

Human Sexuality
SBS 1106
Fall 2020
3 credits



Instructor Information

Instructor: Michelle C. Scarpulla, MPH, MCHES Course Day: Thursday
Pronouns: she/her/hers
E-mail: michelle.scarpulla@temple.edu Course Time: 5:30 pm- 8:00 pm
Telephone: 215-204-9113
Course Location: online synchronous <https://temple.zoom.us/j/92460778396>

Office Location: Ritter Anne, 945
Office Hours: Tuesday 11:00 -12:00; Wednesday 9:00 am-11:00 am or by appointment
All Office Hours will be conducted via Zoom: <https://temple.zoom.us/j/5618850506>

Course Prerequisites or Co-Requisites

There are no prerequisites for this course.

Course Description

This introductory course explores the biological, psychological, and socio-cultural aspects of human sexuality. Students will have the opportunity to explore human sexuality as it relates to relationships, identities, and lifespan development. Students are encouraged to apply their own knowledge and experiences to this class to facilitate discussion.

Course Technology Requirements

As part of this course, students are expected to use technology extensively during and outside of class. Students are expected to check email daily, read, and where requested, respond as appropriate. Students will also be expected to use Temple University Library website and other public health electronic sources (e.g., CDC, NIH and Census data) when needed. All students are required to comply with Temple University's Computer and Security Policy at <https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf>.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

During class, it is expected that your webcam will be on unless you have made alternate arrangements with me prior to class.

Course Format/Instructional Methods

This class is a synchronous, online class, which means that we will meet together via Zoom every week during class time. Most weeks there will be pre-class assignments for you to complete before class. These will count towards your attendance for class and will allow me to shorten the length of our synchronous class meeting.

This course uses a mix of instructional methods that will include class discussion, videos, lecture, small group and individual activities. Students are expected to attend class and fully participate in all activities. Additionally, students are required to complete all readings and assignments prior to class.

Course Expectations for Students

On average, over the semester, this course will require approximately 8.5 hours of your time per week. Please plan to spend approximately 6 hours each week reading materials, completing assignments, and watching assigned videos. Additionally, plan to spend an additional 2.5 hours/wk for the scheduled class meeting time, which will include some pre-class work. These expectations are based on the premise that 1) this course is a 3 credit course that meets for 2.5 hours each week for 14 weeks and 2) Temple's policy on credit hours states that 1 semester credit is equivalent to 1 hour (50 minutes) of faculty instruction time per week for 15 weeks (inclusive of exam week) AND a minimum of 2 hours of out-of-class student work.

Additional Course Information

The College of Public Health supports and encourages diversity and inclusion. All students have the right to be addressed by the name and pronouns that they use for themselves. Please be sure to inform me of what pronouns I should use and if you have a preferred name that I should use to address you.

Content Warning: This course will explore many sensitive topics, language, and concepts. Some of these issues have been politicized and/or are considered taboo or polarizing. While we are aiming to create a space where everyone feels safe to express them, we will also hold a brave space in which everyone is encouraged to push through any discomfort and engage as your perspective is challenged.

With that, it is necessary to understand your own boundaries and possible triggers. If you have experienced any form of sexual trauma, you may be triggered by course content on sexual violence, structural violence, oppression, childhood abuse, various sexual behaviors, or others. If you feel triggered, you are welcome to remove yourself from the space, communicate with me about your needs, and care for yourself. If you anticipate you may be triggered by any course content, please let me know in advance if possible.

