

CHFD220

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : CHFD220 **Title :** Human Sexuality

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is an overview of the biological, psychological, cultural, and behavioral aspects of human sexuality and family life. The overall theme of the course focuses on attitudes and responsible sexual behavior. Key topics include how culture, society, and history have impacted our understanding of human sexuality.

Course Scope:

This course is designed to familiarize students with the biological, psychological, cultural, and behavioral aspects of human sexuality and family life. Cross-cultural and historical comparisons will expand understanding of how human diversity has affected sexual attitudes.

Objectives

After successfully completing this course, you will be able to:

1. Examine the physiological, psychological, and social aspects of sexual development throughout the lifespan.
 2. Describe the process of human reproduction including the physiological and psychological aspects of sexual response.
 3. Explain the emotional and psychological aspects of sexuality.
 4. Summarize modern family planning options.
 5. Compare and contrast the broad range of sexual attitudes and preferences.
 6. Analyze cultural influences on sexual values and decision-making.
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Outline

Week 1:

Learning Outcomes

1. Identify the dimensions of human sexuality, including biological, psychological, and sociocultural factors.
2. Discuss the historical aspects of human sexuality, including the sexual revolution, the role of gender, and the role of culture.
3. Apply critical-thinking methods to human sexuality

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [Sexuality Information and Education Council of the United States \(SIECUS\)](http://www.siecus.org)
www.siecus.org
- [Alberta Society for the Promotion of Sexual Health](http://www.aspsh.ca)
www.aspsh.ca
- [Sex & Sexuality](http://www.plannedparenthood.org/health-topics/sexuality-4323.htm)
www.plannedparenthood.org/health-topics/sexuality-4323.htm
- [Sexual Health Network](http://www.sexualhealth.com/aboutus.php)
www.sexualhealth.com/aboutus.php

[Teens Health](http://kidshealth.org/teen/sexual_health)

http://kidshealth.org/teen/sexual_health

Week 2:

Learning Outcomes

1. Explain the sexual development of children from preschool through the early elementary years.
2. Identify the three developmental stages of adolescence.
3. Describe the changes that occur during the aging process.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [Sexuality Information and Education Council of the United States \(SIECUS\)](http://www.siecus.org)
www.siecus.org
- [Answer/Sex, Etc.](http://www.sexetc.org)
www.sexetc.org
- [National Campaign to Prevent Teen and Unplanned Pregnancy](http://www.thenationalcampaign.org)
www.thenationalcampaign.org
- [Planned Parenthood Federation of America](http://www.plannedparenthood.org/teen-talk)
www.plannedparenthood.org/teen-talk
- [Child Trends Data Bank](http://www.childtrends.databank.org)
www.childtrends.databank.org

[Surgeon General's Call to Action to Improve the Health and Wellness of Persons with Disabilities](http://www.surgeongeneral.gov/library/disabilities/)

www.surgeongeneral.gov/library/disabilities/

Week 3:

Learning Outcomes

1. Identify the parts of the female reproductive system, including external and internal genitalia.
2. Explain the role of hormones as they pertain to sexuality.
3. Describe what occurs during menstruation, including menarche, the menstrual cycle, and problems associated with each.
4. Identify the internal and external male reproductive system to include the external and internal genitalia, including the pathway of the sperm.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [Inner Body: Your Guide to Human Anatomy Online: Female Reproductive System](http://www.innerbody.com/image/repfov.html)
www.innerbody.com/image/repfov.html
- [SexualHealth.com](http://www.sexualhealth.com/channel/view/women-sexual-health/)
www.sexualhealth.com/channel/view/women-sexual-health/
- [National Women's Health Network](http://nwhn.org/)
http://nwhn.org/
- [Society for Woman's Health Research](http://www.womenshealthresearch.org)
www.womenshealthresearch.org
- [Male Reproductive System](http://www.training.seer.cancer.gov/anatomy/reproductive/male)
www.training.seer.cancer.gov/anatomy/reproductive/male
- [National Cancer Institute](http://www.cancer.gov)
www.cancer.gov
- [American Cancer Society](http://www.cancer.org)
www.cancer.org
- [The Male Health Center](http://www.malehealthcenter.com)
www.malehealthcenter.com
- [Men's Health Network](http://www.menshealthnetwork.org) www.menshealthnetwork.org

Week 4:

Learning Outcomes

1. Describe the role of the brain in sexual response, including the hormones involved and the roles they play.
2. Describe the Masters and Johnson sexual response cycle and other theoretical models of sexual response.
3. Describe the physiology of orgasm in both males and females, differentiating between the various types of orgasm.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [SexTutor.com](http://www.sextutor.com)
www.sextutor.com
- [iVillage.co.uk: The Website for Women](http://iVillage.co.uk/relationships/sex)
http://iVillage.co.uk/relationships/sex
- [Better Sex Network](http://www.bettersexnetwork.com)
www.bettersexnetwork.com
- [Sexual Arousal Guide](http://www.sexualarousalguide.com)
www.sexualarousalguide.com
- [The Science of Sexual Arousal](http://www.apa.org/monitor/apr03/arousal.aspx) www.apa.org/monitor/apr03/arousal.aspx

Week 5:

