

Human Sexuality

Course Overview & Requirements



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<http://online.santarosa.edu/section/?226>

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Santa Rosa Junior College
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Disclaimer

Sin is geographical

Bertrand Russell

⇒ Overview

If you think discussing sex with your children is difficult, try teaching a college course on human sexuality sometime. It is all too easy for students to take cover behind their books and sit in the back of the class in hopes they might appear invisible. Sex is a personal matter, and as such, it is all too easy to never ask a question, to never participate, to avoid expressing opinions, and even easier to skip classes. Whether the topic is oral sex or homosexuality, masturbation or AIDS, we all at some time must wrestle with our comfort zone feelings of ease and unease.

You should be aware that an honest objective discussion of human sexuality necessitates candid discussion and candid use of language. My grandmother, who worked a farm, noted once: "You sometimes must slop in the pigpen to understand farming," and so it is with the study of human sexuality. At times we will be most explicit. Sometimes we will touch upon topics that will surely make you cringe, and surely make you uncomfortable. That is the price of learning to be objective.

Sexuality is a topic of ease and unease, excitement and mystery. Whether the topic is orgasm, sexual coercion, sexual abuse, or sexual harassment, we at times must look at the dark side, the unpleasant side, and even sides we've never heard of, less ever dreamt of. Many of us have strong feelings and strong values and beliefs that are generated by our family, moral, and religious upbringing. Some of these values and beliefs may be challenged, while others may be strengthened during your study of human sexuality. If you have a strong discomfort around candid language, and discussing sexual variations and practices, then this course will most certainly challenge you, and in fact may not even be for you. You should consider this before enrolling in this course. The good news is coming to terms with your sexuality can lead to greater personal understanding and greater personal sexual growth and development. You can do a few things to make your experience in this course more meaningful to yourself and others.

1. Take time to determine what your objectives are in taking a course in human sexuality. What are your expectations for yourself, instructor, and classmates?
2. What others say in class is to be held in the *strictest of confidence*. We all need to feel safe about freely and objectively discussing sexually related issues. No student should ever be teased over statements they may make.
3. Discussing uncomfortable topics can help you to become more at ease with them. *If an assignment makes you uncomfortable, share this with your professor so some other mutually agreeable arrangement may be made.*
4. You have a responsibility to contribute to the discussion of as many class topics as possible. The classroom setting is a wonderful place to help you clarify your own sexual issues and values. When your instructor asks for questions, give yourself the freedom to not only have questions, but also to actually ask them.

Pages 3 through 5 of the actual class schedule may be retrieved by clicking on the ***"Calendar & Homework"*** icon in the ***"Navigational Toolbar"*** found at the top of the course website. The direct link to this website is:

<http://online.santarosa.edu/presentation/schedule/?98>

Human Sexuality Course Content

Psych 3 – Human Sexuality Course Overview

SRJC Catalog Description:

This course explores human sexuality. Major areas of examination will include the history and science of sexology; male and female anatomy and physiology; sexual arousal and response; relationships, intimacy and communication; conception and contraception; sexually transmitted infections; and coercive sexuality and exploitation.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Recognize and describe major concepts and theories in understanding human sexuality from historical, contemporary, and multicultural perspectives.
2. Analyze and critique historical and current research related to sexuality, sexual identity, and gender.
3. Identify factors that influence decision-making pertaining to sexuality and gender development and how they affect psychosexual wellbeing.

Course Objectives:

Upon completion of this course, students will be able to:

1. Discuss the following perspectives when explaining human sexuality sociological, evolutionary, mass media, gender-role legacy, and cross-cultural.
2. Describe and apply with examples the various research methods used to study sexual behavior; include case studies, naturalistic and laboratory observations, correlational studies, surveys and tests, and the experimental method.
3. Identify and explain the functions of the female and male internal and external sexual organs and structures and genital health concerns.
4. Demonstrate how chromosomal and hormonal processes and social-learning factors influence gender role and gender identity.
5. Compare and contrast the males' and females' sexual arousal and responses; include the roles of the brain, the senses, aphrodisiacs and the aging process.

