



**School of Humanities and Social Sciences**

**PSY 230-BAR 1**

**Human Sexuality**

**202425 Summer**

## Course Details

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**Credit Hours:** 3

**Human Sexuality: University of Oregon**

**Days:** Mon-Tue-Wed-Thu

**Time:** 8.45am to 11.15am

**Total Course Hours:** 40 hours (16 sessions)

(Friday June 20th to Thursday July 17th)

**Prerequisites:** This course is suitable for an undergraduate student who has successfully completed at least 1 semester of College-level course work. Successful completion of ENG 101 or equivalent, and 3 credit hours above the 100-level (introductory) in the arts, humanities, and/or social sciences are strongly recommended; or instructor permission.

## Instructor Information

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Willow Star Frederick, MA

**Email:** willow.frederick@iau.edu

**Office Hours:** Upon request

**Additional Information:**

Communication with Professor: messaging system on Microsoft Teams



## Course Description

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Sexuality is often left out of the mental health conversation, even though sexual health and thriving in sexuality and relationships make up an enormous part of our mental health and wellbeing. Sexual behaviors and identity will be examined through personal development, culture, biological influences, as well as the influence of attitudes, behaviors, upbringing, knowledge, practices, and myths surrounding human sexuality and relationships. Think of this course as the sex and relationship education you wish you had and perhaps never knew you needed. This course spans topics such as attachment styles, kinks, unhealthy relationships, sexual trauma, anatomy, gender roles, the nuances of consent, kinks, sexual difficulties, and sex therapy. Discussion of sexuality and relationships in an academic setting translates to higher self-esteem as well as better sexual and mental health outcomes. It is essential that everyone in this course contributes to creating a safe and respectful environment, free of judgment.

## Course Objectives

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- Remove the stigma and shame around talking openly about sexuality.
- Demonstrate open, sensitive, and honest communication while discussing sexual topics and issues. Practice discussing and learning about sexuality while promoting mutual respect and growth of each person in the course.
- Understand historical underpinnings and cultural influences on our understanding of sex and relationships.
- Demonstrate awareness and critical thinking through analysis of cultural evolution of sexuality across culture.

- Understand research and theories about sex, gender, sexuality, and sexual orientation.
- Explore and reflect on your own personal views of your sexual identity.
- Learn about the science, resources, and information to increase accurate knowledge about sexuality.
- Acquire knowledge that will enhance and improve your current and/or future sex life.

## Learning Outcomes

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Students will learn about human sexuality from a bio-psycho-social approach. Sexual behavior as a feedback loop with all three of these dimensions. Some of these forces are internal and specific to the individual, whereas others are broad, external factors that affect almost everyone in a given culture or society.

Because this is a psychology course, psychology will have a more prominent, front and center role than some of the other factors. This will allow you to see how the study of sex is approached in the field of psychology and emphasize how the material connects to other psychology courses, while still acknowledging the irreducible complexity of human sexuality.

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas in both oral and written forms. Students will gain confidence speaking and researching about sexuality.

## Instructional Methods and Activities

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Regular student participation is encouraged and all questions are welcome! Each student will have an equal opportunity to participate throughout the entirety of the course. In-class exercises and discussions will be used so that students can actively apply the theory studied and later apply this knowledge in the course assessments.

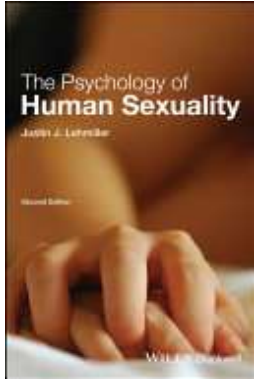
**\*\*PLEASE CHECK TEAMS EVERYDAY\*\*:** I highly recommend that every student install the Microsoft Teams app on your phone. That way you won't miss any announcements, helpful info, or assignments.

**If you are comfortable taking notes in a notebook instead of on a laptop, I highly recommend it. You'll be able to be more present in class, and better able to apply what**

we're learning to yourself by using your notebook also as a journal. As I always say, this is a \*life skills\* class, so you'll want to keep what you're learning beyond exam preparation.

## Primary/Required Textbooks and Materials

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### **The Psychology of Human Sexuality**

**ISBN:** 9781119164715

**Authors:** Justin J. Lehmiller

**Publisher:** John Wiley & Sons

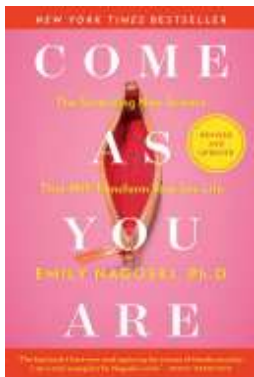
**Publication Date:** 2017-12-26

#### **Additional Information:**

Textbook is available at IAU at all times- just ask Willow. She has two copies of the 2017 version and one of the 2023 version.

