PSY 211-WI
HUMAN SEXUALITY

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Cook 304
T Th 8-9:15
Office Hours:
TTh 2-3pm
MWF 1-3pm

COURSE DESCRIPTION:

This course will explore the many facets of human sexuality, including the biological basis of the human sexual response system, sexual individuality and values, reproduction and health, and legal and social issues related to human sexuality. The student will examine and analyze classic studies in human sexuality as well as new research generated in the field.

PURPOSE OF THE COURSE:

Students will gain an understanding of research in the major areas in human sexuality (e.g., biological, social, etc.) and will be able to use this information to describe, explain, and reflect on aspects of sexual behavior from a scientific perspective.

GOALS OF THE COURSE:

1. To understand the major theoretical perspectives, research topics, and debates that concern the psychological study of human sexuality.
2. To outline the history and describe various cultural perspectives and values related to human sexuality.
3. To describe the development of sexuality and gender role development through the life cycle.
4. To be knowledgeable of sexually transmitted diseases and preventative measures of STDs and pregnancy.
5. To evaluate scientific research and use this to make an informed opinion about moral and legal issues dealing with sexuality.
6. To discuss ways to apply theoretical approaches and research findings in our intimate relationships with sexual partners and in parenting.

EXPECTED OUTCOMES:

Students' mastery of the goals of the course will determined by performance on exams, quizzes, a team project entailing leading the class in a discussion of a topic relevant to human sexuality, completion of writing assignments.

REQUIRED TEXTS:

Kelly, G. (2002). *Sexuality Today: The Human Perspective*, 7th edition. Boston: McGraw-Hill.

Cox, F. (2000). *The AIDS Booklet*. Boston: McGraw-Hill.

The texts will be supplemented by films that will be available in the Berry College media center.

INSTRUCTIONAL METHOD:

The instructional method will include lectures, audiovisual presentations, student led class discussions, class activities, and writing assignments. You will be assigned to a small group to work with on various classroom activities that will take place throughout the term.

EVALUATION:

Your grade in the course will be determined from the following:

Exam 1……..…….	100 points	A	92-100
1 Student Led Class Debate …..…… ..	100	A-	90-91
Journal ……..…..	100	B+	87-89
Response Paper……	100	B	82-86
Exam 2……	100	B-	80-81
		C+	77-79
Final Exam……...	100	C	72-76
		C-	70-71
	600	D	60-69
		F	below 60

*** Divide total number of points earned by the total number of points possible to determine your final letter grade.

Student Led Class Debate: The student will collaborate with his/her group members in leading a class debate on a particular topic representing clashing views of topics in human sexuality (a list is provided in bold italic print on the schedule). The student group will be responsible for doing some extra research on this topic and preparing a handout to distribute to the class that summarizes this extra research. Sources should come from reputable (i.e., peer-reviewed) journals, books, and web sites. LIMIT OF THREE WEB SITES. YOU MUST INCLUDE A VARIETY OF SOURCES! ALL INFORMATION ON THE HANDOUT MUST BE ACCOMPANIED BY A FULL CITATION IN THE STYLE DICTATED BY THE AMERICAN PSYCHOLGICAL ASSOCIATION! The group will be responsible for leading the class in a debate of the two opposing viewpoints. You may choose to have a prepared set of questions to discuss or some sort of game/activity that addresses the issues. Be Creative!!! Due dates for the debates will vary depending on the topic chosen by each group (see tentative schedule of the syllabus).

Journal: All students are required to keep a journal that will contain entries pertaining to a variety of topics covered in class. Seven of the journal entries will pertain to the seven student led class debates. Other entries may be related to some of the films that we watch (e.g., the topic of gender identity in the films *Boys Don't Cry* and *Paris is Burning*; the topic of marital infidelity in the films *American Beauty* and *Eyes Wide Shut*). Writing prompts will be provided for each journal entry. Journal entries can be handwritten (If your handwriting is illegible, please type!) and should be in a folder or notebook. Journals will be collected and graded twice during the semester. Each student must elect to do 5 journal entries. Each journal entry is worth 10 points. There will be more than 5 journal entries assigned. This creates some flexibility around student schedules and allows for student choice.

Sample journal entry writing prompt: For the debate, *Is abstinence-only education effective?* For this journal entry, first, explain the basis for this controversy pertaining to how sex education should be dealt with in the schools. Next, state your position on the debate. Free-write about experiences, beliefs, or feelings that are the genesis of your position. Is your position based on the opinion of the majority? Your family? Your religion? Your audience is the instructor (I PLEDGE TO KEEP ALL INFORMATION THAT YOU WRITE CONFIDENTIAL!).You must write at least two pages for this entry.