Temple and Covid-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

Course Objectives and Competencies

#	LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED	DIRECT/INDIRECT ASSESSMENT TOOL
1.	Demonstrate an understanding of basic anatomy and function of the human reproductive systems including reproductive physiology.	Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course including: <ul style="list-style-type: none"> - Science of Human Health and Disease - Health Promotion - Health Protection 	In class activity, Quiz 1, final exam
2.	Identify current contraceptive methods and techniques including rates of effectiveness and contraindications.		Quiz 3, Risk Reduction Project, final exam
3.	Describe the different stages of the birth process and factors affecting fetal growth and development and potential maternal health issues		Quiz 3, final exam
4.	Identify different facts and major factors in understanding specific contemporary sexuality topics including orientation, gender, and health disparities by sexual minorities.		Quiz 1, Quiz 2, Gender/SO Project, final exam
5.	Apply the biological/physiological, environmental, and social implications of sexuality issues to potential "real world" situations.		Ethical issues project
6.	To discuss sexual dysfunctions including current potential techniques and health/medical solutions to these performance and/or health issues.		Quiz 4, final exam
7.	Explain sexual development and the societal and environmental impact on one's present day sexual beliefs, attitudes and behaviors and the relationship of culture on sexuality in the United States and selected countries of the world.		Quiz 1, Quiz 2, final exam

Course Materials

There is no textbook for this course. All required readings will be available on Canvas. Students are expected to do the assigned readings and pre-class work prior to class. This may include viewing a recorded lecture, visiting a website, reading the assigned material, watching a video, or completing a pre-class assignment.

Required Course Assignments

Below are brief descriptions of each of the Project Assignments. Please see the course website on Canvas for more detailed information on each assignment and the rubric used to grade it. Late policies for each assignment are posted below. Students should expect feedback (and grades posted) on graded assignments within 10 weekdays of the due date.

The grading for this course is based upon 1,000 points broken up in the following manner:

Participation	130 points or 13%
Quizzes (12) --drop 2 lowest grades	400 points or 40%
Final Exam	100 points or 10%
Gender/Sexual Orientation Project	70 points or 7%
Risk Reduction Project	100 points or 10%
Ethics paper	150 points or 15%
Notes for jigsaw activity	50 points or 5%

Attendance and Participation: see further description below.

Quizzes: There will be weekly online quizzes, based on the readings and material discussed in class. Quizzes will open on Fridays at 12:00 am and close on Saturday at 11:59 pm. No late quizzes will be allowed unless arranged in advance with instructor. There will be 12 quizzes and you will have one attempt for each quiz. The lowest two quiz grades will be dropped.

Final exam: There will be a cumulative final exam, taken online. The final exam must be taken by the due date and time.

Gender/Orientation Project (100 points or 10% of grade):

Option 1: Go to a library or bookstore and find a children's book that includes a gay or lesbian character or couple, or which discusses same sex parenting or which discusses being transgender. Bring the book into class and be prepared to read a portion of it to the class. (If you buy it, hold your receipts so you can return it if you want to after the class.) Answer reflection questions on Canvas.

Option 2: Interview a person who is gay, lesbian, bisexual or transgender about their coming out process. Sample questions are available on Canvas. You do not need to include their name, but include how you know this person (friend, family, etc.) You cannot interview yourself. Be prepared to discuss in class. Answer reflection questions found on Canvas.

Projects are due September 10th, but will be discussed in class on September 17th. A portion of the books (option 1) will be read out loud to the class on September 17th. Reflection questions should be submitted on Canvas. Assignments turned in late will lose 10% per day.

Risk Reduction Project (100 points or 10% of grade):

Option 1: Choose one method of birth control and create a short (45-60 second) commercial for that method. Upload it to Youtube so that it can be shared with the instructor and viewed in class. Create a reference page in APA format to submit on Canvas.

Option 2: Create a brochure geared at people age 50 and over about STDs, including why they are at risk, how STDs are spread, how to prevent them and where to get more information. Save it as a PDF so that it can be submitted on Canvas. Create a reference page in APA format to submit on Canvas with the brochure.

Option 3: Choose a state and create an infographic geared towards teens living in that state about their rights and access to sexual health services, including access to birth control, HIV testing, STD testing and treatment, abortion, and any other sexual health services you'd like to explore; where they can get services; and sources for more information. Save it as a PDF so that it can be submitted on Canvas. Create a reference page in APA format to submit on Canvas with the infographic.

