

Psychology of Sexual Expression

PSY 340

Winter 2014 @ Pearl Harbor

Tuesdays 5:30 to 9:40

Professor: Kristopher Kern
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Textbook: *Understanding Human Sexuality*, 12th edition by Hyde & DeLamater

Assessments:

1. Chapter Journals

20 pts. per journal

Each Journal will be due at the beginning of class the following week. The Journal question will be provided at the end of each Power Point, the last slide.

Expectations of the Journal:

1. Answer each question in complete sentences and paragraph form
2. Responses should be emailed by the beginning of the next class
3. **There must be at least one citation from the textbook using APA format**
4. **Points will be deducted for late responses**
5. Emailed responses can be sent to two email addresses:
 - a. Kristopher.kern@maryknollschool.org
 - b. kern4529@gmail.com

2. Mid Term

150pts.

Will be an essay detailing concepts and theories studied in the text and relating to two movies. We will be watching two movies that help illustrate the world of sexual expression. Students are expected **to cite from the textbook at least three times in their essay using APA formatting.**

The two movies are:

1. **Prime**
2. **The Five Year Engagement**

Both movies will be showed in various parts. Within these parts, you will have a worksheet to guide you in writing your papers. The paper **MUST** be typed and cited. You must incorporate a minimum of 3 citations from the textbook.

3. Final

200pts.

Will be a cumulative final covering the chapters reviewed during the course. Questions will be in multiple choice or true/false format. The final will be given to you the week before due date. It is your responsibility to complete and hand in final.

Grading & Grading Scale:

Points are based upon completing the various assessments listed above. There are no weighed scores. Points will be taken off for late Mid Terms and Finals.

| Points | Grade |
|------------------|--------------|
| 650 - 550 | A |
| 549 - 449 | B |
| 448 - 348 | C |
| 347 - 0 | F |

Student Learning Outcomes:

Students will demonstrate an understanding of:

1. Sexual behavior in western culture as compared with sexuality of various cultures
2. The concepts of normal/healthy sexual functioning
3. The concepts of abnormal/unhealthy sexual functioning
4. Their ability to discuss comfortably aspects of sex and sexual behavior
5. Decision making responsibility in relation to personal sexuality
6. Research and ethical aspects in relation to sexuality and sexual behavior
7. The Biosocial, psychological and psychosocial perspectives on sexual behavior
8. Gender roles, sexual orientation and sexual disease
9. The role of religion, education, and the law in sexual behavior
10. The scientific method and the relationship to the study of sexual expression

Academic Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Scientific Method Definitions:

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students with Disabilities:

Reasonable accommodations for persons with documented disabilities will be made to facilitate successful completion of this course. Please let me know of any special needs the first day of class. You may contact Dr. June Yasuhara at 735-4845, Assistant Director of Counseling and American with Disabilities Act (ADA) coordinator at the campus counseling center (next to campus security office) to determine if you meet the requirements for documentation as a disabled student under ADA.

Marianist Educational Values:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand

knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Expectations of Student:

1. Be on time to class or notify professor of tardiness or absence
2. Having read the chapter before being reviewed by professor
3. Complete all quizzes following academic honesty
4. Engagement in their personal learning
5. To have fun while learning
6. Critical thinking in relation to readings and discussions
7. Please read, sign, and hand in this paper after reading the following statement:

IMPORTANT IMPORTANT IMPORTANT IMPORTANT IMPORTANT

Due to the nature of this course and the potential discomfort of the individual student I feel it necessary for each student to understand personal responsibility. At anytime you feel uncomfortable reading the assigned materials, or uncomfortable during class discussions, it is your responsibility to come to me and discuss this. The course is designed to be frank, open and research based experience, which will potentially push the student into expanding their knowledge and evaluating attitudes.

With my signature below I will accept the terms written in the above paragraph and the Expectations of Student section.

Student Name Printed

Student Signature

Date

Please hand in this paper signed by the end of the class on Thursday April 7, 2014

Calendar:

| | | <u>Pages</u> |
|-------|--|--------------------------------------|
| 10/7 | Go over syllabus Chapter 1: Sexuality in Perspective Chapter 2: Theoretical Perspectives on Sexuality Hand in p. 5 of syllabus (signed) <i>Movie: The Five-Year Engagement</i> | 1 - 21 22 - 39 |
| 10/14 | Journals Chapters 1 & 2 Chapter 3: Sex Research <i>Movie: The Five-Year Engagement</i> | 40 - 61 |
| 10/21 | Journal Chapter 3 Chapter 4: Sexual Anatomy Chapter 5: Sex Hormones, Sexual Differentiation, And the Menstrual Cycle <i>Movie: The Five-Year Engagement</i> | 62 - 83 84 - 109 |
| 10/28 | Journals Chapters 4 & 5 Chapter 6: Conception, Pregnancy & Childbirth Chapter 7: Contraception & Abortion <i>Movie: Prime</i> | 110 - 143 144 - 175 |
| 11/4 | Journals Chapters 6 & 7 Chapter 8: Sexual Arousal Chapter 9: Sexuality and the Life Cycle: Childhood & Adolescence <i>Movie: Prime</i> | 176 - 213 214 - 239 |
| 11/11 | Journals Chapters 8 & 9 Chapter 10: Sexuality and the Life Cycle: Adulthood Chapter 11: Attraction, Love & Communication <i>Movie: Prime</i> | 240 - 263 264 - 292 |
| 11/18 | MID TERM DUE Journals Chapters 10 & 11 Chapter 12: Gender & Sexuality Chapter 13: Sexual Orientation, Gay, Straight or Bi? | 293 - 312 313 - 338 |
| 11/25 | Journals Chapters 12 & 13 Chapter 14: Variations in Sexual Behavior | 339 - 363 |
| 12/2 | Journal Chapter 14 Chapter 17: Sexual Disorders & Sex Therapies Chapter 18: Sexually Transmitted Infections Review Final | 407 - 430 431 - 453 |
| 12/9 | Journals Chapters 17 & 18 FINAL DUE | |