



PSY315: Psychology of Human Sexuality

Fall 2018--online

Instructor Contact information

Michael R Stevenson, Ph.D., Professor, Department of Psychology, USM

Office & Hours: 516 Science, by appointment (in person, Google Hangout, Zoom, phone).

Email: michael.stevenson@maine.edu

Webpage: <http://usm.maine.edu/psy/michael-stevenson>

Twitter: @ MRStevensonPhD

Course description

This course provides an introduction to the psychological study of human sexuality. It engages students in real world issues and provides opportunities to develop the expertise and practice the skills required to make informed choices about sexuality for themselves and their families. Prerequisite: PSY 100 or equivalent. (This course fulfills the requirement for a 300 level elective in the psychology major. It also satisfies a diversity requirement in the core curriculum).

Pedagogy

Pedagogical approaches utilized in this course may be unfamiliar to some students. Rather than rely on in-person lectures, students encounter course-related material through other means (e.g. readings, videos). Instead of a single textbook, students will read primary and secondary sources curated from books, journals, and electronic sources. Readings, course materials, announcements, and other pertinent information will be made available through Blackboard and email. Students are encouraged to log in to the Blackboard site at least daily. Success in this course requires the ability to manage complex tasks independently and to manage time effectively. As described elsewhere in this syllabus, missed deadlines result in significant penalties. Research demonstrates that these pedagogical approaches lead to the development of important life and job skills including those related to finding, assessing, and analyzing information and meeting deadlines.

Time on task

Time on task is the total learning time spent by a student in a college course, including instructional time (e.g. watching videos, participating in activities on the discussion board) as well as time spent studying and completing course assignments (e.g., reading, research, writing, projects.) Regardless of the delivery method or the particular learning activities involved, Federal student financial aid and USM's accreditation require a minimum of one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit. PSY315 is a 3 credit asynchronous fully online course. Based on the Federal benchmark, you should set aside a minimum of 9 hours per

week for work associated with this course. Please consider these expectations as you develop your time management plan for this course.

Course Structure

Psychology of Human Sexuality is an asynchronous online course. We will use Blackboard to access digital course materials, complete assessments, and post writing assignments. To access the course in Blackboard, navigate to <http://bb.courses.maine.edu/> (note: due to a compatibility issue, you may need to copy and paste this link into your web browser). Sign in using your Maine Street username and password.

The instructor's role in an asynchronous, online course can be quite different from what you may have experienced in classes offered through other modalities. Rather than a "sage-on-a-stage," the instructor's role in this course may be better described as a curator, facilitator, coach, and guide. Rest assured that we will interact frequently (at least electronically), often on an individual basis. You will also receive constructive feedback from the instructor on each component of the Wiki assignment using the relevant rubrics. You will provide (and receive) feedback from other students as well. As questions arise, be sure to make them known, privately via email (michael.stevenson@maine.edu), or within the relevant discussion thread so that all of us have the opportunity to reply. (You can also contact other students in the course through the email function in Blackboard!)

Communication

The instructor will monitor electronic communication through Blackboard and email at least daily (during the traditional work week). Students may contact the instructor about course-related concerns through email at michael.stevenson@maine.edu. For example, if you have a question about content, you want me to be aware of your personal circumstances (e.g. a learning disability) or you have a concern about your grades, email is preferred. However, I suggest that you not put extremely personal information in email! Keep in mind that email, especially those sent to my university email address, can be accessed by others in some circumstances (e.g. a freedom of information request). Perhaps I am old-fashioned, but I still try to find another communication mechanism for sensitive information (e.g. phone, Hangout, Zoom, Skype)! Acknowledgments or responses to inquiries can usually be expected within one business day (e.g. if an inquiry is received on a Friday at noon, a response can be expected by Monday at noon). If I am away from my computer and unable to meet this aspiration, I will post an announcement in Blackboard.

Please monitor your maine.edu email address at least **daily**. Students who forward their university email to a personal account have often discovered that they miss important information. In addition, email sent to the instructor from a personal account not associated with maine.edu is sometimes overlooked, mistaken for spam, or unidentifiable because it does not match an email address listed in MaineStreet and Blackboard.

Netiquette

Our text-based communication is vital in this course because it is the primary--and sometimes only--way we will connect with each other. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to re-read everything you write--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. Extend courtesy to others--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (irony is especially difficult to convey in a text-based context).
4. If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before sending them.

Policies

Academic integrity

Students are expected to complete graded work for this course independently. Using another student's work and/or plagiarizing published material (whether electronic or print) will be considered cheating. If you have questions about what constitutes plagiarism, please ask or contact the Chief Student Affairs Office at 207-780-4035. Evidence of academic dishonesty will result in a zero for that assignment and a report will be filed.

Accessing notes, the readings, websites, Siri, friends and any other source that is not in your memory while taking a quiz or exam is considered cheating and is strictly forbidden. The purpose of these activities is to assess what you know, not what you can find out. Time limits on quizzes are intended to keep you focused on this activity and to reduce the temptation to cheat.

Deadlines

All assessment deadlines are displayed in this document and on the Bb site in Eastern Time. Please record them in your personal calendar or whatever time management tool you use to keep yourself on schedule. You are always welcome to work ahead. However, you cannot get behind! Missed deadlines may impact the progress of other students, limit the feedback you receive, and prevent you from achieving important course goals. Missing deadlines also results in significant penalties. Ten (10) points will be deducted from the total score for any assessment submitted after the deadline unless arrangements are made well in advance.

As described in detail elsewhere in this syllabus, weekly quizzes and discussion board posts are worth 10 points each. As a result, a zero will be entered into the gradebook for any quiz or post not submitted by the deadline. This usually occurs on Monday morning after a Sunday 11:59 PM deadline. Failure to post a final draft of the Wiki entry on schedule will result in a 10 point

penalty for each 24 hour period it is overdue (e.g. if the final draft is posted 48 hours late, 20 points will be deducted from the final score).

