



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's PK-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaboration with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

CHF 351: HUMAN SEXUALITY ONLINE

<https://bb.courses.maine.edu/>

University of Maine – Fall 2018

YOUR INSTRUCTOR

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COURSE DESCRIPTION

This three credit course, through the use of online lectures, music, and films, covers broad areas of human sexuality: the social aspects of sexuality as it develops within the individual and within relationships; the process of sexuality education; and those aspects of sexual behavior representing alternatives to conventional sexual behavior. This course satisfies the General Education Ethics and Social Context & Institutions requirements.

BE FOREWARNED: THIS IS NOT AN EASY COURSE. Interesting? Yes. Easy? No. Since this course is an upper division offering, it assumes that you have certain skills and competencies; namely, that you can read intelligently and write coherently.

STUDENT LEARNING OUTCOMES FOR THIS COURSE

This course is designed to broaden understanding of human sexuality.

By the end of this course, students should be able to:

1. Discuss historical and cultural influences on contemporary sexual attitudes.
2. Discuss methodology and ethical issues in sex research.
3. Differentiate between sex and gender and explain how perceptions of gender affect sexuality.
4. Describe the difference between sex, gender identity and sexual orientation.
5. Identify basic aspects of male and female sexual anatomy and sexual arousal.
6. Describe various types of sexual behavior across the lifespan.
7. Explain the importance of communication in sexual relationships and identify helpful communication techniques.
8. Discuss infertility, reproductive alternatives, and compare advantages and disadvantages of available contraceptives.
9. Discuss types of sexually transmitted infections and identify effective methods to reduce the likelihood of contracting an STI.

COURSE REQUIREMENTS

**Your course requirements are 3 prelims, 3 papers, and weekly discussion posts
The course is on Blackboard: Announcements, lessons, discussion, etext, prelims, papers.**

IMPORTANT: Please note that things are always due by NOON on Sundays.

1. THREE PRELIMS. (50% of final grade/300 points)

There will be three 50-item Multiple Choice/True-False prelims based on the textbook readings. Tests will be taken on-line. The prelim is timed - you will have 40 minutes to complete the exam once you open it. You can only see each question once. After you submit the exam, your grade will be posted on the class website.

- * Prelim #1 = 100 points Available starting at noon on Thursday, October 4;
to be completed by noon on Sunday, October 7
- * Prelim #2 = 100 points Available starting at noon on Thursday, November 8
to be completed by noon on Sunday, November 11
- * Prelim #3 = 100 points Available Monday, December 17 until midnight

Statement of Understanding for Test-Taking

To be read and agreed upon by the student before taking the prelim.

- I understand I will be taking a prelim on-line for CHF 351: Human Sexuality.
- I understand this is not an open-book test; therefore I will not use any notes or text or help from other students or sites (such as Quizlet.com or ScienceForum.com) to assist me.
- I also understand that the prelim is not to be shared with others, downloaded, copied, forwarded to anyone, or printed out.
- I understand that I am not to discuss what will be on the test with other students who have not taken it.
- I understand that acts of academic dishonesty not only shortchange my education, but also show disrespect for my professor and classmates as well as tarnish the quality of a University of Maine degree.
- Finally, I understand that should I violate this statement of understanding, I will be dropped from the course with a failing grade and sent to the Office of Community Standards, Rights and Responsibilities for disciplinary action as outlined within the Student Conduct Code.
- I and only I will complete this prelim.

2. THREE PAPERS. (25% of final grade/150 points)

All 3 papers should follow the same format: Begin at the top of the first page with the Paper number and title of the paper (e.g., *Paper #1: Becoming Nicole*); put your name on the second line. Follow the directions for the paper and check that you have written 1,000 or more words. Include word count at the end. Points will be taken off for not following directions, grammatical errors, and for being turned in late. Papers should be submitted to our Blackboard folder. At that point, SafeAssign will screen your paper for originality/plagiarism by checking your paper against others I've received this semester and in previous semesters and to others on the Internet.

Three Important Points:

1. Only your own original work will be accepted (See *Academic Honesty and Dishonesty Policy*). If you turn in someone else's work, you will be dropped from the class with a failing grade and sent to the Office of Community Standards, Rights and Responsibilities.
2. All papers will be submitted to Blackboard by the due date for screening by **SafeAssign**, a service that checks papers for evidence of plagiarism.
3. Late papers turned in within a week of the due date will lose points; after 1 week: -50 points.

Paper #1: BECOMING NICOLE (50 points).

