

Psychology 134 – Human Sexuality

Cuyamaca College - Summer 2015

Section 7411 / 3 Units / 6 Weeks / Room F507 / Tuesdays and Thursdays 8:30am-1:00pm

Instructor: J. R. Jones

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**Daily Schedule: A = 8:30-9:45 / Break
B = 10:05-11:20 / Break / C = 11:40-1:00**

Unit 1	General Topics, Relevant Text Sections, and Assignments
Jun 23-A	Syllabus: Course Schedule, Requirements, Objectives, and Approach
Jun 23-B	Syllabus: General Overview and Introduction
Jun 23-C	Chapter 01: Historical Perspectives
Jun 25-A	Chapter 02: Research Methodology
Jun 25-B	Chapter 05: Gender Determination - Biological Aspects Chapter 05: Gender Determination - Atypical Cases
Jun 25-C	Chapter 05: Gender Determination - Social and Psychological Aspects Unit 1 Homework Assigned
Jun 30-A	Unit 1 Research Paper Assigned Chapter 03: Adult Female Sexual Anatomy and Physiology
Jun 30-B	Chapter 04: Adult Male Sexual Anatomy and Physiology
Jun 30-C	Chapter 06: Sexual Arousal and Response
Jul 02-A	Unit 1 Homework Due Chapter 14: Sexual Difficulties and Treatments
Jul 02-B	Chapter 15: Sexually Transmitted Infections
Jul 02-C	Review for Unit 1 Exam
Jul 04	[Holiday – 4 th of July!]
Jul 07-A	Unit 1 Exam
Jul 07-B	Review of Unit 1 Exam
Jul 07-C	Introduction of Unit 2 Unit 1 Research Paper Due

Unit 2	General Topics, Relevant Text Sections, and Assignments
Jul 09-A	Unit 2 Research Paper Assigned Chapter 12: Development of Sexuality - Childhood and Adolescence
Jul 09-B	Chapter 12: Development of Sexuality - Childhood and Adolescence
Jul 09-C	Chapter 13: Development of Sexuality - Adult Years (Marriage) Unit 2 Homework Assigned
Jul 14-A	Chapter 08: Sexual Behaviors
Jul 14-B	Chapter 08: Sexual Behaviors Chapter 09: Sexual Orientations
Jul 14-C	Chapter 09: Sexual Orientations Unit 2 Homework Due
Jul 16-A	Chapter 07: Relationships – Love and Attraction Review for Unit 2 Exam
Jul 16-B	Unit 2 Exam
Jul 16-C	Review of Unit 2 Exam and Introduction of Unit 3 Unit 2 Research Paper Due

Study Buddy Information:

Name:

Phone:

Email:

Other:

Unit 3	General Topics, Relevant Text Sections, and Assignments
Jul 21-A	Chapter 07: Relationships – Communication
Jul 21-B	Chapter 07: Relationships – Communication
Jul 21-C	Handout: Family Planning – Population Issues Chapter 10: Family Planning – Contraception Unit 3 Homework Assigned
Jul 23-A	Unit 3 Research Paper Assigned Chapter 10: Family Planning – Contraception
Jul 23-B	Chapter 11: Family Planning – Conception
Jul 23-C	Chapter 16: Atypical Sexual Behaviors
Jul 28-A	Unit 3 Homework Due Chapter 17: Sexual Victimization – Harassment and Assault
Jul 28-B	Chapter 18: Pornography and Prostitution
Jul 28-C	Review for Unit 3 Final Exam Unit 3 Research Paper Due
Jul 30	Unit 3 Exam (Final) 10:00-1:00 pm -- Room F507 Extra Credit Due

Note that the topics are covered in the order I find useful, which differs from the textbook ordering. Also note that there are no surprises except for the possibility of unannounced quizzes. This syllabus, the unit handouts, the homework assignments, the research paper assignments, the extra credit options, as well as supplementary materials are all posted on the instructor's webpage (<http://www.cuyamaca.edu/people/jr-jones>) from the first day of classes.

