



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 340-01-1

Course Title: The Psychology of Sexual Expression

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Fall 2022

Course Credits: 3

Class Meeting Days: Tuesdays & Thursdays

Class Meeting Hours: 10:00am-11:20am

Class Location: Eiben Hall, 202 Lecture

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building 118

Office Hours: Wednesdays 10:00AM-11:30AM

University Course Catalog 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.

Course Overview

“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 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.

Course Learning Outcomes (CLOs)

At the completion of this course, students will be able to:

1. Discuss human sexual development within the life-cycle from the biosocial, psychological, and psychosocial perspective. (PLO1; PLO4)
2. Explain the scientific method and the relationship to the study of sexual expression. (PLO2)
3. Describe sexual behavior in diverse and global cultures, and in diverse sexual and gender populations with a focus on healthy and positive sexual functioning. (PLO4)
4. Analyze the research literature in relation to sexuality and sexual behavior and synthesize the findings to answer a question related to sexual behavior. (PLO2; PLO3)
5. Examine psychological issues related to sexual behavior such as contraception, sexual arousal, pregnancy, infertility, sexual coercion, STIs, sexual dysfunction, paraphilias, and the commercialization of sex. (PLO1; PLO2)

Student performance, relative to the specific course objectives listed above, will be assessed. You will be asked, at various points throughout the course to demonstrate through exams, papers, presentations, activities, etc., what you have learned in this course.

Required Text

Hyde, J., & DeLamater, J. (2016). *Understanding Human Sexuality*, 13th ed. New York, NY: McGraw-Hill Higher Education.

Internet connection, full access and navigation of Canvas instructional site for this course.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Connection to Marianist Values

This course will embody these values. The class focuses on the internal and external experiences of a basic human expression- physiology, sexuality, identity and relationships, which connects directly to educating for formation in faith, as students explore and reflect on their own values and beliefs through the assignments and collaborative discussions in class. The course provides an integral quality education in the interactive learning between students and how the instructor will bring the ideas and concepts alive by providing students with examples and illustrations of healthy sexuality. This course will also educate in the family spirit by specifically focusing on sexuality, family and relationships, and society. The values of educating for service, justice and peace, and for adaptation and change are both prominent in this course because this course focuses on using a critical analysis lens to deconstruct assumptions about sexuality with diverse populations, remove the stigma, and position students to have empathy and acceptance for those who are marginalized in society.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom

Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Prerequisites

PSY101

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Approach:

It is imperative that you check your Chaminade email prior to each class and every week, and look for announcements on the Canvas course site weekly.

We will be utilizing a seminar and application approach (using vignettes) in this course; there will be lectures accompanying chapter handouts (which will serve as your study guide), online class discussions, case studies/vignette activities, and a final culminating project.

You must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Assessment	Description	Points	Applicable CLO
Attendance	Each student is expected to attend classes. Absences will only be excused if student notifies instructor and/or produces documentation with reason for absence. Points are calculated this way: For each and every 15 class meetings, students will receive 4 points each for attendance. A total of 60 points will be given for attending 15 class meetings.	60 pts (15x4pts)	1-8
Class activities	Students will engage in lively debate and discussions with their peers throughout the term. Rules, the topics, and key arguments will be provided to teams prior to the start of each debate. Points will be awarded based on student participation level, cultivating a lively discussion with supporting evidence, and not based on debate performance. Other in-class activities will include worksheets, mini-presentations, etc. Any graded in-class assignments will not be able to be recouped if the student does not attend the class that day, complete and submit the in-class assignment in class. *Please do not email me to ask to submit these in-class assignments for points, unless you have arranged this with me PRIOR with an excused note*	30 pts	1-8
Marianist and Native Hawaiian values	Students will engage in a discussion linking the exploration of the topic of healthy sexuality with the Marianist values and Hawaiian values. This discussion should address: 1. What Marianist value most closely connects with one of the topics covered in this course so far?	10 pts	1
Lab Activities & Deliverables	Throughout the term students will complete lab activities individually or in groups. These may be such as conducting brief surveys (labs), completing the labels on a diagram, summarizing a research study, writing a reflection paper, etc.	45 pts (3x15pts)	
Quizzes	Students will complete 5 quizzes on the Connect platform. The quizzes will cover the chapters preceding the quizzes and will be non-cumulative. The quizzes will be completed in class	100 pts (5x20pts)	
Research Paper (15pts) and Presentation (10pts)	You will submit a paper and present your “findings” as a group. You will form groups of 2/3 and construct a Hypothesis related to the topic of sexuality. You will need to compile and synthesize the extant literature on this topic- no less than 6 journal articles. You will present your findings and learnings on the topic in BOTH a 15-minute class presentation and a paper. <u>Presentation.</u> Your presentation should include these components:	155pts (55pts)	1, 2, 4, 8

