**Truman State University**  
**Department of Health and Exercise Science**  
**HLTH 260 Human Sexuality**  
**Spring 2003**

**Instructor:** Jennifer L. Eldridge Houser, Assistant Professor of Health Sciences  
**Office:** Pershing Building 328, 785-4173, eldridge@truman.edu  
**Class Meets:** MWF 10:30 to 11:20 PB 232  
**Office Hours:** Monday, Wednesday 2:30 to 3:30 p.m.  
Tuesday and Thursday 1:30 to 2:30 p.m.  
Or by appointment

After class, e-mail, and voice-mail are the best way to take care of QUICK problems, instead of after class. Extensive questions about course material need to be answered in my office. Do not hesitate to drop by my office or make an appointment at one of my available times.

**Texts and Supplemental Reading Material:**


**Course Description:** This course is primarily intended for those individuals pursuing careers in health education, public health, medicine, and other allied health professions. This course includes candid pictures and written material and discussions on sensitive topics. You will be exposed to material that may offend or emotionally distress you (e.g., sexual lingo, abortion, or sexual diversity). You need to consider this before continuing enrollment. If you are easily offended, you might need to consider another class. If you must take this class to graduate, you might consider another major or substitute another class. Sexuality, in this class, is treated and taught as an extension of the total person. Your opinions about sexuality will not be forced to change, but you will be placed in an environment where you must listen to other views. The goal is for you to learn how the world is, not how you want it to be. You are expected to actively participate in daily discussions, debates, experiential learning, and guest speakers to the level you feel comfortable. See Course Outline for topics to be covered BEFORE CONTINUING ENROLLMENT.

**Final Grade Determination**

<table>
<thead>
<tr>
<th>Grade Assigned</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>765-850</td>
</tr>
<tr>
<td>B</td>
<td>680-764</td>
</tr>
<tr>
<td>C</td>
<td>595-679</td>
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<tr>
<td>D</td>
<td>510-594</td>
</tr>
<tr>
<td>F</td>
<td>509 and below</td>
</tr>
</tbody>
</table>
Characteristics of a Good Student

1. Comes to class on time and ready to learn.
2. Doesn’t make excuses for lack of motivation or effort.
3. Thoroughly reads the syllabus and work assigned and knows what is expected of them.
4. Focuses on learning and not on the grading scale.
5. Records their own grade and never asks the professor what grade they are getting in the class or what they need to make on the remaining assignments in order to get the grade they want.
5. Realizes the benefit of a challenging curriculum and appreciates it.

Explanation of Course Components

**Quizzes (7 Quizzes @ 75 points each):** Quizzes are up to 25 short answer questions (i.e., true/false, multiple choice, matching, word, phrase, or take-home portion) and will take the last 25 minutes of class. Quizzes cover the following:

- Class notes: Reviews for the Quizzes are listed below; take thorough notes and study well.
- Handouts from class: Have all handouts with you everyday so you can take thorough notes.
- Text reading assignments (Baumeister, 2001): Pay attention to statistical tools (understand their meaning and how they are used), results of studies (hypotheses, p value, significance), special terms, and limitations of studies, reference to theories. You will be expected to know material not necessarily discussed in class. If you have concerns over your comprehension of the material, please do not wait until the morning of the test.

It is my goal to post quiz grades by the next class period within the Student Tools/Check Grades Section of Course Info. You are responsible for material assigned to you regardless if it is covered in class. Please see semester outline of topics and dates covered, reading assignment for course text, and dates of quizzes below:

