

Psychology 134
Human Sexuality
Grossmont College

Spring 2012

Section 9270

Mondays 7:00 - 9:55 PM

Credits: 3

Instructor

James D. Weinrich, Ph.D.

134monday@profjimw.com

An overview of the biological, psychological, and cultural aspects of human sexuality. Topics include historical influences and cultural variation, the development of sex roles and their influence on sexual behavior, the anatomy and physiology of the sexual organs and their response during sexual stimulation, the giving and receiving of sexual pleasure, methods of birth control, pregnancy and childbirth, sexually transmitted diseases, sexual dysfunctions, sexual variations, and coercive sexual behavior.

Satisfies General Education for CSU E. Transfers to: CSU, UC Developmental Psychology.

Prerequisites, Corequisites, and Recommended Preparation: None

Textbook required:

Human Sexuality in a World of Diversity, 8th ed.
Rathus, Nevid, and Fichner-Rathus

Allyn and Bacon, 2010

ISBN 0-205-78606-5 (hardcover)

ISBN 0-205-78613-8 (paperback)

ISBN 0-205-79029-1 (looseleaf 3-ring binder)

Textbook optional:

Grade Aid Workbook for Human Sexuality in a World of Diversity
Rathus & Nevid

Allyn and Bacon, 2007

ISBN 0-205-58260-5

Special materials required:

- iClicker personal response units (for quizzes, attendance, and in-class surveys)
- 5 answer sheets for exams

GradeMaster 25420 preferred; Scantron 882-E also OK.

Buy the A-B-C-D-E version, NOT the 1-2-3-4-5 version!

- Bring #2 pencil to each exam
- Stapler (I HATE unstapled homework! Staple it at home before coming to class.)

Methods of evaluation:

- Four interim exams, each covering 4 to 6 chapters' worth of material. Each will be designed to be answered in about 45 minutes by a good student.
- One final exam, which can NOT be skipped. In combination with Exam 4, it will be comprehensive, covering all chapters and lectures (an official Grossmont College requirement).
- Brief quizzes, one per chapter, testing whether you have done the reading
- Classroom attendance and participation (12 non-exam classes for spring semester)
- Homework and handouts (approx. 5 items)

	CLASS SCHEDULE	Quizzes, exams, etc.
January 23	Introduction: Why study human sexuality? Movie and discussion: "Kinsey"	
January 30	Syllabus discussion Homework: "Talking about sex" What is human sexuality and sex research?	Syllabus quiz Homework 1 Quiz Ch. 1 - 2
February 6	Lovemaps and imprinting; Theories of sexual arousal Anatomy and physiology; What is normal?	Quiz chapter 3 Quiz chapter 4
February 13	Homework: "Lines" Sexual arousal and response Sexual behaviors and fantasies	Homework 2 Quiz chapter 5 Quiz chapter 9
<i>February 20</i>	<i>Holiday — Presidents' Day</i>	<i>HOLIDAY</i>
February 27	Exam 1 review (Millionaire 1) Exam 1 covering chapters 1, 2, 3, 4, 5, 9 Guest speaker (Travis)	Exam 1
March 5	Gender identity, gender roles, and sex differences Homework: "Babies" Video: Phil Donahue Show	Quiz chapter 6 Homework 3
March 12	Sexual orientation Homework: "Definition of sexual orientation"	Quiz chapter 10 Homework 4
March 19	Sexuality in childhood and adolescence Sexuality in adulthood	Quiz chapter 13 Quiz chapter 14
March 26	Exam 2 review (Millionaire 2) Exam 2 covering chapters 6, 10, 13, 14 Contraception (possible guest speaker)	Exam 2
<i>April 2</i>	<i>Spring Break</i>	<i>HOLIDAY</i>
April 9	Contraception and abortion Sexually transmitted infections Movie and discussion: "The Miracle of Birth" (BBC)	Quiz chapter 12 Quiz chapter 16
April 16	Attraction and love (bonding) Conception, pregnancy, and childbirth Sperm competition; Circumcision	Quiz chapter 7 Quiz chapter 11
April 23	Exam 3 review (Millionaire 3) Exam 3 covering chapters 12, 16, 7, 11 Guest speakers (Dave and Chrissy)	Exam 3
April 30	Homework: Trying Something New / What's My Lovemap? Legal sexual variations (paraphilias and lovemaps)	Homework 5 Quiz chapter 17
May 7	Illegal sexual variations (pedophilia, sexual assault, etc.) In-class exercise: Mr. Victor	Quiz chapter 18
May 14	Sexual dysfunctions and sex therapy (guest speaker) Commercial sex (Video: Nevada brothels) Exam 4 review (Millionaire 4)	Quiz chapter 15 Quiz chapter 19
May 21 8 - 10 PM	Exam 4 covering chapters 17, 18, 15, 19 Final exam review (Jeopardy) FINAL EXAMINATION (other 14 chapters)	Exam 4 Final Exam
	Note: Chapter 8 will mostly be skipped. Parts may be covered elsewhere.	

