

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSY 334: Human Sexuality (3UG)

Fall 2008: T-Th 8:00 AM - 9:20 AM; AB4 220

Instructor: Ramona M. Noland, Ph.D.
Office: AB4, Room 321
Office Phone: (936) 294-4310
Dept. Phone: (936) 294-1174
Fax: (936) 294-3798
Email: noland@shsu.edu
*Office Hours: Monday: 1:00 – 2:00PM
Tuesday & Thursday: 9:30 – 11:30AM
Other times by appointment

* Faculty/committee meetings and other professional activities are sometimes scheduled by Dr. Noland during these times, so it is best to *confirm* an appointment rather than “dropping by.”

TEXT: Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2008). *Human Sexuality In A World of Diversity*. Boston, MA: Allyn and Bacon.

COURSE DESCRIPTION: A study of the biological, social, emotional, cognitive and spiritual elements of our human sexuality. Topics such as sexual health, sexual dysfunction, sexuality education, and intimate relationships are covered. Following are the course goals along with their associated learning outcomes.

❖ **Goal: Gaining factual knowledge (terminology, classifications, methods, trends)**

Learning outcome: To provide students with a scientific approach to human sexuality, including interpretation of research and statistics from studies concerning sexuality.

Learning outcome: To make students aware of variations in sexual behavior as part of an overall perspective of individual differences, culminating in an appreciation of diversity.

❖ **Goal: Learning fundamental principles, generalizations, or theories**

Learning outcome: To acquaint students with biological, psychological, social, and cultural underpinnings of human sexuality within both a historical and a current context.

Learning outcome: To make students aware of the need for educating children and youth about age appropriate topics and issues concerning their sexuality and how it relates to their health, happiness, and dignity as human beings.

Learning outcome: To make students aware of different kinds of relationships and how they relate to sexual behavior.

❖ **Goal: Learning to *apply* course material (to improve thinking, problem solving, and decisions)**

Learning outcome: To provide students with a sound basis for making rational decisions concerning human sexuality.

Learning outcome: To make students aware of their own sexuality, ultimately leading to an understanding of self and the ability to reach conclusions about their individual sexuality.

Learning outcome: To enhance students' sexual health and sexual responsibility.

Learning outcome: To make students aware of common sexual problems and how to cope with them.

Learning outcome: To make students aware of the importance of communication skills in sexual relationships.

Course Format and Guidelines:

The class will be composed of lectures, guest lectures, videos, and some small group discussions that will lead to whole class interactions. *Students will be responsible for the material in the textbook even if it is not specifically covered in class.*

Due to the sensitive nature of the course subject matter and the diversity of experiences, cultures, religions, comfort levels, and knowledge students will bring to the course, the following course guidelines have been pre-established:

1. **Information shared in the class is considered confidential.** Students may share experiences and ideas outside of class, but information pertaining to personal disclosures or specific sexual information from students should not be discussed outside the classroom.
2. **Proper terminology will be used in lectures and by students.**
3. **Diversity is a positive thing.** Many may have differences of opinions, experiences, and values. These diverse influences on sexuality will be celebrated and learned from, not devalued or used against one another.
4. **Each person is entitled to his/her own opinion and feelings.** It is appropriate to present opposing views or acknowledge a difference of opinion. However, it is not appropriate to belittle or challenge someone's opinion or feelings.

Blackboard will be the main method of communication with students enrolled in this course. Since Blackboard uses your SAM computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account. Please call the help desk or ask for assistance in the computer lab for information regarding email forwarding.

Learning Activities: Learning occurs best when students are *active* in that process. Therefore, a series of in-class activities have been designed to provide opportunities to apply what you have been reading and learning in the lecture. Many of these activities will require you to think critically about class material and its application to real-world issues.

Grading Plan:

The course will consist of four (4) multi-chapter tests, with the final exam serving as a make-up exam or to replace a low test grade. In addition, students will participate in ten (10) **in-class** activities. The total points earned on in-class activities will make the equivalent of a 5th major exam.

The **point breakdown** for grades is as follows:

<u>Activity</u>	<u>Initial Points</u>	<u>Final Points</u>
Exam	100	400
Daily Activities	10	100
Final	100	Total Points: 500

Grading Scale: (Grades of .5 and higher will be rounded up – there will be *no exceptions* to this “rounding rule.”)

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= less than 60%

Course Requirements:

ALL COURSE REQUIREMENTS MUST BE TURNED IN ON TIME TO RECEIVE FULL CREDIT.

