

**HUMAN SEXUALITY**  
**SUMMER 2008**  
**MTWR 1:00 – 1:50**  
**JUNE 23 – AUGUST 13**  
**132 Lillis**  
**CRN# 41706, 4 CREDITS**

**Instructor:**

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Office Hours: Wednesdays 11:45 – 12:40 & By Appointment

Course Webpage available at: <https://blackboard.uoregon.edu>

**Overview:**

Welcome to Human Sexuality! This course is designed to facilitate a frank, honest, and respectful conversation about the nature of our sexuality and the how psychological and sociological science has studied sexuality in its many forms. Through readings, lectures, discussions, and film clips, we will explore and expand together our multiple meanings and constructions of sexuality.

Some of the questions we will address are: Why is such a basic part of human functioning sometimes thought to be “wrong” or “dirty?” What makes sexuality so difficult to talk about and understand? Why are people’s conceptions of male and female sexuality so often divergent? How does sex “work” and how do people study it? What is sexual “dysfunction?” To provide a starting point in answering some of these questions, we will discuss the biology, physiology, evolution, and psychology of sexuality, with a strong focus on societal conceptions and interpersonal aspects of sexuality.

**Class Philosophy:**

The advancement of knowledge depends on all of us – including both instructors and students. Learning requires an **active** involvement with the course content; merely reading the material and showing up for class is not enough. It is important to *think* about what you are reading, watching, and discussing, so that you can relate it to experiences in your own life, rather than just remembering facts.

The material covered in this class often elicits a strong reaction in those who engage with it; and I encourage reaction and strongly support all forms of *respectful* interaction with the material, each other, and with the ideas presented in class. As we make our way through the course, there will be many opportunities to engage with the material, and we should all reflect on the impact our sexuality has on us, particularly within the context of our culture.

Although many human sexuality courses use heterosexuality as the standard model of healthy sexuality, and often consider homosexuality and bisexuality as anomalies, I (and the authors of your text) take the position that there can be many sexual orientations. Accordingly, heterosexuality, homosexuality, bisexuality, or other forms of sexuality that don’t fit neatly into one of the above are all equally considered as valid expressions of *human* sexuality. What this means is that you will be presented with images and descriptions of both other-sex and same-sex relationships and sexual practices in lecture and in your text.

This class also promotes respect for cultural, religious, and ethnic diversity. Although we live in the U.S., the predominant cultural beliefs in this country about sexual practices, sex roles, and communication are not the only views that exist in the world, or even within this culture. As such, we should all try to understand and celebrate the diversity of human experience. The multiple cultural, ethnic, and religious views about sexuality that exist are as valid as mainstream American beliefs, and all of human behavior should be viewed within the context of broader social, political, and cultural backgrounds.

### **My Expectations:**

The active process of learning, understanding, and personal growth involves a constantly evolving dialogue between all of us that has no clear beginning or end. Because of this, it is important to establish some ground rules to which we can all agree. First of all, class attendance is necessary -- not coming to class is similar to walking out in the middle of a conversation. Still, it is not enough to merely be there; to make this class a satisfying experience for each person individually and to create a climate that encourages learning for everyone, we all must come **prepared** to class. This means having done the readings for the day *prior* to coming to class. Summer classes have an accelerated pace and can be very time intensive. If you are not prepared to significant time outside of class each day (as well as in class) reading, writing, and reflecting on the material, then summer classes might not be for you.

Second, it is *vitaly important* that we all share the responsibility of being open to the variety of thoughts, ideas, and feelings held by all of us about the material. If there are 50 of us in the room, we can expect 50 different perspectives. Because the material covered in this course can be sensitive in nature, we all need to respect that no one type of experience or viewpoint is more important or valuable than others. You may not always agree with the views expressed by me, your text, or other students in class, but we must all agree to respect each individual's right to have and share an opinion. At the least, hearing and listening to the perspectives of others should create greater understanding of the diversity of experience in contemporary American society.

