

PSYC 134: PSYCHOLOGY OF HUMAN SEXUALITY

In Workflow

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Approval Path

1. Mon, 16 Nov 2020 23:28:34 GMT
Emily Wickelgren (wickelgr): Approved for PSYC Committee Chair
2. Wed, 16 Dec 2020 23:23:20 GMT
Rebecca Cameron (cameron): Approved for PSYC Chair
3. Sat, 06 Feb 2021 01:17:44 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
4. Mon, 15 Feb 2021 17:24:40 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Wed, 07 Oct 2020 01:14:55 GMT

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Last edit: Sat, 06 Feb 2021 01:16:13 GMT

Changes proposed by: Zach Schudson (223009722)

Contact(s):

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Catalog Title:

Psychology of Human Sexuality

Class Schedule Title:

Psych of Human Sexuality

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Psychology

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

PSYC - Psychology

Catalog Number: (course number)

134

Course ID: (For administrative use only.)

159416

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course currently is an upper-division GE Area E course, but this requirement is being phased out. Therefore, we are proposing a switch to GE Area D. This course fulfills each learning objective and outcome for GE Area D. Broadly, it covers historical and contemporary perspectives on human sexuality from empirical psychological research. The course focuses on critical examination of the methods psychologists use to study human sexuality and how they interpret their data in the broader contexts of social and cultural values, norms, and practices. And, it centers considerations of human diversity, particularly diversity in sexual orientation, gender identity, and sex characteristics, and includes discussions of intersectional factors that affect sexuality including race/ethnicity, socioeconomic class, religion, and disability, among others.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course covers key theories and insights from the psychological study of human sexuality. It includes classic and contemporary research on human sexual behaviors, bodies, cognitions, and social identities. Course topics may include: social constructionism and essentialism, sexual and gender diversity, sexuality across the lifespan, relationships, attraction, sexual anatomy and physiology, and the history of sexology, among others.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

PSYC 2.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Students will be able to:

1. Analyze key concepts, theories, and areas of empirical research in the psychology of human sexuality.
2. Describe classic and contemporary approaches to the psychological study of human sexuality.
3. Evaluate psychological research findings about human sexuality with a critical lens.
4. Develop skills to recognize and describe the breadth of human gender and sexual diversity.

Attach a list of the required/recommended course readings and activities:

PSYC 134 Syllabus GE D-1.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Quizzes (1, 2, 3)

Reflection papers (2, 4)

Analytic papers (1, 2, 3, 4)

Discussion forum posts (1, 2, 3, 4)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

PSYC 134 Syllabus GE D.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will have the same learning objectives and focus on the psychological study of human sexuality, including considerations of gender and sexual diversity and intersectional factors affecting sexuality. Variations may include specific assignments, activities, or readings.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The Department will review course material to ensure that all learning objectives are addressed, administer pre- and post-questionnaires to evaluate that learning objectives of Area D are met, and provide suggestions for improvements in cases where there may be any limitations.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The curriculum committee in the Psychology Department has oversight on courses, including PSYC 134. All syllabi are reviewed annually for consistency and compliance to original descriptions and learning objectives, including objectives for Area D for PSYC 134.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The Department will review course material to ensure that all learning objectives are addressed, administer pre- and post-questionnaires to evaluate that learning objectives of Area D are met, and provide suggestions for improvements in cases where there may be any limitations.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

Zach Schudson, a full-time faculty member in the Psychology department who is trained in the psychology of human sexuality, will be responsible for ensuring that all instructors who teach PSYC 134 will comply with the category criteria. He will consult with the

curriculum committee to review PSYC 134 syllabi. Please see above for aspects of the course that would be common and those that might vary.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course begins with conversations about the social, cultural, and historical contexts that have shaped the field of the psychology of human sexuality (Week 1: Course Introduction, Week 2: Situating the Scientific Study of Sexuality). Ethical considerations remain central in later weeks focusing on marginalized groups (e.g., Week 5: Gender Diversity, Week 6: Sexual Orientations), including considerations of the ways science has both helped and harmed marginalized groups.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Early weeks cover psychological research methods important to sexology in detail (i.e., Weeks 1-3). Students analyze psychological research directly (e.g., Analytic Paper) and learn about how psychologists study diverse phenomena like sexual attractions, relationships, and behaviors (e.g., Weeks 6-9).

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The course consistently highlights the role of varied social identities in shaping experiences of sexuality. Some weeks focus in particular on the experiences of intersex people (Week 3), gender minorities (Week 5), sexual minorities (Week 6). Additional materials regularly spotlight queer, feminist, and anti-racist perspectives on various sexual phenomena.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The course centers critical perspectives on the historical and cultural specificity of sexual phenomena. For example, students learn about social constructionist and essentialist frameworks for interpreting research findings (Week 2) and apply them in their writing (Analytic Paper, Quizzes 1 and 2). Students also learn about a cutting-edge theory in the field that spatially represents the sociocultural and historical contingency of norms for gender and sexuality (Week 6).

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Writing assignments comprise half of students' grades. Students will complete roughly 2500-3000 words across their 5 writing assignments. In one assignment, the analytic paper, students will read and analyze an empirical journal article on the psychology of human sexuality (900-1200 words). Students will turn in a draft of the paper, receive extensive feedback from the instructor, and then revise the paper accordingly. Other writing assignments include Canvas discussion posts and reflection papers, typically yielding 500-600 words each.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Key: 3984