

## Course Information

Semester & Year: f21

Course ID & Section #: SOC-3-V2521 Human Sexuality

Instructor's name: maher

[if synchronous] Day/Time of required meetings:

[if in-person] Location:

[if needed] Number of proctored exams:

Course units:3.0

## Instructor Contact Information

Office location or \*Online: online

Office hours: by appointment & prescheduled class zoom session

Phone number: 707-476-4539

Email address:dana-maher@redwoods.edu

## Catalog Description

A comprehensive introduction to the study of sexuality, including topics such as media and sexuality, female and male anatomy and sexual response systems, communication, gender, sexual identity, orientation and variations, violence, lifespan sexual development, sex work, pregnancy and child birth, contraception, and Sexually Transmitted Infections. Social psychological and socio-political aspects of sexuality are emphasized. This class is academic and focuses on development of personal sexual philosophy.

## Course Student Learning Outcomes *(from course outline of record)*

1. Employ a sociological perspective to explain the relationship between culture and sexuality.
2. Relate personal sexual philosophy to statements about sexual choice, behavior, love, violence, sexual politics, or social policy.
3. Identify relationships between major course concepts.

## Prerequisites/co-requisites/ recommended preparation

n/a

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

### **Student Support**

***See full instructional syllabus beginning on page 5 of this document***

### **Evaluation & Grading Policy**

***See full instructional syllabus beginning on page 5 of this document***

### **Admissions deadlines & enrollment policies**

#### **Fall 2021 Dates**

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

### **Academic dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### **Disruptive behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional

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information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

### **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

### **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

### **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.

**NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

**Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

**Beginning of full instructional syllabus**

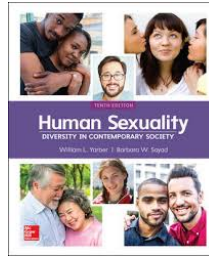
<b>Syllabus for Sociology 3: Human Sexuality- Online</b>	
<b>Semester &amp; Year</b>	fall 2021
<b>Course ID and Section #</b>	SOC-3-V2521 Human Sexuality
<b>Instructor's Name</b>	D Maher
<b>Number of Credits/Units</b>	3.0

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<b>Contact Information</b>	<i>Office location</i>	HU123, Eureka CR Campus
	<i>Office hours</i>	Online office hour meetings can be arranged through zoom to occur by appointment; consultation zooms are pre-scheduled to be offered following assignment of new assignments
	<i>Phone number</i>	707-476-4539
	<i>Email address</i>	Dana-maher@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Included below
	<i>Author</i>	
	<i>ISBN</i>	

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### Textbook Information:



*picture of course text Human Sexuality:  
Diversity in Contemporary America 10<sup>th</sup>  
edition*

Book: Human Sexuality: Diversity in Contemporary Society 10<sup>th</sup> edition (Yarber et. Al) Publisher: McGrawHill  
ISBN: ISBN13: 9781260153675

Here is a link to the publisher so you can view options there:

<https://www.mheducation.com/highered/product/human-sexuality-diversity-contemporary-society-yarber-sayad/M9781260397123.html#buying-options>



*picture of course text Sex Matters 5<sup>th</sup>  
edition*

Book: Sex Matters- The Sexuality & Society Reader 5<sup>th</sup> edition (Stomble et. Al)

Publisher: Norton ISBN: ISBN: 978-0-393-67432-3

This book is available hard copy bound & ecopy. You are welcome to access this text in any format. It is not necessary to purchase through the CR bookstore or from Norton directly, but please clarify for your orders that we are, indeed, using the 5th edition for this class. Because this is a reader, older editions are not recommended; it is likely that some readings will be missing from older copies

Here is a link to the publisher's page

<https://wnnorton.com/books/9780393623581>





## **Syllabus for Sociology 3: Human Sexuality- Online**

### **Course Description:**

A comprehensive introduction to the study of sexuality, including topics such as media and sexuality, female and male anatomy and sexual response systems, communication, gender, sexual identity, orientation and variations, violence, lifespan sexual development, sex work, pregnancy and child birth, contraception, and Sexually Transmitted Infections. Social psychological and socio-political aspects of sexuality are emphasized. This class is academic and focuses on development of personal sexual philosophy.