6. Explain how Kaplan's model differs from Masters and Johnson's model of describing sexual arousal.
7. Describe Sternberg's Theory of Love and Lee's Styles of Loving and list the ingredients of a lasting love relationship.
8. Distinguish among the different sexual behaviors: erotic dreams and fantasies, self-pleasuring techniques, kissing and touching, and sexual positions.
9. Define sexual orientation and describe the social ramifications associated with each type, including prejudice, privilege, law, psychological and medical risk factors, and statistical data on relational issues.
10. Compare and contrast advantages and disadvantages of the male and female contraceptive devices, with emphasis on oral contraceptives, barrier apparatus, intrauterine devices, and sterilization.
11. Compare and contrast the various medical, mechanical and surgical procedures for the treatment of sexual dysfunctions.
12. Describe different types of sexual transmitted infections.
13. Discuss the evolutionary, social learning, and cultural factors that contribute to aggressive behaviors; distinguish the difference between physical, sexual and emotional abuse; and describe sexual harassment, its effects, and ways of coping.

Topics and Scope

1. Perspectives on Human Sexuality
2. Studying Human Sexuality
3. Female Sexual Anatomy, Physiology, and Response
4. Male Sexual Anatomy, Physiology, and Response
5. Gender and Gender Roles
6. Sexuality over the Life Span
7. Love, Intimacy, and Sexuality
8. Communicating about Sex
9. Sexual Expression
10. Variations in Sexual Behavior
11. Contraception and Birth Control
12. Conception, Pregnancy, and Childbirth
13. The Sexual Body in Health and Illness
14. Sexual Difficulties, Dissatisfaction, Enhancement and Therapy
15. Sexually Transmitted Infections
16. HIV and AIDS
17. Sexual Coercion: Harassment, Aggression, and Abuse
18. Sexually Explicit Materials, Prostitution, and Sex Laws

Typical Assignments:

1. Carefully read approximately 25-50 pages per week and recapitulate assigned material in the textbook and supplements.
2. Take at least two exams and one final on lectures, reading concepts and terminology.
3. Write a term or course research paper approximately 3-5 pages in length for the purpose of learning research skills, enhancing course knowledge, and improving writing skills.
4. Students generally have a 250 word writing assignment with each from the assigned workbook..

Course Organization

The nice thing about being bisexual is that it
doubles your chances of a date on the weekend

Woody Allen

1. This survey course in human sexuality involves the scientific study of: (1) What is human sexuality, (2) Research methods in human sexuality, (3) female and male sexual anatomy and physiology, (4) sexual arousal and response, (5) gender identity and gender roles, (6) attraction and love, (7) relationships, intimacy, and communication, (8) sexual techniques and behavior patterns, (9) sexual orientation, (10) conception, pregnancy, and childbirth, (11) contraception and abortion, (12) sexuality throughout the lifespan, (13) sexual dysfunctions and sex therapy, (14) AIDS and sexually transmitted diseases (STD), (15) atypical sexual variations, (16) sexual coercions, and (17) commercial sex, obscenity, and censorship.
2. Textbooks: *Sexual Themes and Variations* by J. Davis Mannino, and *Sexually Speaking: Exercises and Activities* by J. Davis Mannino. Both of these books may be purchased at the campus bookstore ONLY. Please secure only the most recent editions discussed in class.
4. There *may be* two random *in-class quizzes* given. One quiz may occur sometime during the first half of the semester (25 questions each) and another one may occur sometime during the second half of the semester. These quizzes will derive from media articles, films, lectures, and chapter readings for that day's class session. These quizzes are at a weight of 50% of a full exam.
3. *Testing* - There will be four regular exams of 50 questions covering various chapters of the textbook. You must sit for three out of four exams. The fourth exam is given as the designated make-up exam and Final Exam. *There will be no other make-up exams.* If you have not missed any exams you may choose to sit for the fourth exam, thus allowing the lowest grade to be dropped. Again, the last exam is the designated Final Exam. Should you miss any two exams, you would immediately fail the course. Please note there are no exceptions. So if your schedule and life patterns are crazy, this class is not for you!
4. There is a robust online component to the course as well. See *Grading Policy* in this syllabus. Details will be clearly discussed in class during the first two weeks.
5. There is an expectation you will *participate positively* during class.
6. *Extra Credit Projects* will be available. See Syllabus and Website.
7. For each hour of class time it is expected that you will devote one hour of study time.

