



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Human Sexuality				
Module Code	USPKJM-15-3	Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Have a broad understanding of the range and diversity of human sexuality across time, place and culture (Component A)</li> <li>2. Have a broad understanding of key themes and debates in psychological and social science research on human sexuality (Component A)</li> <li>3. Compare and contrast and critically evaluate different theories and perspectives on human sexuality (Component B)</li> <li>4. Critically evaluate research on human sexuality in relation to the theoretical, social, cultural, political and historical contexts in which it was conducted (Component B)</li> <li>5. Demonstrate a critical understanding of the ways in which different theories and perspectives have been applied to research on human sexuality (Component B)</li> <li>6. Apply the understandings and knowledge of human sexuality they have acquired on the module to sexual practices and behaviours, and ideas about and representations of human sexuality, in the world around them (Component B)</li> </ol> <p>"In addition the educational experience may explore, develop, and practise but not formally discretely assess the following":</p> <ul style="list-style-type: none"> <li>-Working in a team (small group activities)</li> <li>-Independent learning (preparation for in-class activities)</li> <li>-Written and oral communication skills (preparation for in-class activities, group discussions)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Introduction to the module and to the scientific study of sexuality</li> <li>• The biology of sex (e.g. evolutionary perspectives, the sexual body, sexual development, sexual arousal and sexual response)</li> <li>• Psychoanalytic perspectives (e.g. psycho-sexual development, the Oedipus and Electra complexes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Socio-cultural perspectives on sexuality (e.g. cross-cultural perspectives, the sexuality in the media and popular culture, the history of sexuality, social constructionist and 'pre-social constructionist' perspectives, feminism, queer theory)</li> <li>• Methods for studying sexuality and methodological issues (e.g. lab research, surveys, field research, volunteer bias)</li> <li>• Sexual behaviour, sexual practices and sexual relationships (e.g. masturbation, the orgasm imperative, polyamory, sex in long-term relationships)</li> <li>• Sexuality across the lifespan (e.g. young people's sexuality)</li> <li>• Sexual identities (e.g. the development and maintenance of sexual identities, the aetiology of homosexuality, flux and fluidity in sexuality, heterosexuality, bisexuality, homosexuality/lesbianism, homophobia)</li> <li>• Sexual violence (e.g. rape, sexual harassment, intimate partner violence)</li> <li>• The commodification of sex (e.g. prostitution, pornography)</li> <li>• Revision session</li> </ul>																									
Contact Hours	90 minute teaching session once a week (24 weeks), or a 90 minute session twice a week (12 weeks), or a 3 hour session once a week (12 weeks), depending on the delivery strategy for the entire level 3 programme.																									
Teaching and Learning Methods	<p><b>Learning Methods</b></p> <p>The teaching sessions will involve a variety of teaching and learning formats including lectures, small group activities, discussions and use of audio-visual materials (the teaching and learning methods will be adapted to the cohort size). Scheduled learning includes lectures, small group activities, group discussions, and use of audio-visual materials.</p> <p>Independent learning includes hours engaged with essential reading, further reading and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.</p> <p>According to the academic regulations and procedures, 1 credit equals 10 hours of study time including formal contact time, self-directed study and assessment; this means that this module generates 150 hours of study time, 36 hours of which will be spent on formal contact time. Students will be expected to spend:</p> <ul style="list-style-type: none"> <li>• 90 minutes each week engaged with essential readings (a total of 33 hours across the year; there are no essential readings associated with the revision session).</li> <li>• 2 hours each week engaged with preparation for classroom activities, further reading and self-directed study (a total of 48 hours across the year).</li> <li>• 33 hours revising for and completing the assessments.</li> </ul> <p>There are no implications for different programmes, collaborations, and modes of attendance.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1693 1369 2074"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		25%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities with the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Essential reading

There is no (one) textbook associated with this module and students are not required to purchase any texts; however, for those students who wish to purchase some books, students will be supplied (via Blackboard) with a short list of books, which are recommended for purchase. There will be at least two essential readings associated with each of the teaching sessions (with the exception of the revision session), and these will be made available to students via Blackboard wherever possible (if it is not possible to digitise some sources these will be made available to students as a resource pack).

