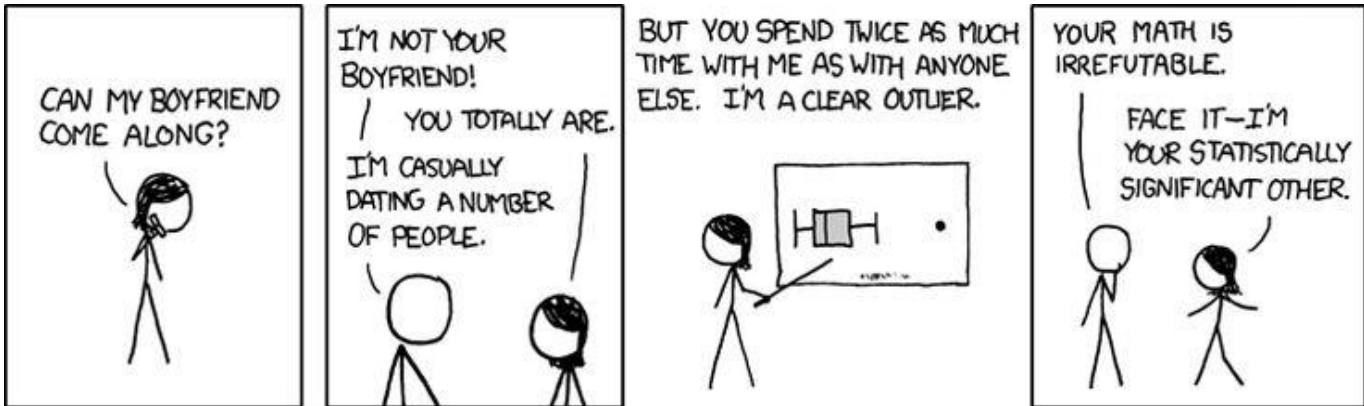




**Psychology 340 — Fall 2015**  
**Psychology of Human Sexuality**  
**Monday 7pm-9:50pm**  
**Room: Beckman Hall 203**



**Instructor:** David Frederick, Ph.D., Assistant Professor in Health Psychology

**Correspondence:** [enderflies1@aol.com](mailto:enderflies1@aol.com) (In emails, please put [course] [your name] and [topic] in the subject line. Example: [Psy 340] [Jenna Yoshiura] [Paper 1 Question])

**Office hours:** Mondays 7:00pm-9pm and Wednesdays 5:30pm-7pm in WOW Wings area (I encourage you to email me 24 hours in advance to guarantee an appointment).

**Office location:** 105 Crean Hall

**Undergraduate Mentors:** Yasmin Sandhu ([yasmin@chapman.edu](mailto:yasmin@chapman.edu)) & Proud Filossof ([proud@chapman.edu](mailto:proud@chapman.edu))

**Course Text:**

Readings are posted online in blackboard.

## **OVERVIEW OF COURSE CONTENT**

Sex and relationships are an important part of our lives. Psychological research on human sexuality can help us understand how our relationships impact us. In the class, we will first delve in the social construction of gender and sexuality and consider why human sexuality differs across individuals, environments, and cultures. We will focus on controversies that have emerged among social constructionists, such as whether or not pornography is positive or harmful to men and women. Throughout this first unit, you will develop critical skills for understanding and critiquing the representation of sexuality in popular culture. We will then swing back millions of years to examine the evolutionary roots of physical attraction and sexuality, and how evolved systems influence the mating patterns of human and nonhuman animals. With these two theoretical perspectives in mind, evolutionary and social constructionist, we will then examine controversies that have emerged in human sexuality. For example, why do women orgasm less consistently during sex than men? If a baby is born intersex, should doctors surgically reassign

them? Is there evidence for biological origins of same-sex attraction and other-sex attraction, and how do cultural factors shape attitudes towards gay, lesbian, and bisexual men and women? Finally, we will take a look at large-scale studies of sexual satisfaction to explore why some couples in long-term relationships have sex lives fizzle while others have sex lives that sizzle.

