PBH 429 SYLLABUS
EDUCATION FOR SEXUALITY
College of Community Health Sciences
Instructor: Amanda Morgan, DHS MPH

Course Information:
PBH 429: 3 Credits (Fulfills the Social Science requirement)
Fall 2017 Course
Section 100 – Tues 2:30-5:15pm
Prerequisites: None
Classroom: CHE 102

Course Instructor:
Amanda Morgan, DHS MPH
Assistant Professor in Residence
Office: BHS 352B
Phone: 895-2923
Email: amanda.morgan@unlv.edu (Please write in the subject PBH 429)
My Office Hours are Monday and Wednesday from 3 pm to 5 pm.
I am also available for online office hours using the WebCampus chat feature or Skype.

Course Description:
Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values. This course will explore the topic of sexuality and sex education, encompassing the topics of sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, and gender roles. Physical, mental-emotional, and social aspects of sexuality will be addressed including sexual communication, relationships, safer sex practices, decision making and sexual pleasure. The course is structured to prepare individuals to conduct meaningful learning experiences in personal and family life sex education.

Learning Objectives:
1. Understand and identify the human reproductive system and its functions. (UULO 1.1, 1.5)
2. Examine the context of sexuality in relation to historical and contemporary perspectives. (UULO 1.1, UULO 2.4, UULO 4.1, 4.2, 4.6)
3. Understand gender, sexual and social roles related to human sexuality. (UULO 1.2, UULO 4.2, 4.6, UULO 5.2)
4. Learn the various sexually transmitted infections, their causes, symptoms, treatment options and risk-reduction methods. (UULO 1.4, 1.5, UULO 2.4, UULO 3.3, 3.5, UULO 4.2, HCAP A3, HCAP C2)
5. Learn about contraceptive options, fertility, and pregnancy-related topics. (UULO 1.1, 1.5, UULO 3.6, UULO 4.2, UULO 5.4)
6. Understand the diversity of sexual behaviors, orientations, beliefs and values. (UULO 1.5, UULO 2.4, UULO 4.2, 4.6, UULO 5.2)
7. Learn about sexuality education throughout the lifespan and the state and federal policies related to sexuality education. (UULO 1.5, UULO 2.2, UULO 3.3, UULO 4.1, 4.2, UULO 5.1, 5.2, HCAP B13)

**UNIVERSITY UNDERGRADUATE LEARNING OBJECTIVES (UULO):**

1. **Intellectual Breadth and Lifelong Learning** – Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning.

2. **Inquiry and Critical Thinking** – Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.

3. **Communication** – Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession.

4. **Global/Multicultural Knowledge and Awareness** – Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them.

5. **Citizenship and Ethics** – Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.

This class will contain material of a sexually explicit nature, including nudity and open conversations about sexuality.

****If you are not comfortable with the nature of this human sexuality course or feel like you will be unable to respect the views of your professor and classmates, please withdrawal ASAP or November 3rd****

**Important Dates:**
- August 28 First day of the Fall 2017 semester
- September 1 Final day to drop or withdraw and receive a 100 percent refund
- September 4 Labor Day Recess
- October 6 Final day to completely withdraw from ALL classes and receive a 50% refund. No other refunds after this day.
- October 19 Final day to apply for Fall 2017 graduation
- October 28 Nevada Day Recess
- **November 3rd Final day to drop or withdraw from classes.**
- November 10 Veterans Day Recess
- November 23-24 Thanksgiving Recess
- Dec 11-16 Finals Week
Required Book:

Suggested Resource:
Education for Sexuality YouTube Channel: http://www.youtube.com/education4sexuality
Online Resources from the Textbook: http://sites.sinauer.com/discoveringhumansexuality3e/

**PLEASE DISCLOSE TO THE PROFESSOR AT THE BEGINNING OF THE SEMESTER IF YOU REQUIRE ACCOMMODATIONS FOR A DOCUMENTED DISABILITY**