1. Attendance Policy:

Regular and punctual attendance is expected and a record will be kept of your attendance. No course points are linked to class attendance; however, in-class activities are *only* provided during class, and thus *cannot* be made up at a later time. Although this class will not carry a “failure due to absences” policy, a student’s attendance is linked with their final in-class activities grade. This grade can have a positive curving effect, but it can also pull down a student’s grade if they miss too many assignments. Further, information covered in class will be included in the major course examinations. Poor attendance often is equivalent with poor grade performance, so each student is encouraged to attend class regularly.

I, as your instructor, will only take responsibility for having handouts and materials at class on the day initially provided. If you must be absent, **be sure you have arranged for a peer to obtain materials and/or notes for you.** They will not be available from me except on the date initially provided.

Missing exam days is *highly discouraged*. The final exam will serve as the make-up exam for any student missing an exam throughout the semester. **Students may only take one make-up test for the semester.** If a student misses more than one exam, they will receive a grade of zero for that second missed exam. Students who have not missed any exams do have the option of taking the final exam to replace a low exam grade. Students who are satisfied with their grades will not be required to take the final exam. ***Please note: no exceptions to the exam make-up policy written here will be made.***

Daily Quizzes: A five-item, True/False quiz over the assigned chapter(s) for a given day will be administered at some point during each class, typically at the start of class. ***The quizzes cannot be made up*** and these are the means by which I take attendance for class. For each quiz you complete, you will receive a “grade” out of 5 possible points, but *your quiz performance does not calculate into your final course grade.* You will need a supply (one package will do for the entire semester) of small Scan-tron forms (No. 815-E) to take each daily quiz. Please purchase your own Scan-trons and do not rely on borrowing one from a classmate. Also, you will need a No. 2 lead pencil each day to record your answers. ***Answers scribbled on a sheet of notebook paper will not be accepted.***

2. Academic Honesty

“Students are expected to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Any student found guilty of dishonesty in

any phase of academic work will be subjected to disciplinary action.” Code of Student Conduct and Discipline, Section 5.3, as printed in Student Guidelines. ***Members of this class are subject to the Guidelines.***

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

- The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.
 - ***Cheating*** includes:
 - Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
 - Using, during a test, materials not authorized by the person giving the test.
 - Collaborating, without authorization, with another student during an examination or in preparing academic work.
 - Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test.
 - Bribing another person to obtain an unadministered test or information about an unadministered test.
 - Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
 - ***Plagiarism*** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
 - ***Collusion*** means the unauthorized collaboration with another person in preparing work offered for credit.

3. Daily Activities:

Various daily activities will occur throughout the semester. These are in-class activities and they take place at the discretion of the instructor. ***The activities cannot be made up.*** If you are not in class on time, or if you are absent, a score of 0 will be recorded for that activity. There will be a total of 10 activities worth 10 points each, for a final Daily Activity grade worth 100 points. For final grading purposes, this score will be equivalent to a major exam and will be added in with the scores from your major examinations in

determining your final grade. *The Daily Activities score can have a curving effect on the overall grade for the course!*

5. Examinations:

Examinations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let the students know how well they are assimilating and accommodating the material. Four (4) examinations plus potentially the final examination will be administered. They may cover any information assigned or presented in class as well as the text chapters indicated. Please come prepared to each examination with a scantron Form No. 882-E and a couple of No. 2 pencils as there is no pencil sharpener located in our classroom.

6. Extra Credit:

Students may choose to pursue obtaining extra credit. Opportunities for extra credit will be offered primarily via the departmental research website PeRP (<http://shsu.sona-systems.com/>) and other appropriate University activities should they become available. The number of extra credit projects available for students is variable by semester, but there will be sufficient opportunities to allow students to earn up to 3 percentage points through their participation in up to three activities. Students should register on the PeRP website, and *any difficulties with registration and/or scheduling participation is addressed by the student to either the website administrator (Dr. Anastasi) or the Principle Researcher*. Here's basically what happens:

1. Student registers on PeRP website, and then selects a study in which they will participate.
2. Student participates in the study.
3. Student is given credit on the PeRP website. Note: You can change how many credits are assigned to different classes through this site.
4. At the end of the semester – typically on the day of the final – Dr. Noland downloads her class list of all students who participated in EC that semester, and this credit is transferred to the Blackboard grade book.

Students need to be aware that failing to report to your scheduled participation day/time will result in a negative extra credit score on PeRP! The reporting of scores – either positive or negative – is done by the primary researcher, and if you “No Show” them, they will enter a “-1” rather than a “+1” score. Thus, you should not register to participate in a study unless you intend to follow through with your commitment. **Negative credits will be deducted from your final course total – be warned!**

Students are not required to participate in Extra Credit – this is an option of choice. There is the possibility of completing a writing assignment in lieu of research participation for those students who have hardships related to completing projects through PeRP. If you want to obtain Extra Credit but believe you will not be able to complete assignments through PeRP, it is your responsibility to see me about this within the first three (3) weeks of classes (so, by 9/12/08) to arrange an alternative assignment.

