

The Ohio State University
Colleges of the Arts and Sciences New Course Request

Academic Unit
 Psychology

Book 3 Listing (e.g., Portuguese)
 555 Adolescent Sexuality

| | | | |
|---------------------------------|-------|-------|--------------|
| Number | Title | U | 5 |
| Adol Sexuality | | Level | Credit Hours |
| 18-Character Title Abbreviation | | | |

Summer Autumn Winter Spring X Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

An examination of the psychological, biological, and social influences on adolescent sexuality.

Quarter offered: _____ Distribution of class time/contact hours: 2- 2-hour classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): Psy 100 and Psy 340 or Psy 551 or equivalent

Exclusion or limiting clause: N/A

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

| | | | | |
|-------------------|---|------|---|---|
| Honors Statement: | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | GEC: | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Admission Condition |
| Off-Campus: | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | EM: | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 42.0701 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
 Adolescent sexuality is an enduring issue in the area of developmental psychology that has both personal and societal implications. It is appropriate for the psychology department to offer such a course in the context of its developmental psychology curriculum. No other department at Ohio State offers a course similar to this one, so the course fills a void in the university and in the department of psychology.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.
 This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

The course will be offered twice a year by a regular faculty member in the department. No adjustments are necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

6. Expected section size: 100 Proposed number of sections per year: 2

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair

Robert Arkin
Printed Name

27 Sept 2006
Date

2. Academic Unit Graduate Studies Committee Chair

Printed Name

Date

3. Gifford Weary
ACADEMIC UNIT CHAIR/DIRECTOR

Gifford Weary
Printed Name

9.29.06
Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE

Printed Name

Date

6. ARTS AND SCIENCES EXECUTIVE DEAN

Printed Name

Date

7. Graduate School (if appropriate)

Printed Name

Date

8. University Honors Center (if appropriate)

Printed Name

Date

9. Office of International Education (if appropriate)

Printed Name

Date

10. ACADEMIC AFFAIRS

Printed Name

Date

ADOLESCENT SEXUALITY

Instructor: Raymond Montemayor, Ph.D.
Office: 247 Psychology Building
Email: montemayor.1@osu.edu
Telephone: 292-3059

Course Description and Objectives

Adolescent sexuality is an issue not only of great importance to adolescents but to all of us. Our sexuality is a fundamental aspect of who we are, a central component of our identity, and of how others see us. Powerful psychological, social, and biological forces influence the onset of sexuality, the person with whom it occurs, and the context in which it takes place, and our sexuality, once expressed, has a profound influence on every aspect of our lives. The purpose of this course is to examine these issues as they first unfold during adolescence. In this course, we will consider many specific aspects of adolescent sexuality, but two issues form the basis for this course: Why do adolescents engage in sexual behavior in all of its manifestations?; and, What impact does sexuality have on adolescent development?

Readings

There is not a textbook for this course. Instead, readings come from scholarly journals and the popular press. Readings consist of empirical studies, review articles, theoretical papers, and magazine stories about different aspects of adolescent sexuality. I plan to discuss each reading in class, but there is more detail in each article than I will cover in class. You are responsible for knowing the material in each reading, whether I cover it in class or not. Some of the readings are straightforward and easy to read, but some are not. Do not make the mistake of waiting until the night before the exam to read each article. I highly recommend that you read along with me and ask in class any question you might have about a reading. Readings are available on the class website.

Grades

Examinations

There are two examinations in this course, a midterm and a final. Each exam counts 40% of your total grade. Each test has about 60 multiple choice questions from readings, lectures, and class discussions, so it is important for you to come to class and take good notes. The final exam is not comprehensive. Be sure to bring a No. 2 pencil with you on the day of each exam.

Paper

There is a required term paper for this class that counts 20% of your grade. Your paper should be an examination of some aspect of adolescent sexuality. You do not have to write about a topic we covered in this course. You can write on any aspect of adolescent sexuality that interests you. Choose a topic that is

specific enough that you can adequately cover it in five pages. Your material should come mainly from scholarly journals. I have included a list of some topics that might help you decide what to write about.