## Recommended/Optional Materials

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### **Come As You Are: Revised and Updated**

**ISBN:** 9781982165314

**Authors:** Emily Nagoski

**Publisher:** Simon & Schuster

**Publication Date:** 2021-03-02

Getting Off without Checking Out



### **Good Sex**

**ISBN:** 9781941529591

**Authors:** Jessica Graham

**Publication Date:** 2017-05-20





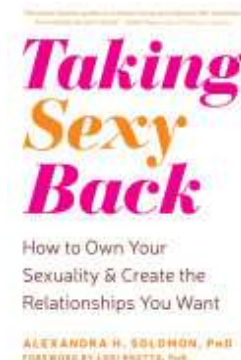
### **The Vagina Bible**

**ISBN:** 9780806539355

**Authors:** Dr. Jen Gunter

**Publisher:** Citadel Press

**Publication Date:** 2019-08-27



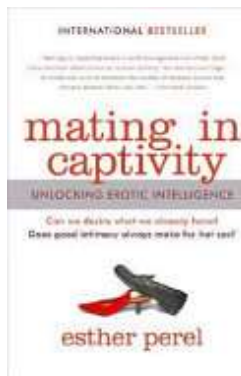
### **Taking Sexy Back**

**ISBN:** 9781684033485

**Authors:** Alexandra H. Solomon

**Publisher:** New Harbinger Publications

**Publication Date:** 2020-02-02



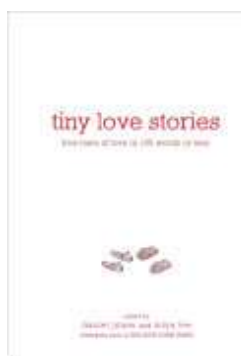
### **Mating in Captivity**

**ISBN:** 9780060753641

**Authors:** Esther Perel

**Publisher:** Harper Collins

**Publication Date:** 2007-10-30



### **Tiny Love Stories**

**ISBN:** 9781648290138

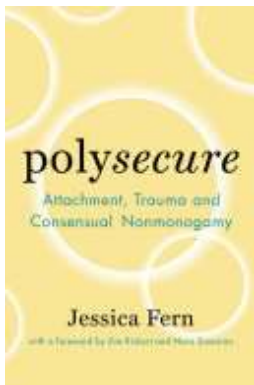
**Authors:** Daniel Jones, Miya Lee

**Publisher:** Artisan

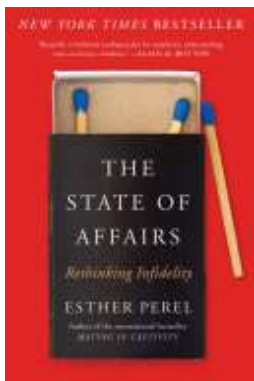
**Publication Date:** 2020-12-08



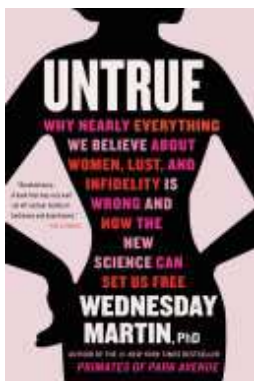
**Conversations on Love**  
**ISBN:** 9780593296592  
**Authors:** Natasha Lunn  
**Publisher:** Penguin  
**Publication Date:** 2022-04-19



**Polysecure**  
**ISBN:** 9781944934996  
**Authors:** Jessica Fern  
**Publisher:** Thorntree Press LLC  
**Publication Date:** 2020-10-23



**The State of Affairs**  
**ISBN:** 9780062322609  
**Authors:** Esther Perel  
**Publisher:** HarperCollins  
**Publication Date:** 2017-10-10



**Untrue**  
**ISBN:** 9780316463645  
**Authors:** Wednesday Martin  
**Publisher:** Little, Brown Spark  
**Publication Date:** 2018-09-18



