



**Division of Social and Behavioral Sciences  
Department of Psychology**

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**PSYC 2306: Human Sexuality**  
CRN 15463 – Fall 2016  
LH 321 Tuesday/Thursday 9:30 to 11AM  
3-hour lecture course / 48 hours per semester/ 16 weeks  
In-Person

**Instructor:** Kristin K Anderson, PhD

**Instructor Contact Information:** [kristin.anderson@hccs.edu](mailto:kristin.anderson@hccs.edu)

**Psychology Department Chair:** Dr. Karen P. Saenz, [karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)

**Office Location and Hours:** By appointment

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

**Email Policy**

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). I will answer emails within 24 hours on weekdays and by Monday morning for weekend messages.

**Course Description**

PSYC 2306 is a psychology course designed to provide an understanding of human sexuality, identity, orientation, behavior, and the variations in these dimensions of this important aspect of human experience. This course includes information on physical, cognitive, and psychosocial changes associated with sexuality. Theory, research methods and applications of research to the facilitation of gender identity development, understanding the human sexual response, providing information on the treatment of sexual dysfunction, and the preventing of sexually transmitted diseases and irresponsible sexual behavior are covered.

**Prerequisites**

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum

requirements for enrollment in PSYC 2301 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

### **Program Student Learning Outcomes (PSLOs) for all PSYC Courses**

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

### **Core Curriculum Objectives (CCOs) for all PSYC Core Courses**

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

### **Course Student Learning Outcomes (CSLOs) for PSYC 2306**

Upon completion of PSYC 2306, the student will be able to:

1. Define and identify key concepts in multiple areas of human sexuality psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in human sexuality psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to human sexuality.

4. Apply human sexuality psychological concepts to the solutions of current issues and problems, such as, ethics, intimate relationships, sexual development, paraphilic disorders, sexual aggression and rape, contraception, and sexually transmitted infections.

## **Learning Objectives**

**1. Define and identify key concepts in multiple areas of human sexuality psychology including concepts, facts, and theoretical perspectives.**

### **1. 1. HISTORICAL AND CULTURAL PERSPECTIVES**

Define

- 1.1.1. Human Sexuality
- 1.1.2. Personal sexual philosophy
- 1.1.3. Morals
- 1.1.4. Gender identity
- 1.1.5. Sexual orientation
- 1.1.6. Sexual health

**2. Define and identify the research and evaluation methods used in human sexuality psychology, including the strengths and weaknesses of each method.**

### **2. 1. CORE DOMAIN 1: THE SCIENCE OF HUMAN SEXUALITY PSYCHOLOGY**

Define and identify

- 2.1.1. Survey
- 2.1.2. Respondents, target population, sample, random sample
- 2.1.3. Self-selection bias
- 2.1.4. Observational research and understanding Master's and Johnson's research
- 2.1.5. Correlational research
- 2.1.6. The basic steps and components of the experimental method, treatment, participant groups, variables and discuss the main advantage of this method
- 2.1.7. Reliability and validity
- 2.1.8. Some of the ethical issues involved in conducting research with humans; debriefing

**3. Demonstrate knowledge of and explain concepts related to human sexuality psychology.**

### **3.1. CORE DOMAIN 1: SEXUAL ANATOMY AND PHYSIOLOGY**

Explain and define

- 3.1.1. Functions, characteristics, and health issues relating to male external and internal anatomy.
- 3.1.2. Functions, characteristics, and health issues relating to female external and internal anatomy (include onset of and problems associated with the menstrual cycle)
- 3.1.3. Masters and Johnson's four stage theory of human sexual response or EPOR model.
- 3.1.4. Model's proposed by Kaplan, Reed, Janssen and Bancroft, and "The New View" and how they vary from EPOR model.