### **Student Learning Outcomes:**

1. Employ a sociological perspective to explain the relationship between culture and sexuality.
2. Relate personal sexual philosophy to statements about sexual choice, behavior, love, violence, sexual politics, or social policy.
3. Identify relationships between major course concepts.

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### Commitment:

This is a reading and critical thinking intensive course model.

In any of my 16 week courses, you can expect to spend about 7 to 11 hours per week every week concentrating on activities for Sociology. In an online course, you can expect to spend at least this much time. In a shorter summer session intensive or late start class you can anticipate spending *at least double* this amount of time on half or more of the term weeks.

- For students working on basic study skills, *even more time* may be needed to work on personal academic skills such as reading retention, exam or quiz prep approaches, information management & large assignment self-pacing;
- Each week will involve reading course texts, engaging with online lecture material, and participating in online activities such as quizzes, interactive learning modules & discussion boards

### Necessary Computer Skills :

Online classes require computer skills. It is your responsibility to meet technological skill levels required for and technological challenges associated with your success in this class.

Skills needed for this class include ability to:

- navigate course websites;
- locate, open, download, create, edit, save, and attach files for submission online;
- comfortably use a word processor;
- save files in Microsoft Word (.docx files) –OR- convert files to portable files (.pdf);
- ability to create, upload, and view video files

## **Syllabus for Sociology 3: Human Sexuality- Online**

### **Computer Requirements:**

#### **Canvas**

is a website which allows you to download information needed for class. Syllabus materials, course reading, course resources, exam study guides, exams, discussion boards, and regular class announcements are the some of the materials available through our class site. Although most students find they access this site multiple times each day on 4-5 days of each week during the course, at the minimum you need to access this site a minimum of twice per week for 16 weeks. Summer session students should plan to use this site daily, on at least 5 or 6 days of any given week.

#### **Internet Access**

You must have reliable access to the internet to succeed in this class. Broadband, cable, or satellite internet access is recommended; this course involves multi-media content. Anticipate power outages and internet access delays by planning ahead to submit assignments early; deadlines for this course are your responsibility to meet.

#### **Computers**

Personal computers work better for accessing, formatting, and turning in assignments than do tablets, pads, or telephones. Most computers are adequate for this course although, should something happen to your computer during this class, it is a good idea to have a back up plan in place.

### **Technology Support:**

Although you are invited to send me a message to let me know you are working on a tech issue associated with our course, I am not able to assist you with most tech issues. Plan to access tech support through other avenues. College of the Redwoods does offer student assistance.

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [Technical Support](#) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

### **Student Access:**

Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, and audio files will include transcripts. Text will be formatted for use with screen readers. All course materials will be understandable without the use of color. Hyperlinks will use descriptive and meaningful phrases instead of URLs.

Students who discover access issues with this class should contact the instructor.

## **Syllabus for Sociology 3: Human Sexuality- Online**

### **Special Accommodations:**

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

### **Regular Effective Contact and Substantive Interaction:**

Anticipate weekly announcements from me at the beginning of each week this term. Each announcement will remind you about our major course tasks for the week, provide any necessary course updates, and will contain general feedback notes related to what I am observing about our class work. We will also connect most weeks through mini-video lectures posted to canvas. These videos are where I guide you through material contained in our readings, offer additional insight regarding key course concepts, share ideas, and provide overviews of or additional guidance for our class assignments. Substantive feedback regarding your major course assignments (such as essays) can be expected within two weeks. Quizzes containing multiple choice format questions are graded instantaneously. Students who fall behind in our course will be contacted by email.

