1.) **DATE:** 9/1/2018  
2.) **COMMUNITY COLLEGE:** Maricopa Co. Comm. College District  
3.) **PROPOSED COURSE:**  
   - Prefix: PSY  
   - Number: 277  
   - Title: Psychology of Human Sexuality  
   - Credits: 3  
   - CROSS LISTED WITH:  
     - Prefix: ; Number:  
     - Prefix: ; Number:  
     - Prefix: ; Number:  
4.) **COMMUNITY COLLEGE INITIATOR:** AMY J. MARIN  
   - PHONE: 602-285-7266  
   - EMAIL: amy.marin@phoenixcollege.edu  

**ELIGIBILITY:** Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

**MANDATORY REVIEW:**

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

**POLICY:** The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

**AREA(S) PROPOSED COURSE WILL SERVE:** A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

**5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:**

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Behavioral Sciences (SB)</td>
<td>Select awareness area...</td>
</tr>
</tbody>
</table>

**6.) REQUIRED DOCUMENTATION**

- [ ] Cover Form  
- [ ] Course Syllabus  
- [ ] Course Description  
- [ ] Criteria Checklist for the area  
- [ ] Table of Contents from the textbook required and list of required readings/books

**7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:**

- [ ] DECP  
- [ ] PSY  
- [ ] prefix  
- [ ] Elective

- Current General Studies designation(s): SB  
- Requested Effective date: **2019 Spring**  
- Course Equivalency Guide

- Is this a multi-section course? **Yes**

- Is it governed by a common syllabus? **Yes**

**Chair/Director:** TIM LAREY, PSYCHOLOGY IC CHAIR  
**Chair/Director Signature:**

**AGSC Action:** Date action taken:  
- [ ] Approved  
- [ ] Disapproved  

**Effective Date:** **Select semester**
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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### THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

- ANTHROPOLOGY
- ECONOMICS
- CULTURAL GEOGRAPHY
- HISTORY
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1 - Course is designed to advance basic understanding and knowledge about human interaction. | 1a: Required Textbook Readings emphasize topics related to human interaction including relationships, disorders, dysfunctions, family planning, rape/harassment, etc.  
1b: Students complete assignments in which they research and write about an STI or a contraceptive and discuss the social, emotional, behavioral, and societal impact of their assigned STI or contraceptive.  
1c: Course competencies address topics designed to advance basic understanding and knowledge of human interaction including (but not limited to) societal attitudes, sexual relationships, and integrating sexual health into social aspects of being. | 1a: See syllabus p. 5-6 for required readings. See Table of Contents for chapter topics covered.  
1b: See attached assignment descriptions for STI Assignment and Contraceptive Assignment.  
1c See Course competencies 2, 4-7, 9-12. |
| 2 - Course content emphasizes the study of social behavior such as that found in psychology | 2a: Required Textbook Readings emphasize the study of social behavior through a psychological lense. Psychologists study all human behavior including those covered in the PSY277 competencies. Specific social behaviors covered in the sexuality course include relationship, parenting, development, sexual identity, orientation, intimacy and conflict, childbirth, and sexual health. | 2a: See syllabus p. 5-6 for required readings. See Table of Contents for chapter topics covered. See Controversy assignment. Topics assigned to All students topics related to social behavior or to behaviors that have a social impact (e.g. should parents be allowed to choose the sex of their child? Should transgender individuals be diagnosed as having a psychological disorder?) |
### 3 - Course Emphasizes:

<table>
<thead>
<tr>
<th>a. the distinct knowledge base of the social and behavioral sciences OR b. the distinct methods of inquiry of the social and behavioral sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Required Textbook Readings contain coverage of psychological theories as they are applied to the topic of human sexuality. For example, psychological theories are used to explain sexual orientation, sexual problems, sexual development, and sexual disorders.</td>
</tr>
<tr>
<td>3b: Distinct methods of inquiry in the social and behavioral sciences include descriptive, correlational, and experimental methods. Students are required to read a chapter on research methods in the textbook, and throughout the remaining chapters students are required to read, analyze, and think critically about research studies.</td>
</tr>
<tr>
<td>3a: See syllabus p. 5-6 for required readings. See Table of Contents for chapter topics covered (e.g. Chapter 1, 7, 10, 11, 12, 13, and 14 cover the application of psychological theories and perspectives to human sexuality topics).</td>
</tr>
<tr>
<td>3b: See Table of Contents (Chapter 1 focuses on the introduction of research methods. The remaining chapters all present research studies using social science design and methodology. See also in-class activity &quot;The Tea Room Trade&quot; for an example of critical thinking assignments that involve research (in this case -- ethics in research).</td>
</tr>
</tbody>
</table>