If unanticipated things come up, like a death in family or an illness, let me know. However, I do not extend deadlines after they have passed. Please let me know that you need an extension well before an assignment is due. Failure to do so generally means no extension. An email to michael.stevenson@maine.edu describing the circumstances that might justify an extension is usually sufficient but keep in mind that I am not always sitting at my computer (especially on weekends). Extensions may be granted for emergencies, accidents, illnesses and the like. Extensions are not likely in cases of forgetfulness, poor time management, or poor planning.

Accommodations

The University is committed to providing students with documented disabilities equal access to all university programs and services. If you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email at dsc-usm@maine.edu. If you have already received an accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. We will work together to ensure that course materials are accessible and necessary accommodations are available.

Sexual Discrimination Reporting

The University of Southern Maine is committed to making its campuses safe places for students. Because of this commitment, if you tell a professor or staff person about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, or any form of gender discrimination involving members of the campus communities, the professor or staff person is required to report this information to the campus Title IX Coordinator, Betsy Stivers 207-780-4709, or Deputy Coordinator, Sarah Holmes 207-780-5767.

If students want to speak with someone confidentially, the following resources are available: University Health and Counseling (207-780-4050); or Religious and Spiritual Life Council (Only Ordained Chaplains are confidential resources: 207-228-8093).

In Portland ME you can also contact 24 Hour Domestic Violence Hotline (1-866-834-4357); 24 Hour Sexual Assault Hotline (1-800-313-9900).

In Lewiston ME you can also contact Safe Voices (1-800-559-2927) or Sexual Assault Prevention and Response Services (1-800-871-7741).

Equal Opportunity

University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability or veteran's status in education, employment, and all other areas of the University. Discrimination inquiries should be directed to Betsy Stivers, Director, Equal Opportunity Center of Excellence. She can be reached at 780-4709 or elizabeth.stivers@maine.edu.

Observance of religious holidays

Should you wish to observe a religious holy day that conflicts with our course schedule, I will work with you to reschedule assignments or to provide information about missed course material as long as arrangements are made within the first two weeks of the semester. However, given the structure of this online course, you can easily work ahead to avoid such conflicts. In fact, if you need to be away from your computer and course work for a brief period of time for any reason, you are welcome to work ahead to ensure your success in the course despite your need to be away.

Resources

University Libraries

The University libraries provide many materials and services in support of student research, including electronic databases, journals, electronic and print books, librarian-curated subject guides, and interlibrary loan services. An activated library barcode on the student ID card is all that is necessary to use library services.

Basic research assistance is available both online (<http://usm.maine.libanswers.com/>) and in person at the reference desks during the library's' extensive hours. A general research guide for Psychology is available at: <http://usm.maine.libguides.com/psychology>. More in-depth research sessions can also be scheduled; contact our assigned liaison librarian, Pat Prieto, at 207-780-5662, pprieto@maine.edu, or via the appointment button on the research guide mentioned above. Ms. Prieto has also developed a library guide specifically for this course which can be found at <http://usm.maine.libguides.com/psy315>.

Writing Support

You are encouraged to consult the writing tutors in the Learning Commons in USM's libraries on the Portland and Gorham campuses for assistance in polishing your Wiki entry. The writing tutors can assist you with creating an outline, reviewing the structure and content of the first draft, identifying issues with grammar and sentence structure, and providing feedback on the final draft of the work. To schedule an appointment with a writing tutor at Portland, Gorham or Lewiston-Auburn, please visit <https://usm.maine.edu/learningcommons/writing-assistance>. You can also call (207) 780-4228.

University College also supports a virtual writing lab available to all UMS students doing their coursework online and from a distance. The writing lab, known as VAWLT, supports an online chat and synchronous face-to-face support via Google Hangouts or Skype. Students can submit course papers for feedback, access tutorial videos, and receive citation support. To schedule an appointment with a VAWLT writing tutor, please visit <https://learn.maine.edu/vawlt>.

Technology Support Center

If you need technical support at any time during the course (especially concerning Blackboard), please contact the Technology Support Center:

Phone: 207-780-4029 E-mail: helpdesk@maine.edu

Computer access

If you do not have ready access to a computer or the internet, it will be difficult to complete this course successfully. If lack of access is of concern, please consider scheduling time to travel to a library or other facility with publically accessible equipment. Students enrolled through a campus of the University of Maine System (including USM, of course) can access the necessary equipment on their home campus or at any of a variety of other satellite locations.

Participants will need routine access to a reliable PC or a Mac with the latest version of a web browser. In addition, you will need broadband Internet connection (DSL or faster). Below is a list of recommended software to maximize your learning experience.

Latest Versions of Plugins/Players

- [Adobe Reader](#)
- [Adobe Flash Player](#)
- [Quicktime](#)
- [Windows Media Player](#)

Latest Versions of Internet Browsers

Run a [test](#) to see if your current web browser and its components are optimized to use Blackboard.

- [Mozilla Firefox](#) (PC/MAC)
- [Chrome](#) (PC/MAC)

Note: Please avoid the use of Internet Explorer. It often has difficulty interfacing with other required technology. It is no longer supported by the manufacturer! Former students have encountered some difficulties attempting to use Safari as well.

Assessments

Weekly Quizzes

Students are expected to complete a weekly quiz. Each quiz will cover the assigned readings and other materials for the corresponding week and are intended to assess the extent to which students have mastered the weekly objectives. All quizzes will be offered through Blackboard. Each quiz will contain 10 items. You will have 15 minutes to complete each quiz and earn one point for each correct answer. Unanswered items are counted as incorrect. The deadline for completion of the weekly quiz is 11:59 PM each Sunday. Failure to complete a quiz within the allotted period and before the deadline will result in a zero for that quiz. You cannot start the quiz, stop it, and start again later. Once you start the quiz, you must complete it or your grade for that attempt will be recorded as 0. However, you are encouraged to take the quiz twice. Take it the first time early in the week. Use the feedback you get to guide your review of the relevant material. Then take the quiz again well in advance of the deadline. The higher of the two scores

will be counted toward your grade. Please remember, the first quiz includes questions that cover material contained in this syllabus! Successfully completing it will also ensure you are proficient in using the test taking function in Blackboard.

