

EDP 350L HUMAN SEXUALITY

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Office: SZB 262H
Office hours: Mondays, 1015am-1115am
Tuesdays, 1100am-noon
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Semester: Fall 2017
Course day/time: Tuesdays, 1230pm-200pm
Thursdays, 1230pm-200pm

TA: REDACTED

Required Textbook: Crooks & Baur, Our Sexuality.

Review all information in this syllabus. You are responsible for adhering to all course requirements and timelines.

Course Overview

The objective of this course is to introduce you to the topic of human sexuality. We will cover topics including physiological aspects of human sexuality, sexual development, gender, sexual behavior, sexual relationships, sexual development and lifespan issues, sexual diversity, and sexual dysfunctions. This course is intended to promote scholarly examination of human sexuality, but we will also cover topics that may be personally meaningful to you, such as relationship development. It is my hope that you will find this course intellectually stimulating, surprising, and helpful in your everyday life.

This course will include frank discussions of human sexuality, which will include various and diverse forms of sexual expression, sexual interactions, sexual activity, and related topics. It will also include visual material, such as images of reproductive organs. If you have a personal discomfort with this topic that would preclude engaging in this course, I suggest you find an alternative course.

Online components

Much of this course is administered through Canvas. Because we have a lot of material to cover, we will not cover how to use Canvas in this course. If this is your first time using this system, please consult with the Faculty Innovation Center about scheduling a student training session for Canvas.

Canvas has a great deal of material. Much of this material is not for grades, but can be completed to help you gain mastery of the topics in this course.

I post a version of my lecture slides online. Do not consider these slides to be complete; I use these slides as a guide for instruction, not an exhaustive replication of what we cover in class.

My intention is for you to bring a version of the slides, in hard copy or digital, or class and to fill

in comments on the slides. Material covered in lecture and not directly noted in slides is eligible for inclusion on tests, as is material covered in the textbook but not covered in the lectures. I audiorecord all of my lectures and post these recordings to canvas. The intention of this practice is to allow students to return to the lecture and review material efficiently (I recommend re-listening to all lectures at 2x speed, at least once). In class activities will not be audiorecorded.

You will note that slides and audiorecordings are posted online. This practice is consistent with recommendations for best practices in pedagogy at the university level. At the same time, this practice sometimes results in a small number of students choosing to not come to class, intending to review all lecture material on their own. Invariably, students who engage in this practice put off reviewing material until the last minute, and “cram” just before tests. Students who engage in this approach tend to do very poorly on my tests; in all classes I have taught, there has been a strong relationship between attendance and grades.

Attendance

I do not take attendance. The expectation is that you will be in class, and that if you are not it is because something important has come up (e.g., an emergency with your car, a medical emergency for you or a family member, etc.). As you are all adults, I do not need to catalogue reasons for absences from normal lecture classes. Please review the above note and data on the correlation between attendance and grade in the classes I teach.

Classroom and professional behavior

First, technology: Research indicates that students learn best when allowed to use the method of knowledge acquisition and retention that they prefer. In other words, those of you who want to print out my slides and bring them in a binder will do well with that, those of you who want to view the slides on a laptop or tablet computer will do well with that. Forcing people to not use technology will be detrimental for some students. I do not mind if you are using your laptop/ipad/phone/whatever to do work related to class. It is obvious to everyone when someone is off-task.

Research also indicates that students who are off-task generate zones of distraction behind them when they view videos of cats, play games, or whatever. It is incredibly obvious to an instructor when a student is off task—multiple people seated behind you are not going to be staring at your screen if you are just looking at the class slides. Individuals who are off task and whose behavior is disrupting the learning of others will be required to deactivate whatever technology is causing the issue, or to leave the classroom if they wish to continue using the technology.

Similarly, I could not care less if you are playing on your mobile device in your lap; you are adults and your choices in behavior are up to you. The same rule about distraction persists; if your phone is making noises, you are becoming animated or agitated, or you are otherwise being distracting to others due to whatever is happening with your device, you will be required to deactivate the device or leave the classroom if you wish to continue using it.

Your phone should be silenced, but I do not expect you to turn it completely off. If all of our phones start going off, there may be a campus emergency.

During tests, any contact with your phone is not allowed. Your phone should be silenced and stowed in a pocket or bag. If your phone is not silenced and goes off, you will not silence it during an examination; I or a TA proctor will silence it for you. Touching your phone at all during a test period be taken to mean that you wish for your test to be immediately turned in, regardless of how you have completed or not.

Second, discussions: This class is one in which it is especially fun and useful to have discussions. Students often have questions or observations that are relevant to the course. I will attempt to answer any questions students ask, and if I do not have the answer I will look it up before the next class period.

People in this class also often want to talk about some of their own experiences. You may do so if you wish, but it is important to remember that your classmates have no confidentiality agreements with regard to this class, and this classroom is not a “safe space” for disclosures. People in the class may have different opinions or disagree about some of the topics in this course. That is fine. However, behaviors that attempt to control discussions through domination (e.g., shouting someone down, talking over others) will not be accepted in the class.

Any forms of sexualized communication or sexual harassment directed at other students during class, at me, or at the TAs will be handled through the student conduct office.

Third, email contact: You may want to email me about something. This is the only class I teach this semester, but still put the class number in the subject line. This helps me know that an unfamiliar name is a student in the class and I’ll look at the email sooner. It also helps because sometimes students in other classes are confused about who their instructor is, and they email the wrong person.

Do not expect immediate replies to emails. I will typically get back to people fairly quickly during normal the day, but emails that come in at night or on weekends may not be answered until the next business day.

