



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 112
Descriptive Title: Human Sexuality
Course Disciplines: Psychology
Division: Behavioral and Social Sciences

Catalog Description:

This course is the scientific study of human sexuality. Emphasis is placed on the analysis of sexuality from a psychological perspective. Topics include the history and the study of human sexuality, the scientific research methods used to study sexuality, the psychobiology of sex, sexual behavior and relationships, and sex as a social and health issue. Gender and sociocultural issues are also addressed.

Conditions of Enrollment:

Prerequisite: Psychology 101 or Psychology 101H with a minimum grade of C
Recommended Preparation English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
2C – Social and Behavioral Sciences – General
Term: _____ **Other:** _____

CSU GE:
D9 - Psychology
Term: Spring 2007 **Other:** _____

E - Lifelong Understanding and Self-Development
Term: _____ **Other: Approved**

IGETC:
4I - Psychology
Term: Spring 2007 **Other:** _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.
2. **Fundamental Principles:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality
3. **Everyday Application:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Discuss historical, cultural, and psychological perspectives on sexuality.
2. Compare and contrast theoretical perspectives on human sexuality.
3. Describe research methods used to study human sexuality.
4. Demonstrate a basic understanding of female and male sexual anatomy and physiology including anatomical structures, the function of anatomical structures, and the physiological processes of the sexual female and male.
5. Describe the determinants and the special functions of hormones in the brain involved in sexual arousal.
6. Differentiate between the various models of human sexual response.
7. Identify changes in sexuality throughout the human lifespan and examine how different cultures view these changes.
8. Describe the processes of conception, pregnancy, and childbirth, and cross-cultural views on these processes.
9. Recognize issues and problems that arise both during pregnancy and postpartum and discuss how different cultures view these issues and problems.
10. Identify and discuss the various methods of contraception and abortion addressing both the psychological aspects and multicultural views of these methods.
11. Analyze the psychological aspects of contraception and abortion, and compare and contrast cultural views on these topics.
12. Describe and analyze different types of sexual behaviors and compare and contrast cultural views of these behaviors.
13. Examine the causes of the various types of sexual paraphilias and sexual disorders and their treatments and therapies.
14. Identify and examine the psychological issues of rape, childhood sexual abuse, and sexual harassment and describe how these issues are influenced by cultural context.
15. Compare and contrast different cross-cultural views of sexuality.
16. Recognize the various types of sexually transmitted diseases and discuss how they can be prevented and treated.
17. Define sex and gender and assess how gender is linked and informs sexuality.

18. Discuss and evaluate the various theories of sexual orientation.
19. Analyze the relationships between intimacy, attraction, love and sexual communication.
20. Assess issues relevant to human sexuality, including pornography and prostitution, and differentiate cross-cultural views of these issues.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4.5	I	I. Introduction to Human Sexuality (4.5 hours, lecture) A. Definitions of Sexuality and Other Related Terms B. Historical Perspectives on Sexuality C. Sociocultural Perspectives on Sexuality D. Cross-Species Perspectives on Sexuality E. Psychological Theoretical Perspectives F. Other Theoretical Perspectives: Evolutionary and Sociological
Lecture	3	II	II. Methods for Studying Human Sexuality (3 hours, lecture) A. Surveys B. Case Studies C. Observational Studies D. Correlational Research E. Experimental Research
Lecture	1.5	III	III. Sexual Anatomy (1.5 hours, lecture) A. The Male Sexual Body B. The Female Sexual Body
Lecture	3	IV	IV. The Physiology of Human Sexual Response (3 hours, lecture) A. Sex Hormones and the Brain B. Models of Human Sexual Response: Masters and Johnson and Alternatives
Lecture	4.5	V	V. Sexual Development throughout the Lifespan (4.5 hours, lecture) A. Children's Sexuality B. The Beginnings of Sexuality in Adolescents C. Sexual Activity of College Students D. Sexuality in Adulthood E. Sexuality and Aging F. Sociocultural Perspectives
Lecture	3	VI	VI. Conception, Pregnancy, and Childbirth (3 hours, lecture) A. Process of Conception B. Stages of Pregnancy C. Issues and Problems in Pregnancy D. Process of Childbirth