Read the book, *Becoming Nicole: The Transformation of an American Family* by Amy Ellis Nutt. Divide your paper into three parts with these three headings:

1. What I learned (be sure to tell me where in the book you learned this: chapters, pages);
2. What surprised me (be sure to identify the specific chapter, page numbers); and
3. What was most valuable to me (be sure to identify the specific chapter, page numbers).

Write a response to each of these three topics. Be specific when talking about what is discussed in the book (e.g., "In Chapter X, on pages Y=Z when she talks about..."). It must be very clear to me you read the book..... not a book review. Your paper should be 1,000 or more words (be sure to check your word count). Avoid quoting – this is supposed to be 1,000 of your words. Include word count at the bottom of your paper. Submit your paper to the Papers folder, "Paper #1: Becoming Nicole" on Blackboard. **Due by noon on Sunday, September 30.**

Paper #2: CROSS CULTURAL PERSPECTIVES ON SEXUALITY (50 points).

Use the book, *Sex around the world: Cross-cultural perspectives on human sexuality* (link to ebook available on our Blackboard site), as the source for your information for the paper. Information is presented on 50 countries on the topics of sexual activity, contraception, abortion, sexuality education, HIV/AIDS, LGBT issues, prostitution, and pornography. Pick an option to write about and indicate which option you are choosing:

- Option 1: Choose one topic from the book (e.g., sexual activity, contraception, abortion) and write about it. Discuss how this one topic varies across a bunch of countries. Pick as many countries as you want in order to write a paper that is 1,000 or more words, or
- Option 2: Choose several countries (e.g., Scandinavian countries, or Canada, the US, and Mexico) or countries that have things in common (e.g., high Catholic population, low income, or abortion is illegal) and compare them on all of the sexuality topics, or
- Option 3: If you have grown up in one of the countries discussed in the book: Choose that country in this book (besides the U.S.) and write about it; it – this is a good option for someone who has lived in the chosen country (not just visited for a short period) and can add how their own experience compares to the information provided in the book.

However you choose to approach this paper, be sure to use *Sex Around the World* as the source for your paper. Do not just reiterate facts from the book – discuss the information. Also, be sure your paper has an introductory paragraph and a concluding paragraph. Your paper should be at least 1,000 words (your own words). Submit your paper to the Papers folder, “Paper #2: Cross Cultural Perspectives” on Blackboard. You must include the word count for your paper at the bottom.

Due by noon on Sunday, October 21.

Paper #3: HIS PORN, HER PAIN (50 points).

Read the book, *His Porn, her pain: Confronting America's pornpanic with honest talk about sex.* by Dr. Marty Klein. Divide your paper into three parts with these three headings and answer these questions:

1. What I learned (be sure to tell me where in the book you learned this, page #, chapter);
2. What surprised me (be sure to identify the specific page #, chapter); and
3. What was most valuable to me (be sure to identify the specific page #, chapter).

Write a response to each of these three topics. Be specific when talking about what is discussed in the book (e.g., “In Chapter X when Dr. Klein talks about...”). It must be very clear to me you read his book..... not a book review of his book. Your paper should be 1,000 or more words (be sure to check your word count). Avoid quoting – this is supposed to be 1,000 of your words. Instead, say things like, “In Chapter X on pages y-z, when he talked about.....” Include word count at the end/bottom of your paper. Submit your paper to the Papers folder, “Paper #3: His Porn Her Pain” on Blackboard. **Due by noon on Sunday, December 9.**

3. WEEKLY DISCUSSION. (25% of final grade/150 points)

Each week you will post online to our discussion folder on Blackboard. I have posted a question in the discussion folder over the lessons assigned for each week; these questions are also found on the Calendar posted on Blackboard. Important: You must post your submission to the discussion folder before noon each Sunday. Each post should be 100 or more words. You are free to work ahead (all lessons and discussion folders are open), but don't fall behind.

How is weekly discussion graded you ask? Each week you will receive either:

- 10 points for posts that refer specifically to information presented in the lessons (e.g., “When Dr. Caron discussed...” or “In the slide that showed...”) and is 100 or more words in length, or
- 0 points for simply posting with no reference to the lessons, less than 100 words, it is late or there is no post.

BLACKBOARD

Everything for this class is found on Blackboard. On the main page when you log into the class, **there are blue tabs running down the left side** for Announcements, Professor Info, Course Info, Syllabus, Calendar, Lessons, Discussion, Papers, eTexts, Prelims, Extra Credit Options, and My Grades.