### **3.2. CORE DOMAIN 2: CONTRACEPTION, CONCEPTION, PREGNANCY AND BIRTH**

Describe

- 3.2.1. Contraceptive methods that help prevent both pregnancy and STIs (include advantages and disadvantages)
- 3.2.2. Function, effectiveness, advantages and disadvantages of various types of contraception (withdrawal, hormonal, barrier, fertility awareness, intrauterine devices, and surgical).
- 3.2.3. Process of conception, fertilization, and zygote development
- 3.2.4. Embryo and fetal development from implantation in the uterine wall through the three trimesters of pregnancy
- 3.2.5. Abortion issues, various methods, and socio-political controversies
- 3.2.6. Stages of labor, birthing processes, and choices and decisions that accompany child birth (c-section; pain management; birthing settings; midwife; physician selections)
- 3.2.7. Issues following child birth (postpartum depression; breast feeding; sexual activity)
- 3.2.8. Infertility, the scope of infertility, causes, testing, and solutions

### **3.3. CORE DOMAIN 3: GENDER AND SEXUAL DEVELOPMENT THROUGHOUT THE LIFESPAN**

Explain

- 3.3.1. Distinction between sex and gender
- 3.3.2. Development of biological sex, variations, and disorders of physical sexual development
- 3.3.3. Biological and environmental perspectives of gender identity development

- 3.3.4. Transgender identity, variations in gender expression, sex reassignment surgery, and challenges
- 3.3.5. Distinction between gender identity and sexual orientation
- 3.3.6. Development and definition of gender stereotypes (include societal issues)
- 3.3.7. Nature and nurture influences on the origins of gender
- 3.3.8. Androgyny (define, how is it measured, positive versus negative androgyny, and two dimensional model)
- 3.3.9. How humans are sexual beings from birth through childhood (include behaviors and potential difficulties that accompany childhood sexual development)
- 3.3.10. Complex issues related to adolescence sexual development (include sex education; puberty; sexual behavior; teen pregnancy; and STIs)
- 3.3.11. Sexuality in college (include sexual activity; STIs; connection between alcohol and sexual problems)
- 3.3.12. Difference between intimate relationships in adolescence and adulthood
- 3.3.13. Developmental milestones in adult sexuality (include cohabitation; marriage; sexual behavior and problems; menopause)
- 3.3.14. Sexual development in later life/older adulthood (include sexual behavior; changes in sexual responding; intimate relationships)

### **3.4 CORE DOMAIN 4: INTIMATE RELATIONSHIPS AND SEXUAL ORIENTATION**

Explain

- 3.4.1. Intimacy of couples of all types of sexual orientations
- 3.4.2. Various types of intimate relationships using Triangular Theory of Love and the concept of love styles
- 3.4.3. Importance of effective communication, patterns of effective and ineffective communication and ways to improve communication
- 3.4.4. Relationship abuse, cycle of violence, characteristics of an abusive relationship and impact on survivors
- 3.4.5. American Psychological Association's position on sexual orientation and how it has been defined for research purposes.
- 3.4.6. Central issues relating to non-heterosexual orientations (include notion of choice of sexual orientation; marriage; having children; and characteristics of same-sex intimate relationships)
- 3.4.7. Various approaches to the origins of a person's sexual orientation (biological; environmental)
- 3.4.8. Coming out
- 3.4.9. Myths, stigmas, and how the HIV/AIDS epidemic has affected the gay community
- 3.4.10. Social prejudice and discrimination based on sexual orientation (include legal aspects; hate crimes; and violence targeted at gay and lesbian individuals)

### **3.5 CORE DOMAIN 5: SEXUAL BEHAVIORS**

List and Summarize

- 3.5.1. Mainstream sexual behaviors (discuss risk of sexually transmitted infections)
- 3.5.2. Positive and negative effects of sexual fantasy (include male versus female fantasies)
- 3.5.3. Masturbation (historical and present attitudes; impact on couples in intimate relationships; health benefits)
- 3.5.4. Role of erotic touch in intimate relationships
- 3.5.5. Oral and anal sexual activities (risk of STIs; potential health concerns; attitudes)
- 3.5.6. Sexual positions, advantages, and cultural and country statistics

**4. Apply human sexuality psychological concepts to the solutions of current issues and problems including disorders and paraphilias, sexually transmitted infections, sexual aggression and violence, and human sexuality in the marketplace.**

### **4.1. CORE DOMAIN 1: DISORDERS AND PARAPHILIAS**

Summarize

- 4.1.1. The purpose of the DSM-5
- 4.1.2. Definitions sexual disorders (include how they are diagnosed and evaluated)
- 4.1.3. Possible sources and causes of sexual problems
- 4.1.4. General approaches to solving individual and couple-based sexual disorders
- 4.1.5. Description, causes, and suggested solutions for each sexual disorder
- 4.1.6. Basic and clinical (APA) criteria for defining and diagnosing paraphilias and paraphilic disorders
- 4.1.7. Well known paraphilias (include issues related to sexual addiction; how society judges the severity of a paraphilia)
- 4.1.8. Why paraphilias are seen more commonly in men.
- 4.1.9. Theories proposed to explain the development of paraphilias and how these theories can be combined and reconciled