### **Academic Support and Resources:**

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- [CR-Online](#) (Resources for online students)
- [Library](#) (including online databases)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

## Syllabus for Sociology 3: Human Sexuality- Online

### Contact Information:

**Canvas messaging & online office hours are the two best ways to contact me** for one-on-one conversation.

- I usually respond to Canvas messages on weekdays, when classes are in session, within 24 hours.
- If I do not respond within 48 hours, it's likely that I did not receive your message for some reason. In this case, please resend.
- Although I sometimes do, please do not expect me to respond to email on weekends or holidays.
- You can access online office hours for direct chat through our class canvas site.

### Proctoring:

There is no proctoring required for this course. Exams and/or reading quizzes are available through our class Canvas site.

### Preferred name in Canvas:

Students have the ability to have an alternate first name appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

### Academic Honesty:

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee (See: [The Student Code of Conduct](#)). Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### Disruptive Classroom Behavior:

Respectfulness in your online engagement with class colleagues is anticipated. Please assume positive intent in collegiate communication, give kindness to others and keep in mind that we can never truly know what another person experiences.

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language directed at others; use of racial, sexuality, religious or other slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, they may be reported to the Chief Student Services

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Officer or designee (See: [The Student Code of Conduct](#)).

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Syllabus for Sociology 3: Human Sexuality- Online

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College of the Redwoods is committed to equal opportunity in employment, admission to the College, and in the conduct of all of its programs and activities.

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### Grading:

**Point system** (total possible points = 1000).

**No curve.**

(1) Chapter & Video/Activity Quizzes: worth 300 points (or 30% of the total).

- Each chapter of the Human Sexuality: Diversity in Contemporary Society (Yarber et.al.) has a companion quiz. These are available through the canvas modules; keep in mind that this is not a self-paced class. Quizzes are timed and do lock once their due date/time has passed. Quizzes will not be unlocked for retakes; plan ahead to avoid missing a quiz due date. Occasional videos and small class activities may have short quizzes as well. These are also available through the modules.
- Quizzes are multiple choice/ fill in the blank/ select the answer/ short answer style questions.

(2) **Ongoing ROUTINE ASSIGNMENT: Sex Matters Article Review**

**worth 400 points (or 40% of the total)**

Each week you are required to work on our routine assignment. This is a large formatted assignment, is submitted for review 3 x's throughout the term & involves a number of things

- You'll want to review this assignment as soon as possible to "set yourself up for success" with it.

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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- Discussion of our course readings directly with friends, family members, coworkers, class colleagues or others can set you up for success with this assignment. You are encouraged to discuss these articles with the people in your life. You may find that the extra credit option(s) associated with this assignment can help in this regard.
- Routinized reading review, a personalized reading note taking practice, & textbook concept relation are part of this assignment.
- Each week we are assigned read articles from The Sex Matters Reader; each article should have an individual entry into this assignment.
- This is a formatted assignment. This means it has a prescribed outline. Assignment submitted which do not utilize the assigned format may be returned ungraded. **It is highly recommended that you make use of the formatting support document for this assignment**
- **Carefully review the grading guidelines before authoring or submitting this assignment.** (These are contained toward the back of the assignment sheet).
- For submission, this assignment will post as an assignment accessible through the modules tool on our class canvas site.
- Failure to submit this assignment for its first review may result in being dropped from the course.
- There is an optional extra credit opportunity embedded into the structure of this assignment. You have no obligation to participate in this aspect of the routine assignment.

### **(3) Class Colleague Course & Assignment Preparation Discussions worth 300 points (or 30% of the total)**

- Throughout this term you will have group discussion boards to participate in on our class canvas site.
- Discussion boards post as discussion boards and are linked through the modules tool on our class canvas site. For this class, discussions support topics associated with each textbook chapter.
- Uniquely authored discussion board posts responding to a professor prompt are due on Tuesday of a week & engaged, substantive colleague responses are due by Sunday of a week;
- These are scheduled to occur weekly throughout a term
- Discussion boards are a routine part of this class. You will also see that there are optional (additional) discussion boards available to support your work on the class routine assignment. The optional discussions are only required for those who want to become eligible for class extra credit.



**NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

**Grade Scale:** At the end of the term, your total number of earned points= your final grade. This is the chart used to assign letter grades at the end of the semester.

A+ automatic letter of recommendation	A	A-	B+	B	C+	C	D	F
970 and above	900-969	890-899	850-889	791-849	760-790	700-759	600-699	<600

Course Schedule: soc 3 fall21

Week One 8/23-8/27

**MODULE 1A:** Course Overview, Navigation of Tools, Mandatory Introduction discussion board (due Wed 8/25)

**MODULE 1B:** yarber's Human Sexuality Ch1; ch 1 discussion board assignment (due Tuesday 8/24 & Sunday 8/29)

**ASSIGNED** to read Sex Matters Rdng #1 "Are We Having Sex?"; Rdng #1 Box "How Do Heterosexual Undergraduate Students Define Having Sex?"

Week Two 8/30-9/3

**MODULE2:** Human Sexuality Ch2, ch2 discussion board assignment (due Tue & Sun)

**ASSIGNED** to read Sex Matters Rdng #7 "Alfred Kinsey & the Kinsey Report"; Sex Matters Rdng 9 "Racism and Research: The Case of the Tuskegee Syphilis Study"; Sex Matters Rdng #10 "Sexing Up the Subject: Methodological Nuances in Researching the Female Sex Industry"; Sex Matters Rdng #10 Box "Funding Sex Research"

**ROUTINE ASSIGNMENT:** Review Routine Assignment- Article Review; Optional discussion board & Xcr #1 due

Week Three 9/6-9/10

**MODULE 3:** Human Sexuality Ch3; ch3 discussion board assignment (due Tue & Sun)

**ASSIGNED** Sex Matters Rdng #22 "The G Spot and Other Mysteries"; Rdng # 26 "Basically It's Sorcery for your Vagina: Unpacking Western Representations of Vaginal Steaming"; Rdng #31 "Adventures with the 'Plastic man': Sex Toys, Compulsory Heterosexuality, and the Politics of Women's Pleasure"

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #2 due

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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### Week Four 9/13-9/17

**MODULE 4:** Human Sexuality Ch4; ch4 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #25 “When There’s No Underbrush the Tree Looks Taller: A Discourse Analysis of Men’s Online Groin Shaving Talk”; Rdng#5 “Bud Sex: Constructing Normative Masculinity Among Rural Straight Men That Have Sex With Men”

**ROUTINE ASSIGNMENT:** Routine Assignment is due for mandatory review submission #1 next week (prep your formatted document for your editing process... look ahead to next week’s assigned article to make sure you’ve allotted time to include them into your first submission document); Optional discussion board & Xcr #3 due

### Week Five 9/20-9/24

**DUE:** Routine Assignment is due- mandatory 1<sup>st</sup> review submission (include essays assigned from Sex Matters this week into this review cycle submission & remember to review the grading guidelines “one more time” before turning your assignment in)

**MODULE 5:** Human Sexuality Ch5; ch5 discussion board assignment (due Tue & Sun)

**ASSIGNED** to read Sex Matters Rdng #46 “How You Bully a Girl: Sexual Drama and the Negotiation of Gendered Sexuality in High School”; Rdng #4 “I am Gay- But I Wasn’t Born This Way”; Rdng #4 box “Queer: Identity & Praxis”; Rdng #3 “The Perils & Pleasures of Sex for Trans People”

**ROUTINE ASSIGNMENT:** prepare a new formatted document to begin using for next week’s assigned articles; create a fresh document for each submission cycle.

