

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 23
<b>Discipline:</b>	Psychology
<b>Course Number and Title:</b>	PSY 328 Psychology of Human Sexuality
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Diego Vega, PhD.
<b>Semester Credit Hours:</b>	3

**Prerequisites:** One (1) lower-division human development course OR one (1) lower-division general psychology course OR one (1) introductory social work course AND student must be of junior or senior academic standing.

### COURSE DESCRIPTION

Human sexuality is the study of the biological, evolutionary, social, cultural, and political perspectives relating to sex and the meaning behind “masculinity”, “femininity”, and “asexual” or “genderqueer”. The goal of this course is for students to gain knowledge about human sexuality including physiological, psychological and cultural perspectives. We will learn about major sexuality topics including sexual hormones and anatomy, sexuality research, culture and sexuality, conception, childbirth, contraception, abortion, sexual response, love and divorce, sexual assault, sexual variation in behavior, the life cycle and sexuality, sexual orientation, commercial sex, sexual dysfunction, sexually transmitted diseases and sexual health. This course is designed to increase awareness of sexuality and issues relating to it. Discussions in class will include controversial topics. Port of call visits will be used to further examine the concepts we discuss and will allow for observations of cultural and political differences and similarities. Classes will be engaging and active participation from students is expected.

### LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

- a) Appreciate the theoretical, empirical, and applied sides to studying human sexuality.
- b) Think critically about and analyze the theories, methods, and findings related to human sexuality.
- c) Cultivate a lasting awareness of the prevalence of human sexuality principles in the real world.
- d) Understand and appreciate the following areas relevant to human sexuality:
  - Basic anatomy and functioning in human sexuality
  - The relationship between psychological functioning and sexual response/ behavior.
  - Knowledge of the biopsychological aspects of childbirth, contraception, abortion,

sexual orientation, gender, dysfunction, sexually transmitted diseases, commercial sex and sexual assault.

- Sexual changes and the life cycle.
- The biopsychology of love, attraction, flirting, sexual variations
- The role and importance of culture in proscribing norms for human sexual behavior and cross-cultural comparisons of cognitive, physical and psychological responses of people across cultures.

## REQUIRED TEXTBOOKS

AUTHOR: Hyde, J. & DeLamater, J.  
TITLE: Understanding Human Sexuality,  
PUBLISHER: McGraw-Hill Higher Education  
ISBN #: 978-1260041767 / 126004176X  
DATE/EDITION: 2019/ 14<sup>th</sup> Edition

## TOPICAL OUTLINE OF COURSE

### Embarkation Day – January 5

#### 1: Introduction and overview of the course - Ethics

Learning outcomes, expectations, syllabus and learning projects  
Discussion of Field Work: Field Class and Comparative Experiential Project.  
Voyage Community Values

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 1

#### 2: Research Methods & Theories

*Reading:* Hyde & DeLamater (2019). Understanding Human Sexuality. Chapters 2 & 3

#### Experiential Assignment #1 Due & Personal Ad Due

#### 3: Research Methods & Theories

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 2 & 3  
*Reading:* Thirani Bagri, Neha. (June 20, 2021). A controversial ban on commercial surrogacy could leave women in India with even fewer choices.  
*Reading:* Jain, Mahima. (July 5, 2021). The Silent Pandemic of Violence Against India's Women.

#### 4: Sexual Anatomy and Hormones

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 4 & 5

## 5: Sexual Anatomy and Hormones

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 4 & 5  
*Reading:* Dickens, B.M. (2018), Management of intersex newborns.

## 6: Sexual Arousal

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 8  
*Reading:* Esho, T. (February 09, 2022). Try alternative rites of passage.

## 7: Attraction, Love & Communication. Sex in China

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 11  
Experiential Assignment #2 Due

## 8: Attraction, Love & Communication

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 11  
*Reading:* Ansari, A. (2015). Modern Romance. Penguin Group.

## 9: Exam 1 (up to class 8)

## 10: Sexual Coercion

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 15  
*Reading:* UN Women. (nd). Facts and figures: Ending violence against women.

## 11: Sexual Orientation

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 13  
*Reading:* Mardell, A. (2016). A Cheat Sheet. The ABC's of LGBT+  
*Reading:* Arab Barometer. (February 27, 2020). What Arabs think about the status of women in society.

## 12: Sexual Orientation

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 13  
*Reading:* Pew Research Center (June 2020). The Global Divide on Homosexuality Persists

## 13: Contraception, Pregnancy, Abortion, & Parenthood

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 6 & 7  
*Reading:* Martuscelli, C. & Bencharif, S. (May 3, 2022). Abortion rights in Europe vary widely – and are getting squeezed. *Politico*.

**14: Contraception, Pregnancy, Abortion, & Parenthood**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 6 & 7

*Reading:* Center for Reproductive Rights. (February 23, 2021). The World's Abortion Laws Map

**15: Exam 2 (from class 10 to class 14)**

**16: Sexually Transmitted Infections**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 18

**17: Sexually Transmitted Infections**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 18

*Reading:* BBC. (February 14, 2021). Good sex can be safer sex, say WHO researchers. BBC.

