

Psychology 333.02 (Human Behavior Problems: Sexual)

3:15 - 5:20 MW

Autumn, 2008

Instructor: Dr. Terri Fisher

Office: Ovalwood 335

Office Hours: 10:00 - 12:00 MW; 2:15 - 3:15 MW or by appointment or just drop by

Phone: (office) 419.755.4280 (home) 419.756.4932 (no calls after 10:00 pm, please)

Email: fisher.16@osu.edu

Prerequisite: Psychology 100

Textbook: Hyde & DeLamater, *Understanding Human Sexuality*, 10th edition

Supplemental Text: Roach, *Bonk: The Curious Coupling of Science and Sex*

Textbook study site:

http://highered.mcgraw-hill.com/sites/0073382620/student_view0/index.html

Course management site: carmen.osu.edu

| Date | Topic | H & D | Roach |
|-----------------------------|-------------------------------------|--------------------------------------|----------|
| September 24, 29 | Introduction | 1 | 1 |
| October 1, 6 | Sex Research | 3 | 2, 15 |
| October 8, 13 | Sexual Anatomy & Hormones | 4 (skip 84-89) & 5 (skip 108-116) | 3, 9 |
| October 15 | Physiology of the Sexual Response | 8 | 4, 5 |
| October 20 (Monday) | <i>Test</i> | | |
| October 22, 27 | Sexuality in the Early Years | 9 & Epilogue | 14 |
| October 29, November 3 | Sexuality in Adulthood | 10 | 7 |
| November 5, 10 | Gender Differences and Similarities | 12 | 12 |
| November 12 (Wednesday) | <i>Test</i> | | |
| November 17, 19 | Sexual Orientation | 13 | |
| November 24, 26 | Atypical Sexual Activity | 14 | |
| December 1 | Commercial Sexuality | 16 | |
| December 3 | Sexual Dysfunction | 17 | 6, 8, 10 |
| December 8 (Monday) 3:00 | <i>Test</i> | | |

Test dates are subject to change if deemed necessary by the instructor. Any such change will be announced in class.

READING DISCUSSIONS WILL BE EVALUATED ON **OCT. 24, NOV. 14, AND DEC. 5**

READING DISCUSSION ASSIGNMENT:

Along with the textbook, you are expected to be reading the book *Bonk: The Curious Coupling of Science and Sex*. This delightful book, written by Mary Roach and published this year, is an exploration of sex research in a humorous but responsible and respectful way. I have decided to do something a little different with this book. Instead of testing you on it or giving you a writing assignment about it, I am going to request that we engage in an online discussion regarding your reactions to what you are reading. This discussion will take place on Carmen, and there will be a separate thread for each chapter. You will be graded on the quantity and quality of your discussion. For each chapter of the book, you will be able to earn a total of 6 points for your discussion. The quality of your postings will be based on evidence of having read the chapter and incorporation of class material or discussion into your comments. Quantity of your postings will involve a simple word count, with approximately 150 words being the minimum expected for each chapter. Quantity of posting beyond this minimum will not raise the point value you earn if the quality is weak, however.

In order to make my life a little easier, to give you feedback along the way, and to keep you from procrastinating too much, a deadline will be set for postings for each third of the book. Postings on the Roach readings assigned for the first third of the class will be evaluated after 5:00 pm on Friday, October 24. Postings the Roach readings assigned for the second third of the class will be evaluated after 5:00 pm on Friday, November 14. Postings on the Roach readings assigned for the final third of the class. will be evaluated after 5:00 pm on Friday, December 5. You are welcome to continue posting about a reading after the assessment (although it will not change your grade on that segment), and if you complete your reading of the book on a faster timetable, you may post in advance. I just need to provide some structure for this assignment, for your sake and mine.

ATTENDANCE AND CLASS PARTICIPATION:

Attendance in this class is important. Students who do not attend class regularly will not be given any benefit of the doubt in the case of a borderline grade. No specific credit will be given for class participation, but it might help in the case of a borderline grade.

TESTS:

There will be three tests worth 100 points each. Tests will consist of multiple-choice as well as short-answer or essay-type questions. You are responsible for all of the material discussed in class as well as all the reading. If you can not take a test on the scheduled date, you must inform me before the test is given or you will not be allowed to make it up.

GRADES:

By the end of the quarter, you will have been given the opportunity to earn 390 points (3 tests and the paper). The scale to be used to determine grades will be as follows:

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|----------------|-------------------|
| A = 93% - 100% | C = 73% - 76% |
| A- = 90% - 92% | C- = 70% - 72% |
| B+ = 87% - 89% | D+ = 67% - 68% |
| B = 83% - 86% | D = 60% - 66% |
| B- = 80% - 82% | E = 59% and below |
| C+ = 77% - 79% | |

CLASS GUIDELINES:

Even though this class will primarily consist of research-based lectures and presentations, I hope that we will also be able to have a lot of open discussion. To this end, please be aware that the students in this class will have a diversity of values, opinions, and backgrounds. I can not allow students to make each other feel uncomfortable beyond that point which facilitates intellectual growth. It is fine for you to debate and disagree with one another, but please do not insult each other or resort to name-calling. While you are welcome to illustrate a point you are trying to make with an example from your own experience or that of a friend, you will not be allowed to ask classmates (or your instructor, for that matter) direct questions about their own personal experiences. We will gradually develop a set of comfortable ground rules for the class. Until that time, please try to be especially sensitive to the feelings and reactions of your classmates.

DISCUSSION BOARD:

I hope that you are going to want to discuss the topics of this course both inside and outside the classroom. At any time, you are welcome to begin a discussion thread on Carmen on any sexuality-related topic of your choice.

GUESTS OR CHILDREN: Because of the relatively sensitive nature of much of the material we will be covering, I would very much appreciate it if you would check with me before bringing a guest or a child to class.

STUDENTS WITH DISABILITIES

Students with certified disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he or she may need an accommodation based on the impact of a disability should contact Michelle McLane at the Office for Disability Services at (419) 755-4304 or visit her at C100E Conard Learning Center in order to coordinate reasonable accommodations for documented disabilities.

Responsible Sources of Information about Sexuality on the Web

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| Electronic Journal of Human Sexuality | www.ejhs.org |
| Kinsey Institute for Research in Sex, Gender and Reproduction | www.indiana.edu/~kinsey/ |
| Kaiser Family Foundation | www.kff.org |
| Alan Guttmacher Institute | www.agi-usa.org |
| Sexuality Information and Education Council of the U.S. | www.siecus.org |
| Archive for Sexology | www2.hu-berlin.de/sexology |
| Society for Human Sexuality | byz.org/~sexuality/index.html |
| Go Ask Alice | www.goaskalice.columbia.edu |
| Planned Parenthood Federation Website for Teens | www.teenwire.com |
| Website for Teens sponsored by the Network for Family Life Education | www.sxetc.org |
| Website of the American Social Health Association | www.iwannaknow.org |

The OSU-Mansfield Psychology Web Site: www.mansfield.ohio-state.edu/psych

