Course Title: Psychology of Human Sexuality  

Subject Area/Course Number: PSYCH-014

Units: 3

Catalog Description
This class is designed to help students better understand the subject of human sexuality as it relates to sexual intimacy from both an emotional and physical point of view. The subject of sexuality will be addressed from the disciplines of psychology, sociology, biology and physiology. The practical application of the course material will have an emphasis on the cognitive/behavioral approach to intimacy.

The major focus of the class will be on the topic of intimacy, which will include self, emotional and sexual. Other topics that will be examined include sexual anatomy and physiology, gender issues, history, sexual orientation, sexual assault and domestic violence.

Schedule Description
This is an introductory course examining human sexuality from a psychological, physiological, social and cultural perspective. Learn the secrets that were never taught at home or in school. This is not a course about sexual reproduction like you had in high school. This class address how to keep a committed long-term relationship physically, emotionally and psychologically vital and alive.

Hrs/Mode of Instruction: Lecture: _54___ Scheduled Lab: ____ HBA Lab: ____ Composition: ____ Activity: ____ Total Hours     54

Credit Degree Applicable (DA)  Grading Pass/No Pass (P/NP)  Repeatability X 0
Credit Non-Degree (NDA)  Letter (LR)  1
(If Non-Credit desired, contact Dean.)  X Student Choice (SC)  2

Last date of Assessment: ___FA15____________  Cohort #: ___1__

Please apply for:  LMC General Education Requirement(s): n/a

(Please list the proposed area(s) this course meets, or indicate “none”)

Transfer to:  X CSU  □ UC  □ IGETC Area _4D, FI  □ CSU GE Area_D  □ C-ID Number ______

Course is Baccalaureate Level:  X Yes  □ No
Course Title: Psychology of Human Sexuality  
Subject Area/Course Number: PSYCH-014

Signatures:

Department Chair __________________________ Date ________________

Librarian __________________________ Date ________________

Dean __________________________ Date ________________

Curriculum Committee Chair __________________________ Date ________________

President/Designee __________________________ Date ________________

CCCCD Approval Date (Board or Chancellor's Office) __________________________ Date ________________

For Curriculum Committee Use only:

STAND ALONE COURSE: YES  NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester __________________________

Dept. Code/Name: __________________________

ESL Class: Yes / No

Class Code

☐ A Liberal Arts & Sciences
☐ B Developmental Preparatory
☐ C Adult/Secondary Basic Education
☐ D Personal Development/Survival
☐ E For Substantially Handicapped
☐ F Parenting/Family Support
☐ G Community/Civic Development
☐ H General and Cultural
☐ I Career/Technical Education
☐ J Workforce Preparation Enhanced
☐ K Other non-credit enhanced
☐ Not eligible for enhanced

T.O.P.s Code: __________________________

DSPS Class: Yes / No

SAM Code

☐ A Apprenticeship
☐ B Advanced Occupational
☐ C Clearly Occupational
☐ D Possibly Occupational
☐ E Non-Occupational
☐ F Transfer, Non-Occupational
☐ G Transfer, Non-Occupational
☐ H Transfer, Occupational

Remediation Level

☐ 1 One level below transfer
☐ 2 Two levels below transfer
☐ 3 Three levels below transfer

☐ B Basic Skills
☐ N Not Basic Skills

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: ________________
Institutional Student Learning Outcomes

General Education SLOs (Recommended by GE Committee)

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.

None

Program Level Student Learning Outcomes

1. Utilize critical thinking skills to analyze, evaluate and make decisions regarding current issues in psychology.
2. Recognize the complexity of social, cultural and global diversity.
3. Demonstrate understanding of the major theoretical perspectives, concepts and research findings in the field of psychology.
4. Demonstrate an understanding of biological processes underlying behavior and experience.
5. Demonstrate knowledge of principles of research and the ethical considerations in conducting research.