**18: Variations in Sexual Behavior, Sexual Disorders & Sex Therapy**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 14 & 17

**19: Preparation for Field Class**

**20: Variations in Sexual Behavior, Sexual Disorders & Sex Therapy**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapters 14 & 17

*Reading:* Garga, S., Thomas, M.T., Bhatia, A. et al. (2021). Motivations, dating app relationships, unintended consequences and change in sexual behaviour in dating app users at an Australian music festival.

**21: Sexuality Across the Lifespan**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 10

Experiential Assignment #3 Due

**22: Gender & Sexuality**

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 12

Field Class Report DUE

## 23: Gender & Sexuality

*Reading:* Hyde & DeLamater. (2019). Understanding Human Sexuality. Chapter 12

24: Exam 3 (from class 16 to class 23)

25—FINAL CLASS: Summing up and what we have learned from our voyage

**Disembarkation Day – April 20**

## FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

### Field Class & Assignment

**STUDENTS: Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Norms, Culture and Human Sexual Behavior

Outcomes: A desired outcome for the field class is to help students examine, in one of the countries we visit, the concepts we discuss in the course. The field class should allow for observations of cultural and political differences and similarities regarding one or some of the following topics: conception, childbirth, contraception, abortion, sexual response, love and divorce, sexual assault, sexual variation in behavior, sexual orientation, commercial sex, sexual dysfunction, sexually transmitted diseases, or sexual health

The field class should allow for students to observe or experience how culture plays a role in proscribing norms for human sexual behavior.

Activities: This field class could involve a day-long visit that contains several components. We could visit several NGOs and other organizations that deal with the protection of human rights in the selected country, especially the rights of women, children, sexual minorities, and HIV/AIDS patients.

Another option could be to expose students to topical areas through an in-class lecture discussing sexuality within the culture. We could meet with individuals who are experts in the area of sexuality. These individuals will be affiliated with any one of a variety of settings including a university, governmental office, birth control clinic, medical clinic, legal department, and religious organization. There is also the possibility that we will be able to

interact with male and female college students to discuss their views and reactions to sexuality in their country. Students will be exposed to the following topics through first a didactic presentation and then discussions with individuals referred to above:

- Religious orientation and its influence on sexuality
- LGBT issues
- Birth Control
- STD's and AIDS
- Commercial Sex Workers
- Pornography
- Marriage/Divorce
- Abortion
- Laws governing sexual behavior

Assessment: Throughout the day students will be asked to keep a journal about their experience.

The evaluation could include:

Creating a Public Service Announcement (PSA) to help raise awareness to the issues we saw during the field class. Students will need to use both, the field class experience, and the information we learn in class to create this PSA. The PSA can be in the form of a pamphlet, advertisement, song, video, etc. The PSA should be creative and more importantly effective.

The PSA should be complemented by a short narrative explaining the concepts its intends to promote and how they are related to course content.

I would like to include in the assessment a self-evaluation of student's attitudes during the field class. This self-evaluation can be revised by the professor, and it is worth at least 5% of the 20%. I have use something like this in the past:

**ATTITUDES:** During the field class, it was expected that you demonstrated the following attitudes in your interaction with children, youth, and staff: empathy, enthusiasm, and collaboration. Assign yourself a grade in each of these attitudes:

Attitude	Grade (1-100)
Empathy	
Enthusiasm	
Collaboration	

Due date is the second day of class after the field class.

### **Comparative Experiential Project**

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

**Experiential Assignment #1** will allow us to start thinking about the many different and sensitive topics we will discuss this semester. Students will write a sexual autobiography. This autobiography should consider one's gender and sexual orientation and how these came to be. Students should consider how conservative or liberal they are in regard to topics related to sexuality (e.g., hookups, contraception, pre-marital sex, abortion, marriage, parenting, etc.). Students can choose other topics to consider: have you been in love? why or why not? What are your thoughts on marriage—for you or not for you? What are your fears about relationships and sex? How do you think your parents and/or friends have contributed to your beliefs? Note: while this autobiography certainly will touch on sensitive topics, it is up to the students to decide what they are comfortable disclosing and what they are not comfortable disclosing. (5% of grade).

**Personal Ad Assignment.** A personal ad is a short description that describes yourself and what you are looking for in a romantic partner. To learn more, you can see what Oprah's website has to say: <http://www.oprah.com/omagazine/How-to-Write-Personal-Ads> (this website is on Moodle). For this assignment, students will write a short personal ad for themselves for their ideal romantic partner. Please identify if you are Male seeking Male, Male seeking Female, Female seeking Female or Female seeking Male. You can Google personal ads if you need to gather some examples to help you write a personal ad. This shouldn't take you a long time to do!

