

CHFD 4870/6870: HUMAN SEXUALITY ACROSS THE LIFESPAN
The University of Georgia, Spring 2007

Instructor: Ms. Luciana Silva	Email: lsilva@uga.edu
Office: Dawson Hall, Room 103	
Class Location: Dawson Hall, Room 310	Class Time: MWF 9:05 – 9:55
Office Hours: By Appointment (Please email me or talk to me before or after class)	

Required Text:

Westheimer, R. K., & Lopater, S. (2005). Human Sexuality: A Psychosocial Perspective (2nd Edition). Baltimore: Lippincott, Williams, & Wilkins.

Course Description:

This course is intended as an overview of the biological, social and psychological aspects of human sexuality through the human lifespan. We will discuss various attitudes and values associated with sexuality and how these are influenced by familial, societal, cultural, and psychological factors. Theoretical and substantive information about human sexuality will be emphasized throughout the course. This course emphasizes learning through classroom discussions in large and small groups, a variety of group activities, as well as independent reading.

Course Objectives:

1. To increase students' understanding of human sexual development, behavior, and attitudes within the context of the family and society.
2. To help students make a connection between course material and the "real world," especially with respect to their personal and professional lives.
3. To increase students' ability to use theories, ideas, and research to explain and to understand human sexuality.
4. To increase students' ability to communicate openly and effectively about human sexuality issues.

Course Requirements:

- 1. Class Attendance (12 checks total; 10 counted checks worth 3 points each = 30 points):** This class is designed to encourage learning through discussion and interaction among class members. **DAILY ATTENDANCE IS STRONGLY ENCOURAGED** since students will be tested and evaluated over their understanding of material presented and discussed in class as well as material in the textbook. Attendance will be checked at 12 random occasions during the

semester. **Two attendance checks will be dropped before your final grade is assessed.** Only 10 checks will count toward your final grade (for a total of 30 points). Therefore, **I will accept no excuses for missed classes in which attendance was checked.** It is my sincere belief that it is your responsibility as a college student to decide whether to be in class or not, and that you will take this responsibility seriously and cautiously. Your final grade, and more importantly, your understanding and long-term knowledge of the class material should reflect the dedication and effort you devote to this class. Furthermore, it is also your responsibility to ask a colleague about any material you may miss and to contact the instructor to make arrangements to complete any missed work.

- 2. Reaction Papers (3 papers worth 33 points each = 99 points):** Your assignment is to choose three different items from three different types of media and write a 2 to 3 page reaction paper on your thoughts on the item. These can be films, books, magazine articles, newspaper articles, song lyrics, theatre plays, art exhibits, etc. **Please choose different types of media for each of your three papers. For example, if you choose to write a reaction paper on a movie for your first assignment, you CANNOT write on another movie for your next two assignments—you will have to write a reaction paper to, say, a song’s lyrics for your second paper, and a theatre play for your third paper.** All items chosen as the basis for your reaction papers should have a clear theme that relates to human sexuality. **You may *not* write a reaction paper on a film shown in class. A list of possible options from which to choose will be provided (though you may choose outside this list).**

Reaction papers should be typed, double spaced, 12 font, Times New Roman, and it should include (please type out each question/item and answer below):

1. Brief description—one or two paragraphs at the most--of the item you are reacting to (if this is a magazine or newspaper article, a song lyric, or any other material that can be easily reproduced, please staple a copy of it at the *end* of your paper. If you choose an art exhibit, theatre play or movie (that you watch in the theatre), please include the bill, ticket or brochure if available).
 2. What aspects of sexuality are discussed in this material? What are the underlying messages regarding sexuality?
 3. How does this material fit with the material presented in this class? (Cite your sources!)
 4. What did you learn from your chosen material? How does this new knowledge fit with your beliefs about sexuality?
 5. How did your material expand your thinking about sexuality?
 6. What are the implications of this film/panel for society? For families? For your area of study?
- 3. Quizzes (12 quizzes worth 10 points each = 120 points):** Your reading of the textbook assignments as well as your understanding of the material presented in class will be assessed over short, multiple-choice and short answer quizzes. These

quizzes will cover various materials—topics presented in the textbook, lectures, guest lectures, classroom discussions, and any other activities that are a part of this course.

