COURSE SYLLABUS

Department of Psychology
University of West Georgia

PSYC 3110.01  CRN 10810  HUMAN SEXUALITY

TLC 1305
M, W  11:00 AM – 12:15 PM
Spring, 2018

Instructor: Daniel A. Helminiak, PhD, PhD, LPC

Contact Information: Office: Melson 203. Office hours: M, W  12:30 - 3:15 PM, 5:00 – 7:00 PM, and by appointment. Phone: 678-839-0615 (home, 10 a.m. – 10 p.m.: 404-581-0500). Email: dhelmini@westga.edu (Use this address, not CourseDen, and do not depend on email, but the phone, for a quick response). All official communication is via campus e-mail (i.e., @my.westga.edu).

Course Description

The topic of this course includes many issues: physical aspects of sex, psychological matters of emotions and attachments, and interpersonal or spiritual matters of shared meaning, purpose, and values in intimate community and family. Said otherwise, sexuality involves "making love" (physical), "being in love" (psychological), and "loving and caring" (spiritual). Although these three may coincide, they are not the same thing because, for better or worse, they can be separated. Yet all are part of human sexuality, for in humans the biological dimension of sexual sharing opens onto the broader meaning of the psychological and the spiritual dimensions. The topic is intricate, as are people.

Moreover, the needs of the students are varied. The course material is very personal, so people's opinions, beliefs, values, and feelings must be respected. But opinions are only as valid as the evidence that supports them, so personal positions must also be questioned. Besides, the topic involves many concepts, theories, and research results, and these must be mastered. Moreover, the material involves serious health concerns—physical, emotional, and also spiritual—so pertinent information must be learned and wholesome attitudes formed. Finally, the topic opens onto the mysteries of interpersonal relationship and the meaning of life, and these must be revered and pondered. The humanistic emphasis in the Department of Psychology at UWG recognizes that all these matters are pertinent to human sexuality.

As a result, in a short time the course will survey much information and address important and deeply felt issues. A combination of lecture, discussion, small-group exercises, videos, guest speakers, and personal study and sharing will allow this course to treat all these issues to some extent. The end result will be a solid introduction to human sexuality in contemporary society.
Course Activities

- Study of textbook on Human Sexuality
- Illustrated lectures on course material
- Discussion of course material in full class group and in small discussion groups
- Periodic individual and group exercises related to course material
- Viewing of relevant videos
- Periodic visits of guest speakers and panels
- Brief reports by students to the class on issues relevant to course material.
- Participation in campus-wide activities relevant to course material

Course Objectives

- to understand the role of sexuality in human relationships
- to know the basics of human sexual anatomy and physiology as they pertain to concerns of interpersonal relationships, health, conception, and family life
- to appreciate the diversity of human sexual experience and responsiveness
- to learn to study and discuss matters of sexuality with openness, honesty, respect, reverence, and responsibility
- to develop criteria for balanced and reasoned assessment of sexual matters in a pluralistic and secularized society
- to foster the wholesome integration of the sexual, affectional, and spiritual dimensions of one's own interpersonal relationships and societal involvement

Learning Outcomes

- Indicate three turning points in the history of the study of sexuality
- Contrast sexual mores in at least three different societies
- List two differences in sexual practices among ethnic groups in the USA
- Name the major sex researchers and explain their methodologies
- List three characteristics of male and female gender stereotypes
- List four factors that play into affection for another person
- Describe the developmental pathway of sexually charged love
- Explain “natural law” as a science-based approach to sexual ethics
- Articulate and propose a rationale for a personal set of sexual values
- Name the female and male sexual organs and explain their functions
- Explain the physiology of sexual differentiation, including neural components
- Explain the processes of female and male sexual arousal
- Name and define the major paraphilias
- Respond to encounter of transsexual and homosexual people
- Explain the processes of conception, pregnancy, and childbirth
- Name the major barrier and chemical contraceptives and explain their functioning
- Name the major STDs and their symptoms, including the three stages of syphilis
- Explain the etiology of AIDS and the mechanisms of HIV transmission
- Speak calmly, explicitly, and comfortably about sex
- Report increased comfort in dealing with matters of sexual diversity
Course Requirements

1. *Study* of assigned readings and reflection on the issues. The course text is Janet Shibley Hyde and John D. DeLamater (2017), *Understanding Human Sexuality* (13th edition). The Course Outline below provides an approximate list of the daily readings. As the course progresses, the time allotted each topic may need to be adjusted, and the schedule of topics may be changed to accommodate class discussion and exercises, guest speakers, and other relevant events. Class lectures will highlight the important topics within the assigned chapters. Exam dates are firm.

