

COURSE DESCRIPTION - PSY 340 Human Sexuality

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 become 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.

OBJECTIVES

The student will:

1. learn to use correct sexual terminology
2. learn to evaluate methodology used in research
3. learn practical information needed for every day living (anatomy, contraception, STD, etc.)
4. learn to become more comfortable with sexual information and the discussing this information.
5. learn about their personal gender bias
6. learn that some aspects of sexuality are (and the manner in which the text is written) quite humorous
7. develop an understanding of multi cultural/multi ethnic perspectives on sexual behavior
8. gain an understanding of sexual resources
9. develop an understanding of religious and scientific perspectives
10. develop an understanding of cross-species perspectives
11. develop a theoretical perspective on sexuality
12. gain an understanding of sexual (physiological) response and arousal
13. gain an understanding of life-cycle sexuality
14. gain an understanding of variations, coercion and disorders of sexuality
15. demonstrate an understanding of sexuality in relation to living life
16. demonstrate an understanding of the "importance of sexual research" within a culture and cross-culturally

COURSE: PSY 340 Psychology of Human Sexuality
 TEXT: Understanding Human Sexuality by Hyde/Delamaker, 6th ed.
Sexually Speaking by Mannino
 INSTRUCTOR: Mitzi Simonelli, Ph.D.
 TERM: Fall, 1999

*SYLLABUS TO CHANGE WITH NOTICE. SESSIONS INCLUDE A VARIETY OF METHODOLOGIES INCLUDING LECTURE/DISCUSSION, SMALL GROUP PROBLEM SOLVING AND DISCUSSION, REFLECTIVE WRITING IN CLASS, EXPERIENTIAL ACTIVITIES, VIDEOS AND DISCUSSION OF VIDEOS IN RELATION TO THE TEXT, ORAL PRESENTATIONS INS MALL GROUP, QUESTIONS/ANSWERS, JOURNAL WRITING, WRITING AS A GROUP AND CRITICAL THINKING.

		<u>TOPIC</u>
Aug. 31	Introduction to course Pre-test Get a "Buddy" Assign: - Read Ch.1, text* - Ch. 1 WB *text is understanding Human Sexuality WB is Sexually Speaking workbook	Main Issues/Concerns
Sept. 2	Discuss reading Discuss syllabus Assign: - Interview - Read Ch. 2 & 23, text	Discouraging human Sexuality
7	Discuss reading Discuss interview Assign: - Skim Ch. 3, text - Do Ch. 2, WB	Sexual education
9	Discuss readings Assign: Read Ch. 21-22, text	Research
14	Discuss reading Assign: Reflective writing	Religion & Law
16	Reflective writing due/discuss <u>Video</u> Assign: - Read Ch. 4, text - Ch. 3, WB	
21	Discuss readings Assign: - Read Ch. 5 & 6, text - Check WB	Anatomy
23	Discuss reading Check WB <u>Video</u> Assign: - Review for Quiz, Ch. 1-6, 21-23, text Ch. 1-3, WB	Hormones, menstruation and Menopause

Sept. 28	<u>QUIZ</u> Assign: - Read Ch. 7, text - Do. Ch. 9, WB	Conception, Pregnancy & childbirth
30	Discuss reading	
Oct. 5	<u>Video</u> Assign: - Read Ch. 8, text - Do Ch. 10, WB	Contraception, Abortion
7	<u>Possible Speaker</u> Assign: Project due Oct. 12	
12	<u>Project due/discuss in small group</u> Assign: -Read Ch. 9 & 20, text	"Miracle of Life" or "Not Yet"
14	Discuss readings <u>Video</u> Assign: - Paper - Check WB	Physiology of sexual response and STD
19	Paper due/discuss in small group Check WB <u>Video</u> Assign: - Read Ch. 10, text	Techniques of arousal
21	Discuss reading <u>Video</u> Assign: - Read Ch. 11 & 12, text - Do Ch. 11, WB	
26	Discuss readings	Sexuality & life cycle development
28	<u>Video</u> Catch up day Assign: - Project due Nov. 2 - Review for Quiz, Nov. 4	
Nov. 2	<u>Project due/discuss in small group</u>	Life span sexuality
4	<u>QUIZ</u> , Ch. 7-12 & 20, text Ch. 9-11, 4 & 13, WB Assign: - Read Ch. 13, text - Do Ch. 6 & 7, WB	
9	Discuss readings Check WB	Attraction, love, intimacy
11	HOLIDAY - VETERAN'S DAY	