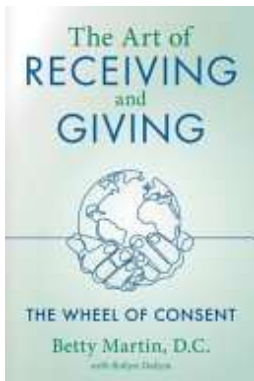
**Strange Bedfellows**

**ISBN:** 9781250206657

**Authors:** Ina Park

**Publisher:** Flatiron Books

**Publication Date:** 2021-02-02

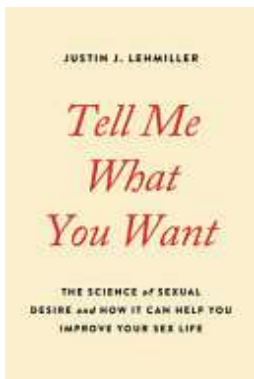


**The Art of Receiving and Giving**

**ISBN:** 9781643883083

**Authors:** Betty Martin

**Publication Date:** 2021-02-19



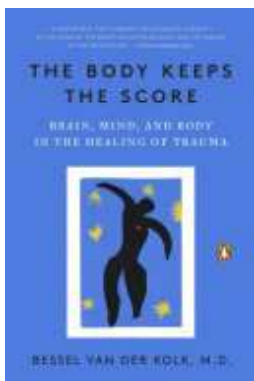
**Tell Me What You Want**

**ISBN:** 9780738234960

**Authors:** Justin J. Lehmiller

**Publisher:** Da Capo Lifelong Books

**Publication Date:** 2020-07-14



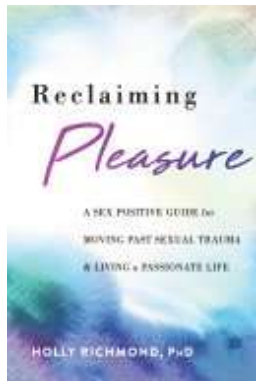
**The Body Keeps the Score**

**ISBN:** 9780143127741

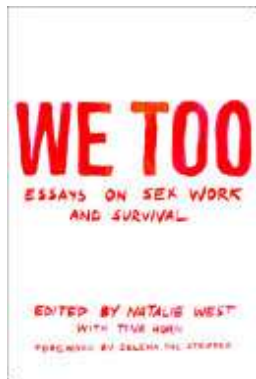
**Authors:** Bessel A. Van der Kolk

**Publisher:** Penguin Books

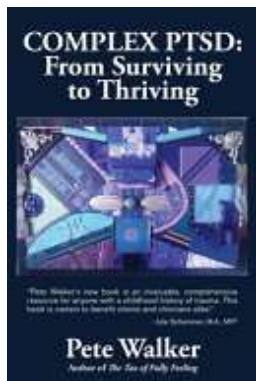
**Publication Date:** 2015-09-08



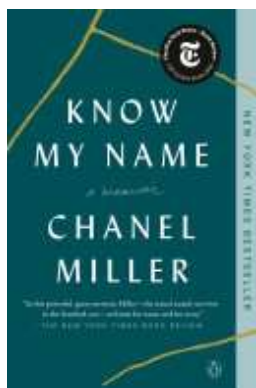
**Reclaiming Pleasure**  
**ISBN:** 9781684038435  
**Authors:** Holly Richmond  
**Publisher:** New Harbinger Publications  
**Publication Date:** 2021-10-01



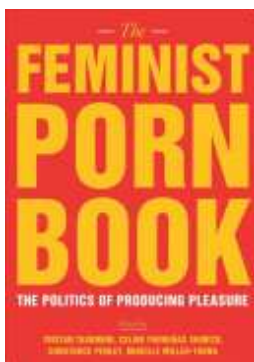
**We Too: Essays on Sex Work and Survival**  
**ISBN:** 9781558612877  
**Authors:** Natalie West, Tina Horn  
**Publisher:** Feminist Press at CUNY  
**Publication Date:** 2021-02-09



**ComplexPTSD : from Surviving to Thriving**  
**ISBN:** 9781492871842  
**Authors:** Pete Walker  
**Publisher:** Createspace Independent Publishing Platform  
**Publication Date:** 2013-01-01



**Know My Name**  
**ISBN:** 9780735223721  
**Authors:** Chanel Miller  
**Publisher:** Penguin  
**Publication Date:** 2020-08-18



## **The Feminist Porn Book**

**ISBN:** 9781558618190

**Authors:** Tristan Taormino, Celine Parreñas Shimizu, Constance Penley, Mireille Miller-Young

**Publisher:** The Feminist Press at CUNY

**Publication Date:** 2013-02-01

## Assessment, Evaluation, and Grading

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The final grade of this course will be based on participation, attendance, in-class activities, homework assignments, and experiential learning activities. All of this will be explained the first day of class in person.

\*If students' overall grade is less than 0.5% away from the next whole number (for example, a score of 69.7), their score will be rounded up. However, if students' score is more than 0.5% away from the next whole number (for example, a score of 69.4), their score will not be rounded up.

## Grading System/Grade Distribution

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Grading System/Grade  
Distribution

U.S	ACM	French Equivalent
95-100%	A	17-20
90-94%	A -	16
88-89%	B+	15
84-87%	B	14
80-83%	B-	13
78-79%	C+	12
74-77%	C	11
70-73%	C-	10
68-69%	D+	9
64-67%	D	8
60-63%	D-	7

U.S	ACM	French Equivalent
0-59%	F	0-6

## Attendance

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One of the primary requirements this semester is that you attend class. This is not a lecture class; it's essential that you come to class on time, be prepared for the lesson, and be ready to participate in discussions and activities. Attendance will be part of your final grade. Any absences can harm your final grade. It will be up to the student to manage and communicate with professors about their absences. For every absence, your final grade may be lowered by one half-letter grade (B+ to become a B, B to become B-, and so on). ACM-IAU professors are empowered to impose academic sanctions (including a lowered grade or even failure) upon students for unexcused absences, frequent tardiness, work submitted late, or any other actions or behaviors that violate ACM's academic standards and policies.

### Basic Ground Rules

- Attendance and Participation: Attendance is mandatory and participation will be graded.
- Food and Drinks: No food or beverages are allowed in class, except for water.
- Engagement: Students must remain attentive during sessions. Lack of attention may negatively impact participation grades.
- Classroom Conduct: The professor reserves the right to remove students from class for misconduct, including (but not limited to) disruptive behavior, intoxication, or actions that hinder the learning environment. Such instances may also be marked as absences.
- Leaving Class: Students may not leave the classroom without the professor's permission.
- Use of Devices: Laptops, tablets, smartphones, or similar devices are not permitted unless explicitly authorized by the professor.
- Preparation: Students must complete assigned readings before each session to contribute effectively to class discussions.
- Extra Credit: Requests for extra credit must be made before the midterm exam.

Attendance policy:

Class attendance is essential to student success at ACM-IAU. Unexcused absences will lower final grades by half a letter (e.g., B+ to B). Faculty may also impose additional consequences for excessive or unexcused absences, repeated tardiness, or late work.