<table>
<thead>
<tr>
<th>Reading Assignments and Dates and Review for Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quiz 1 January 31</strong></td>
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<tr>
<td>Chapter 1 – What is Human Sexuality?, History of Sexuality, Perspectives of Human Sexuality</td>
</tr>
<tr>
<td>Baumeister handout – Social Exchange Theory</td>
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<tr>
<td>Chapter 2 – Research Methods, Random and Representative, Statistical Methods, Ethics in Sex Research</td>
</tr>
<tr>
<td>Handout – Health Education Program including Mental Health</td>
</tr>
<tr>
<td><strong>Quiz 2 February 14</strong></td>
</tr>
<tr>
<td>Chapter 3 – Female Sexual Anatomy and Physiology</td>
</tr>
<tr>
<td>Chapter 4 – Male Sexual Anatomy and Physiology</td>
</tr>
<tr>
<td>Chapter 5 – Sexual Arousal and Response</td>
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<tr>
<td><strong>Quiz 3 February 28</strong></td>
</tr>
<tr>
<td>Chapter 6 - Gender Identity and Gender Roles</td>
</tr>
<tr>
<td>Chapter 7 – Attraction and Love</td>
</tr>
<tr>
<td>Chapter 8 – Relationships, Intimacy, and Communication</td>
</tr>
<tr>
<td><strong>Quiz 4 March 15</strong></td>
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<tr>
<td>Chapter 9 – Sexual Techniques and Behavior Patterns</td>
</tr>
<tr>
<td>Chapter 10 – Sexual Orientation</td>
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<tr>
<td>Chapter 11 – Contraception, Pregnancy, and Childbirth</td>
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<tr>
<td><strong>Quiz 5 April 4</strong></td>
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<tr>
<td>Chapter 12 – Contraception and Abortion</td>
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<tr>
<td>Chapter 13 – Sexuality in Childhood and Adolescence</td>
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<tr>
<td>Chapter 14 – Sexuality in Adulthood</td>
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<tr>
<td><strong>Quiz 6 April 18</strong></td>
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<tr>
<td>Chapter 15 – Sexual Dysfunction</td>
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<tr>
<td>Chapter 16 – Sexually Transmitted Infections</td>
</tr>
<tr>
<td>Chapter 17 – Atypical Sexual Variations</td>
</tr>
</tbody>
</table>
Quiz 7 May 9
Chapter 18 – Sexual Coercion
Chapter 19 – Commercial Sex
Chapter 20 – Making Responsible Sexual Decisions-An Epilogue
Course Projects

Project 1: 20 Things I Want to do Before I Die (50 points): This class focuses on the individual’s capacity to reach their potential. Relationships with other people are only as strong as the relationship you build with yourself. The most tragic thing of all is to regret the way you lived your life. The purpose of this assignment is for you to brainstorm about things you want to accomplish during your lifetime. Place the title of the assignment centered at top followed by your name. Due Jan. 22

<table>
<thead>
<tr>
<th>Done X</th>
<th>Assignment Instructions for Project 1</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Timely Submission</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>b. List from 1 to 20 your things you want to do, single spaced on one page</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Reflection about the value of the assignment</td>
<td>8</td>
</tr>
</tbody>
</table>

Project 2: Personal Field Experience (50 points): Select one experience from the list provided below. Due Feb. 26

1. Interview your mother and/or father about their experiences during your birth.
2. Write a gratitude letter to a friend or relative. You do not need to share the letter with me only your reflections.
3. If either parent received a sterilization procedure, interview him or her about it.
4. Interview someone who is gay or lesbian (if you are not).
5. If you have not experienced menopause, interview a woman about their perceptions of menopause before, during, and after the experience.
6. Dress in a style different from how you usually dress for 1 week.
7. Observe and document on a chart changes your body goes through during a menstrual cycle (e.g., temperature, mucus, cramping, breast tenderness, cravings, weight, water retention, volume of blood lost, etc.).
8. If you use make-up regularly, do not use it for 1 week. Or, if you do not use make-up regularly, use it regularly for 1 week.
9. If you do not do breast self-examination (BSE) or testicular self-examination (TSE) regularly, do it once a week for 1 month and write about the experience.
10. Find out what it would take for you to adopt a child and interview someone who was adopted. You must show proof of correspondence with an adoption agency.
11. Get a PAP smear.
12. Get tested at a clinic for STIs.
13. Interview a school board member, parent, and teacher in your community about their position on sex education in public schools.
14. Conduct a mini-debate with another person in class on the topic of your choice.
15. Interview at least one person who has experienced divorce personally (not including your parents) and one child of divorced parents.
16. Receive a therapeutic massage from a licensed therapist.
### Assignment Instructions for Project 2

