

University of Maryland College Park School of Public Health

Department of Behavioral & Community Health

HLTH 377 – Human Sexuality

Instructor: Jenna B. Messman, PhD (*pronouns: she/her*)
Semester: Spring 2020
Day and Time: Monday and Wednesday; 2:00pm - 3:15pm
Classroom: KEY 0106
Office Hours: By appt
Email: jbeckwit@umd.edu

TAs: Michelle Jasczynski (*pronouns: she/her*) (mjasczyn@umd.edu)
Bani Saluja (*pronouns: she/her*) (bsaluja@umd.edu)
TA Office Hours: By appt

Required Texts and Other Readings:

Corinna, H. (2016). *S.E.X. : The all-you-need-to-know sexuality guide to get you through your teens and twenties*(Second edition.). Boston, MA: Da Capo Lifelong Books.

Available on Course Reserves at Library Services Desk in McKeldin – can be checked out for 4 hours at a time.

*Additional readings, videos, and audio will be provided on the ELMS website.

Course Description:

This course examines the basic foundations of human sexuality, incorporating topical issues of interest and importance. The most common format of the course is lecture, given the large size of this class, **but student participation is encouraged and integrated into the course grade.** A strong emphasis of the course is placed on the social aspects of human sexuality as well as its impact on individuals and society. Students are encouraged to develop and maintain a personal philosophy concerning sexuality, sexual health, and sexual rights. The broad goals of the course include an increased knowledge of the biological, developmental, scientific, and social aspects of human sexuality, in addition to developing a greater awareness of self and others.

We will not always agree on our personal definitions of sexuality, sexual health, or sexual rights. A primary goal of the course is to learn from one another's diverse opinions and perspectives and to incorporate new information and perspectives into our own frameworks. These frameworks and values may evolve and change throughout this course and our lives.

Course Learning Objectives:

At the conclusion of this course, the student will be able to:

1. Describe and discuss the World Health Organization and SEICUS definitions of sexuality, the circles of sexuality, and formulate one's own definition of sexuality.
2. Identify and describe reproductive anatomy, changes during puberty, and homologous genitals.
3. Describe the major developmental and historical influences on human sexuality in the United States over the past 100 years.
4. Describe the stages of the human sexual response model.
5. Describe the process of conception, gestation, labor, and delivery.
6. Identify and contrast current methods of contraception.
7. Identify common STIs & HIV/AIDS and explain and discuss their etiology, transmission, symptoms, diagnosis, treatment, and prevention.
8. Differentiate between biological sex, sexual orientation, gender identity, and gender expression.
9. Demonstrate greater understanding of LGBTQ+ individuals, their history, public policies impacting the community, as well as health disparities disproportionately impacting the LGBTQ+ community.
10. Evaluate healthy and unhealthy relationships.
11. Appraise power dynamics, sexual misconduct, and sexual assault. Identify campus resources for sexual assault and prevention.
12. Define and identify sexual consent as well as incorporate communication skills into conversations about sexuality. Explore the connection between communication and sexual satisfaction.
13. Demonstrate a greater understanding of underrepresented and marginalized sexual communities.
14. Develop and maintain a personal philosophy concerning sexual decision-making and behavior.

Program Competencies Addressed in this Course:

The following competencies for the Behavioral and Community Health program are addressed in this course:

- Identify individual and community level needs for health promotion and disease prevention.
- Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. **TOP HAT PARTICIPATION POINTS COUNT AS MUCH AS ONE EXAM GRADE. YOU ARE RESPONSIBLE FOR CHECKING YOUR TOPHAT GRADES ON A REGULAR BASIS.**

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Students are required to get an account within the first two weeks of class. The deadline will be discussed on the first day of class and will be posted on ELMS.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email. If don't receive this email, you can register by simply visiting our course website which will be posted on ELMS. **Make sure that you only use ONE email address associated with your TopHat account.**

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com) the in app support button, or by calling 1-888-663-5491. In addition to this, please CC or loop in your TA immediately so they can reimburse your points, as appropriate. If you are made aware of the issue during class, please see your TA immediately after class.