Faculty report attendance daily via the Student Information System (SONIS). Student Affairs reviews all absences via the Absence Form. Absences fall into three categories:

- Self-Verification Absence
- Unexcused Absence
- Excused Absence

Self-Verification Absences: Students may use up to two Self-Verified Absences per course for reasons such as minor illness or mental health needs. These are the only absences that do not require documentation. However, Self-Verified Absences may not be used on key course dates (e.g., exams, group projects, presentations, or required field trips). This option does not guarantee the opportunity to make up missed work or receive grading adjustments.

Unexcused absences are those not documented via the Absence Form within the required 48-hour window and not supported by valid justification. These absences are subject to academic penalties.

Excused Absences may include situations such as hospitalization or religious observance (provided the latter is communicated within the first week of the term). For Excused Absences, faculty will consider possible accommodations such as make-up work or alternative assignments.

To request an absence review, students must submit the Absence Form (available on Teams) within 48 hours of the missed class. Student Affairs will log the absence, evaluate the request, and classify it as Self-Verified, Excused, or Unexcused. While Student Affairs communicates the classification to faculty, instructors retain discretion over how absences affect grades and coursework. Students will only be informed when an absence has been deemed unexcused or further clarification is needed.

#### What else is considered an absence?

- arriving to class 20 minutes after the scheduled class time
- 2 late arrivals = 1 absence
- leaving class 30 minutes early
- expulsion from class

#### What is considered a late arrival?

Arriving 10-20 minutes after class start will count as a late arrival. After that, as mentioned in the section above, it will be considered an absence.

## **Absences and Course Changes**

Absences from a dropped course will be carried over to any new course added during the drop/add period.

## **Academic Probation Policy**

Excessive absences may result in academic probation:

- Warning Process: Students will receive two formal warnings and be required to meet with the academic team.
- Probation Criteria:
  - Enrolled in 5+ courses and at risk of failing 3 or more (with 5+ absences each).
  - Enrolled in 4 courses and at risk of failing 2 or more (with 5+ absences each).

Students on probation must meet with the Director and sign an agreement to improve attendance. Failure to comply may lead to expulsion, which may affect legal residency status (visa).

## **Class Participation**

Participation is a graded component and requires:

- Being on time and prepared.
- Active and respectful contributions to in-class and online discussions.
- Demonstrating critical thinking.
- Respectful interaction with faculty and peers.

Disrespectful or inflammatory remarks will not be tolerated. (See rubrics for participation rubric).

**Academic Integrity:** Academic honesty is essential.

- Plagiarism, self-plagiarism, and cheating will result in penalties, up to and including dismissal from the program.
- Self-plagiarism (resubmitting your own work for multiple classes) is treated as cheating.
- Major assignments (typically worth 20% or more of the final grade) will be submitted through plagiarism-detection software.

## **Use of Electronic Devices**

Electronic devices (laptops, phones, tablets, etc.) are not allowed unless permission is granted by the professor or a formal accommodation is in place. Requests for accommodations should be



made at the beginning of the term to the Director of Academic Affairs.

### Online Class Participation

Students may attend classes online only with prior approval from both the academic coordinator and the professor.

- Remote attendance requires appropriate justification and documentation, please present this to student affairs

### Use of Electronic Translators

In language courses, electronic translators are not permitted for writing assignments. Submitting machine-translated work will result in an automatic "F" for the course.

### Late Submissions & Missed Evaluations

- Students may complete missed evaluations (exams, presentations, etc.) but with penalties.
- ***If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is justified***, the student will have the right to do the evaluation activity **without a penalization** - within one week of returning to school. Passed 8 days or more and the student will receive the following penalty: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once the student has been back in school for 14 days, the assignment will receive the grade of 0.
- ***If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is NOT justified***, the student will have the right to do the evaluation activity **with a penalization**: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.
- ***If a student hands in a homework assignment late (due dates are always on Teams), the penalization is as follows***: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.

### Examination Conduct

- Students must work independently unless instructed otherwise.
- No talking, comparing papers, or collaboration during exams.
- Any misconduct will result in failure of the exam and may lead to failure of the course and disciplinary action.

## Academic Policies

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All students are responsible for reading, knowing, and understanding the information pertinent to their areas of study available in the ACM Catalog. The catalog contains requirements for all degree programs, course descriptions, academic policies, and regulations that govern ACM. All parts of the catalog are subject to annual changes as university rules, policies, and curricula change. It is your responsibility to keep informed of such changes; failure to do so will not exempt you from whatever penalties you may incur. Catalogs are published from August through July.