2. Active *participation* in class through attendance and discussion.

3. Four non-cumulative *exams*. Exams will be objective and will be based on the class presentations, textbook, and discussions. For each exam students will need a “General Purpose Answer Sheet # 229633” (large, purple/orange sheet). Students are responsible for textbook material whether or not it is covered in class. Use of the textbook’s on-line helps for study is strongly encouraged for preparation for exams. CourseDen contains lecture slides and supplementary readings. Cheating, fabrication, and plagiarism will not be tolerated and will be subject to disciplinary action. (See Appendix A, section 2.00, of the student handbook for definitions of these forms of academic dishonesty.) Work prepared for another course or fulfilling a requirement for another course may not be used to fulfill requirements or merit extra credit in this course. This course offers no automatic option for make-up exams. In case of a major emergency, *before* the exam time the student must negotiate with the instructor some way to re-schedule the exam. In such cases *contact person-to-person or by phone is required*.

Course Evaluation

Final *grades* will depend on four *exams*. The exams will each constitute 25% of the course grade. *Class attendance* will be scored as extra-credit points, a maximum of two points prorated for actual attendance, to be added to the exam average. Students are responsible for signing the attendance sheet, and the instructor reserves the right to disqualify any signature that does not obviously match the student’s others. Letter grades will be assigned as follows: A=90+%; B=80-89%; C=70-79%; D=60-69%; F=<60%.

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. A student who misses the final exam due to an emergency must contact the Psychology office at 678-839-6510 or go to Melson Hall, Room 123, as soon as possible to complete the form, “Missed Final Exam: Verification of Emergency.” The departmental Chair will need to approve this form for an incomplete grade, which may allow the time to make up the exam or complete final assignments. The student will need to provide documentation to verify the emergency.

In two other ways students may earn up to three additional *extra-credit points* to be added to their final percentage grade. First, by making a class "comment." A comment is a brief report about some experience (book, movie, TV show, magazine or newspaper article, conversation, event, etc.) that is relevant to the course and would be useful for the class to hear. One point may be gained for (a) sharing the experience and (b) explaining
how the issue relates to a specific topic *on a specific page* in the textbook. Alternatively, one point may be gained for another type of comment, a report back to the class about some question that arose and needed follow-up research. Comments must be prearranged with the instructor. Second, one point may be gained by participation in campus activities (lectures, theatre, workshops, movies, etc.) that relate to the course. These will be announced as the course progresses, and students are encouraged to alert the class to such events on or around campus. If the event has an official extra-credit sign-up list, the student must sign that list. In other cases, the student must submit documentation, signed by an organizer of an event, attesting to the student’s participation.

Students should carefully review the information at [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). This link contains important material pertaining to student rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, students should review the information each semester.

**Course Outline**

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<thead>
<tr>
<th>Jan.</th>
<th>8</th>
<th>Introductions to the class and course</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
<td>Overview Discussion</td>
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<td>15</td>
<td>Holiday honoring Dr. Martin Luther King, Jr.</td>
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<td>17</td>
<td>Ch. 1: Sexuality in Perspective</td>
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<td>[=8th/9th/10th/11th ed.: 54-9, 64-6/44-60, 62-4/43-57, 60-1/40-56]</td>
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<td>24</td>
<td>Ch. 3, pp. 46-50, 58-59: Sex Research</td>
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<td>Feb.</td>
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<td>Ch. 12, pp. 304-317: Gender Roles [=334-49/360-74/313-28/293-306]</td>
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<td>7</td>
<td>Ch. 11: Attraction, Intimacy, Love</td>
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<td>8</td>
<td>Ch. 19: Ethics, Religion, and Sexuality (pp. 479-80, 484-5, 500-501)</td>
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<td>12</td>
<td>Exam # 1</td>
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<td>14</td>
<td>Review of Exam #1 &amp; Ch. 4 (pp. 65-82): Sexual Anatomy (female)</td>
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<td>19</td>
<td>Anatomy and Physiology (female continued)</td>
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<td>21</td>
<td>Anatomy and Physiology (male)</td>
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<td>26</td>
<td>Anatomy and Physiology (male continued)</td>
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<td>28</td>
<td>Ch. 5 (pp. 91-98): Sex Hormones and Sexual Differentiation</td>
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<td>(Last day to withdraw with grade of W; otherwise, F is automatic.)</td>
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<td>Mar.</td>
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<td>Sexual Differentiation (continued)</td>
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<td>Exam #2</td>
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<td>12</td>
<td>Review of Exam #2 &amp; Ch. 8 (pp.207-224): Sexual Arousal</td>
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Spring Break

Ch. 14: Variations in Sexual Behavior [= Ch. 14/16]

Apr. 2 Ch. 13: Sexual Orientation [= Ch. 15]
4 Ch. 12, pp. 317-323: Transsexualism & Guest Panelists [=/?/?328-34/306-11]
9 Exam #3
11 Review of Exam #3 & Ch. 6 (pp. 115-42): Pregnancy, Childbirth
16 Pregnancy & Childbirth (continued)
18 Pregnancy & Childbirth (continued) & Ch. 7, pp. 178-83: Abortion

Ch. 18 (pp. 459-68): AIDS & Guest Panelists.
Ch. 7: Contraception & Ch. 18: STIs.

30 Wrap-up Discussion. Course Evaluations

May 7 Exam #4 2:00 – 4:30 PM