Course Requirements and General Information:

Text and Materials: *Our Sexuality (12th ed.)* by Robert Crooks and Karla Baur. Belmont, CA: Wadsworth, Cengage Learning. (2014). A notebook. Several 100 count [Grade Master](#) form 27800 multiple choice answer forms and # 2 pencils. Computer access and some form of computer file storage such as a USB Flash Drive. Unit handouts, homework assignments, research paper assignments and other class related materials are to be downloaded from the instructor's webpage. Research papers, take home quizzes and other assignments may be submitted by hard copy, via email or transferred from USB Flash-Drive. Computer access is available at various locations on campus. All other items are available from the college bookstore. Note that it is always a good idea to bring all current class related materials to every meeting in case of a surprise open book quiz or exam.

Attendance: Regular attendance is expected and is part of overall class activity and participation. If you miss a class you are responsible for obtaining notes and so forth from a classmate. The instructor will only provide missed handouts and assignment information, available from the instructor's webpage. So it's a good idea to get a **study buddy** in advance. There are few options for making up quizzes or exams missed due to absences (none for unexcused absences). This is especially true given that you can submit take home quizzes via email. If you stop attending class, you are responsible for filing add/drop forms before the deadline as the instructor may not drop you from the class for lack of attendance after the census date. If you do not file a drop form, you'll remain on the class roster and receive an applicable grade (usually an F).

Classroom Behavior: The key concept is mutual respect and courtesy, between both students and instructor and between fellow students. The goal is to minimize unnecessary distractions in order to provide an optimal learning environment. Slip in quietly if you are unavoidably detained and arrive late. Don't start packing up your stuff 15 minutes before the end of class (it will only insure that the class will not be dismissed early). Although you are allowed to use a computer, tablet or smart phone to take notes; that is all you are allowed to use them for during class. Do not surf the Internet, watch videos, shop, text or take calls. Especially, **do not take calls!** If your phone rings during class you will lose class participation credit. If you're so important that you need to take calls during class, you no longer need to go to school. Please keep profanity at a minimum. And needless to say, personal attacks while discussing or debating various topics are not permitted. No form of physical confrontation or contact will be tolerated. Finally, always remember that clothing is not an 'optional' item! Note that classroom conduct is one element of the class participation component of your final grade. In addition, a system to adjust grade cutoff levels based on classroom conduct will be employed if necessary.

On the other hand, there's nothing wrong with playing an active role in class. The instructor is not a video. He is a fully interactive, bio-chemical, carbon-based information-processing unit. Hence you are encouraged to participate not only by taking notes, but also by asking questions and sharing your views. If you need clarification ask the relevant question, as better understanding aids in retention of the material. This is why you're here, and regularly attending class, rather than sitting at home reading the text and watching instructional videos. Most often what may seem to you a stupid question is one that half the class wants to ask, but they all think it's stupid so nobody asks. However, this does not include carrying on personal conversations in class, even if you're supposedly discussing class material. If that actually is the case, others may be confused on the same issue and would benefit from you addressing the question to the instructor. Finally, come to class prepared by staying up to date with the assigned readings and bringing all current class related materials to every meeting. And, of course, turn in assignments when due.

Consultation: There is no provision for formal office hours, but generally the instructor will be available after the class session. However, only specific questions about assignments or class content will be addressed. The instructor will not repeat the lecture for your personal benefit before you even try to use the notes and text to figure out the key concepts. Messages may be sent and questions asked via email, or by way of the instructor's faculty mailbox. And at the discretion of the instructor, appointments for on campus meetings may also be made.