I expect students to send emails, to the TAs and to me, that reflect their status as developing professionals and adults. Emails should begin with a salutation (“Dr. Parent,” is fine) and end with your name. Do not email me using abbreviated text-speak; it is too easy to misinterpret or misunderstand such language, and you should not send emails that need to be deciphered by the receiver. I will return the same professional courtesy in my reply to you. Emails that do not adhere to basic professionalism will be returned for revision.

In class and online activities

This class has the potential to be one of the most practically useful courses you might ever take in college. To build on this, we will do both in class and online activities.

In class activities will consist of activities directed by your instructor. These will be small group, interactive projects that will include set-up, group work, and a return to the larger group. Activities will vary in form and purpose.

Grading for activities is determined by thoughtful engagement of the group in the activity. The course instructor reserves the ability to assign one group member to be the reporter for the

group. Students must be present until the end of the activity to receive credit for in class activities.

Online discussion activities will take place over the course of seven days. For each online activity, a subset of students will be designated as *starters* and the rest as *responders*. Starters will use the discussion prompts to start lines of discussion canvas about the topic. Starters must start the topic within 3 days of the assignment opening. Responders will have to respond to at least one starter. Rubrics for starters and responders vary by assignment, but will be fairly simple. Both starters and responders may also enter additional responses to others, to be able to earn up to two bonus points.

Class activities are not available for make up if missed.

Grading

Three examinations and the in-class activities will compose the entirety of the grades for this course. Examinations will consist of three sections: multiple choice (administered via scantron sheet), short answer/definition, and brief essay. Short answer and brief essay questions will be completed in handwriting (excepting any documented medical conditions that require alternative testing modality).

There are 15 class activities. You will receive grades on 12 of these. If you complete all 15, the extra three will be bonus credit in the course. If you provide extra responses to online discussion items, you can obtain up to two extra credit points per online discussion. These are the only extra credit options that will be offered in this course.

Grad calculation

Test 1	150 points
Test 2	150 points
Test 3	150 points

*Test breakdown: 50 points for 25 multiple choice questions
50 points for choose 5 brief answer/definition
50 points for choose 2 longer answer*

Online activities: 10 points per assignment, 12 graded assignments

Total points in this class to determine grade: 570

Grade breakdown:	570-513	A
	512-456	B
	455-399	C
	398-342	D
	341 and below	F

Religious/Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Services for Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities (phone number 471-6259). Individual instructors do not assign accommodations.

Scholastic Dishonesty Policy

Scholastic dishonesty will not be tolerated and incidents of dishonesty will be reported. Please review: <http://www.engr.utexas.edu/undergraduate/forms/462-university-of-texas-honor-code>

Emergency Preparedness

Please review: <http://emergency.utexas.edu/about>

Course Schedule

Days of topics covered may alter slightly based on progression through material.

Test and in class activity days will not be altered.

Online activities will be opened on **Monday at midnight** of whatever week they are listed, and will remain open until the following **Monday at midnight**. Starters must initiate threads by Thursday at midnight, and all responders must make at least one response by the close of the assignment.

Aug 31	Course overview In class activity 1: Experiences with sex education
Sept 5	Sex and Evolution (lecture only) In class activity 2: Incest
Sept 7	Chapter 3: Female Sexual Anatomy and Physiology In class activity 3: What do we mean by...
Sept 12	Chapter 3: Female Sexual Anatomy and Physiology
Sept 14	Chapter 4: Male Sexual Anatomy and Physiology
Sept 19	Chapter 4: Male Sexual Anatomy and Physiology In class activity 4: Anatomy
Sept 21	Chapter 11: Conceiving Children: Process and Choice
Sept 26	Chapter 11: Conceiving Children: Process and Choice Online discussion activity 5: Surprises!
Sept 28	Chapter 10: Contraception
Oct 3	Test 1
Oct 5	Chapter 6: Sexual Arousal and Response In class activity 6: Media depictions of sexual arousal
Oct 10	Chapter 7: Love and Intimate Relationships Online discussion activity 7: Dating in other times
Oct 12	Chapter 7: Love and Intimate Relationships In class activity 8: Messages about bodies
Oct 17	Chapter 8: Sexual Behaviors Online discussion activity 9: Messages about sexuality
Oct 19	Chapter 5: Gender In class activity 10: Thinking about gender
Oct 24	Chapter 9: Sexual orientation
Oct 26	Chapter 16 (Parts): Atypical Sexual Behaviors and Variations in Sexual behavior
Oct 31	Test 2
Nov 2	Chapter 12: Sexuality During Childhood and Adolescence Online discussion activity 11: Media messages about childhood and adolescent sexuality
Nov 7	Chapter 13: Sexuality and Adulthood
Nov 9	Sexuality and Ability In class activity 12: Sex and Ability
Nov 14	Chapter 15: Sexually Transmitted Infections
Nov 16	Chapter 15: Sexually Transmitted Infections

	In class activity 13: STI Continuum
Nov 21	Chapter 15: Sexually Transmitted Infections
	Online discussion activity 14: Messages about STIs
Nov 23	No class- Fall Holiday
Nov 28	Chapter 14: Sexual Difficulties and Solutions/Sexual Dysfunction
	Chapter 16 (Parts): Atypical Sexual Behaviors
Nov 30	Chapter 17: Sexual Coercion
Dec 5	Chapter 18: Sex for sale/Sex as a commodity
	Online discussion activity 15: Sex trafficking awareness
Dec 7	Test 3