



SOCI-108: HUMAN SEXUALITY

Effective Term

Fall 2023

BOT Approval Date

03/10/2022

Discipline

SOCI - Sociology

Course Number

108

Course Title

Human Sexuality

Short Title

Human Sexuality

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PSY 130

Catalog Description

This course helps students better understand human sexuality in relation to oneself and society in general. To achieve this a multi-disciplinary approach will be taken with perspectives in sociology, medical/biology, psychology, and anthropology, giving students an opportunity to learn basic academic requirements as well as making decisions concerning their personal sexual lives.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze human sexuality from various sociological perspectives (ex. sociological-socio-cultural, medical/biological, psychological/social psychological and historical/anthropological).
2. Differentiate between the relationships of sex roles, gender roles, sexual identity, gender identity, body consciousness and the sociological theories used to explain such social phenomenon.
3. Evaluate sex, the social construction of and gender biases and explain how schools and other socialization agents operate as sex/gendered institutions reinforcing existing gendered and sexual inequalities and cultural trends of social change.
4. Distinguish between sexual identity and gender identity and critique theoretical explanations for each.
5. Evaluate issues surrounding nutritional and environmental hazards to fetal development (malnutrition, environmental racism, inadequate prenatal care) and its influences on fetal formation the long term effects of such imbalances on individuals and society.
6. Investigate the sociological influences on sex and gender and demonstrate how such influences effect social perceptions of sexual orientation including but not limited to heterosexuality, homosexuality, bisexuality, pan/omnisexuality.
7. Analyze the social problems of sexual coercion and the ways in which they influence victims, society, social institutions and public policy.
8. Examine resource allocation, social stratification and stigma in relationship to sexually transmitted infection, including both short and long term ramifications (both interpersonal and institutional).

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

- Demonstrate skillful use of high quality, credible, relevant sources to develop ideas that are appropriate.
- Reflect and respond critically on assumptions and biases.
- Distinguish, reflect upon, and critically examine the numerous ways in which pop culture influences our beliefs, attitudes and behavior surrounding human sexuality.
- Describe abstract and factual meanings surrounding topics of the sociology of human sexuality and apply those meanings to new situations or daily life.

Program Learning Outcomes

Learning Outcome

- Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.
- Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
- Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
- Explore connections between institutional and societal (domestically and globally) developments in Sociology.
- Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
- Personal and Professional Responsibility
- Civic

Content

Course Lecture Content

1. Human Sexuality a Sociological, Historical and Cultural Perspectives

- a. Social construction of human sexuality and contemporary perspectives (Conflict and Intersectional Feminist, Symbolic Interactionist and Functionalist)
- b. Major sociocultural influences (cultural, political, religious, socioeconomic, economic)
- c. Early and religious perspectives (Abrahamic, Taoist, Islamic, Indigenous)
- d. Modern perspectives

2. Sociological Research Methods in Human Sexuality

- a. Scientific approaches
- b. Epidemiology
- c. Research design
- d. Survey, observational, participant observational, experimental, case study and ethnographic research strategies
- e. Volunteer bias, informed consent, confidentiality
- f. Research ethics

3. Sexual Anatomy and Hormones

- a. Female, male, intersex and variations (internal and external structures)
- b. The roles/functions of hormones
- c. Cultural norms, stereotypes, myths and their influences on cultural perceptions of sexual anatomy
- d. Female genital mutilation and male circumcision, myths and their influence on cultural perceptions

4. Sexual Arousal and Sexual Response Cycles

- a. Models of human sexual response and the sexual response cycle
- b. Orgasm (types, stereotypes, myths)
- c. Hormonal, neural, age related, pharmaceutical, recreational drugs and their influences on human sexual response
- d. Dysfunctions associated with sexual arousal and sexual response cycles

5. Sexual Development Through the Life Cycle

- a. Theories of sexual human development and cross cultural perspectives
- b. Racism, classism, inequality, access to resources, exposure to environmental hazards and their long term influences on fetal development and long term life chances.
- c. Childhood sexual development, pre-adolescent sexual development, adolescent sexual development
- d. Sexual development in adulthood, sexuality and aging

