

**Argosy University**  
**COURSE SYLLABUS**  
Human Sexuality

**Please Note:**

This syllabus covers two separate sections so *make certain that your schedule and class date match the section you registered for...*

Make sure you read your registration form very carefully...

If you come to the wrong section, you will not be able to stay in that section, and **you will have to, instead, attend the Section you originally registered for since both sections are now full**

Here are the dates and times of both sections:

*PC 6200-VI BLA – Summer I - On Campus June 25 only, 9:00-6:15*

*PC 6200-VI BLB – Summer II - On Campus July 23 only, 9:00-6:15*

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**Faculty Name: Robert Mince**  
**Campus: San Francisco Bay Area**

**Contact Information: 415 244 0507, [rmince@sbcglobal.net](mailto:rmince@sbcglobal.net)**  
(email me if anything in this syllabus is confusing).

**Office Hours: One half hour before and after each class meeting**

**Short Faculty Bio:** Rob Mince has been teaching graduate and undergraduate courses at Argosy for 7 years. He is additionally an Ed.D. doctoral candidate at Argosy writing his dissertation based on the Empty-Chair experiment in Gestalt Therapy. Rob has worked in the people-helping profession for over 20 years.

**Argosy Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

**Course description:**

To view, macroscopically and microscopically, the immense role that sexuality and gender play in diverse human cultures, and particularly with respect to contemporary American culture.

**Course Pre-requisites:** Graduate program standing

**Final Date to Drop Class:**

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session I (7.5 week courses):  
Deadline for 100% refund: 5/16/11  
Deadline for withdrawal “W”: 6/12/11

Summer Session II (7.5 week courses):  
Deadline for 100% refund: 7/8/11  
Deadline for withdrawal “W”: 8/3/11

**Required Textbook:**

Crooks & Bauer. (2008). *Our Sexuality*. 10<sup>th</sup> Edition. Thompson-Wadsworth.  
ISBN: 13: 978-0-495-09554-5

**Course length:**

1. Pre-class-day assignment on ecollege (see assignment details below)
2. In-class one full day. (See List of sections above) 9:00 a.m. - 6:15 p.m.
3. Post-class-day assignment on ecollege (see assignment details below)

**Credit Value:** 1 unit.

**Program Outcomes: Master of Arts in Counseling Psychology:**

**Program Outcome One: Professional Practice**

**Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

**Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

**Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

**Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

**Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

**Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

**Program Outcome Five: Diversity**

**Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

**Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

**Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

**Course Objectives:**

Upon completion of this course, the student will be able to:

- Contrast familiar and unfamiliar views/cultures of sexuality
- Contrast and clarify different methods of research into sexuality
- Understand the work of pivotal writers/researchers in the field of sexuality including:
  - Krafft-Ebbing
  - Freud
  - Kinsey

- Masters & Johnson
- Understand STDs including HIV and AIDS
- Understand sexual problems and therapies for men and women
- Explore sexual orientation as a function of culture
- Explore sexuality over the lifespan
- Address issues surrounding mistreatment of women and men in relation to outmoded views of sexuality.

**Reading Assignment Table:** Although every chapter in our text is important as a part of your education, the chapters in bold will be more focal within the time constraints of our one day class.

<b>Chapter 1:</b>	<b>Sexuality Perspectives in General</b>
Chapter III:	Gender Issues
Chapter IV:	Female Sexual Anatomy
Chapter V:	Male Anatomy
Chapter VI:	Sexual Arousal + Response
<b>Chapter VII:</b>	<b>Communication</b>
Chapter VIII:	Sexual Behavior
<b>Chapter IX:</b>	<b>Sexual Orientations</b>
Chapter X:	Contraception
Chapter XII:	Sexuality of Childhood and Adolescence
<b>Chapter XIII:</b>	<b>Adult years</b>
<b>Chapter XIV:</b>	<b>Difficulties</b>
<b>Chapter XV:</b>	<b>STDs</b>
Chapter XVI:	Atypical Sexual Behavior

**Activities in Detail:**

Attendance/Participation: You cannot receive an “A” in this course without **excellent attendance** and **extensive participation**. ***THIS IS THE FOREMOST FACTOR IN YOUR GRADING.*** You are preparing to work in a high-communication field, so your success in class and future role as a people-helper depend in large part on your ability to be a great listener and a compassionate communicator. The world already has enough cold-hearted professionals!

Please Note: In the past, a number of students have expressed concerns that they would be required to divulge their personal lives in class. **This has never been the case!** Although, one or more students have chosen to share experiences, it has NEVER been a requirement. So, Please do not fear this class. It’s here to help you process your own feelings about sexuality so you can be a better helper for your future clients. Please maintain confidentiality about others’ perspectives and values.

**Reading:** The better your familiarity with the text, the more enjoyable the class will be and the more likely you are to succeed in the end-of-day quiz.

**Activities:** Class discussions, role-plays, and group projects are mandatory. These should be enjoyable; no need to panic.

**eCollege self-introduction and sharing.** Before our in-class day (which depends on which section you signed up for) I will ask each of you to write about yourself in the ecollege discussion mode by introducing yourself VERY briefly (100 words **max** or I take off points). Then, still in discussion mode, respond to one other person’s self-intro so that when you get to class, you’ll have a head start with the flavor of our discussion-style class format. (I advocate community building in every class I teach). Your ecollege self-introductions and responses are due before the beginning of class day.....I will check.....ecollege assignments are carefully graded for quality writing and your ability to share yourself genuinely with others.....Please do not give me or your classmates robotic answers. We are PEOPLE people!

**Quiz:** There will be a summarizing quiz near the end of the day, so, Please be physically, mentally, and affect-fully present for this class. If our class day goes well and everyone contributes to the best of their ability, I’ll recommend that you to take the quiz in pairs, so you can process the end of the day with another person.....(*Ask me about mirror neurons*).

**Post-class ecollege assignment.** Having been present for the class day, I’d like you to go through the text and pick out 3 photos, drawings, etc., that evoke strong feelings for you. Then, in an ecollege “assignment” format, write a freestyle, affect-based paper that focuses on your experience of the three images. I assign this paper because each of you will, in your people-helping careers, meet a number of people whose values around sexuality are quite different from yours.

**Grading Criteria:** I use a point system, which clarifies grading considerably. Be there, participate, complete your assignments promptly and all will be well.

<u>Grading Scale</u>		<u>Activities and Points</u>	
Letter Grade	Points	Attendance/Participation	120
		Pre-class Paper	60
		Freestyle post-class Paper	60
		End of class Quiz	60
A	280-300		
A-	260-280		
B	240-260	Total Points	300
B-	220-240		
C	200-220		
C-	180-200		
D	160-180		
D-	140-160		
F	<140		

**Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

**Library Resources:** Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

**Information Literacy:** Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

### **Academic Policies**

**Academic Dishonesty/Plagiarism:** In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

**Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin

compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

### **Instructional Contact Hours/Credit**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.