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TU</td>
<td>8/29</td>
<td>Syllabus Ch. 1</td>
<td>Introductions and Class Expectations History of Sex Film</td>
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<tr>
<td>TU</td>
<td>9/5</td>
<td>Ch. 1 and 2</td>
<td>Why study sexuality? Women’s Bodies</td>
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<tr>
<td>TU</td>
<td>9/12</td>
<td>Ch. 2 Ch. 3</td>
<td>Women’s and Men’s Bodies</td>
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<tr>
<td>TU</td>
<td>9/19</td>
<td>Ch. 4 Ch. 8</td>
<td>Men’s Bodies</td>
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<tr>
<td>TU</td>
<td>9/26</td>
<td>Ch. 4 Ch.5</td>
<td>Sex and Gender Differences Attraction, Arousal and Response</td>
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<tr>
<td>TU</td>
<td>10/3</td>
<td>Ch. 10</td>
<td>Sex Across the Lifespan: Childhood and Adolescence</td>
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<td>Date</td>
<td>Time</td>
<td>Lecture</td>
<td>Reading</td>
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<tr>
<td>10/10</td>
<td>Ch. 11 Ch. 6 and 7</td>
<td>Ch. 11 Ch. 6 and 7</td>
<td>Sex across the Lifespan: Adulthood and Aging Sexual Behavior and Relationships</td>
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<td>10/17</td>
<td>Ch. 8 Ch. 12</td>
<td>Ch. 8 Ch. 12</td>
<td>Sexual Orientation Midterm Exam</td>
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<td>10/24</td>
<td>Ch. 13 Ch. 17</td>
<td>Ch. 13 Ch. 17</td>
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<td>10/31</td>
<td>Ch. 9 Ch. 9</td>
<td>Ch. 9 Ch. 9</td>
<td>Contraception Abortion</td>
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<td>11/7</td>
<td>Ch. 15</td>
<td>Ch. 15</td>
<td>Possible Guest Speaker Sexually Transmitted Diseases</td>
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<td>11/14</td>
<td>Ch. 14</td>
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<td>11/21</td>
<td>Ch. 16 Ch. 16</td>
<td>Ch. 16 Ch. 16</td>
<td>Sexual Assault Violent Relationships</td>
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<td>11/28</td>
<td>Ch. 16</td>
<td>Ch. 16</td>
<td>Sex as a Commodity NO CLASS</td>
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<tr>
<td>12/5</td>
<td>STUDY WEEK</td>
<td>STUDY WEEK</td>
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<tr>
<td>12/12</td>
<td>Final 3:10 pm to 5:10 pm</td>
<td>Final 3:10 pm to 5:10 pm</td>
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**Grading Percentages:**

- A 100 – 93%
- A- 92.9 – 90%
- B+ 89.9 – 87%
- B 86.9 – 83%
- B- 82.9 – 80%
- C+ 79.9 – 77%
- C 76.9 – 73%
- C- 72.9 – 70%
- D+ 69.9 – 67%
- D 66.9 – 63%
- D- 62.9 – 60%
- F Below 60%

**TOTAL POINTS AVAILABLE: 350**

**Midterm and Final Exam:** Exams will be based on material covered in the class, including lectures, reading and films. They will be multiple choice, short answer, fill in the blank and true and false. A midterm exam will be given mid-semester and will be worth 100 pts. The final exam will be cumulative and worth 100 points.
**Film Review and Reflection:** There will be films shown during the various modules of this course. These films or assigned clips will be longer than 30 minutes and will require you to watch them and then type up a one-page (double-spaced) review of the film. **Review** it as a sex education tool and then **reflect** about how the film impacted you on a personal level/perspective. You will be expected to write TWO review/reflection papers throughout the semester. Each paper will be worth 30 pts. Grammar and spelling errors will result in a lower grade.

**Sex Education Letter:** We all play sex educators in our normal lives, whether it is teaching about the menstrual cycle or explaining the suggestive lyrics of a song on the radio. Pick an age group and a sexuality topic to address. Write it on your own or use suggestions from the SIECUS guidelines for age-appropriate messages or other knowledge you have learned from this class/textbook. The letter can be intended for a real person or a fictional one. It can be formal (to a government agency or official) or informal (you can be funny!) Be medically accurate, age-appropriate and fact-based in the information you provide, but no citations are required. The letter must be at least 2 pages long. 40pts.

**Semester Project Options:**

**Pick ONLY ONE project**

**GROUP OR INDIVIDUAL OPTIONS:**

1. **Sex Education Policy Research Poster Presentation:** Make a poster, video or powerpoint presentation summarizing 3 different sexuality-education policies that have been enacted at a State, Federal or International level. This can be 3 different states, or one state and 2 federal policies or even international policies compared to domestic policy. Illustrate the intention of the policy and any notable impacts of its enactment (lower teen pregnancy rate, higher HIV rate, etc). Example: Title X, Abstinence only programs, Nevada (or any state) Sexuality Education Guidelines, International Sexuality Education policy. Tell me about the policy (or lack of a policy) and tell me if you think it is working. You **MUST** cite where you got your information from (this is a research paper, list your sources). Use [www.siecus.org](http://www.siecus.org) or [http://www.guttmacher.org/statecenter](http://www.guttmacher.org/statecenter) as possible policy resources. Be prepared to make a 5 min presentation to the class about your poster. You can work in a small group for this project. There will be peer evaluation and content evaluation. If you do not work well in groups, you can do it on an individual basis. 50pts.

