

**Department of Human Development & Family Studies**  
**HDFS 3277 – Issues in Human Sexuality**

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**Office Hours: As needed by appointment via WebEx or Telephone**

**Semester: Fall 2016**

**Class Format: Online**

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***“Humans are the only animal who can have sex over the phone.” --Dave Letterman***

***“It may strike some of us from time to time that sex has been overrated and overexposed, especially in modern media. However, studying sexuality is one avenue to a more complete understanding of human nature. In its broadest sense, sexuality is interwoven with all aspects of being human.” --Gary Kelly (2006)***

### COURSE DESCRIPTION

Sexual behavior plays a central role in our lives and its positive and negative implications are neither abstract nor distant from our everyday world. It is apparent from the literature that the population does not have sufficient information in this area to help them understand their own sexual development and the role that sexual development and behavior plays in intra-personal thought, interpersonal relationships, and society/culture in general. This course will emphasize the intra-personal, interpersonal, and societal aspects of human sexuality. Topics will include: historical development of sexual attitudes (U.S. and other cultures), research pioneers, research methods used to study sexuality, sexual systems, sexual response cycle, pregnancy-decision making, sexual orientation and gender, sex roles, sex and the media and marketing, sexual deviance, sexual predators, human trafficking, sexuality across the life span, sexually transmitted infections, HIV and AIDS, and legal and economic issues.

### COURSE OBJECTIVES

When you complete this class, you will be able to:

1. Identify key terms, concepts, historical figures and facts, and behavioral trends relating to human sexuality and various issues related to human sexuality, highlighting the similarities and differences across cultures.
2. Examine perceptions and attitudes about human sexuality and various issues related to human sexuality, and how they have changed over time, highlighting the similarities and differences across cultures.
3. Examine sexual oppression around the world and the impact of globalization and the worldwide web.
4. Consider the impact sexuality has on individuals, their family systems, and the relationships around them throughout the lifespan.
5. Explore sexual behavioral norms through the lens of societal expectations and laws, and religious beliefs.
6. Reflect on your own personal feelings and values and the feelings and values of others that underlie various aspects of human sexuality.

## CLASS FORMAT

I am teaching this course as an online course. All materials will be presented and available via UConn's learning management platform [HuskyCT](#). Virtual office hours will be held via [WebEx](#) during set times and by appointment. This class is divided into ten modules which will be spread out evenly over the term. Each module will contain any/all of the following: objectives; various assignments; quizzes; discussion posts (your own and reacting to others); reflective and/or journal posts; growth exercises; PowerPoint's; lecture notes; videos; readings; and of course, humor! Two group exercises will also be utilized. Lastly, you will be required to go on a self-directed field trip. Guest speakers will also be included where appropriate with a designated timeslot for real time discussion via WebEx. To make the course material more relevant and meaningful to you, you will be required to actively participate by asking questions, providing insights and opinions, and sharing personal experiences. Please respect the views of others, even if they are quite different from your own. Most importantly, do not discuss anyone's experiences or personal views outside of the "online classroom" but feel free to share any course information and insights you gain and develop. 😊

## COURSE OUTLINE & CALENDAR

Module	Topic	Dates of Modules
	Course Orientation	8/29 – 9/4
1	Introduction: Why Study Human Sexuality?	9/5 – 9/11
2	Historical & Cross-Cultural Perspectives; Research Pioneers	9/12 – 9/25 (2 weeks)
3	Sexual Anatomy, Physiology & Response Cycle; Male & Female Circumcision; Puberty	9/26 – 10/2
4	Reproduction & Birthing; Pregnancy Decision Making & Birth Control	10/3 – 10/9
5	Gender & Society; Sexual Orientation, Identity & Behavior	10/10 – 10-16
6	Human Trafficking	10/17 – 10/30 (2 weeks)
7	Sexual Predators; Rape & Coercion	10/31 – 11/13 (2 weeks)
8	Sex, Art, Media & the Law; Pornography	11/14 – 11/27 (Includes Thanksgiving Break)
9	Paraphilias & Sex Toys	11/28 – 12/4
10	STI's; HIV & AIDS	12/5 – 12/9

See the [Course Schedule](#) for specific due dates of assignments.