Your paper should be 4-5 pages long, typewritten and double-spaced. Your paper is due on the last day of class. You must give me a hard copy of your paper because I do not accept papers sent to me through email; there are too many viruses floating around and I will not take the chance of opening up an attachment. Late papers will be lowered one letter grade for every day it is late.

Some Possible Paper Topics

Here is a list of some topics that could be the basis for your paper. These topics are meant to give you some ideas about what you could do, but there are many other issues you might examine.

| | |
|---|---|
| Theories—Why do adolescents have sex? | Teenage abortion |
| Measurement issues—Can we believe what adolescents tell us? | Giving up a baby for adoption |
| Historical changes in premarital sexuality | Birth control |
| Age, gender, or racial differences in sexuality | Sex education |
| Adolescent sexuality in other cultures | Abstinence education |
| Sex play in childhood | Sexually transmitted diseases |
| Biological influences | Sexual fantasies |
| Influence of parents | Pornography |
| Parent-adolescent communication | Gay adolescents |
| Peer influence | Lesbian adolescents |
| Religion | Adolescent sex offenders |
| Media—TV, movies, music, the internet | Legal issues |
| Self-esteem | Teen fathers |
| Influence of gender roles on sexuality | Outcome of teen pregnancy to mothers and babies |
| Causes of teen pregnancy | |

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability services will be appropriately accommodated. You should inform me as soon as possible about your needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Course Outline

| Week | Class | Topic and Readings |
|------|-------|---|
| 1 | 1 | Introduction and Orientation to Course |
| | 2 | Theories About Adolescent Sexual Behavior Weisfeld, G. E. & Woodward, L. (2004). Current evolutionary perspectives on adolescent romantic relations and sexuality. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 43, 11-19. Gillmore, M. R., et al. (2002). Teen sexual behavior: Applicability of the theory of reasoned action. <i>Journal of Marriage and Family</i> , 64, 885-897. Deptula, D. P., et al. (2006). Adolescent sexual behavior and attitudes: A costs and benefits approach. <i>Journal of Adolescent Health</i> , 38, 35-43. |
| 2 | 1 | Methodological Issues Upchurch, D. M., et al. (2002). Inconsistencies in reporting the occurrence and timing of first intercourse among adolescents. <i>The Journal of Sex Research</i> , 39, 197-206. Alexander, M. G. & Fisher, T. D. (2003). Truth and consequences: Using the bogus pipeline to examine sex differences in self-reported sexuality. <i>The Journal of Sex Research</i> , 40, 27-35. |

2 Sexual Development from Childhood to Adolescence

Okami, P., et al. (1997). Sexual experiences in early childhood: 18-year longitudinal data from the UCLA family lifestyles project. *The Journal of Sex Research*, 34, 339-347.

Larsson, I., & Svedin, C. G. (2002). Sexual experiences in childhood: Young adults' recollections. *Archives of Sexual Behavior*, 31, 263-273.

3 1 Puberty and Adolescent Sexual Behavior

Tucker, C., et al. (1998). Monthly measures of salivary testosterone predict sexual activity in adolescent males. *Archives of Sexual Behavior*, 27, 445-465.

Ostovich, J. M., & Sabini, J. (2005). Timing of puberty and sexuality in men and women. *Archives of Sexual Behavior*, 34, 197-206.

2 Sexual Orientation—Homosexuality

Savin-Williams, R. C. (2005). *The new gay teenager*. Cambridge, MA: Harvard University Press.

4 1 Historical Changes in Adolescent Sexual Behavior

Wells, B. E., & Twenge, J. M. (2005). Changes in young people's sexual behavior and attitudes, 1943-1999: A cross-temporal meta-analysis. *Review of General Psychology*, 9, 249-261.

2 Contemporary Adolescent Sexual Behavior

National Campaign to Prevent Teen Pregnancy. (2003). *14 and younger: The sexual behavior of young adolescents*. Washington: DC.

Ali, L., & Scelfo, J. (2002, December 9). Choosing virginity. *Newsweek*, pp. 60-71.