4. Your CHOICE OF ONE of two assignments (both choices are worth 100 points each):

I. Journal: If you opt to complete this assignment, you must write **at least 15 separate entries** (AT LEAST one page each, but as long as you want them to be) **over the semester**. The best journals will be those that are done over the course of the whole semester (as opposed to those done in one sitting, the day before the due date). In these entries you are expected to talk about your thoughts, understanding, feelings, experiences, confusions, dreams, etc, about the many issues discussed in this class. Although these entries should relate to the main themes and topics presented in this course, you are encouraged to write about how these issues relate to your life outside the classroom. You can talk about things you see, hear, experience, and think about over the course of the semester. Your journal is meant to be a forum for you to apply what you are learning and hearing about to the larger context of your life. **You will be required to cite at least five different scholarly sources that relate to the topics you choose to discuss in your journal entries. You are to compare/contrast your experience with what you learn from these scholarly sources, or you may simply discuss what you have learned from them.** You are welcome to talk about whether you agree or disagree with what is discussed in class, just as you are welcome to talk about how your life may be impacted by what you are being presented with. You are encouraged to be as *creative* as you want to be with this assignment, and you can use music, photos, letters, art, and any other materials to enhance your journal. **Please only share what you are comfortable with sharing with the instructor. Your journals will be kept private--only the instructor and her supervisor will have access to these documents. I will provide feedback on your journal, and you are welcome to specify if there are specific parts on which you would like to receive comments.**

OR

II. Development Map: In this assignment you are asked to map out the development of your sexuality from your earliest memories around the many issues involved in human sexuality to the present. **More detailed directions and an example of this assignment will be provided.** Think of this task as a construction of a timeline that takes the reader through all the moments and periods in time you find significant when you think about your own development as a sexual

being. **Please do not provide explicit descriptions of your sexual practices.** Should you choose this assignment, you will be asked to think about how you learned about sex and reproduction, what messages surrounding gender you may have received in your childhood and adolescence and at what age, what factors have influenced your body image throughout your life, and what were the important influences in how you have come to think of yourself as a sexual person. You may talk about sexual orientation and preferences as they relate to your development, but you do not have to. You may be as creative as you want to be, and you may present your work in whatever format you choose (if this is something very creative and perhaps difficult to physically carry, please talk to the instructor first). In this assignment, as in the previous assignment, **please only share what you are comfortable with sharing with the instructor. Your assignments will be kept private--only the instructor and her supervisor will have access to these documents.**

Academic Honesty

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Students who assist other students in academically dishonest acts are in violation of the policy. All academic work must meet the standards contained in “A Culture of Honesty”. Each student is responsible to inform themselves about those standards before performing any academic work. The academic honesty policy website is:
http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Students With Special Needs:

Students with special needs should inform the professor immediately to ensure a class environment that will be conducive to an optimal learning experience.

Protection of Private Information:

If you have requested a restriction of your personal information please call or email the professor as soon as possible and we will have another way of taking role and addressing names in class.

WebCT:

All students are required to have a UGA email account and to be able to access WebCT. Students are responsible for checking the CHFD 4870 WebCT site regularly for important class announcements, readings and lecture outlines. Please inform your instructor if you do not know how to use WebCT, or if you notice any problems with your grades as they are recorded.

Punctuality:

Class will begin and end on time. Please arrive on time and remain for the entire class period. Assignments must be completed and submitted on time according to the course schedule to receive full credit.

Common Courtesy:

TURN OFF CELL PHONES AND PAGERS BEFORE COMING TO CLASS! Students are NOT to use cell phones TO TALK or TEXT others in class. All cell phones, pagers, and PDA's (etc.) must be appropriately stored during exams. All classes will start and end on time. **Please do not pack up before the instructor formally dismisses class.**

Respecting Yourself and Others:

Whenever a group of people come together to discuss value laden topics such as human sexuality, it is inevitable that there will be strong opinions shifting across the political spectrum at different times. It is important that we all feel comfortable expressing our personal views. This means that we must respect the views of others, even if they don't match our own. All opinions or perspectives will be given voice in this class. *Intentionally malicious or degrading comments will not be tolerated in our learning community.*

In this class each person should be responsible for his or her own comfort and well-being. If you feel you cannot/should not participate in a class activity for any reason, you may be excused, but I will urge you to think about why the material evoked such personal reaction.

Student Support:

Occasionally some of the class materials can bring personal issues to the surface for some students. If you become distressed you may choose to seek assistance from one of the following local services:

McPhaul Family Therapy Clinic	542-4486
Center for Counseling and Psychological Services	542-2273
Women's Clinic (Health Center)	542-8691
UGA Health Center (STD testing)	542-8690
Sexual Assault Center (Crisis Hotline)	353-1912

GRADE CALCULATION		GRADING SCALE
Class Attendance	30	A 349-328
3 Reaction Papers (33 pts. each)	99	A- 327-313
12 Quizzes (10 pts. Each)	120	B+ 312-303
Journal OR Sexuality Map	100	B 302-292
		B- 291-279
		C+ 278-268
		C 267-257
TOTAL POINTS	349	C- 256-244
		D 243-208
		F 207-0

Tentative Class & Assignment Schedule

Note: The syllabus is a general plan for the course; deviations announced to the class by the professor may be necessary.