## REQUIRED BOOK

There is one book required for this class:

1. Half the Sky  
 Authors: Nicholas Kristof and Sherl WuDunn  
 Publisher: Vintage Books: New York  
 ISBN: 978-0-307-38709-7

**REQUIRED MOVIES**

Three movies are required in this class and various options for renting them are offered within the modules they are located. The videos are:

1. Kinsey, 2004 (Module 2)
2. Trade, 2007 (Module 6)
3. Deliver Us From Evil, 2006 (Module 7)

**SUMMARY OF COURSE GRADING**

Course Components	Weight
Module Quizzes	15%
Discussion Board	30%
Journal Posts	30%
Reflection Assignments	20%
V.I.P. Field Trip	5%

**Component Details:**

**Module Quizzes** – Each module will contain a timed, ten question quiz related to the information gained in the module. You will have the option to take each module quiz twice, until the due date. Your highest score will be recorded.

**Discussion Board** – Each module will require you to participate in discussion via HuskyCT. This forum replaces in-class discussions and is essential to the online learning process and environment. This is an opportunity for you to demonstrate your mastery of the course content and your ability to think critically about the material. You will be required to make an “initial” post and then respond, react, and/or follow-up to at least two posts made by others. You are required to read all posts. Responses are not simply agreements or disagreements. They should show your knowledge of the class material, further the discussion in some way based on the class material and literature (that should be referenced and hyperlinked with the posts). You must also respond to the response posts made to your own initial post. Two modules contain discussion exercises that must be completed by the entire class as a group activity. Lastly, you will be required to submit one marketing advertisement that uses sex (overtly or covertly) to sell its product(s). This could be a video (I love commercials), a billboard photo, magazine advertisement, etc. This assignment also involves a discussion post.

**Journal Posts** – Each module will require you to process and reflect on the knowledge you have gained by answering directed questions. Whereas the discussion board is open to the entire class, journal posts are strictly confidential, only between me and you.

**Reflection Assignments** – You will be required to write a reflection paper after watching each of the three assigned movies. Specific questions to guide your reflection will be provided.

**VIP Field Trip Summary**– You will be required to go to a V.I.P. (Very Intimate Pleasure) sex shop of your choice—alone or with a classmate or friend—and answer a series of questions about your experience. V.I.P.’s are common in Connecticut but if there is not one in your state or area, you may choose another sex shop as long as you get my approval ahead of time.

**LATE POLICY**

All course due dates are outlined in the course schedule. Deadlines are based on Eastern Standard Time—if you are in a different time zone, please adjust your “submitted” times accordingly. I reserve the right to change dates as I see fit as the term progresses. All changes will be communicated clearly and in a timely manner via HuskyCT. You are expected to complete all assignment on time/due date. Late submissions will not be accepted and marked zero unless you speak to me prior to the deadline about getting an extension. Extension approvals will be made on a case by case basis.

**FEEDBACK & GRADES**

I will make every effort to provide feedback and related grades within 3 days following any given assignment. To keep track of your performance in the course, please refer to My Grades in HuskyCT.

**COURSE GRADING SCALE**

<u>Grading Scale</u>		
A	=	=/ > 93
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	</ = 59

**STUDENT RESPONSIBILITIES AND RESOURCES**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

## Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing [csd@uconn.edu](mailto:csd@uconn.edu). If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

UConn's learning management platform [HuskyCT](#) measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

## Software Requirements

The technical requirements for this course include:

- Open, create and edit documents using Microsoft Word
- Open Google Docs
- Open PDF documents with [Adobe Acrobat Reader](#)
- Reliable Internet Access
- Watching YouTube and other videos online
- Connecting to [WebEx](#), a virtual meeting program and web cam
- Ability to view Mediasite videos. Complete the [browser check](#) and [test your audio and video connection](#).

All students are provided access to Microsoft Office (2010 Windows/2011 Mac) as part of their tuition. For information and download instructions, go to the [Help Center](#).

### **Accessibility and Privacy Statements, if applicable:**

[Microsoft Accessibility](#)

[Google Accessibility](#); [Google Privacy Statement](#)

[YouTube Accessibility](#)

[Adobe Accessibility](#)

[Mediasite Accessibility](#); [Mediasite Privacy Statement](#)

[WebEx Accessibility](#)

## Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Watch videos online.
- Participate in virtual meetings via [WebEx](#).

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.