**Psychology 25 – Human Sexuality / Fall 2013**

**3Units**

MWF 12:00 to 12:50

Classroom Complex I Room 204

Instructor:  **Steve Marcial**  Office: Currently Unavailable

Office hours: by appt. Email: Steven.Marcial@reedleycollege.edu

**Textbook** King, Bruce; Human Sexuality Today; 7th Edition; Pearson; Upper Saddle River, NJ.

**Course Description**

This course is designed to increase students’ awareness of sexuality issues, explore diverse perspectives on human sexuality and diverse sexual lifestyles. Human sexuality as a field of scientific study is also discussed.

**Course Outcomes**

Upon completion of this course, students will be able to

1. Discuss their own sexual bodies and their partner’s bodies with the science of the subject.
2. Discuss and analyze diverse sexual lifestyles and behaviors.
3. Use research methods to study a topic in human sexuality as evidenced by the research methods assignment.
4. Use effective communication skills to communicate with a significant other about sexuality.
5. Discuss and apply course material for the purpose of protecting themselves and others from rape and sexually transmitted diseases.

**Course Objectives**

In the process of completing this course, students will

1. Obtain information necessary to lead a healthy and fulfilling sexual life.
2. Become aware of the possible outcomes and consequences of sex.
3. Become aware of the diverse lifestyles of human sexuality.
4. Learn the research methods used to scientifically investigate human sexuality.
5. Develop skills necessary to effectively communicate sexuality with significant others.
6. Learn about their sexual bodies to obtain more comfort about their sexuality and sexual experiences, and their partner’s bodies to avoid unnecessary problems and increase understanding of their partner’s sexual desires and needs.

**Course Polices**

Absence Policy

Success in this course is highly dependent on students’ attendance. Therefore, absences will result in the reduction of the student’s overall grade via the loss of participation points. Students may make up these points by reading the textbook chapter, and any other reading material, associated with the missed class session. Students will turn in a 1-2 page summary of the readings to the instructor. The due date will be 1 week after the conduction of the missed class session. Students are limited to doing 3 make-ups for the entire semester. NO EXCEPTIONS.

Grading Policy

Your final grade evaluation in the class will be based on the following criteria and grading scale:

% Points Criterion Grade Scale

33% 430 1.) Participation & In-Class Group Activities (43 days X 10 Points) A = 90 – 100%

14% 180 2.) Essays/Papers (3 Essays X 60 Points) B = 80 – 89%

14% 185 3.) Quizzes (37 Quizzes X 5 Points) C = 70% – 79%

39% 500 4.) 6 Exams (5 Exams X 100 Points)\* D = 60% – 69%

100% 1295 Total F = 00 – 59%

**\*Lowest exam score is dropped from overall grade.**

Participation Points

Participation points will be awarded based on the following. a.) How often you come to class and stay until the end of it. b.) How often you participate in class activities. By the end of the second week, students will sign in a seating chart, which will assign students to a specific seat for the rest of the semester. IT IS THE RESPONSIBILITY OF THE STUDENT TO SIT IN HIS/HER ASSIGNED SEAT DURING THE SEMESTER.

Papers

Students are expected to turn in all papers on turnitin.com at the expected due date. Late papers will be deducted by 10% for each day that it is late. No paper will be accepted 5 days after the due date. NO EXCEPTIONS.

If an assignment is not turned in, students will not receive any credit for the assignment.

If students have a schedule of conflict with the due date, the student will be required to notify the instructor as soon as possible, so arrangements can be made for the student to turn in the paper earlier.