6. Gender and Sexual Orientation

- a. Social construction of gender, gender fluidity and gendered identities (including LGBTQIA+)
- b. Gender socialization, gender roles and gender norms
- c. Cultural perceptions of masculinity and femininity (race, ethnicity, socioeconomic status)
- d. Sexual orientation, partner and relationship attraction
- e. Socio-political aspects of sexual orientation

7. Sex Commodification

- a. Pornography (types of pornography, violence, race, class and gender in pornography)
- b. Technology, popularization and problems associated with amateur pornography
- c. Prostitution and sex work (johns, pimps, madams, sex worker hierarchy)
- d. Sexting (legalities, impact on youth)
- e. Sex tourism (race, gender and socioeconomic status exploitation)

8. Love and Attraction

- a. Theories of love, romance and attraction
- b. Dating, short-term relationships and hooking up
- c. Long-term relationships (marriage, marriage equality, cohabitation, singlehood, blended families)
- d. Monogamy, polygamy, polygyny, polyamory, open relationships and casual relationships
- e. Improving marriage and romantic relationships

9. Sexual Coercion and Violence

- a. Feminist theories on rape
- b. Sexual assault and demographic characteristics (sex trafficking, sexual coercion rape, statutory rape, marital rape, acquaintance rape, child sexual assault by race, socioeconomic status and gender)
- c. Racialized and transphobic violence and sexual assault of LGBTQIA people
- d. Rape myths and cultural misinformation/stereotypes surrounding rape
- e. Rape culture (cultural acceptance and support of sexual assault)
- f. Sexual abuse and incest (children adults and elderly victims)
- g. Eugenics, genocide, forced sterilization of people of color (BIPOC), the poor and disabled (African Americans enslaved, Casual Killing Act of 1669, family dissolution, through present day, Indigenous through boarding schools and family dissolution and forced adoption, prison, Latinas through present day farmworker settlements, prison and ICE Detention)
- h. Victims of sexual coercion and violence (challenges, recovery)
- i. Equity focused awareness, social support and social change toward anti-violence

10. Sexual Health, Pregnancy and Childbirth

- a. Sexual dysfunctions
- b. Sexuality and people with physical or intellectual disabilities and sexual surrogacy
- c. Review common STIs (viral, bacterial, parasitical, fungal)
- d. Infection rates for each infection type (by social class and gender)
- e. Diagnosis and treatments of STIs (availability, access, social class, gender, age race and ethnicity influence on treatment, cross cultural comparisons on treatment avenues)
- f. The effects of social stigma on STI diagnosis and treatment options
- g. Tuskegee and Guatemala syphilis experiments
- h. Reproductive justice (access to reproductive healthcare, socioeconomic status, institutional racism, ableism)
- i. Conception and childbirth (child and mother mortality rates by race and ethnicity, infertility and socioeconomic status)
- j. Adoption (institutional racism and barriers to adoption, socioeconomic limitation to adoption, forced adoption as tool of genocide-ex. Indigenous 'save the savage' policies and practices).
- k. Healthy decision making and equitable access to healthy decision making

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Human Sexuality course content (including but not limited to research methods, historical/contemporary perspectives, anatomy, sexual development, love/attraction, sexual coercion and violence, sexual health) as they relate to groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts and established sociological theories. Students may demonstrate public speaking, critical thinking and integrate course content and personal observations to classroom discussions in alignment with Learning Objectives. This may be accomplished in small or large groups, face-to-face or online, through the use of blogs, journals, discussion forums or other course management venues.