**Experiential Assignment #2** relates to psychological methods. Students will pick a research question and test this question using observation, survey, or interview methods. Students will then write a paper that introduces their research question, discusses the method they chose and how they conducted their study, discusses the findings, and provides thoughts on any limitations and where the study could go in the future. We will discuss these in class. For instance, students could do an observation study on public displays of affection on the ship and/or in a port, or a survey on the role that alcohol and drugs may have on sexual health issues. (10% of grade).

**Experiential Assignment #3** has students finding real-world examples of sexuality throughout their port visits. Students will need to pick a theme (e.g., contraception, religion, public displays of affection, attractiveness, parenting, love, sexual orientation, menstruation). Students will then need to either find real-world examples relating to the theme in 3-4 ports (ideally one from each larger area: East Asia, South East Asia, Europe). Students will provide the "results". The results can be photos, audio clips, song lyrics, movies, advertisements, magazine covers or articles, etc. The results could also be findings from an observation study (e.g., frequency of public displays of affection observed in ports or the number of menstruation or contraception products available for sale in the different ports). The results need to be discussed in relation to the theme and theories we learned in class related to the theme. Students may form small groups for this assignment to work together to find multiple examples relating to the theme. (10% of grade).

## METHODS OF EVALUATION

Final grades in this course will be calculated based on the following components:

- 10% Attendance and Participation
- 45% Exams (three)
- 20% Field Class and Reflection paper
- 25% Comparative Experiential Projects (three)

### Attendance and Participation:

Students are expected to attend class on a regular basis, complete assigned readings, and actively participate in class discussions. Evaluation will be based on the quality of contributions of each student. In order to be a full and active participant, students must come to class with the material read (10% of grade).

### Exams:

Three exams will be given during the voyage to assess understanding, integration, and application of material from the text and research articles assigned. Exams could include a combination of multiple-choice, True/False, short answer, and essay questions. Each exam is worth 15% of your grade.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea<sup>®</sup> courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

None

## FILMS

He's Just Not That Into You (2009)  
Memoirs of a Geisha (2005)  
Milk (2008)  
A Walk to Beautiful (2007)  
Half the Sky (2012)  
Kinsey (2004)  
The Masters of Sex TV Series (2013-2016)  
The Sessions (2012)  
This Film is Not Yet Rated (2006)  
Killing Us Softly 4: Advertising's image of women (2010)  
Still Doing It: The Intimate Lives of Women Over 65 (2004).

## ELECTRONIC COURSE MATERIALS

Ansari, A. (2015). *Modern Romance*. Penguin Group.

Arab Barometer. (February 27, 2020). What Arabs think about the status of women in society. *Arab Barometer*. (<https://www.arabbarometer.org/2020/02/what-arabs-think-about-the-status-of-women-in-society/>)

BBC. (February 14, 2021). Good sex can be safer sex, say WHO researchers. *BBC*. (<https://www.bbc.com/news/health-60346008>)

Center for Reproductive Rights. (February 23, 2021). The World's Abortion Laws Map. Center for Reproductive Rights. ([https://reproductiverights.org/wp-content/uploads/2021/12/WALM\\_2021update\\_V1.pdf](https://reproductiverights.org/wp-content/uploads/2021/12/WALM_2021update_V1.pdf))

Dickens, B.M. (2018), Management of intersex newborns: Legal and ethical developments. *International Journal of Gynecology and Obstetrics*, 143: 255-259. <https://doi.org/10.1002/ijgo.12573>

Esho, T. (February 09, 2022). Try alternative rites of passage. *The Nation*. (<https://nation.africa/kenya/blogs-opinion/blogs/try-alternative-rites-of-passage-3709962>)

Garga, S., Thomas, M.T., Bhatia, A. Sullivan, A., John-Leader, F., & Pit, S. (2021). Motivations, dating app relationships, unintended consequences and change in sexual behaviour in dating app users at an Australian music festival. *Harm Reduction Journal*, 18, 49 (<https://doi.org/10.1186/s12954-021-00493-5>)

Jain, Mahima. (July 5, 2021). The Silent Pandemic of Violence Against India's Women. *Article 14*. (<https://article-14.com/post/the-silent-pandemic-of-violence-against-india-s-women-60e27646b30ae>)

Mardell, A. (2016). A Cheat Sheet. *The ABC's of LGBT+*. Coral Gables, FL: Mango Media

Martuscelli, C. & Bencharif, S. (May 3, 2022). Abortion rights in Europe vary widely – and are getting squeezed. *Politico*. (<https://www.politico.eu/article/abortion-right-europe-vary-widely-getting-squeezed/>)

Pew Research Center (June, 2020). The Global divide on homosexuality persists. *Pew Research Center*. (<https://www.pewresearch.org/global/2020/06/25/global-divide-on-homosexuality-persists/>)

Thirani Bagri, Neha. (June 20, 2021). A controversial ban on commercial surrogacy could leave women in India with even fewer choices. *Time*. (<https://time.com/6075971/commercial-surrogacy-ban-india/>)

UN Women. (nd). Facts and figures: Ending violence against women. *UN Women*. (<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>)