- Lessons. Click on “Lessons” and select the lesson you need to listen to/view. You do 2 lessons each week.
- Discussion. You will post your discussion within the discussion folder for that week – click on the Discussion tab. Submit discussion posts by noon each Sunday.
- Papers. Your three papers are posted within the Papers tab, in individual SafeAssign folders. Post your papers in the sub-folder for Paper 1, 2, or 3. The same is true for Extra Credit papers (post extra credit in individual folders based on what you pick)
- How to submit your paper: I have posted detailed directions for how to submit a paper into SafeAssign in the Announcements. I cannot open Pages, so submit word or pdf.
- Prelims. Your three prelims are found under the Etext & Prelims tab. Questions only appear once, and you have 40 minutes to take the exam once you open it. A practice exam is available for those who want to try out taking a test online. The Practice test is not worth any real points.
- Grades. Your grades for discussion, papers, and prelims are posted in My Grades.
- Announcements: I regularly post announcements in Blackboard’s Announcements, so be sure to check that.

DETERMINING YOUR GRADE FOR THE COURSE

Summary of Evaluation:

1. Exams: 50% of grade

Prelim #1	100 points
Prelim #2	100 points
Prelim #3	100 points

2. Papers: 25% of grade

Paper #1	50 points
Paper #2	50 points
Paper #3	50 points

3. Discussion: 25% of grade

15 weeksx10	150 points
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TOTAL: 600 points

Grading (**I do not use +/- grades**):

A: 600 X .90 = 540-600 points

B: 600 X .80 = 480-539 points

C: 600 X .70 = 420-479 points

D: 600 X .60 = 360-419 points

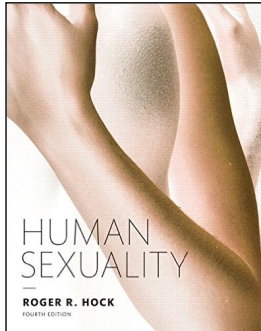
Failing: less than 360 points

Note: The Practice Exam does not count toward any “real” points. It is simply for demonstration purposes. This is why those points are not included in your Total Points.

REQUIRED READING/BOOKS

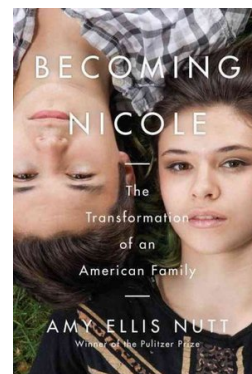
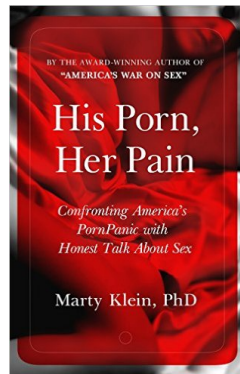
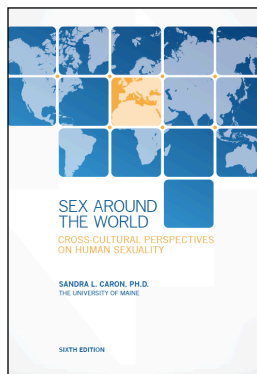
Major Text:

Hock, R. (2016) *Human sexuality*. Fourth Edition. Prentice Hall. This is an e-text which is available on our Blackboard site under the “eTexts” tab. You don't purchase anything - the textbook is covered by the course fee when you registered. You also can access my ebook, *Sex around the world*, under this tab.



Plus Three Required Paperbacks (for the three papers you will write):

- Caron, S.L. (2016). *Sex around the world: Cross cultural perspectives on human sexuality*, 6th edition. Pearson. **Do not buy – it's available with your etext on Blackboard**
- Klein, M (2016), *His porn, her pain: Confronting America's pornpanic with honest talk about sex*. Praeger Press.
- Nutt, A.E. (2015). *Becoming Nicole: The transformation of an American Family*. Random House.



