

PSYC 0130 - HUMAN SEXUALITY

Catalog Description

Formerly known as PSYC 30

Hours: 54 lecture

Description: Overview of human sexuality from birth through adulthood: Covers major topics such as gender, sexual anatomy, sexually-transmitted infections, sexual response and disorders, sexual orientation, sexual coercion, and commercial sex. (C-ID PSY 130) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Applying scientific research used in the field of sexology, analyze and critique studies pertaining to human sexuality, use scientific evidence to evaluate the accuracy of statements, and develop a personal sexual philosophy to guide future relationships and decision making.
- CSLO #2: Evaluate the interactive contributions of biology, psychology, and society to human sexuality from conception throughout the lifespan.
- CSLO #3: Differentiate between the constructs of sex, gender, gender roles, gender traits, gender identity, and sexual orientation, and delineate the range of possible relationships among these concepts.

Effective Term

Fall 2022

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Apply the scientific method and research methods used in the field of sexology, analyze and critique studies pertaining to human sexuality, and use scientific evidence to evaluate the accuracy of statements about human sexuality.
2. In general and at a personal level, examine the interactive contributions of biology, psychology, and society to human sexuality from conception throughout the lifespan. In particular, investigate examples of sexual diversity and the values of various cultures.
3. Explore the reciprocal determinism of media on human sexuality, including but not limited to intimate relationships, body image, coercion, and identity development
4. Differentiate between the constructs of sex, gender, gender roles, gender traits, gender identity, and sexual orientation, and describe the range of possible relationships among these constructs.

5. Compare and contrast the sexual anatomy and physiology of females and males, and discuss the role of the brain and neurotransmitters in sexual arousal and response.
6. Explain the physiological and psychosocial factors that contribute to sexual challenges and identify appropriate treatment options available for females and males who are experiencing sexual challenges.
7. Describe the advantages and disadvantages of various contraceptive methods available to males and females.
8. Discuss the specific processes of transmission for various sexually transmitted infections, and identify strategies for reducing the risk of contracting or transmitting STIs.
9. Reflect on your past and current decisions about relationships and sex, and develop a personal sexual philosophy to guide future decision-making.
10. Identify factors and strategies that facilitate relationship and sexual satisfaction.
11. Analyze the roles of power and economics in issues such as intimate partner violence, sexual assault, childhood sexual abuse, sexual harassment, and sex work (pornography and prostitution).

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Health Ed/Physical Ed
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D4 Gender Studies
 - CSUGE - D9 Psychology
 - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4D Gender Studies
 - IGETC - 4I Psychology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Have students compare and contrast female and male genital circumcisions using written, guiding questions and have students submit their responses to the questions. Students are graded based on participation.
- Essay Examinations
 - Example: John Gottman claims that he can predict with 91 percent accuracy whether or not a marriage will end in divorce after observing and listening to them for just five minutes and he has the data to support it. Using the four horsemen of the relationship apocalypse, explain how this is possible. Students are evaluated via a predetermined rubric.
- Objective Examinations
 - Example: Of the following senses, _____ tends to predominate during a sexual encounter: a) taste, b) touch, c) smell, d) vision, e) sound. Students are scored as correct/incorrect via Scantron.
- Projects
 - Example: Have students watch the 2015 feature film "Fifty Shades of Grey", then have watch the video "BDSM: It's Not What You Think" or read Casey Gueren's article "25 Facts about BDSM

that You Won't Learn in 'Fifty Shades of Grey'; have the students compare and contrast the reality of BDSM with portrayal of BDSM in the feature film; use a rubric to evaluate accuracy, critical thinking, assignment specifications, and college level writing skills.

- Reports
 - Example: Have students select a sexually transmitted infection or a contraceptive method and develop an educational brochure targeting the important details including but not limited to transmission, symptoms, and prevention or effectiveness, correct use, and side effects, respectively; use a rubric to evaluate accuracy, critical thinking, assignment specifications, and college level writing skills.
- Skill Demonstrations
 - Example: Have students demonstrate the sequential steps of proper condom usage using a penis model and a checklist. Students are evaluated based on participation and errors are corrected by instructor during the demonstration.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor describes the cascade of typical prenatal sexual differentiation from the sex chromosomes to internal/external sexual anatomy to the brain; then they present examples of intersex conditions resulting from atypical prenatal sexual differentiation. The students listen and take notes. Then the instructor asks the students to examine the evidence presented and determine the most likely causes of gender identity.
2. Students form small groups to construct a three-dimensional models of the internal and external female and male sexual anatomy using play dough. The group project requires teamwork, communication skills, an understanding of the sexual anatomy and physiology, and an ability to synthesize two-dimensional images and written descriptions into a coherent, complete three-dimensional systems. Then the group identifies the structures and describes their associated functions. The instructor provides initial direction, attends to each group to ascertain progress and questions, and quizzes their knowledge and understanding of the systems.
3. Following an instructor lecture on sexual orientation development, instructor hosts a panel of speakers to share personal narratives. Intentional effort is made to create visibility with regards to the intersections of race, sex, and the diverse identities within the LGBTQIA acronym. Students will submit a response/reaction paper to the panel of speakers.

