

PSY 388
CRN 17247 (4 cred)

Human Sexuality
146 Straub Hall

Fall 2011
MW 8:30-10a

INSTRUCTOR: Alex Bies **E-mail:** bies@uoregon.edu

OFFICE HOURS: M 10-11 & W 10-11; also by appointment

TEXT: Our Sexuality, 11th Edition Crooks, R. & Baur, K. 2011 Wadsworth, Cengage Learning. ISBN 0495811793

Human Sexuality: Psychology 388 is a course from which you should derive a clearer understanding of the biological basis of sexual behavior and the impact of sexuality on society and individuals – e.g. you. You will be informed by and become literate in psychological and sociological research in the area of human sexuality. From our coverage of the literature, we will engage in informed discussions covering the intimate and varied constructs related to sexuality. All topics will include some history, from myths to current sexuality research. We will cover sexual biology – anatomy and physiology of human individuals and the arousal process. Then we will discuss personal issues in sexuality including orientation, sexual behaviors and society's impact on gender roles across the lifespan. Coverage of interpersonal topics from relationships and communication to STIs/protection will follow. We will close with debate of controversial issues such as conception/contraception and the cultural phenomenon of sex including its place in education, politics and commerce.

As the department's course description reads, we will cover "The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation."

GRADE DISTRIBUTION

A = 100 – 90 B = 90 – 80 C = 80 – 70 D = 70 – 60 F = 60 – 0
Individuals will receive + and – grades w/in ~2% of the border, e.g. 88-90 is a B+.

COURSE GRADE CALCULATION

Participation 5%	Paper/Project 20%
Group Presentations 20%	Exams 50%
Presentation Responses 5%	(Exam I – 15, Exam II – 15, Final – 20)

CLASS PARTICIPATION is encouraged; as this will enhance your exposure to the material, develop your critical thinking and speaking skills. You should respectfully voice your opinions (and questions!) 1) in class discussions 2) in BB threads, and 3) by asking questions that you want answered! It is acceptable and expected that some will participate in one or another other modality preferentially – out loud in class and through BB or email. This should help you not only to become more comfortable in discourse generally, but also specifically in dealing with sexuality and evocative topics. You should trust each other and be conscientious of others' opinions – there will be varying positions taken and upheld. Disrespect and intolerance are not acceptable.

Attendance is also encouraged – we should have a lively dialogue that excites you and causes you to want to attend. Meanwhile, attendance is not mandatory and will not be documented, but is advised. Attendance is to your benefit, as there will be lectures covering the text and student presentations on which you will be tested. Noninterruptive inattentiveness (i.e. sleeping) by attendees will be tolerated, whereas disruptive behavior, intolerance and disrespect will not.

GROUP PRESENTATION will consist of 15-20 minute presentations by groups of 4-6 students with similar interests (see calendar below – signup at end of 2nd lecture). You may choose from among the

course topics on a first-come, first-serve basis, with limited slots per topic. From there, the format of your presentation is up to you, although I will be available for further guidance. Each presentation should include:

- Introduction to the topic (briefly)
- Balanced presentation of current knowledge (citations required)
- Information about the topic not located in the text (other text, research articles)
- Social, political, and cultural implications or arguments
- 2-3 short answer questions from which I can choose to add to the exam.

You may include other media (advertisement, video, etc.), as well.

I would like to keep my restrictions to a minimum, so you may perform a mock interview, debate, talk show, game show, play (stage script), make an informative video, or lecture us – it's up to your group.

Grades will consist of evaluation by your group members and me (5 and 15% of final grade, respectively).

You will report your own and others' contributions to the group on a 1-5 scale (1-did not participate at all to 5-made significant contributions to the group) with short answer explanations as you see fit.

I will grade your presentation as a group with the posted rubric "Oral Presentation Grading." My general emphasis will be on organization, topic knowledge, breadth and depth of coverage, audience receptivity, language use and delivery (verbal and nonverbal effectiveness). I will also consider, quite subjectively, the originality of the presentation and effort put forth by each group; this too will contribute to your overall group presentation grade.

PRESENTATION RESPONSES are for the benefit of the presenter and the listener. I want you to write a synopsis of the presentation material, what, if any questions you thought it didn't answer that it should have, and any ways in which the presenter could improve. These should be written within a few days after the group presents – to give them feedback about their presentation and to help you retain the material. Please complete responses to at least 5 groups (more will not be graded but would be considered in the participation component).

PAPER/INDIVIDUAL PROJECT should be of a written essay with personal relevance to you (and be related to human sexuality, of course) – substitutions or supplements may be made. I will review any papers/projects submitted by 11/7 and return them by 11/14 w/ suggestions.

Research Paper 5-7 pages MAX, double-spaced, 12 pt font, and minimum 4 sources - not textbooks.

