

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Kingsborough Community College
<b>Course Number</b>	HS-5200
<b>Course Title</b>	Human Sexuality
<b>Department(s)</b>	HPER
<b>Discipline</b>	Health
<b>Subject Area</b>	Sexuality
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites</b>	None
<b>Catalogue Description</b>	Information on the biological basis of sex, sexual behavior, sexual problems, sex therapy, and the social aspects of sexuality in an atmosphere conducive to free expression and inquiry.
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p>	
<p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<p><b>If you would like to request a waiver please check here:</b></p>	<input type="checkbox"/> Waiver requested
<p><b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.</p>	
<p><b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	

Indicate the status of this course being nominated:

current course  revision of current course  a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

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|---|--|--|
| <p><b>Required</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p> | <p><b>Flexible</b></p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> | <p><input checked="" type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p> |
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**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

**B. Mathematical and Quantitative Reasoning: Three credits**

<p>A course in this area must meet all the learning outcomes in the right column. A student will:</p>	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>
<p><b>C. Life and Physical Sciences: Three credits</b></p> <p>A course in this area must meet all the learning outcomes in the right column. A student will:</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li> <li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> <li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> <li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> <li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<p><b>II. Flexible Core (18 credits)</b></p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p><b>A. World Cultures and Global Issues</b></p>	
<p>A Flexible Core course must meet the three learning outcomes in the right column.</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> <li>• Evaluate evidence and arguments critically or analytically.</li> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate how indigent populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (I.C) <u>must meet at least three of the additional learning outcomes in the right column. A student will:</u>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>Use appropriate technologies to conduct research and to communicate.</li> </ul>

<p><b>D. Individual and Society</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes in the right column.</u></p>	
<p>Students will learn about <b>sexuality throughout the lifespan, throughout history, and among different cultures. Students will assess the climate of sexuality and sexual expression in the United States and in other parts of the world. Students also gather information, interpret, and assess sexuality theories (e.g. behavioral, social, biological, feminist, queer) on gender development and identity, sexual orientation, communication in relationships, love, sexual expression, sexual arousal and response, and sexual assault. Students will compare and contrast theories and other cultural views.</b></p>	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will critically analyze portrayals of sexuality and sexual images in the media (i.e. movies, TV shows, music, magazines and advertisements). They will write a critical analysis of the message which includes a hypothesis of the producer's intention in distributing the sexual information through the media and making a determination whether a solution for the sexuality issue portrayed was rendered or necessary. In addition, students will review case studies in which they analyze scenarios of sexual decision making and draw conclusions based on different theories of sexual behavior.</p>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students will be required to work with a partner to investigate a sexuality issue and generate a series of papers on the topic. Each group member will formulate a position on the issue (e.g. should parents be able to choose a baby's gender, is cohabitation before marriage good or bad, gay parent adoption, legalization of prostitution, comprehensive sex education vs. abstinence only sex education, among others). Students evaluate research and arguments on the chosen sexuality issue and write a position paper defending the side of the issue they represent. Students will engage in a debate in class, using the supporting evidence they have gathered.</p>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>A course in this area (I.I.D) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	<p>Students will learn about the dimensions of sexuality throughout the lifespan. Students engage in class discussion and activities that encourages them to think critically about the multiple factors (e.g. religious, cultural, psychological, and sociological) that influence sexual behavior, sexual satisfaction, and sexual attitudes. Students compare and contrast sexual attitudes and practices and trace the evolution of sexuality throughout history. Students will also describe how the advancements in media and technology have influenced sexual communication and expression.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
		<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
		<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<p><b>E. Scientific World</b></p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p>		<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> <li>Evaluate evidence and arguments critically or analytically.</li> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (I.I.E) must meet at least three of the additional learning outcomes in the right column. A student will:</p>		<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences,</li> </ul>

	<p>linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</p> <ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>
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**Department of Health, Physical Education and Recreation**  
**HS 5200: Human Sexuality**  
**3 Credits, 3 Hours**  
**Fall/Spring**

**Purpose of Course**

Sexuality weaves throughout the lifespan of individuals. This course provides students with accurate and current knowledge about sexuality and provides a better understanding of the development of their sexual knowledge, attitudes and behavior.

