**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**PSY 232 – Human Sexuality**

**Course Outline**

**Course Number & Name:**  PSY 232 Human Sexuality

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in PSY 101, SOC 101, or SOC 108

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course examines various theoretical perspectives on sexuality, such as its biological, psychological, social, and cultural dimensions. Topics examined include, but are not limited to, male and female sexual anatomy, physiology, and response; sexuality over the life span; variations in sexual behavior and expression; sexual dysfunctions, paraphilias, and related therapies. Emphasis is placed on the human sexual experience as a vehicle for self-awareness, self-understanding, and self-acceptance.

**General Education Goals**: PSY 232 is affirmed in the following General Education Foundation Category: **Global and Cultural Awareness of Diversity**. The corresponding General Education Goal is as follows: Students will understand the importance of global perspective and culturally diverse peoples.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify the expertise of anthropologists, biologists, medical researchers, sociologists, psychologists, and other scientists in their ability to define and explain specific sexual behaviors and attitudes;

2. identify and describe human sexual anatomy and its relationship to sexual arousal;

3. describe the components of sexual relationships and communication;

4. describe sexual behaviors and their relationship to sexual orientation;

5. describe contraception and conception;

6. discuss sexuality from childhood to adulthood;

7. identify sexual difficulties and sexual-transmitted diseases (STDs) and explain the importance of treatment; and

8. describe atypical sexual behavior and victimization.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify the expertise of anthropologists, biologists, medical researchers, sociologists, psychologists, and other scientists in their ability to define and explain specific sexual behaviors and attitudes:

* 1. *describe the methods that scientists use to study human sexuality;*
	2. *distinguish the ethical issues that are heightened by researchers of human sexuality from the ethical problems that researchers in other behavioral sciences confront;* and
	3. *describe the most personal and intimate experiences of human lives on which the field of human sexuality touches*

2. Identify and describe human sexual anatomy and its relationship to sexual arousal:

2.1 *describe the anatomic differences between the sexes;*

2.2 *describe what is meant by understanding correct sexual anatomy for both males and females;*

2.3 *identify and describe the nature and function of the genital organs;*

2.4 *describe the many factors that contribute to sexual arousal;*

2.5 *describe the individual cues, captured by human senses that excite the male and/or the female, and which may lead to the sexual response cycle;*

2.6 *examine the four phases of sexual responses;* and

2.7 *identify the physiological processes and the physiological differences that exist between men and women*

3. Describe the components of sexual relationships and communication:

3.1 *describe effective communication and social skills;*

3.2 *examine the stages of relationship development that lead to intimacy;*

3.3 *examine the importance of self-acceptance and self-disclosure to meaningful relationships;*

3.4 *differentiate between friendship and romantic love;*

3.5 *examine how one can promote mutual understanding and reciprocity in meaningful ways;*

3.6 *describe the physiological arousal associated with being in love;*

3.7 *explain the major theories of love;*

3.8 *examine the differences between males and females in the areas of social, physical, cognitive, personality, and communication;*

3.9 *describe the communication styles that may be influenced by gender, power or ethnic differences;*

3.10 *examine why most people have difficulty discussing sex;*

3.11 *describe ways in which partners can become more comfortable discussing sex;*

3.12 *examine how body language plays an integral component of effective communication;* and

3.13 *recognize how conflict resolution techniques can be utilized to address communication problems*

4. Describe sexual behavior and its relationship to sexual orientation:

 4.1 *describe what is considered “normal” versus “abnormal” sexual behavior;*

 4.2 *examine solitary sexual activities as well as sexual behaviors with others;*

 4.3 *identify various myths about masturbation and examine the origins of negative attitude toward masturbation;*

**Measurable Course Performance Objectives (MPOs)** (continued):

 4.4 *examine the function of sexual fantasies and determine the gender differences involved in sexual fantasies;*

 4.5 *explain how sexual orientation is examined via various theories (e.g., psychoanalytic, psychosocial, and biological);*

 4.6 *describe the research findings of the major theories of sexual orientation (e.g., psychoanalytic, psychosocial, and biological);*

 4.7 *critically examine the research findings about the effect of nature verses nurture in shaping sexual orientation;*

 4.8 *describe the differences between heterosexuality, homosexuality, bisexuality, and transgender;* and

 4.9 *critically examine the research findings focusing on the patterns of relationships between lesbians and gay men, making specific reference to lifestyles, family life, and parenting*

5. Describe contraception and conception:

 5.1 *discuss some of the myths and misconceptions surrounding contraception as well as ineffective methods of birth control;*

 5.2 *describe the various methods of birth control and determine the effectiveness of each;*

 5.3 *identify the personal and social benefits of family planning;*

 5.4 *discuss the decision to have children and why some chose not to have children;*