Course-Level Student Learning Outcomes (CSLOs):

1. The ability to examine and discuss in class the current psychological issues in the area of human sexuality that are being presented in the national and international media, as well as the government legislative processes. (PSLO 1)
2. The ability to examine, present and discuss the subject of human sexuality pointing out the different social, cultural and global points of view as it relates to values, customs and behaviors throughout the world. (PSLO 2)
3. The ability to examine, present and discuss the different theoretical psychological perspectives including the psychoanalytic, biological, cognitive and learning theory approach as it relates to the topics of gender and sexual psychological development. (PSLO 3)
4. The ability to examine, present and discuss the subjects of human sexual anatomy and physiology as they relate to the human sexual response and desire. (PSLO 4)
5. An examination and discussion of past and present sexual research regarding approach, methods used, and the significance of the results for the general population. (PSLO 5)

Assessments:

CSLO 1. The ability to examine and discuss in class the current psychological issues in the area of human sexuality that are being presented in the national and international media, as well as the government legislative processes.

Rationale: The methods of assessment provide the opportunity for students to demonstrate the ability to think and write critically regarding current human sexuality issues.

This CSLO may be assessed by: 1. Exam questions that require the students to identify and understand the current human sexual issues facing our society today. 2. A written assignment, which require students to express their own views on the current sexual issues of today.

CSLO 2. The ability to examine, present and discuss the subject of human sexuality pointing out the different social, cultural and global points of view as it relates to values, customs and behaviors throughout the world.
Rationale: The methods of assessment provide the opportunity for students to demonstrate their understanding of the differences on a social, cultural and global level as it relates to the sexual attitudes and behavior differences throughout the world.

This CSLO may be assessed by: 1. Exam questions that require the students to demonstrate the ability to show their understanding of the world wide diversity of perspective as it relates to the different social, cultural and global attitudes regarding human sexual customs, values and behavior. A written assignment that requires the student to compare and contrast their own sexual beliefs and behaviors with other cultures through out the world.

CSLO 3. The ability to examine, present and discuss the different theoretical psychological perspectives including the psychoanalytic, biological, cognitive and learning theory approach as it relates to the topics of gender and sexual psychological development.

Rationale: The methods of assessment will provide the opportunity for the students to demonstrate their understanding of the different psychological theoretical positions as they relate to gender, and sexual development and the treatment and etiology of human sexual dysfunctions.

This CLSO may be assessed by: 1. Exam questions that require students to identify the basic psychological theoretical beliefs of the psychoanalytic, biological, cognitive and learning model approaches to gender, sexual development and treatment and etiology of the basic sexual dysfunctions. A written paper that will require the student to use these theoretical models to examine and understand their own personal gender and sexual development.

CSLO 4. The ability to examine, present and discuss the subjects of human sexual anatomy and physiology as they relate to the human sexual response and desire.

Rationale: The methods of assessment will provide the opportunity for the students to demonstrate their understanding of human sexual anatomy and physiology. They will be able show their knowledge of what occurs to the human body during sexual arousal on a biological level.

This CSLO may be assessed by: 1. Exam questions that require students to identify the basic concepts and myths as they relate to human sexual anatomy and physiology. A written paper that will require the students to relate their knowledge regarding psychological issues related to their own sexual anatomy and physiology.

CSLO 5. An examination and discussion of past and present sexual research regarding approach, methods used, and the significance of the results for the general population.

Rationale: The methods of assessment will provide the opportunity for students to examine the different methods of sexual research used by Alfred Kinsey and Masters and Johnson. As well as present day research used to study the origins of sexual orientation. Ethical considerations will be discussed and examined as it relates to these areas of research.

This CSLO may be assessed by: 1. Exam questions that require students to identify different research methods used as well as to the specific researchers and their contribution to the field of human sexuality. They will be able to write extra credit papers on the specific researchers as to their lives and contribution.
Method of Evaluation/Grading:
Suggested method of evaluation is as follows:

Instructors are expected to assign reading assignments of the recommended textbooks. In addition, students should have two midterm exams and a final exam. The students are to complete at least one written assignment. Instructors have an option to give quizzes and assign an extra credit written paper.

