

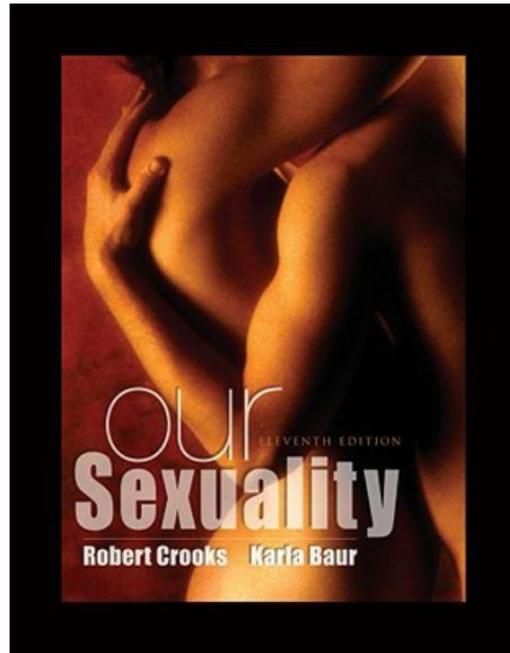
PSYC 3651 Human Sexuality and Sex Education

Course Outline (Online Version)

I hope that this is one of the most practical courses you take in psychology. From this course, I would like you to take information, knowledge, and skills that are relevant to your life. The information contained here might enhance your sexual pleasure, help you talk to your kids, prevent an unwanted pregnancy, even help you prevent a sexually transmitted infection.

I am hoping that this course will go beyond the regular teaching goals, tests and marks, and will:

- correct misinformation, debunk myths
- open your mind, help you to accept, understand the diversity of others
- help you to be a better lover for your partner and for yourself
- encourage healthier actions (i.e., safer sex)
- think about sexuality and sexual issues from a critical perspective (e.g., surveys in magazines).



All of us come to this class with our biases, prejudices, and ignorance about some topics. These biases are especially pertinent to sexuality and the psychology surrounding sexuality because it is seldom discussed as openly as you will be able to do here in this course.

This course is designed to be an introduction to the study of human sexuality. The course content will borrow from a variety of disciplines such as biology, sociology, medicine, anatomy, but will concentrate on the psychological aspects of human sexuality.

Topics covered include: theoretical perspectives on sexuality, anatomy, hormones, conception and birth, contraception and abortion, dysfunction, gender issues, arousal and communication, attraction and love, sexual orientation, STDs and AIDS, erotica and pornography, sexual coercion, and sexual variation.

Textbook: Robert Crooks & Karla Baur's **Our Sexuality** (latest edition). The 11th edition is shown above.

Course Objectives.

- ◆ To learn the physiological processes that underlie the human sexual response.
- ◆ To correct some of the myths and misunderstandings about human sexuality.
- ◆ To enhance your sexual practice.
- ◆ To examine the cognitive and social processes that surround sex.
- ◆ To examine critically personal and cultural values about sex.
- ◆ To better understand the physiological and psychological issues faced by yourself & others.
- ◆ To gain a better appreciation for the diversity of sexual practices and opinions.

Academic Regulations.

Students must read and understand the academic regulations for CBU courses, as contained in the official calendar. Feel free to ask any questions or seek clarification from the professor. Plagiarism will not be tolerated.

Accommodating students with a disability.

If a student wishes to request an accommodation due to a disability, please raise it (in confidence) with the professor. The Jennifer Keeping Centre has developed various ways of assisting students with a disability while maintaining strong academic standards.

Supplementary Exams.

Department of psychology policy does not allow supplementary examinations.



Online Discussions

It is important to maintain the Moodle site as a safe environment for open discussion. Students must be free to express opinions, after all most of our sexual knowledge comes from other people. However, opinions must always be expressed with due respect for others. Therefore, let us agree to follow these rules:

- every person has the right to their opinion, even if it seems to be wrong.
- we must not be overly sensitive, we have to discuss sexual issues openly if we are to understand where other people are coming from.
- nobody has the right to insult you, or your group, if they do - challenge their beliefs, ask for evidence, question the reason for their belief.
- nobody has to reveal anything about their own experience or opinion. It's fine to say 'a friend of mine said / did ...' or 'I heard that some people believe...'
- to aid discussion remember that the opinions people express might not be their own. It's a good learning experience to play devil's advocate and argue something that is not your own belief, it helps you to see the other side of a controversial issue.
- if a person discloses something, we must keep it as confidential and anonymous as possible. Never identify people by name outside class.

Generic Schedule of Topics & Chapters (page numbers taken from Crooks & Baur, 2011)

Week 1

Chapter 1: Perspectives on Sexuality (pp. 1-27)

Chapter 2: Sex Research: Methods and Problems (pp. 28-48)

Week 2

Chapter 3: Female Sexual Anatomy and Physiology (pp. 49-86)

Week 3

Chapter 4: Male Sexual Anatomy and Physiology (pp. 87-110)

Week 4

Chapter 6: Sexual Arousal and Response (pp. 146-179)

Week 5

Chapter 8: Sexual Behaviors (pp. 226-248)

Chapter 16: Atypical Sexual Behavior (pp. 495-514)

Week 6

Chapter 14: Sexual Difficulties and Solutions (pp. 401-437)

Week 7

Chapter 15: Sexually Transmitted Infections (pp. 438-494)

Week 8

Chapter 12: Sexuality During Childhood and Adolescence (pp. 344-372)

Week 9

Chapter 9: Sexual Orientations (pp. 249-278)

Week 10

Chapter 7: Love and Communication in Intimate Relationships (pp. 180-225)

Week 11

Chapter 13: Sexuality and the Adult Years (pp. 373-400)

Chapter 18: Sex for Sale (pp. 549-570)

Excluded Chapters:

Chapter 10: Contraception (pp. 279-311)

Chapter 11: Conceiving Children: Process and Choice (pp. 312-343)

Chapter 17: Sexual Coercion (pp. 515-548)

Example Grading Scheme

Always refer to your course outline for the year/section in which you enrol for the value of each of these sections or other changes.

Weekly Quizzes (approximately 40%)

There will be weekly online quizzes, equally weighted. The quiz items will be chosen at random from a bank of questions supplied by the textbook authors. You will have the opportunity to write each quiz up to 3 times, though you can expect different items each time. Your grade will be the average of the quizzes. They are scored automatically so you will get feedback right away. There is no way, however, to 'erase' a bad quiz grade. A grade can be improved by re-reading the chapter and taking the quiz again. However, you must be aware that it is possible the grade will be lower if you re-take a test.

Weekly Forum Posts (approximately 20%)

Each week we will have one or more online discussion forums. These usually will require some additional reading or viewing a video online. A substantive contribution will require at least 100 words and contribute new ideas or perspectives on the topic. You can raise a new issue or react to another student's contribution.

Empathetic Report (approximately 10%)

An empathetic report focuses on the behavioural, emotional, and cognitive aspects, both positive and negative, of a sexual activity that you find unusual (i.e., one that makes you ask 'why would people do that?'). The report is written from the perspectives of the participants. The goal is to describe the activity, what it means, and its positive and negative psychological and behavioural effects on the people involved. In this case, your ability to understand behavior from another person's perspective is an important research tool. You do not have to be sympathetic to the sexual practice, but strive to understand it.

Comments on other students' empathetic report

You will be assigned 2 other students reports to read and are asked to write a constructive comment. (approximately 5%)

Final exam (approximately 25%)

There will be a proctored final exam on selected sections of the textbook and other readings. A list of readings will be posted 3 weeks prior to the end of the course.