This project is due on Canvas October 14th by 11:59 pm. Assignments turned in late will lose 10% per day.

Culture, ethics and sexuality project (150 points or 15% for paper and 50 points or 5% for jigsaw activity):

Part 1: You will be given a list of possible ethical issues and will be able to choose your top two choices. Based upon your choices, you will be assigned the topic for this project.

Research the issue and write a short paper (3-5 pages) about it including the definition, the ethical concerns, and the various majority viewpoints in the US and internationally regarding the issue, and how culture has shaped those views.

Papers are due November 5th at 11:59 pm. Assignments turned in late will lose 10% per day.

Part 2: You will be put into groups and will be responsible for teaching your group mates about your topic, through a "Jigsaw Activity". You will prepare notes for your group, and will also turn these in for a grade. This will take place on November 19th. If you are absent on the night of this class, you will only receive partial credit for this assignment if you turn in your notes. Turning in your notes late will lose 10% per day.

Grading Scale

925-1000 A	865-894 B+	765-794 C+	665-694 D+	0-594 F
895-924 A-	825-864 B	725-764 C	625-664 D	
	795-824 B-	695-724 C-	595-624 D-	

Each assignment will receive a point value. Scores are generated to one decimal point; scores ending in a .5 or greater will be rounded to the next whole number. For example, a final point total of 864.5 will be rounded to 865 and earn a B+ on the grading scale.

Policy on Attendance and Participation

The discussion and participation in class sessions are an integral part of the learning during this course, and so participation is worth 130 points (10%) of your final grade. Participation points will be based upon your timely and active participation at each class session (worth 6 points per class), as well as pre-class assignments that are due by 5:30 every Thursday (worth 4 points per class; pre-class work submitted late will not receive any points). Students are expected to be on time, to stay for the full duration of the class, and to be active participants in every class session. Arriving after class has started, leaving early or not actively participating in class activities and discussions will result in a loss of points for that class session. ***Loss of points will result from using your computer for something other than class work, texting, or otherwise not paying attention.***

Attendance in class will be taken via Qwikly during the first 5 minutes of class. If you feel unwell, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

E-mail

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu. During the semester, I will try to return your e-mail within 36 hours unless I am out of the office or the university is closed. E-mails sent after noon on Fridays will generally not be returned until Monday—please plan accordingly. Please remember that e-mails regarding technological questions should be directed to Temple’s Help Desk at help@temple.edu.

Course Minimum Grade

The College of Public Health requires that all undergraduate students achieve a minimum grade of "C" for all courses which are considered required for their major. Please check the undergraduate bulletin (<http://bulletin.temple.edu/undergraduate/>) to confirm if this class is a major requirement for your program. For further questions, please see your academic advisor.

Incomplete

A student will be eligible for a grade of "Incomplete" only if he/she/they: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the timeframe in which that work will be completed. The student is responsible for initiating this process and all signed incomplete forms must be sent to the Associate Dean for Academic Affairs prior to the start of study days in that semester. (<http://policies.temple.edu/PDF/41.pdf>).

Withdrawal from the Course

If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw within the current semester (www.temple.edu/registrar/documents/calendars/). Please consult the University policy on withdrawals (<http://policies.temple.edu/PDF/337.pdf>).

Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed at <http://policies.temple.edu/PDF/99.pdf>.

Academic Honesty

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct, which can be accessed at <http://studentconduct.temple.edu/policies>.

Disability Disclosure Statement

Please bear in mind that COVID-19 may result in a need for new or additional accommodations. Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Counseling Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance and ability to participate in daily activities. Counseling services are available through Tuttleman Counseling Center at <https://www.temple.edu/temple-students/health-and-wellness/health-and-counseling>

Sexual Misconduct

Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment is contrary to this commitment and will not be tolerated. Please refer to the University policy on sexual harassment at: <http://policies.temple.edu/PDF/366.pdf> Additional resources related to sexual harassment and ways in which to report an incident can be found at: <http://sexualmisconduct.temple.edu/>

Permission to Record

Students who wish to record class should speak with the instructor in advance to be respectful of classmates. Recording of lectures as a disability accommodation is permitted. Students are not permitted to copy, publish or redistribute any recordings without express permission from the instructor and any students recorded; distribution without permission may be a violation of educational privacy laws (FERPA) and copyright laws. Instructors may record live/synchronous class sessions to share through Canvas for students unable to attend class or as a study tool. The instructor will inform the class in advance and is able to pause the recording, upon request, if there are sensitive topics being discussed. All instructor recordings are property of Temple University.