If your TopHat is GENERALLY working, but I have a wifi issue every once in a while, please visit your TA after class to let them know and email them to follow-up.

Top Hat issues from the beginning of the semester up until midterm cannot not be addressed AFTER midterms (i.e. midterm is the deadline to report first half semester issues).

*Please see the Top Hat section of the ELMS page for more information.

Attendance and Absence Policy:

I will be using TopHat technology regularly to take attendance, engage the class, ask questions, and check for learning. **The attendance will not be factored into your grade. Your course average grade (participation AND correctness) WILL BE FACTORED INTO YOUR GRADE.** Therefore, absences from class will likely impact your course average grade. **TOP HAT PARTICIPATION POINTS COUNT AS MUCH AS ONE EXAM GRADE.**

Religious observances and any other campus approved anticipated absence should be shared with the TA during the first 3 weeks of the semester – participation points will be awarded for these circumstances.

Absences due to a medical illness, disability, religious observance, or other excused absence will require dated documentation and notice within ONE WEEK of the missed class. If teaching staff are notified AFTER ONE WEEK of the unexcused absence then missed points will not be awarded.

Students are allowed TWO self-excused absences that University approved absences do not cover, one for each half of the semester before and after the midterm.. You still need to notify your TA within ONE week of

the self-excused absence to arrange missing TopHat points.

If you experience a family emergency or some other unanticipated significant life event that impacts your attendance, please contact Jenna directly.

Absences due to job/grad school interviews, work, commitments for another class, flat tires, etc. **will NOT be awarded missed** TopHat points and, therefore, do not require a note.

Please use the [TopHat Excused Absence Google Form link](#) provided on the Home page in ELMS to request TopHat point reimbursement.

For complete information on the university's absence policy see:

<http://www.president.umd.edu/policies/v100g.html>

Assignments:

DUE DATES AND ADDITIONAL INFORMATION ARE POSTED ON ELMS. All written assignments will lose 1-point for each day that they are late. All written assignments should be double-spaced, 12-point font, with 1-inch margins. If you have any questions or concerns regarding an exam or assignment, please discuss with your TA. Course grades will be out of 200 total points and are based on the following:

Reflection	15 points
Examination I	50 points
Examination II	50 points
Final Paper	35 points
Participation (Top Hat Grade)	50 points
TOTAL POINTS	200 points

Grading Breakdown:

***ROUNDING OCCURS THROUGHOUT THE SEMESTER AND WILL NOT BE APPLIED TO FINAL GRADES**

98 – 100% = A+	88 – 89% = B+	78 – 79% = C+	68 – 69% = D+
93 – 97% = A	83 – 87% = B	73 – 77% = C	63 – 67% = D
90 – 92% = A-	80 – 82% = B-	70 – 72% = C-	60 – 62% = D-

Online Examinations

Both exams will be given in class using ELMS and with LockDown browser. They are both multiple choice exams. The course requires you to have LockDown Browser installed by March 1st. Guidance on installation can be found here:

https://umd.service-now.com/itsupport?id=kb_article_view&article=KB0011975&sys_kb_id=09cc898637f6e60041271f9543990e49

If you do not have access to a laptop, please contact your TA in late February to request one be reserved for you.

Missed Exams or other assignments:

If you have an exam conflict (i.e. religious observance) you need to contact the TA at least THREE WEEKS BEFORE the exam to arrange a make-up. Students who do not contact the TA THREE WEEKS BEFORE the missed exam will not be guaranteed an opportunity to receive a make-up. If you're sick or dealing with

some other life emergency and you are anticipating that you will miss the exam, please let us know as soon as possible *before* the exam so that we can try to arrange the appropriate accommodation. Students who no-show to the exam with no notice will NOT be given an opportunity to make up the exam.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code. ***This includes giving or receiving the TopHat codes when you or another student is not in class.**
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Use of Course Assistance Websites and Online Group Forums:

Course assistance websites, such as CourseHero and others, are not permitted sources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, **asking/giving TopHat codes when you are not in class**, etc. Additional information on academic integrity is found in [University Course Related Policies](#).