### 4 - Course illustrates use of social and behavioral sciences perspectives and data.

| 4a: Course assignments require that students use behavioral science perspectives, and that they specifically present statistical data to support their assertions. |
| 4b: Course competencies require that students identify significant social science researchers and describe their research findings. |
| 4a: See student assignments for specific instructions involving the presentation of statistical data (STI/Contraceptive Assignment and Controversy Paper Assignment). Students are also required to use scholarly sources/cite social and behavior science research in their papers. |
| 4b: See Course Competencies (specifically competency 1 addresses research/researchers). |
Psychology of Human Sexuality

Lecture 3.0 Credit(s) 3.0 Period(s) 3.0 Load
Course Type: Academic
Load Formula: S - Standard Load

Course: PSY277
First Term: 2018 Fall
Final Term: Current

Description: Survey of psychological and physiological aspects of human sexual behavior. Emphasis placed on the integration of the cognitive, emotional, and behavioral factors in sexual functioning.

Requisites: Prerequisites: A grade of C or better in PSY101.

Course Notes: PSY277 course may contain adult content. All students under the age of 18 are required to have a signed parental consent form on file, which is on the back of the Under the Age of 18 Enrollment Form.

Course Attributes:
General Education Designation: Social-Behavioral Sciences [SB]

MCCCD Official Course Competencies

1. Identify significant researchers in human sexuality and describe their findings. (I)
2. Describe attitudes toward sexuality from the early Greeks and Romans through the Victorian age. (I)
3. Describe and compare the concepts of assigned gender and gender identity. (II)
4. Describe and discuss issues related to sexual orientation. (II)
5. Differentiate between typical and atypical sexual behavior. (II)
6. Describe the various concepts of love and identify them within relationships. (III)
7. Describe psychosexual development from infancy through old age. (III)
8. Define sexual dysfunctions and sexual disorders, and identify the various types of each. (IV)
9. Explain why conflict occurs in intimate relationships. (IV)
10. Describe the psychological effects of pregnancy for the expectant mother and family. (V)
11. Describe the adjustment process for the mother and father after childbirth. (V)
12. Explain the importance of sexual health in integrating the somatic, emotional, intellectual, and social aspects of the sexual being. (VI)
13. Describe the impact of contracting a sexually transmitted disease. (VI)
MCCCD Official Course Outline

I. Psychological perspectives
   A. Studying human sexuality
   B. History of sexuality
   C. Sexuality in contemporary america

II. Body and mind
   A. Making of gender
      1. Sexual structure
      2. Physiology and identity
   B. Sexual desire and response
   C. Sexual behaviors
      1. Typical
      2. Atypical

III. Developing the sexual self
   A. Love, sex, and attraction
   B. Psychosexual development
      1. Infancy through adolescence
      2. Young Adult to old age
   C. Gay and lesbian relationships

IV. Problem solving
   A. Sexual dysfunction
   B. Sex and communications

V. Reproduction
   A. Emotional responses to conception
   B. Psychological effects of pregnancy
   C. After birth: making adjustments

VI. Health issues
   A. Sexual health and well-being
   B. Sexually transmitted diseases

MCCCD Governing Board Approval Date: February 27, 2018
PSY277 – Psychology of Human Sexuality
Phoenix College – Spring 2018

Tuesdays & Thursdays (In Class): 1:00 – 2:15 pm
Location: DB 222
Class #: 18042

Instructor: Amy J. Marin, Ph.D.

Office Location: DB #320 (Psychology Dept. is on the third floor - #317)

Student Hours: Monday & Wednesday 12:00 – 1:00 pm
Tuesday & Thursday 9:00 – 10:00 am
Friday (by appointment)

Work Phone: (602) 285-7266

E-mail Address: amy.marin@phoenixcollege.edu

Canvas: I will be using Canvas as a course resource. Copies of the syllabus, review sheets, handouts, and gradebook will be available to students via Canvas.

(You may also use older editions of Hock)

Course Description and Prerequisites:

Description: Survey of psychological and physiological aspects of human sexual behavior. Emphasis placed on the integration of the cognitive, emotional, and behavioral factors in sexual functioning.

Prerequisites: PSY101 with a grade of C or better or permission of instructor. Student must be 18 years or older.

