Undergraduate Curriculum and Academic Policy Committee
Course Syllabus Guidelines

Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School: College of Liberal Arts
Department: Women, Gender, & Sexuality Studies Program

II. Course Information
   Course Title: Introduction to Sexual Health & Diversity
   Course Abbreviation and Number: WGS 1000
   Course Credit Hours: 3
   Course Cross Listing(s) Abbreviation and Number: N/A

   Check ("x") all applicable:
   General Education Course ___ Writing Intensive Course _____ Service Learning
   Course _____ Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course
   _____ Ohio Transfer Module Course_____ Others (specify)_____

III. Course Registration
    Prerequisites: N/A
    Corequisites: N/A
    Restrictions: N/A

IV. Description
   Catalogue Description
   Introduces students to the interdisciplinary study of sexuality, focusing on sexual health from a diverse and comprehensive (i.e. including sexual pleasure) perspective. Topics covered may include: sexual anatomy & function, sexual and gender identity, sexual behavior, communication, and virginity.

   Course Description
   This course serves as an introduction to the interdisciplinary study of sexuality, with a focus on bio-psycho-social approaches to sexual health. WGS 1000 takes an inclusive and comprehensive approach to sexual health, including sexual diversity and pleasure, as understood and practiced in its social context. Topics covered may include: sexual anatomy & function, sexual and gender identity, sexual behavior, sexual communication, and virginity. Throughout, participants will discuss issues of ethics, equity, and justice relevant to course topics. Learning opportunities will include lecture, guest panels and documentaries, as well as weekly small group breakout sessions for discussion and practice of sexual health skills. Achievement of course learning outcomes will be measured through performance on quizzes, breakout session activities, and two brief essays.

   Take note, bodies and sexuality will be discussed and looked at in a frank way (in other words, this course contains sexually explicit verbal and visual content).
V. Student Learning Outcomes

Core Social Science Area 5 Element

I. Students will critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns through course content and activities exploring topics such as Gender Role Socialization, and Virginity. For example, this course provides students with the opportunity to apply social constructionist theories of sexuality to their personal decisions regarding sexuality and their assessment of current issues, such as the social inclusion of Transgender persons. Student success in achieving this learning outcome will be measured through Breakout Lab Activities and the Explaining Human Sexuality as Bio-Psycho-Social Essay.

II. Students will explain and critique the methods of inquiry of social science disciplines through course content and activities exploring topics such as Approaches to Sexuality. Students will be expected throughout the course to critically synthesize bio-psycho-social knowledge about sexuality, using critical appraisal of methods for generating knowledge about sexuality as one aspect of that synthesis. Student success in achieving this learning outcome will be measured through the Explaining Human Sexuality as Bio-Psycho-Social Essay.

III. Students will demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge through discussions of course content such as Normative and Non-normative Sexual Behaviour and Commerce. Each week there will be a “Focus on Ethics” module relevant to the weekly topic. These modules will include the ethics of scientific inquiry and application, through for example social policy, alongside personal behavior. Student success in achieving this learning outcome will be measured through the Breakout Lab Activities and Weekly Quizzes.

IV. Students will demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society through discussions and activities related to course content such as Pleasure, Consent, & Communication and Violence. For example, students will discuss their responsibilities to act when they observe threats to safety, justice, or equity. Student success in achieving this learning outcome will be measured through the Evidence-based Ethical Standpoint Essay.

Core Multicultural Competence

A. Students will demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world through course content and activities exploring topics such as Off the Binary and Sexual Desire, Orientation, & Identity, in which gender and sexual diversities will be explored as they intersect with each other and other forms of diversity. Student achievement of this learning outcome will be measured through Weekly Quizzes and the Explaining Human Sexuality as Bio-Psycho-Social Essay.

B. Students will apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity through course content and activities associated with Approaches to Sexuality, and the application of these methods of inquiry to subsequent course material. Student achievement of this learning outcome will be measured through the Explaining Human Sexuality as Bio-Psycho-Social Essay and the Evidence-based Ethical Standpoint Essay.

C. Students will demonstrate an understanding of contemporary social or ethical issues related to diversity by examining issues of ethics, equity, and justice relevant to the course topics explored each week. Contemporary social and ethical issues related to diversity will be particularly centered when exploring topics such as Gender Role Socialization and Violence. Student achievement of this learning outcome will be measured through the Explaining Human Sexuality as Bio-Psycho-Social Essay and the Evidence-based Ethical Standpoint Essay.
D. Students will demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories through course content and activities associated with topics such as Pleasure, Consent, & Communication. In addition, the Breakout Lab discussions and activities will provide a space for consistent skill-building in this domain as students tackle various diversity issues throughout the semester. Student achievement of this learning outcome will be measured through the Breakout Lab Activities and Evidence-based Ethical Standpoint Essay.

