



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

**Part 1: Basic Data**

Module Title	Human Sexuality				
Module Code	USPJJK-20-3	Level	3	Version	1.2
Owning Faculty	HAS	Field	Psychology		
Department	Health and Social Sciences				
Contributes towards	BSc Hons Psychology (major and minor routes) BSc Hons Psychology with Sociology				
UWE Credit Rating	20	ETCS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2018	

<b>CAP Approval Date</b>	19 November 2015
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**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 A/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 A/B)</li> <li>5. Demonstrate a critical understanding of the ways in which different theories and perspectives have been applied to research and psychological practice on human sexuality (Component A/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 A/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> </ul>
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	-Written and oral communication skills (preparation for in-class activities, group discussions)
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> <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>• Sexual health and sexual health promotion (e.g. sexually transmitted infections, contraception)</li> <li>• Sexual difficulties and sexual paraphilias/atypical sexuality (e.g. sex therapy/the treatment of sexual difficulties and sexual paraphilias)</li> <li>• Revision session</li> </ul>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• Two-hour teaching session once a week (24 weeks).</li> </ul>
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• 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).</li> <li>• <b>Scheduled learning</b> includes lectures, small group activities, group discussions, and use of audio-visual materials.</li> <li>• <b>Independent learning</b> includes hours engaged with essential reading, further reading and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.</li> <li>• According to the academic regulations and procedures 2011/12, 1 credit equals 10 hours of study time including formal contact time, self-directed study and assessment; this means that this module generates 200 hours of study time, 48 hours of which will be spent on formal contact time. Full time students will be expected to spend: <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>○ 3-4 hours each week engaged with preparation for classroom activities, further reading and self-directed study (a total of 77 hours across the year).</li> <li>○ 16 hours completing the coursework assignment.</li> <li>○ 26 hours revising for and completing the exam.</li> </ul> </li> <li>• There are no implications for different programmes, collaborations, and modes of attendance.</li> </ul>

<p>Reading Strategy*</p>	<p>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.</p> <p><b>Essential reading</b> 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 <i>recommended</i> 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).</p> <p><b>Further reading</b> 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., <i>Archives of Sexual Behavior</i>, <i>Sex Roles</i>, <i>Sexualities</i>), 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.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via Blackboard.</p> <p><b>Latest editions of:</b></p> <p>Latest editions of: Bland, L. &amp; Doan, L. (Eds), (1998) <i>Sexology in culture: Labelling bodies and desires</i>. Cambridge: Polity Press.  Ericksen, J. A. &amp; Steffen, S. A. (1999) <i>Kiss and tell: surveying sex in the twentieth century</i>. Cambridge, MA: Harvard University Press.  Heasley, R. &amp; Crane, B. (Eds), (2003) <i>Sexual lives: A reader on the theories and realities of human sexualities</i>. Boston: McGraw-Hill.  Hite, S. (1976) <i>The Hite report: A nationwide study of female sexuality</i>. New York: Seven Stories Press.  Kimmel, M. S. &amp; Plante, R. F. (Eds), (2004) <i>Sexualities: Identities, behaviours, and society</i>. New York: Oxford University Press.  Kinsey, A., Pomeroy, W. &amp; Martin, C. (1948) <i>Sexual behavior in the human male</i>. Philadelphia: W. B. Saunders Company.  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.  LeVay, S. &amp; Valente, S. M. (2003) <i>Human sexuality</i>. Sunderland, MA: Sinauer Associates.  Masters, W. H. &amp; Johnson, V. E. (1966) <i>Human sexual response</i>. Boston: Little Brown.  Nye, R. A. (Ed), (1999) <i>Sexuality</i>. Oxford: Oxford University Press.  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.  Tiefer, L. (1995) <i>Sex is not a natural act and other essays</i>. Boulder: Westview Press.</p> <p>Journals:  Archives of Sexual Behavior  Sex Roles  Sexualities</p>

\*Please note that this is currently under review and new guidance may be issued in 2012

### Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> <li>Summative assessment: Exam (component A), and Coursework portfolio consisting of a literature review and briefing tool/resource (component B)</li> <li>The exam is designed to assess the breadth of students' knowledge and understanding (especially in relation to learning outcomes 1 and 2), the second essay question in the exam, and particularly, the literature review coursework assignment are designed to assess the depth of students' understandings and their critical evaluation skills (learning outcomes 3-6).</li> <li>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)</li> <li>Assessment criteria for each component will be based on the generic programme assessment criteria.</li> </ul>		
Identify final assessment component and element	<b>A1 Exam</b>		
% weighting between components A and B (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%	
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>		
1. Seen exam (2 x essay-type questions; 2 hours)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>		
1. Literature review and briefing tool (2000 words)	100%		
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>		
1. Partly seen exam (2 x essay-type questions; 2 hours)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>		
1. Literature review and briefing tool (2000 words)	100%		
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>			