

Mitzi Simonelli

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.

COURSE: PSY 340 Human Sexuality

TEXTS: Understanding Human Sexuality by Hyde, 7th ed.

Sexually Speaking by Mannino (Paper)

INSTRUCTOR: Dr. Mitzi Simonelli

TERM: Fall Day, August 26 – December 12, 2002

OFFICE HOURS: By Appointment – Tel: 735-4714

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SYLLABUS MAY CHANGE WITH NOTIC. SESISONS CONTAIN A MIXTURE OF LECTUR/DISCUSSION, QUESTIONS/ANSWERS, SMALL/LARGE GROUPS, IN-CLASS WRITINS, 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 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.

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).
- 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 dimension 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.

OBJECTIVES

The student will:

- Learn to use correct sexual terminology
- Learn to evaluate methodology used in research
- Learn practical information needed for every day living (anatomy, contraception, STD, etc.)
- Learn to become more comfortable with sexual information and discussing the information
- Learn about their personal gender bias
- Learn that some aspects of sexuality (and the manner in which the text is written) are quite humorous
- Develop an understanding of multi-cultural/multi-ethnic perspectives on sexual behavior
- Gain an understanding of sexual resources
- Develop an understanding of religious and scientific perspectives
- Develop an understanding of cross-species perspectives
- Develop a theoretical perspective on sexuality
- Gain an understanding of sexual (physiological) response and arousal
- Gain an understanding of life-cycle sexuality
- Gain an understanding of variations, coercion and disorders of sexuality
- Demonstrate an understanding of sexuality in relation to living life
- Demonstrate an understanding of the “importance of sexual research” within a culture and cross-culturally

AGREEMENT

Due to the personal nature of this course on sexuality, the student must take responsibility for his/her learning and comfort level. If you, at any point, feel you cannot take part in a discussion, due to beliefs, values, or religious structures, please feel free to let me know about his. I do, however, expect you to expand your knowledge about sexual development and be open to thinking about the materials in the course. I do not expect you to feel “indoctrinated” in relation to sexuality – and if you feel this is happening, please see me personally.

Signed _____

Student's Name

| | | <u>TOPIC</u> |
|-------|----|--|
| Aug. | 27 | Introduction to course Bring magazines, tape for Thurs. |
| | 29 | Pre-test Collage/writing |
| Sept. | 3 | Ch. 1 and 23 Perspectives & Education |
| | 5 | Workbook/small groups |
| | 10 | Ch. 2, 3 Theory/Research |
| | 12 | <u>Video</u> |
| | 17 | Ch. 21, 22 Ethics, Religion and The Law |
| | 19 | Workbook/small groups |
| | 24 | Ch. 4, 5 Anatomy, Hormones |
| | 26 | Interview due Review for Quiz, Ch. 1-5 |
| Oct. | 1 | <u>QUIZ</u> , Ch. 1-5, 21-23 |
| | 3 | Ch. 6, 7 Menstruation, Menopause |
| | 8 | <u>Video</u> |
| | 10 | Ch. 8 Contraception |
| | 15 | Ch. 9, 10 Arousal/Physiology |
| | 17 | Workbook, small groups |
| | 22 | Ch. 11, 12 Life Cycle |
| | 24 | Project due Review for Quiz |
| | 29 | <u>QUIZ</u> , Ch. 6-12 |
| | 31 | Ch. 13, 14 Attraction/Gender Roles |
| Nov. | 5 | Ch. 15, 16 Sexual Orientation & Variations |
| | 6 | Paper due |
| | 12 | Ch. 17, 18 Sexual Coercion & Sale of Sex |

Nov. 14 Workbook/ small groups

19 Ch. 19, 20 Disorder & Disease

21 Workbook/small groups

26 Reflective writing in class
Review for Quiz

28 **THANKSGIVING – NO CLASS**

Dec. 3 QUIZ, Ch. 13-20

5 Review
Post test

FINAL:

ASSIGNMENTS - NO LATE PAPERS ACCEPTED

1. Quizzes will be essay, short answers, and definitions. Quiz: Oct. 1, Oct. 29 & Dec. 3.
2. Interview: Sept. 26. This will be based on Ch. 23, Sexuality Education. You will interview 5 people (males and females) in relation to the "purpose of sexual education" in childhood and adolescence. Your 5 interviews will be discussed (essay style), typed, double-spaced, and 3-4 pages in length. Your writing will contain an introduction, stating the ages and gender of the interviewee – plus the questions you asked. The body of your writing will discuss what you learned from your interviews and the conclusion will compare/contrast your interview information with Ch. 23 of the text, plus it will briefly discuss what you learned or gained from the experience.
3. Project Oct. 24. You will create a question from Ch. 11, 12 and this question will be the title of your writing. Your writing will be an attempt to answer your question. Your research will be from any journal on psychology, child development, adolescence, adulthood, gerontology, or social science. Your project must contain a visual component to go along with your topic (Example: any art work, collage, graph, chart, or diagram that would be appropriate). Your typed, double-spaced writing will be 5-6 pages in length (including visual). Conclusion will discuss what you learned/gained and relate your research to the text.
4. Paper: Nov. 7. You will select an area of interest from Ch. 14-16 and using at least one (1) outside resource, discuss your opinion (based on the text, workbook, your resource, and your knowledge) of this material. Your typed, double-spaced writing will be 3-4 pages in length and conclude with what you have learned/gained from doing this.
5. Reflective writing, in class, from Ch.17-20.
6. Workbook: The workbook is a required part of the course and discussion of how we will utilize this material will take place on Sept. 5.
7. Final.

GRADING

% OF GRADE

| | |
|--|----|
| 1. Quizzes (3) | 45 |
| 2. Interview | 3 |
| 3. Project | 10 |
| 4. Paper | 5 |
| 5. Reflective writing | 2 |
| 6. Workbook | 15 |
| 7. Final | 10 |
| 8. Participation, involvement in writing, attendance | 10 |

Sexually Speaking

Fall 2002
Workbook

Due Dates:

| | |
|----------|---------------------|
| Sept. 5 | Ch. 1 |
| Sept. 19 | Ch. 2, 3, 16 |
| Oct. 17 | Ch. 4, 8, 9, 10 |
| Nov. 14 | Ch. 5, 6, 7, 11, 14 |
| Nov. 21 | Ch. 12, 13, 15 |

On the above dates you will need to have the chapters (listed) completed. Bring your completed workbooks (or completed on separate paper) to class and we will discuss aspects of the chapters in small groups. Writing that you will hand in will be done covering the workbook chapters, but the actual workbook answers will be personal (not handed in).