Further reading

If further reading is expected this will be clearly indicated. When expected, students will also be supplied with lists of further reading (all the sources listed will be available in the library or open access), and a list of journals (available in the library or open access) that exclusively or routinely publish research on human sexuality (e.g., *Archives of Sexual Behavior*, *Sex Roles*, *Sexualities*), and students will be given clear guidance on how to access these resources. However, further reading is not restricted to the resources identified by the teaching team, and students will be encouraged to identify relevant further reading resources for themselves, and guidance will be given on how to identify, access and evaluate such resources.

Indicative Reading List

*Latest editions of:*

Bland, L. & Doan, L. (Eds), (1998) *Sexology in culture: Labelling bodies and desires*. Cambridge: Polity Press.

Ericksen, J. A. & Steffen, S. A. (1999) *Kiss and tell: surveying sex in the twentieth century*. Cambridge, MA: Harvard University Press.

Heasley, R. & Crane, B. (Eds), (2003) *Sexual lives: A reader on the theories and realities of human sexualities*. Boston: McGraw-Hill.

Hite, S. (1976) *The Hite report: A nationwide study of female sexuality*. New York: Seven Stories Press.

Kimmel, M. S. & Plante, R. F. (Eds), (2004) *Sexualities: Identities, behaviours, and society*. New York: Oxford University Press.

Kinsey, A., Pomeroy, W. & Martin, C. (1948) *Sexual behavior in the human male*. Philadelphia: W. B. Saunders Company.

	<p>Kinsey, A. C., Pomeroy, W. B., Martin, C. E. &amp; Gebhard, P. H. (1953) <i>Sexual behavior in the human female</i>. Philadelphia: W. B. Saunders.</p> <p>LeVay, S. &amp; Valente, S. M. (2003) <i>Human sexuality</i>. Sunderland, MA: Sinauer Associates.</p> <p>Masters, W. H. &amp; Johnson, V. E. (1966) <i>Human sexual response</i>. Boston: Little Brown.</p> <p>Nye, R. A. (Ed), (1999) <i>Sexuality</i>. Oxford: Oxford University Press.</p> <p>Stanley, L. (1995) <i>Sex surveyed 1949-1994: From Mass Observation's 'Little Kinsey' to the National Survey and the Hite Reports</i>. London: Taylor and Francis.</p> <p>Tiefer, L. (1995) <i>Sex is not a natural act and other essays</i>. Boulder: Westview Press.</p> <p><i>Journals:</i></p> <p><i>Archives of Sexual Behavior</i></p> <p><i>Sex Roles</i></p> <p><i>Sexualities</i></p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>Summative assessment: 1 hour MCQ exam (component A) (learning outcomes 1 and 2); a 1,500 word critical evaluation of a representation of human sexuality (component B) (learning outcomes 3-6). The MCQ exam will assess the students' grasp of the foundational material in the first 5 weeks of the course; the coursework will assess their depth of understanding and critical evaluation skills and relate to the more conceptually complex material in the second half of the module.</p> <p>Formative assessment/feedback: opportunities for students to gain feedback on their developing understandings and knowledge and their critical evaluation skills will be embedded throughout the module (e.g., in group discussions and small group activities students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills).</p>

Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 25%	<b>B:</b> 75%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 1 hour MCQ exam	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 1,500 word maximum coursework essay critically evaluating a representation of human sexuality	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions)	<b>Element weighting</b>

Description of each element	(as % of component)
1. 1 hour MCQ exam	100%
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)
1. A 1,500 word maximum coursework essay critically evaluating a representation of human sexuality	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	

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First CAP Approval Date	2 February 2016			
Revision CAP Approval Date	20/7/2017	Version	2	<a href="#">Link to RIA 12385</a>