Finally, as course instructor, I maintain the right to manage class-wide behavior through the use of Mickey Mouse quizzes. These are very simple Quizzes that are given during class and will count as 1 Extra Credit point for those who are in attendance for the quiz. Examples of times in the past when a Mickey Mouse quiz has been given include when a multitude of students exited the classroom following a Quiz held at the beginning of class or when less than half of the class is in attendance on any given day. Mickey Mouse quizzes are rarely given.

7. Religious Holy Days

Students have the responsibility of notifying the professor of each scheduled class day that the student would be absent due to a religious holy day. *This must be done not later than the 15th class day (9/15/08).* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. Should a student miss a Daily Activity, their Daily Activity grade would then be calculated out of 90 points rather than 100. It is by law that this exemption is provided.

8. Notice to Persons with Disabilities:

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be **no retroactive accommodation**. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Student Counseling Center. The number there is 294-1720.

9. Visitors in the Classroom

In general, I do not discourage classroom visitors so long as the individuals attending class follow the behavioral guidelines and maintain a respect for diversity. I would *not* recommend anyone bring a child to this class in the event of lack of alternative care.

10. Instructor Evaluations

As you are likely aware, you will be asked to evaluate both me as your instructor and this class toward the end of the semester. I appreciate the comments of students, and while I can't incorporate every suggestion, I do take your comments seriously. Also, your ratings of the instructor play a significant role in both tenure and merit decisions – what you think counts!

11. Classroom Rules of Conduct

Students may find the University's Code of Student Conduct and Discipline at the following web link:

<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

Section 5.2.22 describes classroom disturbances, and in general I prefer my students to observe the following classroom behavioral guidelines (i.e., "Easy Ways to Piss Off Dr. Noland:")

1. *Allowing your cell phone to ring during class.* Please turn off your cell phones or turn them to vibrate when you enter the classroom. *If your phone rings, I will find you and answer it!!*
2. *Arriving late to class.* Because of the class size and the structure of the classroom, students need to arrive ON TIME! Arriving late will disrupt the ENTIRE class as you can barely walk between the desks, etc.
3. *Talking to neighboring students during class.* To the extent possible, students should refrain from holding conversations with their neighbors during the class. Don't be surprised if I call you out for talking, and if you are bothering me then you are likely bothering those around you, too. If you find talking in your section of the room to be a problem, please let me know.
4. *Not visiting with me after you have failed an exam.* I would like to support you in your academic endeavors, but I can't do that in this huge class if I never see you. Therefore, I highly recommend that all students who fail an exam come to see me so that we can make a plan for you so that you'll do better the next time. Here's what you need to bring to that meeting: 1. An honest appraisal of how you studied, 2. A report of how you are doing in your other classes, 3. What one thing you think lead to the failure, and 4. Your ideas for doing better the next time around.

Tentative Course Outline:

8/26	Review of Course and Syllabus
8/28	Notebooks/Media Presentation
9/2	Sexual Terminology
9/4	Chapter 1: What is Human Sexuality?
9/9	Chapter 2: Research Methods in Human Sexuality
9/11	Chapter 3: Female Sexual Anatomy and Physiology
9/16	Chapter 3: Continued
9/18	Chapter 4: Male Sexual Anatomy and Physiology
9/23	Chapter 4: Continued; Review for Exam
9/25	Exam #1
9/30	Chapter 5: Sexual Arousal and Response
10/2	Chapter 9: Sexual Behavior and Fantasies
10/7	Chapter 17: Atypical Sexual Variations
10/9	Chapter 13: Sexuality in Childhood and Adolescence and Chapter 14: Sexuality in Adulthood; Review for Exam
10/14	Exam #2
10/16	Chapter 15: Sexual Dysfunctions
10/21	Chapter 12: Contraception and Abortion
10/23	Alternative Contraceptive Methods; Prelude to Ch. 16
10/28	Ch. 16: Sexually Transmitted Infections
10/30	Chapter 11: Conception, Pregnancy and Childbirth; Fertility Concerns
11/4	Exam #3
11/6	Chapter 10: Sexual Orientation
11/11	Chapter 10: Stonewall Kats Forum
11/13	Chapter 10: Media Event
11/18	Chapter 6: Gender Identity and Gender Roles
11/20	Chapter 6: Continued
11/25	Chapter 6: Media Event
11/27	<i>No Class – Thanksgiving Break!</i>
12/2	Exam #4
12/4	Chapter 18: Sexual Coercion
12/9	Chapter 7: Attraction and Love - Binding Forces Chapter 8: Relationships and Communication
12/11	Chapter 19: The World of Commercial Sex: A Disneyland
12/18	Final Exam: 8:00 – 10:00 AM