This course is designed to comply with the psychology department's guidelines for teaching and learning. Please review these guidelines at <http://psychweb.uoregon.edu/guidelines/index.htm>.

### **Class Hours and Attendance:**

This is a short, intensive, course. Classes are held Monday to Thursday (6/23 – 8/13) from 1:00 – 1:50 in Lillis 132. If you think you might have trouble attending all classes, you might reconsider taking the course. Small group discussions, in-class writing, and other in-class assignments will be a part of class, as well as several random non-graded (pass/fail) exercises which make up part of your grade. Your participation, as such, is a required part of class. Lecture will **often** overlap with the readings, but not all of the material from the text will be covered in lecture. In addition, lecture will often cover material from outside of the readings. Film-clips and guest speakers may also be a part of class. You are responsible for **all material**, i.e., quizzes can and will cover **any material** from readings, lecture, group discussions, films, etc., regardless of whether the content was covered in lecture. I also recommend that you check your email and the blackboard website often, as I may post important class information.

### **Required Readings:**

**REQUIRED** readings are assigned on a daily basis and **must be completed before the class period to which they are assigned**. There is one required text, and additional readings will be posted on the course website. Again, this class is reading intensive; expect to spend **several** hours a day outside of class on reading assignments. It will be difficult to do well on quizzes and writing exercises if you do not keep up with the reading. Although you are not expected to master the material on first reading, you need to expose yourself to the concepts we will be covering. This will make lectures and group activities more meaningful and productive. Furthermore, class discussions will often focus on material from the readings and you may find yourself lost or unable to participate if you have not kept up with the reading.

### **Required Text:**

Hyde, J. S., & DeLaMater, J. D. (2007). Understanding Human Sexuality. McGraw-Hill, 10<sup>th</sup> Edition.  
Posted Readings available on Blackboard.

## Grading:

Activity	%
Attendance, Participation & Activities	5
3 Exams (50 points each)	60
Papers & Rewrite	35
Total	100

Status	%
Pass	> 70
No-Pass	< 70

Grade	%
A+	Reserved for exceptional performance
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

### Exams: 60%

Three exams will be given in class, totaling 60% of your final grade. These exams are meant to assess your knowledge of and attention to the readings, in-class films and lectures, and class discussions. Questions will primarily be multiple choice, but there may be true/false and short answers. Questions will primarily cover the readings assigned prior to the exam. Sometimes a question will refer to material covered earlier in the course, or issues discussed in class. If you have been to class, done the readings, and thought about the material, you should be in good shape for the exams. There will be no final exam. Make up exams will not be given, except in the case of extreme circumstances where the instructor has been notified *beforehand* (e.g., *serious* illness, injury, etc.). Proof of the extenuating circumstances will need to be given (e.g., a doctor's note).

### Short Papers (due Monday, July 21<sup>st</sup>, 4<sup>th</sup> week; and Thursday, August 7<sup>th</sup>, 7<sup>th</sup> week): 35%

You will have to write TWO short papers as part of this course. For the *first* paper, you will read an additional *empirical* paper from outside the textbook and provide a critical analysis of it. I will provide papers you can choose from, although you can pick a reading outside of these with my approval. Your paper should summarize the major points of the article, address potential flaws (in methodology, theory, etc.), and argue for why this paper is good or poor. You should try to incorporate your understanding of topics we covered in class into your paper. Each day a paper is late will reduce its points by 10% (including weekend days). The heavier weighting of the first draft is to insure that you will turn in a paper of the highest quality. This is similar to a journal submission, where often the only chance for publication depends on the quality of the first draft. This paper should be 2 pages maximum in length, double-spaced, with 1" margins and a 12 point font. Grading on this paper will reflect several elements: how closely you read the paper, a concise summary of the paper's main points, a thoughtful and well-organized critical analysis, correct English grammar and style.