Nov. 16	Continue discussion from Nov. 9 <u>Video</u> <u>Assign:</u> - Read Ch. 14, text - Do Ch. 5, WB	
18	Discuss readings <u>Video</u> <u>Assign:</u> - Read Ch. 15, text - Do Ch. 8, WB	M/F sexuality, gender
23	Discuss readings <u>Video</u> <u>Assign:</u> - Read Ch. 16, text - Do Ch. 14, WB - Hand out Xerox	Sexual orientation
30	Discuss readings and Xerox <u>Assign:</u> Reaction paper	Variations in sexual behavior
Dec. 2	Reaction paper due/discuss in small group <u>Video</u> <u>Assign:</u> - Read Ch. 17-18, text - Do. Ch. 15-16, WB	
7	Discuss readings <u>Video</u> <u>Assign:</u> - Read Ch. 19, text - Do Ch. 12, WB - Check WB	Sexual coercion & sale
9	Discuss readings Check WB Evaluate course Post text <u>Assign:</u> Review for final quiz	Sexual disorder & therapy
FINAL:	Tuesday, December 14, 8:00 - 10:00 Ch. 13-19 text, and workbook - 5-8, 12,14-16	

***NO LATE PAPERS ACCEPTED**

1. All workbook (Sexually Speaking) exercises are to be completed in the workbook. I will check your workbooks (periodically) to see that you are up to date.
2. Quizzes will be essay and short answer.
3. In-class writings cannot be made up if you are absent.
4. Project due Oct. 12, Nov. 2. Oct.12 project will be a visitation to any facility, organization (that either supports contraception and/or abortion or supports (actually) pro life activities. You will select either aspect (based on Ch. 7 & 8 in text and Ch. 9 & 10 in workbook) and go to the facility and interview a worker. You may include pamphlets or Xeroxed material that they give you. You must include the name of the person you interviewed and the phone number of the place. Your typed, double-spaced 3 page paper will be titled "What I learned from the name of

the facility and why I believe.” Your writing will be graded on:

- 1) factual information
- 2) creative style/writing
- 3) personal conclusions based on the material from the interview in relation to the material from our text and workbook.

Project due Nov. 2 will be based on Ch. 11-12, text and Ch. 11 in workbook. You will select any area/topic of interest from these chapters and create a question that you will attempt to answer.

The question will be the title of your paper and your typed, double spaced writing will be 3 pages in length attempting to answer this question. Your writing will be graded on:

- 1) factual information
- 2) creative style/writing
- 3) conclusions that you draw in relation to the question that you asked
- 4) final statement which shows why you selected this question to investigate.

5. Paper due Oct. 19, Dec. 2. Oct. 19 paper will be taken from page 72 of the workbook (bottom of page). You will select one of the questions numbered 1-8 under the section Directions and Debriefing. Your paper will be typed, double spaced and 4-5 pages in length. You will need to use one outside resource along with the text and workbook material. (The resource may be the Internet). List your resource at the end of the your writing. Dec. 2 paper will be a reaction paper based on the following topic: “What do you think of the idea about preventing sexual variations presented in Ch. 16 and workbook Ch. 14? Do you think children should be “screened” to find out about possible “variations” in their sexuality early in life? Then, what “should be done?” Your paper will be based on the material from class (text/WB) and one other resource (outside of text. This may be the Internet). Paper will be typed, double spaced and 4-5 pages in length. List your source.

GRADES

Quizzes (2).....	30%
Reaction Paper.....	5%
Projects (2).....	20%
Papers (2).....	20%
Final.....	10%
Attendance, participation, in-class writings, interest.....	15%

TEACHING PHILOSOPHY

I feel it important that I explain how I see and interpret my role 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 this class. Therefore, if you have not experienced this framework before - in my 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 I am unable to "tell you what you need to know" because if I would to 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 framework 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.