Grading Policies

In general my children refused to eat anything
that hadn't danced on TV

Erma Bombeck, Humorist and Writer
Motherhood: The Second Oldest Profession

Acceptance into Dr. Mannino's class is contingent upon acceptance of the following "Grading Policy & Rules."

1. Grade Weighting of Course Components - Quizzes, Essay Paper, Exams, Projects, Attendance, Presentations, Online Assignments and Class Participation count for 100% of a numerical final grade. Other options may increase a grade.

2. Exams – (a) All students must sit for 3 out of 4 regular exams. (b) Each exam is multiple choice and/or true or false and worth 80 points. (c) 20 points of each exam is a written portion that students prepare at home to bring in on each exam day. Details will be explained. (d) Students who take all four exams will have the lowest grade dropped. (e) Students who miss an exam must take the 4th exam, which is the designated make-up exam. (f) Students who miss two exams will fail the course automatically. Such students should drop the course if there is still time left to drop. See college regulations on "drop policy." (g) *Exams are all or nothing. That is, students may not skip the multiple-choice part but hand in the written part or vice versa.* (h) No email submissions will be considered as too many students have attempted to use the excuse, "But, I sent it to you by email," when in fact I have never received it --- a ruse at best!

3. Online Assignments - (a) There are 15 "Classwork Assignments" worth 340 total points. Each of these 15 assignments has a "minimum" word count expectation (length) of 500 words or more total for EACH of the 15 online classwork assignments. Each of these online classwork assignments is worth 20 points. Each is "pass or fail." Sloppy work (grammar, spelling, and cohesion) may have points deducted. Students must take at least three out of four exams worth 100 total points each for an overall total of 300 points. There are no make-up exams. If a student missed two exams they fail the course automatically. If a student takes all four exams, the lowest exam grade is dropped. Thus total points possible for this course is 600. Any and all extra credit is simply added to a student's overall score. No more than 30 points extra credit is permissible. (b) Each semester, students have until the announced date (See *Calendar & Homework* schedule) to catch up on late assignments without penalty. After that date, 25% will be taken off for each late assignment. (c) Again, Students need to have a "minimum" word count (length) of 500 (more is nicer) words for each of the 15 online classwork assignments. That means 4 points for each 100 words and 20 points for each 500 words. This range is for ALL tasks within each online homework assignment. Each is worth 20 points and is graded "pass or fail." You should consider less than 500 words to mean a failure and no points, though I most likely will give partial credit in situations of less than 500 words. (d) The 15 online assignment submissions are initially posted in the gradebook at full value --- 20 points. Once they are reviewed, points will be taken off for lateness and/or poor word count (length). So don't count your chickens until your eggs hatch. These assignments are a time for you to be honest with yourself. Thus they are NOT read and graded based on professor's perception of quality. If you wish to cheat yourself, you are the lesser! It can take time for your professor and/or his TA to approve submitted homework assignments.

TPQ - "Though-Provoking Question" or Article. In particular, students must post a response at the "message board" for each of the 15 online homework assignment "thought-provoking" questions or articles. This course requirement is NOT graded, as it is considered class participation --- something that is simply expected and therefore not graded. However, this important course requirement is "policed" very closely. Responses to less than 75% (11 to 12) of the 15 "thought-provoking" questions or articles, in a timely and not late condition, will result in a global overall penalty of minus 100 points. This will make a fatal difference at the end of the course, should a student not have interacted in a robust fashion. Students who come close to achieving a higher final course grade, will have their message board participation used in determining whether they receive the higher grade or not. All other course requirements must, however, be met first. "Message Board" participation, will also prove helpful in mastering exams. Remember to post each of your 15 TPQs on the message board as well as in each of the 15 online homework assignments].

4. Scantron Grading - It is very important that students understand that as many as six exam versions are used for each exam. Be certain to note the correct exam version and color. Follow the oral directions carefully and review the scantron sample shown on the screen very carefully before turning it in to the professor. Since several versions are used it is not practical to rerun scantrons for each of the several versions used. Students, who feel they may have made an error in noting on the scantron the correct exam version they used, may choose to take the designated make-up exam. Exams and key are kept for only one week from date of return. Requests to review exams must be made within that timeframe. Note: Exam master, copies, and scantron key(s) are thrown out after one week.