Midterm and final

The midterm and final exams will be delivered via Blackboard and provide students with additional opportunities to demonstrate mastery of the weekly objectives. Each can be taken twice. You will earn the higher of the two grades. Like the quizzes, take the exam the first time early in the week. Use the feedback you receive to guide your review of the relevant material. Then take the exam again well in advance of the deadline. You will have 60 minutes to complete 50 questions. You will earn one point for each correct answer. Failure to complete an exam before the deadline will result in a zero for that exam. You cannot start the exam, take a break, and return later. Once you start, you must complete the task. You earn one point for each correct answer submitted within the time limit. Unanswered questions are counted as incorrect. Items on the exams derive from items that appeared on the weekly quizzes.

Wiki entry: What you've always wanted to know about sex

For the class wiki, "*What you've always wanted to know about sex*," students will develop a question relevant to the psychology of human sexuality and post in Blackboard the question and a thoroughly-researched and well-documented answer (similar to a Wikipedia entry). Students are also expected to contribute substantive content to the questions and entries of other students. Student comments on other student's work will be assessed on the presence (or absence) of substance (e.g. Does the comment pose a question, provide an insight or relevant anecdote, suggest a resource, and/or have a basis in what the student has learned in other courses?). In addition to providing additional opportunities to demonstrate mastery of weekly course objectives, the wiki project is explicitly designed to assess the extent to which students have addressed the learning goals associated with this course and as described later in this document.

Blackboard's built-in wiki tool is rather clunky and confusing. Instead, we will use Blackboard's discussion board tool to do the "wiki" assignments. The discussion board makes it very easy to create posts and make comments. It also makes grading your progress a much simpler task. In place of continually editing your wiki entry, as you would with a true wiki tool, you will instead make new posts to the discussion board that contain your updated content.

Please consider the following when writing your Wiki entry:

- Your question should be relevant to the psychology of human sexuality and be different from everyone else's question.
- Your answer should be thoroughly researched and well documented with reliable (preferably peer-reviewed) sources (avoid wikipedia and other such sources).
- Although not a requirement, consider including a reference librarian in your research process. Introduce yourself in-person at the reference desk in any of the USM library locations or chat with a librarian online at: <http://usm.maine.libanswers.com/>
- As described above, you are encouraged to consult the writing tutors in the Learning Commons in USM's libraries or through VAWLT.
- You can earn a total of up to a total of 60 points for this project.

- You can earn up to 2 points each for contributing substantive comments on the questions and draft entries of at least 3 other students (comments on 3 draft questions and comments on 3 draft entries totaling up to 12 points).
- Substantive comments include (but are not limited to) a useful citation, an alternative perspective, an anecdote based in your experience or expertise, constructive criticism (e.g. assistance identifying typographical, syntactic, and semantic errors), or identifying points of confusion..
- Review the rubrics for each portion of this project for further details. You can locate them through the Bb gradebook.
- A well-written entry should be between 1000 and 1200 words in length.
- It should cite a minimum of 5 high quality (e.g. peer reviewed) sources. When searching for sources, avoid typical internet searches (e.g. googling). Such a search does not often find peer reviewed sources. Instead, use PsycINFO, a database produced by the American Psychological Association that is well suited for this purpose. It is accessible through the library's website.
- Use the following template to ensure you have included all the necessary elements of a well-crafted entry. You are required to use the following **headings** (in bold) in your entry.
 - **Title**
 - Your title should appear in the form of a question.
 - Use the title as the subject line for your post in Bb.
 - **Introduction**
 - Clarify, specify, and/or elaborate on the question.
 - **Application of theoretical perspectives**
 - Apply at least two of the theoretical perspectives covered during week three to your question (e.g. evolutionary, Psychoanalytic, learning, cognitive, script). How might they explain the phenomenon that interests you? What insights does each theory suggest?
 - **Explanation of methodological issues**
 - Apply the knowledge you gained regarding methodologically sound research during week three to research that is relevant to your question. What methodological issues are of concern in your area of research? What methods are typically used? Are there any methodological shortcomings common in this research?
 - **Analysis of relevant empirical research**
 - Summarize and critique the relevant research that addresses the question you posed. Be sure to review at least 3 empirical studies, literature reviews, or meta analyses that provide evidence to support the answer to your question.
 - **Analysis of historical and cross cultural contexts**
 - Discuss the historical and cultural contexts that influence our understanding of the question you asked. Might the answer to your question depend upon the historical period or cultural context in which the question was asked?
 - **Conclusion**
 - Briefly summarize the answer to the question you posed.

- **References**
 - List at least 5 high quality, peer reviewed references in APA style. For guidance on APA Style see [APACheatSheet.pdf](#).

Very basic tips for writing a high quality wiki entry

- Follow the outline and use the required headings
- Avoid first person (“I”) and passive voice
- Review the APA Style Sheet
 - List of references
 - Reference generating software often misfires. Don’t assume that it generated the reference accurately.
 - Cite each of the references (in APA Style) in the appropriate place(s) in the text
 - If you are using quotations; include page numbers with the citation information.
- Cite peer reviewed research rather than media reports
 - Unless, of course, you are making a point about how media represent research
- Use PsycINFO or other academic databases; do not rely on an ordinary internet search engine (e.g. google)

Extra credit

You may find typographical errors in some of the quizzes. There may also be such errors in the other online materials you will engage via Blackboard during the course. If you find an error in the material I developed, please bring it to my attention. If you are among the first to tell me about it, you will earn an extra credit point. Unfortunately, I cannot correct errors in the readings or the material published by others. As a result, extra credit is not available in those rare cases.