<table>
<thead>
<tr>
<th>Done</th>
<th>Assignment Instructions for Project 2</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>a. Timely Submission in class</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. Field experience must be something that you have never done before and must be started and completed during this semester and you must obtain approval for your learning activity choice and any changes or other ideas associated with it.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>c. Neat and organized format: Proof for typographical errors and misspellings. Report should be well organized and appear as though you cared about the assignment.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>d. Explanation of entire experiences: Make an effort to mention the little details about your experiences. Mention all that you experienced in the beginning, middle, and end in order to accomplish this project. Include, if appropriate, any supplemental material (i.e., brochures, letters, handouts, charts, time lines, etc.).</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>e. Explanation of long- and short-term value: Indicate the value of this project to you right now and in the future and in what capacity you will use it.</td>
<td>5</td>
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<tr>
<td></td>
<td>f. Depth of experience: Make the project your own special creation. Add creativity to the assignment by going above and beyond what is asked or indicated in the description.</td>
<td>5</td>
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</table>

### Project 3: Curriculum and Presentation Development Project (100 points):
Community Health Educators are asked to develop and present on various health topics to classrooms, worksites and other community groups. To prepare for this the students will develop cognitive, behavioral and affective objectives and to develop a presentation and activity to teach the class on one of the many topics covered in the text. A schedule will be passed around for you to sign up on a given day.

### Project 4: Defining your values paper. (100 points)
Because the environment and culture can have a strong affect on the behaviors we participate in, you will be asked to define what your views are on human sexuality and to determine as close as you can what your universal truths are in this area. In other words what things to you know for sure to be true and how will you use those things to make sexual decisions in your future. Handout will be given in class, later in the semester. **Due on May 2.**

### Project 5: Literature Critiques (100 points):
By reading the scholarly literature, you will (a) become more familiar with data collection methods, (b) learn a variety of statistical tools and their uses, (c) learn how to read the health sciences literature and make meaningful inferences, and (d) apply concepts from reading the literature to your own interests as future health scientists. See example of literature critique on next page. **Due Feb. 7**

<table>
<thead>
<tr>
<th>LC</th>
<th>Assignment Instructions for Project 4</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely Submission</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Correct use of APA rules.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Staple Article to critique (highlighted and labeled).</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1. 1-2 sentence theme of article (including purpose and sample description).</td>
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<td>5</td>
</tr>
<tr>
<td>2. Identify correct Study Design (Exp or X-sectional) and include any groupings of subjects.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3. Write a null hypothesis from the article (worded correctly, two variables named).</td>
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<td>10</td>
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</table>
4. Identify the Variable Set (IV/DV).  

5. Identify the higher order statistical tool used (i.e., Pearson Correlation, Independent Samples $t$ test, Paired Samples $t$ test, Analysis of Variance (ANOVA), Linear Regression, etc.) in the article. Define the statistical tool and use citation. There is a statistical dictionary on reserve for this class (e.g., Vogt, 1996).

6. State one result in statistical language (i.e., $t$ value, $r$ value, $F$ ratio, $X^2$, $p$ value, etc.) from the article. You must choose an article that has more than just the $p$ values. See APA rule 3.57, page 138 for examples of statistical results. Numbers 3-6 should all relate to the same issue (i.e., null hypothesis, variables, statistical tool, result). The null hypothesis given in 3 should be eventually discussed (reject or failed to reject) in number 6. You must specifically state the outcome of the hypothesis with information given in the article.

7. State the statistical decision about the null hypothesis (i.e., reject or fail to reject).

8. Critically analyze the article (strengths, weaknesses)

9. Include article reference and statistical reference at end of paper

**Suggested Journals**

- Adolescence (TSU)
- American Journal of Public Health (TSU)
- Archives of Sexual Behavior (KCOM)
- Family and Community Health (TSU)
- Family Relations (KCOM)
- Health Education (KCOM)
- Journal of American College Health (TSU)
- Journal of the American Medical Association (KCOM)
- Journal of Health Education (TSU)
- Journal of Health and Social Behavior (TSU)
- Journal of Homosexuality (TSU)
- Journal of Marriage and the Family (TSU)
- Journal of School Health (TSU)
- Journal of Youth and Adolescence (TSU)
- Morbidity and Mortality Weekly (KCOM)
- The New England Journal of Medicine (KCOM)
- Public Health Nursing (TSU)
- Public Health Reports (TSU)
- Sex Roles: A Journal of Research (TSU)
- Sexually Transmitted Diseases (KCOM)
Selected American Psychological Association (APA) Guidelines

