Course Change Request

Date Submitted: 01/18/18 9:16 am

Viewing: **WGST 210 : Psychological Aspects of Human Sexuality**
Also Known As: **PSYC 210**
Last edit: 02/01/18 3:46 pm
Changes proposed by: annettej

Programs referencing this course
- **BS-USLA-HHM**: University Studies BS, Health Humanities Concentration

Other Courses referencing this course
- As A Banner Equivalent: **PSYC 210 : Psychological Aspects of Human Sexuality**

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Annette Jackson</td>
<td><a href="mailto:annettej@tamu.edu">annettej@tamu.edu</a></td>
<td>979 845-0264</td>
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</tbody>
</table>

Rationale for Course

<table>
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<th>Edit</th>
<th>Other</th>
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Explain other rationale

Recently our director, Dr. Mindy Bergman, was checking on the PSYC 210 course that she was sure was cross-listed with WGST 210, but turned out not to be. We investigated and found that WGST 210 was considered by the Faculty Senate during the January 25, 2016, meeting. At that time Health & Kinesiology Department protested and the course was pulled. Health & Kinesiology was contacted by Dean Steven Oberhelman and subsequently rescinded their protest and finally sent a letter to this effect on April 23, 2016, which was forwarded by then director, Marian Eide, on to the Liberal Arts Dean’s office and then we assume on to Faculty Senate. WGST 210 however, was not placed back into the lineup for Faculty Senate approval. Obviously this course fell through the cracks, but thanks to Dr. Bergman bringing it to forefront, we contacted Curricular Services. Curricular Services advised contacting the Faculty Senate office. The Faculty Senate office advised reinstating in CARS with explanation. Our hope is that the course can be entered into the Faculty Senate lineup without requiring the course go through all the committees again. If you would be kind enough to consider putting WGST 210 back on the Faculty Senate agenda for approval, we would appreciate it.

Course prefix  | WGST  
Department     | College of Liberal Arts  
College/School | Liberal Arts  
Academic Level | Undergraduate  
Undergraduate course level justification (Select One) |  
Prerequisites  

All prerequisites will be enforced through COMPASS.

Effective term | 2018-2019  
Complete Course Title | Psychological Aspects of Human Sexuality  
Abbreviated Course Title | PSYC ASPECTS HUMAN SEXUALITY

https://nextcatalog.tamu.edu/courseleaf/approve/
Catalog course description
(3.0) Interface between human sexuality, reproductive development and gender roles across the lifespan; theoretical and research literature promotes understanding of hormonal influences, learning processes, cultural differences, sexual response and love and attraction.

Prerequisites and Restrictions
PSYC 107.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | Concurrency?
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<td>PSYC 107</td>
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<td>UG</td>
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Crosslistings
Yes
Crosslisted With

Stacked
No
Stacked with

PSYC 210

Semester 3
Credit Hour(s) 3
Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total 3

Repeatable for credit? No
Three-peat? No

CIP/Fund Code 4227060001
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(BA-WGST) Women's and Gender Studies - BA</td>
</tr>
<tr>
<td>(MINOR-WGST) Women's &amp; Gender Studies - Minor</td>
</tr>
</tbody>
</table>
Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

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**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>[WGSTcrosslistsyllabus 210 newsletter spring2015.pdf](WGSTcrosslistsyllabus 210 newsletter spring2015.pdf)</td>
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</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>Yes No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload files</td>
<td>Support of Women’s and Gender Study.pdf</td>
</tr>
</tbody>
</table>

**Additional information**

Recently our director, Dr. Mindy Bergman, was checking on the PSYC 210 course that she was sure was cross-listed with WGST 210, but turned out not to be. We investigated and found that WGST 210 was considered by the Faculty Senate during the January 25, 2016, meeting. At that time Health & Kinesiology Department protested and the course was pulled. Health & Kinesiology was contacted by Dean Steven Oberhelman and subsequently rescinded their protest and finally sent a letter to this effect on April 23, 2016, which was forwarded by then director, Marian Eide, on to the Liberal Arts Dean’s office and then we assume on to Faculty Senate. WGST 210 however, was not placed back into the lineup for Faculty Senate approval. Obviously this course fell through the cracks, but thanks to Dr. Bergman bringing it to forefront, we contacted Curricular Services. Curricular Services advised contacting the Faculty Senate office. The Faculty Senate office advised reinstating in CARS with explanation. Our hope is that the course can be entered into the Faculty Senate lineup without requiring the course go through all the committees again. If you would be kind enough to consider putting WGST 210 back on the Faculty Senate agenda for approval, we would appreciate it.

**Reviewer Comments**

Steve Oberhelman (s-oberhelman) (01/12/18 12:47 pm): Rollback: Please attach letter of support. I will be sending this to you in a few minutes. This will be necessary.