The following is a suggested guideline for weighting the assessments:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterms</td>
<td>40% (20% for each midterm)</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>40%</td>
</tr>
</tbody>
</table>

The following criteria for A-level and C-level work are standard for each CSLO:

A-level student work for each CSLO is characterized by adherence to assignment guidelines for written work that is insightful, well-written and free of mechanical errors. The work is complete, comprehensive and well organized. A-level work is clear, accurate, precise and well reasoned. The student demonstrates a major understanding of key concepts and principles. Students can distinguish between relevant from irrelevant information. When identifying theoretical perspectives, the students will accurately identify 90% or more of the key concepts that are associated with each theoretical perspective.

C-level student work for each CSLO is characterized by a moderate adherence of assignment guidelines for written work and may contain some mechanical and informational errors. Written work is not completely comprehensive and well-organized. C-level work is only moderately clear, accurate, precise and well reasoned. The student demonstrates a modest understanding of key concepts and principles. Students have some difficulty distinguishing between relevant and irrelevant information. When identifying theoretical perspectives, the students will accurately identify 70-79% of the key concepts that are associated with each theoretical perspective.

CSLO 1 The ability to examine and discuss in class the current psychological issues in the area of human sexuality that are being presented in the national and international media, as well as the government legislative processes.

Please refer to the above paragraphs A and C level.*

A-level student work: The student will be able to apply the academic disciplines of psychology, sociology, anatomy, physiology and history to the subject of human sexuality. A-level work is reflected by the student who clearly and accurately delineates the impact that these disciplines have on the subject of human sexuality with 90% or more accuracy. And/or on a multiple choice/essay exam correctly answer 90% or more of the questions associated with the subject matter.

C-level work: A-level work is reflected by the student who clearly and accurately delineates the impact that these disciplines have on the subject of human sexuality with 70%-79% or more accuracy. For example, one theory may have five points and the student addresses three out of the five points. And/or on a multiple choice exam correctly answers 70%-79% of the questions associated with the academic disciplines.

CSLO 2 The ability to examine, present and discuss the subject of human sexuality pointing out the different social, cultural and global points of view as it relates to values, customs and behaviors throughout the world.
Please refer to the above paragraphs A and C Level. *

A-level student work: The student will analyze accurately 90% or more the psychological constructs that serve to lay the foundation for an intimate relationship with 90% or more accuracy. And/or on a multiple choice/essay exam correctly answer 90% or more of the questions associated with the cognitive and behavioral components that lay the foundation for an intimate committed relationship.

C-level student work: The student will analyze accurately the psychological constructs that serve to lay the foundation for an intimate relationship with 70%-79% accuracy on a written exam/paper. And/or on a multiple choice /essay exam correctly answer 70%-79% of the questions associated with the cognitive and behavioral components that lay the foundation for an intimate committed relationship.

CSLO 3: The ability to examine, present and discuss the different theoretical psychological perspectives including the psychoanalytic, biological, cognitive and learning theory approach as it relates to the topics of gender and sexual psychological development.

Please refer to the above paragraphs A and C level.*

A-level student work: The student will apply the major psychological perspectives as they relate to gender and sexual development with 90% or more accuracy. And/or on a multiple choice /essay exam the student will answer with 90% or more accuracy exam questions that require students to identify the major psychological perspectives as they relate to gender and sexual development.

C-level student work: The student will apply the major psychological perspectives as they relate to gender and sexual development with 70%-79% accuracy. And/or on multiple choice exam/essay the student will answer with 70%-79% accuracy exam questions that require students to understand the major psychological perspectives relationship to gender and sexual development.

CSLO 4: The ability to examine, present and discuss the subjects of human sexual anatomy and physiology as they relate to the human sexual response and desire.