Parts of a Manuscript
1.06 Title Page
1.10 Results*
1.13 References

Writing Style
2.01 Orderly Presentation of Ideas
2.02 Smoothness of Expression
2.03 Economy of Expression
2.04 Precision and Clarity
2.05 Strategies to Improve Writing Style
2.06 Verbs
2.07 Agreement of Subject and Verb
2.08 Pronouns
2.09 Misplaced and Dangling Modifiers and Use of Adverbs
2.10 Relative Pronouns and Subordinate Conjunctions
2.11 Parallel Construction
2.12 Linguistic Devices
2.13 Gender
2.14 Sexual Orientation
2.15 Racial and Ethnic Identity
2.16 Disabilities
2.17 Age

Capitalization
3.12 Words Beginning a Sentence*
3.13 Major Words in Titles and Headings*
3.14 Proper Nouns and Trade Names*
3.15 Nouns Followed by Numerals or Letters*
3.16 Titles of Tests*
3.17 Names of Conditions or Groups in an Experiment*

Abbreviations
3.20 Use of Abbreviations*
3.21 Explanation of Abbreviations*
3.22 Abbreviations Accepted as Words
3.23 Abbreviations Used Often in APA Journals
3.24 Latin Abbreviations*
3.25 Scientific Abbreviations (Units of Measurement and Time)*
3.27 Use of Periods with Abbreviations*
3.28 Plurals of Abbreviations
3.29 Abbreviations Beginning a Sentence

Series
3.33 Seriation*

Quotations
3.34 Quotation of Sources*
3.35 Accuracy
3.36 Double or Single Quotation Marks
3.37 Changes from the Source Requiring No Explanations
3.38 Changes from the Source Requiring Explanation (i.e., ellipsis, inserting material, adding emphasis)
3.39 Citation of Sources*
3.40 Citations Within Quotations
3.41 Permission to Quote

Numbers
3.42 Numbers Expressed in Figures (a-g)*
3.43 Numbers Expressed in Words (a-e)*
3.44 Combining Figures and Words to Express Numbers
3.45 Ordinal Numbers
3.46 Decimal Fractions
3.47 Roman Numerals
3.48 Commas in Numbers
3.49 Plurals of Numbers

Metrical
3.50 Policy on Metrication
3.51 Style for Metric Units
3.52 Metric Tables

Statistical and Mathematical Copy
3.53 Selecting the Method of Analysis and Retaining Data
3.57 Statistics in Text*
3.58 Statistical Symbols*
3.59 Spacing, Alignment, and Punctuation
3.60 Equations in Text
Reference Citations in Text
3.94 One Work by One Author
3.95 One Work by Multiple Authors
3.96 Groups as Authors
3.97 Works With No Author
3.98 Authors With the Same Surname
3.99 Two or More Works Within the Same Parentheses
3.100 Classical Works
3.101 Specific Parts of a Source
3.102 Personal Communication
3.103 Citations in Parenthetical Material

Reference List
4.01 Agreement of Text and Reference List
4.02 Construction of an Accurate and Complete Reference List
4.03 APA Style for Abbreviations and Publisher's Locations (Table 4.1)
4.04 Order of References in the Reference List
4.05 References Included in a Meta-Analysis

4.06 Application of APA Reference Style
4.07 General Forms for Periodical, and Parts of a Nonperiodical (e.g., book chapter)
4.08 Authors
4.09 Publication Date
4.10 Title of Article or Chapter
4.11 Title of Work and Publication Information: Periodicals
4.12 Title of Work: Nonperiodicals
4.13 Title of Work: Part of a Nonperiodical (Book Chapters)
4.14 Publication Information: Nonperiodicals
4.15 Electronic Sources
4.16 Elements and Examples of References in APA Style

A. Periodicals
B. Books, Brochures, and Book Chapters
C. Technical and Research Reports
D. Proceedings of Meetings
E. Dissertations and Theses
F. Unpublished Work and Publications
G. Reviews
H. Audiovisual Media
I. Electronic Media

General Instructions for Preparing the Paper
Manuscript
5.01 Paper
5.02 Typeface
5.03 Double-Spacing
5.04 Margins
5.05 Order of the Manuscript Pages
5.06 Page Numbers and Manuscript Page Headers
5.08 Paragraphs and Indentation
5.09 Uppercase and Lowercase Letters
5.10 Headings
5.11 Spacing and Punctuation
5.12 Seriation
5.13 Quotations
5.14 Statistical and Mathematical Copy

Sample Paper and Outlines
Figure 1. Sample one-experiment paper