

HR 5763-101: Human Sexuality

Course Description:

An overview of the physiological, psychological and sociological aspects of human sexuality including varied sexuality issues which may be encountered in professional counseling practice. Some of the topics that will be covered are sexual relationships, sexual communication, sexual behaviors, sexual orientations, paraphilias, sexual aggression, pornography, and prostitution.

Class Dates, Location and Hours:

Dates: October 27-29 & November 3-5, 2017
Location: 3281 Sheridan Road, Fort Sill, Oklahoma.
Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.
Last day to enroll or drop without penalty: September 28, 2017

Site Director:

Email: apftsill@ou.edu. Phone: (580) 355-1974.

Professor Contact Information:

Course Professor: Anthony P. Natale, MSW, PhD
Mailing Address: University of Oklahoma
Anne and Henry Zarrow School of Social Work
Anne and Henry Zarrow Hall, 352
Norman, OK 73019
Telephone Number: (405) 325-1408
E-mail Address: anatale@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Hock, R. R. (2016). *Human sexuality* (4th ed.). Old Tappan, N.J.: Pearson/Prentice Hall. ISBN 9780134003566.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

By completing this course:

1. Student will display an understanding of the varied sexuality issues which may be encountered in professional counseling practice.
2. Student will demonstrate an understanding of the biological aspects of human sexuality, to include sexual anatomy, the sexual response cycle, conception and birth, contraception, sexually transmitted infections and treatment methods.
3. Student will examine the psychosocial aspects of human sexuality, to include discussion of gender roles, attraction and love, sexual expression, sexual orientation, and relationship development.
4. Student will explore the cultural aspects of human sexuality as they have changed over time, to include the historical perspective, contemporary attitudes and how they are influenced by social institutions.
5. Student will have a basic understanding of the research conducted in relation to human sexuality.
6. Student will examine variations in sexuality, to include typical and atypical sexual expression and sexual dysfunction.
7. Student will demonstrate an understanding of the various theoretical perspectives on the basis of sexual orientation.
8. Student will explore the commercialization of sexuality, sexual exploitation, coercion and abuse.
9. Student will examine the historical, theoretical and contemporary perspectives of human sexuality.

Course Outline:

Date	Topics	Readings Discussed
10/27	<ul style="list-style-type: none">• Studying Human Sexuality• Sexual Anatomy	Hock 1, 2
10/28	<ul style="list-style-type: none">• Sexual Response Physiology• Sexual Behaviors• Sexuality across the Lifespan	Hock 3, 6, 12
10/29	<ul style="list-style-type: none">• Gender Roles, Expectations and Behavior• Sexual Orientation• Intimate Relationships	Hock 10, 11, 4
11/3	<ul style="list-style-type: none">• Intimate Relationships• Contraception• Conception	5, 9
11/4	<ul style="list-style-type: none">• Sexual Problems and Solutions• Sexually Transmitted Diseases• Sexual Violence	Hock 7, 8, 13
11/5	<ul style="list-style-type: none">• Atypical Sexual Behaviors• Sexual Marketplace	Hock 14, 15

Course Assignments, Grading and Due Dates:

Assignment 1 -- Reading Response Questions (15 pages total)

After reading the corresponding chapter, write a one page, double-spaced response for each set of questions below. The content of the essays should be fact, not opinion. You are expected to draw on material from the text.

Chapter 1

1. Over the past 20 years, is there more or less sex portrayed on television? In the movies? Give examples.
2. How have society's views on sexuality changed with regard to age? Gender? Orientation?
3. What events have led to changes in the way issues related to sexuality are viewed?
4. Why did these events cause these changes?

Chapter 2

1. Were you as aware of the disorders of the male reproductive system as you were of the disorders of the female reproductive system? How do you account for the difference?
2. Are men as likely as women to do self-exams and get regular medical exams of their reproductive organs? Why?
3. What roles do stereotypes about males and females play?

Chapter 3

1. Which of the various models of human sexual response discussed in the chapter do you feel is most accurate?
2. Which seems most questionable to you? Explain your answers.

Chapter 4

1. Has the online medium increased opportunities for connection? Or has online communication diminished the quality of human connection?
2. Are online relationships "real" relationships?
3. Does an online affair count as a "real" affair?

Chapter 5

1. Should schools make condoms available to students?
2. Should emergency contraception be available over the counter?

Chapter 6

1. What are the assumptions or beliefs about the act of masturbation? About people who masturbate?
2. What effects do these religious beliefs regarding masturbation have on behavior? On feelings of self-esteem?

Chapter 7

1. What are society's expectations regarding male and female sexual "performance"? Do these expectations have an effect on sexual dysfunction?
2. Do we assume we should have sexual desire more often than we really do?
3. Sexual desire disorders have been increasing in frequency. What societal changes might account for this?
4. How much do our busy lifestyles contribute to lack of sexual desire?

Chapter 8

1. Do you think sex education that includes accurate information on contraception and STIs should be part of the curriculum in junior high and high schools? Why or why not?
2. If a school system decided to add sex education to its standard curriculum for high schools, how would such a program be implemented in light of many parents' objections to such teaching?

Chapter 9

1. What do you feel are the **five most important** questions people should ask themselves to determine if they are ready to have children?
2. Explain why you picked those five.

Chapter 10

1. How would you react if one of your classmates told you he or she had gender reassignment surgery? If a friend told you? If your date told you?
2. What questions would you want to ask him or her?
3. What do you think would be the most difficult adjustments a male-to-female transsexual would make? Female-to-male?

