

# North Hennepin Community College

## PSYC 2340: Human Sexuality

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires either of these prerequisites

PSYC 1150 - General Psychology

PSYC 1160 - Introduction to Psychology

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity, Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

An overview of past and current research on human sexuality. The course will address: the human sexual response; models and sources of arousal; cultural influences on human sexual behavior and sexual diversity; emotional aspects of sexuality and sexual dysfunction; sexual communication, intimacy, dependency and jealousy; sexual exploration and courting behavior across the life span; atypical behavior, commercialized sex, and sexual coercion. Prerequisite: Psyc 1150

**B. COURSE EFFECTIVE DATES:** 08/26/2004 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Content may include, but is not limited to: Investigation of the current research on human sexuality and the major theoretical perspectives; physiological and psychosocial aspects of human sexuality with an emphasis on healthy sexual development and responsible behavior; dynamics of intimacy and communication; sexual development, differentiation, orientation and contemporary psychosexual issues across the lifespan.

## **D. LEARNING OUTCOMES (General)**

1. Given the context of issues on sexuality, students will understand the process of psychological and physiological research and be able to:
  - a. Formulate questions
  - b. Gather and/or interpret data
  - c. Describe the theoretical implications of the results
  - d. Recognize possible sources of bias in the gathering of data  
(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories (e.g., behavioral, biological, and psychodynamic) as explanations of sexual attitudes, orientations and behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific sexual/social/psychological problems students will be able to:
  - a. Identify the assumptions that are operating in the designation of a particular problem
  - b. Imagine a situation in which the problem is solved
  - c. Deduce the recommendations that various psychological perspectives would make for solving the problem,
  - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem.  
(MnTC goal 5, comp. d; NHCC ELO 2, 4)
4. Given the context of sexuality, students will understand development of and the changing meanings of group identities in the United States' history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding sexism, homophobia, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC goal 5, comp. b; NHCC ELO 1)
8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)
9. Given issues in sexuality, students will demonstrate knowledge of cultural and social differences that influence psychological theory and research (MnTC goal 8, comp. b; NHCC ELO 1)
10. Students will analyze specific international problems in the context of psychology, diversity, and multiculturalism, illustrating the cultural, economic, and political differences that affect how those problems are studied, interpreted, and applied (MnTC goal 8, comp. c; NHCC ELO 2).
11. Students will understand the importance of global perspective, and their role as a world citizen. This includes understanding the responsibility world citizens share for their common global future and the need for cross-disciplinary partnership (MnTC goal 8, comp. d; NHCC ELOs 2, 4)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.

### Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.

### Goal 05 - Hist/Soc/Behav Sci

1. Use and critique alternative explanatory systems or theories.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 07 - Human Diversity

1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
2. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.