Netiquette Statement

It is important to foster a respectful and productive online learning environment. Our differences, some of which are outlined in the University's nondiscrimination statement, add richness to this learning experience. All opinions/experiences must be respected in the spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings; do not attack any individual. Avoid the use of profanity, sarcasm, slang and the use of all capital letters in discussion threads, as these forms of communication may be disruptive. Be careful with your own and others' privacy. Treat others the way you wish to be treated.

Library Resources

Students may request appointments with Librarians who can provide targeted assistance at all stages of an assignment- individual or small group appointments are available. Easy access to program specific resources may be found in Library research guides <http://guides.temple.edu/hsl>.

There are multiple campus libraries available to students. The Health Sciences site highlights resources typically used by those in the health professions – go to the Health Sciences Libraries through this link: <https://library.temple.edu/hsl>. You may also connect with a library through the online chat function for assistance: <https://library.temple.edu/hsl/ask>

Continuity of Instruction in Event of Emergency

Students are to register for the TUAAlert System to be made aware of University closures due to weather or other emergency situations. Please go here to register: <http://www.temple.edu/safety/>. In the event of an emergency, class materials/instructions will be provided via Canvas or zoom. Registered students will be alerted to any alternate testing or submission of assignment from the instructor via email.

General Policies

All University (<https://bulletin.temple.edu/undergraduate/academic-policies/>) and College of Public Health policies will be upheld. The *Undergraduate Student Handbook* for the College of Public Health details College expectations: (<http://cph.temple.edu/student-handbooks>)

Course Schedule

Course schedule may be subject to change with advanced written notification.

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
1	8/27	Introduction to course and human sexuality	<p>Read:</p> <ul style="list-style-type: none"> • Alfred C. Kinsey: A pioneer of sex research • Sexual and reproductive health • The twentieth century: An American sexual history <p>Watch:</p> <ul style="list-style-type: none"> • The intersections of sexuality <p>Do:</p> <ul style="list-style-type: none"> • Sign up for Remind • Pre-class work (post introduction on discussion board & Syllabus Scavenger Hunt) 	Quiz 1 due Saturday at 11:59 pm
2	9/3	Anatomy and sexual response	<p>Read:</p> <ul style="list-style-type: none"> • Human sexual anatomy and physiology • Intersex 101: Everything you want to know! <p>Watch:</p> <ul style="list-style-type: none"> • The Sexual Response Cycle <p>Do:</p>	Quiz 2 due Saturday at 11:59 pm

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
			<ul style="list-style-type: none"> • Pre-class work (Anatomy diagrams) 	
3	9/10	Gender	<p>Read:</p> <ul style="list-style-type: none"> • Development of gender identity • Sex and gender • David Reimer and John Money gender reassignment controversy • Non-binary gender identities • Healthy People 2020 transgender fact sheet • Understanding non-binary people: How to be respectful <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Reading reflection) 	<p>Gender/Sexual Orientation project due Thursday at 5:30 pm</p> <p>Quiz 3 due Saturday at 11:59 pm</p>
4	9/17	Sexual orientation	<p>Read:</p> <ul style="list-style-type: none"> • Sexual orientation • Lesbian and bisexual health • Gay men's health fact sheet • There's no 'gay gene' <p>Watch:</p> <ul style="list-style-type: none"> • The LGBTQ sex talk <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (definitions worksheet) 	<p>Be prepared to discuss Gender/Sexual orientation project in class.</p> <p>Quiz 4 due Saturday at 11:59 pm</p>