\*Note: Cartoon used with permission from <http://skcd.com/>

## GRADING SCALE AND INFORMATION

A 94-100    A- 90-93.99    B+ 87-89.99    B 84-86.99    B- 80-83.99    C+ 77-79.99  
C 74-76.99    C- 70-73.99    D+ 67-69.99    D 64-66.99    D- 60-63.99    F < 60.00

Typical grade distribution (+/- 5%): A (25%), B (35%), C (30%), D/F (10%); class GPA typically 2.9-3.0/4.0

This course is quite challenging and intense. My view is that the purpose of college classes is to help you master the material so thoroughly that you could teach the material to your friends and family. Every lecture and reading has study guides to go along with them. If you focus on mastering these guides, you are in great shape to excel on the exams. You will write a persuasive social science essay in APA style, where you systematically defend an opinion using research evidence. To help you write the strongest research paper possible, the paper is broken up into smaller assignments throughout the semester. I am always available to help you master the content – never hesitate to contact me.

## READING AND ASSIGNMENT SCHEDULE

In this class you have the chance to guide and influence how the course progresses and to talk about things that interest you. My role is to help expose you to new ideas and to facilitate discussion. Your role is to discuss and challenge the readings and ideas in class. **It is very important that you complete the readings on the date they are due.** Discussion and debate will be an important part of the course.

### UNIT 1: SOCIAL CONSTRUCTION OF GENDER AND SEXUALITY

Week 1 August 31

Week 2 September 7 – NO CLASS

No readings officially due – great time to get a jump start on the reading study guide and start looking up research studies for your papers: <http://www1.chapman.edu/library/> or <https://scholar.google.com/>

Week 3 September 14

- 1) *Gould* \* X: A fabulous child's story (*Paper 1*)
- 2) *Lorber* \* Night to his day: The social construction of gender (*Paper 1*)
- 3) *Valenti* \* He's a stud, she's a slut, and 49 other double standards every woman should know (*Paper 1*)
- 4) *Holmes* \* [What really makes katniss stand out?](#) (*Paper 1*)

Week 4 September 21

#### Team 1 Activity

- 1) *Jensen* \* [A cruel edge: The painful truth about today's pornography](#) (*Paper 1*)
- 2) *Hartley* \* [Feminists for porn](#) (*Paper 1*)
- 3) *McElroy* \* [A feminist defense of pornography](#) (*Paper 1*)
- 4) *Stanford Encyclopedia of Philosophy* \* [Free speech and pornography](#). (*Paper 1*)

### UNIT 2: EVOLUTIONARY PERSPECTIVES ON SEX AND GENDER

## Week 5 September 28

### Team 2 Activity

#### Group Poster Presentation Topic Choice

- 1) *Frederick et al.* \* Bella and the psychobiology of love (*Paper 2*)
- 2) *Gaulin and McBurney* \* Evolution by natural selection (*Paper 2*)

## Week 6 October 5

### Team 3 Activity

- 1) *Frederick* \* Research methods cheat sheet (return to this periodically)
- 2) *Judson* \* Selections from Dr. Tatiana's Sex Advice to All Creation (*Paper 2*)  
-Agony and ecstasy    -The expense is damnable    -Fruits of knowledge    -Hell hath no fury.

## Week 7 October 12

### Team 4 Activity

#### Group Poster Presentation References (6+ .pdfs)

- 1) *Smuts* \* The evolutionary origins of patriarchy (*Paper 2*)
- 2) *Schmitt* \* [Men, Women, and Interplanetary Promiscuity](#) (*Paper 2*).
- \* 3) OPTIONAL: *Frederick, Reynolds, Fisher* \* The Importance of Female Choice (*Paper 2, contains info related to concepts covered in lectures 5-7 and more info on sexual strategies theory and strategic pluralism theory*)

## Week 8 October 19

### Team 5 Activity

#### Exam 1 Completed Lecture/Reading Study Guides

## Week 9 October 26

### Exam 1

## UNIT 3: INTERSEXTIONS OF BIOLOGY, MEDICINE, AND CULTURE

## Week 10 November 2

Email 6-10 .pdfs of **JOURNAL ARTICLES** you will be using in your paper. In your email, include just two sentences stating your 1) thesis and 2) overarching theory.

- 1) *Frederick* \* Mastering the Persuasive Social Science Essay
- 2) *Frederick* \* Example student papers and intros from previous years

## Week 11 November 9

### Detailed Paper Outline Due (Opening Hook/Theory/Thesis/Roadmap, bullet point outline)

- 1) *Frederick et al.* \* Sex differentiation (*Paper 3*)
- 2) *Golden* \* Intersex (*Paper 3*)
- 3) *Morris* \* The missing vagina monologue (*Paper 3*)

## UNIT 4: SEXUAL ORIENTATION AND SEXUAL RELATIONSHIPS

## Week 12 November 16

**Essay Due:** Page 1: Title Page. Page 2-3.99: Essay. Page 4: APA Style References. Page 5: Graphs/Figures (Optional). Single Spaced, 12pt Times New Roman, 1" Margin. Must use overarching theory(ies)/paradigm(s) to generate thesis, which is then defended. Intro must have hook, theory, thesis, roadmap. Body must be separated by bolded headers and all claims supported with research evidence. Describe key research studies. Conclusion must state implications for policy/theory/research area with relevant citations.