DE Adaptations for MOI

Discussions will be guided by faculty incorporating topics outlined in Human Sexuality Course Content (including but not limited to research methods, historical/contemporary perspectives, anatomy, sexual development, love/attraction, sexual coercion and violence, sexual health). Discussions will demonstrate, explain and reinforce established sociological concepts and theoretical perspectives as they relate to groups and institutions within the framework of human sexuality in society in order to reinforce critical thinking and in alignment with Learning Objectives. Fully online course offering discussions will be administered through the course management system and may be offered in the form of discussion forum, real-time video/audio/teleconferencing, blog, group journal or other features of the course management system. Hybrid course offerings may incorporate discussions in face-to-face setting as described in Methods of Instruction or through the course management system as described in DE Methods of Instruction. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of Human Sexuality course content (including but not limited to sexual coercion, sexual arousal, sexual development through the life cycle, sexual dysfunctions, drug use and sexual response, gender and sexual orientation) to illustrate, explain and reinforce sociological concepts and theories in alignment with Learning Objectives. Audio/video, visual aids, print material, closed captioned videos, digital slides or computer simulations may be used to deliver course content.

DE Adaptations for MOI

Lecture in which presentations of Human Sexuality course content (including but not limited to sexual coercion, sexual arousal, sexual development through the life cycle, sexual dysfunctions, drug use and sexual response, gender and sexual orientation) to illustrate, explain and reinforce sociological concepts and established sociological theories and may be administered in a face-to-face, hybrid or online environment and incorporate established learning objectives. Fully online lectures may be delivered in the form of slide presentations, live video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the course management system. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting Lecturers may speak and/or offer a presentation on a topic covered in the Human Sexuality course content (including but not limited to research methods, historical/contemporary perspectives, anatomy, sexual arousal, sexual development, love/attraction, sexual coercion, sexually transmitted infections). Guest speakers from Planned Parenthood, Black Women for Wellness, PFLAG, Alternatives to Domestic Violence, Riverside Rape Crisis Center and/or those in the fields of marketing, law enforcement or adjudication, sex work, gerontology, social work, statisticians, ethnographers or other content specialists may offer presentations in face-to-face settings or through course management systems or other online conference platform. Presenter should provide information on the type of services offered by their organization, its missions and visions, how the agency or their personal experience serves the community and relates to the subject matter. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories. Post-presentation debriefing may be administered face-to-face or through course management systems or other online conference platform.

DE Adaptations for MOI

Visiting Lecturers may offer a presentation on a topic covered in Human Sexuality Course Content (including but not limited to research methods, historical/contemporary perspectives, anatomy, sexual arousal, sexual development, love/attraction, sexual coercion, sexually transmitted infections). Guest speakers from Planned Parenthood, Black Women for Wellness, PFLAG, Alternatives to Domestic Violence, Riverside Rape Crisis Center and/or those in the fields of marketing, law enforcement or adjudication, sex work, gerontology, social work, statisticians, ethnographers or other content specialists may offer presentations in face-to-face settings or through course management systems or other online conference platform. Presenter should provide information on the type of services offered by their organization, its missions and visions, how the agency or their personal experience serves the community and relates to the subject matter. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories. Faculty of record will facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theoretical perspectives as outlined in Course Content. In fully online courses, Visiting Lecturers may deliver presentations in the form of live video/audio/teleconferencing, video/audio recording, real-time discussion forum or other features of the course management systems. Post-presentation debriefing will be administered through course management systems and may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the course management system. Hybrid course offerings may include Visiting Lecturer presentations in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All Visiting Lecturer presentation and post-presentation debriefings must meet accessibility guidelines.

Methods of Evaluation

Method

Projects

Integration

Concept application and problem solving exercises in which students apply sociological concepts related to human sexuality or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine sociostructural factors and their influence on historical and contemporary trends in birth control and barriers to access or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented. Instructor feedback will be provided in a timely manner in writing or through the course management system.