Paper Assignments

1. Paper 1: Research Methods Assignment – Pick a sexual topic of your choice and then describe how you would use research methods to investigate your question of interest.
   1. State your scientific question of interest and explain why this is an interesting question for you; no more than 6 sentences.
   2. State the Research Methods you would use to investigate, or find the answer, to your empirical question. Provide a brief description of each research method; no more than 6 sentences per method description. (*I recommend describing 2-3, but I will leave the amount of methods discussed up to you. The important thing is you address each section of this assignment and write 2-3 pages).*
   3. Describe how you would use each method to investigate, or answer, your empirical question. Use the book and PowerPoint slides as a reference for this section. Be sure to include as many details as you can in this section; the description should be good enough for me to conduct the study myself; think of it as writing an instruction book for a specific task, like a cook book is written for someone to reproduce a meal.
   4. Discuss all of the limitations associated with your method of choice and address them in one of two ways, or both ways.
      1. Discuss how your methodology addresses the limitation.
      2. Discuss any reason(s) for why this limitation should be of little to no concern for your research study.
2. Paper #2: STI Protection Assignment: Determine the type of STI protection strategy that would (or has) best suited you. 1.) Total Abstinence, 2.) Restriction of sexual activity to a long-term, faithful relationship, 3.) Contraceptive use within a long-term, faithful relationship. 4.) Contraceptive use while engaging in “casual sex.” 5.) Other
   * If you chose other, describe the strategy, first. Then, explain your selection. Why would (or has) this selection work best for you? To answer this question, consider the following.
     1. Consider the type of person you are with respect to sexuality; your beliefs and attitudes about sex, your preference in the amount of sex you wish to engage in ,for example.
     2. If you have experience with the use of this selection, or you know someone who has experience with your selection use, discuss the effectiveness of this strategy.
     3. Consider your willingness to trust another person to remain faithful to you and explain your willingness, or unwillingness.
   * If you chose a contraceptive strategy ( 3 or 4 ), state **at least** 2 contraceptive techniques that you would (or have) used. If you chose a different strategy, proceed to c.
     + 1. Briefly explain your choices.
       2. Describe the proper use of the technique. (*Use the book, Chapters 5 and 6, as references for this section. You are more than welcome to do your own research. However, be sure you provide citations and that the resource(s) is a scientifically validated, or credible, source. Please see me for more on this.*
   * Describe the issues or problems associated with your strategy selection and how you plan (or have) addressed those issues. You may use your own experience, or the experiences of others you know, as examples, if you have any.
3. Paper #3: Other than the previous 2 paper topics (Research Methods and STI), pick a TOPIC (Not an entire chapter; chapters have several topics within them) that you found the most interesting and write about it. a.) Briefly describe the topic (No more than 6 sentences describing the topic). b.) Then write reasons for why your chosen topic is the most interesting. Interesting topic could mean the following: 1) It kept your attention. 2) It got you curious enough to which you want to learn more about the topic. The purpose of the paper is to explain why the topic was an interesting topic.
   * Think about the following questions when explaining your interest in the topic. Not all questions need to be answered, as long as they reach 2-pages. In fact, some may be inappropriate for your topic. The idea here is to explain why your topic is the most interesting.

1. Did you relate to this topic the most? If so, how? Briefly describe your experience with the topic, if you have one.

2. Did this topic give you a new perspective on something? If so, what was your old perspective? What is your new perspective now after studying the topic?

3. How can you use the topic’s knowledge to improve your life, if it can be used to do so? To improve your professional life? To improve your personal/social life? To help you decide on a career?

4. Can you use the topic’s knowledge to help someone you know? If so, describe the problem he/she has and explain how your new knowledge can help him/her.

5. What new insights has this topic given you with regards to your own life, if applicable? Did it change your perception of yourself, your world, or someone you know? If so, explain why. If not, explain why not.

7. Did the topic challenge any of your basic assumptions/beliefs or previous knowledge about human beings? If so, describe the assumption/belief, how the topic challenged it and whether or not you changed your assumption/belief. Explain your decision to change it or not change it.

Paper Grading Criteria

1. Content- Does the assignment address each part of the assignment appropriately? Is the formatting correct?

2. Clarity-Is the assignment clear enough to be understood by the reader?

3. Mechanics- Is the paper essentially free of mechanical errors?

Paper formatting

1. No less than 2 pages; no more than 2.5.

2. Double-spaced

3. 12-point font

4. Times New Roman

5. 1" Margin Left

6. Microsoft Word File

Quizzes

You should be present and arrive on time for all classes because quizzes will be given at the very beginning of class periods. Students who miss a quiz will be able to make it up, after the student schedules a make-up with the instructor. However, if students are late, or absent, more than 3 times, students will be unable to make up quizzes and lose points. NO MAKE UPS; NO EXCEPTIONS. You will need a Scantron 815-E for quizzes.

