

PSY340
HUMAN SEXUALITY
Description and Methodology

FD
'98
Hg

What could possibly be more exciting than a course on Human Sexuality !? Whether we like it or not, we are born sexual and will be sexual until the day we leave this life. We have no choice about that. What we do have a choice over is 'How we will express our sexuality,' and that is how we get our wonderful garden variety of behaviors, feelings, thoughts, and spiritual awarenesses.

This course will [hopefully] force you to evaluate and think critically about the material presented. Is it valid research? Can research be done on such aspects as sexual fantasy, desire or loss of desire? Is research truly necessary, or is sexuality such a personal and natural aspect that it need not even be discussed?

These are some of the many areas we will address this semester. The course looks at sexual development in all age spaces of life--from pre-natal until old, old age. One does not 'lose' their sexuality by simply aging! We will address mainly American/Western sexual development; also, customs (however we know them today). We are a 'global melting pot,' and therefore must be cognizant of sexual customs/behaviors in many areas outside of America.

We will address biological, psychological, emotional and spiritual development, and expression--always being aware that we come from very different eras, cultures, religions, and values. Very few things in sexuality are totally right or wrong, but are in areas of personal choice and expression.

This course will require you to think critically about the readings and relate these to personal growth and development. We will discuss in large/small groups and utilize videos, writing, and experiential material.

My goal for the course is to increase your awareness and assist you to expand your base of sexual knowledge. Taking this course is an actual gift that you give yourself--a gift for life. Enjoy!

TEACHING PHILOSOPHY

I feel it important that I explain how I see and interpret my roll as your professor. By explaining my perception - at the beginning of the course - I am hopefully allowing you the freedom to select this course and go along the path of your learning - aware of my style and expectations. Learning is an interplay - a "dance" so to speak. We both learn from each other and from all others in the class. Therefore, if you have not experienced this framework before - in your personal learning environment - you may feel uncomfortable with my class. That's fine! Don't despair! Being uncomfortable isn't a bad thing - its simply a message to you saying "this isn't something I am familiar with and I feel uneasy about it! To me - that's called growth.

I do not "lecture" to you in the "traditional "sense of the professor being the "giver of all information." That is not my perception of the professor role. I do what I consider to be "lecture- discuss" which, to me, means - we talk and discuss, and we "dialogue" together about the readings, videos, etc. I see myself as a person who facilitates your learning experience - as to me - learning is an experience - that takes place not only in class - but at "breaks" at work, on the freeway, with life!!

Students sometimes say "Mitzi is not clear - she doesn't tell me exactly what I am to know." I understand their comment. I feel am unable to "tell you what you need to know" because if I would do that - it would only be my "assumption" - as we are all different and are taking courses for different reasons, and will use the material from this specific class in different ways. Plus, we all know that to "assume" something makes an "ass out of you and me." I will, however, give you guidelines as to what I consider to be important aspects within the "field" of this course. I will

give you criteria to follow in relation to your reading, projects or discussions. But the actual "learning" and what you choose to learn - comes from you.

I, hopefully, create an environment that allows you to learn in your best "style" - whether you are a visual or auditory learning - or a person who best "unfolds" while doing a hands-on activity.

Your comments, suggestions, expectations are always welcome. Together we all grow - and "unfold" - and learn.

COURSE: PSY 340 Psychology of Sexual Expression

INSTRUCTOR: Mitzi Simonelli, Ph.D.

TERM: Fall, 1998

TEXT: Understanding Human Sexuality by Hyde

***SYLLABUS TO CHANGE WITH NOTICE. SESSIONS INCLUDE SMALL/LARGE GROUP DISCUSSIONS, VIDEOS, IN-CLASS WRITING, QUESTIONS/ANSWERS, GUEST SPEAKERS, EXPERIENTIAL WORK.**

- Sept. 1 Introduction to course
Pre-test
Assign: Read Ch. 1
- 3 Discuss reading
Collage/writing in class
Assign: Read Ch. 2
- 8 Discuss reading
Assign: Interview: "Why Study Sexuality"
- 10 Discuss interview in small groups
Assign: Read Ch. 21
- 15 Discuss reading
Assign: Read Ch. 23
- 17 Discuss reading
Assign: Review for Quiz, Ch.1,2,21, 23
- 22 QUIZ
Assign: Read Ch. 4
Skim Ch. 3
- 24 Discuss reading
Assign: Read Ch. 5
- 29 Video: Biology of Sex
Assign: Read Ch. 7
- Oct. 1 Video: Miracle of Life/Writing
- 6 Discuss Ch. 7 (& parts of Ch. 5)
Assign: Read Ch. 6 & 8
- 8 Discuss reading
- 13 Video: Menopause or Pregnancy
Assign: Release time for project
- 15 Release time for project

- Oct. 20 Project due/discuss in small groups
Assign: Review for Quiz, Ch. 3-8
Hand out packet of xeroxes today
- 22 QUIZ
Assign: Read Ch. 9 & 10
- 27 Video: Sexual Desire or Lust, Love & Marriage
- 29 Discuss Ch. 9 & 10
Assign: Packet of xeroxes due Nov. 3
- Nov. 3 Packet of xeroxes due/discuss in small group
Assign: Read Ch. 11 & 12
- 5 Video: Sexuality & Life Cycle Development
- 10 Discuss Ch. 11 & 12
Assign: Project over life cycle
- 12 Project due/discuss in small group
Assign: Read Ch. 13 & 14
- 17 Discuss reading
Assign: Read Ch. 18 & 22
- 19 Discuss reading
- 24 Video: Love & Attraction
Assign: Review for Quiz, Ch. 9-14, 18, 22
- 26 HAPPY THANKSGIVING - HOLIDAY
- Dec. 1 QUIZ
Assign: Read Ch. 15 & 16
- 3 Discuss reading
Assign: Read Ch. 19 & 20
- 8 Discuss reading
- 10 Reflective writing in class
- FINALS: TO BE ANNOUNCED

ASSIGNMENTS

1. Quizzes will be essay and short answer.
2. Project due Oct. 20: You will select an area of interest from Ch. 8 (Contraception and Abortion) and visit/interview a worker at the "place" of choice. (Example: Planned Parenthood; Nurses Office at CUH; Priest - in relation to birth control or abortion; Right to Life Group; Birthing Center, etc.) Your questions/exploration will focus on why this birth control would be a healthy choice/unhealthy choice for you; why you would not agree to an abortion/would agree to an abortion; if you had a 14 yr. Old daughter/son -what you'd do to assist her/him in handling their sexuality; etc. Your paper will be typed, double spaced and incorporate the name of the place/person you discussed this material with. Paper will be 5-6 pages in length. We will discuss the material in small group. NO LATE PAPERS ACCEPTED.
3. Packet of Xeroxes due Nov. 3: This will be a collection of worksheets and xeroxed readings. We will discuss this material in small group. NO LATE PAPERS ACCEPTED.
4. Nov. 12: Project over the Life Cycle (Ch. 11 & 12). You will select an area of interest in relation to Ch. 11 or 12 and pose a question to yourself. The question will be the title of your paper. Your research will attempt to answer your question. Paper will be 4-5 pages, double spaced. NO LATE PAPERS ACCEPTED. (Example: Why do teen males masturbate more frequently than teen females?)
5. Reflective writing - Dec. 10. In class writing.
6. FINAL: TO BE ANNOUNCED

GRADING

3 quizzes	45
2 projects.....	20
Final.....	15
Packet of xeroxes.....	5
Reflective writing.....	5
Attendance & participation.....	10