Review the latest catalog at: <https://www.acmfrance.org/academics/catalog>

## Schedule of Classes and Assignments

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SESSION	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES
session 1	Friday June 20th	Introductions; Course Objectives;  Sex Ed in the US (full 2.5hrs)	<p>The Sexual Information and Education Council of the United States [SIECUS]. (March 5, 2020). Lack of state sex ed regulation puts students in danger of receiving harmful lessons, report finds. <a href="https://siecus.org/state-profiles-2019-announcement/">https://siecus.org/state-profiles-2019-announcement/</a> Santelli, J., Kantor, L., Grilo, S., Speizer, I., Lindberg, L., Heitel, J., Schalet, A., Lyon, M., Mason-Jones, A., McGovern, T., Heck, C., Rogers, J. &amp; Ott, M. (2017). Abstinence-Only- Until-Marriage: an updated review of U.S. policies and programs and their impact. <i>Journal of Adolescent Health</i>, 273-280.</p> <p>Astle, S., McAllister, P., Emanuels, S., Rogers, J., Toews, M., Yazedjian, A. (2021). College students' suggestions for improving sex education in schools beyond 'blah blah blah condoms and STDs'. <i>Sex Education</i>, 21(1), 91- 105. Igras, S.M., Macieira, M., Murphy, E., Lundgren, R. (2014). Investing in very young adolescents' sexual and reproductive health. <i>Global Public Health: An International Journal for Research, Policy and Practice</i>, 9 (5), 555-569. 10.1080/17441692.2014.908230</p>
session 2	Monday	What is	Fox, A.M., Himmelstein, G., Khalid, H., Howell, E.A.

	June 23rd	comprehensive sex ed?  Sexuality Myths (first 2hrs)  Sex Research pt. 1 (last half hour)	(2019). Funding for abstinence- only education and adolescent pregnancy prevention: Does state ideology affect outcomes? American Journal of Public Health, 109 (3), 497-504. Garg, N. & Volerman, A. (2020). A National Analysis of State Policies on Lesbian, Gay, Bisexual, Transgender, and Questioning/Queer Inclusive Education. Journal of School Health. 91 (2). Proulx, C.N., Coulter, R., Egan, J.E., Matthews, D.D., Mair, C. (2019). Associations of Lesbian, Gay, Bisexual, Transgender, and Questioning–Inclusive Sex Education with Mental Health Outcomes and School-Based Victimization in U.S. High School Students. Journal of Adolescent Health, 64 (5), 608-614. Mark, K. (Dec. 13, 2021). Who Can Experience Love. The Abstinence Project.Orenstein, P. (2017, March). What young women believe about their own sexual pleasure. [Video]. TED Conferences. Zaneva, M., Philpott, A., Singh, A., Larsson, G., Gonsalves, L. (2022). What is the added value of incorporating pleasure in sexual health interventions? A systematic review and meta-analysis. Plos One, 17(2).
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SESSION	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES
session 3	Wednesday June 25th	Sex Research pt.2 (first hour & a half)  <b>In-Class Activity: Sex Research in the Media (last hour)</b>	Masters, W.H., & Johnson, V. E. (1966). Human sexual response.  Bijoux Indiscrets. (2006). Librería de Orgasmos.
session 4	Thursday June 26th	Human Sexual Anatomy (full 2.5hrs)  <b>Homework: Sex Research</b>	Nagoski, E. (2015). Come as you are: The surprising new science that will transform your sex life.  Kalampalikis, A. & Michala, L. (2021). Cosmetic labiaplasty on minors: a review of current trends

		<b>Studies in the News</b>	<p>and evidence. International Journal of Impotence Research.</p> <p>Lever, J., Frederick, D. A., &amp; Peplau, L. A. (2006). Does size matter? Men's and women's views on penis size across the lifespan. Psychology of Men and Masculinity, 7, 129– 143.</p> <p>Frederick, D. A., Peplau, L. A., &amp; Lever, J. (2008). The Barbie mystique: Satisfaction with breast size and shape across the lifespan. International Journal of Sexual Health, 20, 200-211.</p>
session 5	Monday June 30th	<p>Human Sexual Response (first hour)</p> <p><b>In-Class Anatomy Quiz (30 min)</b></p> <p>Relationships, Attachment, Love pt.1 (last hour)</p>	<p>The Vulva Gallery. <a href="https://www.thevulvagallery.com/the-vulva-gallery">https://www.thevulvagallery.com/the-vulva-gallery</a></p> <p>OMGYes.com</p> <p>Graham, J. (2017). Good sex: Getting off without checking out.</p> <p>Gunter, J. (2019). The Vagina Bible.</p>
session 6	Tuesday July 1st	<p>Relationships, Attachment, Love pt.2 (first hour &amp; a half)</p> <p><b>In-Class Activity: Romantic Myths in the Media (last hour)</b></p>	<p>Solomon, A. (2020). Taking Sexy Back: How to Own Your Sexuality and Create the Relationships You Want.</p> <p>Perel, E. (2007). Mating in captivity: Unlocking erotic intelligence.</p> <p>Jones, Daniel. (2014). Love Illuminated: Exploring Life's Most Mystifying Subject (with the Help of 50,000 Strangers). Lunn, Natasha. (2021). Conversations on Love.</p> <p>Gottman, John &amp; Julie. (2024). Fight Right: How Successful Couples Turn Conflict into Connection</p> <p>Fern, J. (2020). Polysecure: Attachment, trauma and consensual non-monogamy.</p>
session 7	Wednesday	Sex, Gender,	