This schedule is subject to change. Panels, guest speakers, etc., may be available only on particular days out of synch with this calendar.

OBJECTIVES

Student learning objectives (SLOs):

Students will:

- Use a critical analysis of the scientific method as a basis for evaluating sexual information and concepts.
- Explain the biological, cultural and social dimensions of human sexual and reproductive behavior.

Course objectives

The student will:

- Identify, describe, and explain how historical developments, social structures and cultural contexts shape human sexuality.
- Describe and explain the biological, anatomical, and physiological aspects of both human sexuality and human reproduction.
- Compare and contrast the research methods used in psychology for the study of human sexuality.
- Identify, describe, compare and contrast the main theoretical frameworks in psychology for the study of human sexuality.
- Analyze how gender influences sexual behavior.
- Review and synthesize the current scientific literature on sexual orientation.
- Evaluate current methods of contraception and other reproductive technologies.
- Identify the symptoms, methods of transmission, and treatment of sexually transmitted diseases including AIDS.
- Analyze current practices in sex therapy.
- Review and synthesize the current research literature on rape and sexual assault.
- Examine historical and cultural variations on sexual morality

POLICIES

Attendance

Attendance is critical to teaching and learning. Every student is expected to attend each meeting, to arrive on time, and to stay for the full class period. Partial absences (arriving late, leaving early, long breaks) will count as a half-day absence, and additionally may mean that you miss a quiz. You will be dropped from the class for excessive absences (see College policy) — typically, more than **3 classroom hours**. Certain activities (disruptive activities, cellphone interruptions, etc. — see Classroom Behavior) can cause you to be required to leave the classroom; these will be counted as an absence. An absence does **not** relieve you, the student, of the responsibility of completing all work assigned.

Drop / Withdraw

The College has very well described policies and **deadlines** for dropping this class (see College catalog). Read them! Know them! Obey them! If you decide to stop attending the class, you will receive the letter grade of **F** unless you **OFFICIALLY** drop the course. Although I hate doing it, this happens almost every semester. This is **YOUR** responsibility to do, by using WebAdvisor online, or by filling out a drop card at the Office of Admissions and Records. It is also **YOUR** responsibility to check to be sure that any Drop or Withdraw deadlines mentioned in this syllabus are correct. I do my best to make sure that these items are correct, but if I'm wrong and you believe me then **YOU** get shafted, understand? Sorry!

You know that if you get a D, F, or W in this course, you can take it again. A new policy limits the number of times you can repeat it. On June 11, 2011 the Board of Governors (governing body for the California Community Colleges), adopted new regulations:

- A student, through a combination of substandard grades (D or F) and withdrawals on their student record, may only take a class **three times**.
- If a student, through a combination of substandard grades (D or F) and Withdrawals, wishes to take a class for the fourth time, they must submit a petition to the Admissions and Records Office. Such petitions will only be approved based on extenuating circumstances.
- Military Withdrawals do not count in terms of these repetition restrictions, nor do Withdrawals that occur due to fire or flood (Title 5 Sections 55024 and 58509).
- This rule does not contain a “grandfather” clause. If a student has already reached the maximum allowed number of course repetitions, the district will not be able to claim apportionment for that course. What this means is that you do have to count the times you take a course before these rules kick in.

These changes are effective **Summer 2012**. Please keep these changes in mind as you plan your Spring 2012 courses. If you plan on taking a course for the fourth time in the Spring 2012 semester, this will be the last opportunity you have to successfully complete the course while attending classes in the Grossmont-Cuyamaca Community College District.

