COURSE DESCRIPTION
The goal of this course is for students to gain knowledge about human sexuality including physiological, psychological and cultural perspectives. Students will learn about major sexuality topics including sexual hormones and anatomy, sexuality research, culture and sexuality, conception, childbirth, contraception, abortion, sexual response, love and divorce, sexual assault, sexual variation in behavior, the life cycle and sexuality, sexual orientation, commercial sex, sexual dysfunction, sexually transmitted diseases and sexual health. Additionally, this course will explore many of these topics specific to the voyage itinerary. For instance, students will compare and contrast issues such as contraceptive use, abortion, sexual orientation, sexual assault and trafficking across the various places the students will travel to.

LEARNING OBJECTIVES
1) Increase understanding of the biological and functional aspects of human sexuality.
2) Gain critical thinking skills related to human sexuality research.
3) Explore human sexuality topics using a compare and contrast lens across multiple cultures.
4) Understand contemporary and historical debates related to human sexuality.
5) Explore human sexuality topics with consideration to social justice and location including race, class, sexual orientation, age, ethnicity, religion, disabilities, and gender.

REQUIRED TEXTBOOKS
AUTHOR: Janet Shibley Hyde and John D. Delamater
TITLE: Understanding Human Sexuality
PUBLISHER: University of California Press
DATE/EDITION: 2014/12th Edition

TOPICAL OUTLINE OF COURSE
Depart Hamburg—September 10.
B1—September 13  
Introduction to the course and to each other

B2—September 15  
Diversity and Social Justice as our Lens to the Study of Human Sexuality  
Chapter 1: Sexuality in Perspective

B3—September 18  
Chapter 2: Theoretical Perspectives on Sexuality  
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Greece  

Athens, September 19-23.

B4—September 25  
Reflect on Greece  
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Italy  

Civitavecchia: September 26-30.

B5—October 2  
Reflect on Italy  
Chapter 3: Sex Research  
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Spain  

Barcelona—October 3-7.

B6—October 9  
Reflect on Spain  
Chapter 4: Sexual Anatomy  
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Morocco  

Casablanca—October 10-14.

B7—October 16  
Reflect on Morocco  
Chapter 5: Sex Hormones, Sexual Differentiation, and the Menstrual Cycle

B8—October 18  
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Senegal  
Exam 1 includes Chapter 1-5

B9—October 20  
Chapter 6: Conception, Pregnancy, and Childbirth  

Dakar—October 21-24.

B10—October 26
Reflect on Dakar
Chapter 7: Contraception and Abortion

B11—October 29
Chapter 8: Sexual Arousal

B12—October 31
Chapter 9: Sexuality and the Life Cycle: Childhood and Adolescence
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Brazil

Salvador—November 1-6.

B13—November 8
Reflect on Salvador
Chapter 10: Sexuality and the Life Cycle: Adulthood

B14—November 10
Chapter 11: Attraction, Love, and Communication
Exam 2 includes chapters 6-10

B15—November 12
Chapter 12: Gender and Sexuality
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Trinidad and Tobago

Trinidad and Tobago—November 13-14

B16—November 16
Reflect on Trinidad and Tobago
Chapter 13 Sexual Orientation: Gay, Straight, or Bi?

B17—November 19
Chapter 14 Variations in Sexual Behavior

B18—November 21
Chapter 15 Sexual Coercion
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Peru

Callao, Peru—November 22-26.

B19—November 28
Reflect on Peru
Chapter 16 Sex for Sale

B20—November 30
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Ecuador
Exam 3 includes chapters 11-15
Guayaquil—December 1-4

B21—December 6
Reflect on Guayaquil
Chapter 17: Sexual Disorders and Sex Therapy

B22—December 8
Chapter 18: Sexually Transmitted Infections
Reading(s) Posted on the ship intranet: Current Sexuality Issues in Costa Rica

Puntarenas—December 9-13

B23—December 15
Reflect on Costa Rica
Chapter 19: Ethics, Religion, and Sexuality

B24—December 17
Chapter 20: Sex and the Law
Independent field work project due: compare and contrast sexuality issues in ports
This is an ongoing group project.

B25—December 20 B Day Finals
Exam 4 includes Chapters 16-20

San Diego—December 22.