Mindy Bergman (mindybergman) (01/17/18 7:46 pm): Rollback: at request of proposer, to attach information

Sandra Williams (sandra-williams) (03/05/18 9:05 am): UCC approved March 2018.

**Reported to state?**

Add
Learning

PSYC 210 (Human Sexuality) focuses on the psychological aspects of human sexuality, including the interface among sexual behavior, reproductive development, gender roles, and individual identities across the lifespan. Topics include cultural influences on sexuality, hormones, physical sexual development, sexual behavior, love and attraction, and sexual violence. Both biological and psychological principles are covered.

By the end of this course, you should be able to...

1. Describe the roles that cultural contexts play in sexuality and sexual behavior.
2. Explain the biological changes and processes related to sex and reproduction.
3. Identify reproductive and sexual health risks and problems, as well as treatments and strategies for reducing risks.
4. Discuss sexual identity, love, and attraction.
5. Distinguish among several types of sexual violence and “sex for sale” and identify some of their causes.

While taking this course, you should recognize...

There is a wide variety of sexual behavior and sex-related experiences. We cannot cover all of these in class, but we will cover many. Some of the topics might seem strange, awkward, or even funny to you. Keep in mind that we all come to this course from a wide variety of backgrounds and experiences, some of which are not obvious to the casual observer or classmate. When we’re discussing a topic, we’re discussing the experiences of someone in this class, or the experiences of someone who is loved by a person in this class. With that in mind, we should approach the material, each other, and ourselves with respect, compassion, and patience.

Keep in mind: we will be looking at and discussing sexually-explicit material in class and in the textbook. There are biologically accurate drawings, photographs, and videos.

Dr. Mindy Bergman earned her masters and PhD in industrial-organizational psychology from the University of Illinois at Urbana-Champaign. Her research covers topics such as interpersonal mistreatment and diversity in the workplace.

Contact information and office hours

Email: mindybergman@tamu.edu
**Best way to reach me**
Campus phone: 979-845-9707
Office hours: Tuesdays 11:00 am - 1:00 pm or by appointment (made by email only)
Office: 240 Psychology Building
Course materials

Required textbook
ISBN-10: 0205988008

An ebook only package can be purchased from http://www.pearsonmylabandmastering.com/northamerica/
Login as a student and be sure to use our course ID: bergman26914

Additional materials
Use your NetID and password to login to http://ecampus.tamu.edu.

Course requirements

Your grade will be based on a photo assignment, mini writing assignments, and exams.

Photo assignment
A short assignment asking for information about you and a photo is due IN CLASS on Thursday, January 22. This assignment is worth 8 possible points.

Mini writing assignments
Mini writing assignments will be given online through links on ecampus. Students are expected to complete at least one per chapter, but can only earn credit for one mini assignment per chapter (2 points each, for 32 possible points). There will be several writing prompts to select from in each chapter. Deadlines will be listed on ecampus.

Because some of the topics will be sensitive in nature, assignments will be graded for completion only and will be submitted using only your UIN to a non-university website (Qualtrics). A grader will enter grades so I will never know what you personally wrote. Some of comments will be used in class (without identification). You can opt in or out of permitting your answers to be used in class on an answer-by-answer basis.

Note that students can complete more than one assignment per chapter, but students earn credit for one assignment only in each chapter.

Exams
Three exams will be given during the semester (including the final exam). Any material from the lecture and/or the textbook could appear on exams. You will need to bring a pencil and a grey 8 ½” X 11” TAMU scantron for each test.

You will need to purchase scantrons in advance of the exams. Scantrons can become scarce when exam time rolls around, so purchase some now.

Exams 1 & 2 will contain 60 multiple-choice questions. They will cover six chapters each, as listed on the course schedule. They will be given during the regular class period.

Exam 3 will be given during the final exam period and will contain 90 multiple-choice questions. It will cover 4 chapters of new material (approx. 40 questions) and 11 chapters of previous material (approx. 50 questions) as a cumulative review of the semester. Chapter 15 (sexual violence and victimization) will be excluded from the cumulative material on the final exam.