### Week Six 9/27-10/1

**MODULE 6:** Human Sexuality Ch6; ch6 discussion board assignment (due Tue & Sun)

**ASSIGNED** to read Sex Matters Rdng #2 “Bringing Interesexy Back”; Rdng #12 “What Teenagers are Learning from Online Porn”; Rdng #17 “Talking to Teens About Sex: Parent-Adolescent Communication About Sex and Sexuality”; Rdng #17 box “Lets Talk About Sex: How Parents of Color Communicate with Teens”; Rdng #18 box “The Case for Starting Sex Education in Kindergarten”; Rdng #20 “Sex, Love, and Autonomy in the Teenage Sleepover”

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #4 due

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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### Week Seven 10/4-10/8

**MODULE 7:** Human Sexuality Ch7; ch7 discussion board assignment (due Tue & Sun)

**ASSIGNED** to read Sex Matters Rdng #21 “Put Me in Coach, I’m Ready to Play: Sexuality Education for Adults”; Rdng #31 box “Grandma Does What? Perceptions About Older Adults and Sex”; Rdng #36 box “HIV Among People Aged 50+”; Rdng #27 “Human Nature: On Fat Sexual Identity & Agency”; Rdng #32 “Sexual Culture for Disabled People”

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #5 due

### Week Eight 10/11-10/15

**MODULE 8:** Human Sexuality Ch 8; ch8 discussion board assignment (due Tue & Sun)

**ROUTINE ASSIGNMENT:** No articles are assigned this week. Use this week to regroup (review relevant information & reflect on your study/learning practices in order to set yourself up for success with this assignment moving forward. If you’re solid... look ahead and start knocking out article entries to ease your process).

### Week Nine 10/18-10/22

**MODULE 9:** Human Sexuality Ch 9; ch9 discussion board assignment (due Tue & Sun)

**ASSIGNED** to read Sex Matters Rdng #28 “The Pursuit of Sexual Pleasure”; Rdng #45 “Unequal Pleasures”; Rdng #47 “Out in the Country”; Pg 703-709 “Sex Matters: Future Visions for a Sex-Positive Society”

**ROUTINE ASSIGNMENT:** Routine Assignment #2 is next week (plan for your editing process...include 13/15 articles assigned since last review; next week’s assigned articles *are not included* in your 2<sup>nd</sup> submission document); Continue making article entries; Optional discussion board & Xcr #6 due

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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Week Ten 10/25-10/29

**DUE:** Routine Assignment (2); include any 13 of the 15 articles assigned since last review (additional 2 articles can optionally be included; article assigned this week *are not included* for this 2<sup>nd</sup> review... they're for the 3<sup>rd</sup> review)

**MODULE 10:** Human Sexuality ch10; ch10 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #14 "Out of Line: The Sexy Femmegimp Politics of Flaunting It"; Rdng #19 box "Disability and Sexuality Myth-Busting: Non Normative Sex Liberates Us All"; Rdng #33 "Becoming a Practitioner: The Biopolitics of BDSM"; Rdng #34 "The Privilege of Perversities: Race, Class, and Education Among Polyamorists & Kinksters"; Rdng #42 "Sick Sex"

**ROUTINE ASSIGNMENTS:** prepare a new formatted document to begin using for this week's assigned articles; create a fresh document for each submission cycle.

Week Eleven 11/1-11/5

**MODULE 11:** Human Sexuality Ch 11; ch11 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #38 "Proper Sex Without Annoying Things: Anti-Condom Discourse and the 'Nature' of (Hetero)Sex"; Rdng # 59 "Performing Without a Net? Safer Sex in Porn"

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #7 due

Week Twelve 11/8-11/12 NOTE CHAPTER SEQUENCE; SKIP CH 12; THIS IS A 2 CHAPTER WEEK; study ch 13 & 15

**MODULE 12:** Human Sexuality Ch 13 & Ch 15; ch13 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #36 "Venereal Disease: Sin versus Science"; Rdng # 37 Box "HPV & Vaccines"

