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## COURSE DESCRIPTION

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This course is designed to help students explore the biological, psychosocial and cultural perspectives of human sexuality. It will increase the student's awareness and appreciation of different views concerning sexuality in relation to one's gender, age, sexual orientation, and religious, racial and/or ethnic background. Special emphasis will be placed on increasing sexual health literacy, enhancing decision-making skills, and promoting healthy sexual behaviors. Contemporary sexual health issues will be examined debated and analyzed. The course will encourage students to think critically about sexuality and gender and to question their own assumptions. By exploring attitudes and values of others and ourselves in the class, we will come to have a better understanding of human sexuality and ourselves.

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## COURSE OBJECTIVES

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This course will enable students to:

- 1.Examine interdisciplinary perspectives on sexual development.
  2. Develop an understanding of the dimensions of healthy sexuality as it pertains to themselves and their relationships with others.
  - 3.Explore the personal decision-making process connected to a variety of sexual issues in order to better communicate their physical and emotional needs.
  - 4.Develop an appreciation for the breadth of sexual expression and the integral role of sexuality as part of a healthy life.
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## STUDENT LEARNING OUTCOMES

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By the end of this course, you will be able to:

- A. Demonstrate an increased understanding of their own personal values, identities and decisions as they relate to sexuality within the biological, sociological, psychological, and educational perspectives.
- B. Accurately describe reproductive anatomy and physiology, human sexual response and range of behavior choices, reproductive choices, and recommended health practices related to sexuality.
- C. Locate and critically evaluate sexuality information from scholarly, internet, and social media resources.
- D. Compare and contrast the range of sexual behaviors, actions, and perspectives among different groups.

## REQUIRED TEXT & MATERIALS

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1. *Human Sexuality: Diversity in Contemporary America, 9th edition by William Yarber.*

2. *Human Sexuality 4th edition. by Roger Hock, Pearson Publishing.*

**Neither book is required, only recommended.** I recommend one of these books if a student has a strong interest in the topic of sexuality and would like to have the book for future reference.

## TOPICAL OUTLINE OF THE COURSE

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1. Foundations and Frameworks of Sexuality
  - a. Overview of breadth and depth of sexuality (e.g. Circles of Sexuality, Genderbread Person, etc.)
  - b. Cultural messages about sex and sexuality from peers, family, media and culture
  - c. Formal and informal sexuality education
  - d. Values identification
2. Sexuality Research
  - a. Key Historical Research
  - b. Current Topics and Perspectives
  - c. Challenges in Sexuality Research
  - d. Ethical and Practical Issues in Sexuality Research
3. Gender and Sexual Identity Formation
  - a. Biological Sex (e.g. genetic, hormonal, genital)
  - b. Gender Identity (e.g. cisgender, transgender, gender diverse)
  - c. Gender Expression (e.g. feminine, masculine, gender nonconforming)
  - d. Sexual Orientation (e.g. heterosexual, lesbian, gay, bisexual, queer, pansexual, asexual)
4. Biological Foundations of Sex
  - a. Overview of Male and Female Reproductive Systems
  - b. Overview of Endocrine System
  - c. Human Sexual Response Cycle & Arousal Patterns
5. Relationships
  - a. Partner choice
  - b. Intimacy and love
  - c. Types of relationships (e.g. hookups, dating, marriage, polyamory)
  - d. Healthy vs. unhealthy relationships
  - e. Intimate partner violence
6. Sexual Health
  - a. Definitions and baselines of sexual health and wellbeing
  - b. Sexually Transmitted Infection (STIs)
  - c. Impact of illness and chronic health issues on sexuality
7. Sexuality Across the Lifespan
  - a. Childhood
  - b. Adolescence
  - c. Adult
  - d. Older adults
8. Sexual Behaviors and Expressions
  - a. Desire and sexual arousal patterns (i.e. with self or others)
  - b. Behaviors/Modes of Expression
  - c. Decision Making & Communication
  - d. Sexual Challenges (e.g. disease, disorders, treatments)
  - e. Diversity of Sexual Expressions (e.g. partner choice, behaviors, paraphilias)
9. Reproductive Health
  - a. Contraceptives
  - b. Abortion