5. Participation - Class Participation is Pass/Fail. Little or no class participation results in an automatic deduction of up to 10 points off the final numerical grade. This decision is at the full discretion of the instructor. Students who have valid reasons for not participating in class may make arrangements to complete an acceptable alternative.

6. Attendance Policy - The college policy on attendance [consistent with local and state policy], is that any student who misses 10% of classes in a course will fail that course. If possible and deadline timeframes allow, students should dropped the course. This policy also states, that unless otherwise stated by the professor, there is NO difference between excused and unexcused absences. In other words, missing a class with or without a doctor's note makes NO difference. Since this semester course meets only once a week for only an hour and a half, attendance is vital. If you miss more than **four classes**, you will fail the course. Students should drop the course if deadline timeframes permit. There is NO distinction between excused and unexcused absences for this course. Furthermore, students who miss the first two classes of this course may also be dropped. The course attendance policy will be further explained during the first week of classes.

7. If an assigned quiz is missed and a make-up quiz is not completed, each missed quiz will be graded as an automatic zero for purposes of determining a final numerical grade.

8. Any assignment not completed by the instructor's deadline will result in the loss of 10 points off the final numerical grade for each school day late. No paper will be accepted more than one week later.

a. From time to time papers are lost or misplaced--or more likely submitted incorrectly by

students (handed in late, mailed or emailed incorrectly, placed under wrong office door, etc.). Students should always keep copies of all their work should such problems arise.

b. Students should keep copies of all returned work (papers, exams, scantrons, etc.) in case gradebook errors are made--which happens from time to time.

9. There is no curve used in this course. Letter grades translate into numerical grades as noted below. To compute your overall "rough" final grade, just total up your three exam grades and divide by three. That is your rough grade. This grade is then further effected by any and all extra credit you may have submitted or received in class.

A = 90 - [540 points or better]

B = 80 - [480 points or better]

C = 70 - [420 points or better]

D = 60 - [360 points or better]

F = 57 - [359 or points or less]

Students who find themselves within 1-2 of points of a higher letter grade will have such factors as attendance, class participation, special projects, etc., factored in as consideration for receiving a higher letter grade. This decision is totally at the discretion of the instructor. Students who have gone the whole nine yards to earn possible points (i.e., perfect attendance or good class attendance, special projects, class participation, both essays, etc.) and are within a couple of points of a higher letter grade will automatically receive the higher grade as an acknowledgment of their hard work and extra sacrifice. Students are encouraged to complete assigned extra credit projects.

10. **Disruptive and Inappropriate Behavior** - Students may have their final grade reduced one letter grade and/or referred to the administration for disciplinary action for the following: a) Disruptive, insulting, and disrespectful behavior to a professor [either during office hours, in class, online, or in emails, etc.]. b) Disruptive, insulting, and disrespectful behavior to others [either in class, online, in homework assignments, or in emails, etc.]. c) Conduct that is racist, sexist, homophobic, or otherwise discriminatory in nature to others [disabled, elderly, etc.]. d. Conduct this is dishonest (cheating, plagiarism, etc.)

11. Be sure to review the entire "Course Basics" Webpage for additional considerations regarding testing and grading and other class requirements.

12. **End of Course Last Minute Complaints Are Not Acceptable!** Students must report grading errors (work not graded, missing grades, or incorrect grades in the course online gradebook) within a reasonable time or the matter will NOT be "revisited." For example, If you handed in a project for extra credit that was due by the sixth week of class, and it was announced that all such projects were graded, returned, and posted during the eighth week, it is your responsibility to let the professor know within two weeks of any errors or omissions [Note: Scantron errors must be reported within one week. See "Scantron Grading" in item #3 above.] End of semester complaints about lost, missing, or grades in error will not be entertained due to the sheer number of students in the "Large Lecture Load" setting. The only exceptions are matters surrounding Final Exams and Final Course Grades where math errors or omissions have been made. Therefore track your grades carefully in a timely fashion.

Student Needs

When a young man marries,
He divorces his mother.

Yiddish proverb

I want you to succeed! The following special opportunities will better help you succeed in this class on human sexuality.