	July 2nd	<p>Gender Roles pt.1 &amp; pt.2 (full 2.5hrs)</p> <p><b>Homework:</b> <b>Sex &amp; Gender</b></p>	<p>Rich, Adrienne. (1995). Of Woman Born: Motherhood as Experience and Institution.</p> <p>de Beauvoir, Simone. (1949). The Second Sex.</p>
session 8	Thursday July 3rd	<p>Sex, Gender, Gender Roles pt.1 &amp; pt.2 (first half hour)</p> <p>Jealousy (2hrs)</p>	<p>Vaid-Menon, Alok. (2020). Beyond the Gender Binary.</p> <p>Stanley Blair, Gabrielle. (2022). Ejaculate Responsibly: A Whole New Way to Think about Abortion.</p> <p>Engeln, R. 2017. Beauty Sick: How the Cultural Obsession with Appearance Hurts Girls and Women.</p> <p>Attridge, M. (2013). Jealousy and Relationship Closeness: Exploring the Good (Reactive) and Bad (Suspicious) Sides of Romantic Jealousy. Sage.</p> <p>Kupfer, T. et al. (2022) Why are some people more jealous than others? Genetic and environmental factors. Evolution and Human Behavior, 43 (1).</p>
session 9	Monday July 7th	<p>Infidelity (first hour &amp; a half)</p> <p>Sexual Health, STIs, Safer Sex pt.1 (last hour)</p> <p><b>Homework:</b> <b>Infidelity</b> <b>Readings &amp; Reflections</b></p>	<p>Sullivan, K.T. (2021). Attachment style and jealousy in the digital age: do attitudes about online communication matter? Front Psychol, 12.</p> <p>Perel, E. (2017). The State of affairs: Rethinking infidelity. Jackman, M. (2015). Understanding the cheating heart: What determines infidelity intentions? Sexuality and Culture, 19, 72– 84.</p> <p>Martin, W. (2018). Untrue: Why nearly everything we believe about women, lust, and infidelity is wrong and how the new science can set us free.</p> <p>Youngblood, K.J. (2022). Surviving the affair: a qualitative phenomenological case study of the strategies couples utilize to repair their marriage successfully after the occurrence of infidelity. (Doctoral Dissertation), Liberty University.</p>

session 10	Tuesday July 8th	<p>Sexual Health, STIs, Safer Sex pt.2 (first half hour)</p> <p>Consent (1.5hrs)</p> <p>Sexual Difficulties aka "Sexual Dysfunctions" (last half hour)</p>	<p>Park, I. (2021). Strange Bedfellows: Adventures in the science, history, and surprising secrets of STDs.</p> <p>Simon, Rachel. (2024). The Every Body Book of Consent: An LGBTQIA-Inclusive Guide to Respecting Boundaries, Bodies, and Beyond</p> <p>Martin, Betty. (2021). The Art of Giving and Receiving: The Wheel of Consent.</p> <p>Muehlenhard, C. (2016). The Complexities of Sexual Consent among College Students: A conceptual and empirical review. The Journal of Sex Research, 53 (4-5). Javidi, H. et al. (2022). Internal consent, affirmative, external consent, and sexual satisfaction among young adults. The Journal of Sex Research.</p> <p>Kaz. (2022). Sex education should start with consent. [Video]. TED Conferences.</p>
session 11	Wednesday July 9th	<p>Sexual Difficulties aka "Sexual Dysfunctions," Sex Therapy (full 2.5hrs)</p>	<p>McCarthy, B. (2019). Sex Made Simple: Clinical Strategies for Sexual Issues in Therapy</p> <p>Van Anders, S.M., Herbenick, D., Brotto, L.A., Harris, E.A., Chadwick, S.B. (2022). The heteronormativity theory of low sexual desire in women partnered with men. National Library of Medicine, 51 (1), 391-415.</p> <p>Horvath, Z., Smith, B.H., Sal, D., Hevesi, J., Rowland, D.L. (2020). Body image, orgasmic response, and sexual relationship satisfaction: understanding relationships and establishing typologies based on body image satisfaction. Journal of Sexual Medicine, 8 (4), 740-751.</p> <p>Tsung-Chieh, J.F., Arter, J., Sanders, S.A., Dodge, B. (2018). Women's experiences with genital touching, sexual pleasure, and orgasm: Results from a U.S. probability sample of women ages 18 to 94. Journal of Sex and Marital Therapy, 44 (2), 201- 212.</p>

			Avery-Clark, C. & Weiner, L. (2017). Sensate Focus in Sex Therapy, The Illustrated Manual.
session 12	Thursday July 10th	Kinks & Fetishes (first hour);  <b>In-Class Activity: Case Study (sex therapy) (last hour &amp; a half)</b>	Mitchell, R. W. (2018). The development of erotic desires. University Presentation Showcase Event.  Lehmiller, J.J. (2018). Tell me what you want.  Taormino, T. (2012). The Ultimate Guide to Kink.  Wiseman, J. (1992). SM 101: A Realistic Introduction.
SESSION	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES
session 13	Monday July 14th	<b>Guest Speaker- BDSM Basics &amp; Safety (TBD and date may change depending on speaker's availability) (first hour &amp; a half)</b>  Sexual Assault & Trauma pt.1 (last hour)	Clonan-Roy, K., Goncy, E.A., Naser, S.C., Fuller, K.A., DeBoard, A., Williams, A., & Hall, A. (2020). Preserving abstinence and preventing rape: how sex education textbooks contribute to rape culture. Archives of Sexual Behavior, 50, 231-245. Fava, N.M. and Bay-Cheng, L.Y. (2013). Trauma-informed sexuality education: recognizing the rights and resilience of youth. Sex Education, 13 (4), 383-394. Bohns, V.K. & DeVincent, L.A. (2018). Rejecting unwanted romantic advances is more difficult than suitors realize. Social Psychological and Personality Science, 10 (8). Faulkner, M. (Sep. 3, 2015). When sex education emphasizes shame, it harms youth who have been sexually abused. Phys.org. Rape, Abuse and Incest National Network. (2020). The criminal justice system: statistics. Brown, B. (2014, March). Listening to shame. [Video]. TED Conferences. Van der Kolk, B. (2014). The body keeps the score: Mind, brain and body in the transformation of trauma.
session 14	Tuesday July 15th	Sexual Assault & Trauma pt.2 (first 2hrs)	Kenny, M. C., & Wurtele, S. K. (2008). Toward prevention of childhood sexual abuse: preschoolers' knowledge of genital body parts.