PARTICIPATION AND READING (20%)
Students are expected to come to class having read the chapter that is assigned for that day from the required textbook AND having read the materials on the intranet as listed in the topical outline. Each class session, students will actively engage in activities and discussions that are based on the readings and these will result in handing in work completed during class. The in class assignments will occur 20 times and count as 20% of the total class grade.

FIELD CLASS AND ASSIGNMENT (20%)

Remember that Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Our field class will occur on October 10, 2016 in Casablanca and will be a service learning opportunity. We will visit a youth center and learn about the sexuality issues facing young people in that area. We will have an opportunity to discuss how these issues are similar and different from the issues in the home country of the students in the class. While we are at the center, we will engage in a service project of the
Centers choice. Each student will write a reflection paper about their time at the center. The paper will be 3 pages double spaced and follow an outline given in class. This reflection paper will be due on A9.

INDEPENDENT FIELD ASSIGNMENTS (20%)
In every Port, students will collect data on current sexuality issues/topics. Data will be collected using a minimum of three sources per port. Data can be collected by interviewing someone (how to respectfully do this will be discussed in class), looking in the media for information such as a newspaper, exploring ads or social messages that are on billboards or on trains and buses, and looking at products in stores, etc. Following each port, students will share in class what they learned and what their sources were. Groups of students will put together an ongoing compare and contrast document that will be turned in at the end of the semester for a group grade. We will compare and contrast ports as we move along on the voyage with particular interest in the following issues/topics.

Example topics to explore in ports and the chapters in our text that address these topics:
- Pregnancy and Childbirth (chapter 6)
- Contraception and Abortion (chapter 7)
- Dating and Marriage (chapter 11)
- Gender and Sexuality (gender stereotypes, roles, socialization) (chapter 12)
- GLBT (chapter 13)
- Rape, sexual harassment, stalking, domestic violence, child sexual abuse (Chapter 15)
- Prostitution and Pornography (chapter 16)
- Sexually Transmitted Diseases and Aids (chapter 18)
- Religion and Sexuality (chapter 19)
- Sex and Laws (chapter 20)

EXAMS (40%)
Students will take four exams that will be multiple choice and cover material from the text book. Each exam will have 40 questions and will be worth 10% of the total grade in the class.

GRADING SCALE
Field Class and Assignment: 20%
Independent Field Assignments (group project): 20%
In-class assignments: 20%
Exam 1: 10%
Exam 2: 10%
Exam 3: 10%
Exam 4: 10%
Grading will be on a 100% scale, with pluses and minuses awarded as follows:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Po</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-90%: B+</td>
<td>77-80%: C+</td>
<td>Less than 60%:</td>
</tr>
<tr>
<td>93-97%: A</td>
<td>83-87%: B</td>
<td>70-77%: C</td>
<td>F</td>
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ENGAGEMENT IN THE ACADEMIC PROGRAM
Attendance in all classes is mandatory. Students must contact me prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Students are encouraged to participate fully in discussions and ask questions.

LEARNING ACCOMMODATIONS
Academic accommodations will be provided for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who need an accommodation in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code. I will request students to write out and sign the following honor pledge at the beginning of the course “I pledge on my honor that I will not receive or give any unauthorized assistance on any exams or assignments.” Please see me early in the semester if you have questions or concerns regarding the student conduct code.

Readings by Port
Greece (and a reading on the state of gender inequity across the globe):

The Facts: Gender Inequality and Violence against Women and Girls Around the World

Greek Parliament approves law on same-sex civil partnerships News 22-12-2015

Equality
The economic crisis in Greece has reversed positive trends of gender equality, says Greece’s ambassador to Australia
Italy:


Spain:


Morocco:


Senegal:
Case Study: Gender, Human Security and Climate Change in Senegal.


Brazil (and readings on Latin America):


Trinidad and Tobago:


U.S. Embassy Trinidad and Tobago. (July 2 2015). In Facebook [Video File]. Retrieved From https://www.facebook.com/ttusa/videos/10153361159717357/?fref=nf

Peru (one reading on Panama):


**Ecuador:**

Blabbeando. (December 2013). Ecuador: President Rafael Correa says “gender ideology” threatens traditional families. Retrieved on February 26, 2016 from https://www.youtube.com/watch?v=4J7QMXpUt00


**Costa Rica:**


**Films and film clips to be watched in class and assigned outside of class**


Thomas, A. (Director). (2005). *Middle Sexes Redefining He and She* [Motion picture on DVD]. America: HBO.