Course
On successful completion of this course, students will be able to:
1. Recall bio-psycho-social knowledge of human sexuality
2. Demonstrate key sexual health skills
3. Discuss the relationship between biology, psychology, and society in shaping sexuality
4. Argue for an evidence-based ethical standpoint

VI. Suggested Course Materials (required and recommended)

Main text: Human Sexualities: Diversity in Contemporary America, 8th or 9th edition, by William Yarber & Barbara Sayad
Videos: Just Call me Kade, How to Lose your Virginity, Undetectable

VII. Suggested Method of Instruction
Combination of lectures, learning supplements (e.g. panels, guest lectures, and videos), and labs (breakout groups for discussion and practicing sexual health skills)

VIII. Suggested Evaluation and Policy

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learning Outcomes</th>
<th>Due Date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakout Lab Activities</td>
<td>I, III, D, 2</td>
<td>Weekly, in-class</td>
<td>2% x 14 = 28%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>III, A, 1</td>
<td>Weekly, complete online by Friday @ 5pm</td>
<td>2% x 13 = 26%</td>
</tr>
<tr>
<td>Explaining Human Sexuality as Bio-Psycho-Social Essay</td>
<td>I, II, A, B, C, 3</td>
<td>Choose one of the topics/dates indicated in the syllabus</td>
<td>22%</td>
</tr>
<tr>
<td>Evidence-based Ethical Standpoint Essay</td>
<td>IV, B, C, D, 4</td>
<td>Finals week</td>
<td>24%</td>
</tr>
</tbody>
</table>

IX. Suggested Grading Policy

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Below 600</td>
<td>BELOW 60</td>
<td>F</td>
</tr>
<tr>
<td>Date</td>
<td>Class Covers…</td>
<td>Readings &amp; Assessments Due</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 1</td>
<td>Welcome! Classroom norms &amp; expectations. Breakout Labs meet &amp; greet. Definition of sexual health.</td>
<td>Breakout: Pre-Course Survey</td>
</tr>
<tr>
<td>Week 2</td>
<td>Approaches to Sexuality -value systems, disciplines -modes of inquiry -relationship between knowledge and values</td>
<td>Pilot- What is human sexuality? Book Chapter 2 Breakout: Quiz</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sexual Differentiation -anatomy &amp; human sexual response cycle -intersex Learning supplement: Guest lecture or video on relationship between environment and gene expression</td>
<td>Book Chapters 3 &amp; 4 Breakout: Quiz</td>
</tr>
<tr>
<td>Week 4</td>
<td>Gender Role Socialization -social construction &amp; socialization Learning supplement: Guest lecture by Office of LGBTQ Affairs on the Gender Spectrum</td>
<td>Book Chapter 5 Breakout: Quiz</td>
</tr>
<tr>
<td>Week 5</td>
<td>Off the Binary -violence &amp; inequality, OH law Learning supplement: <em>Just Call me Kade</em> documentary</td>
<td>Pilot: Trans/Portraits excerpt Breakout: Quiz Option 1: Explaining Human Sexuality as Bio-Psycho-Social</td>
</tr>
<tr>
<td>Week 6</td>
<td>Sexual Desire, Orientation, &amp; Identity -role of media -heteronormativity Learning supplement: Our Story panel courtesy of Office of LGBTQ Affairs</td>
<td>Book Chapter 6 &amp; 7 Pilot: Heterosexual questionnaire Breakout: Quiz</td>
</tr>
<tr>
<td>Week 7</td>
<td>Virginity -medical myth, social &amp; religious construct Learning supplement: <em>How to lose your virginity</em> documentary</td>
<td>Pilot: The ambiguity of “having sex” Breakout: Virginity Beliefs Scale Quiz Option 2: Explaining Human Sexuality as Bio-Psycho-Social</td>
</tr>
<tr>
<td>Week 8</td>
<td>Normative Sexual Behaviour -various reasons for sexual expression -masturbation -disease and reproductive risk levels Learning supplement: <em>Masturbation OR Faces of Ecstasy</em> documentary</td>
<td>Book Chapter 9 Breakout: Quiz</td>
</tr>
<tr>
<td>Week 9</td>
<td>Non-normative Sexual Behaviour -why defined as non-normative Learning supplement: BDSM demonstration</td>
<td>Book Chapter 10 Breakout: Personal Boundaries Worksheet Quiz</td>
</tr>
</tbody>
</table>
| Week 10 | **Pleasure, Consent, & Communication**  
- active consent  
- communicating desires/preferences  
- gendered dynamic  
Learning supplement: Short videos demonstrating sexual consent and negotiation | **Option 3: Explaining Human Sexuality as Bio-Psycho-Social**  
**Book Chapter 8**  
**Breakout: Communication game**  
(How would you…?)  
**Quiz** |
|---|---|
| Week 11 | **STIs and Unwanted Pregnancy**  
- disclosure/communication  
- stigma & inequality  
Learning supplement: *Undetectable* documentary OR pregnancy experiences/outcomes panel | **Book Chapter 15 & 16**  
**Breakout: Match acts with potential STI's & barriers**  
**Quiz**  
**Option 4: Explaining Human Sexuality as Bio-Psycho-Social** |
| Week 12 | **Preventing & Treating: Barriers, contraceptives, & resources**  
- how they work, how well they work, side effects  
- where to access barriers, contraceptives, and treatments  
Learning supplement: panel of local sexual health service providers | **Book Chapter 11**  
**Breakout: Condom and dental dam use competency**  
**Quiz** |
| Week 13 | **Violence**  
- force, coercion, & hate crimes  
- bystander behaviors  
Learning supplement: Guest lectures on Title IX by Office of Equity & Inclusion AND Responses to Sexual Assault by Counseling & Wellness | **Book Chapter 17**  
**Breakout:**  
**Quiz** |
| Week 14 | **Commerce**  
- stigma, labor practices & ethics  
- major genres of pornography across modes of production  
Learning supplement: panel of locals with sexuality-relevant careers (e.g. sexual health educator, sexual/reproductive health service provider, sexuality education curriculum developer & programmer, sex therapist, LGBTQA agency advocate, sexual assault survivor advocate etc.) | **Book Chapter 18**  
**Breakout:**  
**Quiz**  
**Complete Post-Course Survey** |

**XI. Other Information**

N/A

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.
Approved:

Undergraduate Curriculum and Academic Policy Committee ________________________

Faculty Senate ________________________________