- c. Pregnancy
- d. Fertility Challenges
- e. Childbirth
- 10. Sexuality and Power
  - a. Sexual Harassment
  - b. Sexual Assault and Rape
  - c. Child Sexual Abuse and Incest
- 11. Sexuality and Marketplace
  - a. Media
  - b. Pornography
  - c. Sex work and survival sex
  - d. Commercial sexual exploitation of children

## TEACHING METHODS

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The course will use online lectures, presentations, documentaries and motion pictures to communicate course content. Students should be prepared to engage in Blackboard discussions related to assigned readings and films. In addition, Blackboard is used for several important purposes in this class. Below is each section of Blackboard and the purpose for which it is used:

- ✓ *Announcements*: Each week important course announcements will be posted in this section. You should check these announcements several times a week.
- ✓ *Syllabus*: The course syllabus is posted in .pdf format in this section.
- ✓ *Course Documents*: A variety of resources are found in this section, including assignment instructions, course readings, etc...
- ✓ *Discussion Board*: Students' discussions will take a place here.
- ✓ *Grade Book*: You may use this tool to check your course grades.
- ✓ *External Links*: Links to websites and videos used in this course are posted here.

## COURSE ASSIGNMENTS & EVALUATION

<b>60%</b>	<b>Term Papers</b>	2 term papers, 30% each
<b>30%</b>	<b>Mini-tests</b>	3 mini-tests, 10% each
<b>10%</b>	<b>Discussion Board Posts</b>	2 discussion board posts – reflections on controversial topics in sexuality

## GRADING SCALE

<b>A</b>	<b>93-100</b>	<b>B+</b>	87-89	<b>B-</b>	80-82	<b>C</b>	73-76	<b>D+</b>	67-69	<b>F</b>	<60
<b>A-</b>	<b>90- 92</b>	<b>B</b>	83-86	<b>C+</b>	77-79	<b>C-</b>	70-72	<b>D</b>	60-66		

## REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK – PLEASE READ CAREFULLY.

Unless otherwise instructed, all writing assignments must:

1. Be typed on a word processor. Name file using your LAST name and Assignment number.
2. Have 1-inch margins (“normal” setting in MS Word) and be double-spaced.
3. Use 12-point font for paper, 18-point for presentations.
4. Include your name and the date (typed) at the top of the page. Include your name and the title on the first slide. Include page numbers at the bottom of the page.  
Be well written – punctuation, spelling, composition, syntax, and grammar will be graded.
5. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.
6. Correctly cite all information that is not general knowledge using the most current version of APA style. Using someone else’s words in a quote/paraphrase without giving proper credit to the author is *plagiarism*.
7. Electronic submission of assignments via Blackboard, through assigned dropbox. No e-mail submissions will be accepted.
8. **Be submitted on the due date. No late submissions, except by advance permission from the instructor.**

*Use this as a checklist before submitting ALL assignments.*

## ABOUT THE MINI-EXAMS/QUIZZES

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- **ABOUT:** There are 3 mini-exams over the course of the semester, one at the end of each week. Tests are based on information appearing in an assigned readings and lectures. Tests consist of multiple choice, true/false, and/or matching questions. **Tests are open book and notes, but they are timed. You have 30 min to complete each exam/quiz. Once you start you must complete it in one session.** Each exam is comprised of 20-25 questions and corresponds to the previous week material.
- **POLICIES:** Quiz dates are published in this syllabus.
- **POLICIES:** Due dates the mini-exams are listed on the course schedule in this syllabus. **DEADLINES ARE STRICT, no late submissions. No extension will be given. Please do not ask to for exam make up. The answer is always NO.** Students may NOT work collaboratively on these assignments.

## ABOUT THE PAPERS

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- **ABOUT:** There are 2 term papers constructed to assist students in developing critical knowledge and practice skills relevant to the course content. Detailed written instructions for each term paper are posted at the end of the syllabus.
- **POLICIES:** Due dates for term papers are listed on the course schedule in this syllabus. **DEADLINES ARE STRICT, no late submissions. No extension will be given.** Unless otherwise stated, all written work must conform to the Requirements for the Submission Written Work found in this syllabus. Students may NOT work collaboratively on these assignments.