You may disagree with the “correct” answer on a quiz question. If so, please email me. Be certain to indicate which quiz number and the first few words of the question in addition to your explanation as to why your selected answer is better than the “correct” answer. If I am convinced of your perspective, you will earn an extra credit point.

You may earn up to 20 extra credit points.

Grades

Assessments	#	Points	Total
Weekly quizzes	13	10	130
Exams	2	50	100
Introduction*	1	5	5
Wiki question*	1	10	10
Comments on others’ questions	3	2	6

At least 5 references in APA style*	5	2	10
Draft Wiki entry*	1	8	8
Comments on others' draft entries	3	2	6
Final Wiki entry*	1	20	20
End of semester reflection*	1	5	5
Extra credit	20	20	NA
Grand total			300

*See scoring rubric for details

Scoring rubrics

Each writing assignment will be scored using a rubric that is available in advance in Blackboard. To locate the scoring rubric for each post, go to your gradebook (i.e. My Grades) on the Bb site for this course and click on 'view rubric' for each post. I highly recommend reviewing the assignment instructions AND the associated rubric before completing an assignment. In fact, it is good practice to use the rubric to assess your work before posting it to Bb. Doing so may increase the probability that you are posting your best work. Please note that rubrics are designed to reward proficient work that exceeds basic expectations. Work that simply meets expectations (e.g. written in standard English, met deadlines, followed instructions) will be considered sufficient but may not earn the maximum number of points.

Feedback on quizzes and exams is immediate. I aspire to provide feedback on written assignments within 48 hours of the deadline and I typically send a follow-up email about each assignment after completing the review process. (However, feedback on the draft entry may take a little longer given the magnitude of the task!) If I am unable to meet this aspiration, I will post of note on blackboard.

Letter grade scale

Letter grades will be assigned by the instructor at the end of the term based on the accumulation of the required number of points:

Letter Grade	%	Points earned
A	90	270 to 300
B	80	240 to 269

C	70	210 to 239
D	60	180 to 209
F	<60	fewer than 180

Please note: I do not round up (179 points is still an F) and I do not assign intermediate grades (+ or -).

Course learning goals

Students who successfully complete this course will:

- acquire the vocabulary and basic knowledge necessary to understand the psychology of human sexuality.
- develop their ability to utilize psychological perspectives to frame (and answer) questions about human sexuality and to reflect on their own viewpoint and compare it to that of others.
- apply a variety of conceptual frameworks (e.g. historical, religious, cross-cultural, and scientific) to explain and analyze differences and similarities in sexual attitudes, beliefs, and behaviors and to apply a variety of theoretical frameworks (e.g. evolutionary, Psychoanalytic, learning, cognitive, script) to explain common sexuality-related phenomena.
- enhance their ability to find information regarding the psychology of human sexuality, evaluate and analyze that information, and put it to use in a personally or socially relevant context.
- enhance their capacity to learn using technology and engage in respectful dialog that values diversity.

Weekly course objectives, assignments, and assessments

Week 1

What can I expect to learn from this course?

Objectives

- Develop an understanding of the objectives of this course.
- Differentiate between typical sex education classes and the contents of this course.
- Distinguish among medical, psychiatric, biological, psychological and feminist approaches to the study of human sexuality.
- Learn how to use Blackboard to access course materials and complete assessments.
- Enhance the ability to assess the quality of print and web-based information sources.

Assignments

- Review syllabus

- Read instructor commentary
- View introductory lecture
- Review the Evaluating Sources Critically tab in the Research Skills Toolbox at <http://usm.maine.libguides.com/c.php?g=84722&p=545691>. You will find a short instructional video along with links to a range of online resources on the left. Be certain to review the C.R.A.A.P. test.
- See also peer-review in 3 minutes!
https://www.youtube.com/watch?annotation_id=annotation_2240740767&feature=iv&src_vid=twogpmM-SfY&v=rOCQZ7QnoN0
- Read: LeVay, S. & Valente, S. M. (2006). Perspectives on sexuality (chapt 1) in Human sexuality (2nd. Ed.) Sinauer Associates. Sunderland: MA. [Excerpt Pages 7-18 section titled: There are many approaches to the study of sex.] e-reserves
- Read: Exalted Moments (2011, August 29). Happiness is a state of noncontradictory joy. Retrieved from <http://exaltedmoments.blogspot.com/2011/08/happiness-is-state-of-noncontradictory.html>

Assessment

- Complete Quiz 1

Week 2

What does it mean to be sexual?

Objectives

- Define sexuality, describe its functions, and discuss how it is regulated.
- Explore the historical context in which the scientific study of sexuality developed.
- Consider how evolutionary, historical, developmental, and situational time influence the psychological study of human sexuality.
- Consider how humans attribute meaning and value to sexuality and sexual behavior (e.g. personal experience, religious teachings, public policy, science, popular culture).
- Evaluate prominent sexual philosophies (Playboy, just say no, not until we are married, if it makes you feel good, escape from loneliness, non-contradictory joy).