Email: Email is the forum for asking questions and notifying the instructor of absences. You're also encouraged to submit research papers, take home quizzes and other assignments via email. And you can avoid late penalties by submitting your work via email if you can't attend class. Note the instructor email address: jr.jones@gcccd.edu. All class related emails should be sent to that address. Clearly indicate your name, the course designation, section number (or meeting time) and the assignment (when applicable) on all emails. If you do not receive a reply within 48 hours resend. There also will be mass email distributions of class related announcements. Thus, it is essential that you inform the instructor of your email address, especially if it differs from that recorded in WebAdvisor. Remember that various firewalls and virus security programs may delay email or block attachments. Also certain email accounts impose size limitations on either the size of the files you may send or receive, or the number of files you may store (especially if attachments are included). If you have problems receiving class materials one of these may be the reason. You may need to delete old files or change your email provider. The email accounts provided by the college have such limitations. Hence the instructor may have difficulty receiving certain emails.

Instructor's Webpage: The instructor maintains a webpage at <http://www.cuyamaca.edu/people/jr-jones>. This is where unit handouts, homework assignments, research paper assignments and other class related materials are made available for downloading. You are strongly advised to download and print out class materials prior to the class meetings to which they pertain. Again, it is always a good idea to bring all current class related materials to every meeting in case of a surprise open book quiz or exam.

Problems / Disputes: Issues regarding classroom practices or policy, grading, and so forth should be brought to the attention of the instructor. Use your best personal judgment as far as raising the issue in or out of the normal class session. Do not feel intimidated. If you have a legitimate issue to be addressed, do so. The instructor is a reasonable person, as that is part of what being an instructor is all about. In most cases a satisfactory solution can be worked out with little difficulty.

Class Activity and Participation: Overall class activity and participation will account for part of your final grade in the course (20 points). Attendance, classroom conduct, participation in discussion and so forth will all contribute to this factor. This is why your phone ringing or taking calls in class will adversely affect your grade.

Homework: There will be three homework assignments (5 points each). These will consist of activities such as reviewing articles, taking surveys or completing an assessment related to the current unit of study.

Research Papers: Two research papers are required (20 points each). The research papers are to provide in depth answers to questions relevant to the current unit of study. A list of options will be provided for each unit. In addition, students can devise their own options but **only** with advanced instructor approval. The research papers are to be **typed**, approximated three to five pages in length and properly referenced according to APA guidelines. Exact specifications and further information will be provided in class when research paper topics are discussed. There will be intervening class sessions between the time when research paper topics are discussed and the due dates to allow for questions and points of clarification. You are responsible for obtaining information announced during lecture regarding changes in the nature of the research paper assignments or date dues. Early submissions are strongly encouraged. Late submissions will automatically be penalized five points. Be advised that your research paper may be posted to the internet in order to verify originality of content and possibly used in future classes as an example paper. Note that although research paper options will be presented for each of the three units, you are required to complete research papers only for any two of the three units. Also note that no extra credit projects will be accepted if the student has not submitted the required research papers.

Quizzes: There will be three quizzes (20 points each). Quizzes may be in class or take home. They will consist of true/false questions, short answer questions, matching, diagram labeling and so forth. Note that true/false questions will require not only an indication of true or false, but also an explanation as to why the assertion is true or false. Take home quizzes are to be **typed**. You are responsible for obtaining information announced during lecture regarding changes of the date due. Be advised that quizzes may be peer graded in class. After quizzes are turned on the due date answers to the questions will be distributed as a study aid. However, that means **no** late quizzes will be accepted. Extra credit work will be the only means of making up the points lost due to a missed quiz.

Exams: There will be three unit exams (60 points each). Each will cover the material from its respective unit and only that material, with the final simply being the Unit 3 exam. All exams will be in class. They will consist primarily of multiple choice questions. Note the time and date of each exam as you must be there. Do not schedule something else at these times: not work, travel, or anything else. If you have an exam conflict with another class you must make arrangements in advance. You are responsible for obtaining information about exam date changes announced during lecture. There will be no possibility of a makeup exam without advanced notification. Only in extreme cases involving an excusable absence or conflict will such arrangements be made. In these cases, an alternative exam or equivalent assignment may be required (not likely to be preferable to the standard exam).

Extra Points and Extra Credit: A few extra questions are built into the quizzes and exams. So possible points could exceed the total required. At the instructor's discretion optional extra credit projects (20 points maximum) may be accepted provided the research papers have been submitted in addition to the student's class activity, participation, attendance and conduct having been adequate.

