



PSY 340 - General Psychology
Summer 2017 – PACE

Instructor: Blendine P. Hawkins, Ph.D. **Room:** Pearl Harbor, Room PH
Contact Number: 808-349-6649 **Day/Time:** Wednesday 5:30pm-9:40pm
Email: blendine.hawkins@chaminade.edu
Office Hours: By appointment- please feel free to email me to set up a time to meet.

Textbook

Hyde, J., & DeLamater, J. (2016). *Understanding Human Sexuality*, 12th ed. New York, NY: McGraw-Hill Higher Education.

Catalogue Course Description:

Role of psychology in human experience as it relates to sexuality; development of individual self-concepts regarding sexuality as they relate to socially accepted behavior.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of specific focuses in psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the field of psychology and 2) Cross-Cultural Psychology.

Course Description

“Understanding” sexuality is something we all take for granted but research consistently shows us that understanding is much more complex than any of us realize. This course will explore biosocial, cognitive, and psychosocial aspects of sexual development throughout the life span, beginning pre-natal and ending with the end of life. We will explore how sexuality and sexual development is by our culture and we will compare our development with other cultures’ views. We will explore our personal sexual development, our attitudes, beliefs, values and expectations through the required work, book exercises and discussions from the text.

Human sexuality is a subject that all students want to learn about and it is a subject of utmost importance in this day/age. This course is designed to take into account psychology, biology, and sociology at a beginning level and no prior college courses are required. This course will 1) provide practical information needed for everyday living and to deal with problems in sexual functioning; 2) help students feel more comfortable with thinking and talking about sex, both to minimize their own personal anguish about a tension-causing topic and to help them come more responsible decision-makers in an important aspect of their lives; 3) familiarize students with methods used in research on sexuality, and assist them in critical thinking about the methods used.

Student Learning Outcomes

Student will demonstrate an understanding of

1. Sexual behavior in western culture as compared with sexuality in various cultures, focusing on normal/healthy functioning as compared to sexual functioning viewed as ‘abnormal’/unhealthy.
2. Their ability to discuss comfortably aspects of sex and sexual behavior.
3. Decision making responsibility in relation to personal sexuality.

4. Research and ethical aspects in relation to sexuality and sexual behavior.
5. Sexual behavior from the biosocial, psychological, and psychosocial perspectives.
6. Gender, sexual orientation and sexual disease.
7. The role of religion, education, and the law in sexual behavior.
8. 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 incidents 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 and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

Course Requirements

| Assessment | Description | Points | Applicable SLO |
|-----------------------------------|--|-----------------------|-----------------------|
| Attendance & Class participation | Attending class on time and staying for the entire length of class. Active engagement in class, participation in group discussions and activities, not distracted or preoccupied or using excessive amounts of technology unrelated to course material. | 60 pts | 1-8 |
| Reflections/ Observation activity | At the end of every class, I will provide you with reflection questions or an activity related to the following week's topic. We will start each class with a short discussion of your reflections/observations- please come prepared to share in small groups. | 120pts (6 x 20pts) | 2,3,4,8 |
| Final paper & presentation | <p>You will submit a paper and present your "findings" as a group.</p> <p>You will form groups of 2/3 and select a topic from the list provided in class. You will need to compile and synthesize the extant literature on this topic- no less than 5 journal articles. You will present your findings and learnings on the topic in <u>BOTH</u> a 30-minute class presentation and a paper.</p> <p><i>Presentation.</i> Your presentation should include these components:</p> <ul style="list-style-type: none"> - Introduction to the topic and the specific focus of your inquiry - A visual aid/class activity (demonstrate your creativity) - Your findings and its relevancy to the study of human sexuality | 180pts | 2,3,4,5,8 |

| | | | |
|-------------------------|--|----------------|--------|
| | <p><i>Research Paper.</i> Your paper should be organized in APA format, with these sections and estimated length:</p> <ul style="list-style-type: none"> - Introduction of topic and definition of terms ½pg - Key premises or theories providing an explanation of the topic 1pg - Brief critique of the research studies (methods, samples, instruments, design) 1pg - Why the topic is important to human sexuality ½-1pg - Synthesize your findings and the implications 1pg - Reference page <p>This paper should be somewhere between 5-7 typed pages, double-spaced, with 12-point font and 1 inch margins. Grading rubric will be available.</p> | | |
| Midterm and Final Exams | Exams will consist of multiple choice and short answer questions. Exams will be open-book, open-notes. | 60pts 80pts | 1, 3-8 |

