

COURSE OUTLINE

<u>PSY215</u>	<u>Human Sexuality</u>			<u>3</u>
Course Number	Course Title			Credits
<u>3/week</u>	<u>0/week</u>	<u>0/week</u>	<u>0/week</u>	<u>15 weeks</u>
Class or Lecture Hours	Laboratory Work Hours	Laboratory, Shop, Studio or Clinic Experience	Work Experience Hours	Semester Length
<u>Not Applicable</u>				<u>Not Applicable</u>
Performance on an Examination/Demonstration				Telecourse

Required Materials:

Understanding Human Sexuality 9th Edition, 2003  
by J.S. Hyde and J. DeLamater, McGraw Hill.

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 make-up of the individual. The importance of cultural influences on an individual's behavior is stressed, along with interpersonal relationship factors.

Prerequisites: None

Corequisites: None

Latest Review: Fall 2004

Course Coordinator: Psychology Staff

## I. GENERAL OBJECTIVES

The student will be able to:

Describe the complexity of the factors influencing human sexuality.

Discuss the personal and interpersonal nature of human sexual functioning.

Explain the development of sexual identity in males and females.

## II. METHOD OF EVALUATION

The student will take four multiple-choice and/or essay examinations during the course and will submit a short paper on a topic related to the course material. A sample set of instructions for a paper is included as an appendix to this outline. The final grade will be a product of these components, along with other pieces such as class participation at the discretion of the instructor. To receive credit for the course, the student must pass the tests and submit a paper which averages above 60% (the minimally accepted passing grade level established by the College).

## SPECIAL NOTE

The Psychology Cluster strongly encourages all instructors of this course to select assignments which will contribute to the development of writing skills in their students. There must be at least one writing component (e.g., essay test, term paper, etc.) contributing to the student's final grade.

## III. TOPIC OUTLINE

### A. Sexuality in Perspective and Theoretical Perspectives on sexuality.

The student will be able to:

- differentiate the concepts of sex and gender
- discuss the religious and scientific perspectives on sexuality
- discuss cross-cultural perspectives on sexuality
- describe evolutionary perspectives on sexuality
- explain sexual development from the psychoanalytic perspective, learning theory, and cognitive theories
- discuss the sociological perspectives of human sexuality

### B. Sexual Research and Sexual Anatomy.

The student will be able to:

- critically discuss the issues related to research in sexuality
- describe and analyze the validity of the major sex surveys and their findings

- describe different types of studies including laboratory studies and experimental sex research studies.
- locate on a diagram and explain the functions of female/male external genitalia and internal reproductive/sexual organs.
- know the risks of cancers of the breast, cervix, uterus, ovaries, prostate, and testes, and their screening procedures, and their treatment.

## EXAM I

## C. Conception, Pregnancy, and Childbirth, Contraception, and Abortion

The student will be able to:

- describe conception, the development of the fetus, and the stages of pregnancy
- discuss the issues of nutrition during pregnancy and the effects of drugs taken during pregnancy
- describe the birth process and natural childbirth
- discuss problem pregnancies
- discuss issues related to infertility and new reproductive technologies
- describe the various contraceptive techniques, and discuss how they are used, failure rates, and advantages and disadvantages of each approach.

D. The Physiology of Sexual Response  
Techniques of Arousal and CommunicationThe student will be able to:

- describe Masters and Johnson's four stages of sexual response
- discuss criticisms of Masters & Johnson's work and alternate models, namely Kaplan and Walen and Roth.
- discuss auto eroticism and two-person sexual techniques
- explain the importance of the communications process in relationships in general, and in sexual relationships.

## EXAM II

E. Attraction, Love, and Intimacy  
Gender Roles, Female and Male SexualityThe student will be able to:

- discuss the research on attitudes toward gays and lesbians
- discuss the theories on the development of sexual orientation
- discuss the relationship between sexual orientation and mental health
- discuss the phenomenon of bisexuality
- explain the issue of normality/abnormality with respect to variations in sexual behavior
- describe the numerous variations in sexual behavior and the issues of development, prevention, and treatment

## EXAM III

F. Sexual Coercion  
Sexual Dysfunction and Sex Therapy

The student will be able to:

- discuss incidence statistics of rape
- explain different kinds of rape
- discuss the theories and research on the causes of rape
- describe personal strategies and societal solutions for preventing rape
- explain the patterns of child sexual abuse and patterns of incest
- describe the psychological impact on the victim of rape, incest, and child sexual abuse
- describe the phenomenon of sexual harassment at work, in academia, and in the therapist - client relationship
- describe and explain the various kinds of male/female sexual disorders, discuss theories of causation and suggested therapies.