Grades: Only numerical point scores will be given for class activity and participation, homework assignments, research papers, quizzes and exams. All points carry the same weight. Adding the possible points from class activity and participation (20 points) homework assignments (15 points), research papers (40 points), quizzes (60 points) and exams (180 points) yields a [total of 315 points](#). Final grade cutoffs will be computed based on percentages of that total (A = 90-100% or 284-315 points, B = 80-89% or 252-283 points, C = 70-79% or 221-251 points, D = 60-69% or 189-220 points, F = Below 59% or less than 188 points). Note that these cutoffs may be adjusted according to actual student performances. In other words, a curve will be employed based on the highest scoring individuals. Extra credit points will be added after the curve cutoffs are determined.

Record Keeping: You are advised to keep track of the [points earned](#) in class and to compare your records with the instructor's on an ongoing basis. The instructor keeps all exams, but provides opportunities for student viewing. The instructor will keep records, assignments, exams and so forth until the end of the semester following the current semester. Grade appeals, adjustments and so forth must be made within that time frame.

Disabled Student Programs & Services (DSP&S): Students with physical, learning, or other disabilities are entitled to special accommodations for the administration of exams and assignments (magnified copy versions, readers, extra time, a distraction free environment, and so on). These accommodations are your right and merely serve to put you on an even footing with everybody else. If this applies to you inform the instructor and consult DSP&S (A113 / 660-4239 and C102 / 660-4299) as soon as possible. If you suspect you may have some form of disability, but aren't sure, DSP&S can also perform an assessment.

Course Description and Approach:

General Focus: This course is intended to scientifically explore human sexuality from a psychological perspective. So there are two vital concepts to keep in mind. One of them concerns the nature of the scientific approach. The other concerns the role of psychology in human sexuality.

Science and Sexuality: Beyond the specific topics of this course there will be an effort to enhance both critical thinking skills and the ability to evaluate the claims, data, and research encountered with a measured degree of skepticism. So part of the course concerns learning what constitutes good science. Keep in mind that the various theories proposed are simply ways of organizing and interpreting the data. In some cases there may be competing accounts.

The main focus will be on what is known about human sexuality based upon extensive empirical research. Although methodology will be discussed, the emphasis will be on what the research tells us. Although most of the research and theory will be from psychology there will be a good deal of information regarding the underlying anatomy, biology, and chemistry of sexuality. We will examine both the male and female anatomy. And we will discuss both the physiological and psychological aspects of sexual arousal and the sexual response. However, the course is not intended to focus solely on the anatomical and biological aspects of sexuality. There are plenty of anatomy and biology classes available that provide detailed information of that sort. We will be interested in how these aspects of sexuality affect psychological functioning and vice versa. For example, we will examine how certain sexually related factors (such as hormone levels) affect brain development, brain organization, as well as cognitive and emotional functions. And we will examine how certain psychological conditions may affect sexual performance and other aspects of sexual behavior. The idea is to see how sexuality serves as a backdrop to psychological functioning, while on another level how it is also influenced by psychological functioning.

Psychology and Sexuality: We will examine how sexuality affects psychological function. Some forms of sexually transmitted infections directly affect the nervous system. Sexually related hormones affect development, mood, and behavior. Gender is significantly involved in determining sexual orientation as well as in defining personality. Gender also influences what roles an individual adopts in society. In addition, sexuality plays a large role in motivating behavior. Admittedly, we tend to spend more time thinking about sexuality than other physiological motivators such as hunger and thirst.