Distance Learning

1. Via LMS, instructor prepares a lecture defining and demonstrating healthy, unhealthy, and abusive relationships. Students complete a self-assessment quiz categorizing diverse relationship examples as healthy, unhealthy, or abusive. Instructor then assigns students to choose one of the aforementioned relationship examples and

participate in an online discussion (via discussion boards) using prompts and critical theory.

Typical Out of Class Assignments Reading Assignments

1. Read Harriet Lerner's Article entitled "V is for Vulva, Not Just Vagina," and be prepared to discuss how a society's understanding of sexuality influences the language around sexuality and, conversely, how the language individuals choose to use to talk about sexuality perpetuates or changes the society's sexual attitudes and behaviors. 2. Read Clarisse Thorn's article entitled "Liberal, Sex- Positive Sex Education: What's Missing?" List the major misconceptions not addressed by sex-positive sex education and possible remedies suggested by Thorn; then evaluate the quality of her arguments and be prepared to discuss in class. 3. Read the chapter on Perspectives in Sexuality and be prepared to discuss the following items in class: 1) What are the components of sexual intelligence? 2) What constitutes "normal" sexual behavior? 3) What are the sex-for-procreation and gender-role legacies and how do they affect present sexual attitudes and behaviors in the United States? 4) Describe the current relationship between the media and sexuality in the U.S.?

Writing, Problem Solving or Performance

1. Assume that you are the parent of a seven-year-old child. How would you respond if you found your child "playing doctor" (i.e., engaged in sex play) with another child of the same age of the other sex? Both have lowered their pants and seem to be inspecting each other's genitals. Would you respond differently depending on the assigned sex of your child? Why or why not? 2. After reading the scenarios of hypothetical individuals with sexual challenges, for each scenario do the following: (1) diagnose the disorder; (2) identify possible causes; and (3) recommend possible treatments. 3. Listen to the NPR Podcast "Hookup Culture: The Unspoken Rules Of Sex On College Campuses" by Lisa Wade and answer the following in written form: 1) Wade argues that college students today are not equipped to establish and maintain meaningful relationships in their life. Do you agree or disagree? 2) Describe a few benefits and consequences of engaging in hookups? 3) How does the hookup culture encourage one to abandon their own moral code or personal values and core beliefs? 4) According to Wade's research, how does race, culture, sexual orientation, and gender identity affect one's position in the hookup hierarchy? 5) How does the hookup culture perpetuate rape culture and non-consensual experiences? Consider Wade's description of the "drunkworld" in your response.

Other (Term projects, research papers, portfolios, etc.)

Write a paper in which you reflect on the role of your culture and family-of-origin in the formation of your sexual values. Describe the values that you were taught with their words and/or actions. Under what conditions would it be acceptable and unacceptable to engage in sexual behaviors? What were the rationales given for these conditions, whether explicit or implied? As an adult, how are your sexual values similar to theirs? How are they different? Why did you adopt the values that you have today?

Required Materials

- Our Sexuality
 - Author: Crooks & Baur
 - Publisher: Wadsworth
 - Publication Date: 2020

- Text Edition: 14th
- Classic Textbook?:
- OER Link:
- OER:
- Sexuality Now: Embracing Diversity
 - Author: Carroll, Janell L.
 - Publisher: Cengage
 - Publication Date: 2019
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Human Sexuality
 - Author: Hock, Roger R.
 - Publisher: Pearson
 - Publication Date: 2016
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Discovering Human Sexuality
 - Author: LeVay, Baldwin & Baldwin
 - Publisher: Sinauer
 - Publication Date: 2020
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Human Sexuality: Diversity in Contemporary America
 - Author: Yaber & Sayad
 - Publisher: McGraw Hill
 - Publication Date: 2019
 - Text Edition: 10th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.