transmitted Infections</b> Chapter 15 ( <i>up to p. 481</i> )	
<b>Nov 3</b>	<b>Sexually Transmitted Infections</b> Chapter 15 ( <i>up to p. 481</i> )	
<b>Nov 8</b>	<b>HIV/AIDS</b> ps. 481-494	
<b>Nov 10</b>	<b>HIV/AIDS</b> ps. 481-494	
<b>Nov 15</b>	<b>Alternate Sexual Expression</b> Chapter 11	
<b>Nov 17</b>	<b>Alternate Sexual Expression</b> Chapter 11	
<b>Nov 22</b>	<b>Research Day</b>	
<b>Nov 24</b>	<b>THANKSGIVING – NO CLASS</b>	
<b>Nov 29</b>	<b>Human Sexual Dysfunction</b> Chapter 14	
<b>Dec 1</b>	<b>Human Sexual Dysfunction</b> Chapter 14	<i>Workbook Assignment #2 due</i>
<b>Dec 6</b>	<b>Love</b> Chapter 7	
<b>Dec 8</b>	<b>Gender Dysphoria/Transsexuality</b> Chapter 3	
<b>Dec 13</b>	<b>Atypical Sexual Behavior</b> Chapter 16	
<b>Dec 15</b>	<b>8:00 am FINAL EXAMINATION</b>	

<b>Evaluation</b>		<b>Grading</b>	
Midterm Examination	100 points	210-220 points	A+
Final Examination	100 points	204-209 points	A
Workbook assignments (10x2)	20 points	197-203 points	A-
		190-196 points	B+
		183-189 points	B
		176-182 points	B-
		169-175 points	C+
		161-168 points	C
		154-160 points	C-
		147-153 points	D+
		140-146 points	D
		131-139 points	D-
		130 & below	F

*Grades close to interval breaks will NOT be changed ... what you earn is what you get ... there's no whining in sex!!!*

**In addition to the examinations, the following assignments are due from the text, *Human Sexuality: an individualized workbook*.**

***Due on October 21:***

**So just how liberal are you?**

**Relationships ... Responses**

**Suzanne & Mark ...continued**

**Masturbation**

**Sex Education**

**ps. 7-9**

**p. 41**

**p. 49**

**p. 63**

**p. 27-28**

***Due on November 30:***

**STI Responses**

**Sex & the Law**

**Sexual Orientation**

**Gays & The Military**

**Love**

**p. 55**

**p. 73**

**p. 37**

**p. 39**

**p. 79**

### **CHES Undergraduate Competencies Met**

- I. *Assessing individual and community needs for health education*
  - A.1. Select valid sources of information about needs and interests.
  - B.1. Investigate physical, social, emotional, and intellectual factors influencing health behavior.
  - B.2. Identify behaviors that tend to promote or compromise health.
  - B.3. Recognize the role of learning and affective experience in shaping patterns of health behavior.