

**The City University of New York**

**Health Education Department**

**HED 190-0500 Class Date/ Time: Asynchronous/Online**

**Lecture Hours: 3 Credits: 3 Semester:** Fall 2021

**Professor:** Michael McGee, PhD **Office:** N799U or Zoom

**Email:** **mmcgee@bmcc.cuny.edu** **Office Hours:** Tuesday, 3:00-5:00

**Flexible core:** Individual and Society and Wednesday, 4:00-5:00

**Phone:**

**Human Sexuality and Society**

**REQUIRED TEXT***: Sexuality and Our Diversity*, version 2 by Marcus Tye. Published by FlatWorld. The electronic version of the text, $29.95, ISBN 978-1-4533-9824-1. You only need the online version.

<https://students.flatworldknowledge.com/course/2592207>

**Course Description:** This course explores the intersection of sexuality and culture, looking at the social construction of sexuality, the development of sexual and relationship norms through history, and the role of media and popular culture in shaping our understanding of sexuality, gender, and relationships.

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| **Learning Objectives** | **Assessment** |
| Students will identify prominent sex research from its formal beginnings in the 19th century to the present day and assess its impact on sexual health. | Discussion boards, Quizzes, Presentations, Exam |
| Students will research, analyze, and debate opposing viewpoints on controversial issues in sexual health, gender, and relationships. | Discussion Boards, Presentations |
| Students will describe and debate the impacts of cultural institutions in contemporary U.S. society, and how they influence our understanding of sexuality. | Exam, Reflection Paper, Discussion Boards, Presentation |
| Students will describe the influence of society over time - popular culture, religion, and politics - in shaping individual values and behaviors regarding sexuality, gender, and relationship formation. | Reflection paper, Quizzes, Discussion Boards, Exam |
| Students will assess the intersection of race, class, gender, orientation, and ability in their own lives, and articulate how they have had an impact on their personal values about sexuality and sexual health. | Reflection Paper, Exams |
| Regarding sex related issues around the world and locally, (e.g., sex trafficking, child brides, abortion, same-sex behavior, or genital cutting), students will articulate which side of the issue they believe is most defensible for social justice and public policy. | Discussion Boards, Quizzes, Presentation, Exam |

**ONLINE Information**

It is important that you familiarize yourself with Blackboard, the place where some of the course work will occur. Please go to this site to learn about using Blackboard: <https://www.bmcc.cuny.edu/academics/elearning/blackboard-for-students/>

Sometimes students think that an online course is easier than a face-to-face course. This is NOT TRUE. Online courses require more self-motivation, discipline, and organization because you do not have a regular time to meet in the classroom, and the instructor isn’t reminding you to do assignments. It is up to you to make the time every week to do the readings, post in the discussion board, and complete the quizzes. Because we do not meet in person it is very important that you follow the syllabus, read the assigned chapters in the book, and complete assignments on time. In order to do well in this course, you will need to take responsibility for your learning, and participate in our online classroom. Contact me by email or phone if you have any questions about the course. Weekdays, I will respond within 24 hours.

**ASSIGNMENTS & EXAM**

**Weekly Quiz Homework:** The online version of the textbook has accompanying quizzes, which will be due every week. These 10-question quizzes will be in Blackboard, in the folder for each week, and each quiz will cover one chapter. Questions from the quizzes will be used to make the final exam.

**Potential points earned: 120**

**Reflection Paper:** This 4-page paper will be your personal examination of how you have learned about

sexuality up to this point in your life. Write a personal reflection paper that addresses variables in your own life like religion, gender, formal education, media/popular culture, and race, and tell how they have influenced your own sexual development, your concept of gender roles, and your relationships.

Questions to start your reflections might include: Who and what were the most important childhood influences for your sexual development (e.g., parents, brothers and sisters, peers, media, religion, etc.)? Has it made a difference that you were female or male, the oldest, middle or youngest child in your family? Is your race/ethnicity a factor in how people relate to your sexuality? Has this brought any

special rewards or strains? What messages about sex did you get from your faith community? Did your school teach sex education? If so, was it helpful? What messages/stereotypes from the media have had an impact on how you view yourself as a sexual being? Do you consider yourself a sexual rebel, conformist, optimist, skeptic, liberal, conservative, or anything else?