Of course, psychological factors also shape sexual behavior. Personality factors influence how we express our sexuality. Social influences play a role in shaping our sexual preferences and in what we consider to be acceptable behavior. Mood, stress, and anxiety all affect sexual performance. We'll discuss sex education and its role in helping people make good decisions about their sexual activity, such as the prevention of unwanted pregnancies and the transmission of sexually transmitted infections. On the topic of sexually transmitted infections we will consider not only the transmission and physical consequences, but how to motivate individuals to practice safe sex as well as to seek testing and treatment. We'll also address the psychological consequences and how to overcome the lingering stigma still associated with these conditions. We'll discuss how to prevent sexual harassment and assault, as well as how to help victims dealing with the associated trauma. And we'll examine atypical sexual behaviors and explore the possible psychological roots of some of these, as well as treatment options for extreme cases.

Indeed, a good deal of human society and culture revolves around issues pertaining to sexual behavior. Dating, marriage, family planning, pornography, and prostitution are all examples. And we'll be touching on all of these topics as well. Ultimately this course is intended to provide a balanced overview of the psychology of human sexuality.

Course Difficulty: Keep in mind that lectures often go beyond the textbook. I will be adding things that I think are important and that I am uniquely qualified to discuss based on my work in the field. Doing well in this course will require a good deal of dedication and self-motivation on your part. This is especially the case given that there are only a few quizzes and exams to prompt you to keep up with your studying. Considering all that we're going to be covering time management is a priority. It's vitally important to keep up with the assigned readings and lecture materials. There's way too much material to make cramming for the exams a viable option for success. Of course, every effort will be made to keep the course as interesting as possible, perhaps even entertaining at times. After all, another goal of this course is to generate further interest in the psychology of human sexuality.

Student Learning Outcomes:

This course is intended for students at any level with an interest in the topic. The course adheres to the policies outlined in the Cuyamaca College Catalog. For further information refer to Academic Policies and Class Description as stated in the catalog. Upon successful completion of this course, students will be able to:

01. Apply ethical scientific methods to the study of sexology and the investigation of the role of sexuality in gender formation, identity and relationships.
02. Identify the pros and cons of different sexual behavior, contraceptive methods, conception methods, and the role of sex in a relationship.
03. Examine the symptoms and social consequences of various sexually transmitted diseases, sexual dysfunctions, and various paraphilia.

Course Objectives:

This course is intended for students at any level with an interest in the topic. The course adheres to the policies outlined in the Cuyamaca College Catalog. For further information refer to Academic Policies and Class Description as stated in the catalog. Upon successful completion of this course, students will have learned to:

01. Critically analyze scientific methods and apply these methods when evaluating sexual information and concepts.
02. Differentiate between biological differences and social/cultural influences on gender formation and role expectation.
03. Distinguish between the various definitions and theories of attraction and love.
04. Utilize communication concepts in resolving relationship issues.
05. Compare and contrast the pros and cons of various sexual behaviors.
06. Delineate the various components of sexual orientation and contrast the social issues involved.
07. Compare and contrast the advantages and disadvantages of birth control methods.
08. Delineate the stages of pregnancy and childbirth, the causes of infertility, and issues regarding abortion.
09. List and distinguish between the various sexual issues and concerns during childhood, adolescence, adulthood, and aging.
10. Identify and evaluate sexual problems and their treatment options.
11. Distinguish fact from opinion regarding the definition of abnormality and atypical sexual behavior.
12. Use STD factual information to make informed decisions regarding sexual health.
13. Differentiate choice from coercion in issues of rape, prostitution, and pornography.

Quiz and Exam Instructions:

- A. Read ALL the instructions BEFORE you begin. It is your responsibility to follow these instructions. If you do not, you will simply receive a score of zero.
- B. Make sure your exam booklet is complete BEFORE you begin.
- C. Put your name, student ID number, and the date on this exam booklet everywhere indicated, and in the space provided on a 100 count Grade Master multiple choice answer form.
- D. For multiple choice questions, select the one BEST answer from the choices provided. Indicate each response by FIRST circling the letter of the answer on this exam booklet AND then filling in the appropriate space on the multiple choice answer form with a #2 pencil. Should there be a problem grading your multiple choice answer form the exam booklet will provide the final determination of your responses.
- E. For essay questions, answer only the number of questions specified in the space provided. Do not answer extra questions as they will not be assessed. Only the specified number of questions will be graded, in sequence. Do not answer outside the space provided as part of your answer may be overlooked.
- F. Occasionally look to the front of the room in case some amendment, correction, or other information pertaining to the exam is made.
- G. If you have a question, raise your hand and you will be signaled to come up to the front. This is to minimize distractions to those around you. Note that NO questions will be answered during the last 10 minutes of the exam period to minimize distractions for those still completing the exam.
- H. Turn in BOTH your completed exam booklet AND multiple choice answer form (inserted inside the exam booklet) upon completion by placing them on the appropriate stack located at the front.