MCCCD Official Course Competencies:
1. Identify significant researchers in human sexuality and describe their findings.
2. Describe attitudes toward sexuality from the early Greeks and Romans through the Victorian age.
3. Describe and compare the concepts of assigned gender and gender identity.
4. Describe and discuss issues related to sexual orientation.
5. Differentiate between typical and atypical sexual behavior.
6. Describe the various concepts of love and identify them within relationships.
7. Describe psychosexual development from infancy through old age.
8. Define sexual dysfunctions and sexual disorders, and identify the various types of each.
9. Explain why conflict occurs in intimate relationships.
10. Describe the psychological effects of pregnancy for the expectant mother and family.
11. Describe the adjustment process for the mother and father after childbirth.
12. Explain the importance of sexual health in integrating the somatic, emotional, intellectual, and social aspects of the sexual being.
13. Describe the impact of contracting a sexually transmitted disease.

General Education Outcomes:

In addition to the course goals related to psychology, the faculty at Phoenix College (as well as future employers who have been surveyed on this topic) believe that your college education should also help you develop important life-long skills. We call these general education outcomes. The 5 general education outcomes we have identified that should be developed throughout your college career are:

- **Writing** - develop effective writing skills to communicate.
- **Numeracy** - learn to use numerical concepts and data effectively.
- **Critical Thinking** - learn to apply critical thinking skills to solve problems, make informed decisions, and interpret events.
- **Oral Presentation** - plan and deliver an oral presentation to a target audience.
- **Information Literacy** - learn to locate, evaluate, and use information effectively, ethically, and legally.

In this psychology course, we will be focusing on **Writing**, **Critical Thinking**, and **Oral Presentation**. Therefore, you will be asked to complete certain assignments and activities that are designed to teach and reinforce these learning outcomes.

College Policies and Support Services

- Students are responsible for understanding and adhering to the material presented in the syllabus. Students will be notified by the instructor of any changes in course requirements or policies.

- Students are responsible for understanding and adhering to the policies in the student catalog and handbook ([http://www.phoenixcollege.edu/academics/course-catalog](http://www.phoenixcollege.edu/academics/course-catalog)).
• It is college policy to provide reasonable accommodations to students with disabilities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resources & Services (DRS) office, Hannelly Center (HC) Building, 602-285-7477. (http://www.phoenixcollege.edu/student-resources/disability).

**Student Evaluation:**

Students will be graded on a point system. The goal is to collect as many points as possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>EXAM #1</td>
<td>100</td>
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<tr>
<td>EXAM #2</td>
<td>100</td>
</tr>
<tr>
<td>EXAM #3</td>
<td>100</td>
</tr>
<tr>
<td>EXAM #4</td>
<td>100</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>150</td>
</tr>
<tr>
<td>Contraception/STI Paper</td>
<td>50</td>
</tr>
<tr>
<td>Contraception/STI Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Controversy Paper</td>
<td>100</td>
</tr>
<tr>
<td>Controversy Presentation</td>
<td>50</td>
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</tbody>
</table>

**TOTAL:** 800 POINTS

**Determination of Course Grades**

A = 720 or more points  (90% or more)

B = 640 – 719  (80 –89%)

C = 520 – 639  (65 – 79%)

D = 440 - 519  (55 – 64%)

F = 439 or fewer  (less than 55%)

**Exams**

Four midterm exams will be given consisting of multiple choice questions. Questions will be derived from both text and lecture information. You will be required to read and study the assigned chapters on your own. Although much of the information tested will be covered in class, you are still responsible for material covered in the text. Each exam will consist of 50 regular questions, and 5 extra credit questions, each worth two points. This means that you could score up to 110 points on the 100 point exam.

At the end of the semester you will have the option of retaking one exam during finals week. If you missed one of the first four exams, you must take the exam that you missed on the day of the final. If you didn’t miss any exams, but did poorly on one exam, I will let you retake that exam (as the final) and replace your earlier score with your newer (hopefully better) score.
Students who miss an exam for a school related function (e.g. sports competition) or a health issue (e.g. in the hospital) may arrange a make-up exam with the instructor. Written documentation will be required.

**Contraceptive/STI Paper**

When we cover the units on contraceptives and STI’s, YOU will be helping your classmates to learn this material. Each student will be assigned to either an STI or a method of contraception. Students will research their topic, answer a specific set of questions, and then report their findings to the class in a brief 2-3 minute presentation. The written portion of the assignment is worth 50 points, and the oral presentation element is worth an additional 50 points. Guidelines for this assignment can be found at the end of the syllabus.

**Controversy Assignment**

At the end of the semester, you will have the opportunity to research and think critically about a controversial topic in human sexuality. These are topics that are argued legally, morally, socially, and may touch on your deepest beliefs and emotions and for which there are no easy answers. Once you have selected your topic from the approved list, you and your teammates will research the topic, formulate a critical essay outlining your arguments, and then present both sides of the controversy to the class in a 15 minute presentation. I encourage students to be creative in their presentation. You may use props/aids, video clips, class participation, etc. to present your topic in an interesting and thought-provoking way. The goal of this assignment is to get students to think critically about these controversies and formulate their own opinions. Guidelines for this assignment can be found at the end of the syllabus.