2. **STI Poster Presentations:** Make a poster, video or powerpoint presentation about a sexuality transmitted infection. This poster must contain the name, risk of infection, description (bacteria, virus, parasite, protozoa), symptoms, incubation period, treatment options, prevention options and prevalence in the US. You can find all of this on cdc.gov. Please include your references in your presentation. Be prepared to present your poster to your class in 5 mins or less. You can work in a small group for this project. There will be peer evaluation and content evaluation. If you do not work well in groups, you can do it on an individual basis. 50pts.

3. **Sexuality Education Creative Tool Creation:** Use your creativity to create a way to teach about sexuality education that is “outside the box”. Write a song, create a game, choreography a skit or even perform a dance. Spoken word/poetry/rap is also a great way to teach while keeping the learner engaged. Please be as creative as you want but get approval from your instructor before you start your project. You can work in a small group for this project. There will be peer evaluation and content evaluation. If you do not work well in groups, you can do it on an individual basis. You will be asked to share your project with the class in 5 mins or less. 50pts.
4. **Sex Education or Sexuality Research Article Review**: Using academic search premiere, search sexuality themed **PEER-REVIEWED ACADEMIC JOURNAL** articles. Pick an article that is a topic of interest, read the article and then critically review it. Attach a link to the article at the bottom of your paper. Answer the following questions in a 2 page paper or 5 minute YouTube Video:

1. What is the name of the article and what journal is it from?
2. What is the research question?
3. Why is this research important or relevant to the field of sexuality research, sex education or public health?
4. What information did the researcher gain during the research?
5. Were there any limitations in the research and what were they?
6. What was the most interesting thing that you learned from this article?

Here are some sexuality journal suggestions: *American Journal of Sexuality Education, Journal of Sex Research, Journal of Sexual Medicine, Archives of Sexual Research, Journal of Bisexuality, Sexuality and Culture, and Sexually Transmitted Infections*. This 2 page paper is worth 50 pts. Grammar and spelling errors will result in a lower grade. You do NOT have to present in front of the class for this assignment, but you **must do it individually**. Since this is a research paper, you MUST CITE your sources in APA, in the main text and in a reference page. Failure to do so will result in an automatic loss of 30 points. If you do the video, you must still have a visual of your citation for the research you are discussing.

**Extra Credit:** Student have the option to do **up to three different** extra credit assignments, each worth 5 points (15 points total). Do it early!

1. Write a one-page reflection about a “sex field trip”. This can be to a strip club, sex store, erotic show, erotic museum, sex toy party, burlesque show or sex/swinger club. If you need suggestions of places to check out, ask your professor.
2. Write an erotic poem. It must be at LEAST 3 lines long (haiku).
3. Write an erotic story.
4. Create a piece of erotic art (line drawings of stick people are not acceptable).
5. Write a one-page reflection on a sexuality perception that has changed since starting the class.
6. Send in a piece of music, YouTube clip, news article or other multimedia item related to sexuality education with a one page description of how it relates to sexuality education or the course.

**Paper Formatting:** All assignments must be typed, double spaced, have your name/date/course number on it, and checked over prior to being submitted. **12pt font on all of your papers and APA citations on your research paper.** You will lose points if you do not follow these guidelines. On all assignments, spelling, grammar, and readability will be taken into account and points will be deducted if the assignment is poorly written. I am serious about this. Do not use a semicolon if you do not know how to. I know they look pretty, but don’t use it if you do not know how they function. Please **PROOFREAD**! Do not hand in a paper that has obvious spelling errors. It is better to hand in a good paper a day late than a bad (or a copy and pasted/plagiarized) paper on time. Visit the UNLV Writing Center to help you develop your writing skills. This service is free and very helpful. **All assignments must be submitted by 10:59PM on the day they are due. Early papers welcome!** Submit your papers **ONLY in .RTF, DOC, .DOCX, or .PDF formats. All others will be returned and asked to be resubmitted. NO .PAGES FILES. Convert them!**
**** Late papers are accepted. You lose 1 point per day it is late****

**Academic Integrity:** UNLV and the School of Community Health Sciences demand a high level of scholarly behavior and academic honesty on the part of students. **Violations by students in exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity, resulting in possible suspension or expulsion.**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: [https://www.unlv.edu/studentconduct/student-conduct](https://www.unlv.edu/studentconduct/student-conduct).