## ABOUT THE REFLECTIONS ON CONTROVERSIAL TOPICS

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- **ABOUT: Human sexuality topics with two sides, one “pro” and one “con” will be presented to students.**
- In their reflections students should take in account both sides and present their view of both sides (i.e. why do they agree or disagree with the opposing sides). These reflections should be **no more than 6-8 sentences in length** and should include original, insightful, and pertinent reflections. Brevity is a virtue in the case of discussion posts and points will be deducted for overlong posts. To earn a full credit, it is expected that students will have college-level writing free of grammatical and spelling errors, have meaningful posts that provide evidence of reflective thought. Simply restating a classmate’s post and saying whether or not you agree will not be accepted.

# COURSE EXPECTATIONS & POLICIES

## Attendance Policy:

You are expected to log on Blackboard regularly. You are expected to review all class material and posted announcement on Blackboard. Please review *Welcome letter* early to give you an idea of what to expect in this summer term course.

## Graded Work:

You are responsible for keeping all returned, graded coursework until the course has ended and you have received your final grade. You are also responsible for monitoring your progress throughout the semester and seeking additional assistance when necessary. You are responsible for contacting the instructor with any questions about grades within one (1) week of receiving the grade.

## Reading & Viewing Course Materials:

You are responsible for completing all assigned reading/viewing on Blackboard. You are also responsible for accessing, reading, and/or viewing any additional material assigned by the course instructor.

## Standards of Academic Conduct – Academic Integrity Policy:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. All members of the University community are expected to adhere to the Academic Integrity Policy. Violations of the Academic Integrity Policy include, but are not limited to:

- **Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
  - **Cheating** during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
  - **Collusion** is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
  - **Lying** is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.
  - For additional information, see the Welcome Letter for this course and Department of Public Health Student Handbook.
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## COURSE SCHEDULE: PBHL 2900 – HUMAN SEXUALITY

WEEK	TOPIC	ASSIGNMENT DUE DATES
<b>Week 1</b> Dec 28-Jan 3	<ul style="list-style-type: none"> <li>• Introduction &amp; Syllabus Review</li> <li>• Talking about Sexuality: Language and Terminology</li> <li>• Research/Theory/Overview: Circles of Sexuality</li> <li>• Sexuality Research</li> </ul>	Discussion Board Post 1 Due Dec 31 <sup>st</sup>
	<ul style="list-style-type: none"> <li>• Female Anatomy and Physiology</li> <li>• Male Anatomy &amp; Physiology</li> <li>• The Sexual Body in Health and Disease</li> <li>• Body Image</li> </ul>	<b>Mini-Test on Week 1</b> <b>Due Jan 3rd, 11:59 PM</b>
<b>Week 2</b> Jan 4-10	<ul style="list-style-type: none"> <li>• Gender and Gender Roles</li> <li>• Sexual Development</li> <li>• Sexuality in Childhood and Adolescence</li> </ul>	Term Paper 1, Due Jan 7 <sup>th</sup> , 11:59 PM
	<ul style="list-style-type: none"> <li>• Sexuality in Middle and Late Adulthood</li> <li>• Love/Dating/Relationships</li> <li>• Healthy/Unhealthy relationships</li> <li>• Sexual Expressions and Variations in Sexual Behavior</li> </ul>	<b>Mini-Test on Week 2</b> <b>Due Jan 10<sup>th</sup>, 11:59 PM</b>
<b>Week 3</b> Jan 11-17	<ul style="list-style-type: none"> <li>• Fertility control and reproductive choices, contraception</li> <li>• Infertility, Pregnancy, and Childbirth</li> </ul>	Discussion Board Post 2 Due Jan 13 <sup>th</sup>
		Term Paper 2, Due Jan 17 <sup>th</sup> , 11:59 PM
	<ul style="list-style-type: none"> <li>• Sexual Safety- STDs, HIV/AIDS</li> <li>• Sexual Safety - Dating Violence, Assault and Harassment</li> </ul>	<b>Mini-Test on Week 3</b> <b>Due Jan 17<sup>th</sup>, 11:59 PM</b>

Please note that the course schedule is tentative and may be altered at the discretion of the instructor to accommodate student learning needs, the incorporation of additional materials, or other unforeseen circumstances.

# Instructions for Term Papers

## **PAPER 1 INSTRUCTIONS: Human Sexuality Movie Critique - Critical Evaluation of the Depictions of Human Sexuality in the Movies**

This assignment will help you examine popular culture and movies to see how they shape our ideas about sexuality. Like television, films tend to depict sexual stereotypes and to adhere to mainstream sexual norms. Media educators Gross and Gerbner argue that the commercial structure of the mass media limits the opportunity for representing diverse characters. Too often networks and film companies shy away from portraying the multiple and diverse dimensions of sexuality for fear of alienating or offending advertisers, investors, and audiences.