Assignments

- Read instructor commentary
- Read: Bullough, V. L. (1994). Introduction. Science in the bedroom: A history of sex research (pp. 1-7). New York, NY: Basic Books.
- View lecture on the meaning and purposes of sexuality
- Read: Gebhard, P. H. (nd). Social control of sexual behavior. Encyclopedia Britannica. Retrieved from <https://www.britannica.com/topic/human-sexual-behaviour/Social-and-cultural-aspects#ref29359>
- Read: Gebhard, P. H. (nd). Legal regulation. Encyclopedia Britannica. Retrieved from <https://www.britannica.com/topic/human-sexual-behaviour/Class-distinctions#ref29362>

- Read excerpt (Norms and the regulation of sexuality pgs 63-64 & 67-70): Pettit, M. & Hegarty, P. (2014). Psychology and sexuality in historical time. In Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 1). Washington DC: American Psychological Association.
- Read: Tory. (2015, June 8). Here's what it means to be a demi-romantic asexual agender teen. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2015/06/08/heres-what-it-means-to-be-a-demi-romantic-asexual-agender-teen_n_7537192.html?cps=gravity_2687_-7613532571905804325
- Bishop, C. J. (2014). A mystery wrapped in an enigma—asexuality: a virtual discussion. In Carrigan, M., Gupta, K., & Morrison, T. G. (Eds.). Asexuality and sexual normativity: An anthology (Question 4, pgs 128-130). New York, NY: Taylor & Francis.

Assessment

- Complete Quiz 2

Week 3

What theoretical models frame our understanding of sexuality? How do psychologists study human sexuality?

Objectives

- Develop a basic understanding of theoretical frameworks and research methods relevant to the psychological study of human sexuality.
- Consider the attributes and functioning of a good theory; develop a basic understanding of theoretical frameworks and research methods relevant to the psychological study of human sexuality.
- Apply 5 influential theoretical viewpoints (Evolutionary, Psychoanalytic, Learning, Cognitive, Script).
- Utilize each viewpoint to explain common sexuality-related phenomena (e.g. origins of sexual orientation) and consider critiques of these approaches (e.g. feminist).
- Review the scientific method as it is applied in sex research.
- Contrast descriptive and experimental research designs; distinguish qualitative and quantitative research.
- Become familiar with the major surveys of sexual behavior.
- Explain the difficulties involved in studying human sexual behavior and potential biases inherent in the scientific approach to the study of sexuality.

Assignments

- Read instructor commentary
- Read: Hyde, J. & Delamater, J. (2011). Theoretical perspectives on sexuality. In Understanding human sexuality (11th ed.). (23-39). New York, NY: McGraw Hill. E-reserves
- View theory lecture
- Read: excerpt from Freud, S. (1905/1975). Three essays on the theory of sexuality. New York: NY (pg 85-90). E-reserves

- Freud, S. (1950). Some psychological consequences of the anatomical distinction between the sexes. In E. Jones (Ed.), Collected papers (vol. 5). London: Hogarth Press. (Original work published in 1925). (pg. 3-8). Retrieved from http://www.aquestionofexistence.com/Aquestionofexistence/Problems_of_Gender/Entries/2011/8/28_Sigmund_Freud_files/Freud%20Some%20Psychological%20Consequences%20of%20the%20Anatomical%20Distinction%20between%20the%20Sexes.pdf
- Read: Hyde, J. & Delamater, J (2011). Sex research. In Understanding human sexuality (11th ed.). (40-60). New York, NY: McGraw Hill. e-reserves
- View research AND research challenges lectures

Assessment

- Complete Quiz 3

Week 4

What historical and/or religious assumptions underlie contemporary beliefs about sexuality?

Objectives

- Explore the historical assumptions, information, and misinformation that underlie theories and beliefs about sexuality.
- Consider the relationships between religious beliefs and scientific knowledge from Aristotle to the beginnings of sexology in the late 19th century.
- Describe differences and similarities in attitudes and beliefs about sexuality across and within religious belief systems.
- Analyze the extent to which religious belief systems foster or inhibit healthy sexual functioning.
- Describe the historical shift from relying on religion to using science to understand human sexuality.

Assignments

- Read instructor commentary
- Read: Bullough, V. L. (1994). Sex research and assumptions: From the Greeks to the Nineteenth century (pp. 9-33). Science in the bedroom: A history of sex research. New York, NY: Basic Books. E-reserves
- View History lecture
- Excerpt (pp. 426-436): Hernandez, K. M., Mahoney, A., & Pargament, K. K. (2014). Sexuality and Religion. In in Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves
- View Religion lecture

Assessments

- Complete Quiz 4
- Post draft of wiki entry question on discussion board

Week 5

What is sexual orientation and how does it develop?

Objectives

- Distinguish among sexual behavior, orientation and identity; and consider how they are inter-related.
- Identify the communities represented in LGBTQQIAA.
- Articulate the major findings in the psychology of sexual orientation.
- Reflect on the importance of the size of sexual minority communities
- Consider changes in public and clinical perception of sexual minorities over time.
- Discuss sexual orientation as a political and public policy issue.
- Explain the impact of feminist and queer theory on the psychological study of sexuality, especially as it relates to asexuality.

Assignments

- Read instructor commentary
- View Orientation and homophobia lectures
- Review: Rochlin, M. (1972). The Heterosexual Questionnaire. Retrieved from <https://libcom.org/library/heterosexual-questionnaire>
- Read: American Psychological Association. (2008). Answers to your questions: For a better understanding of sexual orientation and homosexuality. Washington D C: Author. Retrieved from <http://www.apa.org/topics/lgbt/orientation.aspx>.
- Read excerpt pp. 39-47: Stevenson, M. R. (2003). Answering basic questions. In Stevenson, M. R. & Cogan, J. C. *Everyday Activism*. New York: NY. Routledge. E-reserves
- Read excerpt pp. 1-2: Milks, M. & Cerankowski, K. J. (2014). Introduction: Why asexuality? Why now? In Cerankowski, K.J. & Milks, M. (Eds). *Asexualities: Feminist and Queer Perspectives* (pp. 1-14). New York, NY: Routledge. E-reserves
- Read excerpt pp 89-93: Chu, E. (2014). Radical identity politics: Asexuality and contemporary articulations of identity. In Cerankowski, K.J. & Milks, M. (Eds). *Asexualities: Feminist and Queer Perspectives*(pp.79-99). New York, NY: Routledge. E-reserves
- Read: Stevenson, M. R. (2015). The enigma of asexuality. *Journal of Sexual Orientation & Gender Diversity*, 2(2), 207-208. E-reserves

Assessments

- Complete Week 5 Quiz
- Provide feedback on others' wiki questions

Week 6

What is a lovemap and how is it related to sexual health?

