

PSY R110: HUMAN SEXUALITY

Originator

ptrujillo

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

R110

Course Title (CB02)

Human Sexuality

Banner/Short Title

Human Sexuality

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

The course examines human sexuality with contributions from various disciplines: medicine, biology, psychology, anthropology, sociology, public health. Human sexuality will be examined from psychological, biological, sociocultural, and historical perspectives. Emphasis is placed on the individual's sexuality and sexual attitudes, values, and behaviors. Current sex norms and various aspects of interpersonal and individual sexual behaviors are examined.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will be able to define the scope of human sexual behavior, i.e., what is involved in a study of human sexuality |
| 2 | Students will be able to identify three symptoms of menstruation, and three treatments of menstruation. |
| 3 | Students will be able to explain the major Victorian researchers/contributors and their contributions to the field of human sexuality. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | Explain human sexuality, including sexual diversity and values of various cultures |
| 2 | Explain the major theories of human sexuality |
| 3 | Explain the early to current major contributors and systematic studies in the field of human sexuality |
| 4 | Explain human anatomy and physiology in the reproductive processes and the role of the brain and neurotransmitters in sexual arousal |
| 5 | Describe the sex hormones of men and women, and the changes they cause including menstruation and menopause |
| 6 | Explain conception, pregnancy and childbirth |
| 7 | Describe methods of contraception, how they work, and how couples can share responsibility for birth control |
| 8 | Identify strategies to reduce the likelihood of contracting a sexually transmitted infections |
| 9 | Evaluate how media influences and reflects sexuality |
| 10 | Critique changing gender roles in today's society and the impact of these changes in intimate relationships |
| 11 | Identify factors contributing to relationship satisfaction over time |
| 12 | Determine physiological and psychosocial factors contributing to sexual dysfunctions and identify treatment alternatives available for men and women who experience sexual difficulties |
| 13 | Analyze psychosocial bases of rape, childhood sexual abuse, and prostitution |

Course Content

Lecture/Course Content

1. Introduction to sexuality
 - a. The focus of the course
 - b. Definition of basic terminology: sex, sexuality, and gender
2. Theories in sexuality
 - a. The major theories
 - i. Psychoanalytic
 - ii. Sociocultural theory
 - iii. Learning theory
 - iv. Cognitive theory
 - b. Evaluating the theories
3. Sex research
 - a. The history
 - b. Major contributors and their findings
4. Sexual anatomy and physiology
 - a. Female
 - b. Male
5. Sex hormones and sexual differentiation
 - a. Hormones
 - b. Development
6. Menstruation and menopause
 - a. Menstruation
 - b. Menopause
7. Conception, pregnancy and childbirth
 - a. Conception
 - b. Pregnancy and childbirth
8. Contraception and abortion
 - a. Methods of contraception, how they work, effectiveness
 - b. Abortion
9. The physiology of the sexual response
 - a. Previous research
 - b. The four phases of the sexual response
10. Love, attraction, and relationships
11. Techniques of arousal and communication
 - a. The techniques
 - b. Other issues
12. Sexuality and development
 - a. Childhood
 - b. Adolescence
 - c. Adulthood
 - d. Old age
13. Gender and sexuality
 - a. Men
 - b. Women
14. Sexual orientation
 - a. Straight
 - b. Bisexual, gay, lesbian, transgender
15. Variations in sexual behavior
 - a. Definition of abnormal
 - b. Fetishes and other disorders
16. Sexual coercion
 - a. The scope
 - b. The varieties
17. Sex for sale
 - a. Definition and history
 - b. The scope, the varieties, etc.
18. Sex disorders

- a. The disorders and the DSM-5
 - b. Treatment
- 19. Sexually transmitted infections and diseases
 - a. The infections and diseases
 - b. Treatment
- 20. Ethics, religion and sexuality
 - a. Cultural differences
 - b. The research
- 21. Sex and the law
 - a. The law
 - b. Statistics
- 22. Sex education
 - a. Definition
 - b. The scope

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided use of technology
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will lecture on various forms of STD's and STI's and present etiology, symptoms and treatments.
2. In small groups, the student will evaluate different methods of birth control for a sexually active full time college level student, who juggles a part time job and family responsibilities.
3. The student will select an appropriate topic which is faculty approved and develop a literature review. Such a topic may include, the menstrual cycle and related hormonal changes in the female body, Pornography, or the rights of sex workers internationally.

Representative Course Assignments

Writing Assignments

1. Essay questions in midterms and final exam, such as comparison and contrast of the male and female endocrine system and hormones related to sexuality. Or a discussion and critique of Sigmund Freud's theory of psychosexual development and evidence based critiques from more recent studies in male and female sexuality

2. Research paper of eight pages, using American Psychological Association citation standards on a topic such as Sex trafficking of children.
3. Annotated bibliography of a topic such as the media's effect on sexual practices in the US in the twentieth and twenty first centuries.

Critical Thinking Assignments

1. Evaluation of the best hormone-based contraceptive for an active college student who has heart issues.
2. Analysis of theories of older adult sexuality and the best fit for a older sexually active person who has multiple serious health issues, including alcohol abuse or drug use.

Reading Assignments

1. One chapter weekly reading from designated textbook on topics relating to human sexuality
2. Research for research paper described above on a topic such as Male menopause or increased cancer rates in sexually active persons
3. Preparation for a class presentation on STD or STI prevention in college students.

Other assignments (if applicable)

1. Develop a sex education program for elementary, middle school or high school students in the 21st century.
2. Develop a sex education program for college age students.
3. Prepare a booklet on pregnancy (what to expect) for a college student who chooses to continue her (unexpected) pregnancy and has otherwise not had such education

Outside Assignments

Representative Outside Assignments

1. An 8-10 page literature review on an appropriate topic such on Child molestation or child trafficking in the US.
2. Preparation for an essay exam on questions such as: Sexual practices in other countries such as the South Pacific, Europe or the Muxe in Mexico.
3. Preparation for a class debate on the best protections for children to prevent predators such as the Predator list made available to the public.

Articulation

C-ID Descriptor Number

PSY 130

Status

Approved

Comparable Courses within the VCCCD

PSY V25 - Psychology of Human Sexuality

PSY M13 - Human Sexuality

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Yarber, W.L, Sayad, B.W., & Strong, B (2019). *Human Sexuality: Diversity in Contemporary America* (10th or latest edition). McGraw-Hill.

Resource Type

Textbook

Description

Hyde, JS., & DeLamater, JD (2020). *Understanding Human Sexuality (14th edition)*. New York City McGraw-Hill.

Resource Type

Other Resource Type

Description

American Psychiatric Association, (2013) The Diagnostic and Statistical Manual 5th Edition, Washington DC: American Psychiatric Association.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction

Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)

The student will post on a discussion board regarding the relevance of Sigmund Freud's theory today and substantively post in response to another students' post substantively to another student

Video Conferencing

attend every zoom session lecture on a topic such as psychosocial variables related to sexual dysfunction

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The student will post on a discussion board regarding the relevance of Sigmund Freud's theory today and substantively post in response to another students' post
Video Conferencing	attend every zoom session lecture on a topic such as psychosocial variables related to sexual dysfunction
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

10/21/2020

Dean

10/22/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

12/18/2020

Control Number

CCC000130563

DOE/accreditation approval date

MM/DD/YYYY