

~~Book~~
FD'01

COURSE: PSY 340 Human Sexuality
TEXTS: *Understanding Human Sexuality* by Hyde, 7th ed.
Sexually Speaking by Mannino (paper)
INSTRUCTOR: Mitzi Simonelli, Ph.D.
TERM: Fall Day, 2001, TR
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SYLLABUS MAY CHANGE WITH NOTICE. SESSIONS CONTAIN A MIXTURE OF LECTURE/DISCUSSION, QUESTIONS/ANSWERS, SMALL/LARGE GROUPS, IN-CLASS WRITINGS, VIDEOS, AND EXPERIENTIAL WORK.

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 realizes. This course will explore biosocial, cognitive, and psychosocial aspects of sexual development throughout the life span, beginning pre-natally and ending with the end of life. We will explore how sexuality and sexual development is shaped by our culture and we will compare our development with other cultures' views. Lastly, we will explore our personal sexual development, our attitudes, beliefs, values and expectations. This course focuses on healthy sexuality but we also delve into abnormal and alternate forms of sexual expressions at the end of the semester.

EXPECTATIONS

My expectations are as follows:

- For students to come to class on time and to attend all classes. (3 absences per semester seems "fair" - beyond that (unless hospitalized) is unexcused. I do not recognize doctor excuses, personal excuses, etc. You are either in class or absent. (Certainly, a family death or emergency on the mainland or neighbor island will always be considered if it is truly an emergency in health).
- To read, think about, understand the assignments and to be "ready" to discuss these assignments in class.
- You are responsible for your own learning. I am simply a "guide."
- To be "engaged" in your process of learning.
- For you to have FUN learning about sexuality and sexual expression

METHODOLOGY

This course will use the textbook for our basic understanding, lectures, and discussions. Video presentations will be used to supplement the text and add a visual dimensions of understanding about our own sexual development. The workbook, *Sexually Speaking*, will be the basis of small group discussions and writings done in class (on the assigned dates of workbook discussion you will need to have the assigned workbook material read and the writings in the workbook completed). Because sexuality is a vital part of everyone's life, we will all be responsible for participating in the topics, the concepts, the workbook readings, and our individual growth and development.

		<u>TOPIC</u>
Aug. 28	Introduction to course Pre-test	
	30 Collage/writing	Overview
Sept. 4	Discuss Ch. 1 , workbook, (group)	Workbook
	6 <u>Video</u>	
	11 Discuss Ch. 1 & 2	Perspectives/Theory
	13 Discuss Ch. 3	Research
	18 Discuss Ch. 2, workbook (groups) <u>Research assignment due, p. 28-29</u> Workbook	Research
	20 Discuss Ch. 4 & 5	Anatomy/Differentration
	25 Discuss Ch. 3, workbook (groups)	Anatomy/Physiology
	27 Discuss Ch. 6 Review for Quiz, Ch. 1-6	Menstruation/Menopause
Oct. 2	<u>QUIZ</u> , Ch. 1-6	
	4 <u>Video</u> Discuss Ch. 9, Workbook (groups)	Conception/birth
	9 Discuss Ch. 8 Discuss Ch. 10, workbook (groups)	Contraception/abortion
	11 <u>Paper due</u> /discuss	
	16 Discuss Ch. 9 & 10	Response/arousal
	18 Discuss Ch. 4, workbook, (groups)	
	23 Discuss Ch. 11, 12	Life cycle, sexuality
	25 Discuss Ch. 11, workbook, (groups)	

	30	Reflective writing (in-class) Ch. 11 workbook	Life cycle/sexuality
Nov.	1	<u>Video</u>	
	6	Discuss Ch. 13 & 14 Review for Quiz Ch. 8-14	Attraction/Love/gender roles
	8	Interview due/discuss Discuss Ch. 6 & 7, workbook (groups)	
	13	QUIZ , Ch. 8-14	
	15	Discuss Ch. 15 Discuss Ch. 14, workbook (groups)	Orientation
	20	Discuss Ch. 16	Variations
	22	THANKSGIVING-NO CLASS	
	27	Discuss Ch. 17	Coercion
	29	Discuss Ch. 18	Sale of Sex
Dec.	4	<u>Video</u> Discuss Ch. 15-16, workbook (groups)	
	6	Discuss Ch. 19-20 Discuss Ch. 12-13, workbook (groups) Post test Evaluation	Disorders/STD's

FINALS

ASSIGNMENTS: NO LATE ASSIGNMENTS ACCEPTED

1. Quizzes will be essay and short answer.
2. Research assignment due Sept. 18: This will be taken from pgs. 28-29 in the workbook from Section "Tips on Reading as Academic Journal Article." You will read and follow the directions under "Exercise Directions." Your typed, double spaced paper will be approximately 3 pages. Your paper will be discussed in small groups. After doing your paper, complete the "Debriefing" section, page 29.
3. Paper due Oct. 11: This paper will be a reflective paper based on Ch. 8, text, and Ch. 10, workbook. The title of your paper will be "Sexual Responsibility" and it will be typed, double spaced and 4 pages in length. You will need to use one resource (choice of) outside of the text and workbook. Paper needs bibliography. Paper will be discussed in small groups.
4. Reflective writing in class, Oct. 30. This will be taken from Ch. 11, workbook.
5. Interview due Nov. 8: You may create a survey and give this survey to 12 people in depth. The survey/interview will be based on Ch. 13 & 14, text. You will select an area of interest from these chapters, and explore this area. Paper (from survey or interview will be 4-5 pages, typed, double-spaced.
6. Final: This will cover Ch. 15-20 and the workbook.
7. Work book assignments due Sept. 4, 18, 25, Oct. 4, 9, 18, 25, Nov. 8, 15, Dec. 4, 6. The workbook is an integral part of this course because it requires you to personalize your readings, class/discussions, videos, and prior knowledge. For each of the workbook chapters assigned, you must do the pretest, and the assignments in that chapter; you are not required to do any of the research (or extra assignments the workbook chapter requests. You will be assigned to a small group (4-5 students) and you will discuss your workbook experience with that group at the end of the class period. I will pose a reflective question for you to write on. Some of these questions will be written on by the whole group (one paper) and some will be individual writings.

WORKBOOK ASSIGNMENTS

Sept. 4, Ch. 1
Sept. 18, Ch. 2
Sept. 25, Ch. 3
Oct. 4, Ch. 9
Oct. 9, Ch. 10
Oct. 18, Ch. 4
Oct. 25, Ch. 11
Nov. 8, Ch. 6 & 7
Nov. 15, Ch. 14
Dec. 4, Ch. 15 & 16
Dec. 6, Ch. 12 & 13

GRADES

92 - 100 = A
85 - 91 = B
75 - 84 = C

CRITERIA FOR GRADING

- Knowledge of material
- Writing/presenting ability
- Creativity
- Critical thinking

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.

Pre-Test Sexuality

1. How comfortable are you with 'sexuality' (discussing, thinking about, behaving). Explain why you rated yourself this way.
low ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ high

2. Does sexuality need to be 'taught'? Explain/discuss.

3. How does America 'rate' (compared to other cultures) in expression of 'the sexual'.

4. Discuss the biosocial, cognitive, and psychosocial aspects of sexual development.