TOTAL NUMBER OF POINTS ELIGIBLE IN COURSE: 500

Grading Scale:

A = 90-100% (450-500 pts)

B= 80-89% (400-449 pts)

C= 70-79% (350-399 pts)

D= 60-69% (300-349 pts)

F= 0-59% (0-299 pts)

The final grade for all students based on the above Grading Scale.

CHAMINADE UNIVERSITY OF HONOLULU POLICY FOR ATTENDANCE:

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without official withdrawal may receive a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending this course without an official withdrawal may receive a failing grade.

Online students must participate frequently and complete weekly work to earn attendance. Simply "logging into the course" does not constitute attending. Logging in, reading others' discussion posts, responding to instructor and fellow students, and completing other work earns attendance. You will have an opportunity to attend via weekly discussions, homework, journaling, quizzes, and final exam.

ACADEMIC HONESTY

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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.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

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 And 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

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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 provides 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.

Citations and References

Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.

Example of how to cite a direct quote:

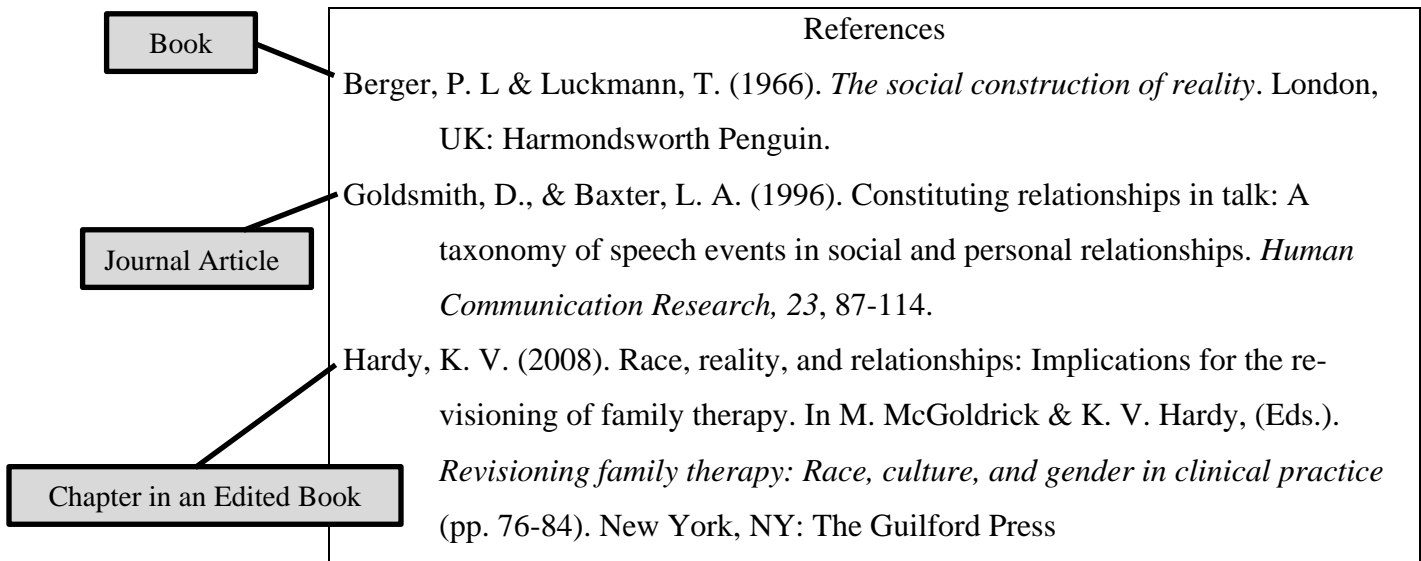
Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).