		<p><b>Homework:</b> <b>Sexual Assault &amp; Trauma</b></p> <p>Sex Work pt.1 (last half hour)</p>	<p>Proceedings of the Seventh Annual College of Education Research Conference: Urban and International Education Section, 74-79.</p> <p>Richmond, H. (2021). Reclaiming pleasure: a sex positive guide for moving past sexual trauma &amp; living a passionate life.</p> <p>Walker, P. (2021). Complex PTSD: From surviving to thriving.</p> <p>Levine, P. &amp; Frederick, A. (1997). Waking the tiger: healing trauma. Maté, G. (2019). When the body says no.</p> <p>Miller, C. (2019). Know my name.</p> <p>Babbel, S. (2018). Heal the body, heal the mind: A somatic approach to moving beyond trauma.</p> <p>Phillips, N.D. (2016). Beyond blurred lines: rape culture in popular media.</p>
session 15	Wednesday July 16th	Sex Work pt.2, Porn Literacy, Ethical Porn pt.1 (full 2.5hrs)	<p>West, N. and Horn, T. (2021). We too: Essays on sex work and survival.</p> <p>Matija, S., Štulhofer, A., Božić, J. (2013). Revisiting the association between pornography use and risky sexual behaviors: the role of early exposure to pornography and sexual sensation seeking. The Journal of Sex Research, 50 (7), 633- 641.</p> <p>Harsey, S.J., Noll, L.K., Miller, M.J., Shallcross, R.A. (2021). Women's Age of First Exposure to Internet Pornography Predicts Sexual Victimization. Dignity: A Journal of Analysis of Exploitation and Violence, 6 (5),1.</p> <p>Kumar P., Patel V.K., Bhatt, R.B., Vasavada, D.A., Sangma, R.D., Tiwari, D.S. (2021). Prevalence of Problematic Pornography Use and Attitude Toward Pornography Among the Undergraduate</p>



			<p>Medical Students. Journal of Psychosexual Health, 3(1), 29-36.</p> <p>Taormino, T. (2012). The feminist porn book: the politics of producing pleasure.</p> <p>Pierce C. (2019, April). How porn skews sexual expectations.</p>
session 16	Thursday July 17th	<p>Masturbation, Self-Care, Toys (first hour)</p> <p><b>Final Exam (2nd hour)</b></p> <p>Final Reflections (last half hour)</p>	<p>Cornog, M. (2003). The Big Book of Masturbation: From Angst to Zeal.</p> <p>Morgan, T. (2015, June). Masturbation myths.</p> <p>Graham, J. (2017). Good sex: Getting off without checking out.</p> <p>OMGYes.com</p> <p>Dodson, Betty. (1992). Sex for One: The Joy of Selfloving.</p>

## Academic Integrity and Use of Electronics

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A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software.

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

### Use of Electronic Equipment in Class

All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

**If students are using laptops, ipads, smartphones, etc. to do anything NOT related to this class, their participation grade will be negatively impacted.**

#### Online classes

Students can only connect to classes online if the teacher specifies it or in case of sickness or injury. **Connecting to online classes won't justify your absence automatically, you will still need to submit the necessary documentation via Absences Form.** Students before connecting online need the prior approval of the academic coordinator and the teacher.

## Class Participation

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Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated. See participation rubric in "Rubrics."

## Late Submission and Missing Evaluations

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(Repeated above)

- Students may complete missed evaluations (exams, presentations, etc.) but with penalties.
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is justified, the student will have the right to do the evaluation activity without a penalization - within one week of returning to school. Passed 8 days or more and the student will receive the following penalty: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once the student has been back in school for 14 days, the assignment will receive the grade of 0.
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is NOT justified, the student will have the right to do the

evaluation activity with a penalization: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.

- If a student hands in a homework assignment late (due dates are always on Teams), the penalization is as follows: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.

**Students who have not performed or sent the evaluation activity to their teacher before 8 days have passed, the activity, exam, or presentation will result in a zero.** It is the student's responsibility to ask the teacher and keep up on whatever they missed when they were absent, absence justified or not. The teacher is not responsible for updating students on each class and activity they miss.