COURSE OUTLINE AND READING ASSIGNMENTS

BEGIN:	TO DO:	TOPIC
Sept. 3	LESSON 1 LESSON 2	INTRODUCTION TO THE COURSE/HOUSEKEEPING HAVING A PUBLIC DISCUSSION ABOUT PRIVATE PARTS
Sept. 10	LESSON 3 LESSON 4	SEX UNDER GLASS: SEXUALITY RESEARCH HISTORY OF SEXUALITY: SEX THEN AND NOW
Sept. 17	LESSON 5 LESSON 6	FEMALE & MALE SEXUALITY: ALL ABOUT ADAM & EVE REPRODUCTION & BIRTHING; INFERTILITY: BROKEN DREAMS
Sept. 24	LESSON 7 LESSON 8	DOING "IT": SEXUAL FUNCTION AND SEXUAL DIFFICULTIES GENDER IDENTITY: TRANSGENDER ISSUES PAPER #1 DUE by noon on Sunday, September 30
Oct. 1	LESSON 9	CONTRACEPTION: WHEN SEX IS MORE THAN PROCREATION PRELIM #1 Covers Hock textbook readings: Ch. 5, 6, 7, 10 (not 1, 2, 3) Available from noon Thursday, Oct. 4 thru noon Sunday, Oct. 7
Oct. 8	LESSON 10 LESSON 11	ABORTION: THE POLITICS OF BIRTH CONTROL WHERE DO BABIES COME FROM? TALKING WITH KIDS
Oct. 15	LESSON 12 LESSON 13	TEEN PREGNANCY: THE ROLE OF SEX EDUCATION CROSS-CULTURAL PERSPECTIVES: SEX AROUND THE WORLD PAPER #2 DUE by noon on Sunday, October 21
Oct. 22	LESSON 14 LESSON 15	HOW CAN YOU TELL IF YOU'RE REALLY IN LOVE? RELATIONSHIP IN CRISIS: HANG IN THERE OR HANG IT UP?
Oct. 29	LESSON 16 LESSON 17	SEXUAL ASSAULT: WHY RHETT DIDN'T GIVE A DAMN MEN STOPPING RAPE: MEN'S INVOLVMENT IN PREVENTION
Nov. 5	LESSON 18	CHILD SEXUAL ABUSE AND INCEST: KISS DADDY GOODNIGHT PRELIM #2 Covers Hock textbook readings, Chapters 4, 9, 12, 13 Available from noon Thursday, Nov. 8 to noon Sunday, Nov 11
Nov. 12	LESSON 19 LESSON 20	STI'S: THE INS AND OUCHES OF SEX AIDS: HIGH RISK COLLEGE LIFE; LIVING WITH HIV
Nov. 19	LESSON 21 LESSON 22	SEXUAL ORIENTATION: LGB & OTHERS: 10% (or 4%) REVIEW HOMOPHOBIA: THE TOLL IT TAKES ON ALL OF US Extra credit due by noon on Sunday Nov 25^a
Nov. 26	LESSON 23 LESSON 24	DISABILITY: INFORMATION FOR THE TEMPORARILY ABLED AGING: WILL YOU STILL LOVE ME WHEN I'M 64?
Dec. 3	LESSON 25 LESSON 26	ATYPICAL SEXUAL VARIATIONS SEX IN THE MEDIA: RATE IT A OR X? PAPER #3 DUE by noon on Sunday, December 9
Dec. 10	LESSON 27	THE FUTURE: COMING TO TERMS WITH YOUR OWN SEXUALITY PRELIM #3 Covers Hock textbook readings: Ch 8, 11, 14, 15 Available Monday, Dec 17 thru midnight

SOME POLICIES TO BE AWARE OF

DISABILITY/ACCESSIBILITY ACCOMMODATION

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. *Students who have already been approved for accommodations by SAS and have a current accommodation letter should get that to me as soon as possible.*

COURSE SCHEDULE DISCLAIMER (DISRUPTION CLAUSE)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

ACADEMIC DISHONESTY

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

“NETIQUETTE”

According to *The Core Rules of Netiquette* from the book **Netiquette** by Virginia Shea: “When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words -- lonely written words -- are all you've got. And that goes for your correspondent as well. When you're holding a conversation online -- whether it's an email exchange or a response to a discussion group posting -- it's easy to misinterpret your correspondent's meaning. And it's frighteningly easy to forget that your correspondent is a person with feelings more or less like your own.”

Having read that, please keep a few things in mind when emailing the professor:

1. Refer to me as **Dr. Caron** – NOT: “Yo” “Hey You” or “Hi Sandy”
2. With so many students in this online class, please avoid sending me emails asking for information easily found on the syllabus (e.g., asking me when papers are due, what chapters the prelim will cover)
3. With so many students, please know that it may take time to reply to you. I sometimes receive over 100 emails in a day during the semester, so expect a delay.
4. Avoid writing to me at midnight with the statement: “*I need to hear from you right away.*” Most likely, I am sleeping.
5. Please offer me the same respect I give you. In other words, do not write something to me that you are not willing to say to me directly.
6. Please check your spelling. Use of such codes as “RU” (versus spelling out “are you”) is not acceptable. Use Standard English.

Sexual Violence Policy: Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-310-0000** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>