Objectives

- Define the concept of the lovemap.
- Discuss how lovemaps relate to a person's ideal type and the possible relationships between the lovemaps of members of couples.
- Consider how the lovemap relates to sexual orientation and identity.
- Discuss how the lovemap relates to the paraphilias.
- Explain how a lovemap informs psychologists understanding of sexual health and ill-health.
- Distinguish among the 8 paraphilic disorders listed in the DSM.
- Compare the DSM's classification with that developed by John Money.
- Analyze the circumstances under which paraphilic behavior is considered evidence of a psychiatric disorder.
- Practice assessing the quality of different sources of information about the same topic.

Assignments

- Read instructor commentary
- Read: Lovemap (2018, July 28) Wikipedia. Retrieved from <http://en.wikipedia.org/wiki/Lovemap>
- Read excerpts pages pp. 127-136, 149-152, 179-185: Money, J. (1988). Gay, Straight, and In-Between: The sexology of erotic orientation. New York: Oxford University Press . E-reserves
- Read: Paraphilia. (2018, September 23) Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/Paraphilia>
- Read: American Psychiatric Association (2013). Paraphilic disorders. In Diagnostic and statistical manual of mental disorders (5th Ed)(pp. 685-686). Arlington, VA: Author. E-reserves
- Read excerpt pp 123-125: Strassberg, D. S. & Mackaronis, J. E. (2014). Sexuality and psychotherapy. In Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves

Assessment

- Complete Quiz 6

Week 7

Assessment

- Complete Mid Term exam.

Week 8

How do people come to know themselves as male or female, masculine or feminine, boys or girls, men or women?

Objectives

- Distinguish sex, gender, gender identity, gender expression, gender stereotype, and gender role.
- Interpret the results of meta-analyses and consider the extent to which males and female are different and similar, especially with regard to sexuality.
- Discuss gender identity disorder, gender dysphoria, and transsexualism (and the value judgments inherent in these diagnoses).
- Explain the relationships between sexual orientation, sexual identity, gender role, and gender identity.

Assignments

- Read instructor commentary
- Review: Farlex. (nd). Sex. Free Dictionary. Retrieved from <http://medical-dictionary.thefreedictionary.com/sex>
- View 8 variables lectures 1 & 2
- Read excerpts on gender, gender research, & gender identity (pp 188-191): LeVay, S. & Valente, S. M. (2006). Human Sexuality. Sunderland, MA: Sinauer Associates. E-reserves
- Read excerpt on stereotypes, stereotype threat, gender differences and meta-analysis (pp 86-98): Hyde, J. S. (2007). Half the human experience: The psychology of women (7th ed). New York, NY: Houghton Mifflin. E-reserves
- View sex differences and meta-analysis lectures
- Read excerpt on gender differences and similarities in sexuality (pp 41-42): Katz-Wise, S. L. & Hyde, J. S. (2014). Sexuality and Gender: The interplay. In. Tolman, D. L. & Diamond, L. M. (Eds.). APA Handbook of sexuality and psychology (vol. 1). Washington DC: American Psychological Association. E-reserves
- Read excerpt on erotic plasticity (p 43) and sexual fluidity (pp 50-52): Katz-Wise, S. L. & Hyde, J. S. (2014). Sexuality and Gender: The interplay. In. Tolman, D. L. & Diamond, L. M. (Eds.). APA Handbook of sexuality and psychology (vol. 1). Washington DC: American Psychological Association. E-reserves
- Read: American Psychological Association. (2011). Answers to your questions about transgender people, gender identity, and gender expression. Retrieved from <http://www.apa.org/pi/lgbt/programs/transgender/index.aspx>
- Review (with special attention to the introductory section): American Psychiatric Association (2013). Gender Dysphoria. In Diagnostic and statistical manual of mental disorders (5th ed) (pp. 451-459). Washington DC: American Psychiatric Publishing.
- Read: American Psychological Association. (no date). Answers to your questions about individuals with intersex conditions. Retrieved from <http://www.apa.org/topics/lgbt/intersex.pdf>
- Read: Lewis, T. (2015). Bruce Jenner's transition: How many Americans are transgender? LiveScience. Retrieved from <http://www.livescience.com/50635-bruce-jenner-transgender-prevalence.html>
- Read: Burkett, E. (2015, June 6). What makes a woman? New York Times Sunday Review. Retrieved from http://www.nytimes.com/2015/06/07/opinion/sunday/what-makes-a-woman.html?_r=0

- View: How I help transgender teens become who they want to be Norman Spack
https://www.ted.com/talks/norman_spack_how_i_help_transgender_teens_become_who_they_want_to_be

Assessment

- Complete Quiz 7
- Post at least 5 references in APA style that are relevant to your wiki question

Week 9

What is the impact of the sex industry on participants and consumers?

Objectives

- Explore the range of definitions of and ideological perspectives on pornography.
- Summarize the major empirical findings resulting from research on pornography.
- Consider how research on sexuality is depicted by the media.
- Explore the definitions of and influential perspectives on sex work.
- Distinguish between sex work and sex trafficking.
- Consider how women enter sex work and explore the legal aspects of sex work.
- Summarize the public health and mental health concerns of female sex workers (FSWs).
- Compare FSWs with male, transgender, and underage sex workers.