This assignment should be typed, using a standard 12-point font; double spaced, with 1-inch margins; and 4 pages long. It should be saved as a Microsoft Word document (using a .doc or a .docx extension), Rich text format (.rtf) or plain text (.txt) file, or Adobe PDF document, so you have a backup copy. Be sure to proofread it before submission to ensure your ideas are coherent, organized, and free of grammar, spelling, and punctuation errors. **DUE September 30.**

**Potential points earned: 20**

**Reflection Paper Rubric**

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| **6.7 points per box** | **6 points** | **5. 5 points** | **4 points** |
| **Depth of reflection:** Paper provides evidence (through the use of description and details of student’s responses to religion, gender, formal education, media/ popular culture, race) that they have examined their own belief systems and related this to their current understanding of their sexuality.  | Paper provides evidence (through the use of description and details of the student’s responses to 3 or 4 of the variables in the previous box) that they have examined their own belief systems and related this to their current understanding of their sexuality. | Paper provides evidence (through the use of description and details of the student’s responses to 2 of the variables in the first box) that they have examined their own belief systems and related this to their current understanding of their sexuality. | Paper provides limited evidence (through the use of description and details of the student’s responses to 1 of the variables in the first box) that they have examined their sexual development. |
| **Structure/mechanics:**Writing is clear, concise, and well organized with excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the paper. |
| **Format:** Paper is neatly typed, double-spaced, 12-point font, one-inch margins, and 4 full pages in length. | Paper is neatly typed, double-spaced, 12-point font, one-inch margins and 3 full pages in length. | Paper is typed, double-spaced, larger font, one-inch margins and shorter than 3 full pages in length. | Formatting rules ignored, shorter than 2 pages in length. |

 **Total: 20 Total: 18 Total: 16.5 Total: 12**

**Controversial topics Discussion Board:** Students will research, analyze, and articulate their viewpoints on controversial issues in sexual health, gender, and relationships. Beginning the second week of class, students will post in the Discussion Board their opinion on the issue of the week. They will research the topic, using information from peer reviewed journals, and argue the issue as the most defensible for social justice, and through the lenses of morality, statistics, expert opinion, and/or legislative policies.

Students will post their opinion, with citations from the articles they have read, on the Discussion Board by Monday at midnight. Other students will respond to two students’ arguments by midnight that Wednesday. Students earn 4 points for posting their arguments, and responders earn one point for each answer to the original posters (up to two). Your replies to the posting should be at least three sentences long, relevant to the post, contribute respectfully to the discussion, and use proper language and grammar.

Contributing to the discussion may be asking a question that generates more discussion; providing a statement of clarification; providing a point of view with a rationale; respectfully challenging a point of discussion; or making a relationship between one or more points of the discussion. Points will not be given for postings like, “I agree with you.”

**Potential points earned: 30**

**EXAM:** There will be a final, cumulative exam. It will cover all course content from the text and lectures in a 30-item exam. Students will have unlimited time to complete the exam. **Potential points: 30**

