PSY 251 Human Sexuality WI (CRN: 62303)
3 Credits
MW 1 – 2.15 p.m.

INSTRUCTOR: Lisamarie Bensman, Ph.D.
OFFICE: Na’auao 122
OFFICE HOURS: Drop-in (no appointment needed): MW 11 – 11.30 a.m. & 2.15 – 4 p.m.
By-appointment: MW 4 – 5 p.m. and other days/times as arranged
Online office hours also available by request, days/times flexible
EMAIL: bensman@hawaii.edu
EFFECTIVE DATE: Spring 2018

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION
Examines topic areas in the field of human sexuality including anatomy/physiology, sexual response, and sexual themes in society. Emphasizes understanding of one's sexuality through decision-making and communication skills. DS (3 hours lecture).

Activities Required at Scheduled Times Other than Class Times
For this course, in addition to attending class, you are expected to complete a number of assignments outside of class time, including reading the textbook, studying for assessment activities, and completing various written assignments including a research paper and sexual literacy campaign.

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:

1. Recognize the study of human sexuality as a science.
2. Describe the role of biology, culture, and socio-economic factors in the understanding and expression of human sexuality.
3. Discuss the basic perspectives, concepts, principles, and general information comprising the field of human sexuality.

WRITING INTENSIVE COURSE HALLMARKS
1. This course uses writing to promote the learning of course materials.
We will use formal and informal writing, both in class and out, to increase understanding of course material as well as to improve writing skills.

2. This course provides interaction between teacher and students while students do assigned writing. In effect, I will act as an expert and you will act as an apprentice in a
community of writers. Types of interaction will vary but all will focus on helping you improve in your writing.

*At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

3. Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.

4. This course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages. This may include informal writing. In-class drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

**COURSE TASKS.**

In addition to our face-to-face lectures, we will use Laulima throughout the semester. Laulima is WCC’s online course management system, which you might have used in previous courses. On Laulima, you will find our official class gradebook, a resource folder containing important class materials, class announcements, and our syllabus along with a number of other useful items. Access to Laulima requires your regular school username and password.

You are responsible for keeping up in this class: your diligence in this matter is essential to your success. No late work is accepted in this class without written verification of extenuating medical or legal circumstances.

As there are many ways to showcase knowledge acquisition, you will have an opportunity to demonstrate what you’ve learned in this course using a variety of different formats:

- **Journal entries:** 20 points total (10% of your overall grade)
  
  15 entries are needed for full credit

- **Content exploration activities:** 20 points total (10% of your overall grade)
  
  5 activities needed for full credit

- **Research paper:** 50 points total (25% of your overall grade)

- **Sexual literacy project:** 50 points total (25% of your overall grade)

- **Mastery assessments:** 60 points total (30% of your overall grade)
  
  2 online quizzes worth 30 points a piece

The focus for the above assignments is on you practicing extensively with our material. The grading system is set-up to allow you to reach academic success even if you experience initial struggles with the material. Using this method, the key to success rests with you. The more you work with the material, the better you will understand it and the more opportunities you have to improve your grade. For these reasons, I encourage you to complete all the coursework. Here are some additional details on our assignments:

**Journal Entries (20 points total)**
We will begin many classes with a short, 5-minute journal writing activity, wherein you will respond to a prompt about the day’s content. The purpose of these journals is to collect your initial ideas on a topic. As such, they are off-the-cuff, “just-write” responses. Length will likely vary based on your writing style, but I anticipate entries being a minimum of 150 words. You don’t need to prepare anything in advance and you won’t be graded on your writing. At the end of class, we’ll take a few minutes for you to write on how your thoughts have altered (or not) over the course of our day’s class.

If you complete the entry, you earn credit. If you don’t complete the entry, you don’t earn credit. While we will likely have more than 15 journal entries by the end of the semester, this is the number you should aim to complete for full credit. In other words, you can miss a few journal entries without losing any credit.

If you are absent, you may complete and submit the journal entry within two weeks of the journal date (for example, a missed journal from Wed. Jan 10th would need to be submitted by Wed. Jan 24th). However, as these journals are in-class activities, you’ll need to come to class to get the topic and submit your entry (in other words, I won’t tell you via email if we had a journal entry or what the topic was, but if you come to class, you can ask and receive the information).

**Content Exploration Activities (20 points total)**
During the semester, we will complete a number of written activities to help you explore, in-depth, part of the day’s content. These activities will take between 10 – 20 minutes to complete. Length will likely vary based on your writing style, but I anticipate entries being a minimum of 250 words. Like the journal entries, you don’t need to prepare anything in advance and you won’t be graded on your writing (we will use these activities as a way to build your writing skills though). If you complete the activity, you earn credit. If you don’t complete the activity, you don’t earn credit. While we will likely have more than 5 activities by the end of the semester, this is the number you should aim to complete for full credit. In other words, you can miss an activity or two without losing any credit.

If you are absent, you may complete and submit the content exploration activity within two weeks of the activity date (for example, a missed activity from Wed. Jan 10th would need to be submitted by Wed. Jan 24th). However, as these activities are in-class activities, you’ll need to come to class to get the topic and submit your entry (in other words, I won’t tell you via email if we had a activity or what the topic was, but if you come to class, you can ask and receive the information).

**Research Paper (50 points)**
Throughout the semester, you will work individually or with a group of up to 4 individuals on a 5-page research paper. You may choose any human sexuality topic that interests you, provided you can find at least eight peer-reviewed empirical journal articles on this topic. While you will do substantial work for the paper outside of class, our semester is structured to allow you some time to work on the papers during class and also to receive feedback during class. For example, you will participate in peer feedback with both members of your group and members of other groups. I will also provide feedback to you on your individual sections (we’ll have an individual conference) and to your group for the entire paper (we’ll have a group conference); both
conferences are required to submit the paper and pass the course. Eventually, your paper will provide the scholarly information that you will use to create your sexual literacy campaign. Further details are available on Laulima.

**Sexual Literacy Project (50 points)**

In conjunction with your research paper, you will create a sexual literacy campaign. While the research paper was formal writing geared towards an academic audience, the campaign uses the same information but is targeted to a lay/general audience. For the project, you/your group will create a campaign poster, an informational pamphlet, and three other campaign items. Three of these items will be text-intensive and account for roughly 1,250 words. At the end of the semester, we will have a sexual literacy fair where you will present your/your group’s campaign to the class. Additional details are available on Laulima.

**Mastery Assessments (30 points per quiz, 60 points total):**

Two online quizzes will be assigned throughout the semester. Question format may include multiple-choice, true/false, and short answer. Quizzes will cover content from both my lectures (including any videos shown during the class) and the textbook, including materials presented in class that may not be included in the text and material from the text that I may not have time to cover in class. These quizzes are open-book, open-notes. There is also an online, comprehensive final exam, also worth 30 points, that can replace a low quiz score. If you are satisfied with your first two quiz scores, you do NOT need to take the final as only your two highest scores count.

**COURSE CONTENT**

**Schedule (tentative and subject to change):**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Tentative Writing Activity</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M, Jan. 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Let’s Talk About Sex</td>
<td>Journal activity</td>
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<td></td>
<td>W, Jan. 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Why Sex?</td>
<td>Journal activity</td>
<td>Read Martin ch. 1</td>
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<td>2</td>
<td>M, Jan. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No School- MLK Day</td>
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<td>W, Jan 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>When the Secondary Oocyte Meets the Sperm: Sexual Development</td>
<td>Paper prep</td>
<td>Read Martin ch. 2 &amp; 3</td>
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<td>3</td>
<td>M, Jan. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Our Bodies Ourselves: Female Bodies</td>
<td>Journal activity</td>
<td>Read Martin ch. 5</td>
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<td>W, Jan. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Straying from the Default Path: Male Bodies</td>
<td>Paper prep</td>
<td>Read Martin ch. 8</td>
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<tr>
<td>4</td>
<td>M, Jan. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Penis Enlargement &amp; Vulvae Dye: Genital Alteration &amp; Body Image</td>
<td>Content exploration</td>
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<td>W, Jan. 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Snips, Snails, &amp; Puppy-Dog Tails Meet Sugar, Spice, &amp; Everything Nice: Understanding Gender</td>
<td>Content exploration</td>
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<td>5</td>
<td>M, Feb. 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Middle Sexes: Redefining He &amp; She</td>
<td>Journal activity</td>
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*At-home workday*
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<tr>
<th>Date</th>
<th>Event</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>W, Feb. 7th</td>
<td>At-home workday</td>
<td>The Business of Being Born: Childbirth</td>
<td>Journal activity Read Martin ch. 4</td>
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<td>6</td>
<td>M, Feb. 12th</td>
<td>Refractory I</td>
<td>Paper prep</td>
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<tr>
<td>W, Feb. 14th</td>
<td>Breast is Best? Controversial Infant Decisions</td>
<td>Journal activity Paper prep</td>
<td>Read Martin ch. 6 &amp; 7</td>
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<td><strong>Sexual Relationships</strong></td>
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<td>7</td>
<td>M, Feb. 19th</td>
<td>No School- Presidents’ Day</td>
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<tr>
<td>W, Feb. 21st</td>
<td>“Damn, you’re hot!”: Sexual Attraction</td>
<td>Journal activity Paper prep</td>
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<td>8</td>
<td>M, Feb. 26th</td>
<td>Youth &amp; Looks versus Money? Mate Preferences</td>
<td>Content exploration Read Ansari ch. 1 &amp; 4</td>
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<tr>
<td>W, Feb. 28th</td>
<td>Swiping Right: Modern Dating &amp; Hookups</td>
<td>Journal activity</td>
<td>Read Ansari ch. 2 &amp; 3</td>
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<td>9</td>
<td>M, March 5th</td>
<td>What about Love? Science Meets the Metaphorical Heart</td>
<td>Journal activity Content exploration Read Ansari ch. 5 Paper rough drafts due</td>
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<td>W, March 7th</td>
<td>‘Till Death or Conflict Do Us Part: Long-Term Romantic Relationships</td>
<td>Content exploration</td>
<td>Read Ansari ch. 7</td>
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<td>10</td>
<td>M, March 12th</td>
<td>The Four Horsemen of the Apocalypse: Relationship Health</td>
<td>Content exploration Read Ansari ch. 6</td>
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<td>W, March 14th</td>
<td>A Rainbow of Possibilities: Sexual Orientation</td>
<td>Journal activity</td>
<td>Papers due</td>
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<td><strong>Sexual Behaviors</strong></td>
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<td>11</td>
<td>M, March 19th</td>
<td>Refractory II</td>
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<tr>
<td>W, March 21st</td>
<td>The Tearoom Trade: Research Issues in Studying Private Behaviors</td>
<td>Content exploration</td>
<td>Quiz 1 due</td>
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<td><strong>No School – Spring Break – March 26th – 30th</strong></td>
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<td>12</td>
<td>M, April 2nd</td>
<td>Between (Above, &amp; Far-Away From) the Sheets: What People Do &amp; Where They Do It</td>
<td>Journal activity</td>
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<td>W, April 4th</td>
<td>Losing “It”: First Sexual Experiences</td>
<td>Journal activity</td>
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<td>13</td>
<td>M, April 9th</td>
<td>“Yes, YES, YYEEEESSSS!”: The Sexual Response Cycle</td>
<td>Journal activity</td>
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<td>W, April 11th</td>
<td>“YES!”, cont.</td>
<td>Content exploration</td>
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<td>14</td>
<td>M, April 16th</td>
<td>“They’re into what??!”: Atypical Sexuality &amp; the Paraphilias</td>
<td>Journal activity</td>
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<td>W, April 18th</td>
<td>“What??!”’, cont.</td>
<td>Content exploration</td>
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<td>15</td>
<td>M, April 23rd</td>
<td>Asking for It: Rape Culture &amp; Sexual Assault</td>
<td>Content exploration Read Harding ch. 1 - 4</td>
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<td>W, April 25th</td>
<td>Asking for It, cont.</td>
<td>Journal activity</td>
<td>Read Harding ch. 5 - 7</td>
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<td>16</td>
<td>M, April 30th</td>
<td>Asking for It, cont.</td>
<td>Journal activity</td>
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ASSESSMENT TASKS AND GRADING

Students often worry about their progress in a course, and sometimes ask their instructors to calculate their grade for them. In this course, my goal for the grading system is to be as clear as possible so that you are always aware of your standing in the course. I have provided this worksheet for you to fill in your assignment grades as the semester progresses.

**Grade Tracker:**

**Journal Entries (15 checkmarks needed for full credit; 1 checkmark = 1.25 points)**

Expected word count: 2250

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Total = ____/20 points

**Content Exploration Activities (5 plus marks needed for full credit; 1 plus mark = 4 points)**

Expected word count: 1250

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Total = ____/20 points

**Research Paper**

Expected page count: 5

Total = ____/50 points

**Sexual Literacy Project**

Expected word count: 1250

Total = ____/50 points
Mastery Assessment Activities:

Quiz 1 = _____/30 points
Quiz 2 = _____/30 points
Optional Final = _____/30 points

Total = _____/60 points
*count 2 highest scores only

Total Points = _____/200 points
*Add only the scores in this right, bolded column

Grading:
I will use the following scale to determine the final grade that you have earned:

A = 200.0 – 180 points [percentage of 90 – 100%]
B = 179.9 – 160 points [percentage of 80 – 89.9%]
C = 159.9 – 140 points [percentage of 70 – 79.9%]
D = 139.9 – 120 points [percentage of 60 – 69.9%]
F = Below 120 points [percentage of 0 – 59.9%]

Learning Resources

Our required materials for the course:


Additional course materials will be available on Laulima.

Recommended Reading Resources:


Campus Resources:
Writing Center: Free, writing help available for students. See the WCC website for more details.

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).
Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website: http://library.wcc.hawaii.edu

**Student Resources:**
Ka Piko is WCC’s academic support hub. Please visit: https://windward.hawaii.edu/kapiko/

**Additional Information**
I am here to help you succeed in this course. Please don’t hesitate to email me or stop by my office if you have any questions, concerns, or problems. At any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, the Social Sciences department chair, Dr. Frank Palacat (palacatf@hawaii.edu), is available as a resource.

Attendance: Attendance will not be taken in class. However, attending lectures and taking notes (in addition to keeping up with the reading in the textbook) are fundamental for your success in this course. Lecture slides for the class will not be posted online nor will the journal or content exploration prompts. However, you are always welcome to stop by my office to ask about the prompts and/or see the slides and copy down any notes that you miss during office hours or by appointment.

Plagiarism/Cheating: I take both plagiarism and cheating very seriously. If I believe you have plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating or an instance of plagiarism and an instance of cheating).

Late assignments: Late assignments will not be accepted, excepted in cases of serious documented emergencies. This determination is made by me; please contact me as soon as you anticipate/are aware of a problem.

Electronic Submissions: Electronic submissions are at a student’s own risk. If you email me an assignment, it is your responsibility to ensure that the proper document was received on time. I will send a confirmation email indicating that the file was received. If the file is late, does not open properly, or is the wrong file, it will not be counted as on-time and you will not receive credit for the assignment.

Course format: Class sessions will involve a combination of student driven lectures, professor driven lectures, class discussions, in-class activities, group work and instructional media clips. Students are expected to complete assigned readings and activities before coming to class. Active participation during class is expected and will provide students with a deeper and more complete understanding of psychological principles.

I strongly uphold the University of Hawai‘i’s non-discrimination policy in my class. Any discriminatory acts or language on the basis of race, religion, sex, age, national origin, ancestry, disability, or sexual orientation will NOT be tolerated. We will maintain our classroom as a safe environment for all.
MySuccess
At Windward Community College, we want every student to be successful. To help with this, early intervention will be offered through MySuccess. MySuccess is a system wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in class. If I feel that you're having difficulty in our class within the first few weeks of the semester (e.g. missing assignments or low assignment scores) and working together shows that you would really benefit from being connected to supportive resources outside of the classroom, I may refer you to an assigned counselor. Once referred, MySuccess will:

- Call you and send an email to your Hawaii.edu account to let you know about my referral; and
- Have an academic counselor follow up with you by phone or by email to find out what kinds of help you might need and connect you with the necessary resources to help you devise a strategy for success.

I will not refer you without telling you. If I do refer you, know that I am doing so in an effort to connect you with all of the help you may need to do well this semester as your success is important to me.

DISABILITIES ACCOMMODATION STATEMENT
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

Title IX
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College (WCC) is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.