

Student COURSE SYLLABUS: EDP 350L
HUMAN SEXUALITY AND RELATIONSHIPS
Fall 2017

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: SZB 262K

Office Hours: By appointment

lab@austin.utexas.edu

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

Teaching Assistants: to be announced on the first day of class. Students may call or make appointments with their appropriate T.A. before or after class.

Textbook: Crooks and Baur. Our Sexuality. 12^h Edition or later: used or new copies of editions 11 or 10 are also acceptable.

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. Students who fail to do so will not be allowed to use notes on tests where students are allowed to do so. 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

October 10, Tuesday	EXAM I
November 7, Tuesday	EXAM II
December 7, Thursday	EXAM III

DATE	TOPIC	
1.August 31		Introduction & Course Overview
2.September 5		Scientific Truths, Myths, & Value Statements
3.September 7		(Continued)
4.September 12		(Continued)
5. September 14	1 and 2	Historical Perspectives on Sexuality
6. September 19		(Continued)
7. September 21		(Continued)
8.September 26	3 and 4	Anatomy and Physiology
9. September 28		(Continued)
10. October 3		(Continued)
11.October 5		Sexual Arousal
12. October 10		EXAM I
13. October 12	6	Sexual Arousal and Enhancement
14. October 17		(Continued)
15. October 19		Birth Control
16. October 24	10	Birth Control
17. October 26		Teen Age Sexuality
18. October 31	11	Abortions
19. November 2	15	STD's
20. November 7		EXAM II

21. November 9		Gender Roles
22. November 14		Gender Roles
23. November 16		Sexual Orientation
24. November 21	9	Sexual Orientation
25. November 28		(Continued)
26. November 30		Love and Relationships
27. December 5		Love and Relationships
28. December 7		EXAM III

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 three exams. The three 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 three 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. Typed 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 100% of thought papers will result in 2 percentage points being added to your test average at the end of the semester. Completion of 80% of the assigned questions will result in 1 percentage point being added to your total exam average at the end of the semester. 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 unless for official school absences. Thought papers must be turned in during class; emails are NOT 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.

3. For a student to pass this course, participating as a subject in an approved study is an Educational Psychology departmental requirement. The instructor of this class

gives 2 point added to your test average for this participation. Students who do the alternative assignment in lieu the subject pool will not earn extra credit points.

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**