**Extra Credit**

Periodically there will be opportunities to earn extra credit points. These may involve participating in psychological research studies, completing a film analysis, or attending sexuality exhibits and seminars. Extra credit assignments are usually worth 5 points.

**Participation**

Attendance in this course is strongly encouraged. Because much of the course will be interactive, it is to your benefit to attend lectures. You will be asked to turn in “ticket-out” assignments at the end of each class period. The ticket out assignments will sometimes consist of generating comments about the topics covered in lecture. Most of the time, the ticket-out will reflect in-class group assignments. Only students who are present can receive points for the ticket-out. At the end of the semester I will calculate the percentage of ticket-out points that you have received and this will constitute your participation grade.
# Course Itinerary

For maximum benefit readings should be read prior to class  
Schedule is approximate and subject to change

## Section 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>January 16</td>
<td>Overview of Course</td>
</tr>
<tr>
<td>Thursday</td>
<td>January 18</td>
<td>Chapter 1 – Studying Sexuality</td>
</tr>
<tr>
<td>Tuesday</td>
<td>January 23</td>
<td>Chapter 1 – Research Methods</td>
</tr>
<tr>
<td>Thursday</td>
<td>January 25</td>
<td>Chapter 2 - Anatomy</td>
</tr>
<tr>
<td>Tuesday</td>
<td>January 30</td>
<td>Chapter 3 – The Physiology of Sex</td>
</tr>
<tr>
<td>Thursday</td>
<td>February 1</td>
<td>Chapter 4 – Love &amp; Communication</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February 6</td>
<td>Finish Chapter 1-4 &amp; Review for Exam #1</td>
</tr>
<tr>
<td>Thursday</td>
<td>February 8</td>
<td>Exam #1 (Chapters 1-4)</td>
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## Section 2

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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>February 13</td>
<td>Chapter 5 – Contraception</td>
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<tr>
<td></td>
<td></td>
<td><strong>STUDENT PRESENTATIONS</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>February 15</td>
<td>Chapter 6 – Sexual Behaviors</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February 20</td>
<td>Chapter 6 (cont.)</td>
</tr>
<tr>
<td>Thursday</td>
<td>February 22</td>
<td>Chapter 7 - Problems</td>
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<tr>
<td>Tuesday</td>
<td>February 27</td>
<td>Chapter 8 – Sexually Transmitted Infections</td>
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<td></td>
<td></td>
<td><strong>STUDENT PRESENTATIONS</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>March 1</td>
<td>Finish Chapters &amp; Review for Exam #2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>March 6</td>
<td>Exam #2 (Chapters 5-8)</td>
</tr>
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</table>

## Section 3

<table>
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<tr>
<th>Day</th>
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<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>March 8</td>
<td>Chapter 9 – Pregnancy &amp; Birth</td>
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<td><strong>[Spring Break – March 12 – 16]</strong></td>
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<tr>
<td>Tuesday</td>
<td>March 20</td>
<td>Chapter 9 cont./Chapter 10 - Gender</td>
</tr>
<tr>
<td>Thursday</td>
<td>March 22</td>
<td>Chapter 10 - Gender</td>
</tr>
</tbody>
</table>
Tuesday, March 27
Chapter 11 - Orientation

Thursday, March 29
Finish Chapters & Review for Exam #3

Tuesday, April 3
Exam #3 (Chapters 9-11)

Section 4

Thursday, April 5
Chapter 12 – Sexual Development

Tuesday, April 10
Chapter 13 – Sexual Aggression

Thursday, April 12
Chapter 14 - Paraphilias

Tuesday, April 17
Chapter 15 – Prostitution and Pornography

Thursday, April 19
Finish Chapters & Review for Exam #4

Tuesday, April 24
Exam #4 (Chapters 12-15)

Thursday, April 26
Controversy Papers Due – Plan Debates

Tuesday, May 1
Debates

Thursday, May 3
Debates

Final Exams: May 8-11:

Tuesday, May 8
10:00 – 11:50
DB222

*Tuesday, May 8
1:00 – 2:50
DB222

Thursday, May 10
12:00 – 1:50
DB222

*Your class is scheduled for finals at this time. However, if there is no conflict with your other finals, you may opt to come at the other time listed.

Safe Space

This symbol identifies a person who has participated in an ally training workshop to increase awareness and sensitivity to gay, lesbian, bisexual and transgender issues and can serve as a referral/resource person.