This assignment is to assess whether you are able to critically evaluate depictions of people's sexual behaviors in feature films. Many motion pictures portray the diversity in human sexuality in inaccurate ways, leading to misunderstanding and heightened stigmatization of people who do not adhere to the mainstream sexual norms. Some movies, however, are lauded for dispelling stereotypes and providing accurate insight into human sexuality. Films, like any forms of media, have a powerful impact on how we view the sexuality of others and ourselves. Negative and or misinformed attitudes about sexuality leave people vulnerable to neglecting and understanding their own sexual needs and being judgmental of others. Providing accurate information can help correct fears, myths and misconceptions many people have about the diversity present in our society. Studies have shown that a combination of education and face-to-face interaction has a greater impact on changing attitudes than using either strategy in isolation.

After selecting and viewing one of the films listed on the next page, the student will write a 4-5 page critical evaluation on whether the sexuality issue/s portrayed in the film was accurately depicted in the character. You must use reliable research on the sexuality topic portrayed in the film so that you are prepared to say whether the viewer would be misinformed or informed properly about the sexuality issues portrayed in the film. Cite any research used (minimum 2 additional sources).

The paper must include the following:

1. What was the sexual content/messages of the movie?
2. Was the content/messages stereotypical of our culture and if so, how?
3. Do you think it was an accurate portrayal of sexuality in our culture? Why or why not? A minimum of 5 examples of correct or inaccurate depictions (comparisons) must be included in the paper.
4. Would you change this movie in any way to better portray this sexuality issue?
5. What implicit and explicit messages does this movie contain about sex and sexuality? What do you think about these messages? Are they positive or negative?

**See instructions for written assignments found in the syllabus.** Submit your paper through BB on due date assigned in syllabus.

The following films are approved for this assignment. If you want to select another movie that is not on the list, please e-mail me, I MUST approve your alternate film selection

1. The Birdcage (1996) A gay cabaret owner and his drag queen companion agree to put up a false straight front so that their son can introduce them to his fiancé's right-wing moralistic parents. (Comedy, Gay).
2. Blue is the warmest color (2013) Adèle's life is changed when she meets Emma, a young woman with blue hair, who will allow her to discover desire and to assert herself as a woman and as an adult. In front of others, Adèle grows, seeks herself, loses herself, and ultimately finds herself through love and loss.
3. Boys Don't Cry (1999) A drama film based on the real-life story of Brandon Teena, a transsexual man who was raped and murdered by his male friends after they discovered his gender history. The movie received lots