### Week 13 November 23

#### THANKSGIVING BREAK – NO CLASS

1) Yoshino \* Covering (An Uncovered Self / Gay Covering)

### Week 14 November 30

#### From the list below, read Cho, Serano, and one other:

- 1) Friedman and Valenti \* Yes means yes: Visions of female sexual power and a world without rape.
  - Cho \* Foreword. Pages 1-4.
  - Filopovic \* Offensive feminism. Pages 13-27
  - Harding \* Fat woman. Pages 67-76
  - May Fowles \* The female sexual submissive. Pages 117-125.
  - Perry \* Sex-positive rape prevention paradigm. Pages 193-207.
  - Serano \* Why nice guys finish last. Pages 227-240.

### Week 15 December 7

#### Final Project Group Poster Presentation

#### Exam 2 Completed Lecture/Reading Study Guides

- 1) SERC \* [Female sexuality \(and subsections\)](#)
- 2) SERC \* [Male sexuality](#) (and subsections)
- 3) SERC \* [Relationships](#) (and subsections)

### Week 16 Finals Week December 14

#### Final Exam 7:00pm-9:30pm

## ASSIGNMENT DETAILS

The assignments for the course consists of two exams, one persuasive social science essay, one team activity where you lead the class to demonstrate a concept related to human sexuality, and one group poster presentation on a topic of your choosing related to human sexuality. Attendance also factors in to your overall grade, and there are some opportunities to earn extra credit.

### 1. Two Exams (65% of grade)

The exams are designed to help you master the material in the course, and demonstrate your mastery of the material. The exams test your knowledge of the *lectures* (70% of exam) and *readings* (30% of exam). You will be tested on materials from the readings that I do not cover in lecture. Please note, sometimes you will be presented an idea during lecture and then you will encounter it again weeks later in the readings. This is to give you exposure to the material in two different time periods to help you better learn and remember the concepts.

You will be given a **study guide** for both the lectures and the readings. **The exam questions are based directly on the study guide.** Be prepared to describe each concept or study on the study guide carefully, and to provide the correct term when the concept is described or illustrated through a brief scenario or story. The exam questions are very straightforward, but require mastery of the material in order to excel because they are entirely short answer questions. It is very possible to score a 100 (typically 2-5 people do) and it is very possible to fail if you have not

prepared because all of the answers are based on recall rather than recognition (as in a multiple choice test). Exam scores from past classes have typically ranged from 70-82 with large standard deviations (15).

**Monday (October 26)      Exam 1**  
**Monday (December 14)      Exam 2**

## **2. Persuasive Social Science Essay (Title Page + 1.85-1.99 single spaced pages + 6-10+ References): Communicating Theory-Based Argument (20% of grade)**

Easy reading is damn hard writing. One important skill is the ability to communicate scientific theories and research findings to others, including others who lack formal scientific training. The key is to take an overarching theory, generate an argument or claim from that theory, and provide evidence for that claim. Alternatively, take an overarching theory and show why the theory is not adequate to explain aspects of sexuality and relationships. You will use readings and outside empirical research journal articles as evidence for your claim. The requirements for the papers are very specific. My expectations are that the papers will make extensive use of references and research, and have creative storylines that not only apply theoretical perspectives, but do so in novel and interesting ways. It is very challenging to earn a 4 or 5 out of 5 points. About 10% of people earn a 5.0 (uniquely exceptional paper), and about 25-35% earn a 4.25 (excellent), with most people (50%+) earning a 3.5 (good).

**Choose one:**

**Essay 1: *Pornography Argument*.** Does pornography have a positive, negative, or neutral effect on men, women, or relationships?

**Essay 2: *Applying and Understanding Evolutionary Perspectives*.** Apply evolutionary perspectives to explain mating patterns on college campuses (or in animals, or in humans more generally).

**Essay 3: *Intersex and medicine*.** Doctors should/should not surgically reassign infants born with Partial Androgen Insensitivity Syndrome to be male/female.

