

Psychology of Sexual Behavior Syllabus
Psyc 255 Fall 2015
Section 1

Lecture: MW 9:35-10:50 AM Rm D224 Sci Bldg

Instructor: Dr. Heather Molenda-Figueira

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Office Hours: M-W-F from 11 AM-12 PM and by appointment (email or phone), D241 Science Building

Teaching Philosophy: I very much enjoy sharing my knowledge on the topic of sexuality and encouraging students to want to learn more about this subject, as sexuality impacts many different aspects of one's existence across one's lifespan. However, this topic is very sensitive in nature, and care must be taken to first establish respect in the classroom. There are several criteria that I deem essential to successful teaching of this course. First, creating an environment for optimal learning in which students are comfortable discussing their personal experiences or anecdotes on the topic of sexuality; second, establishing supportive personal interactions and availability for students, and third fostering critical thinking skills through discussions and assignments. My role is to guide students through the material, while at the same time making sure that they are active participants in the learning process. My class will be structured as a combination of lectures, active learning activities, and group work. My intention is to make the course material enjoyable, and easy to understand. It is my ultimate hope that following this course, students will have gained a deeper understanding and of their own sexuality as well appreciation of the diversity in sexuality and practices of their fellow humans.

Social Sciences GEP Learning Outcomes:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Course Learning Outcomes:

Students should:

- Have an awareness of methods used to study human sexuality (SSLO 1).
- Explain how relationships and various sexual practices arise based on culture, psychological state, biology or evolution (SSLO 1).
- Increase basic knowledge of and ability to communicate about: reproductive anatomy and function, sexual identities/orientations, formation/maintenance of sexual

relationships, changes in sexuality across the lifespan, sexual disorders and sexual aggression (SSLO 2).

- Recognize the diversity of sexual practices across cultures, including Native Americans, Asians and Pacific Islanders (SSLO 3).
- Become more aware of, understand and accept the experiences and practices of the diverse sexuality of individuals within our own culture (SSLO 3).

Textbook: *Discovering Human Sexuality*, Levay, Baldwin and Baldwin, 3rd Edition, Sinauer & Associates, 2015.

Class Preparation: Please come to class having read the assigned chapters. This will provide you with some background on the material that will be covered in lecture and class activities, and also gives you an opportunity to make a list of concepts that you might find challenging. Make sure that you have completed assigned homework projects that will be used in class discussions. For exams, you will not be required to know material that was not covered during lectures or class activities.

D2L: Please regularly check D2L for course materials. I will be posting the syllabus, exam study guides, lecture outlines and slides, and other activities and instructions on the site.

Concept Review Worksheets: At the end of each chapter's lecture session, time permitting, I will have you divide into small groups to complete Concept Review Worksheets. These worksheets will provide you with a review of the material covered in the lecture topic, as well as some questions prompting you to think further about the material. You can keep the worksheets for exam preparation.

Exams: There are 5 exams, including the final. Exams will not be cumulative, and will be structured as a combination of multiple choice, fill-in and short answer questions covering lecture and activity material. Exam study guides will be posted to D2L approximately 1 week before the exam, and we will go over the answers to study guide questions during the class prior to the exam. Each exam is worth 75 points. You may only make up exams if you provide evidence of personal or medical emergencies. If this occurs, you must contact me prior to the exam, and you will have 5 days in which to complete the exam.

Reflection Papers: For each of the 5 "units" of the course, you will write a 2 page reflection paper which will require you to think a bit more deeply about some of the topics covered in lecture. You will receive a list of questions to choose from, and will answer 1 of the questions for each unit. This is an opportunity to share your beliefs/opinions while thinking critically about what you have learned in class. Each reflection paper will be worth 20 points.

Grading: Grades will be based on your performance on 5 exams, 5 Reflection Papers and Class Participation. You will not be graded on in-class activities which will be used to solidify your understanding of course materials and encourage deeper thinking about class topics. You must arrive on time to class and also actively participate in class discussions to receive full credit for

Class Participation. Remember, other students in class may have the same questions/ideas as you, so share them!

Exam 1	16%	75 pts
Exam 2	16%	75 pts
Exam 3	16%	75 pts
Exam 4	16%	75 pts
Exam 5 Final	16%	75 pts
Reflection Papers	4% each	20 pts each
Class Participation	5%	25 pts
Total	100%	500 pts

Grading Scale:	Pts	Percentage
A	465 – 500	93%-100%
A-	450 – 464	90%-92%
B+	435 – 449	87%-89%
B	415 – 434	83%-86%
B-	400 – 414	80%-82%
C+	385 – 399	77%-79%
C	365 – 384	73%-76%
C-	350 – 364	70%-72%
D+	335 – 349	67%-69%
D	300 – 334	60%-66%
F	≤ 299	≤ 59%

Class Operation: It is essential that my classroom environment provide students with a level of comfort in which they feel free and are encouraged to ask questions and offer their individual perspectives on the topics at hand. I will use a variety of teaching techniques including standard lectures, videos, and hands-on activities where lecture knowledge is applied to group activity problems or scientific questions.

As an instructor, it is imperative that I get to know the students both as a population and individually. I encourage you to visit office hours during the course of the semester so that I can provide a comfortable atmosphere in which we can address any issues you may have with the class. These meetings will give me the opportunity to provide you with feedback on your progress and aid me in devising ways to assist you in areas in which they are struggling with class material. I will have an open door policy for further discussions of class material. I am committed to your success in this course.

It is also imperative that as a member of my class, you treat others with respect. We all come from different backgrounds, and hold different points of view. There may be topics within this course that many feel controversial. We must be open to all points of view as every individual has something important to contribute to our discussions. Feel free to offer your opinions, but do not judge others. Because some of the topics may cover sensitive material, I will have a

comment box available for students to give feedback throughout the course. Also, if you are embarrassed to ask a particular question during class, you can anonymously write it down and put it in the comment box as well. Most class activities will be completed anonymously to protect the identity of students revealing private, personal information. **AT NO TIME ARE YOU REQUIRED TO PARTICIPATE IN ANY ACTIVITY OR ATTEND ANY LECTURE THAT MAY MAKE YOU FEEL UNCOMFORTABLE OR TRIGGER MEMORIES OF TRAUMATIC EXPERIENCES.**

UW-Stevens Point Classroom Policies

Using Electronic Devices: To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy.

Likewise, recording of lectures and taking of photos during class is not permitted without permission of the instructor.

UWSP Attendance Policy: Attend all your classes regularly. We do not have a system of permitted "cuts."

Students are expected to attend the first meeting of class, or have permission from the instructor or chair of the department to be absent. Those who do not attend the first one or two days of class may be required to drop the course if there are others who wish to add the course. **If required to drop the course, it is the student's responsibility to officially drop the course through the Registration & Records Office or on the web.**

If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

Your instructors will explain their specific attendance policies to you at the beginning of each course. Be sure to follow them. If you must be absent, tell your instructor why. If you can't reach your instructors in an emergency, visit the [Student Academic Advising Center](#), Room 103, SSC, or call them at 715-346-3361.

UWSP Rights and Responsibilities- Student Academic Standards and Disciplinary Procedures: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities*

document, and it is intended to help establish a positive leaning environment at UWSP. Click here/visit the site for more:

<https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. So don't do it!! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities document*, Chapter 14, and can be accessed at the following site:

<http://www4.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>

Accommodations for Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for student with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (in the Library). You can also find more information on services provided at: <http://www4.uwsp.edu/special/disability/>

Title IX: Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Emergency Preparedness: In the event of a medical emergency, call 911 or use the red emergency phone located outside of room D230. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure or any of the hallways in the Science Building. Avoid wide-span rooms and buildings. For floor plans showing severe weather shelters, see www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.

In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Education Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

For details on all emergency response plans at UW-Stevens Point See UW-Stevens Point, please view the Emergency Management Plan at www.uwsp.edu/rmgt.

Course Schedule

Week	Date	Topic	Readings/Homework	In Class Activities
1	9/7	Introduction to course and expectations	None	Student introductions, Ice-breaker activity
2	9/12	Ch. 1 Lecture: Sexuality	Ch. 1	Art activity
	9/14	Ch. 2 Lecture: Women's Bodies	Ch. 2	Results of Art activity Pt. 1
3	9/19	Ch. 2 Lecture: Women's Bodies	Ch. 2	
	9/21	Ch. 3 Lecture: Men's Bodies	Ch. 3, Appendix B	Results of Art activity Pt. 2
4	9/26	Ch. 3 Lecture: Men's Bodies	Ch. 3, Appendix B	
	9/28	Exam 1 Review	Study Guide	Bring questions to class!
5	10/3	Exam 1: Ch. 1-3		
	10/5	Ch. 4 Lecture: Sex, Gender, Transgender	Ch. 4; Complete BuzzFeed Orientation Quiz & turn in results	Disc: Are gender labels useful?
6	10/10	Ch. 12 Lecture: Sexual Orientation	Ch. 12	Unit 1 Reflection Due! Results/Disc of BuzzFeed Quiz
	10/12	Ch. 5 Lecture: Attraction, Arousal, and Response	Ch. 5	Dating Partner Choice activity
7	10/17	Exam 2 Review	Study Guide; Turn in Sexual Secret cards	Bring questions to class!
	10/19	Exam 2: Ch. 4, 12, 5		
8	10/24	Ch. 6 Lecture: Sexual Behavior	Ch. 6	Results of Sexual Secret Card Activity
	10/26	Ch. 7 Lecture: Sexual Relationships	Ch. 7	Unit 2 Reflection Due! Disc: Impact of tech on relationships
9	10/31	Ch. 8 Lecture: Fertility, Pregnancy, and Childbirth	Ch. 8	Disc: Infertility and having no children
	11/2	Catch up day		
10	11/7	Exam 3 Review	Study Guide	Bring questions to class!
	11/9	Exam 3: Ch. 6-8		
11	11/14	Ch. 10 Lecture: Sexuality	Ch. 10	Disc: Sex Ed Experiences

		Across Lifespan-Birth to Adolescence		
	11/16	Ch. 11 Lecture: Sexuality Across Lifespan-Adulthood	Ch. 11	Unit 3 Reflection Due! Disc: Sexuality in the Elderly
12	11/21	Ch. 13 Lecture: Atypical Sexuality	Ch. 13; Find a definition of a paraphilia/atypical practice	Share Definitions
	11/23	Ch. 14 Lecture: Sexual Disorders	Ch. 14	Disc: Do Sexual Disorders Really Exist?
13	11/28	Exam 4 Review	Study Guide	Bring questions to class!
	11/30	Exam 4: Ch. 10, 11, 13, 14		
14	12/5	Ch. 15 Lecture: Sexually Transmitted Infections	Ch. 15, <i>Turn in Sexual Harassment Policy</i>	STI Knowledge Quiz
	12/7	Ch. 16 Lecture: Sexual Assault, Harassment and Partner Violence	Ch. 16	Unit 4 Reflection Due! Discussion of harassment policies
15	12/12	Ch. 17 Lecture: Sex as a Commodity	Ch. 17	Disc: Legalization of Prostitution
	12/14	Final Exam Review	Study Guide	Unit 5 Reflection Due! Bring questions to class!
16	12/16	Final Exam: Rm D224 SCI 12:30-2:30		