

COURSE SYLLABUS: EDP 363  
HUMAN SEXUALITY AND RELATIONSHIPS  
Summer 2016

**Thank you for choosing to take this class. I hope you both enjoy it and learn things that will be useful in your life and relationships.**

Instructor: Dr. Larry Brownstein  
Office Hours: By appointment  
[lab@mail.utexas.edu](mailto:lab@mail.utexas.edu)

Office: SZB 262

Students are welcome to make appointments with Dr. Brownstein. Appointments may be made before or after class or by email.

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Teaching Assistants (11:30AM-1:00PM): To be announced first day of class

Office Hours: To be announced first day of class

Text: Crooks & Baur, Our Sexuality, 11<sup>th</sup> or later edition

**Overview**

Human Sexuality and loving relationships will be taught from a psychological perspective with attention to the physiological, emotional and relationship dimensions of sexuality. Course goals are to present factual information and to promote scholarly examination of social and personal factors in sexual expression.

We are operating on the assumption that sex and relationships are appropriate topics of study and that our psychological understanding will be enhanced by reading about, thinking about, and talking about all aspects of human sexuality. While you may be asked to express opinions on various sexual topics, your personal sexual history, sexual experiences, or preferences will not be topics for class discussions. Virtually everyone will feel some self-consciousness and discomfort with some of the subject matter, but this usually gets better fairly quickly. However, if you do not share our belief that it is appropriate and worthwhile to study and discuss sexual issues, then the course is probably not for you.

**TOPIC OVERVIEW**

Lectures on Facts, Myths, Value Statements will inform students on how to distinguish these categories, learn the three ways of stating values and how the different ways of stating values affect relationships,. In addition, these lectures will teach students to be more critical assessors of purported scientific information and conclusions, particularly those based on surveys.

Historical Perspectives include examination of the changing social norms, religious doctrines, and legal/ethical issues in human sexuality. The interconnectedness of changing social, legal, ethical norms across history is related to social structures of organized religion, the legal and justice system, education and the workplace.

Anatomy and Physiology includes information regarding prenatal development of sexual structures and post puberty sexual structures and functions. Women's monthly cycle, pregnancy, sperm and egg development, breast development and milk production are also included in these lectures.

Sexual Arousal and Enhancement includes male and female sexual response cycles, the sympathetic and parasympathetic effects on the response cycles, changes in sexual structures during the respective cycles, masturbation, causes of sexual dysfunction and various sexual positions. In addition, a lecture is given on suggested attitudes that can make sex more enjoyable for both parties.

Birth Control lectures include discussion on the advantages and risks, the effectiveness rates and the proper use of various birth control methods. Procedures for vasectomies and tubal ligations are also detailed.

Resolution of Unwanted Pregnancies include the presentation of the various ethical positions regarding abortion, historical and legal views on abortion and factual information about options and procedures for first trimester abortions.

Teen Age Sexuality investigates several topics about teens and sex including sex education or lack thereof in high school, birth control used by teens when they first have sex, what parents can do to lower the probability that their children will want to have sex at least when they are in their early teen years based on evidence of why some teens intentionally try to get pregnant. Also discussed are negative correlations to teen births.

STDs include a review of common STDs, how they are obtained, their symptoms, preventions, treatments and or cures. Lectures also explore some common myths about STDs.

Gender Roles include historical perspectives as well as advantages and disadvantages of gender roles. An emphasis is given to the overwhelming similarities between men and women to help students identify and sympathize with each other instead of viewing the other sex as "opposite."

Sexual Orientation includes scientific research on causes along the hetero-homo sexual spectrum; exploration of common myths about homosexuality and exploration of various historical perspectives about homosexuality: as a crime, as a psychological abnormality, as a sin, as a choice and as a normal variant of sexual/love expression. Causes of homophobia are also discussed.

Love and Relationships explore various attitudes and behaviors that can enhance long-term relationships. These lectures include among others: ways to communicate and not communicate during disagreements, the importance of liking yourself and the importance of appreciation, a sense of humor and the ability to forgive along with the ability to create interests.

## THOUGHT PAPERS AND ASSIGNMENTS

Between five and seven times a semester students will be assigned thought papers or other assignments. The thought papers are opportunities to express their views on various topics during classroom discussions or lectures. Papers in the past have included such topics as homosexuality, atypical sexual behaviors, sexual victimization and assault, transgender issues, disability and sexual adjustment, gender roles during dating and sex for sale.

Assignments are given to ascertain their knowledge on various topics before being actually tested on them. Students will be given at least one assignment to (1) list what information about a sexual study or survey would be useful to have to access the value of something you read on google or heard on the news and to (2) see if you can think of an alternative explanation to a reported conclusion. There is also an assignment given to insure that students understand the different ways of stating values. Other assignments have been given to insure that students can properly interpret birth control efficiency rates.