Classroom Behavior

Students are expected to obey the Golden Rule (“Do unto others as you would have them do unto you”) and to show respect for everyone’s views and speech. For example, if I am talking, you should not be. If another student is talking with my permission, you should not be. **Do not text**, answer your phone, sleep, rest your eyes, do work for another class, carry a weapon, act as if you are trying to start a fight, etc. Such disruptions, as well as repeated interruptions by noise (cellphones, iPods, or other devices) will result in your being asked to leave the class and marked absent. Extreme or repeated disruptions will result in suspension from the class. Classes missed as a result of suspension are absences.

If you leave class early, please do so quietly, respecting the learning environment for the rest of us. Make sure the door closes quietly behind you. Visitors are not permitted in the classroom, so don’t bring your girlfriend/boyfriend (even if they have to wait for you to give them a ride) and don’t giggle with them at the back of the room. If your cellphone goes off because you forgot to put it on vibrate, again we’ve all been there, but then *don’t leave it on* so that it rings a second time two minutes later! Do you get the impression that each of these items actually happened in class, that they still tick me off, and that I still remember exactly which students did them? You betcha.

Sexually Explicit Materials; Offensive Materials

This is a course in human sexuality. During the course we will view several films and other materials which will contain a fair amount of nudity and sexually explicit content. Verrrrrry occasionally there will be other items (footage of a live birth, a close-up of a medicinal leech, etc.) which may offend or upset some people. During any such occurrences, you are permitted to close your eyes if you wish to avoid exposure to such stimuli. No explanation is necessary, and no exams will question you on such occurrences (although there may be questions about the rest of the item containing the difficult stimulus). **Please tell me** if you find something to be offensive; this will permit me to explain its use in the course and help me determine appropriateness in the future.

Academic Integrity, Cheating, etc.

Although this is NOT an easy course, it is not a bust-your-gut difficult one, either (nuclear physics, defense against the dark arts, etc.). There is no need to cheat to get a good grade!

That said, please note the following policies on academic integrity. *Plagiarism* is using ideas, writings, materials, or images of someone else as your own without saying so (acknowledgment) or permission. It is an extremely serious offense. Cheating and/or plagiarism can result in any one of a variety of sanctions. These may range from an adjusted (lower or failing) grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to (under certain conditions) suspension or expulsion from a class, program, or the college. For further clarification and information on these issues, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

Due to an unfortunate incident in a previous semester, I enforce a 100% ban on electronic devices during exams. During exams you may have only the exam itself, your pencil(s), and your answer sheet on your desk. Everything else must be put away.

I don't mean to insult you personally — I don't even know you yet! — but if you copy an assignment's writing from the Internet, please do not come to me later and ask for me to write you a recommendation. (Yes, this actually happened in a previous semester.)

HOMEWORK

For a 3-credit course on a regular semester schedule, meetings total 3 hours per week, and students are expected to spend 6 hours per week in homework and other preparation for class (total of 9).

Your main homework task is simple: read each chapter once **before** the corresponding class, which should take about 1 hour and 30 minutes. Then come to class ready for a brief quiz. After class re-read the chapter more slowly, for true understanding. This may sound like a lot, but it's still well under the total of 6 hours per week expected for a class like this. There will also be 5 other homework assignments. The first section of the course has more reading than this, but there is less near the end of the semester (to allow for the Final Exam). To get you started quickly, the first two textbook chapters are available online:

<http://www.grossmont.edu/jamesweinrich/onlinetext/>

I *hate it* when students come to class without having done the reading. The lectures are designed to clarify and expand upon the reading, not just repeat it. Accordingly, each topic will begin with a brief quiz designed to discover whether you have, in fact, read the chapter. If you read the entire chapter BEFORE coming to class, you will probably score 4 or 5 of the 5 points on the quiz. If you only read the 2-page chapter summary (hint hint) you will probably get 2 or 3. If you wing it doing the reading you will (I hope; insert **evil grin** here) get 0 or 1.

If you read the chapter but didn't understand it, don't worry; the quiz is designed to test your reading, not your understanding. (Understanding is tested on the formal exams.)

Best strategy: Do the reading before class and get much MUCH more out of it! After all, no one takes Human Sexuality just because it's a boring requirement for a major. Be here because learning this topic is fun, useful, and interesting.