Either 1) an informative essay, with balanced coverage of the topic or 2) an opinion paper in which you use evidence (cited literature) to support your position.

Should include an introduction with thesis statement, discussion of supporting evidence, limitations of conclusions you can draw based upon the methods in the cited research, and should likely include some discussion of alternate/competing hypotheses, evidence, or explanations.

See the attached "Essay Rubric".

These will be due relatively early (see course calendar below) for two reasons – 1) I selfishly want more time to grade them and 2) you can get an extension as needed. Just ask if you want one. Papers will be subject to 2% deduction per day late without extensions.

EXAMS will partition the three segments of this course – 1) the biological basis of sexuality, 2) the effects of sexuality on individuals, and 3) the sociological impact of issues in human sexuality. There will be two "midterm" exams and a cumulative final. These will be worth 10, 10 and 15% of your grade, respectively, and consist of *multiple choice* and *short answer* questions. They will cover materials from the text, lecture period, and other assigned materials (supplementary readings or other media). Makeup exams will be granted during office hours on an individual basis as necessary – permission for an

alternate exam is required BEFORE the scheduled exam. Failure to schedule a makeup beforehand and missing an exam will result in a 0 being entered as your grade.

Academic honesty is paramount and **cheating** is unacceptable. Failure to do your own work will cause you to fail the course. To avoid this, simply do your own work and reference any sources you use w/ APA or another discipline's method of citation.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students/

Students with Disabilities

http://ds.uoregon.edu/DS_Pages/DS_SupportServices.html

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me *on the first day of class*. If you have a non-documented disability, contact Molly Sirois as soon as possible. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-1155, TTY 346-1083, disabsrv@uoregon.edu] Remember that problems can arise when issues are not discussed at the outset with instructors; it is better to make arrangements early than to deal with potential problems later.

Students who want to utilize any of the support and services offered by Disability Services should follow the steps outlined below:

1. Contact DS to schedule an appointment with an adviser.
2. Bring in any paperwork or documentation of disability that addresses the difficulties that might arise in the educational setting. [If no paperwork or documentation exists, meet with an adviser to discuss what options there are for assessing potential academic difficulties.]
3. Discuss the kind of support needed with the adviser in the initial appointment.
4. Fill out the respective forms and follow procedures for the services requested.
5. Follow up with DS if there are any questions or concerns about the services.

COURSE CALENDAR

Class will meet from 8:30 – 9:50 each Monday and Wednesday that UO is in session.

This is subject to change, of which you will be notified via BB.

Chapters noted below should be read in full unless otherwise noted.

9/26	– Syllabus; Ch1 (Perspectives);	
9/28	– Ch2 (Sexology)	Presentation Signups
10/3	– Ch3 & Ch4 (Female and Male A&P); Ch5 (p111-124 Gender)	10/3 Last day to drop w/o “W”
10/5	– Ch3,4,5 cont’d.	
10/10	– Ch6 (Arousal and Response)	
10/12	– Ch6 cont’d; Ch14 (p402-414 Difficulties and Solutions)	
10/17	– EXAM 1 (Biological Basis of Sexuality)	<i>Kinsey</i>
10/19	– Ch8 & Ch16 (Sexual Behavior)	
10/24	– Ch8,16 cont’d., Ch9 & Ch5 (Orientation and Gender)	
10/26	– Ch5,8,9,16 cont’d.	
10/31	– Ch12 & Ch13 (Sexuality Across the Lifespan)	<i>Rocky Horror Picture Show</i>
11/2	– Ch7 (Love and Communication in Relationships)	
11/7	– Ch7 cont’d., Ch14 (p414-434 Difficulties and Solutions)	
11/9	– EXAM 2 (Sexuality of Individuals)	11/13 Last day to drop w/ “W” or switch to P/F
11/14	– Ch15 (STIs)	
11/16	– Ch15 cont’d.; Ch10, Ch11 (Conception, Contraception and Choice)	
11/21	– Ch10,11 cont’d.	11/21 – Individual Project/Paper Due 11:59PM
11/23	– Ch17 (Sexual Coercion and Harassment), Ch16 (p504-512)	11/24-25 Thanksgiving Break
11/28	– Ch18 (Sex for Sale)	Dead Week
11/30	– Politics – National and International Issues in Human Sexuality	Dead Week
12/5-9	– FINAL (Sex and Society + Cumulative)	12/5-9 Finals Week

Presentation Calendar

10/19 – Arousal and Response/Difficulties

10/24 – Sexual Behavior

10/26 – Orientation

11/7 – Communication/Difficulties

11/14 – STI/Protection

11/16 – Conception/Contraception

11/21 – Abortion/Choice

11/23 – Coercion and Harassment

11/28 – Sale/Prostitution

11/30 – Political Issue