			E. Postpartum Issues F. Sociocultural Perspectives
Lecture	3	VII	VII. Contraception and Abortion (3 hours, lecture) A. Methods of Contraception B. Abortion Procedures C. Psychological Aspects of Contraception and Abortion D. Sociocultural Perspectives
Lecture	4.5	VIII	VIII. Sexual Behaviors (4.5 hours, lecture) A. One-Person Sexual Behaviors B. Two-Person Sexual Behaviors C. Sociocultural Perspectives
Lecture	3	IX	IX. Sexual Paraphilias (3 hours, lecture) A. Causes B. Types C. Treatments and Therapies D. Sociocultural Perspectives
Lecture	3	X	X. Sexual Problems and Disorders (3 hours, lecture) A. Causes B. Types C. Treatments and Therapies D. Sociocultural Perspectives
Lecture	3	XI	XI. Sexual Aggression and Violence (3 hours, lecture) A. Rape B. Childhood Sexual Abuse C. Sexual Harassment D. Sociocultural Perspectives
Lecture	3	XII	XII. Sexually Transmitted Diseases (3 hours, lecture) A. Risk Factors for STDs B. Types and Treatments C. Prevention D. Sociocultural Perspectives
Lecture	3	XIII	XIII. Gender and Sexuality (3 hours, lecture) A. Sex Versus Gender B. Gender Identity C. Gender Roles and Stereotypes D. Transgenderism E. Female-Male Similarities and Differences F. Sociocultural Perspectives
Lecture	3	XIV	XIV. Sexual Orientation (3 hours, lecture) A. Theories of Sexual Orientation B. Non-heterosexual Orientations C. Sociocultural Perspectives
Lecture	3	XV	XV. Attraction, Intimacy, Love, and Communication (3 hours, lecture) A. Scientific Perspectives on Attraction B. Establishment of Intimacy C. Theories of Love D. Understanding and Enhancing Communication in Love

			Relationships E. Sociocultural Perspectives
Lecture	6	XVI	XVI. Issues in Human Sexuality (6 hours, lecture) A. Pornography B. Sex Work and Sex Workers C. Sex and Religion D. Sex and the Law E. Sex Education F. Sociocultural Perspectives
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Consider the lectures and the readings on human sexuality this semester. In a four to five page typed paper, describe your personal sexual philosophy. Specifically, describe your views on at least three of the topics we have covered this semester and explain how you have integrated these ideas into forming your own personal viewpoint toward sexuality. Further, explain how your sexual philosophy can prepare and guide you when you are faced with personal choices about sexual situations or when you are in the position to advise someone else about sexual issues.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Design a psychological study on the progress of sexual intimacy in dating couples. In a three page typed paper describe and discuss your design addressing the following questions: What kind of study are you proposing? How are you going to obtain subjects? How are you going to gather data? What methodological problems do you think you will encounter?
2. Consider this statement: "It is important for researchers to understand the cause(s) of homosexuality." In a three- to five-page typed paper, evaluate this statement. Do you agree or disagree? Provide at least three reasons to support your view. Evaluate the implications of identifying cause(s) of homosexuality for heterosexuals, homosexuals, and bisexuals. Discuss how knowing the cause(s) of homosexuality can be used to help or hurt homosexuals.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Quizzes
Reading reports
Written homework
Term or other papers
Multiple Choice
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Janet Shibley Hyde and John D. DeLamater. Understanding Human Sexuality. 14th ed. McGraw-Hill, 2017.

Roger H. Hock. Human Sexuality. 4th ed. Pearson, 2016

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Psychology- 101 or	Sequential
Course Prerequisite Psychology-101H	Sequential

B. Requisite Skills

Requisite Skills
<p>Psychology 112 expands on some of the basic principles that are presented in Psychology 101 and/or Psychology 101H such as scientific and research methods and fundamental principles.</p> <p><u>PSYC 101</u> Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p><u>PSYC 101H</u> Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p><u>PSYC 101</u> Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><u>PSYC 101H</u> Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><u>PSYC 101</u> Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p><u>PSYC 101H</u> Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p><u>PSYC 101</u> Define learning and compare and contrast classical conditioning, operant conditioning and observational learning.</p> <p><u>PSYC 101H</u> Define learning and compare and contrast classical conditioning, operant conditioning and observational learning.</p> <p><u>PSYC 101</u> Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p><u>PSYC 101H</u> Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p><u>PSYC 101</u> Evaluate the concept of “psychological disorder,” and discuss the assessment, classification, and possible causes of psychological disorders.</p> <p><u>PSYC 101H</u></p>

Evaluate the concept of “psychological disorder,” and discuss the assessment, classification, and possible causes of psychological disorders.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, written homework, and answering essay exams. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks, written homework, and essay exams. A student’s success in this class will be enhanced if they have these skills.

D. Recommended Skills

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to answer essay exams and written homework.

ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1- Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by F. Fehlman and J. Ribal on 10/01/1975.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 03/23/2020

Last Reviewed and/or Revised by: Angela Simon on 01/15/2020

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