G. Sexually Transmitted Diseases  
Ethics, Religion, and Sexuality

The student will be able to:

- describe the symptoms of, and explain causes and treatments for sexually transmitted diseases
- describe sexuality in the great ethical traditions
- discuss contemporary issues in sexual ethics

## EXAMS IV

IV. BIBLIOGRAPHY

- Brehm, S.S. (latest edition). Intimate Relationships. McGraw-Hill Publishers.
- Brounmler, S. 1976, Against Our Will, N.Y.: Bantam.
- Crawford, M. & Unger, R. (2004) Women and Gender: A Feminist Psychology, 4<sup>th</sup> Edition, McGraw-Hill Publishers.
- Diamond, Milton, 1977, "Sexuality and the Handicapped" R.P. Marinelli & A.E. Dellorto (Eds.) Psychological and Social Impact of Physical Disability, NY: Springer Publishing.
- Dodson, B. 1974, Liberating Masturbation, N.Y.: Betty Dodson.
- Freedman, Mark, (1975) *Far From Illness: Homosexuals May Be Healthier Than Straights*, Psychology Today, p.30.
- Godon, B. & Schroeder, C. (1995). Sexuality: A developmental approach to problems. NY: Plenum Press.
- Gottman, J.M. (1994). Why Marriages Succeed or Fail. NY: Simon & Schuster.
- Hatfield, E. & Rapson, R.L. (latest edition). Love, Sex, and Intimacy, Harper Collins Publishers.
- Herman, LoPiccolo, & LoPiccolo, Becoming Orgasmic, Prentice-Hall, 1976.

- Turner, C.F., et al. (1998). *Adolescent sexual behavior, drug use, and violence: Increased reporting with computer survey technology*. Science, 280, 867-873.
- Walen, S.R. & Roth, D. (1987). *A Cognitive Approach*. In J.H. Geer & W.T. O'Donohue (Eds.) Theories of Human Sexuality. NY: Plenum.
- Women: Our Bodies, Ourselves, Boston Health Collective, (latest edition). Collective, N.Y.: Simon & Schuster.

## APPENDIX A

### A Possible PAPER FOR PSY 215

Please write (type double-space) a three page (3) paper using the text and one other reputable, up-to-date source; the source may be one suggested by Hyde, the author of your text, or some other scholarly publication. Please use a scholarly journal article rather than another book or popular magazine as your second source and make sure the date of publication is not earlier than 2000. If you use the Internet to seek a source, please make sure your reference is scholarly and properly documented.

The paper you write should address three issues related to HIV infection and AIDS. The first part of your paper should be factual and deal with HIV transmission and prevention of transmission. You are to explain to a college-level audience exactly how HIV infection can be transmitted. Please be brief but thorough. Your paper should go well beyond saying that the virus is transmitted by semen or blood; explain all the possible means of transmission and the risks and probabilities involved.

Next, your paper should discuss prevention of HIV infection. In other words, how would a sexually active adult reduce the risk of ever contracting the disease?

The last part of your paper should address one aspect of the psychosocial effects of the disease. Specifically, how can a person (who is not HIV positive) who wants to become a loving, sexually active person not be traumatized by the fact that a fatal disease has been correlated with many forms of sexual expression? In other words, how can people learn to enjoy sex without using denial and tuning out reality, and without risking their health and well-being? (This last section of your paper is more subjective than factual).

Please have two people outside this class read your paper, write a two-sentence reaction to it, and sign their names.

When you submit your paper please have it stapled and not in a folder, PLEASE SIGN ONLY THE BACK OF YOUR PAPER so that your instructor may grade the paper without knowing who the author is.



