Human Sexuality Today 9th edition King Test Bank

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CHAPTER 2

OUR SEXUAL AND REPRODUCTIVE ANATOMY

TEACHING TIPS

A. Potential Problems

Some students who enroll in human sexuality will begin the course thinking that they know a great deal about the subject matter. However, never assume that they know anything. I have found, for example, that a few students are unable to identify the anus in an unlabeled drawing similar to Figure 2-2. Also, do not assume that all the students have some familiarity with the correct anatomical terms. Most of the students begin the course using a slang vocabulary, and some may have never used even the most common terms (e.g., penis, testicles, vagina).

Perhaps the biggest problem at this stage of the course will be the students' anxiety level. Most of them have never even talked to their parents about sex and are not used to anyone talking so openly about the subject, much less showing slides or drawings of male and female genitalia. Anxiety often translates into childish giggling and talking. It is a good idea to spend some time "breaking the ice " *before* you lecture about anatomy. A good way to do this is to address the students' use of slang terminology (see B and C). *It may be helpful to get an understanding of the kind of educational background in this area that students come with before introducing new information. For example, who talked to them about sexual anatomy? What questions did this raise for them? Who were the "experts" to whom they turned? Peers? Older siblings? Parents? Teachers? Other sources (books, internet)?*

B. Media Resources

1. *Breaking the Language Barrier, Sexual Slang*, distributed by Focus International, Inc., is an excellent slide series designed to relieve anxiety at the beginning of a human sexuality course. The slides are ordered in pairs; the first of each pair shows the proper name for a part of the sexual anatomy or for a sexual behavior. The students are instructed to say (out loud) as many slang terms as they know for each. The second slide then shows numerous slang terms. I have used this with great success. It "breaks the ice" and helps relieve initial anxieties and embarrassment. However, I have encountered problems when the enrollment is large—students not enrolled (almost always men) may attend class that day just to try to be gross. I find that this exercise works best after the first two or three lectures, just before the anatomy lectures.

2. See if your biology (or anatomy) department has models of pelvic anatomy that you can use.

3. *The Anatomy of Reproduction,* 2005 (50 minutes), Films Media Group

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http://ffh.films.com/id/13008/The_Anatomy_of_Reproduction.htm outlines the basics of male-female intercourse and details the functions of important parts of the male and female anatomy.

4. *Your Pelvic and Breast Examination* (12 minutes), distributed by Perennial Education, shows in good detail these two very important examinations for women and is great for relieving anxiety.

5. *Breast Cancer: Prevention and Treatment*. 2001, 20 minutes, Films for the Humanities and Sciences http://www.films.com/id/4883/Breast_Cancer_Prevention_and_Treatment.htm. This program presents a concise overview of critical concerns and issues regarding breast cancer, a disease that affects one in five women.

6. *Living with Prostate Cancer* (28 minutes), distributed by Films for the Humanities and Sciences, is another film taken from a Phil Donahue program. It is a relatively short, excellent film for men.

7. *Prostate Cancer*, 2001 (29 minutes), Films for the Humanities and Sciences, http://www.films.com/id/4630/Prostate_Cancer.htm, examines the importance of patient involvement in decisions concerning prostate cancer, such as which, if any, medical option to choose: surgery, external beam radiation, or brachytherapy, a new procedure that implants tiny, radioactive metal seeds in the prostate.

8. *Fire Eyes: Female Circumcision* (60 minutes), distributed by Filmmakers Library, examines the medical and socioeconomic aspects of this custom that is common in some parts of the world. A long film, but very good if you are emphasizing cross-cultural aspects of sexuality.

9. *The Right to Femininity: Fighting Female Circumcision in Africa Today,* 2004 (46 minutes), Films Media Group, http://ffh.films.com/id/11789/The_Right_to_Femininity_Fighting_Female_Circumcision_in_Africa_Today.htm This program presents multiple perspectives on the issue of female circumcision in Africa today. Health care personnel, professional circumcisers, women who have undergone the ritual, and men who are against it are interviewed. Medical and emotional problems that follow genital mutilation are examined.

10. Suggested websites on men's and women's health issues:

    - Breast Self-Exam Demonstration
      http://www.komen.org/bse/
      Clear explanation of how and why you need to do breast self-examination.

    - Circumcision Resource Center

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www.circumcision.org
Informational site about the risks and concerns revolving around circumcision, providing research against the procedure.

- Sex Ed 101: Sexual Health
  http://www.sex-ed101.org
  Information on breast self-exam, testicular self-exam, and other health issues.

C. Classroom Activities/Discussion

1. Use the slide series (B-1 above) to relieve anxieties. Alternatively, write the proper names of the sexual anatomy and several sexual behaviors on the blackboard and have the students say (out loud) as many slang terms as they know for each. Discuss whether the slang terms have positive or negative connotations and why we often use terms for sexual body parts and functions in a negative manner.

2. Have the students label drawings (unlabeled) of the sexual anatomy.

3. Divide the class into two groups: On large sheets of paper with markers, have the men draw and identify the female anatomy, and the women in the class draw and label the male anatomy. Discuss.

4. Discuss possible double standards regarding the male and female genitals (e.g., most men are not ashamed of their genitals, but many women are).

5. Discussion: Self-Investigation
   Suggest that female students examine their genitalia at home in a mirror. When they squeal with horror at this suggestion, remind them that it is vital to be familiar with the normal appearance of their genitalia, because certain observed changes may indicate a problem. Begin a discussion on why women in particular are so uncomfortable with their genitalia. Discuss reasons why most men in our society are not ashamed of their genitals but many women are.

6. Have the students discuss the role of breast size in (a) a woman' s self-concept, and (b) men' s views of femininity and sexuality.

7. Breast Discussion Topics

   - Breasts mean different things to different people. According to Marilyn Yalom, author of *A History of the Breast,* "Babies see food. Men see sex. Doctors see disease. Business people see dollar signs." Discuss with your class the role breasts play in American society. Are they a sign of power? Insecurity? Life? Sustenance? Sexuality? In what ways?

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- According to the American Society of Plastic Surgeons, in the year 2000, more than 108,000 women between the ages of 19 and 34 sought breast augmentation surgery. This represents a more than 500 percent increase in the number of procedures since 1992. However, large breasts are not the standard of beauty worldwide. In Brazil, breast reduction surgery is very popular, as large breasts are seen as "low class." In a number of African tribes, drooping, pendulous breasts are the ideal. Even in American society, the "ideal" breast size has changed. In the 1920s, women would bind their breasts to achieve a more boyish shape. Discuss what sort of societal forces might influence the desired breast size in American women in modern society.
- How do men feel about breast size? Would they ever ask their partner to get a breast augmentation? Reduction? Under what circumstances? Do the men in the class prefer natural or augmented breasts?

8. Have You Considered: Imagine that you have a close friend who confides in you that he is worried and embarrassed because he thinks his penis is too small. Discuss at least three responses you could give him that might help him feel better about himself. Students could explore the many myths surrounding penis size and the importance attributed to having a "large" penis, such as being a better lover, great variation in size among men, and penis size related to a man's foot size, and so on.

D. Outside Activities

1. Have students examine their own genitals at home in private and identify as many parts as possible (women will need a hand mirror for this). Anticipate that some students will have difficulty with this, and discuss the importance of a positive self-concept as well as the idea that no one should be ashamed of his or her own body.

2. Tell students to give themselves a breast or testicular self-examination and to write a one-page paper describing the results (to ensure that they have done it). Give the addresses and phone numbers of local sources that conduct pelvic and prostate exams. Give extra credit to anyone who has such an exam done during the course.

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