# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 215</td>
<td>Human Sexuality</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Hours:** 3

**Co- or Pre-requisite:** PSY 101 pre-requisite

**Implementation:** Spring / 2012

**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.

**Is course New, Revised, or Modified?**

Revised

**Required texts/other materials:**


**Revision date:**

April, 2013

**Course coordinator:**

Dr. Karen Bearce – bearcek@mccc.edu; 609-570-3564

**Information resources:**

(Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

**Other learning resources:**

(Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Course Competencies/Goals:
The student will be able to:

1. Define and assess the major theoretical psychological perspectives that influence the scientific study of human sexuality. [GE Goal 1, 5, 9; MCCC Goals A, B, C]

2. Identify, describe, and explain biological, social, and psychological components of sexual functioning, behavior, and attitudes. [GE Goal 1, 5, 8; MCCC Goals A, D, G]

3. Evaluate the relationship between sex and gender and the relationship between sexual identity and gender identity. [GE Goal 5, 8; MCCC Goals B, G]

4. Assess and debate the roles of culture and the media on sexual attitudes and behavior. [GE 1, 5, 8, 9; MCCC Goals A, B, C, D, G]

5. Engage in open and honest discussions about the personal and interpersonal complexities of human sexuality. [GE Goals 1, 5, 8; MCCC Goals A, G]

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Unit I: Sexuality in Perspective

Learning Objectives

The student will be able to...

- Discuss the historical perspectives of human sexuality [CG 1]
- Discuss, differentiate, and apply the significant theoretical frameworks in psychology to the study of human sexuality [CG 1, 2]
- Explain and evaluate the different research methodologies used in sexual research [CG 1, 2]
- Examine why research into the subject of human sexuality poses many difficulties [CG 1, 2, 5]
Unit II: Sexual Anatomy and Development of Sexual and Gender Identity

**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 [CG 2]
- 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 [CG 2, 5]
- Differentiate the constructs of sex and gender [CG 2, 3]
- Describe and give examples of gender differences in sexual attitudes and behavior [CG 2, 3, 4, 5]
- Discuss the development of sexual identity [CG 2, 3, 4, 5]
- Demonstrate how genetic, hormonal, and social-learning factors influence gender role and gender identity [CG 2, 3, 4]
- Define sexual orientation and evaluate the differing perspectives on the development of sexual orientation [CG 2, 3, 4, 5]
- Evaluate the relationship between sexuality identity and gender identity [CG 3, 5]

Unit III: Arousal, Love, Communication and Variations in Sexual Behavior

**Learning Objectives**

The student will be able to...

- Discuss and give examples of the components of attraction [CG 2, 4, 5]
- Discuss the development of intimacy [CG 2, 4, 5]
- 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 [CG 2, 4, 5]
- Distinguish among the different sexual behaviors: erotic dreams and fantasies, self-pleasuring techniques, kissing and touching, and sexual positions [CG 2, 4, 5]
- Explain the importance of the communications process in relationships in general, and in sexual relationships [CG 2, 4, 5]
- Discuss sexual norms and their impact on sexual behavior [CG 2, 4, 5]
- Evaluate the changing nature of social acceptance for abnormal behaviors including paraphilias [CG 1, 2, 4, 5]

Unit IV: Sexuality over the Lifespan – Choices/Challenges/Consequences

**Learning Objectives**

The student will be able to...

- Explain how individuals make decisions about sexual behavior, sexual health, and intimate relationships over the lifespan [CG 2, 5]
- Discuss why individuals choose to engage in cohabitation, marriage, extramarital sex, and polyamory [CG 2, 4, 5]
- Discuss pregnancy including issues with infertility and reproductive technologies [CG 2, 5]
- Compare and contrast advantages and disadvantages of male and female contraceptive devices [CG 2, 4, 5]
- Identify, compare, and contrast the different sexual disorders and the therapies/treatments of sexual dysfunctions [CG 1, 2, 4, 5]

Unit V: Sexuality in Society

**Learning Objectives**

The student will be able to...

- Define and evaluate the myths surround rape [CG 2, 4, 5]
- Explain why date rape is a social problem compounded by both sexes’ perceptions of sexuality [CG 2, 3, 4, 5]
- Define prostitution and debate the pros and cons of legalizing it [CG 2, 4, 5]
- Define and differentiate between erotica, pornography, and obscenity [CG 2, 3, 4, 5]
- Describe the effects of pornography and evaluate its relationship to violence [CG 2, 3, 4, 5]
- Assess how sexual material is used in the media to advertise and promote products and services [CG 2, 4, 5]

**Evaluation of student learning:**

Students will be required to take a series of chapter quizzes and tests (at least three), each of which may consist of multiple choice, true-false, matching, completion, or essay type questions of any combination of the above. Objective assessments will account for no more than 70% of the overall course grade. [CG 1, 2, 3]

In addition, students will be required to complete a series of 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 should incorporate information and computer literacy. Students will be expected to use APA format in their writings. Written assessments will account for no less than 30% of the overall course grade. [CG 1, 2, 3, 4, 5]

**Academic Integrity Statement:**

The issue of academic honesty is taken very seriously at Mercer County Community College and in this class. Cheating on assignments or exams and/or plagiarism is not to be tolerated. Students are expected to be responsible for their own work. In this course, cheating/plagiarism will result in, at minimum, a zero for that exam/assignment. Clear cases of intentional cheating will result in failure in the course. Please see the MCCC student handbook for a complete description of MCCC’s academic integrity policy [http://www.mccc.edu/pdf/handbook.pdf].