**Course Description**

This course explores information on the biological basis of sex, sexual behavior, attitudes and values, sexual problems, sex therapy, and the social, cultural and ethical aspects of sexuality. Students study concepts in human sexuality from sociological, psychological, and physiological perspectives. Students will complete assignments that connect life experience to the material, respond to questions based on readings and the course material, and research a sexuality issue.

**Required Text**

Carroll, J. (2010) *Sexuality Now: Embracing Diversity 3<sup>rd</sup> Ed.* United States: Wadsworth, Cengage Learning.

**Course Goals**

1. Increase knowledge about accurate information about sexuality and sexual functioning.
2. Understand the various influences on one's sexual knowledge, behavior, attitudes, and relationships.
3. Raise awareness of the diversity of social and cultural influences on sexuality.
4. Understand the biological basis, and the complexity of political, media related, and ethical issues of sexuality.
5. Use critical thinking to examine and evaluate one's own value system and attitude toward sexuality and compare and contrast them to relevant facts.
6. Increase comfort in talking about sex.

**Learning Outcomes**

By the end of this course students will be able to:

1. Provide an example of how culture and religion influences sexual attitudes and behavior.



2. Identify prominent sex researchers and theoretical perspectives on human sexuality (e.g. psychoanalytic, behavioral, biological, sociological, feminist, queer).
3. Explain the parts and functions of the male and female sexual anatomy and physiology, and the physiological changes during puberty and menopause and andropause respectively.
4. Describe the benefits of good communication in relationships and the risks of poor communication in relationships.
5. Discuss sexual arousal and explain the sexual response cycle.
6. Compare and contrast attitudes and views on same-sex sexual behavior.
7. Identify the benefits and challenges to coming out as gay, lesbian, bisexual, or transgender, and the challenges faced by gay, lesbian, bisexual or transgender persons.
8. Describe the process of conception to birth and identify birth options.
9. Locate and evaluate various contraceptive methods and/or options and discuss factors that affect one's choice of contraception and abortion.
10. Discuss current trends in HIV and STI treatment and prevention.
11. Define the terms rape, sexual assault, and sexual harassment.
12. Explain ways in which sexuality has been commoditized and commercialized.

### **Teaching Methods**

This course is facilitated through lecture, group discussions, class activities (i.e. values clarification; role playing; group problem-solving, audio/visual media and guest speaker(s)).

### **Evaluation Methods**

Final Exam	20%
Quizzes	20%
Assignments	20%
Reflective Journals	20%
Final Project	20%

### **Assignments**

#### ***Critiques***

Many messages are promoted through various forms of media and other outlets providing information about sexuality. Students will view, listen to, or read about sexuality related issues outside of the textbook and evaluate the information by writing a critique in response to the information presented.

#### ***Discussion Boards***

Students will write responses to information presented, or questions posed about sexuality issues in the Discussion section on Blackboard. In addition to their own post, the students will respond to other classmates' comments on topics.

### **Personal Reflection Journals**

In this course various sexuality topics may provoke different reactions and feelings to the information presented. Students will write a personal reflection for several topics discussed in class and/or information read in the textbook. Each reflection paper should be at least 1½ - 2 pages in length.

### **Final Project**

For the final assignment students work with a partner to gather information on a sexuality issue and write a paper presenting opposing viewpoints and current trends on the issue. Students evaluate the research and debate the findings in class.

### **Exams/Quizzes**

There will be quizzes given in class and a final exam. Quizzes and exams will consist of a combination of multiple choice, True/False, fill in, and essay questions.