1. Office Hours: Room 1544 - Emeritus Hall
 - a. Regular Office Hours – Wednesdays & Thursdays. Appointments preferred. My office hours are for your planning a timeframe to make an appointment. Walk-ins generally don't work and it may take up to two weeks to arrange an actual office visit.
 - b. Mondays 02:00 PM to 03:00 PM
 - c. Wednesdays 02:00 AM 03:00 PM
 - d. Other Office Hours by Appointment
 - e. Office Hours by Email – DrMannino@aol.com
 - f. "Course Message Board" and "Online-Live-Time Chatroom"
2. Phone Numbers (Office, Message Phone, Fax, and Email)
 - a. Voicemail: 524-1742
 - b. Department Fax: 522-2755
 - c. Email: DrMannino@aol.com
 - d. Section Webpage: <http://online.santarosa.edu/section/?642>
3. Special Needs – Special Programs
 - a. Tutors - There are free tutors available at the campus "Tutorial Center
 - b. Guidance 60 – Effective Study Workshop - This workshop may be useful to you in making college work better for you. There are start dates throughout the semester.
 - c. Academic Reader – Prof. William Spires reviews semester research projects. He has numerous academic degrees and is an adjunct professor here at SRJC. He recommends grades, though I will make the final decision as to quality and grade.
4. Other Considerations? Let's talk!

Getting Along in Large Lecture Settings

I had to give up masochism,
I was enjoying it too much

Mel Calman

Blessed Are The Learners. Taking a class in a large lecture setting requires special considerations by both the instructor and especially students. You simply must refrain from extra or private conversations in Newman during lectures. The acoustics are too good, so both students and I will be disturbed. Keep in mind you are sharing a room with as many as 220 students.

Questions Welcomed. Since this is a lecture and discussion style class, questions and comments are welcome. Because of the size, however, I may not always be able to get to each question if many arise. However, there is always email for questions, office hours, and office hours by appointment.

Inconsiderate Behaviors. It is unacceptable, not to mention rude, to be working on other homework, reading, or worse yet, yawning and dozing off during lecture. Such behavior is always noticed by me and in fact breaks my concentration. I will discuss such problems with students on the spot should such inconsiderate behavior become evident to me. Students who are inconsiderate or disrespectful will be dropped from the course. Students, who are disturbed by others for whatever reason, please report such behavior to me.

Attendance. Students may miss no more than four classes. Attendance will be taken and it is your responsibility to make sure you have signed in. Please do not ask me to amend a sign-in sheet. It is not fair to other students who have been responsible enough to remember to sign in. Signing in for other students is dishonest and will result in an automatic F for the course. Attendance will be taken during the second part the class after break.

Tardiness. I do not have a problem with a student arriving late from time-to-time, as long as it is not a pattern of behavior. Since this is a 3-hour class, it is best to come even if late—as long as it is not a pattern.

Leaving Early. If you must leave early, please advise me first and then sit close to an exit so your departure will not be as disruptive. If a student picks up their books and leaves early without prior notification, generally I will stop the class to make inquiries.

Absences. Please do not call me to let me know you will be sick or absent. If you will be missing more than one class due to illness, or other such emergency, than you should call or email me immediately.

CONDUCT. Any student who in the eyes of the professor is OVERTLY rude, disrespectful, or shows lack of tolerance, understanding, and or compassion to issues of diversity, tolerance, and the acceptance of all, may, at the professor's discretion, have points deducted from their overall grade; from extra credit, or in more severe cases, receive a lower grade. Students may also be expelled from class and referred to the Dean of Students for further action. Please see the "Student Code of Conduct" link in the "Proviso and Disclaimer" section of "Course Basics".

Pre-Test: What's Your Sex IQ?

We are born princes and the
civilizing process makes us frogs.

Eric Berne

⇒ Directions:

Complete this pretest before you start reading the textbook, to determine what your basic knowledge is about some of the many fascinating things you'll be learning about this semester. It's fun to test your friends on this too! Spread a little knowledge. For each statement, mark T or F in the space provided. You will find the correct answers and a short explanation for each at the end of this handout.