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #8 due

## **NOTE- THIS IS SIXTEEN WEEK SEMESTER SUSTAINED STUDY COURSE**

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Week Thirteen 11/15-11/19

**MODULE 13:** Human Sexuality Ch 16; ch15 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #39 “PrEP for HIV Prevention: Community Controversy & Generational Sexualities”

**ROUTINE ASSIGNMENT:** Continue making article entries; No xcr this week; look ahead at assigned articles so you can work on these now; save yourself time during finals by busting upcoming article entries out now. Read Instructional notes located in Module 14 before proceeding with upcoming article reviews.

No classes 11/22-11/26; campus is closed for fall break

Week Fourteen 11/29-12/3      SEE INSTRUCTIONAL NOTES re: Ch 17’s content. Notes are located in module 14.

**MODULE 14:** Human Sexuality Ch 17; ch16 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #49 “I Wasn’t Raped, but... Revisiting Definitional Problems in Sexual Victimization”; Rdng # 52 “The Sexual Victimization of Men in America: New Data Challenge Old Assumptions”; Rdng #53 “Everything You Need to Know about Consent That You Never Learned in Sex Ed”; Rdng #58 “Autonomy & Consent in Sex Work”; Rdng # 15 “Constructing Victims: The Erasure of Women’s Resistance to Sexual Assault”

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #9 due;

Week Fifteen 12/6-12/10

**MODULE 15-** Human Sexuality Ch 18; ch18 discussion board assignment (due Tue & Sun)

**ASSIGNED:** to read Sex Matters Rdng #57 “Overcome: The Money Shot in Pornography & Prostitution”; Rdng # What Male-for-Male Escorts Say About What they Do”; Rdng # 56 “Can We ‘Cure’ the Men Who Pay for Sex?”; Rdng # 13 “Race & Masculinity in Gay Porn”

**ROUTINE ASSIGNMENT:** Continue making article entries; Optional discussion board & Xcr #10 due; **Routine Assignment #3 is due Monday** (Include any 13 of the 18 articles assigned since the 2<sup>nd</sup> review).

Week Sixteen= FINALS week of 12/13

**DUE:** Routine Assignment #3

**Module16** – Final discussion board; module 16 also contains bonus content (as student colleague end of term courtesy)

### ***Late Work Policy***

As a regular matter of course, no late assignments or revise and resubmit assignments will be accepted. If you have an extenuating circumstance, please communicate with your instructor directly.

**One late Routine Assignment will be accepted per term** (cannot be used on the 1<sup>st</sup> submission)

- To use your late assignment option, send a direct canvas message to let me know *by the due date* that you are using your late option (so the parameters for submitting your assignment can be adjusted and communicated).
- You will receive a confirmation message from me (probably on a Monday morning, if you alert me to your use of a late assignment pass over a weekend). You will receive alternate instructions for how to successfully submit your document;
- Late review is not possible for the routine assignment's first submission. The first submission is mandatory and will not be accepted late;
- Please be aware that no documents can be accepted after the course end date. If you opt to use your late pass on the final routine assignment submission, the length of your submission extension may be affected by this.

No assignments can be accepted after the course end date.

No course incompletes (to extend due dates past the end of term date) will be extended for this course.

### **Course Participation**

**Participation in this online course requires regular accessing of the course site and materials as well as routine turning in of assignments, activities, and quizzes.**

- Failure to log into the class site for seven sequential days may result in being dropped, without notice, for course nonparticipation.
- Simply logging into the class site does not constitute participation.
- Missing of any 3 sequential course due dates (assignments, quizzes, linked course activities, reading reviews, or discussion reflections) may result in being dropped, without notice, for course nonparticipation.
- Failure to participate in the class for seven days may result in being dropped, without notice, for course nonparticipation.
- Participation includes posting comments or discussions, reviewing course lecture, video and/or posted articles, slides, or material linked through course modules & communication