Assignments

- Read instructor commentary
- Read excerpts (pp. 3-5; 12-23): Hald, G. M., Seaman, C., & Linz, D. (2014). Sexuality and pornography. In Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves
- Read excerpt (pp. 556-561). Wright, P. J. & Bae, S. (2016). Pornography and male socialization. In Wong, Y. J. & Wester, S. R. (Eds). APA Handbook of men and masculinities. Washington DC: APA. E-reserves
- Read: Alford, J. (2014, May 30). Researchers find association between porn viewing and less grey matter in the brain. IFLSCIENCE. Retrieved from <http://www.iflscience.com/brain/researchers-find-association-between-porn-viewing-and-less-grey-matter-brain>
- Read excerpts (pp. 37-44; 53-61). Urada, L. A., Goldenberg, S. M. Shannon, K., & Strathdee, S. A. (2014). Sexuality and sex work. In Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves

Assessment

- Complete Quiz 8

Week 10

What's love got to do with it?

Objectives

- Explore the concept of love, especially in Western cultures.
- Distinguish between loving and liking.
- Contrast Sternberg's theory of love with other prominent theories/concepts.
- Reflect on the extent to which people differ in their experience of love and intimacy.
- Describe three brain processes that underlie the experience of love.
- Analyze the extent to which successful couples are similar or different, complementary or compatible.
- Explain why people fall in love and why they "cheat."
- Explore why people value some kinds of love over others.
- Discuss how committed couples can make love last.

Assignments

- Read instructor commentary
- Read: Masters, W. H., Johnson, V. E. & Kolodny, R. C. (1994). Love and intimacy (pp. 1-22). Heterosexuality. New York, NY: HarperCollins. E-reserves
- View Love lecture
- View: Fisher, H. (2006) Why we love, why we cheat. Retrieved from https://www.ted.com/talks/helen_fisher_tells_us_why_we_love_cheat
- Read: Fisher, H. (2004) What is Love? Retrieved from <http://www.helenfisher.com/downloads/articles/08bbconair.pdf>
- View: Fisher, H (2013) Why people fall in love. Retrieved from <https://www.youtube.com/watch?v=aoKbMPyBwF8&app=desktop>
- Read: Klein, J. M (2009) Love with the proper type. New Jersey Monthly. Retrieved from <http://njmonthly.com/articles/jersey-living/love-with-the-proper-type/>
- View: Barker, M. (2013, February 13). A dangerous kind of love. Retrieved from <http://www.open.edu/openlearn/society/dangerous-kind-love>
- Adams, R. (2015, May 22). Americans are cool with all kinds of sex, just not the extramarital kind. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2015/05/06/sex-cheating_n_7224342.html

Assessments

- Complete Quiz 9
- Post draft wiki entry

Week 11

What is marriage and how can long term sexual relationships be sustained?

Objectives

- Discuss the concepts of commitment and fidelity.

- Discuss cohabitation.
- Apply legal, economic, and religious perspectives to the construct of marriage.
- Apply the concept of gay marriage to modern conceptions of family.
- Explain the development of committed relationships.

Assignments

- Read instructor commentary
- Read excerpt (pp. 241-255) start with the section heading *The Never Married*: Hyde, J. & Delamater, J. (2011). Understanding human sexuality (11th ed.). McGraw Hill. E-reserves
- Read: Loscocco, K., & Walzer, S. (2013). Gender and the culture of heterosexual marriage in the United States. *Journal of Family Theory & Review*, 5(1), 1-14. E-reserves
- Read: Stevenson, M. R. & Oliver, M. (2007). Deconstructing arguments against same-sex marriage (pp. 77-89). In Dupuis, M. & Thompson, W. A. (Eds.). *Defending same-sex marriage* vol. 3. Westport, CN: Praeger. E-reserves
- View: Perel, E. (2013) The secret to desire in a long-term relationship. Retrieved from https://www.ted.com/talks/esther_perel_the_secret_to_desire_in_a_long_term_relationship

Assessment

- Complete Quiz 10
- Provide feedback on others' wiki entries

Week 12

How is sexual ill health defined, diagnosed, and treated? And how can sexual well-being be enhanced?

Objectives

- Understand the sexual response cycle and its significance.
- Review common sexual dysfunctions and their etiology and treatment.
- Analyze and critique models of the sexual response.
- Discuss asexuality in relation to sexual health and sexual orientation.
- Discuss the DSM and the diagnosis and treatment of sexual dysfunction.
- Review sexually transmitted diseases and their prevention and treatment.
- Contrast *sexual well-being* with the *absence of sexual dysfunction and STIs*.

Assignments

- Read instructor commentary
- Review: Your guide to the sexual response cycle. (nd). WebMD. Retrieved from <http://www.webmd.com/sexual-health-your-guide-to-sexual-response-cycle>
- View cycles lecture
- Read: American Psychiatric Association (2013). Sexual Dysfunction. In *Diagnostic and statistical manual of mental disorders (5th ed)* (pp. 423-425). Arlington, VA: Author. E-reserves

- Read: Cleveland Clinic. (2015, Jan 24). An overview of sexual dysfunction. Retrieved from http://my.clevelandclinic.org/health/diseases_conditions/hic_An_Overview_of_Sexual_Dysfunction
- Read: Cleveland Clinic. (2007, Nov 1). Sexual dysfunction in females. Retrieved from http://my.clevelandclinic.org/health/diseases_conditions/hic_An_Overview_of_Sexual_Dysfunction/hic_Sexual_Dysfunction_in_Females
- Read: Cleveland Clinic. (2015, June 3). Sexual dysfunction in males. Retrieved from http://my.clevelandclinic.org/health/diseases_conditions/hic_An_Overview_of_Sexual_Dysfunction/hic_Sexual_Dysfunction_in_Males
- Read: American Psychiatric Association (2013). Female Sexual Interest/Arousal disorder (pp. 433-436) & Male Hypoactive sexual desire disorder (pp. 440-443). In Diagnostic and statistical manual of mental disorders (5th Ed). Arlington, VA: Author. E-reserves
- Read excerpt (pp. 17-26): Flore, J. (2014). Mismeasures of asexual desires. In Cerankowski, K. J. & Milks, M. (Eds.). Asexualities: Feminist and queer perspectives. New York, NY: Routledge. E-reserves
- Read: Questions and Answers—STDs and HIV. (nd). SIECUS. Retrieved from <http://www.siecus.org/index.cfm?fuseaction=page.viewpage&pageid=606&grandparentID=477&parentID=598>
- Read: Centers for Disease Control. (2016, March 31). How you can prevent sexually transmitted diseases. Retrieved from <http://www.cdc.gov/std/prevention>
- Read excerpt (pp. 317-327): Byers, E. S. & Rehman, U. S. (2014). Sexual well-being. In Tolman, D. L. & Diamond, L. M. (Eds.). APA Handbook of Sexuality and Psychology (Vol 1). Washington DC: American Psychological Association. E-reserves

Assessment

- Complete Quiz 11

Week 13

Can sex education be effective?

