### KEAN UNIVERSITY
UNION, NEW JERSEY

### HUMAN SEXUALITY

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>HED 3400</th>
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<tbody>
<tr>
<td>Semester Hours:</td>
<td>Three</td>
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<tr>
<td>Prerequisites:</td>
<td>ID 1225 or PSY 1000 and at least 30 credits (first semester sophomore)</td>
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<td>Limitations on Enrollment:</td>
<td>30</td>
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<td>Requirements:</td>
<td>Required for all Community Health Education majors. Elective for others.</td>
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**Catalogue Description:**

This course explores various aspects of human sexuality. Social ideals connected to sexual attitudes and behaviors will be examined. This course will critically challenge everyone’s thinking about sexuality.

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N.B. In order to ensure full class participation, any student with a disability condition requiring special accommodations (e.g., tape recorder, special adaptive equipment, special note taking or test taking procedures or sign/oral interpreter) is strongly urged to contact the professor at the beginning of the course.
I. INTRODUCTION

Conceptual Cornerstones is the name of Kean University’s College of Education’s foundational statement of goals for its preparation of future educators. The statement represents a collaborative synthesis of the thinking of the College’s faculty and was formally adopted in the Summer of 2014.

The learning by teacher education candidates in the College of Education is based upon a foundation of four philosophical constructs, the Conceptual Cornerstones:

A. 21st Century Skills  
B. Equity and Diversity  
C. The Whole Learner  
D. Global Competencies

Generally, the Conceptual Cornerstones are enacted when candidates demonstrate knowledge, skill, and dispositions in the following five domains:

I. Academic Content Knowledge and Planning for Learning  
II. Clinical Partnerships and Environments for Learning  
III. Instructional Practice for Learning  
IV. Professional Development and Values for Learning  
V. Networks for Learning

II. COURSE OBJECTIVES:

Specifically in this course, students will:

A. examine various historical perspectives on sexuality influenced by race/ethnicity, class, gender and sexual orientation (Domain: I, IV)

B. discuss social media and its influence on sexual health (Domains: I, II, III)

C. distinguish the role of law and government in supporting, protecting, restricting and/or denying sexual health promotion to the public (Domains: IV, V)

D. analyze current trends/disparities in sexual health data reported in the literature (Domains: I, II, V)
E. assess various theoretical frameworks to planning, implementing and evaluating sexual health promotion/interventions (Domains: I, II, V)

F. identify sexual health concerns in the United States (Domains: I, II, III)

III. COURSE CONTENT

A. Historical Perspectives on Sexuality

1. Sex for procreation
2. Sex as sinful
3. Sex for pleasure
4. Exploring the various meanings of sex

B. Social media and sexual health

1. Social networking sites
2. Search engines
3. Blogs

C. The role of law and government in sexual health promotion

1. Abortion
2. Cohabitation
3. Commercial sex work
4. Contraception
5. Genital modifications
6. Marriage and divorce
7. Paraphilias
8. Pornography
9. Pregnancy
10. Sexual behaviors
11. Sexual coercion and violence
12. Sexual enhancement devices

D. Current trends/disparities in sexual health data reported in the literature

1. Theories that promote sexual health
2. Pregnancy outcomes
3. Maternal and infant mortality
4. Reproductive cancers
5. Sexually transmitted infections
6. Surgical and non-surgical cosmetic procedures
7. Cohabitation
8. Marriage and divorce
9. Sexual coercion and violence

E. Sexual health promotion, planning, implementing and evaluation

1. Sexual health needs influenced by race/ethnicity, class, gender, and sexual orientation, and ability
2. Individual and community rights
3. Public policy
4. Integration of sexual health promotion and medical practice

F. Sexual health concerns in the United States

1. Access to abortion
2. Adolescent pregnancies
3. Cancer (and other medical conditions) and sexual health
4. Discrimination based on social meanings placed on race/ethnicity, gender, sex and/or sexual orientation
5. Intersections of class, gender, race/ethnicity, sexual orientation, and sexuality with the American legal system, government and social justice movements
6. Maternal health
7. Sexual coercion and violence
8. Sexually transmitted infections
9. Social media (film, television, music, the Internet, texting, etc.) and sexual health
10. Unintended pregnancies

IV. METHODS OF INSTRUCTION

A. Lectures accompanied by PowerPoint presentations, video clips, and website exploration

B. Whole-class discussions

C. Small-group literature circles and activities

D. Paired activities

E. Individualized activities
V. METHODS OF EVALUATION

A. Written test based on mastery of objectives A-F.

B. Community based project to assess the mastery of objective D & E.

C. Group participation to assess mastery of objectives A-F.

VI. SUGGESTED TEXT:


VII. BIBLIOGRAPHY

A. Print


B. Seminal:


C. Non-Print:

Agency for Healthcare Policy and Research
[www.ahrq.gov/](http://www.ahrq.gov/)

American Association for Sexuality Educators, Counselors and Therapists (AASECT)
[www.aasect.org/](http://www.aasect.org/)

American Cancer Society – Sexuality for the Man with Cancer

American Cancer Society – Sexuality for the Woman with Cancer
National Institutes of Health
www.nih.gov/

National Prevention Council, U.S. Department of Health
www.surgeongeneral.gov/priorities/prevention/

National Vital Statistics Report
www.cdc.gov/nchs/products/nvsr.htm

Planned Parenthood
www.plannedparenthood.org

Population Council
www.popcouncil.org/

Sex Smart Films
www.sexsmartfilms.com/

Sexuality Information & Education Council of the United States (SIECUS)
www.siecus.org

Society for Assisted Reproductive Technology
www.sart.org

Society for the Scientific Study of Sexuality
www.sexscience.org/

The American Congress of Obstetricians and Gynecologists
www.acog.org/

The American Society for Aesthetic Plastic Surgery
www.surgery.org/media/statistics

The Guide to Getting It On
www.goofyfootpress.com/

The Religious Institute
www.religiousinstitute.org/

World Association for Sexual Health
www.worldsexology.org

World Health Organization
www.who.int/en/