	<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 <p><u>Research Paper.</u> Your paper should be organized in APA format, with these sections and estimated length:</p> <ul style="list-style-type: none"> - Introduction of topic, definition of terms, hypothesis ½pg - Key premises or theories providing an explanation of the topic ½pg - Process of data collection (search terms, how many articles, etc.) ½pg - Summarize the findings of the research studies 1pg - Critique the studies (methods, samples, instruments, design) 1pg - Why the topic is important to human sexuality and what are the implications ½-1pg - Reference page <p>This paper should be somewhere between 8-10 typed pages, double-spaced, with 12-point font and 1 inch margins.</p> <p>Grading rubric will be available.</p>	(100pts)	
Final	The Final Exam will be cumulative	100pts	1-8

Grading		Grading Scale	
Attendance	60	A = 90-100 %	450-500
Labs	45	B = 80-89 %	400-449
Class Activities	30	C = 70-79 %	350-399
Marianist & Hawaiian values	10	D = 60-69 %	300-349
Quizzes	100	F = Below 60 %	299↓
Final Exam	100	The instructor will determine the final grade for all students based on this Grading Scale.	
Final Research Paper	100		
<u>Presentation</u>	<u>55</u>		
Total Points	500		

Class Policies:

- Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
- If you are more than 15 minutes late or leave 15 minutes early, you will be marked absent.
- All hard copies of the written assignments will be collected at the start of class that it is due. Please contact me BEFORE the paper is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignment.

- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation
- No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

Grades of "Incomplete"

Incomplete grades are not automatically issued without prior correspondence with the instructor and deliberation.

Writing Policy

All papers should be written in APA format (excluding an abstract). APA format includes 1-inch margins, double-spaced, and 12-point serif font, with in-text citation, and a reference page.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at [blendine.hawkins@chaminade.edu]. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours to 3 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we

encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

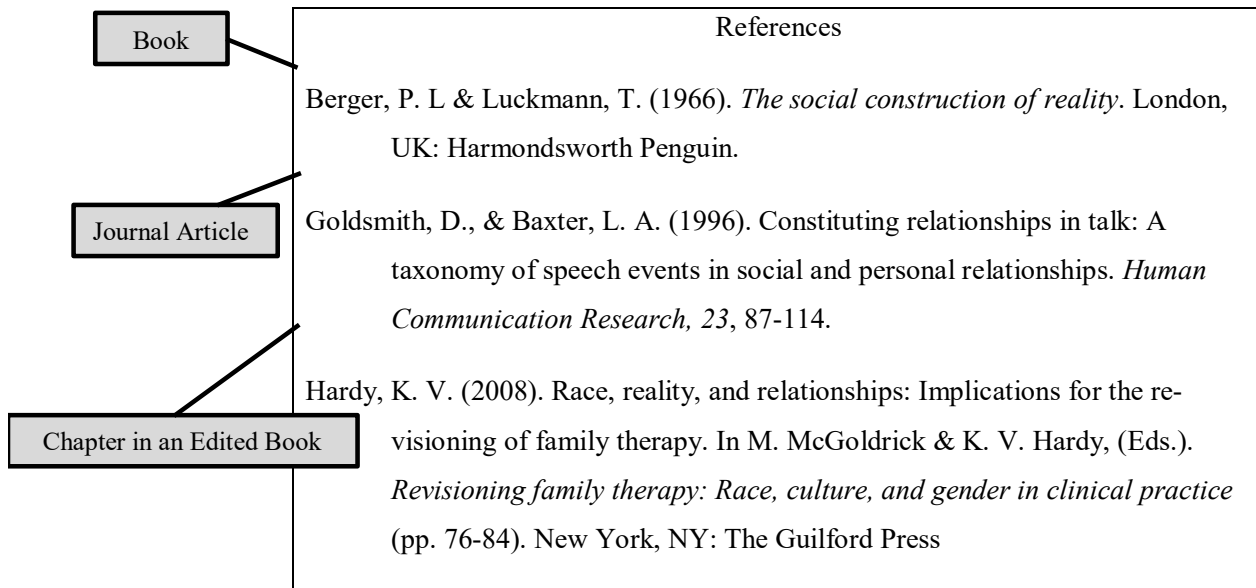
Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