Contraceptive Paper/Presentation

Your assigned contraceptive: ________________________________

Instructions: Each student in the class has been assigned to research and report on a form of contraception. You may gather your information from textbooks, journals, newspaper articles, or the web. Try to get accurate, up-to-date information on your contraceptive. I will provide a powerpoint picture of your contraceptive, but feel free to bring in your own visual aids, or even an actual sample of the method.

Each student must turn in a typed two-page summary which answers the following 5 questions:

1) How does this method of contraception work?
2) What are the effectiveness rates for this method? (provide statistical data)
3) What are the advantages to this method over other methods?
4) What are the disadvantages to this method over other methods?
5) What are the social, emotional, behavioral and societal implications of the typical use of the contraceptive?
6) Is this method used in other cultures?

You may want to provide copies of your paper for the other students in the class as a study aid. I will create a test question directly from the information you provide! In addition to turning in your paper, you will also share your information with the class in a brief 3-5 minute presentation.
STI’s Paper/Presentation

Your assigned STI: ______________________________

Instructions: Each student in the class has been assigned to research and report on an STI. You may gather your information from textbooks, journals, newspaper articles, or the web. Try to get accurate, up-to-date information on your STI. I will provide a powerpoint picture of your STI, but feel free to bring in your own visual aids as well.

Each student must turn in a typed one-page summary which answers the following 5 questions:

1) What are the current incidence rates for this STI? (provide statistical data)

2) What are the main symptoms?

3) How is this STI diagnosed?

4) How is this STI treated?

5) What are the incidence rates for this STI cross-culturally? (provide statistical data)

6) What are the social, emotional, behavioral and societal implications of contracting this STI?

You may want to provide copies of your paper for the other students in the class as a study aid. I will create a test question directly from the information you provide! In addition to turning in your paper, you will also share your information with the class in a brief 3-4 minute presentation.
Controversy Paper Assignment

Your Topic: _________________________________

Your Side: AGREE _______ DISAGREE _______

You have been assigned to write about a controversial topic in human sexuality. This is a position paper in which you present your side using research evidence and well thought out arguments. There are no RIGHT answers to these questions, so how well you do on this assignment depends on your ability to successfully argue your side and use your critical thinking skills. As you start to learn more about your topic, you may find that your position changes. Even if you no longer agree with your assigned side, you can still write an excellent position paper. If possible, find out how other countries/cultures deal with this controversial issue. You may want to address the main counterarguments of the opposing side, so that you can refute them.

Use the following guidelines in writing your paper

- Paper must be typed, double spaced, 1-inch margins
- 2-3 pages and one additional page for references
- Must use at least 3 scholarly sources

Controversy Presentation

During the last week of classes, you and the other students with your same topic will have a chance to share your arguments in a debate-style format with the class. Each student will have a few minutes to present their side, hear from the other side, engage in a rebuttal, and then we will have a larger class discussion on the topic. You are free to use handouts, visual aids, and any of the classroom equipment (power point, overheads, etc.).
Ethics in Research: The Tearoom Trade

Sociologist Laud Humphreys’s study entitled *The Tearoom Trade: Impersonal Sex in Public Places* (1970) is a classic in the field of sex research. However, the ethics of his data collection are questionable.

As the title of the book implies, the term *tearoom trade* refers to impersonal sexual acts in public places like public restrooms. Typically a man enters the rest room and conveys to another man who is already in there an interest in having sex. He may do this by making tapping sounds while in one of the stalls, for example. The men generally perform the act in a stall and may not even exchange a word. The activity is usually fellatio (oral sex on a male), which can be done rapidly and with a minimum of encumbrance.

In the tearoom situation, a third person will generally serve as a lookout who watches for police or other intruders while the other two engage in sex. To obtain his data, Humphreys became a lookout. Not only did he observe the behaviors involved in the tearoom trade, but he also wrote down the license-plate numbers of the participants. He traced the numbers through state records and thus was able to get the addresses of the persons involved. He then went to the homes of the people and administered a questionnaire (which included questions on sexual behavior) to them under the pretense of conducting a general survey.

The research provided some important findings, particularly that a large proportion of the men who engaged in the tearoom trade were respectable, heterosexually married men, and many were leaders in their community. This finding provoked quite a controversy over the book; the notion that “heterosexual” men could engage in homosexual behavior was so shocking to many. Indeed, many gays find the tearoom trade to be shocking.

Discussion Questions:

What were some of the ethical problems with Humphrey’s research?

Could Humphreys have obtained good data within the bounds of research ethics?
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