

**Argosy University**  
**COURSE SYLLABUS**  
**Human Sexuality**  
*PC 6200: Section A and Section B*  
(Class schedules for both sections are on page 2 )

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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)

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

**Short Faculty Bio:** Rob Mince is an adjunct professor and an Ed.D Counseling Psychology student writing his dissertation 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:** None

**Final Date to Drop the 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.

Fall Session I (7.5 week courses): February 14, 2010

Fall Session II (7.5 week courses): April 7, 2010

Fall Full Term (15 week courses): March 20, 2010

**Required Textbook:**

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

**Course length: 15 hours per the following schedule.**

**Section A: Wednesdays – 01.13.10, 01.20.10, 01.27.10, 02.03.10, 02.10.10  
9:30-12:30**

**Section B: Thursdays – 01.14.10, 01.21.10, 01.28.10, 02.04.10, 02.11.10  
9:30-12:30**

**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
  - Ellis
  - 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:

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

## Activities in Detail:

**Attendance/Participation:** You cannot receive and “A” in this course without excellent attendance and participation. You are preparing to work in a high-communication field, so your success in class and in your role as a people-helper depends in large part on your ability to be a great listener and a compassionate communicator.

**Reading:** Reading is the key to your confidence during class. The better your familiarity with the text, the more enjoyable the class will be.

**Activities:** Class discussions, role plays, group projects, and other activities are mandatory. These should be enjoyable; no need to panic. Human Sexuality is a tender subject. PLEASE NOTE: You will never be asked or required to divulge personal experiences during any phase of this class.....that is a promise.

**Quizzes:** The weekly quiz will be taken in pairs as a review of previous material. I hope you feel free to discuss, debate, and politely argue with your quiz partner about your quiz responses since disagreements are seen as vital aspects of communicative learning.

**Paper:** The APA paper ***must be short and to-the-point***. I grade on quality, not quantity. I will take off points if papers exceed 750 words [DO NOT TEST THIS] Pick a subject that you find engaging, narrow it WAY down and do your best to write a paper that you believe will help you grow in your understanding of sexuality in the context of therapy/counseling. The due date for the APA paper will be negotiated by you and me during our first meeting.

**Grading Criteria:**

*Grading Scale*  
*Grading requirements*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

<i>Attendance/participation</i>	<i>40%</i>
<i>Weekly Activities</i>	<i>20%</i>
<i>Paper</i>	<i>20%</i>
<i>Weekly Quiz</i>	<i>20%</i>
<b>Total:</b>	<b>100%</b>

**Rubric for Grading Papers:**

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> AND <ul style="list-style-type: none"> <li>• in appropriate APA format</li> </ul> AND <ul style="list-style-type: none"> <li>• provides <b>excellent</b> coverage of material</li> </ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> BUT <ul style="list-style-type: none"> <li>• is missing one component of APA format</li> </ul> OR <ul style="list-style-type: none"> <li>• coverage of material is <b>adequate</b></li> </ul>
C = 70 – 79	Paper has <ul style="list-style-type: none"> <li>• <b>poor</b> grammar/writing skills present</li> </ul> OR (one or more of the following) <ul style="list-style-type: none"> <li>• APA format is <b>inadequate</b></li> <li>• Insufficient number of references provided</li> <li>• <b>limited</b> coverage of material</li> </ul>
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> <li>• disorganized</li> <li>• coverage is not adequate</li> <li>• does not conform to APA format</li> <li>• there is evidence of <b>plagiarism</b></li> <li>• paper not submitted</li> </ul>

## **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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<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.