**Students who hand in an assignment (homework or in-class assignment) or make up a presentation one day late will receive a 2-point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc until 7 days late. At 8 days late or more, the grade will be a 0.**

**\*\*In order to not miss assignments, make it a habit to check Teams regularly!!**

## Rubrics

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### Rubric: Participation

	Excellent	Good	Fair	Poor
<b>In-Class Contributions</b>	Consistently makes substantive, original contributions. Consistently contributes quality to class discussion.	Sometimes makes substantive, original contributions. Sometimes contributes quality to class discussion.	Rarely makes substantive, original contributions. Rarely contributes quality to class discussion.	Does not make substantive, original contributions or contribute quality to class discussion.
<b>Participation</b>	Consistently asks and answers questions voluntarily.	Sometimes asks and answers questions voluntarily.	Asks and answers questions only when prompted.	Does not ask or answer questions in class.

<b>In-class activities</b>	Proactive contributor to class activities and group work.	Usually approaches class activities with enthusiasm.	Sometimes shows interest and contributes to class activities.	Shows little interest in class activities.
<b>Respectful behavior</b>	Consistently pays attention to others' comments and responds with respect. Consistently shows active listening to teacher and classmates.	Usually pays attention to others' comments. Usually demonstrates active listening.	Pays some attention when others talk. Limited demonstration of active listening.	Pays little attention when others talk. Inattentive.
<b>Classroom Policy</b>	Follows classroom policies. Does not use phone, headphones, or laptop during class to work on tasks unrelated to this course.	Usually follows classroom policies. Rarely uses phone, headphones, or laptop during class to work on tasks unrelated to this course.	Sometimes follows classroom policies. Often uses phone, headphones, or laptop during class to work on tasks unrelated to this course.	Rarely follows classroom policies. Usually uses phone, headphones, or laptop during class to work on tasks unrelated to this course.

#### Rubric: Presentations

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Preparation:</b>	Complete range of	Adequate	Rely solely on a	Use of only one

<b>Sources and Content</b>	sources used and properly cited in APA 7. Appropriate content for topic. Demonstrate complete understanding of content.	sources used and properly cited in APA 7. Appropriate content and a good understanding of it.	couple sources, and/or sources are not cited. Adequate content and understanding of for topic	source, or sources not cited.. Missing content to understand topic and demonstrates a weak understanding of it.
<b>Critical thinking and analysis</b>	Complete understanding of multiple perspectives on the topic. Draws multiple connections between topic and course content.	Good understanding of multiple perspectives on the topic. Able to make some connections between topic and course content.	Adequate understanding of some perspectives on the topic. Able to make one connection between topic and course content.	Only demonstrates one perspective on the topic. No connections between topic and course content.
<b>Organization and clarity</b>	Great organization of topic content. Easy to follow. Strong discussion and clear arguments of key concepts.	Good organization of topic content. Easy to follow. Includes discussion of some important concepts.	Adequate organization of topic content. Not easy to follow the development of the presentation. Conclusions seem predetermined or key concepts missing.	Poor organization of topic content. Difficult to follow the development of the presentation. Conclusions were predetermined or key concepts missing.
<b>Leadership and collaboration with group members</b>	Work together with group members to voice different opinions. Great balance between members with clear roles for each. Work divided equally.	Work together with group members to voice different opinions. Work divided equally.	Lacking team cohesion and flow between different members' perspectives and roles. Work not shared equally.	Lacking respect for other members, team cohesion and flow between different members' perspectives and

				roles. Work not shared equally.
<b>Presentation Skills</b>	Great use of creative mediums (presentation materials, slides) or other techniques to engage audience. Speaks clearly with engaging body language, and demonstrates knowledge of subject without reading slides verbatim.	Presentation organized cohesively and aesthetically ok. Speaks clearly and does not simply read slides directly.	Presentation organization and cohesiveness are ok. Relies on slides to present.	Presentation lacks organization or cohesiveness. Relies on slides to present.

#### Rubric: Self-Reflections (Homework)

	Excellent	Good	Fair	Poor
<b>Assignment Completion and Content</b>	Followed instructions of assignment; demonstrates full engagement in and completion of assignment.	Impartial completion of assignment or instructions not followed correctly.	Impartial completion of assignment and instructions not followed correctly.	Disregard for requirements of assignment.
<b>Critical thinking and connections</b>	Insightful and novel analysis. Clear connection between	Substantial analysis. Includes reflections	Lacks enough evidence of critical thinking. Few	Basic information; no analysis or

	one's reflections and course materials.	relevant to course materials.	connections between reflections and course materials.	insight demonstrated.
<b>Depth &amp; Breadth of Reflection</b>	Very thoughtful reflection that shows effort to understand oneself and/or course materials. Demonstrates depth of ideas. Provides clear examples to back up arguments.	Thoughtful reflection that shows effort to understand oneself and/or course materials. Demonstrates a depth of ideas.	Thoughtful reflection that shows some effort to understand oneself. Lacking in depth and breadth of ideas.	Reflection remains at surface level of understanding oneself and course materials. Almost no depth or breadth of ideas.
<b>Coherence and Flow</b>	Reflections are clear, concise, grammatically correct, fluid, and easy to read, in an academic tone.	Reflections are clear and grammatically correct.	Reflections are slightly disorganized, needed to reread, and/or contain some grammatical errors.	Reflections are unorganized and contain multiple grammatical errors.

## Evaluation Sum-Up//Grading System

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Evaluation	Percentage
In-Class Participation	20%
In-Class Group Assignments & Individual Assignments	20%
Homework Assignments & Self-Reflections	30%
Experiential Learning Activities (ELAs)	20%
Final Exam	10%
<b>Total</b>	<b>100%</b>