

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: SOCE 201**  
**Course Title: Human Sexuality**

**Year: 2023-2024**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

The biological, psychological, and sociological aspects of human sexuality are addressed in this course. Evolving norms and customs, cross-cultural comparisons, sexual development, and sexual choices are some of the topics covered. Controversial issues such as abortion and pornography are also discussed, with emphasis on understanding the complexity of issues rather than teaching a particular perspective. SOCE 201 fulfills the SUNY General Education Social Science requirement. Prerequisites: MATH 090 and RDNG 116 if required by placement testing; ENGL 101; PSYC 103 or SOCI 101. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

This course can be used to satisfy a Social Science or Liberal Arts elective requirement. It is relevant to all students as it develops knowledge and understanding of issues which touch every person's life.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

Upon successful completion of this course, the student will be able to demonstrate:

1. His/her knowledge of the anatomy and physiology of human sexuality including sexual response, reproductive sexuality and health, infertility, and contraception.
3. A greater understanding of the complexity of controversial issues such as abortion and sexual harassment.
4. Greater comfort with and facility for communication about topics of a sexual nature in private and public settings.

## Course Objectives/Topics

Objective/Topic	% Course
<p>Anatomy, physiology, sexual arousal and response, and sexual behavior</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the functioning of sexual anatomy.</li> <li>2. Distinguish at least two models of sexual response.</li> <li>3. Demonstrate his/her knowledge of a range of sexual behaviors common in our culture, and his/ her ability to contrast those with behaviors in at least two other cultures.</li> </ol>	5-15%
<p>Gender and Sexual Orientation</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Be able to identify at least two physiological determinants of gender.</li> <li>2. Develop an understanding of how gender influences identity and perceived societal roles.</li> <li>3. Be able to demonstrate his/her understanding of the societal outcomes of rigid gender roles and his/her ability to compare this dynamic in our society to at least two other societies.</li> <li>4. Be able to describe the range of sexual orientations, identify myths and stereotypes that are attached to non-heterosexual sexual orientations, and be aware of the societal consequences of homophobia.</li> <li>5. Understand the complex nature of the challenge to win respect and acceptance for people of all orientations when some individuals, for their religious or moral beliefs, think non-heterosexuality is unacceptable.</li> </ol>	10-15%
<p>Attraction, Love , Relationships and Communication</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare several theories of attraction and love.</li> <li>2. Identify myths and assumptions often made about relationships and have strategies for "reality testing" beliefs.</li> <li>3. Develop and practice effective communication skills and strategies for using those skills in relationships. *Note: This topic will be covered for about a week, but the communication skills learned will be practiced throughout the course.</li> </ol>	5-15%
<p>Conception, infertility, pregnancy and birth, contraception and abortion</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Acquire an understanding of the physiological process of each of these topics.</li> <li>2. Integrate the psychological, interpersonal and cultural elements of these topics.</li> <li>3. Demonstrate the ability to locate information and resources relevant to these topics.</li> <li>4. Grasp the complexity of the personal, social, and political aspects of the abortion debate.</li> </ol>	15-20%
<p>Sexuality Across the Life Span</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Be able to identify the development and evolution of sexuality throughout the life span.</li> <li>2. Be able to demonstrate a knowledge of physiological and psychosocial markers of sexuality in each of the developmental stages: childhood, adolescence, adulthood and late adulthood.</li> <li>3. Develop his/her understanding of which elements of sexual development seem to be universal, which are culturally specific, and what societal factors may influence differences.</li> </ol>	5-20%
<p>Sexually Transmitted Infections</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Know the basic information of type of infection, transmission, symptoms, treatment and prevention of HIV/AIDS, and at least another 5 of the most common sexually transmitted infections.</li> <li>2. Be able to distinguish between myth and fact related to these infections.</li> <li>3. Learn about and develop strategies for preventing transmission of these infections including resources for getting help should transmission occur.</li> </ol>	5-10%
<p>Sexual Victimization</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Acquire knowledge about the definitions, dynamics and impact of rape, child sexual abuse and sexual harassment.</li> <li>2. Be able to identify societal factors which contribute to the occurrence or prevention of these forms of victimization.</li> <li>3. Develop strategies for working toward reducing the occurrence of these acts.</li> </ol>	8-15%
Optional Topics: Pornography, Prostitution, Sexual Dysfunctions, Atypical Sexual Behaviors	

## General Education Goals - Critical Thinking & Social/Global Awareness

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b>  (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will apply an understanding of culture as an integrated whole that explain the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns</p> <p>Students will explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems</p> <p>Students will analyze and explain the ways groups, societies, and cultures address human needs and concerns</p> <p>Students will interpret patterns of personal behavior reflecting values and attitude that contribute to or pose obstacles to cross-cultural understanding</p> <p>Use of text, assignment of topics for research, presentations, discussion, debate, written assignments, guest speakers, and the examination of media in popular culture</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b>  (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will demonstrate the value of cultural diversity, as well as cohesion, within and across groups</p> <p>Students will construct reasoned judgments about the way their actions may affect the world in which they live and about specific cultural responses to persistent human issues.</p> <p>Students will compare and analyze societal patterns for preserving and transmitting culture while adapting to economic or social change and issues</p> <p>Students will compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change and issues Use of text, assignment of topics for research, presentations,</p>

	discussion, debate, written assignments, guest speakers, and the examination of media in popular culture
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### Instructional Methods

Lectures, discussions, guest speakers and student presentations contribute to the richness of this class. Audiovisual material is also available to supplement the material covered in other modes. This class may also be offered as an on-line course, for those sections lectures and discussions are on-line.

### Methods of Assessment/Evaluation

Method	% Course Grade
Group presentations - strongly recommended for sections held on campus.	5-15%
Class participation -required	20-40%
Research paper - strongly recommended	20-40%
Exams - recommended	20-40%
Position papers, experiential papers or journals - required	10-30%

### Text(s)

Human Sexuality in a World of Diversity, Rathus, , Navid, & Fichner-Rathus 2013, 9<sup>th</sup> ed. Allyn & Bacon.

Our Sexuality, Crooks & Baur, © 2013 , 12<sup>th</sup> ed., Cengage Learning

### Bibliography

Annual Editions: Human Sexuality, Dushkin/McGraw-Hill

Eskridge, William N., The Case for Same-sex Marriages: From sexual liberty to civilized commitment. New York Free Press, 1996.

Lehmiller, J. 2014. The psychology of human sexuality. Wiley-Blackwell.

Seidman, S. 2009. The social construction of sexuality. 2<sup>nd</sup> ed. WW Norton & Company

Ungvarski, Peter J. and Jacquelyn Haak, ed., HIV/AIDS: a guide to primary care.. W. B. Saunders, 1999.

### Other Learning Resources

#### Audiovisual

*Sex with the unreal woman* (video), ABC Distribution Co., 1993.

#### Electronic

The Alan Guttmacher Institute - [www.agi-usa.org](http://www.agi-usa.org)

<http://www.kinseyinstitute.org>

Sexuality Information and Education Council of the US - [www.SIECUS.org](http://www.SIECUS.org)

#### Other

No resources specified