If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.

Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Your last page will be the Reference page, listing your full source/references.

Examples of references in APA format:



COURSE SCHEDULE

| Week/ Date | Topic | In-Class Activity | Readings | Assignments Due |
|-----------------------|--|--|------------------------|------------------------------------|
| W1- 7/05/17 | Introduction Pre-test Class Expectations/ Syllabus Review Perspectives on Sexuality (Positivity/Deficit) Ethics/Morals/Religions | VIDEO- Class Community Agreement | | |
| W2- 7/12/17 | Scientific Method & Research Biology/Anatomy | Reflection/Observation 1 | H&D (2017) Ch. 2, 3, 4 | |
| W3- 7/19/17 | Sex Hormones, Sexual Differentiation, Menstruation Conception, Pregnancy, Abortion | Reflection/Observation 2 | H&D (2017) Ch. 5, 6 | |
| W4- 7/26/17 | Sexual Arousal Attraction, Love and Communication | Reflection/Observation 3 | H&D (2017) Ch. 8, 11 | |
| W5- 8/02/17 | Sexuality & the Life Cycle: Childhood & Adolescence Adulthood | Test 1 | H&D (2017) Ch. 9, 10 | |
| W6- 8/09/17 | Gender and Sexuality Sexual Orientation LGBTQIA and Beyond | Reflection/Observation 4 Class Debate | H&D (2017) Ch. 12, 13 | Focused Topic Paper Due |
| W7- 8/16/17 | Variations in Sexual Behavior Sexual Coercion | Reflection/Observation 5 | H&D (2017) Ch. 14, 15 | |
| W8- 8/23/17 | Sex for Sale Sexual Disorders & Sex Therapy | Reflection/Observation 6 | H&D (2017) Ch. 16, 17 | |
| W9- 8/30/17 | STIs Ethics, Religion & Sexuality | Test 2 | H&D (2017) Ch. 18, 19 | Research Paper Due |
| W10- 9/06/17 | Sex and the Law | Group Presentations & Paper | H&D (2017) Ch. 20 | |

** Syllabus is subject to change by instructor according to class needs.*

ACKNOWLEDGMENT
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Agreement to the policy for Assignments, Attendance, Participation, and Exams:

1. Students are expected to attend all class sessions on time. Missing more than 1 class will affect your grade.
2. It is expected that students stay engaged and participate in class discussions and activities, and will refrain from overuse of tech unrelated to the class subject or having distracting side conversations.
3. Student are expected to track their assignments and grades throughout the course and not wait till the final class to raise concerns or attempt to better their grade.
4. No extra credit is available barring instructor's decision based on the needs of the class.
6. Exams will be given in the beginning/first half of class.
7. All hard copies of the written assignments will be collected at the start of class that it is due. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.
8. Please contact me BEFORE an assignment is due or BEFORE a class, if you are unable to make the deadline or will be late or not present to the class.
9. All work needs to be completed within the time frame of the class. No work will
 1. be accepted after the last day of the term.
10. Exams are required. Please plan accordingly.

Agreement to be reflexive and responsible of your learning process

The topic of human sexual development can be personal, sensitive, and sometimes emotionally laden, and may potentially cause a student to feel uncomfortable. In the readings and class material, along with classroom discussions, you may hear new information, see images related to the psychological study of human sexuality, and hear viewpoints that may differ from your own value system. If you feel that you cannot tolerate the opposing views of others in the class, have concerns about any assignment, or are struggling with any lecture or reading content, I encourage you to discuss your concerns with me. This course is designed to be direct, open, sexually positive, and research based which will potentially push students into expanding their knowledge and evaluating attitudes.

With my signature below I accept the above statements about my responsibilities.

Student Name Printed

Student Signature

Date

Please hand in this paper signed by the end of the class on Wednesday 7/5/2017