Note that the **best** answer entails more than merely being correct. The best answer is the answer that encompasses the most information and relevant aspects of the phenomenon in question while requiring the fewest assumptions. Although a particular choice option may be correct, it may not be the best answer. Always examine all the options for each question to insure choosing the best answer.

ACADEMIC HONESTY

Academic honesty is required of all students. Plagiarism—to take and pass off as one’s own work the work or ideas of another—is a form of academic dishonesty. Penalties may be assigned for any form of academic dishonesty. Questions or clarification as to how to include the ideas and statements of others or how to avoid other forms of academic dishonesty should be discussed with your instructor to avoid unintentional academic dishonesty.

ACADEMIC HONESTY/ DISHONESTY POLICIES

Your instructors are eager to help you succeed in your studies at Cuyamaca College. But success means more than just receiving a passing grade in a course. Success means that you have mastered the course content so that you may use that knowledge in the future, either to be successful on a job or to continue with your education.

Your success depends on a combination of the skills and knowledge of your instructors and your own hard work. You will reach your future goals only if you gain new knowledge from every course you take. That knowledge becomes yours, and can be used by you only if it is gained through your own personal efforts. Receiving a grade in a course without acquiring the knowledge that goes with it diminishes your chances for future success.

While in college, you are also shaping the principles which will guide you throughout the rest of your life. Ethical behavior and integrity are a vital part of those principles. A reputation for honesty says more about you, and is more highly prized, than simply your academic skills. For that reason, academic honesty is taken very seriously by the Cuyamaca College faculty. The following guidelines have been prepared so that you will understand what is expected of you in maintaining academic honesty.

1. Academic dishonesty is normally dealt with as an academic action by the instructor, reflected in the student’s grade in the particular course rather than through college disciplinary procedures.
2. No specific departmental, divisional or institutional procedures are established for academic dishonesty other than the normal process for review and appeal of an instructor’s grading procedures.
3. Other disciplinary procedures (e.g., dismissal, suspension, etc.) will be used only if the student disrupts the class or is otherwise abusive or threatening or violates any other college policy.

4. Academic dishonesty is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of academic dishonesty would include but not be limited to the following:

- a. Copying either in part or in whole from another’s test or examination;
- b. Discussion of answers or ideas relating to the answers on an examination or test when such discussion is prohibited by the instructor;
- c. Obtaining copies of an exam without the permission of the instructor;
- d. Using notes, “cheat sheets,” or otherwise utilizing information or devices not considered appropriate under the prescribed test conditions;
- e. Altering a grade or interfering with the grading procedures in any course;
- f. Allowing someone other than the officially enrolled student to represent the same;
- g. Plagiarism, which is defined as the act of taking the ideas, words or specific substantive material of another and offering them as one’s own without giving credit to the source.

Options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student’s lack of academic performance in the course. One or more of the following actions are available to the faculty member who suspects a student has been cheating or plagiarizing:

1. Review – no action.
2. An oral reprimand with emphasis on counseling toward prevention of further occurrences.
3. A requirement that work be repeated.
4. A reduction of the grade earned on the specific work in question, including the possibility of a failing grade or no credit for the work.
5. A reduction of the course grade as a result of item 4 above including the possibility of a failing grade for the course, if a failing grade for the work produces such a result.
6. Referral to the office of the Associate Dean of Student Affairs for further administrative action, such as a failing grade for the course, suspension or expulsion.