Objectives

- Describe formal sex education programs; draw contrasts among abstinence only, comprehensive, formal, hidden and competing curricula.
- Analyze the role of government in sexuality education.
- Contrast efficacy of abstinence only approaches to sexuality education with comprehensive approaches.
- Explain the role of the internet as a source of information, misinformation, formal and informal sexuality education.
- Consider how sex education can lead people to experience sexuality as a non-contradictory joy.

Assignments

- Read instructor commentary

- View sex ed lecture
- Read: Sexuality Education Q&A (nd). SIECUS. Retrieved from <http://www.siecus.org/index.cfm?fuseaction=page.viewpage&pageid=521&grandparentID=477&parentID=514>
- Read: Abstinence-Only-Until-Marriage Q&A (nd). SIECUS. Retrieved from <http://www.siecus.org/index.cfm?fuseaction=page.viewpage&pageid=522&grandparentID=477&parentID=523>
- Read: Lahey, J. (2015, May 6). What schools should teach about sex. The Atlantic. Retrieved from <http://www.theatlantic.com/education/archive/2015/03/what-schools-should-teach-kids-about-sex/387061/>
- Read excerpt (pgs. 340-348; 360-362): Kendall, N. (2014). Sexuality Education. In Tolman, D. L & Diamond, L. M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves
- View: Scherker, A. (2014, October 27) If Driver's Ed Was Taught Like Sex Ed, It'd Be Just As Awkward. Huffington Post. Retrieved from http://www.huffingtonpost.com/2014/10/27/drivers-ed-taught-like-sex-ed_n_6054516.html
- View Al Vernacchio's TED Talk: Sex needs a new metaphor. Here's one... with https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one

Assessments

- Complete Quiz 12
- Post final version of wiki entry

Week 14

What is the impact of media and new technologies on human sexuality?

Objectives

- Apply psychological perspectives to entertainment media and new technologies.
- Analyze the impact of the sexual themes and imagery that saturate media on the attitudes, beliefs, and behaviors of people who consume them.
- Contrast the extent to which entertainment media are positive and negative in their impact.
- Discuss the extent to which humans are passive recipients of media messages and the extent to which people with certain characteristics choose to expose themselves to certain media content.
- Explain a parent's potential role in mediating their children's exposure to entertainment media and digital technology.
- Analyze how digital technologies shape human sexual interactions.

Assignments

- Read instructor commentary
- Read excerpt (pgs.373-379; 382-386; 388-394): Ward, L. M., Reed, L., Trinh, S. L., & Foust, M. F. (2014). Sexuality and entertainment media. In Tolman, D. L & Diamond, L.

M (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves

- View: Stokes, C. (nd). How movies teach manhood. Retrieved from https://www.ted.com/talks/colin_stokes_how_movies_teach_manhood
- Read excerpt (pgs. 77-93): Buhi, E. R., Blunt, H., Wheldon, C., & Bull, S. S. (2014). Sexuality and new technologies. In Tolman, D. L & Diamond, L. M. (Eds). APA Handbook of Sexuality and Psychology (Vol 2). Washington DC: American Psychological Association. E-reserves
- View: Bradbent, S. (2009). How the internet enables intimacy. Retrieved from https://www.ted.com/talks/stefana_broadbent_how_the_internet_enables_intimacy

Assessments

- Complete Quiz 13

Finals Week

Assessment

- Complete the final exam

Calendar

Week	Date	Topic	Assessment Deadlines
1	9/4	What can I expect from this course?	9/9-Quiz 1 Post brief introduction
2	9/10	What does it mean to be sexual?	9/16-Quiz 2
3	9/17	What theoretical models frame our understanding of sexuality? How do psychologists study human sexuality?	9/23-Quiz 3
4	9/24	What historical and/or religious assumptions underlie contemporary beliefs about sexuality?	9/30-Quiz 4 post draft wiki question
5	10/1	What is sexual orientation and how does it develop?	10/7-Quiz 5 Comment on others' wiki questions
6	10/10 (break 10/8-10/9)	What is a lovemap and how is it related to sexual health?	10/14-Quiz 6
7	10/15	Exam	10/21-Midterm
8	10/22	How do people come to know themselves as male or female, masculine or feminine, boys or girls, men or women?	10/28-Quiz 7 Post at least 5 references in APA style
9	10/29	What is the impact of the sex industry on participants and consumers?	11/4-Quiz 8
10	11/5	What's love got to do with it?	11/11-Quiz 9 Post draft wiki entry
11	11/12	What is marriage and how can long term sexual relationships be sustained?	11/18-Quiz 10 Comment on others' wiki entries
Break	11/21-23	Thanksgiving	

12	11/26	How is sexual ill health defined, diagnosed, and treated? And how can sexual well-being be enhanced?	12/2-Quiz 11
13	12/3	Can sex education be effective?	12/9-Quiz 12 Post final wiki entry
14	12/10	What is the impact of media and new technologies on human sexuality?	12/14-Quiz 13 Post end of semester reflection (deadline extended to 12/16)
Finals	12/15	Exam	12/21-Final