### **Suggested and Further Readings on Sexuality**

Cozic, C. P. (1995). *Sexual Values: Opposing Viewpoints*. Farming Hills, MI: Greenhaven Press

Joannides, Paul. (2011). *The Guide to Getting It On*. Oregon, USA: Goofy Foot Press

Kaufman, M., Silverberg, C. and Odette, F. (2003). *The Ultimate Guide to Sex and Disability*. Cleis Press.

Maines, Rachel P. (1999). *The Technology of Orgasm - "Hysteria", the Vibrator, and Women's Sexual Satisfaction*. John Hopkins University Press.

Taverner, W. J. (2011). *Taking sides: Clashing views on controversial issues in human sexuality, (12th edition)*. New York, NY: McGraw-Hill

## **COURSE OUTLINE**

<b>Week</b>	<b>Topics:</b>	<b>Readings</b>
1	<b><i>Exploring Human Sexuality: Past and Present</i></b> - Human sexuality in a diverse world - The early evolution of human sexuality - Sex in American History	Chapter 1
2	<b><i>Understanding Human Sexuality: Theory and Research</i></b> - Theories about sexuality - Sexuality Research & Researchers - Problems in sexuality research	Chapter 2
3	<b><i>Gender Development, Gender Roles, and Gender Identity</i></b> - Prenatal development - Gender roles and gender traits - Gender role theory and gender socialization - Varieties of gender	Chapter 3
4	<b><i>Female Sexual Anatomy &amp; Physiology</i></b> -Female reproductive system and sexual health -Female maturation cycle <b><i>Male Sexual Anatomy &amp; Physiology</i></b> -Male reproductive system and sexual health -Male maturation cycle	Chapter 4 Chapter 5
5	<b><i>Communication: Enriching Your Sexuality</i></b> -Types of communication -Communication differences & similarities -Sexual communication <b><i>Love and Intimacy</i></b> -Origins of love -Love, sex, and building intimate relationships	Chapter 6 Chapter 7
6	<b><i>Childhood and Adolescent Sexuality</i></b> -Childhood and adolescent sexuality -Sex Education in the US and around the world <b><i>Adult Sexual Relationships</i></b> -Dating, cohabitation, marriage, divorce -Decisions to have or not have children -Adult sexual relationships in other cultures	Chapter 8 Chapter 9
7	<b><i>Sexual Expression: Arousal and Response</i></b> -Influences on sexuality -Sexual response cycle and theories -Sexual behaviors <b><i>Challenges to Sexual Functioning</i></b> -Sexual arousal, desire, orgasm, and pain difficulties -Illness, disability, and sexual functioning	Chapter 10 Chapter 14

8	<b><i>Sexual Orientation</i></b> -What determines sexual orientation -Gays, lesbian, and bisexuals throughout the lifespan -Homophobia and heterosexism -Homosexuality in religion and the law	Chapter 11
9	<b><i>Pregnancy and Birth</i></b> -Fertility and infertility -Healthy pregnancy and childbirth -Postpartum parenthood <b><i>Contraception and Abortion</i></b> -History of contraception and choice of methods -Emergency contraception and Abortion	Chapter 12 Chapter 13
10	<b><i>Sexually Transmitted Infections and HIV/AIDS</i></b> -Bacterial, parasitic, and viral infections -HIV and AIDS -Preventing sexually transmitted diseases	Chapter 15
11	<b><i>Power and Sexual Coercion</i></b> -Sexual assault and rape theories -Rape attitudes and cultural variations -Men as rape victims -Sexually abused children	Chapter 17
12	<b><i>Varieties of Sexual Expression</i></b> -Paraphilias -Variations of sexual expression <b><i>Sexual Images and Selling Sex</i></b> -Erotic representations in history -Sexuality in arts and media -Pornography -Sex work and sex trafficking	Chapter 16 Chapter 18

**\*Course outline is tentative and may change at the discretion of the instructor.**