**COURSE ARRANGEMENT AND CALENDAR (Subject to change.)**

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| **WEEK** | **TOPICS** | **READING** |
| Aug. 25 | Course Orientation/Introductions/Using the Library and Google Scholar for Research, and APA style. **1. READ**: Welcome Letter, Course Syllabus and Course Map**2. REVIEW**: Course structure and requirements. **3. COMPLETE**: E-Learning Blackboard Orientation if this is your first online class. Located in Student Resources (Blackboard, Email, & Computer Labs --->Blackboard Orientation for Students).**4. VIEW:** Video on how to find a peer review journal**5: BUY** the digital textbook: *Sexuality and Our Diversity*, version 2 by Marcus Tye. Published by FlatWorld. The electronic version of the text is $29.95, ISBN 978-1-4533-9824-1. You only need the online version. <https://students.flatworldknowledge.com/course/2592207> | Welcome letter,Syllabus,  |
| **August 30** | 1. **READ and Review slide/lecture:** Chapter 1, Perspectives on Sexuality in a Cultural and Historical Context
2. **Take Quiz:** In Course Materials folder for the week, due by midnight Saturday, September 4.
3. **Discussion Board:** Please introduce yourselves so we know who we're learning with. Please tell us what your major is, where you are in your time at BMCC (first semester, second year -- whatever), what you might be thinking about for a career, where you are from, and what assets you bring to our class. That is, tell us three AWESOME things about yourself.What to you hope to get out of this course? And what do you think may be challenging for you? Post your introduction in the Discussion Board by midnight Wednesday, September 1.
 | Chapter 1 |
| **Sept. 13** | 1. **READ Chapter 2 and Review slide/lecture:** Studying Sexuality: Research Methods and Challenges
2. **Take Quiz:** In Course Materials folder for the week by midnight Saturday, September 18.
 | Chapter 2 |
| Sept. 20 | 1. **READ Chapter 4 and Review slide/lecture:** Sexual Identities - Gender Identity and Sex Development
2. **Discussion Board**: Transgender Minors and Early Medical Interventions- post researched opinion by midnight Wednesday, September 22, reply to two students’ postings by Saturday, September 25.
3. **Take Quiz:** In Course Materials folder for the week by midnight Saturday, September 25.
 | Chapter 4 |
| Sept. 27 | 1. **READ Chapter 5 and Review slide/lecture:** Sexual Identities - Attraction, Arousal, Response, and Sexual Orientation.
2. **Take Quiz:** In Course Materials folder for the week by midnight Saturday, October 2.
3. **WRITE Reflection Paper** – due via email by midnight September 29.
 | Chapter 5 |
| Oct. 4 | 1. **READ Chapter 6 and Review slide/lecture:** Sexual Relationships, Love, and Communication
2. **Take Quiz:** In Course Materials folder by midnight Saturday, October 9.
 | Chapter 6 |
| **Oct. 12** | 1. **READ Chapter 7 and Review slide/lecture:** Sexual Behavior Across Cultures
2. **Discussion Board**: Female genital cutting, female circumcision (or FGM) -- post researched opinion by midnight Wednesday, October 13, reply to two students’ postings by Saturday, October 16.
3. **Take Quiz:** In Course Materials by midnight Saturday, October 16.
 | Chapter 7 |
| Oct. 18 | 1. **READ Chapter 8 and Review slide/lecture:** Gender and Sexuality Across the Lifespan
2. **Take Quiz:** In Course Materials by midnight Saturday, October 23.
 | Chapter 8 |
| Oct. 25 | 1. **READ Chapter 9 and Review slide/lecture:** Variations in Sexual Behavior: Kinks, Fetishes, and Paraphilias
2. **Discussion Board:**  Impact of Porn on Relationships – post researched opinion by midnight Wednesday, October 27, and reply to two students’ postings by Saturday, October 30.
3. **Take Quiz:** In Course Materials by midnight Saturday, October 30.
 | Chapter 9 |
| Nov. 1 | 1. **READ Chapter 10 and Review slide/lecture:** Fertility, Contraception, and Abortion
2. **Take Quiz:** In Course Materials by midnight Saturday, November 6.
 | Chapter 10 |
| Nov. 8 | 1. **READ Chapter 12 and Review slide/lecture:** Sexual Difficulties, Dysfunctions, and Treatments
2. **Discussion Board:**  Is sex addiction a real addiction, or something else? Post researched opinion by midnight Wednesday, November 10, and reply to two students’ postings by Saturday, November 13.
3. **Take Quiz:** In Course Materials by midnight Saturday, November 13.
 | Chapter 12 |
| Nov. 15 | 1. **READ Chapter 14 and Review slide/lecture:** Sexual Aggression and Coercion
2. **Take Quiz:** In Course Materials by midnight Saturday, November 20.
 | Chapter 14 |
| **Nov. 29** | 1. **READ Chapter 15 and Review slide/lecture**: Sex as a Commodity and the Regulation of Sexuality
2. **Take Quiz**: In Course Materials by Saturday, December 4.
 | Chapter 15 |
| Dec. 6 | 1. **Discussion Board:** Sex Work – post researched opinion by midnight Wednesday, December 8, and reply to two students’ postings by Saturday, December 11.
2. **STUDY** for final exam
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| Dec. 13 | **Final Exam due by midnight, December 15**. 30 questions from the weekly quizzes. |  |

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| **POINTS TO BE EARNED** | **GRADE SUMMARY** | **Out of 200 Points** |
| Reflection Paper 20Discussion board 30Weekly quizzes 120Final Exam 30 TOTAL: 200 | A 93-100%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 Failure | 186-200180-185174-179166-173160-165154-159146-153140-145134-139126-133120-125119 or less |

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**Class Participation**

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

BMCC is committed to the health and well‐being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

**Single Stop** www.bmcc.cuny.edu/singlestop, room S230, 212‐220‐8195, singlestop@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212‐220‐8130, studentaffairs@bmcc.cuny.edu.

**Counseling Center** www.bmcc.cuny.edu/counseling, room S343, 212‐220‐8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available online and by appointment.

**Office of Compliance and Diversity** https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit, call the office or email.

**BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).