**Monday (November 2)      Email 6-10+ .pdfs of JOURNAL ARTICLES describing research or theories you will be using in your paper. In your email, include just two sentences stating your thesis and overarching theory.**

**Monday (November 9)      Full opening paragraph (hook, theory, thesis, roadmap) and then 1 page detailed bullet point outline of the paper broken down by body sections and conclusions, and details of relevant studies**

**Monday (November 16)      Paper due**

**Formatting:** Any deviation from formatting guidelines will result in automatic 50% off

\* Entire paper must be single spaced, 12 point Times New Roman, 1" margin.

**\* Page 1 – Title Page:** Line One: Informative Title; Line Two: Name

**\* Page 2.0-3.99 Essay:** Essay must be no less than 1.85 pages and no more than 1.99 pages single spaced. If it is shorter, lengthen it. If it is longer, shorten it. This is out of concern for fairness – everyone has the same amount of space to construct and defend their argument. Essays 1.5 pages or shorter tend to earn failing grades.

**Opening paragraph.** In opening paragraph, have a hook, clear theory and thesis derived from theory that you will defend in the essay, and a roadmap that explicitly previews the key arguments or evidence that you will be presenting. The hook should engage the reader but conform to expectations for a science paper (e.g., describing phenomenon of interest; scary statistics; describing mystery to be solved; describing conflict in research literature; integrating two different theoretical perspectives; promoting one theory over other).

**Body.** In the body of the essay, make sure that you provide results of 1-3 studies and evidence that clearly supports your thesis. The best evidence comes from research studies that you cite from class and outside of class. The body of the essay must be split into at least one-two subsections bolded subheaders (e.g., **Objectification theory** or **Effects of pornography on rape myths**). Typically these subheaders conform to the roadmap laid out

in the opening paragraph. What are bolded subheaders? See the first word of this paragraph and the next three words below after this period →.

**Conclusion and implications.** The purpose of the conclusion is not to recap your argument. It is to show the implications of your argument for science – how does your argument change our understanding of the phenomenon? Of the validity of the theory? Are there specific recommendations arising from your argument, and is evidence for effectiveness of these recommendations?

**\* Page 4 – APA Style References:** Provide reference list in perfect APA style format with 6-10+ academic references (i.e., typically academic journals). At least half of the references should come from outside the class. These must be perfectly formatted in APA style.

**5.0 paper (A).** Papers need to be exceptional and creatively use evidence, generate unique perspectives from the theory, and provide persuasive and powerful arguments to earn an A or B with clear supporting evidence from class and external research sources. *“In one sentence, a rare and exceptionally written paper.”* About 10% of papers receive this grade.

**4.25 paper (B):** Does everything that the 3.5 paper does, but more effectively. No grammatical errors, or maybe just one. Goes above and beyond by having a particularly novel thesis and thoroughly referenced points with relevant studies. *In one sentence: “An all-around excellent paper”.* About 25% of papers.

**3.5 paper (C): “The standard college essay”:** Has hook, thesis, roadmap, clearly labeled subsections, evidence (studies/logical arguments), conclusion that does more than recap, reference section, and most of these are effective. One or two of the sections may be lacking just a little bit (e.g., hook may be so-so and conclusion may just recap, but paper has clear thesis, roadmap, studies cited as evidence, and is otherwise well-written). *In one sentence: “An all-around good paper.”* The majority of papers receive this grade (50%+).

**2.5 paper (D):** Has deficiencies in several of the sections listed for the standard college essay. *In one sentence: “Notable weaknesses in structure, organization, or argument.”*

**0-2 paper (F)** Serious deficiencies in length and many of the sections listed above. Or assignment is incomplete (< 1.5 pages). Or essay topic doesn't address the central question.

### 3. Group Poster Presentation and Activity (15% of Grade)

**3a. Group Activity Demonstrating Class Concept or issue in human sexuality:** To help you learn how to convey information about human sexuality to others, your group will design and lead a 20-40 minute **interactive activity** based on the readings or concepts in class. This should be **80-90% an activity** that involves the class, **only 10-20% a presentation**. You could lead students through an experiment, do a demonstration that illustrates a research concept, lead debate or discussion, skit, send people outside to interview students for 15 minutes and report on their findings, present a study and have people critique or redesign it, perform a song, or an exercise meant to demonstrate a concept such as statistical interactions. Please feel free to meet me in office hours or for dinner the week before to brainstorm ideas.