Additional Course Policies:

Not for sale:

Students DO NOT HAVE PERMISSION to share any class slides or notes from this class on any note-sharing platform – especially for profit. Doing so will be a violation of the Student Code of Conduct and I am required to follow University protocol in reporting such behavior.

Registered late for this class?

It is your responsibility to become familiar with the syllabus and make an appointment with a TA to get caught up to speed with TopHat requirements, as needed.

Correspondence:

Students may email me or the TAs using our provided email addresses or through the ELMS page. The TAs and I will correspond directly with students using both your email on file with the University and through the ELMS page. You are responsible for checking both regularly. Please verify that you have access to

communication through both platforms. Class announcements will be made through ELMS on a weekly basis.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1500.

Incident Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Accommodations for Students with Disabilities:

We all learn differently, and I strive to make my classroom an accessible space for diverse learners. I invite students with disabilities and other learning needs to talk with me early in the semester or as needed about any accommodations you may need to succeed in the class. I am happy to co-design strategies, solutions, and assignments with you to best meet both your needs and the standards for this course. Please contact me during office hours or email me to set up a meeting to discuss your individual learning style and needs. If you are a student with a disability and need guidance navigating classes, the campus, and student resources, Disability Support Services in the Shoemaker Building (301-314-7682) is a valuable resource (Credit: Ruth Osorio).

For students who experience hunger and/or homelessness (adapted from Rachel Feingold):

Being food insecure or homeless can impact your health, well-being, and academic performance. UMD has resources to help. Any student who has difficulty affording groceries or accessing sufficient food to eat is encouraged to visit the [UMD Campus Pantry](#) located in the University Health Center. Any student who lacks a safe and stable place to live is urged to contact Brooke Supple, Chief of Staff in the Office of the Vice President for Student Affairs at 301-314-8430 or [UMD Student Crisis Fund](#). Please notify me if you are comfortable doing so. This will enable me to provide any additional support that I can.

For students who experience sexual misconduct (adapted from Rachel Feingold):

The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience power-based violence as defined by the [University's Sexual Misconduct Policy](#). To report an incident and/or obtain an academic accommodation, contact the [Office of Civil Rights and Sexual Misconduct \(OCRSM\)](#) at 301-405-1142. If you wish to speak confidentially, contact [Campus Advocates Respond and Educate \(CARE\) to Stop Violence](#) at 301-314-2222 or you can call their crisis cell at 301-741-3442.

Please note that I am a [Responsible University Employee \(RUE\)](#) which means that, like all UMD staff and faculty, are REQUIRED to report ANY disclosures of sexual misconduct that you share (this includes through class conversation, in reflection papers, etc) that you or anyone else on this campus may have experienced. If you disclose in class or through a paper that you or anyone else you know on this campus experienced or perpetrated sexual misconduct I am REQUIRED to report this to OCRSM. The purpose of this policy is to ensure that ALL students are aware of campus resources. Once a report is filed, OCRSM will likely reach out to the affected students, notify them of campus resources, and let the student decide if they wish to pursue any action or connect with any campus supports.

Furthermore, ALL UMD staff and faculty are mandated reporters of child abuse. If you disclose child abuse (even if the person is no longer a child, even if the perpetrator of violence no longer lives in the state or is

deceased) in class discussion or through a class paper, your teaching staff are required by law to report this to Child Protective Services. Again, the goal here is to ensure that people are connected to services (if they so choose) and to enhance personal and public safety.

Policy on Children in Class (adapted from Fatima Kay at Ryerson University)

- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- All breastfeeding babies are welcome in class as often as necessary.
- For babies and older children, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to covers gaps in care is perfectly acceptable.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until the need is met.
- Please do not hesitate to let me know if there are other ways that I can support you in this class as your strive towards student-parenting balance.

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Student Name Change in ELMS-Canvas: https://go.umd.edu/change_name_in_ELMS_Canvas

Campus Building Amenities: <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

All Gender Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Family Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Lactation/Feeding Room Locations: Click: Layers, Building Amenities; Select Lactation/Feeding Rooms