The second paper will be due on the Monday, August 7<sup>th</sup> and will be a reaction to one of several questions I will provide (either given out in class or posted on BB). This paper is meant to be a critical analysis of a topic from the readings, discussions, or lectures. This paper will allow you to take a stand on an issue, to *engage* with and *react* to the material, and to make a *persuasive argument* in support of or against some idea or topic. This paper should be 3 pages maximum in length, double-spaced, with 1" margins and a 12 point font.

Ideal papers will integrate knowledge of the material presented up to that point, and will demonstrate *clear, original* thought. Although neither of these papers are formal research papers, correct grammar, punctuation, spelling, etc. is expected, and serious flaws in grammar or style will cost points. If you don't own it, I suggest picking up Strunk & White's *The Elements of Style* (1999). This is a classic and excellent, very short reference book that anyone who writes should own. You can also get writing hints from this classic at:

<http://www.orwell.ru/library/others/style/index.htm> or <http://www.bartleby.com/141/>.

Make sure to cite other people's words or ideas. Have fun, be interesting, think clearly, and write carefully; if you do all of these things, you should do well on your papers!

### **Attendance, Participation, & Activities: 5%**

Participation is crucial in this course, and we will have many class discussions. Occasionally, there will be specific activities that are worth credit on a pass/fail basis (basically, if you are there and take part, you will get credit). There will be small groups work and sometimes short writing assignments or other in-class activities. These activities will sometimes be turned in to track attendance.

### **Extra Credit**

You may earn up to 2% extra credit for participating in studies run through the Human Participant Pool (1% per *hour* study). This is meant to be educational, so you must also write a very short (1/2 – 1 page) description of each study you participated in. This description should identify the hypothesis (if any) of the study, the basic design (experimental, correlational, etc.), the independent and dependant variables (if any), and should also address what the real-world implications of the research are (if any). If you are interested in doing this, you will need to set up an account through the Sona system. Please talk to me if you need help doing this.

### **General Advice:**

Procrastination is not your friend. This is especially true in the context of a summer course, when an entire quarter of material is crammed into 4 weeks. Therefore, it is my official advice that you keep up with your reading and not wait until the last minute to write papers or start studying for exams. Cramming is not only a poor strategy for doing well on exams; it also doesn't advance learning very well. A better idea is to keep up with reading, *think* about the material you are taking in and try to link it to experiences and feelings in your own life, and write papers early, leaving time for revision. In this way, you can integrate what you learn into your life, creating a lifetime of knowledge.

Although this schedule is meant to serve as a guide to readings, speakers, and other activities, it is subject to revision. If important schedule changes are made, the changes will be announced in class and either through email notification or more likely, through postings on blackboard. It is important, therefore, to check blackboard and email daily. In addition, it never hurts to read ahead somewhat; some days there is more reading due than others. Also remember that quiz questions can come from any of the information covered, whether or not that information was explicitly covered in lecture.

## **Additional Notes**

### **Using Blackboard**

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### **Academic Honesty & Cheating**

Cheating will not be tolerated. If cheating is discovered on an exam, the University will be notified and appropriate action will be taken. All other work submitted in this course must be your own and produced *exclusively* for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at:

[http://studentlife.uoregon.edu/programs/student\\_judi\\_affairs/academic-dishonesty.htm](http://studentlife.uoregon.edu/programs/student_judi_affairs/academic-dishonesty.htm)

**Plagiarism Policy:** Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. We take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. The Polk Library website includes clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism. <http://www.uwosh.edu/departments/llr/citing.html>

### **Students with Directory Restricted Access**

This course includes required on-line participation (electronic mail and World Wide Web). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

### **Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor *on the first day of class*. If you have a non-documented disability, contact Molly Sirois as soon as possible. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-1155, TTY 346-1083, [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu)] Remember that problems can arise when issues are not discussed at the outset with instructors; it is better to make arrangements early than to deal with potential problems later.