All thought papers and assignments are discussed in small groups and followed by full class discussions on the day they are due. This gives students an opportunity to share and to listen to other students. They are considered an important part of class participation.

## ***Attendance***

**Regular attendance is expected and recommended as tests will cover lecture material. If you have to miss a class, you are responsible for getting notes and any assignment from fellow students. If there is any reason why you need to miss two classes or more consecutively, you need to discuss these absences with Dr. Brownstein in person before the absences occur. Failure to do so may result in a grade penalty at the discretion of the teacher. Guests are welcomed but will be asked to sign in upon attendance.**

## **Class Behavior**

**Particularly because of the sensitive nature of the course material, rudeness and intentionally hurtful behavior will not be tolerated. In a large class, it is important that only one person speak at a time, both as an issue of courtesy and to aid people in hearing class discussions. Students are welcome to make comments or ask questions in class as time permits. Comments or questions may be stated after raising your hand and being acknowledged by the instructor. Students may also**

**make comments or ask questions anonymously by writing them on cards and leaving them after class in a box in the back of the room. These questions, if pertinent to the purposes of the class, will be addressed at the next lecture. Questions left in the box do not need to pertain to the lecture material of that day. Students may bring water to class but not other drinks or food. Students are requested to remove hats or, if having a bad hair day, wear the bill of a hat backwards once class has begun. Cellular phones must be turned off upon entering the classroom. Any telephone used during the class period will be confiscated by the professor and returned at the end of the class period. COMPUTERS MAY NOT BE USED DURING CLASS; WRITTEN NOTE TAKING IS ALLOWED AND ENCOURAGED.**

#### CLASS SCHEDULE

The class schedule is subject to some variance to accommodate class interests and schedule of guest speakers. All efforts will be made not to change the date of tests.

#### Important Dates to Remember

June 16, Friday	EXAM I
July 7 or 8	EXAM II

DATE	TOPIC
1. June 1	Introduction & Course Overview
2. June 2	Scientific Truths, Myths, & Value Statements
3. June 5	(Continued)
4. June 6	Historical and Cultural Perspective
5. June 7	(Continued)
6. June 8	(Continued)
7. June 9	Sexual Anatomy & Physiology
8. June 12	(Continued)
9. June 13	Sexual Response
10. June 14	(Continued)
11. June 15	(Continued)
12. June 16	EXAM I
13. June 19	Sexual Enhancement
14. June 20	Birth Control
15. June 21	(Continued)
16. June 22	Teenage Sexuality
17. June 23	Resolution of Unwanted Pregnancy
18. June 26	(Continued)
19. June 27	STD's
20. June 28	Male and Female Roles
21. June 29	(Continued)
22. June 30	Sexual Orientation

23. July 3	(Continued)
24. July 5	Love and Relationships
25. July 6	Love and Relationships
26. July 7 or 8	Exam II

## Evaluation

Course grades will be assigned based on the following break down:

A = 90-100%  
 B = 80-89%  
 C = 70-79%  
 D= 60-69%  
 F = 59% or below

Note that you must make at least a "D" and turn in required thought papers in order to get credit for this class for those taking it pass-fail.

Course grades will be assigned based on performance or completion in each of the following course activities:

1. There will be two exams. The two tests may have different point values. The exact amount of points for a particular test will be announced prior to that exam. A final test average is determined by dividing the number of points earned on the two tests by the total possible points. It is expected that everyone will be present for exams. **There are no make-up exams for this course, except for official school absences or serious illnesses.**
2. Written responses to assigned questions will be due on a date which will be specified at the time the question is given (usually 1 to 2 days later). Completion of at least 80% of the assigned questions will result in 1 percentage point being added to your total exam average at the end of the semester. Completion of 100% of thought papers, will add two points to your test average. **Failure to complete 80% of the assigned entries by the specified due date will result in 3 percentage points being deducted from your total exam average at the end of the semester. Students taking the course pass/fail MUST complete 80% of the thought papers to pass the course. No late entries will be accepted.** This is my opportunity to discover your opinions, thoughts, or feelings to class lectures. I consider this an important way for you to participate in this class.

## Student Reactions

You will be invited to evaluate the course toward the end of the semester. Your constructive comments, criticisms, and ideas are always welcome. Please feel free to

contact Dr. Brownstein or the teaching assistant should you have comments or concerns regarding the substance or structure of the course.

NOTE: Because a course in Human Sexuality often raises personal issues and health concerns, you should be aware of the services available to you both through consulting with the instructor or teaching assistant for this course and through the following student services on campus:

- \*Counseling & Mental Health Center, 471-3515
- \* Student Health Center, 471-4955, 105 W. 26th Street
- \* Telephone Counseling and Referral Service (24 Hours), 471-2255

"The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY."