

Psychology/Sociology 350
Human Sexuality
Dr. Hyde
Spring, 2013

Office hours: W 11:00 – 11:45 and by appt.
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Office: 410 Psychology
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TAs: Carlie Allison (Head TA), Michele Coleman,
Chelsea Mitamura, Nick Oleen-Junk, Noah Yulish

SYLLABUS

Textbooks

Hyde, J. S. & DeLamater, J. D. (2011). *Understanding Human Sexuality*. 11th ed. New York: McGraw-Hill.

Options: hardcover, looseleaf, ebook

All books are available at A Room of One's Own Bookstore, 315 W. Gorham St.

The ebook version of the textbook is available through the publisher's website,

<http://coursesmart.com>

Choose one from the following three:

Bernstein, Elizabeth (2007). *Temporarily Yours: Intimacy, Authenticity and the Commerce of Sex*. Chicago: University of Chicago Press.

LeVay, Simon (2011). *Gay, Straight, and the Reason Why: The Science of Sexual Orientation*. New York: Oxford University Press.

Ryan, Christopher & Jethá, Cacilda (2010). *Sex at Dawn*. New York: Harper.

All books have been ordered at A Room of One's Own Bookstore, 315 W. Gorham St.

Copies of *Understanding Human Sexuality* are on reserve in the Social Science Reference Room, 8432 Social Science Bldg.

Schedule

Jan. 22	T	Introduction Read: Hyde, Chapter 1
Jan. 24	Th	Cross-cultural perspectives and Theories Read: Chapter 2
Jan. 29	T	Sexual anatomy Read: Chapter 4 (skip Chapter 3 for now)

Jan. 31	Th	Sexual anatomy (cont.) and prenatal development Read: Chapter 5
Feb. 5	T	Hormones, menstruation, and menopause Read: Chapter 5
Feb. 7	Th	Childbirth (skip New Reproductive Technologies, pp. 138 ff., for now) Read: Chapter 6
Feb. 12	T	**EXAM 1: Chapters 1, 2, 4-6, and lectures
Feb. 14	Th	Contraception Read: Chapter 7
Feb. 19	T	Contraception (cont.)
Feb. 21	Th	Physiology of sexual response Read: Chapter 8
Feb. 26	T	Research methods Read: Chapter 3
Feb. 28	Th	Sexual development across the lifespan Read: Chapter 9
Mar. 5	T	Lifespan (cont.) Read: Chapter 10
Mar. 7	Th	**EXAM 2: Chapters 3, 7-10 and lectures
Mar. 12	T	Attraction and love (skip section on communication for now) Read: Chapter 11
Mar. 14	Th	Gender and sexuality Read: Chapter 12
Mar. 19	T	Sexual orientation Read: Chapter 13
Mar. 21	Th	Sexual Coercion Read: Chapter 15
Mar. 26, 28		Spring Break

Apr. 2	T	Variations Read: Chapter 14
Apr. 4	Th	Sexual variations (cont.), Transgender Read: Part of Chapter 12 on transgender
Apr. 9	T	Pornography Read: Chapter 16
Apr. 11	Th	**EXAM 3: Chapters 11 (attraction and love part)-16 and lectures
Apr. 16	T	Communication Read: Chapter 11, section on communication
Apr. 18	Th	Sexual Disorders and Sex Therapy Read: Chapter 17
Apr. 23	T	Sexually transmitted diseases
Apr. 25	Th	Sexually transmitted diseases (cont.) Read: Chapter 18
Apr. 30	T	Video on new reproductive technologies Read: last section of Chapter 6
May 2	Th	Ethics, religion, and sexuality Read: Chapter 19
May 7	T	Sex and the law Read: Chapter 20
May 9	Th	Sex education Read: Epilogue
May 17	F	**COMPREHENSIVE FINAL EXAM, 2:45 – 4:30

Grading

Grades are assigned at the end of the semester based on points earned. There will be a total of 310 possible points, based on 3 exams (the first counting 50 points, the other 2 counting 40 points each), a comprehensive final examination (100 points: 20 points on last unit, 80 points comprehensive), and 80 points from performance in discussion sections, which will include the

paper on the book you choose. The cutoffs for letter grades at the end of the semester vary somewhat from year to year, but generally are as follows: 288-310A; 276-287 AB; 257-275 B; 245-256 BC; 217-244 C; 186-216 D. Details on the assignment of points for discussion sections will be distributed by the TAs in a Discussion Section Syllabus. Attendance at discussion sections is required.

The format of the exams will generally be 40-50 multiple choice items, and 100 items for the final. Writing assignments will be given in discussion sections.

No makeup exams will be given unless Dr. Hyde (not your TA) has been contacted in advance of the exam and a written excuse is provided by the student. No exceptions will be made to this policy. Makeup exams will consist of 3 essay questions. Students who do not take an exam and do not meet the conditions for taking a makeup will receive 0 points for that exam.

Ethics of Being a Student in the Department of Psychology

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

For detailed information on how to avoid plagiarism, please see the following website: <http://writing.wisc.edu/Handbook/QuotingSources.html>

Your instructor will contact you if she has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor's concerns. Following the meeting, if your instructor believes that you engaged in misconduct, s/he will decide on an action. Following UW protocol, your instructor will inform the Dean of Students' Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade in the course, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as

probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14: <http://students.wisc.edu/saja/misconduct/UWS14.html>

Course Objectives

1. To learn practical information about the biological, psychological, and social aspects of sexuality that people need to know for daily living -- e.g., information about contraception, sexually transmitted diseases.
2. To learn about methods used in the scientific study of sex, to gain a better understanding of existing data and be able to evaluate studies that will be published in the future.
3. To learn about the fabulous diversity of human sexuality along many dimensions, including age, sexual orientation, ethnicity within the United States, and cultures around the world.
4. To become comfortable with the topic of SEX, so that you can be more rational in making decisions about it.

Other Notices

Laptops may be used in class only for purposes of taking notes on class material and only if approved by Dr. Hyde. See Dr. Hyde after class to get on the Approved Laptop List. Those who use laptops during lecture must sit in one of the first six rows of the classroom. Laptops may not be used in discussion sections. Cell phones and other similar devices also may not be used. Please be sure to silence your cell phone before class. These rules are necessary so that we have an optimal learning environment for everyone in the class.

I wish to include persons with disabilities fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. You must let me know during the first week of classes. I will try to maintain confidentiality of this information you share with me. If you have a McBurney pass and need accommodations such as special testing, you must see me during the first week of classes and give me a copy of your visa.

Where to take complaints about a Teaching Assistant or Course Instructor:

Occasionally a student may have a complaint about a T.A. or course instructor. If that happens, you should feel free to discuss the matter directly with the T.A. or instructor. If the complaint is about the T.A. and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If you do not want to approach the instructor, make an appointment to see the Chair of the Psychology Department, Professor Patricia Devine, by emailing chair@psych.wisc.edu.

If your complaint has to do with sexual harassment, you may also take your complaint to Vicky Lenzlinger, Undergraduate Program Coordinator, phone 262-0523 or email her at vlenzlinger@psych.wisc.edu. Her office is located on the second floor of the Psychology building, Room 222. If you believe the T.A. or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the Office of Equity and Diversity (room 179-A Bascom Hall).

If your T.A. is not a native English speaker and you have difficulty understanding his or her speech, ask the T.A. to repeat sentences that you do not understand. If you have serious or prolonged difficulty understanding, discuss the problem with the course instructor. But remember that this is a multicultural institution and that the diversity of T.A.s can add substantially to your education. Some patience with unfamiliar accents may reward you with a better understanding of the world.