Please refer to the above paragraphs A and C level.*

A-level student work: The student will write a critical analysis of their own personal sexual history demonstrating the psychological, sociological and historical factors associated with their own sexual development with 90% or more accuracy. And/or on a multiple choice/essay the student will answer with 90% or more accuracy exam questions that require students to identify the specific influences on sexual development from a historical events, the sociological institutions and major psychological perspectives.

C-level student work: The student will write a critical analysis of their own personal sexual history demonstrating the psychological, sociological and historical factors associated with their own sexual development with 70%-79% accuracy. And/or on a multiple choice/essay exam the student will answer with 70%-79% accuracy exam questions that require students to identify the specific influences on sexual development from a historical events, the sociological institutions and major psychological perspectives.

CSLO 5 Examine, present and discuss the subjects of human sexual anatomy and physiology as they relate to the human sexual response and desire.

Please refer to the above paragraphs A and C level.*

A-level student work: The student will clearly and accurately apply the major cognitive constructs presented in the course related to the subject of intimacy in a written assignment that addresses how they play a role in the creation of intimacy with 90% more accuracy. And/or on a multiple choice/essay exam the student will answer with 90%
or more accuracy how the major cognitive constructs create the foundation for the establishment and maintenance of emotional and sexual intimacy within the context of a committed relationship.

C-level student work: The student will clearly and accurately apply the major cognitive constructs presented in the course related to the subject of intimacy in a written assignment that addresses how they play a role in the creation of intimacy with 70%-79% accuracy. And/or on a multiple choice/essay exam the student will answer with 70%-79% accuracy how the major cognitive constructs create the foundation for the establishment and maintenance of emotional and sexual intimacy within the context of a committed relationship.

Course Content:

I. Introduction to Psychology of Human Sexuality
   A. What is Human Sexuality?
   B. Emphasis on the cognitive-behavioral approach and why this approach is used.
   C. The three intimacies - self, emotional and sexual - and how each plays a role in sexual fulfillment.

II. Learning to Love Yourself, the foundation to having a fulfilling sexual relationship
   A. Cognitive Concepts
      1. Emotion vs. Thought
      2. Psycho/sexual boundaries
   B. Basic requirements for successful relationships
      1. Financial self-independence
      2. Emotional self-independence
   C. Sex-Love Dependency
      1. “Need” vs. “Love”
      2. Dependent personality characteristics
      3. Sexual dependency and gender
      4. Sexual co-dependency
   D. The Three “Sexual Self’s” Defined
      1. Sexual Self-identity
      2. Sexual Self-esteem
      3. Sexual Self-confidence
   E. Core Influences on Sexual Self Esteem
      1. Parents
      2. Peers
      3. Opposite Sex
      4. Media
   F. Cognitive dissonance and how it relates to sexual relationships
   G. Typical sexual cognitive distortions
      1. Overgeneralizations
      2. Global Labeling
      3. Filtering
      4. Polarized thinking
      5. Self-blame
      6. Control fallacies
      7. Mind reading
8. Personalization

H. Constructive management of anger in sexual relationships
   I. Transactional Analysis and self-communication
   J. The three Behavioral styles - aggressive, passive and assertive - and their role in sexual self-esteem

III. Sex and the single lifestyle in today’s world
   A. Ways people meet to form an intimate relationship
   B. The pros and cons of Internet dating
   C. The traditional patterns of courtship
   D. Types of love and sexual relationships
      2. “Conditional” vs. “Unconditional” love
      3. “I love you” vs. “I am in love with you”
      4. Tough Love
   E. The Triangle Model of Sexual Love and Relationships
   F. “Co-habitation” vs. “Waiting until marriage”

IV. Creation of Emotional Intimacy, the foundation for a fulfilling, long-term, committed sexual relationship
   A. Cognitive Concepts that create and maintain emotional and sexual intimacy in a marital relationship
      1. Cultural attitudes regarding emotions and their management
      2. Vulnerability and its relationship to sexual fulfillment
      3. Perception validity and its role in sexual intimacy
   B. Behavioral Aspects that create and maintain emotional and sexual intimacy in a marital relationship
      1. Intimate verbal communication - the great sexual aphrodisiac
         a. Ineffective vs. effective ways of expressing intimate communication
         b. The effective style of listening that creates emotional and sexual intimacy
      2. Constructive approach to conflict resolution to allow for sexual intimacy
      3. Dealing with couples expectations in a satisfactory manner.