Chapter 11

1. Imagine that you wake up tomorrow morning and your sexual orientation has changed (from straight to gay, from gay to straight, or from either to bisexual, etc.). Discuss how you might feel about such a change and how such a transformation would alter your life and your view of the world around you.
2. What would you be most afraid of? What would you most excited or curious about?

Chapter 12

1. Discuss the various barriers elderly people face in maintaining sexually intimate and active lives.
2. How would you suggest some of these barriers might be removed?

Chapter 13

1. If you were asked to give a workshop to first-year college *men* about dating violence and date rape, what three topics would you want to cover in the fullest detail?
2. Why did you pick those three?

Chapter 14

1. Of the various theories of the origins of paraphiliac behavior, which one makes the most sense to you?
2. Why, in your opinion, does that one seem to explain paraphiliac behavior better than the others?

Chapter 15

1. Why are censorship efforts directed more toward sexually-oriented nonviolent material than toward nonsexual violent material?
2. In other words, how do we justify allowing violent images of rape and murder to appear on prime-time television and rate the material PG, while we do not allow nudity or sexual activity that shows two people loving one another and rate it X?

Assignment 2 – Human Sexuality Paper (10 pages minimum)

Select a current issue or trend related to a given human sexuality topic below (or get permission from your instructor for an alternative topic) and prepare a 10-page research paper with 15 references that is compliant with the APA Publication Manual. The paper should include four major sections:

1. An introduction including purpose of the paper, why the topic has been selected and its relevance to your training in Human Relations (2 pages)

2. Overview some of the common causes of the issue or problem. Be sure to think multi-dimensionally (biological, physical, mental) (3.5 pages)
3. What are common treatments or interventions for the issue or problem? Again, be sure to think multi-dimensionally (biological, physical, mental) (3.5 pages)
4. What are your conclusions and recommendations for further study about this issue or problem? What else do you need to learn about this topic to be helpful in counseling? (1 pages)

Topics

- Aging and sexuality
- Gender socialization and sexuality
- Pharmacology and sexuality
- Sex and disabilities
- Infertility
- Assisting couples following a rape
- Cultural influences on intimacy and sexuality
- Infidelity
- Pregnancy and sexuality
- Sexual addiction
- Substance abuse and sexuality
- The internet age and sexuality
- Sexual minority experiences
- Oppression and sexuality
- Contraception and fertility
- Spirituality and sexuality
- The impact of children on sexuality
- Child sexual abuse/Incest

Grading:

Assignments	Due Date	Percent of Grade
Reading Response Questions (15 pages)	October 20, 2017	40%
Human Sexuality Paper (10 pages)	November 19, 2017	40%
Participation	During class sessions	20%

Grade Scale:

- 100-91 = A: Excellent: Work exceeds course expectations
- 90-81 = B: Good: Work meets course expectations
- 80-71 = C: Fair: Work marginally meets course expectations
- 70-61 = D: Poor: Work minimally meets course expectations
- 60 or below = F: Failure: Work does not meet course expectations

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Anthony P. Natale, MSW, Ph.D.

Education

- 1997 Bachelor of Social Science, Washington State University
- 1999 Master of Social Work, Portland State University
- 2005 Doctor of Philosophy, Social Work, University of Denver

Current Positions

- Associate Professor, Graduate Programs Coordinator
- Anne and Henry School of Social Work, University of Oklahoma 2005-present
- Advanced Programs Professor since 2007

Frequently Taught Advanced Programs Courses

- SWK 5313 Social Welfare Policy
- HR 5113 Cultural Diversity in Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5093 Introduction to Graduate Studies in Human Relations

Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Evaluation of Prevention Programs
- HIV/AIDS
- Global Health

Representative Publications and Presentations

- Natale, A. P. (2008). HIV Transmission Factors: Denver MSM Culture and Contexts. *Journal of HIV/AIDS and Social Services*, 7 (3) 241-264. DOI: 10.1080/15381500802307500
- Natale, A. P., & Moxley, D. P. (2009). Service engagement with high-risk men who have sex with men: Challenges and implications for social work. *Journal of Social Work in Healthcare*, 48 (1), 38-56. DOI: 10.1080/00981380802440536
- Natale, A. P. (2009). HIV and AIDS: MSM needs, wants and desires for HIV prevention. *Journal of Gay and Lesbian Social Services*, 21 (1), 149-72. DOI: 10.1080/10538720802494768
- Natale, A. P. (2009). Denver MSM socio-structural factors: Preliminary findings of perceived HIV transmission risk. *Journal of HIV/AIDS and Social Services*, 8 (1), 35-56. DOI: 10.1080/15381500902736152
- Natale, A.P, Biswas, B., Urada, L., & Schyette, A. M. (2010). Global HIV and AIDS: Calling all social work educators. *Social Work Education*, 29 (1), 27-47. DOI: 10.1080/02615470902810868
- Natale, A.P. & Baker, D.R. (2010). HIV/AIDS Scholarship: Bibliometric analysis of social work scholars, schools and journals. *Journal of Social Work in Healthcare*, 49 (7), 669-686. DOI: 10.1080/00981380903539467
- Miller-Cribbs, J.E., Cagle, B.E., Natale, A.P., Cummings, Z. (2010). Thinking about think tanks: Strategies for progressive social work. *Journal of Policy Practice*. 9, 284–307. DOI: 10.1080/15588742.2010.487251

Representative Honors and Awards Received

- 2005 Faculty Member of the Year - University of Denver
- 2010 Graduate Faculty Member of the Year- Anne and Henry School of Social Work, University of Oklahoma

Major Professional Affiliations

- Council for Social Work Education – CSWE
- Society for Social Work Research - SSWR