Exams

There will be a total of 6 semester examinations consisting of multiple choice questions, fill-in-the-blank, short answer questions, and true/false questions. Students are expected to be present and prepared to take the exams on the scheduled exam days. If there is a conflict with a scheduled exam date, it is the responsibility of the student to NOTIFY the instructor AT LEAST ONE WEEK PRIOR TO THE EXAM so that alternative arrangements can be made. In this case, the exam will be completed before the scheduled exam.

If an emergency or other sudden event arises, students are responsible for notifying the instructor no later than one day after the event occurs. Furthermore, students are responsible for providing WRITTEN DOCUMENTATION to verify their emergency or sudden event with a signature (Signed Doctor’s note or receipt) and must make-up the exam the next lecture day. If unable to do so, it will be recommended that the student make that exam their lowest one to be dropped from his/her grade.

Students will only be able to do 1 make-up exam this semester. Students who experience more than 2 emergencies this semester on an exam date will be recommended to drop the course and attend to their difficulties.

Class Etiquette:

Chatting classmates, ringing cell phones, noisy late arrivals, loud eaters, romantic displays are all examples of distractions to the learning environment, which will not be tolerated. Initial infractions will receive a verbal warning. Subsequent infractions will constitute grounds for dismissal from class for a day. Repeated infractions will be grounds for suspension and permanent dismissal from the class.

Please turn off all cell phones and pagers before coming into class. Please refrain from talking to other students during the instructor’s and students’ speeches, and be respectful of the opinions and experiences of all class members. Repeated violations of this policy will result in permanent dismissal from the class.

Students who need to tape lectures will be able to do so. Please notify the instructor before doing so.

In addition to attending class, students are expected to participate in classroom activities and discussions. Students who do not contribute will receive a reduction in the day’s participation points.

Cheating and Plagiarism

Reedley College has a written policy (BP 5410) on standards and conduct referencing incidences of cheating and plagiarism (see definitions below). If caught engaging in academic dishonesty, disciplinary actions as outline in BP 5410 and corresponding administrative regulation will be taken. Such action may include but not be limited to removal, suspension and/or expulsion from both classroom and academic institution.

• Cheating is defined as the willful and intentional practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. This definition is not limited to examination situations only; it also includes any and all behavior which is intended to gain an unearned academic advantage.

• Plagiarism is identified as a specific form of fraudulent and deceptive act which consists of the willful and intentional misuse of published works of another by representing the material so used, as one’s own work.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act of 1990 (ADA), you should notify me immediately. All reasonable requests for assistance will be considered, and efforts will be made to accommodate your needs.

**Course Outline: May not be to scale.**

Week **Topic Book Chapter**

1. **Introduction to Course/Research Methods Chapter 1**
   * **Paper 1 Assigned: Due Date TBD**
2. **Human Sexual Anatomy Chapter 2**
3. **Hormones and Sexuality Chapter 3**
   * **Exam 1: 8/30**
4. **Male and Female Sexual Response Chapter 4**

* **9/2: Labor Day – No Class.**

1. **Sexually Transmitted Infections and Sexually Related Diseases Chapter 5**

* **Paper 2 Assigned: Due Date TBD**

1. **Birth Control Chapter 6**
   * + **Exam 2: 9/20**
2. **Pregnancy and Child Birth Chapter 7**
3. **Gender Identity and Gender Roles Chapter 8**
4. **Sexual Orientation Chapter 9**
   * + **Exam 3: 10/11**
5. **Life-Span Sexual Development Chapter 10**
6. **Adult Sexual Behaviors and Attitudes Chapter 11**
7. **Love and Relationships Chapter 12**
   * + **Exam 4: 11/1**

Week **Topic Book Chapter**

1. **Sexual Problems and Therapy Chapter 13**
2. **Paraphilias and Sexual Variants Chapter 14**

* **11/11: Veterans Day: No Class**

1. **Sexual Victimization Chapter 15**
   * + **Exam 5: 11/22**
2. **Selling Sex: Social and Legal Issues Chapter 16**

* **11/29: Thanksgiving: No Class**
* **Paper 3 Assigned**

1. **Selling Sex: Social and Legal Issues Chapter 16**

* **Paper 3 Due: 12/6**

1. **Final Exam: Wed. 12/11 12:00 PM-1:50PM**

***This syllabus is subject to change and/or revision during the academic term.***

**Have a GREAT SEMESTER-If you have any questions, just ask!**