- of media attention when its star Hilary Swank, who played Brandon, won the Academy Award for Best Actress. (Drama, Transsexual).
4. Brokeback Mountain- Sexuality of both characters portrayed as fluid. The film displays a love relationship between same-sex male partners in the American West; who are simultaneously struggling with their opposite gender relationships. Self-acknowledgement and self-acceptance in recognizing one's own sexual identity is portrayed. (Drama) (Gay, questioning)
  5. The Crying Game (1992) The Crying Game is about the experiences of Fergus (Stephen Rea), as a member of the IRA, his brief but meaningful encounter with Jody (Forest Whitaker) who is held prisoner by the group, and his unexpected romantic relationship with Jody's transgendered girlfriend, Dil (Jaye Davidson) whom Fergus promised Jody he would protect. However, unexpected events force Fergus to decide what he wants for the future, and ultimately what his nature dictates he must do. (Psychological thriller)
  6. Kinsey is a 2004 biographical film written and directed by Bill Condon.[1] It describes the life of Alfred Kinsey (played by Liam Neeson), a pioneer in the area of sexology. His 1948 publication, Sexual Behavior in the Human Male (the first of the Kinsey Reports) was one of the first recorded works that tried to scientifically address and investigate sexual behavior in humans.(Drama, sexuality research)
  7. Midnight Cowboy-Hustler Buck forms an unlikely friendship with junky Rico "Ratso" Rizzo. Academy Award winner for Best Picture. (Drama, Male Prostitution)
  8. Milk (2008) The story of Harvey Milk (Sean Penn), and his struggles as an American gay activist who fought for gay rights and became California's first openly gay elected official. (Drama, Gay rights)
  9. Monster is a 2003 crime drama film about serial killer Aileen Wuornos, a former prostitute who was executed in Florida in 2002 for killing six men (she was not tried for a seventh murder) in the late 1980s and early 1990s. Wuornos was played by Charlize Theron and her fictionalized lover, Selby Wall (based on Wuornos' real lover Tyria Moore), was played by Christina Ricci.
  10. Philadelphia- When a man with AIDS is fired by a conservative law firm because of his condition, he hires a homophobic small time lawyer as the only willing advocate for a wrongful dismissal suit.
  11. Reader- Focuses on the definition and consequences of sexual abuse. It involves the relationship between a teenager and a much older woman (Kate Winslet) in post WWII Germany.
  12. Secretary - Shainberg's exploration of Gyllenhaall's levels of s&m (from her cutting to complete submissive to Spader) actually pulls its audience into her world allowing us to feel some level of pain. Is it uncomfortable and painful to watch at times? Yes, and that is what makes Secretary a perfect film about s & m. Spader plays the part of the domineering boss to a tea with little hints of him being submissive to Gyllenhaal.
  13. Taken- A retired CIA agent travels across Europe and relies on his old skills to save his estranged daughter, who was kidnapped on a trip to Paris to be sold into prostitution. Sex (Drama, Sex Trafficking)
  14. To Wong Foo Thanks for Everything, Julie Newmar - Three drag queens (Wesley Snipes, Patrick Swayze and John Leguizamo) travel cross-country until their car breaks down, leaving them stranded in a small town. (Comedic drama, transsexuals)
  15. TransAmerica (2005) - A comedy-drama starring Felicity Huffman, who plays Bree, a transsexual woman. At its heart, "Transamerica" (Weinstein) explores familiar themes of family bonds, interpersonal connection and parent-child dysfunction, but with an unconventional and morally problematic twist: The parent here is a preoperative transsexual man.
  16. Moonlight (2016) - A young African-American man grapples with his identity and sexuality while experiencing the everyday struggles of childhood, adolescence, and burgeoning adulthood.
  17. Y Tu Mama Tambien (2001). In Mexico, two teenage boys and an attractive older woman embark on a road trip and learn a thing or two about life, friendship, sex, and each other.

**Due Jan 7th, 11:59 PM.** Submit the assignment through assigned box on Blackboard by the due date/time. This assessment is worth 30% of your final grade. Grading will be based on how closely your assignment meets the instructions of the assignment and on the strength of your argument.

## **PAPER 2 INSTRUCTIONS: Development of Gender and Sexual Values, Attitudes and Beliefs**

For this paper you will clearly articulate your values, attitudes and beliefs about a variety of topics, and then describe the positive and negative experiences that have directly or indirectly influenced the formation of them.

Please choose a minimum of four topics from among the following, and organize your papers using your choices as subheadings:

- Premarital sex
- Same-sex relationships
- Gay adoptions
- Contraception / Protection
- Abortion
- Masturbation
- Extra-relational sex (i.e., “affairs”)
- Pornography
- Commercial sex (i.e., prostitution)
- Safer sex education –Abstinence education
- HIV/STDs
- Treatment vs. punishment of sex offenders
- Male and female roles –traditional vs. egalitarian
- Fetishes or unusual sexual interests
- Another sex or gender-related topic that is important to you

A number of factors may have influenced the development of your thinking about these topics; examples include the following:

- Religious upbringing
- Educational experiences/teachers
- Peers or friends
- The media (music, TV, magazines, movies, etc.)
- Parents and family (involvement, education, family life)
- Cultural or ethnic background
- Social experiences
- Other experiences that have been important to you

Be sure to include your age, culture, the number and sex of the children in your family of origin, where you are in the birth order, and your parents’ marital status. Give your paper an interesting title that reflects its content. Do not just write a chronology of your life... you need to describe your gender and sexual attitudes, beliefs, and values and specifically how they came to be that way.

**Assignment:** Write 4-5 pages reflection paper. The paper must conform to the Requirements for the submission of written work found in the course syllabus. The reflection paper is to be completed individually; you may NOT work collaboratively on this assignment.

**Due Jan 17th, 11:59 PM.** Submit the assignment through assigned box on Blackboard by the due date/time. This assessment is worth 30% of your final grade and grading will be based on how closely your assignment meets the instructions of the assignment.