Frontline. (1999). *The lost children of Rockdale County*. Washington, DC: Public Broadcasting Service.

5 1 Adolescent Dating and Romance

Connolly, J., et al. (2000). The role of peers in the emergence of heterosexual romantic relationships in adolescence. *Child Development*, 71, 1395-1408.

Giordano, P. C., et al. (2006). Adolescent romantic relationships: An emerging portrait of their nature and developmental significance. In A. C. Crouter & A. Booth (Eds.), *Romance and sex in adolescence and emerging adulthood: Risks and opportunities* (pp. 127-150). Mahwah, NJ: Erlbaum.

2 Initiation of Sexual Intercourse

Carvajal, S. C., et al. (1999). Psychosocial predictors of delay of first sexual intercourse by adolescents. *Health Psychology, 18*, 443-452.

French, D. C., & Dishion, T. J. (2003). Predictors of early initiation of sexual intercourse among high-risk adolescents. *Journal of Early Adolescence, 23*, 295-315.

6 1 MIDTERM EXAM

2 Intrapersonal and Cognitive Influences

Spencer, J. M., et al. (2002). Self-esteem as a predictor of initiation of coitus in early adolescents. *Pediatrics, 109*, 581-584.

Michels, T. M., et al. (2005). Initiating sexual experiences: How do young adolescents make decisions regarding early sexual activity? *Journal of Research on Adolescence, 15*, 583-607.

7 1 Media Effects

Pardun, C. J., et al. (2005). Linking exposure to outcomes: Early adolescents' consumption of sexual content in six media. *Mass Communication and Society, 8*, 75-91.

Brown, J. D., et al. (2005). Mass media as a sexual super peer for early maturing girls. *Journal of Adolescent Health, 36*, 420-427.

2 Parent Influences

Jaccard, J., et al. (2000). Parent-teen communication about premarital sex: Factors associated with the extent of communication. *Journal of Adolescent Research, 15*, 187-208.

O'Sullivan, L. F. et al. (2001). Mother-daughter communication about sex among urban African American and Latino families. *Journal of Adolescent Research, 16*, 269-292.

1 Peers and Adolescent Sexuality

Kinsman, S. B., et al. (1999). Early sexual initiation: The role of peer norms. *Pediatrics*, 102, 1185-1192.

Prinstein, M. J., et al. (2003). Adolescent oral sex, peer popularity, and perceptions of best friends' sexual behavior. *Journal of Pediatric Psychology*, 28, 243-249.

2 Peer Pressure

Rodgers, J. L., et al. (1998). Social contagion, adolescent sexual behavior, and pregnancy: A nonlinear dynamic EMOSA model. *Developmental Psychology*, 34, 1096-1113.

Jaccard, J., et al. (2005). Peer influences on risk behavior: An analysis of the effects of a close friend. *Developmental Psychology*, 41, 135-147.

1 Teenage Pregnancy—Causes

Miller, B. C., et al. (2001). Family relationships and adolescent pregnancy risk: A research synthesis. *Developmental Review*, 21, 1-38.

2 Teenage Pregnancy—Outcomes to Mothers and Infants

Luker, K. (1996). *Dubious conceptions* (pp. 109-174). Cambridge, MA: Harvard University Press.

1 Sex Education—Abstinence Sex Education

Bearman, P. S., & Brückner, H. (2001). Promising the future: Virginity pledges and first intercourse. *American Journal of Sociology*, 106, 859-912.

Silva, M. (2002). The effectiveness of school-based sex education programs in the promotion of abstinent behavior: A meta-analysis. *Health Education Research*, 17, 471-481.

2 Sex Education—Comprehensive Sex Education

Kirby, D. (2002). Effective approaches to reducing adolescent unprotected sex, pregnancy, and childbearing. *The Journal of Sex Research*, 39, 51-57.

Kelly, K. (2005, October 17). Are we teaching our kids way too much about sex? Or not nearly enough? *U. S. News & World Report*, pp. 45-51.

FINAL EXAM