- _____ 1. A female can become pregnant during sexual intercourse without the male having an orgasm.
- _____ 2. The time for testing positive for HIV and AIDS is at most eight years.
- _____ 3. If a female is a virgin, she will have a hymen intact.
- _____ 4. A majority of the sexual crimes against children are committed by adults who are friends or relatives of the victim.
- _____ 5. The volume of semen consists primarily of sperm.
- _____ 6. A female must experience orgasm in order to become pregnant.
- _____ 7. A female can become pregnant the first time she has sexual intercourse.
- _____ 8. Alcohol is a common cause of temporary impotence.
- _____ 9. An imbalance of sexual hormones is the most frequent cause of homosexuality.
- _____ 10. Among married couples in the United States, birth control pills are the most popular method of birth control.
- _____ 11. Male transvestites (men who like to dress in women's clothes) are usually homosexual.
- _____ 12. A large majority of parents want their children to be given sex education in the schools.
- _____ 13. A person must have symptoms of AIDS to infect others.
- _____ 14. The age at which puberty starts has stayed constant over the last 200 years.
- _____ 15. It is possible for a woman to become pregnant during her period.
- _____ 16. The most common sexually transmitted disease among college students is gonorrhea.
- _____ 17. A man usually expels more than 200 million sperm in each ejaculation.
- _____ 18. Fertilization of the egg (conception) occurs in the vagina.
- _____ 19. Less than half of the women with gonorrhea have any visible symptoms of the disease.
- _____ 20. Testicular cancer primarily affects men over 50.
- _____ 21. In all countries, AIDS is mainly a disease of male homosexuals.

- _____ 22. For most women, birth control pills have more benefits than negative health effects.
- _____ 23. Alcohol and marijuana are sexual stimulants.
- _____ 24. Teenage girls have easier pregnancies and healthier babies.
- _____ 25. Herpes simplex type II can be cured.
- _____ 26. RU-486 is a new type of AIDS test.
- _____ 27. Women can get pregnant without penetration of the vagina.
- _____ 28. The HIV virus can be transmitted by oral sex.
- _____ 29. Nocturnal emissions ("wet dreams") are often an indication of a sexual problem.
- _____ 30. The amount of vaginal lubrication is a reliable indicator of a woman's sexual interest.
- _____ 31. The practice of female circumcision was halted long ago.
- _____ 32. Most transsexuals feel that they really should be a member of the other gender.
- _____ 33. Children first become sexual when they reach puberty.
- _____ 34. Masturbation can be harmful if it occurs more than twice a week.
- _____ 35. Statutory rape means forced intercourse between an adult and a teenager.
- _____ 36. Most people who have had sexual experience during childhood or adolescence with someone of the same sex will become gay or lesbian.
- _____ 37. People who live together before marriage tend to divorce less often than those who did not live together before their marriage.
- _____ 38. Infants are capable of erection or vaginal lubrication.
- _____ 39. The greatest increase in the number of people testing positive for HIV since 1990 is among gay white men.
- _____ 40. Oral-genital contact between a husband and wife is illegal in some states.

Pretest Answers - What's Your Sex IQ?

⇒ Directions

The following answers and brief explanations are for the *What's Your Sex IQ?* The information is general and broad based, but for the most part it is quite accurate. By the time the semester is over, you will be very knowledgeable about most of these topic areas.

1. True- The bit of fluid that comes from the Cowper's gland before a man ejaculates can contain live sperm and cause pregnancy. It doesn't happen often, but who wants to take a chance?
2. False- We really don't know how long it can take or if everyone who has the virus will get AIDS, but there are many documented cases of people carrying the virus for over ten years who are not yet diagnosed with AIDS.
3. False- A girl's hymen may tear as she grows, or she may be born without a complete one.
4. True- Most often it is friends and relatives, not strangers, who molest children.
5. False- Most of semen is fluids from the seminal vesicles and prostate gland, so despite the fact that there are millions of sperm, it only makes up a small percentage of the total ejaculate.
6. False- A woman does not have to have an orgasm to get pregnant.
7. True- Sperm and eggs don't care if it is the first time. If they meet, conception can take place.
8. True- Alcohol can cause temporary impotence. While it lowers inhibitions and makes us less likely to think of all the consequences, alcohol can cause physical sexual problems. The social expectations we have learned looking at sexy liquor commercials and billboards probably have a lot to do with the images and expectations we have for ourselves.
9. False- We really don't know why people are gay or lesbian, but their hormone level does not seem to be a factor. Recent evidence points to genetics as playing a part.
10. False- Among married couples sterilization, including vasectomy for males and *tubal ligation* for females, is the most popular method of birth control.
11. False- Transvestites are not usually homosexual.
12. True- Surveys show most parents want schools to provide sex education; however, the people who oppose sex education receive a great deal of publicity in the media. There is also controversy about what should be covered.
13. False- You do not have to have symptoms of AIDS to infect others.
14. False- Over time, puberty has occurred at a younger age. Two hundred years ago menstruation started about age 17; the average age now is 12 or 13. We think the difference can be attributed to better nutrition.
15. True- While the risk is low, an egg can be put into a woman's system at any time, and if it meets with a sperm, she can become pregnant.
16. False- The most common sexually transmitted diseases among college students are chlamydia and genital warts.
17. True- Isn't that amazing!?
18. False- Fertilization usually takes place in the fallopian tubes.