**Consensual Relationships** – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see: http://hr.unlv.edu/policies/consensual.html.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, [http://drc.unlv.edu/](http://drc.unlv.edu/), 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete
do not register for the course but make individual arrangements with the instructor who assigned the I

grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for
various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV
Libraries provides resources to support students’ access to information. Discovery, access, and use of
information are vital skills for academic work and for successful post-college life. Access library
resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is
UNLV’s official e-mail system for students. It is one of the primary ways students receive official
university communication such as information about deadlines, major campus events, and
announcements. All UNLV students receive a Rebelmail account after they have been admitted to the
university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
Emailing within WebCampus is acceptable.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab
work because of observance of religious holidays shall be given an opportunity during that semester to
make up missed work. The make-up will apply to the religious holiday absence only. It shall be the
responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall
and spring courses (excepting modular courses), or within the first 7 calendar days of the course for
summer and modular courses, of his or her intention to participate in religious holidays which do not fall
on state holidays or periods of class recess. For additional information, please visit:

Transparency in Learning and Teaching—The University encourages application of the transparency
method of constructing assignments for student success. Please see these two links for further
information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success
teaching and other academic assistance for all UNLV undergraduate students. For information regarding
tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or
call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-
in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second
floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to
UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are
sometimes available, students with appointments will receive priority assistance. Appointments may be
made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if
possible), and two copies of any writing to be reviewed are requested for the consultation. More
information can be found at: http://writingcenter.unlv.edu/.
Course Expectations Document

This may very well be the most exciting and interesting subject matter you have had or will ever have in a class. Since the topic is sex and sexuality, it is critical that the rules of online and in–class engagement be defined, clearly understood, and followed.

As your instructor, I want to provide an environment that is open and accepting as well as respectful and safe for all students. Please abide by the following rules. Failure to do so may have a negative effect on your grade and could result in removal from the class if deemed necessary. This is crucial for everyone’s comfort and learning process.

This is not meant to discourage conversation, open discussion, or avoidance of any topic. All questions/discussions related to human sexual behavior are relevant and encouraged. One of the goals in this course is to increase comfort levels surrounding sexuality and related subjects.

We will be openly addressing explicit sexual topics in an academic context which will include image, video, and frank discussions. If this is a concern, please contact me, and we will discuss your options.

1. Be respectful. This includes, but is not limited to, personal attacks on another or another student’s opinion (this is not a blog site), insults, and/or inappropriate sexual comments directed at another (this is not a dating or chat site). Again, be respectful and understand that this is a diverse class with students from ALL walks of life with varying degrees of knowledge and experience. There is no need to invalidate another’s opinion in order to express your own.
2. Please do not use excessive profanity. You may use slang when discussing topics in the discussion board.
3. Write out all words when posting or responding on assigned discussion board topics. Not everyone reads “text-ese.” I will take off points for this.
4. Be careful not to express your opinions as factual. If you do state a fact that is not common knowledge, please let your classmates know where you found your information. In the fascinating world of sexuality, there are many commonly held beliefs that have no basis in fact.
5. Ask questions!!!! All questions regarding human sexual behavior are okay. Do not be afraid to ask. Please utilize the Question Box as much as needed, and feel free to email me directly with any questions about the course.
6. Please think critically and individually. Do not accept information blindly.
7. Do not make assumptions about your classmates. People will be all different ages, straight, gay, virgins, strippers, conservative, liberal, married, single, swingers, religious, all ethnicities, atheists, victims of abuse, parents, immigrants, etc. Please attempt to express yourself in a non-judgmental manner. Not everyone is like you.
8. This is an academic class. Your assignments must be well written and well organized. You will be graded on grammar, spelling, sentence structure, writing style, etc. as well as content. If you need assistance in this area, it is highly recommended that you seek out the aid of library services and/or the writing center.
9. You may feel uncomfortable with certain subject matter. This is expected in this course and often results in growth and learning.
10. BE RESPECTFUL!!!!

I acknowledge that I have read the above. By selecting **TRUE**, I only confirm my acknowledgment of reading the above statements and will then be granted further access to course content, as it is deployed, including the aforementioned content of a sensitive nature.

Answering **FALSE** will result in the inability to go any farther through the course materials. If you have a problem please message your instructor or email Professor Morgan at amanda.morgan@unlv.edu.

__________________________
Signed

__________________________
Printed name