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:



Tentative Class Schedule

Date	Topic	Activities	Readings	Assignments Due:
Week 1: Tuesday, 8/23/22	Introduction Review Course Syllabus		Syllabus	
Week 1: Thursday, 8/25/22	Sexuality in Perspective	Lecture & Discussion	Chapter 1	
Week 2: Tuesday, 8/30/22	Theoretical Perspectives on Sexuality	Lecture & Discussion	Chapter 2	Marianist and Native Hawaiian Values Discussion (Online submission)
Week 2: Thursday, 9/1/22	Sex Research	Lecture & Discussion	Chapter 3	
Week 3: Tuesday, 9/6/22	Researching sexual issues	Lab activity 1		Instructions on Lab 1
Week 3: Thursday, 9/8/22		Quiz 1		
Week 4: Tuesday, 9/13/22	Sexual anatomy	Lecture & Discussion	Chapter 4	Report on & Submit Lab 1
Week 4: Thursday, 9/15/22	Sex hormones, sex differentiation, & menstrual cycle Male and Female reproduction	Lecture & Discussion In-class activity sheet	Chapter 5	
Week 5: Tuesday, 9/20/22	Conception, pregnancy & childbirth Sex selection	Lecture & Discussion Debate: Parents choosing their child's sex?	Chapter 6	
Week 5: Thursday, 9/22/22		Quiz 2		
Week 6: Tuesday, 9/27/22	Contraception & Abortion	Lecture & Discussion	Chapter 7	
Week 6: Thursday, 9/29/22	Sexual Arousal	Lecture & Discussion Debate 2: Male vs. Female sexual arousal	Chapter 8	Instructions on Lab 2
Week 7: Tuesday, 10/4/19	Sexuality & the Life cycle: Childhood & Adolescence	Online Lecture & Discussion	Chapter 9	

Week 7: Thursday, 10/6/22				Submit Lab Activity 2
Week 8: Tuesday, 10/11/22	Sexuality & the Life cycle: Adulthood	Lecture & Discussion	Chapter 10	Start Discussing Final Research paper
Week 8: Thursday, 10/13/22	Age and sexuality	Class activity: Reflections Quiz 3		
Week 9: Tuesday, 10/18/22	Attraction, Love & Communication What is love?	Lecture & Discussion Start Lab activity 3: social media	Chapter 11	Group assignments & selecting topic for Research paper & Presentation
Week 9: Thursday, 10/20/22	Gender & Sexuality	Lecture & Discussion	Chapter 12	
Week 10: Tuesday, 10/25/22	Sexual Orientation Variations in Sexual Behavior	Lecture & Discussion	Chapter 13 & 14	
Week 10: Thursday, 10/27/22		Quiz 4		
Week 11: Tuesday, 11/1/22	Legal issues in sex Sexual Coercion Sex for Sale	Debate 3: Sex work should be legal Lecture & Discussion	Chapter 15&16	Report on and Submit Lab Activity 3
Week 11: Thursday, 11/3/22	Sexual Disorders & Sex Therapy	Lecture & Discussion Class activity: Reflections	Chapter 17	
Week 12: Tuesday, 11/8/22	STIs	Lecture & Discussion Class Activity	Chapter 18	
Week 12: Thursday, 11/10/22		Quiz 5		
Week 13: Tuesday, 11/15/22	Ethics, Religion & Sexuality		Chapter 19	Research Paper DUE
Week 13: Thursday, 11/17/22	Student research paper presentations	Presentations		Class Presentations
Week 14: Tuesday, 11/22/22	Student research paper presentations	Finish Presentations Exam prep		Class Presentations
Week 14: Thursday, 11/24/22	THANKSGIVING RECESS			

Week 15: Tuesday, 11/29/22	Review of Sexual Expression Topics
Week 15: Thursday, 12/1/22	
Week 16	FINALS WEEK

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

ACKNOWLEDGMENT

PSY 340, HAWKINS – Psychology of Sexual Expression

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.
2. Exams will be given in the beginning/first half of class.
3. 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.
4. 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.
5. 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.
6. 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