DE Adaptations for MOE

Concept application and problem solving exercises in which students apply sociological concepts related to human sexuality or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine sociostructural factors and their influence on historical and contemporary trends in birth control and barriers to access or other concepts outlined in course content. Fully online evaluation and interpretation of research may be administered collaboratively and/or individually through course management system and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream or other digital presentation methods. Evaluation materials may be accessed using online resources through MSJC Library and presented through various features of the course management system. Projects will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological

concepts to human sexuality, groups and institutions. Instructor feedback will be provided in a timely manner through various components of the course management system, including but not limited to gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Exams/Tests

Integration

Exams and/or tests should formatively cover the major sociological themes of the course content. A combination of multiple choice and short answer questions should be included. For example, formative exams and/or tests should cover various theories explaining rape culture and gender norms and their presentation in contemporary society as well as other topics outlined in course content. Students should demonstrate the ability understand, analyze and apply different components of social structure. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of the course content. A combination of multiple choice and short answer questions should be included. For example, students should be able to understand, analyze and apply different components of social structure. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content. and align with learning objectives. Exams and/or tests administered fully online will be administered and evaluated through course management system feature. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Quizzes

Integration

Quizzes may be given periodically to ensure that students are learning course concepts. For example, quizzes should summatively cover different established research methods sociologists' use and the ethical issues surrounding social research or other topics covered in course materials. Quizzes will be evaluated based on the demonstration of identification, understanding and application of various components related to societal groups and institutions. Quizzes may be administered in a face-to-face classroom environment or online course management system feature.

DE Adaptations for MOE

Quizzes may be administered periodically to ensure that students demonstrate identification, understanding and application of sociological concepts and theoretical perspectives outlined in Human Sexuality Course Content and align with Learning Objectives. Quizzes administered fully online will be evaluated through course management systems. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, brief essay or another format. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All quizzes must meet accessibility guidelines.

Method

Papers

Integration

Short response essays pertaining to major sociological concepts and/or theories discussed through the duration of the course. For example, short response essays may examine eugenics and forced sterilization in relationship to race, ethnicity, social class and gender or other topics outlined in course content. The format may be mixed (short answer and/or brief essay). Short answer/brief

essay will be evaluated based on the following criteria: ability to identify contemporary social issues related to sociology, sociological theories and sociological concepts demonstrating understanding of the material and the ability to apply concepts and/or theories to existing social issues, groups or institutions. This can be achieved in a face-to-face classroom environment, blogs, journals, discussion forums or other course management system feature.

DE Adaptations for MOE

Short response essays pertaining to sociological concepts and/or theories outlined in Human Sexuality Course Content and aligned with learning objectives will be evaluated based on the identification of social issues related to the sociology of Human Sexuality, understanding of sociological theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in course content. Short response essays administered in fully online course offerings will use the course management system functions student discussions, journals or other course management system submission tools. Hybrid courses may incorporate short response essays and feedback in face-to-face settings as outlined in Methods of Evaluation and/or online, through the course management system as described in DE Methods of Evaluation. Evaluation feedback of short response essays will be provided for students in a timely manner using gradebook, live stream, inbox messaging or other functions available through the course management system. All short response essays, submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

This assignment allows students to evaluate mass media representations of concepts related to Human Sexuality Course Content. Curate magazines, video, television, movies, video game content or other mass media source and conduct content analysis. The content analysis should focus on topics described in Course Content (examples include but are not limited to gender discrimination, racial/ethnic sexual stereotypes, the intersection of sexuality, race and gender or class, sex trafficking, sex tourism, rape, gender identity, sexual orientation, reproductive justice, maternal mortality and race). Based on your observations and previous course readings, explain how your topic is presented in the mass media and how that compares to academic explanations and depictions? What established sociological theoretical perspective explains how your topic is defined academically, compared to pop cultural mass media representations. Have incidents of your topic increased, declined or remained the same over the past several decades. What role does ability, class, race/ethnicity and gender play in your topic. Write a summary addressing these questions in your content analysis. Support your observations regarding your topic with current literary findings using previous course reading and/or scholarly sources acquired electronically through MSJC library. Work may be presented orally and/or in writing.