MISSING AN EXAM

Missing an exam is a serious event. The University outlines excusable absences (University Rule #7 – http://student-rules.tamu.edu/rule07). Please contact the instructor to make arrangements for a make-up exam.
Grade A blastocyst from an in vitro fertilization (IVF) cycle. Grade A blastocysts are the most desirable to transfer during an IVF cycle because they have the highest probability of resulting in a successful pregnancy. Photo from http://www.advancedfertility.com/blastocystimages.htm

Grading

The assignments and exams described above equal the following possible points:

- Photo assignment: 8
- Mini assignments: 32
- Exam 1: 60
- Exam 2: 60
- Exam 3 (Final): 90
- Total: 250

The following grading scale will be used to assign grades at the end of the semester. (This will NOT change.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>220-250</td>
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<td>B</td>
<td>195-219</td>
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<tr>
<td>C</td>
<td>170-194</td>
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<tr>
<td>D</td>
<td>145-169</td>
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<tr>
<td>F</td>
<td>144 &amp; below</td>
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</table>

Some advice on earning a good grade

Read and take notes
Read a little bit of the book every day. It should take you 3 hours to read a chapter in the textbook, take notes, and think. Take good notes as you read the book. Do more than highlight.

Use the textbook the right way
Your textbook has cues to help you study. Use the learning objectives at the start of the chapter to help you organize your studying and to see the goals of the chapter. Use the chapter summary to help you review. Some students like to read the summary first!

Come to class - prepared and paying attention
Read ahead of the class session. Come to class on time and ready to take notes. Research shows that students learn more when they take notes by hand instead of via computer.

Ask questions
It can be hard to ask questions in this class because of the personal nature of some of the topics. But if you’re wondering it, someone else probably is too.

Don’t be afraid of being wrong
Good students are often wrong! Good students take risks and try to delve deeply into the material. Sometimes that will result in a miss, but in the long run, these kinds of students get more hits.

Write good emails to me
Be clear about what you need. Be concise. Use good grammar. All of these strategies help me understand what you need and will save me time—giving me more time to answer your questions. (Also, please sign your emails! I don’t have a rzrbkh8r on my class roster.)

Read the syllabus
Many of your questions are answered RIGHT HERE in the syllabus! Check the syllabus for important information. This will save us both valuable time. You can ALWAYS find the syllabus on ecampus.

Seek help for difficult material
It is my job to help you learn this material. Ask questions that pinpoint your concerns. Be prepared.

- Prepared: In chapter 7, what is the difference between doulas and midwives?
- Unprepared: So, um, Chapter 10. Yeah, I don’t get that. Can you explain it to me?

Seek help for studying
Come see me if you feel like you are working harder than your grades show. We can work together to figure out how to improve your reading and studying skills. Please do not wait until the last week of the semester for help. I can still help you then, but we won’t be able to undo the past. Come see me early in the semester and visit often! (Make an appointment if my office hours don’t fit your schedule.)

Don’t wait until the last minute
NO ONE works better at the last minute—me or you. Give us both the time we need.
ADA statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on West Campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

I follow all accommodation letters presented to me. Please make an appointment so we can be sure that your needs are met.

Attendance
Attendance is important. You will be responsible for material presented in class and in the text. These will overlap but will not be exactly the same. It is in your best interest to come to class every day. If you come to class late or plan to leave early, please sit as near as possible to the door and the end of an aisle to minimize disruptions. I would rather you attend part of class than none.

Electronic devices
Electronic devices should be used solely for learning purposes during class. Please silence devices during class. Failure to silence your electronic devices or using them inappropriately may result in you being asked to leave the classroom.

Failure to silence your electronic devices during an exam will result in a zero on the exam. Any contact with or use of a communication or other electronic device during an exam without instructor permission will result in zero on the exam. For your sake and the sanity of your classmates, please just turn it off during the exam.

Download PowerPoint slides from ecampus
I pace my lectures based on the assumption that students have copies of my slides. Download them from ecampus to help you take notes. Be aware that some of the information in class is not on the slides.

Cheating
It is important that you do not cheat and that you avoid the appearance of cheating. It is the policy of this course to pursue cases of academic dishonesty to the highest possible level. For additional information, please visit: http://aggiehonor.tamu.edu

An Aggie does not lie, cheat or steal, or tolerate those who do.

Bonus points and extra credit
Bonus points are already built into the grading scale. Additionally, I think it is unfair to keep students from knowing all of the opportunities to earn points until the end of the semester. Therefore, there are no additional opportunities to earn points in this class, beyond those listed in the syllabus. You already know about every opportunity to get the grade that you want to earn, so you can plan your semester accordingly.

At the end of the semester, there will be no “grade bumps” or extra credit. The grade you earn is the grade you receive. Asking me to record a grade that you did not earn is asking me to cheat on your behalf. Doing so would be a serious academic offense. I will not record any grades that were not earned. Please respect the ethics of professors and do not ask for a grade bump.

Opinions vs. facts
Like many courses in the social sciences, there will be a number of issues this semester where people can have differing opinions about the behavior. Your grade will be based on whether you understand the facts, as presented in the textbook and the lectures, not opinions—yours or mine. This goes both ways: it protects you because you don’t have to agree with anyone but yourself to earn a good grade but it also makes you responsible for understanding the scientific evidence regardless of your opinions about the topic.