Sample grading criteria for this journal entry. This journal entry is worth 10 points. 9-10 points will be awarded if the student clearly states what the debate is about and explains the basis of the controversy and if free-writing indicates depth of thought about the issue.
0-2 Points- did not meet requirements (unsatisfactory)
3-5 Points- met requirements (satisfactory)
6-8 Points- met requirements above the standard (good)
9-10Points- met requirements far above the standard (excellent)

Response Paper
You will choose one of the student led class debates to write a paper that is a research-based response to the question. YOU MUST CHOOSE A DIFFERENT DEBATE THAN THE ONE THAT YOUR TEAM LED. Bolster both sides of the debate with scientific support (you may use the text, the handout provided by the debate team, and additional peer reviewed journal articles, books, and/or ONE reputable web site) to devise the best arguments possible for both positions. Explain how the inclusion of scientific evidence changes the nature and effectiveness of the arguments. How does the social and biological research in this area relate to the socio-cultural basis of your position, as previously stated in your journal entry on this issue? Once you did additional research on this debate, did your own position change? If it did, explain why. If it did not, explain how your critical analysis of the research on this debate reinforced your position. Your audience is other people (researchers, educators, students) who are knowledgeable regarding issues in human sexuality.
Response Paper Grading Criteria:
You will be evaluated in 3 major areas
1. Content- meets the major objectives of the assignment (60 points)
   e.g., provides sufficient research-based support for arguments, discusses strengths and weaknesses of the research used to support each side of the debate, states own position clearly and relates basis of one's position to critical analysis of the research
2. Organization (20 points)
   e.g., paragraphs are well developed, smooth transitions between paragraphs and sentences, logical sequence of topics, well organized
3. Writing quality (20 points)
   e.g., uses tone appropriate to the audience; grammar, spelling, punctuation, writing style, appropriate documentation of research according to APA manual
   Total points possible=100

ATTENDANCE POLICY:
Class attendance, participation, reading the required text, and note-taking are strongly encouraged. Engaging in these activities will facilitate a better grasp of the material covered in this course. EXCEPT FOR EMERGENCY SITUATIONS, YOU MUST INFORM THE INSTRUCTOR AHEAD OF TIME IF YOU MUST BE ABSENT ON A DAY THAT AN EXAM IS HELD OR A HOMEWORK ASSIGNMENT IS DUE. Make-up tests will not be given and late homework assignments not accepted if prior notice of the absence was not given. If you miss class, you are responsible for finding out what material was covered and if an assignment was given.

TENTATIVE SCHEDULE

JANUARY

Th 8 Overview of the Course; Personal introductions

Tu 13 Test your sexual knowledge class activity

Th 15 Chapt. 1, History, Research, & Cultural Perspectives

Tu 20 Chapt. 6, Sexuality Through the Life Cycle

Th 22 The male and female sexual response cycles class activity

Tu 27 Chapt. 7, Sexual Individuality & Sexual Values

Th 29 Debate: ***Is abstinence-only education effective?***

FEBRUARY

Tu 3 Chapt. 8. Sexuality, Communication, and Relationships;

Th 5 Debate: ***Is marriage bad for sex? Should we accept alternatives to monogamy?***

Tu 10 Class discussion of the films American Beauty and Eyes Wide Shut.

Th 12 Debate: ***Is male homosexuality biologically influenced?***

Tu 17 Chapt. 12, Same Gender Orientation & Behavior

Th 19 **Exam 1**

Tu 24 Class activity on sexual behavior terms

Th 26 Chapt. 11, Solitary Sex & Shared Sex

Chapt. 13, The Spectrum of Human Sexual

MARCH

Tu 2 Behavior Film Discussion: Paris is Burning and Working girls

Th 4 Class debate: ***Should sex be banned on the internet?***
First set of journal entries are due/ at least 3 of your 5 entries

Tu 9 Chat. 9, Reproduction, reproductive technology, & birthing

Th 11 Chapt. 10, Decision-making about pregnancy & parenthood

Spring Break- March 15 – 19

Tu 23 Chapt. 15, Sexual Coercion, Rape, & Abuse

Th 25 Class debate: ***Are rape and sexual coercion widespread? Is sexual harassment a pervasive problem?***

Tu 30 **Exam 2**

APRIL

Th 1 Student work day on Response papers; topic and references are due

Tu 6 Class debate: ***Should society recognize gay marriages?***

Th 8 Film: The Celluloid Closet

Tu 13 Chapt. 16, Sexually Transmitted Diseases
Second set of journal entries are due

Th 15 Chapt. 17 and the AIDS Booklet, HIV/AIDS Crisis

Tu 20 Chapt. 18, Sexual Dysfunctions & their Treatment
Response paper is due

Final Exam: Thursday, 22nd 1:30-2:30pm