**DUE DATE:**            **Team 1 (Week 4: Mon, Sep 21)**            **Team 2 (Week 5: Mon, Sep 28)**  
                                 **Team 3 (Week 6: Mon, Oct 5)**            **Team 4 (Week 7: Mon, Oct 12)**  
                                 **Team 5 (Week 8: Mon, Oct 19)**

**Email your FINAL .ppt presentation/activity materials + description by Friday 12pm the week prior to your presentation date.**

**3b. Poster Presentation:** There are endless fascinating aspects of human sexuality that I am not able to cover in lecture. This poster presentation is an opportunity for you to explore your interests. You will pick a topic related to human sexuality and create a poster presentation on the topic. The poster must convey a description of the phenomenon, theory, or issue, and then present research evidence explaining or clarifying the issue. Very minimal

text should be used. The poster should graphs and images depicting the key findings or information. Prepare a 60 second speech explaining the key issue and findings. Grade is based on:

- Monday (September 28) Paragraph describing Group Poster Presentation Topic
- Monday (October 12) Email .pdf attachments of journal references for group presentation
- Monday (December 7) Group Poster Presentation

#### 4. Attendance, Participation, Cell Phones, Extra Credit (+2.25% to -65%)

**Attendance:** Throughout the semester, we will do many activities and have many discussions as a class. Enthusiastic and creative participation is expected, and attendance is required. You can miss one class session for any reason (illness, injury, party, job interview, travel, death in family). There is no need to justify or explain the absence. After one missed class session, *each* missed session translates into minus 5.0 points off your overall final grade.

**Cell phone/Email/Facebook/Class disruption = Absence:** Repeated texting, emailing, facebooking, twittering, ESPNing, disrupting etc., during class constitute an absence for the class. These distractions tend to not only distract you but also people around you and interfere with promoting positive and engaging classroom atmosphere (minus 5.0 points).

**Extra Credit Surveys:** There will be three extra credit surveys during the semester. Each one is worth +.75% to your final overall grade.

**Study Guides:** Hand in completed lecture AND reading study guide class period before exam day

- Monday (October 9) Extra Credit Lecture + Reading Study Guide Exam 1 (+3.0% on exam)
- Monday (December 7) Extra Credit Lecture + Reading Study Guide Exam 2 (+3.0% on exam)

#### Course Policies and Information

1. **Academic honesty:** Your writing should come from *you*. While you may draw from other sources to help formulate or support your work, you **must always cite these sources** and tie them into your own ideas and theses. Plagiarism is a serious offense, and may result in students failing the course or being expelled from the university. Guidelines on citing references will be provided in class.
2. **Student Learning Outcomes and Course Objectives.** This course will develop your:
  - 1) *Research Skills*
    - a. Derive hypotheses from theories, and predictions from hypotheses
    - b. Understand the logic behind experimental and correlational study designs
  - 2) *Writing and Oral Communication Skills*
    - a. Clearly convey how the existing research literature justifies your claim
    - b. Present and discuss ideas more effectively in class
    - c. Create an activity to convey research methods content
    - d. Identify the writing format of the American Psychological Association (APA)
    - e. Recognize when writing is and is not in conformance with APA format
    - f. Demonstrate ability to write in APA format
    - g. Operationally define a formal hypothesis and produce a written thesis/research report that applies knowledge of critical reasoning, accurately interpret behavioral science and related sources, and communicates in writing a balanced account and definitive conclusion of whether hypothesis is supported.
  - 3) *Critical Reasoning*
    - a. Demonstrate ability to construct and critically analyze complex arguments, and distinguish good reasoning from bad.
    - b. Evaluate lay and professional literature related to psychological issues and distinguish appropriate and valid information from specious and flawed information.

- c. Organize and construct a formal critique of a major psychological issue.
- 4) *Diversity and Global Consciousness*
- a. Understand how stigma and prejudice impact people with different identities
  - b. Understand the biological and social factors that shape sexual behavior and preferences
  - c. Understand cross-cultural differences in sexuality and the origins of these differences
3. **Chapman University's Academic Integrity Policy.** Chapman is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and dishonesty of any kind will not be tolerated anywhere in the university.
4. **Chapman University's Students with Disabilities Policy.** In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. The Disability Services Office will work with the appropriate faculty member who is asked to provide the accommodations for a student based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.
5. **Equity and Diversity.** Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.