4.1.10. Differences between victimizing and non-victimizing paraphilic disorders (include each of the disorders that fall into each category)

4.1.11. Sexual abuse scandal in the Catholic Church

4.1.12. Treatment of paraphilic disorders (include reasons for seeking treatment; types of treatment; and effectiveness of each treatment)

#### **4.2. CORE DOMAIN 2: SEXUALLY TRANSMITTED INFECTIONS**

Discuss

4.2.1. The STI pandemic and risk groups

4.2.2. Factors that contribute to risk of STIs.

4.2.3. Symptoms, mode of transmission, treatment, and complications of each STI

4.2.4. Viral STIs and their symptoms, mode of transmission, diagnosis, and treatment

4.2.5. Differences between bacterial and viral STIs and the similarities among various bacterial STIs

4.2.6. Prevention and reducing risk of contracting and spreading STIs

#### **4.3. CORE DOMAIN 3: SEXUAL AGGRESSION AND VIOLENCE**

Review

4.3.1. Issues relating to rape (include statistics; definition of rape; perpetrators; male rape; myths; rape on college campuses; and ways to reduce rape incidences)

4.3.2. Childhood sexual abuse (include characteristics of perpetrators; prevalence and incidence nationally and internationally; effects on victims; and ways to reduce and/or prevent it)

4.3.3. Sexual harassment (include settings of occurrence; behaviors involved; what victims should do; effects on victims)

#### **4.4. CORE DOMAIN 4: HUMAN SEXUALITY IN THE MARKETPLACE**

Review and Analyze

4.4.1. Complex cultural, social, and individual aspects of sex trade workers and their clients

4.4.2. Various aspects of pornography (include definitions; distinction between pornography and erotica; research on the effects of pornography)

4.4.3. Global problem of child pornography

## **Instructional Methods**

### **Success in the Course**

As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

### **Eagle Online Canvas Learning Management System**

This section of PSYC 2306 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. You must log in to Eagle Online Canvas in order to access assignments, exams and resources. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

### **Instructional Materials**

Carroll, J. (2016). *Sexuality Now: Embracing Diversity* 5E. Cengage. Boston, MA.

## **MindTap**

Information to follow on Canvas regarding how to log in to MindTap, an online resource for your textbook.

## **Exams and Assignments**

### **Exams**

This course includes 4 unit exams. All unit exams are comprised of 60 to 80 multiple choice questions. You are responsible for knowing which test to take, which chapters it covers and when it is offered. All this information will be made available to you in class and online. Most questions will be selected from the text and lectures but a few may come from other sources such as the syllabus and videos. Each exam is worth 150 points toward your total class grade (1000 points maximum). Your lowest of the 4 exam scores will be dropped.

You must take all exams at the scheduled time. The time limit for each exam will be 90 minutes. See the course schedule for exam dates.

### **Written Assignment**

You will have written assignments that correspond with chapters as we cover them. You will find your assignments on EagleOnline and will turn them in via EagleOnline. You will find the list of assignments and when they are due on the course schedule. Assignments will be worth 5 or 10 points for a total of 250 points maximum toward your total class grade.

### **In-Class Activities**

In-class activities such as debates, class discussion and small group discussion will be graded for a maximum of 100 points. At times you will be asked to complete work at home and bring to class in addition to turning in via EagleOnline.

### **Final Exam**

Your final exam will be administered via Eagle Online and correspond with the HCC final exam schedule.

### **Grading Formula**

Exams	450 points (150 each—drop the lowest)
In-Class Activities/Participation	150 points
Written Assignments	250 points
Final Exam	150 points

<b>Grade</b>	<b>Total Points</b>
A	900+
B	800-899
C	700-799
D	600-699
F	<600

### HCC Grading Scale

A	100-90	4 points per semester
B	89-80	3 points per semester
C	79-70	2 points per semester
D	69-60	1 point per semester
F	<60	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP (In Progress)		0 points per semester
W (Withdrawn)		0 points per semester
I (Incomplete)		0 points per semester
AUD (Audit)		0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

### Makeup Policy

Assignments completed after the due date will be deducted 25% (of the points you earn on that assignment) per day. Your lowest exam grade will be dropped instead of allowing makeups.

### Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

### Course Calendar

WEEK	DATE	CHAPTER AND TOPIC for Carrol
1	Aug-23	Introduction to Class
	Aug-25	<b>Written Assignment 1 due</b>
	Aug-25	Ch 1 Exploring Human Sexuality Past and Present
2	Aug-29	<b>Syllabus Quiz due</b>
	Aug-30	Ch 2 Understanding Research
	Sep-01	Ch 5,6 Female and Male Anatomy
3	Sep-06	Ch 5 Female and Ch 6 Male Anatomy
	Sep-07	<b>Written Assignment 3 due</b>
	Sep-08	Ch 5 Female and Ch 6 Male Anatomy
4	Sep-13	<b>Exam 1</b>
	Sep-15	<b>Written Assignment 4 due</b>
	Sep-15	Ch 3 Communication and 7 Love & Intimacy

5	Sep-18	Introduce Yourself Discussion due
	Sep-18	<b>Written Assignment 5 due</b>
	Sep-20	Ch 3 Communication and 7 Love & Intimacy
	Sep-22	Ch 4 Gender
	Sep-22	Ch 4 Gender
6	Sep-27	Ch 4 Gender
	Sep-29	Ch 4 Gender
	Sep-29	<b>Written Assignment 6 due</b>
	Oct-03	<b>Written Assignment 7, 8 and 9 due</b>
7	Oct-04	Ch 11 Sexual Orientation
	Oct-06	Ch 11 Sexual Orientation
8	Oct-11	<b>Exam 2</b>
	Oct-12	<b>Written Assignment 10, 11, 12 due</b>
	Oct-13	Ch 9 Adult Sex. Rel. and Ch 10 Sexual Expression
9	Oct-18	Ch 9 Adult Sex. Rel. and Ch 10 Sexual Expression
	Oct-19	<b>Written Assignment 13 due</b>
	Oct-20	Ch 14 Sexual Problems and Solutions
10	Oct-25	Ch 14 Sexual Problems and Solutions
	Oct-26	<b>Written Assignment 14 due</b>
	Oct-27	Ch 15 Sexually Transmitted Infections
	Oct-28	Last day to Withdraw
11	Nov-01	<b>Exam 3</b>
	Nov-02	<b>Written Assignment 15, 16, 17 due</b>
	Nov-03	Ch 17 Sexual Aggression and Violence
12	Nov-08	Ch 17 Sexual Aggression and Violence
	Nov-10	Ch 17 Sexual Aggression and Violence
	Nov-10	Ch 16 Paraphilias
	Nov-14	<b>Written Assignment 18 due</b>
13	Nov-15	Ch 18 The Sexual Marketplace
	Nov-17	<b>Exam 4</b>
14	Nov-22	Ch 12 Conception, Ch 13 Contraception
	Nov-24	No Class--Thanksgiving Holiday
	Nov-28	<b>Written Assignment 19 due</b>
15	Nov-29	Ch 12 Conception, Ch 13 Contraception
	Dec-01	Ch 8 Child & Adolescent Sexuality
	Dec-05	<b>Written Assignment 20 due</b>
16	Dec-06	<b>Exam 5--open on Dec 5 and closes on Dec 6</b>



## **Instructor and Student Responsibilities**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

### **Attendance**

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In addition, instructors may drop students who miss six hours of class time. You will be marked absent if you are not in class at the time I take roll. If you are in class before the No-Entry time (20 minutes after class begins) but after I take roll, you will be marked absent. You must be in class working on your assignment when I take roll. You will also be marked absent if you leave class early.

### **Withdrawal**

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

### **Classroom Conduct**

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

## **Student Organizations**

### **Psi Kappa**

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook](#) page.

### **Psi Beta**

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

### **Psychology Achievers Scholarship**

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

### **Tutoring**

Visit [this page](#) to find out about HCC tutoring services.

### **HCCS Student Policies**

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at <http://central.hccs.edu/students/student-handbook/>

### **EGLS<sub>3</sub> Evaluation for Greater Learning Student Survey System**

The EGLS<sub>3</sub> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. There are no EGLS<sub>3</sub> surveys during the Summer semester due to logistical reasons.

### **Office of Institutional Equity**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.