How assignment will be adapted in online format

This assignment allows students to evaluate mass media representations of concepts related to Human Sexuality Course Content. Curate magazines, video, television, movies, video game content or other mass media source and conduct content analysis. The content analysis should focus on topics described in Course Content (examples include but are not limited to gender discrimination, racial/ethnic sexual stereotypes, the intersection of sexuality, race and gender or class, sex trafficking, sex tourism, rape, gender identity, sexual orientation, reproductive justice, maternal mortality and race). Based on your observations and previous course readings, explain how your topic is presented in the mass media and how that compares to academic explanations and depictions? What established sociological theoretical perspective explains how your topic is defined academically, compared to pop cultural mass media representations. Have incidents of your topic increased, declined or remained the same over the past several decades. What role does ability, class, race/ethnicity and gender play in your topic. Write a summary addressing these questions and support your observations regarding your topic with current literary findings using previous course reading and/or scholarly sources acquired electronically through MSJC library. In fully online courses, assignments guides and submissions of all written work (field notes, summary and observations) will be submitted through the course management system and may be presented in the form of an individual file submission, blog post with replies to classmates, small group discussions and video presentations, slide presentations or live stream presentation. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, blog comments, small group discussion comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility and confidentiality guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

This assignment is a socio-historical examination of human sexuality in America. Write an essay examining the ways in which social movements influence the perpetuation (or elimination) of human sexual expression or access to resources in relationship to human sexuality (ex. sex education, birth control, medical care, non-discriminatory medical care, same sex marriage) in America. Based on your research and your topic (archival or first stage), do you believe that sexual expression or access to resources in relationship to human sexuality in America have improved, remained the same or worsened in regards to the lives of groups and individuals. Describe the social movements that play a role in the changes observed. Supporting documentation should be acquired using electronic resources through the MSJC library.

How assignment will be adapted in online format

This assignment is a socio-historical examination of human sexuality in America. Write an essay examining the ways in which social movements influence the perpetuation (or elimination) of human sexual expression or access to resources in relationship to human sexuality (ex. sex education, birth control, medical care, non-discriminatory medical care, same sex marriage) in America. Based on your research and your topic (archival or first stage), do you believe that sexual expression or access to resources in relationship to human sexuality in America have improved, remained the same or worsened in regards to the lives of groups and individuals. Describe the social movements that play a role in the changes observed. Supporting documentation should be acquired using electronic resources through the MSJC library. For fully online course offerings students must submit all written work (essay and findings) through the course management system and may be presented in the form of an online individual file submission, journal or traditional essay (Instructors Note: Take into account student confidentiality and consider avoiding group or public presentations of this assignment. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Course Materials**Textbooks**

Fitzgerald, K. J., Kandice L. Grossman. Sociology of Sexualities. (2020) 2nd Ed. SAGE Publications. ISBN: 1544370679. ASIN: B08DYD3PXL

Ghaziani, A. Sex Cultures: Cultural Sociology. (2017). 1st Ed/ Polity. ASIN : B06Y2KCR8Z. ISBN : 0745670393

Tye, Marcus. (2020). Sexuality and Our Diversity: Integrating Culture with the Biopsychosocial. FlatWorld Publishing. ISBN (Digital): 978-1-4533-3567-3

Yarber, W.L., Sayad, B.W. (2019). Human Sexuality: Diversity in a Contemporary Society. McGraw-Hill. ISBN: 13:9781259911057

Other Resources**Books:**

Ballano, Vivencio. O., (2019). Sociological Perspectives on Clerical Sexual Abuse in the Catholic Hierarchy: An Exploratory Structural Analysis of Social Disorganization. Springer. ISBN: 13:9789811388255

Popular Films:

Kinsey, Director Bill Condon (2004), Subject: Early Research Methods-Human Sexuality

Madres, Director Ryan Zaragoza (2021), Subject: Horror, Eugenics

NO MÁS BEBÉS, Director Renee Tajima-Peña (2016), Subject: Documentary Eugenics

MSJC Library Databases:

Numerous films and reference materials for supplemental reading, research and activities are available through the following library databases:

- Academic Video Online
- African-American History Online (eugenics, gender identity)
- American Indian History (eugenics, gender identity)
- Civil Rights and Social Justice (reproductive justice)
- Country Watch (human trafficking)
- CultureGrams (dating, matchmaking, reproductive technology)
- EBSCO
- Films on Demand
- Gale One File (Contemporary Women's Issues, Health and Wellness, Informe Academico)
- Issues & Controversies (Hot Topics)
- JSTOR
- Latin America in Video (eugenics, gender identity)
- Opposing Viewpoints (Hot Topics)
- Psychology & Behavioral Sciences Collection
- Slavery And Anti-Slavery: A Transnational Archive (eugenics, rape, trafficking)
- PBS Blog - Ko, Lisa. January 29, 2016. Unwanted Sterilization and Eugenics Programs in the United States. Public Broadcasting System. Beyond the Films

Open Educational Resources

Yarber, W.L., Sayad, B.W. (2019). Human Sexuality: Diversity in a Contemporary Society. McGraw-Hill. ISBN 13:9781259911057 (Z-Library - <https://1lib.us/> – Free Download - Online)

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, ableism, age and socioeconomic status are foundational demographic concepts within the discipline of sociology. This course revision incorporates more specific and direct wording in Course Lecture Content in relationship to specific government policies/practices, diversity, sociohistorical factors surrounding various aspects of human sexuality. For example, in addition to lectures/discussions that include general information about sexually transmitted infections, the unethical United State Public Health office and the Centers for Disease Control (CDC) Tuskegee and Guatemala Syphilis experiments and the Casual Killing Act of 1669 are included as they relate to government policies of institutionally racist polices and state sponsored eugenics will be included to provide additional context. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within small group and individual sexual health (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of race, ethnicity, socioeconomic status, sex, gender, accessibility and human sexuality are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of textbook options in both print and OER formats, film/documentaries and articles authored by culturally competent scholars allowing students to see themselves in course readings, coupled with multiple approaches for assignments, activities and assessments align critical thinking, analysis and the exploration of sociological perspectives in relationship to human sexuality encourages student reflection on the ways in which topics such as fertility, mate selection or sexual coercion may apply to lived experiences. Students learn, interact with each other and faculty through peer-to-peer discussions, group activities, written and oral presentations of assignments, assessment-feedback, methods of instruction and evaluation, which fosters students ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Activities and assignments may be tailored for groups to foster peer engagement in research, evaluation, analysis and presentation (ex. Assignment #1). Students have multiple opportunities for peer-to-peer discussions, group and other collaborative activities, which may be utilized in face-to-face and online/hybrid courses. Students may collaborate in research and writing group or individual essays or presentations or other assessments incorporating topics such as sex tourism, sexually transmitted infections or forced sterilization. Using features available through learning management systems, such as discussion forums, video conferencing and breakout rooms promote community, while maintaining privacy and can be utilized in face-to-face, online and/or hybrid courses.

Explain how the course will incorporate instructor-to-student interaction.

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives and providing examples for the application of the topics of pornography, gender identity, polyamory, sexual arousal, theories of love and attraction in addition to other topics within society and individual lived experiences. Faculty should model the process of critical thinking, understanding intersectionality, incorporating sociological, sociohistorical and sociopolitical factors in analysis and application while encouraging students to make connections between course content and student observations of the world in order to help students understand their learning process. Various features of the course learning management system may be used to facilitate virtual field trips, visiting lecturers (guest speakers), conferences in face-to-face and online course offerings.

Explain how the course will incorporate student-to-content interaction.

Students may engage with a number of assigned and self selected topics and supplemental resources. Examples include but are not limited to video/audio recorded lectures from guest speakers such as anti-sexual assault activists, digital slide presentations of textbook material, multi-media animations of fetal development or conception, mass media publications highlighted trending topics such as human trafficking, graphics/images (charts/tables) and text/audio resources highlighting demographic characteristics as they relate to human sexuality. Student interaction through activities, assignments, assessments and evaluations and faculty and peer feedback provide opportunities for students to identify strengths, areas for improvement and discover new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of human sexuality. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as sexually transmitted infections, sex work, comparison of historical and modern trends that emphasize equity, diversity and culture along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world and reflect on their individual learning processes. Additionally, the exploration of the intersection of sociological constructs, sociohistorical and sociopolitical structures and personal experiences and observations fosters self reflection and the development of their own unique world view in relationship to human sexuality.

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