19. True- Women, more often than men, have no visible symptoms of sexually transmitted diseases.
20. False- Testicular cancer is rare, and it primarily affects men from ages 20-35. Prostate cancer is the disease we see in older men.
21. False- In many countries, the number of men and women are affected equal.
22. True- While some women should not take birth control pills because of their age or preexisting medical problems, most women have more positive than negative effects.
23. False- In reality, alcohol and marijuana are depressants- but they do lower inhibitions as discussed in the answer to question 8.
24. False- Teenagers who are pregnant have riskier pregnancies and more health problems. Unfortunately, they often don't get good prenatal care.
25. False- Although there is a drug that can decrease the severity and pain associated with an outbreak of herpes simplex type II, the herpes virus stays in the body throughout a person's lifetime.
26. False- RU486 is the drug used to terminate pregnancy.
27. True- While rare, sperm deposited close to the vagina have caused pregnancies.
28. True- The virus that causes AIDS can be transmitted by oral sex when infected semen or vaginal secretions get into open sores or cuts in and around the mouth.
29. False- Nocturnal emissions are a normal occurrence in men.
30. False- While vaginal lubrication can be an indicator of a woman's arousal, it is only a *first sign*, and further communication is important. Other factors, like taking medicines, can lower lubrication.
31. False- Unfortunately, female circumcision is still practiced in parts of the world.
32. True- transsexual usually feel like they are "trapped" inside the wrong body.
33. False- It is normal for children to masturbate and have sexual feelings at a very young age.
34. False- Other than guilt that may be associated with it, masturbation does not have harmful physical or psychological effects.
35. False- Even if a minor is willing, statutory rape can be charged when an adult has intercourse with a minor. (In many states this law applies only when *minor-aged women* have sex with *adult men*.)
36. False- Studies show that many people have same-sex experiences while growing up and are heterosexual as adults.
37. False- Contrary to what was expected, people who cohabitate first are not less likely to divorce. It may not mean that these couples are unhappier than those that stay married, but rather that they tend to be less conservative than couples that don't cohabitate before marriage.
38. True- These are both responses that happen normally and naturally to infants.
39. False- At the present time minorities are getting AIDS at an increasing and disproportionate rate, and we are seeing more cases in women and infants.
40. True- though not enforced, sodomy laws in some states ban oral-genital contact in all situations, including between married couples.

Icebreaker - What Do You Want To Take Away from This Course?

Directions. Every class is unique. Every class is composed of students who have individual needs. Knowing these needs will assist me in attempting to address some of your individual needs in taking this course. In a group, or for next class, answer the following questions as candidly as possible.

1. Why are you taking this course in human sexuality?

2. What is it you want to take away from this course?

3. What types of learning techniques do you find most helpful? (i.e., videos, lecture, guest speakers, group work, role-play, homework, take home exercises, in-class exercises)

4. What have instructors done in the past you have really enjoyed? How can I make this class more enjoyable and helpful for you?

5. What type of grading policy are you most comfortable with? There may be some flexibility in test construction, assignments, etc. I will listen to your comments.

6. What do you expect and want from your instructor / facilitator?

7. Share with me something personal about yourself that has bearing on why you are taking this course in human sexuality. (This is optional and will be held in strict confidence, if you wish.)

8. Write one or more questions you would like me to address during our time together in this course, that you might be afraid to ask out loud in class. You may also hand in question(s) anonymously if you would wish.