Write 3 questions & skip 2 quizzes

There will be 19 quizzes in this course, each consisting of 5 questions, for a total possible of 95 points. Only 85 points are allocated in the grading formula, so 10 extra credit points are built in.

Here's a quiz alternative you can use **once or twice** if you miss a class or don't read the chapter in time for the quiz: write down **THREE** questions you have after reading the chapter and turn them in. If each of these three questions fits the following qualifications, then you'll get credit for the full 5 points on the quiz:

- The questions should show that you've read the chapter and tried to understand it.
- Write discussion-type questions, **not** quiz- or exam-type questions.
- The questions can't be too simple. (Super-simple questions only show that you read a few words, not the entire chapter.)
- Each question doesn't have to be really, really long. Medium length is best.

Example which is the wrong type:

"What year was the Stonewall Rebellion?" (This is a quiz-type question, not a discussion-type or I-don't-understand-this question.)

Example which is too short:

"What is mitosis?" (This is something you could have come up with just from glancing at the chapter.)

Example which is too long (long is OK if it's a good question, which this is not):

"Concerning the contrast between mitosis and meiosis, is this difference related to the Kantian perception of reality as both real and not real, or is it more relevant to string theory physics and the space-time symmetries of quantum chromodynamics?"

Example which is just right (or maybe a bit longer than necessary):

"I have trouble remembering the difference between mitosis and meiosis. Is the difference really important, and if so how can I remember it?"

This alternative to quizzes is mostly intended to give you a safety net for the chapter quizzes; even good students occasionally get overloaded. Accordingly, you can use it with a **maximum of 2** chapters during the semester.

CLICKERS

Students are required to buy and bring to class an "iClicker" device. This looks like a small remote control and doesn't actually make a clicking sound, but it allows you to respond to quizzes, register attendance for classes, and answer some "pop" questions during class. It is your responsibility to obtain the correct brand clicker (available at the Bookstore) and bring it to every class, beginning with the second meeting of the semester. Clickers will be used not only for quizzes and attendance, but also for extra-credit questions during each lecture; you'll get 1 point for answering an in-class question (right or wrong), and 1 more point for answering it correctly (if it's not just an opinion). Be sure to *put your name on your clicker*, because for some anonymous questions you'll be temporarily exchanging them with other students.

It is also your responsibility to "register" your clicker online, so that the software "knows" which student is associated with which clicker unit.

ID STICKERS

After the first homework (which is assigned the first day of class), students will be issued a set of **personalized stickers** to use on their homework assignments and exams. Students are responsible for bringing these to every class, and points will be deducted if they turn in a homework or an exam without the appropriate sticker. These stickers make it easier for you to write in all the information you need to get credit for your work. They also protect you in case the instructor accidentally mixes the papers from different classes or semesters. Use them! Take care of them!

GRADING SCALE

120 points – Exam 1	A = 800–720
120 points – Exam 2	B = 719–640
120 points – Exam 3	C = 639–560
120 points – Exam 4	D = 559–480
120 points – Final Exam	F = 479–0
-120 points – Drop lowest exam	
60 points – Attendance and class participation (15 meetings, scored based on 13 × 4 points each, + 8 discussion points)	
85 points – Quizzes (19 possible, scored based on 17 × 5 points each)	
75 points – iClicker participation (number of answers + number correct)	
100 points – Homework/handouts (5 × 20 points each)	
<hr style="border: 0.5px solid black;"/>	
800 points – Total	

TUTORING

Students requiring reinforcement of concepts or additional help to achieve the stated learning outcomes for a course are referred to enroll in IDS 198, Supervised Tutoring. To add these courses, students must obtain Add Codes from the appropriate staff. Please refer to the Tutoring Section in the current class schedule for contact information.

- **IDS 198, Supervised Tutoring** — ESL
- **IDS 198, Supervised Tutoring** — Mathematics
- **IDS 198, Supervised Tutoring** — Reading
- **IDS 198, Supervised Tutoring** — Writing

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who may need accommodations (special help) in this class are encouraged to notify the instructor and contact Disabled Student Services & Programs (DSP&S) **early in the semester** so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in their offices (building 60, effective Spring 2012) or by phone at (619) 644-7112 (voice) or (619) 644-7119 (TTY for deaf).