V. Gender
   A. Terms and definitions
      1. Anatomical sex
      2. Genetic sex
      3. Gender identity
   B. Gender roles and attitudes
   C. Theories of gender development
      1. Sigmund Freud and Psychoanalytic theory
      2. Biological point of view
      3. Cognitive point of view
      4. Social Learning point of view
   D. Gender identity and social change
   E. The role of the media in shaping today’s attitudes regarding what is masculine and feminine.

VI. Human Sexual Anatomy - Myths and Facts
   A. Female external sexual anatomy
B. Female internal sexual anatomy  
C. Male external sexual anatomy  
D. Male internal sexual anatomy  

VII. Human Sexual Physiology  
A. Early Sexual Research  
   1. The Kinsey Institute  
   2. William Masters and Virginia Johnson  

B. Basic physiological reactions to human sexual response  
   1. Vasocongestion  
   2. Neuromuscular tension  

C. Human sexual response  
   1. Facts  
   2. Myths  
   3. Four stages of human sexual response cycle  
D. The role of our senses in sexual response  
E. The Human Sex Drive from a multi discipline approach  

VIII. Historical and Psychosocial Sexual Development  
A. Sexual History  
   1. The Greeks and the Romans  
   2. The Dark Ages  
   3. The Renaissance  
   4. The Puritans  
   5. The Victorian Period  
   6. The Roaring Twenties  
   7. The Depression  
   8. World War II  
   9. The Baby Boom  
  10. The Sexual Revolution of the ‘60’s  
  11. The Party of the Late ‘70’s  
  12. The Crash of the ‘80’s/ HIV  
  13. The Question of the ‘90’s  
  14. The New Millennium  
B. Sexual Socialization  
   1. Parents  
   2. Organized religion  
   3. Public and private school systems  
   4. Peers  
   5. Mass media  
C. Psychological theories regarding sexual development  
   1. Freudian-Psychoanalytic Theory  
   2. Biological point of view  
   3. Cognitive/ experimental point of view  
   4. Learning model  

IX. Cognitive constructs for laying the psychological foundation for fulfilling sexual relationships  
A. Sexual responsibility within a committed relationship  
B. Goal orientation  
C. Psychological issues related to sexual initiation  

X. Sexual Dysfunctions - Causes and Cures
A. Frequency and lack of desire
B. Male Dysfunctions
   1. Erectile dysfunction
   2. Premature ejaculation
   3. Retarded ejaculation
C. Female Dysfunctions
   1. Pre-orgasmic
   2. Secondary non-orgasmic
   3. Vaginismus/dyspareunia
D. Sex Therapy

XI. Gay, Lesbian, Bisexual - Looking at Homosexuality, the Issues and Myths
   A. Sexual orientation
   B. Sexual identity
   C. The Kinsey continuum
   D. Homophobia
   E. Issues related to religion and morality
   F. The psychological process of “coming out”

XII. The Psychology of Domestic Violence
   A. Core psychological concepts
   B. The circle of violence
   C. Sexual addiction

XIII. The Psychology of Sexual Assault - Myths and Facts
   A. Different classifications of rape
   B. Sexual molestation
   C. Incest
   D. Sexual harassment

XIV. Sexual Addiction
XV. Tantric Sexuality, where East meets West

Instructional Methods:
X Lecture
☐ Lab
☐ Activity
☐ Problem-based Learning/Case Studies
☐ Collaborative Learning/Peer Review
X Demonstration/Modeling
X Role-Playing
X Discussion
X Computer Assisted Instruction
X Other (explain) DVD’s, Outside Speakers

Textbooks