Questions?
Please ask! See me after class, stop by during office hours, or email me.

Bruce Jenner & InTouch magazine
In January 2015, Bruce Jenner’s face was superimposed onto a photo of British actor Stephanie Beacham for the cover of In Touch magazine. The cover incited strongly negative reactions from many in the GLBTQ community and their allies.

Gardasil 9
The FDA recently approved a new form of the Gardasil vaccine, which would cover nine strains of the human papillomavirus (up from four strains in the original).

Tiffany & Co.
In early 2015, the iconic jewelry store featured a same-sex couple as part of their “Will You?” ad campaign.

Hobby Lobby vs. Burwell (2014)
Many people in the medical community were concerned by this Supreme Court case because it misrepresented how some forms of birth control work.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Day</th>
<th>Date</th>
<th>Course topics</th>
<th>Other important notes</th>
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<td>1</td>
<td>Tuesday</td>
<td>1/20</td>
<td>Introduction to the course</td>
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<td></td>
<td>Thursday</td>
<td>1/22</td>
<td>Chapter 1</td>
<td>Photo assignment due in class</td>
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<td>2</td>
<td>Tuesday</td>
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<td>Chapter 2</td>
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<td></td>
<td>Thursday</td>
<td>1/29</td>
<td>Chapters 2 &amp; 3</td>
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<tr>
<td>3</td>
<td>Tuesday</td>
<td>2/3</td>
<td>Chapters 3 &amp; 10</td>
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<td>Chapters 10 &amp; 6</td>
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<td>4</td>
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<td>Chapter 6</td>
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<td>Thursday</td>
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<td>Chapter 7</td>
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<tr>
<td>5</td>
<td>Tuesday</td>
<td>2/17</td>
<td>Catch-up and review</td>
<td>Last chance: “Most interesting” minis due for Ch. 1-3, 6, 7, &amp; 10</td>
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<tr>
<td></td>
<td>Thursday</td>
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<td>Exam 1: Chapters 1-3, 10, 6, &amp; 7</td>
<td>Bring scantron, pencil, photo ID.</td>
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<td>6</td>
<td>Tuesday</td>
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<td>Chapters 8 &amp; 9</td>
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<td>Tuesday</td>
<td>3/24</td>
<td>Chapters 4 &amp; 13</td>
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<td>3/26</td>
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<td>10</td>
<td>Tuesday</td>
<td>3/31</td>
<td>Chapter 11</td>
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<td>4/2</td>
<td>Chapter 11</td>
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<tr>
<td>11</td>
<td>Tuesday</td>
<td>4/7</td>
<td>Catch-up &amp; review</td>
<td>Last chance: “Most interesting” minis due for Ch. 4, 8, 9, 11, 13, 15</td>
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<td></td>
<td>Thursday</td>
<td>4/9</td>
<td>Exam 2: Chapters 4, 8, 9, 11, 13, &amp; 15</td>
<td>Bring scantron, pencil, photo ID.</td>
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<td>Chapter 12</td>
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<td></td>
<td>Thursday</td>
<td>4/16</td>
<td>Chapters 12 &amp; 14</td>
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<tr>
<td>13</td>
<td>Tuesday</td>
<td>4/21</td>
<td>Chapter 14</td>
<td>Q-drop deadline; Muster</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>4/23</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td>14</td>
<td>Tuesday</td>
<td>4/28</td>
<td>Chapter 5</td>
<td></td>
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<td></td>
<td>Thursday</td>
<td>4/30</td>
<td>Chapter 16</td>
<td></td>
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<td></td>
<td>Tuesday</td>
<td>5/5</td>
<td>NO CLASS</td>
<td>REDEFINED DAY: Students attend Friday classes Last chance: “Most interesting” minis due for Ch. 5, 12, 14, &amp; 16</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>5/7</td>
<td>FINAL EXAM 12:30– 2:30 pm</td>
<td>Bring scantron, pencil, photo ID.</td>
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<td>New material, Chapters 5, 12, 14, 16, approximately 40 questions. Cumulative material, approximately 50 questions (excludes chapter 15).</td>
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MEMORANDUM

April 23, 2016

To: Marian Eide
   Associate Professor, English
   Director, Women’s & Gender Studies

From: Dr. Susan Ward
      Chair, Division of Health Education

Re: Request to cross-listing PSYC 210

The Health Division supports the cross-listing of PSYC 210 in Women’s & Gender Studies. The expectation is that the course will be taught by Psychology faculty and that cross-listing, in the area of human sexuality, will exist with PSYC 210 only.

Thank you.