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
5	9/24	Love, relationships & communication	<p>Read:</p> <ul style="list-style-type: none"> • Introduction to relationships and communication • Theories of love • Theories of mate selection <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (polls—due at 5:00 pm!) 	Quiz 5 due Saturday at 11:59 pm
6	10/1	Sexuality through the life span	<p>Read:</p> <ul style="list-style-type: none"> • Chapters 8 & 9 • Attitudes about sexuality and aging • The Facts on LGBT aging • LGBT seniors factsheet • I've stopped saying feminine hygiene products <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (T/F questionnaire) 	Quiz 6 due Saturday at 11:59 pm
7	10/8	Conception, pregnancy and birth	<p>Read:</p> <ul style="list-style-type: none"> • Health Education (p. 108-117) • Prenatal development 	Quiz 7 due Saturday at 11:59 pm

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
			<ul style="list-style-type: none"> • Birth • Birth Plans <p>Watch:</p> <ul style="list-style-type: none"> • Stages of labor <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Shawn & Olivia AND Birth plan) 	
8	10/15	Contraception and abortion	<p>Read:</p> <ul style="list-style-type: none"> • Health Education (p. 118-131) • Induced abortion in the US <p>Watch:</p> <ul style="list-style-type: none"> • How do contraceptives work? <p>Review:</p> <ul style="list-style-type: none"> • Bedsider website • Birth control methods • Shout Your Abortion stories <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Birth control chart) 	<p>Risk Reduction project due Wednesday at 11:59 pm</p> <p>Quiz 8 due Saturday at 11:59 pm</p>
9	10/22	Sexually transmitted infections	<p>Read:</p>	<p>Quiz 9 due Saturday at 11:59 pm</p>

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
			<ul style="list-style-type: none"> • Concepts of Fitness and Wellness (select sections) • HPV: 5 things all women should know <p>Watch:</p> <ul style="list-style-type: none"> • What is HPV and how can you protect yourself from it? <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (STI chart) 	
10	10/29	Sexual problems and solutions	<p>Read:</p> <ul style="list-style-type: none"> • Supporting individuals with disabilities and mental illness • Sexual dysfunction <p>Watch:</p> <ul style="list-style-type: none"> • What causes fetishes? • Let's talk about sex and breast cancer • Sex addiction • The right to sexuality • I'm disabled and I've paid for sex <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Video reflections) 	Quiz 10 due Saturday at 11:59 pm

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
11	11/5	Sexual coercion	<p>Read:</p> <ul style="list-style-type: none"> • Health Education (p. 82-92) <p>Watch:</p> <ul style="list-style-type: none"> • What is sexual violence? <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Roll Red Roll) 	<p>Ethical issues paper due Thursday at 11:59 pm</p> <p>Quiz 11 due Saturday at 11:59 pm</p>
12	11/12	Sexual marketplace	<p>Read:</p> <ul style="list-style-type: none"> • Sex trafficking <p>Watch:</p> <ul style="list-style-type: none"> • Hidden America <p>Do:</p> <ul style="list-style-type: none"> • Pre-class work (Reflection questions) 	<p>Quiz 12 due Saturday at 11:59 pm</p>
13	11/17	Ethical Issues	<p>Read:</p> <ul style="list-style-type: none"> • The state of sex education • State policies on sex education • Why sex education in the US needs an update <p>Listen:</p> <ul style="list-style-type: none"> • The state of sex education in America <p>Review:</p>	<p>Notes for jigsaw due Wednesday at 11:59 pm</p>

Week	Date of class	Topic	Preparation (do before class!)	Assignments due
			<ul style="list-style-type: none"> National sexuality education standards No pre-class work this week.	
14		FALL BREAK		
15	12/3	Review for final and class wrap-up	Review notes from semester	

Final exam will open on Thursday, December 10 at 12:00 am and close on Saturday, December 12 at 11:59 pm. No late exams will be allowed without prior arrangement.