 5.5 *review the cycle from conception to birth;*

 5.6 *research the causes of infertility and discuss the options available to overcome infertility;*

 5.7 *examine the signs of pregnancy, specifically the physical, psychological, and sexual changes that occur during pregnancy;*

 5.8 *describe the events of labor, child birth and miscarriage;* and

 5.9 *describe the transition and effects of parenthood on the mother and the father*

6. Discuss sexuality from childhood to adulthood:

 6.1 *describe sexual development and how individuals maximize their sexual functioning across the lifespan;*

 6.2 *describe the current literature suggesting how parents respond to their child’s sex play and exploration;*

 6.3 *discuss the physical and psychological changes that accompany adolescence;*

 6.4 *analyze the adolescent pregnancy rate;*

 6.5 *describe the patterns of sexuality for adults;*

 6.6 *discuss the various social, sexual, and psychological changes experienced by those in middle age;* and

 6.7 *describe the changes adults experience in later life, centering on how patterns of sexual expression change as women and men age*

7. Identify sexual difficulties and sexual-transmitted diseases (STDs) and explain the importance of treatment:

 7.1 *identify and describe sexual dysfunctions, which are defined as difficulties in becoming sexually aroused or reaching orgasm;*

 7.2 *describe the four categories of sexual dysfunctions (i.e., sexual desire disorders; sexual arousal disorders; orgasmic disorders; and sexual pain disorders);*

**Measurable Course Performance Objectives (MPOs)** (continued):

 7.3 *explain the differences between life-long and acquired sexual dysfunction;*

 7.4 *explain the differences between situational and generalized sexual dysfunction;*

 7.5 *describe the varying factors and causes of sexual dysfunction (e.g., biological factors, sociocultural factors, and relationship factors);*

 7.6 *describe the various treatment options for sexual dysfunction;*

 7.7 *identify the characteristics of individuals who may be at high risk for acquiring an STD;*

 7.8 *describe the high risk behaviors that leave a person vulnerable to STD organisms;* and

 7.9 *explain the modes of transmission, symptoms, and treatment for each of the well-known STDs*

8. Describe atypical sexual behavior and victimization:

 8.1 *distinguish between normal and atypical sexual behaviors and explain how what is considered normal in one culture might be considered abnormal in others;*

 8.2 *describe what a society or culture labels as a paraphilia and major types of paraphilias;*

 8.3 *discuss the origins of paraphilia based upon various theoretical approaches and describe various treatment modalities;*

 8.4 *discuss* *sexual coercion by reviewing the psychological consequences of rape and describe the various treatment approaches for both the victim and the perpetrator;*

 8.5 *describe the concept of sexual addiction;*

 8.6 *explain the proliferation of pornography and the ease of availability on the internet;*

 8.7 *define and describe the consequences of sexual harassment;* and

 8.8 *describe* *how an individual who has been sexually harassed can address the situation*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3.    Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

**Methods of Evaluation:** (continued)

 **% of**

**Grading Components final course grade**

* **Written/Oral Presentation of Child, Teenager, Adult, 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

**Note**: The instructor will determine the specific components as appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the texts by Yarber, W. L., Sayad, B. W., & Strong, B. (2010). *Human Sexuality: Diversity in Contemporary America* (7th ed.). New York, NY: The McGraw-Hill Companies, Inc. & Caron, S. L. (2007); and *Sex Matters for College Students: FAQ’s in Human Sexuality* (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc./Prentice Hall.

Note: It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Unit Areas/Topic**

1 Multidisciplinary Research and Definition – Various disciplines describe and explain the meaning and focus of human sexuality and its components.

2 Human Sexual Anatomy and Sexual Arousal – The physiological makeup of the male and female sexual body (internal and external) and how the senses and the anatomical tissue lead to emotional and physical arousal responses (e.g., orgasm, increased heart rate, and increased blood pressure).

3 Sexual Relationships/Communication – Review and research how all types of communication bridges the gap and promotes understanding in relationships, including non-verbal communication, voice tone and inflection, eye movement, and lip movement.

4 Sexual Behaviors and Orientation – Cultural definitions of normal and abnormal sexual behaviors and what is considered legal and illegal within individual societies, including the definition given by culture and religion. Attention to be given to sexual behaviors between human animals and non-human animals, adults, and children.

5 Contraception and Conception – The myths and misconceptions surrounding contraception, as well as ineffective methods of birth control.

6 Sexuality from Childhood to Adulthood – The origin and nature of human sexuality across the lifespan.

7 Atypical Sexual Behavior and Victimization – The difference between normal versus atypical sexual behaviors. Cultural relativism of normal versus abnormal behavior. Effects of sexual harassment on women and men and cultural definitions and variations.

**Note:** In PSY 232, the instructor must cover all 8 of the units listed above in any reasonable order throughout the semester/term. The instructor may include additional areas based on his/her expertise and/or interest.