



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number PSY 215	Course Title Human Sexuality	Credits 3
Hours: Lecture 3.0	Pre-requisite PSY 101	Implementation Fall 2023

Catalog description: Description of the anatomy and physiology of the human reproductive system and the physiology of human sexual functioning. The psychological perspective is emphasized with human sexuality viewed as it reflects the psychological makeup of the individual. The importance of cultural influences on an individual's behavior is stressed, along with interpersonal relationship factors.

General Education Category:
Goal 8: Diversity and Global
Perspective

Course coordinator:
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Required texts & Other materials:

Human Sexuality 4th edition (or other current edition) by R. Hock
Publisher: Pearson; ISBN-13: 9780134003566

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Define and assess the major theoretical psychological perspectives that influence the scientific study of human sexuality. [Supports ILG # 5]
2. Identify, describe, and explain biological, social, and psychological components of sexual functioning, behavior, and attitudes. [Supports ILG# 1, 5, 8, 10]
3. Evaluate the relationship between sex and gender and the relationship between sexual identity and gender identity. [Supports ILG # 8, 9, 11]
4. Assess and debate the roles of culture and the media on sexual attitudes and behavior. [Supports ILG # 8, 9, 11]
5. Engage in open and honest discussions about the personal and interpersonal complexities of human sexuality. [Supports ILG # 1, 8, 9, 11]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I: Sexuality in Perspective [Supports Course SLO # 1, 5]

Learning Objectives

The student will be able to...

- Discuss the historical perspectives of human sexuality
- Discuss, differentiate, and apply the significant theoretical frameworks in psychology to the study of human sexuality
- Explain and evaluate the different research methodologies used in sexual research
- Examine why research into the subject of human sexuality poses many difficulties

Unit II: Sexual Anatomy and Development of Sexual & Gender Identity [Supports Course SLO # 2, 3]

Learning Objectives

The student will be able to...

- Relate the function of female and male internal and external reproductive organs to arousal, conception, pregnancy, and birth processes
- Describe and evaluate the different theories of arousal including Masters and Johnson's EPOR model, Kaplan's Three Stage Model, and Reed's Erotic Stimulus Pathway Model
- Differentiate the constructs of sex and gender
- Describe and give examples of gender differences in sexual attitudes and behavior
- Discuss the development of sexual identity
- Demonstrate how genetic, hormonal, and social-learning factors influence gender role and gender identity
- Define sexual orientation and evaluate the differing perspectives on the development of sexual orientation
- Evaluate the relationship between sexuality identity and gender identity

Unit III: Arousal, Love, Communication and Variations in Sexual Behavior [Supports Course SLO # 2, 4, 5]

Learning Objectives

The student will be able to...

- Discuss and give examples of the components of attraction
- Discuss the development of intimacy
- Differentiate between the different theories of love including, but not limited to, Sternberg's Triangular Theory of Love and Lee's Six Styles of Love
- Distinguish among the different sexual behaviors: erotic dreams and fantasies, self-pleasuring techniques, kissing and touching, and sexual positions
- Explain the importance of the communications process in relationships in general, and in sexual relationships
- Discuss sexual norms and their impact on sexual behavior
- Evaluate the changing nature of social acceptance for abnormal behaviors including paraphilias

Unit IV: Sexuality over the Lifespan – Choices/Challenges/Consequences [Supports Course SLO # 2, 4]

Learning Objectives

The student will be able to...

- Explain how individuals make decisions about sexual behavior, sexual health, and intimate relationships over the lifespan
- Discuss why individuals choose to engage in cohabitation, marriage, extramarital sex, and polyamory
- Discuss pregnancy including issues with infertility and reproductive technologies
- Compare and contrast advantages and disadvantages of male and female contraceptive devices
- Identify, compare, and contrast the different sexual disorders and the therapies/treatments of sexual dysfunctions

Unit V: Sexuality in Society [Supports Course SLO # 2, 4, 5]

Learning Objectives

The student will be able to...

- Define and evaluate the myths surround rape
- Explain why date rape is a social problem compounded by both sexes' perceptions of sexuality
- Define prostitution and debate the pros and cons of legalizing it
- Define and differentiate between erotica, pornography, and obscenity
- Describe the effects of pornography and evaluate its relationship to violence
- Assess how sexual material is used in the media to advertise and promote products and services

Evaluation of student learning:

Attendance and class participation may be used to determine part of the student grade, and some use of this is encouraged. (Attendance may not exceed 15% of the total course grade.) Students will be required to take multiple quizzes and/or exams, each of which may consist of multiple choice, true-false, matching, completion, or essay type questions of any combination of the above. (No combination of quizzes or exams can exceed 70% of the total course grade, and no single exam can exceed 30% of the total course grade). In addition, students will be required to complete multiple writing assignments to assess human sexuality content knowledge and critical thinking skills. These writing assignments may consist of ongoing journaling, reflection or reaction papers, research papers, projects, or media critiques. At least one assignment must incorporate information literacy and make use of peer-reviewed research sources. Students will be expected use APA format in their writings. No single writing assignment will exceed 30% of the student's total grade.)

- Attendance/participation: 0-15%
- Exams: 20-30%
- Quizzes: 0-15%
- Informal writing assignments: 0-20%
- Formal writing assignments: 15-30%