Learning Outcomes

1. Describe the process of sexual communication, including nonverbal communication.
2. Discuss techniques for improving sexual communication.
3. Identify STIs and ectoparasitic infestations, including incidence, transmission, symptoms and complications, and diagnosis and treatment.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- Baxter, L. A. (2005). Family communication environments and rule-based social control of adolescents' health lifestyle choices. *Journal of Family Communication*, 5(3), 209-214.
- Cherry, K. (2011). [Top 10 nonverbal communication tips](http://psychology.about.com/od/nonverbalcommunication/tp/nonverbaltips.htm). Retrieved from <http://psychology.about.com/od/nonverbalcommunication/tp/nonverbaltips.htm>
- [Planned Parenthood: Educator's Update](http://www.plannedparenthood.org)
www.plannedparenthood.org
- [Double Your Dating: Sexual Communication Workbook](http://www.freewebs.com/maestro_mr/SCW.pdf)
www.freewebs.com/maestro_mr/SCW.pdf
- [MindTools: Communication Skills](http://www.mindtools.com/page8.html)
www.mindtools.com/page8.html
- [Queendom: The Land of Tests](http://www.queendom.com/tests/access_page/index.htm?idRegTest=2288)
www.queendom.com/tests/access_page/index.htm?idRegTest=2288
- [Sexual Communication & Relationships: About.com Sexuality](http://sexuality.about.com/od/communication/Sexual_Communication_Relationships.htm)
http://sexuality.about.com/od/communication/Sexual_Communication_Relationships.htm
- [Sexual Communication: Health 24](http://www.health24.com/sex/Tips_techniques/1253-1254,32463.asp)
www.health24.com/sex/Tips_techniques/1253-1254,32463.asp
- [Division of STD Prevention](http://www.cdc.gov/std)
www.cdc.gov/std
- [American Social Health Association](http://www.ashastd.org)
www.ashastd.org
- [National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention](http://www.cdc.gov/nchhstp/)
www.cdc.gov/nchhstp/
- [Navigating HPV](http://www.arhp.org/hpv-tool)
www.arhp.org/hpv-tool
- [STD Wizard](http://www.stdwizard.org) www.stdwizard.org

Week 6:

Learning Outcomes

1. Discuss the reasons to use contraceptives, ways to choose a contraceptive, and the difference between perfect use and typical use.
2. Evaluate prescription and nonprescription methods of contraception, effectiveness, reversibility, and advantage/disadvantage of each.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [The Emergency Contraception Website: Not-2-Late.com](http://www.not2late.com)

<http://ec.princeton.edu/questions/dose.html>

- [Guttmacher Institute: Resources: Contraception](http://www.guttmacher.org/sections/contraception.php)
www.guttmacher.org/sections/contraception.php
- [Planned Parenthood: Health Topics: Birth Control](http://www.plannedparenthood.org/health-topics/birth-control-4211.htm)
www.plannedparenthood.org/health-topics/birth-control-4211.htm
- [Association of Reproductive Health Professional:MethodMatch](http://www.arhp.org/methodmatch/) www.arhp.org/methodmatch/

Week 7:

Learning Outcomes

1. Explain the effects of gender identity, gender roles, and gender stereotypes on sexuality.
2. Compare and contrast the theories of sexual orientation, including biological, psychological, and sociocultural theories.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [Institute for Women's Policy Research](http://www.iwpr.org)
www.iwpr.org
- [Radford University Center for Gender Studies](http://gstudies.asp.radford.edu/)
http://gstudies.asp.radford.edu/
- [Myths, Fallacies, Folderol, and Idiotic Rumors About Military Women](http://userpages.aug.com/captbarb/myths.html)
http://userpages.aug.com/captbarb/myths.html
- [National Organization for Women](http://www.now.org)
www.now.org
- [WomensMedia.com: Expert Advice for Working Women](http://womensmedia.com)
http://womensmedia.com
- [American Civil Liberties Union: Lesbian Gay Bisexual Transgender Project](http://www.aclu.org/lgbt-rights)
www.aclu.org/lgbt-rights
- [American Psychological Association](http://www.apa.org/topics/sexuality/orientation.pdf)
www.apa.org/topics/sexuality/orientation.pdf
- [Hartford Institute for Religion Research: Homosexuality and Religion](http://hrr.hartsem.edu/research/homosexuality_religion.html)
http://hrr.hartsem.edu/research/homosexuality_religion.html
- [Lambda Legal](http://www.lambdalegal.org)
www.lambdalegal.org
- [National Organization for Women: Information on Same Sex Marriages](http://www.now.org/issues/lgbi/marr-rep.html) www.now.org/issues/lgbi/marr-rep.html

Week 8:

Learning Outcomes

1. Discuss ethics, morals, ethical principles, ethical dilemmas, values, and the five ethical principles that serve as a basis for deciding whether a decision is moral.
2. Evaluate the ethical considerations of sexually related topics.

Required Readings

- See Lessons section of the classroom.

Additional Resources

- [The Feminist Sexual Ethics Project](http://www.feministsexualethicsproject.org/)

- www.brandeis.edu/projects/fse
 - [United Nations High Commissioner for Human Rights \(UNHCHR\)](#)
www.ohchr.org/EN/Pages/WelcomePage.aspx
 - [Sexual Ethics in Psychology](#)
www.rotten.com/library/sex/sexual-ethics-in-psychology
 - [Human Rights Campaign](#)
www.hrc.org
 - [Sexual Ethics in Islam and in the Western World](#) www.al-islam.org/sexualethics/
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Evaluation

Grading:

Name	Grade %
Forums	35.00 %
Forum 1	4.38 %
Forum 2	4.38 %
Forum 3	4.38 %
Forum 4	4.38 %
Forum 5	4.38 %
Forum 6	4.38 %
Forum 7	4.38 %
Forum 8	4.38 %
Assignments	65.00 %
Week 1: Human Sexuality Throughout History Time-line	13.00 %
Week 2: Popular Culture's Perceptions of Sexuality and Aging	13.00 %
Week 5: Conflict Resolution - Setting Ground Rules	13.00 %
Week 7: Sexual Tolerance	13.00 %
Week 8: Issues of Sex and Gender	13.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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