Week 1	1/08	Introduction, Orientation to class	
	1/10	Introduction to Human Sexuality	Ch. 1
	1/12	History of Human Sexuality	Ch. 2
Week 2	1/15	NO CLASS – MLK HOLIDAY	
	1/17	Research in Human Sexuality	Ch. 2 – <i>Quiz 1</i>
	1/19	Film (Kinsey)	
Week 3	1/22	Film Cont'd	
	1/24	Female Sexual Physiology	Ch. 3
	1/26	Film (Breasts)	
Week 4	1/29	Male Sexual Physiology	Ch. 3 – <i>Quiz 2</i>
	1/31	Film (Private Dicks)	
	2/2	Human Sexual Response Cycle	Ch. 7
Week 5	2/5	Love, etc.	Ch. 6 – <i>Quiz 3</i>
	2/7	Gender and sexual identity	Ch. 4
	2/9	Film (Killing Us Softly)	
Week 6	2/12	Film Cont'd	Read "Doing Gender"
	2/14	Eroticism and Intimacy	Ch. 8 Reaction Paper 1 due
	2/16	Sexual orientation	Ch. 9 – <i>Quiz 4</i>
Week 7	2/19	Panel with Guests from Lambda Alliance	Bring 1 question for guests
	2/21	Film (Three of Hearts)	
	2/23	Film Cont'd	
Week 8	2/26	Fertility & Pregnancy	Ch. 10
	2/28	Childbirth	Ch. 10 – <i>Quiz 5</i>
	3/2	Guest Speaker: Michele Cohen, University Health Center	
Week 9	3/5	Contraception Cont'd	Ch. 11
	3/7	Sexually Transmitted Infections	Ch. 17 – <i>Quiz 6</i>
	3/9	Guest Speaker: Tiffany Alohou, (on HIV & AIDS)	Ch. 17 Reaction Paper 2 due
Week 10	3/12	NO CLASS (Spring Break)	
	3/14	NO CLASS (Spring Break)	
	3/16	NO CLASS (Spring Break)	
Week	3/19	Taking Care of Your Sexual Health	Ch. 11 and Ch. 5 - <i>Quiz 7</i>

11	3/21	Group Discussion	
	3/23	Sexuality in Childhood	Ch. 12
Week 12	3/26	Sexuality in Adolescence (Primetime Special)	Ch. 12
	3/28	Sexuality in Adulthood and Later Life	Ch. 13 – <i>Quiz 8</i>
	3/30	Film (Harold & Maude)	Reaction Paper 3 due
Week 13	4/2	Film Cont'd	
	4/4	Sexual Variations and Paraphilias	Ch. 18
	4/6	Sexual Dysfunction	Ch. 14 – <i>Quiz 9</i>
Week 15	4/9	Sex Therapy	Ch. 15
	4/11	Sexuality in Illness and Disability	Ch. 16
	4/13	Commercial Sex	Ch. 19 – <i>Quiz 10</i>
Week 16	4/16	Film (Born into Brothels)	
	4/18	Film Cont'd	
	4/20	Sexual Abuse and Force	Ch. 19 – <i>Quiz 11</i>
Week 17	4/23	Sexual Abuse and Force	Ch. 19
	4/25	Film (The War Zone)	
	4/27	Film Cont'd	<i>Quiz 12</i>
Week 18	4/30	Wrap Up, Impressions, Evaluations	
Final	5/2 8:00- 9:00	Final Projects Due: Development Maps or Journals (Drop off to instructor at 103 Dawson Hall, between 8:00 and 9:00am)	

Some Possible Options for Reaction Papers:

Books (Good reads that are simply fun, as well as worthwhile ways to learn):

Middlesex (by Jeffrey Eugenides)

The Vagina Monologues (by Eve Ensler) *Note***: This is a book as well as a play that is performed every year right here in beautiful Athens.

The Camera My Mother Gave Me (by Susana Kaysen)

The Dance of Deception (by Harriett Lerner)

The Game: Penetrating the Secret Society of Pick-up Artists (by Neil Strauss) *Note***: This book will be offensive to many. If you pick it, be prepared to discuss its underlying messages in detail, and to think about it in ways other than the author necessarily intended it to be thought about. In other words, please do not take it at face value, nor take its raw message too seriously.

Memories of My Melancholy Whores (by Gabriel Garcia Marquez)

Films:

Transamerica

Normal

Boys Don't Cry

If These Walls Could Talk (volumes 1 and 2—pick one) *Note***: Volume one of this series is about abortion. It is very graphic. Volume two is about lesbian women's relationships.

Kissing Jessica Stein

Brokeback Mountain

Secretary *Note***: About Sado-Masochism.

Lyrics:

You know them; you love them. Now, analyze them.