



School of Humanities and Social Sciences

PSY 330-BAR 1

Human Sexuality

202627 Summer

Course Details

Credit Hours: 3

Human Sexuality OREGON

Days: Monday, Tuesday, Wednesday, Thursday

Monday June 21 to Thursday July 22

Time: 11.45am to 2.15pm

Total Course Hours: 45 hours (18 sessions)

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



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

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. This course is like an adult sex ed course with a focus on psychology and social influences - much needed after most students do not receive comprehensive sex education in the US prior to studying abroad. 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 improved sexual, physical, and mental health outcomes. It is essential that everyone in this course contributes to creating a safe and respectful environment, free of judgment. Students will understand how sex in society is framed as taboo or a source of shame, as consumption or as labor, and as a source of empowerment or key to social and cultural social norms. This course also focuses on clinical populations, sexual difficulties, and how they show up in therapy settings. In this sense, healthy sexuality is highlighted as a pillar of mental and physical health, and students who study psychology, public health, or another social science will be able to apply sexual health to their respective field.

Course Objectives

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 perspectives of sex and relationships.

Analyze and discuss research and theories about sex, gender, sexual expression, and sexual orientation.

Remove the stigma and shame around talking openly about sexuality.

Understand how sexual difficulties (i.e. pain, trauma, anxiety, shame, and sexuality disorders listed in the DSM) impact mental and physical health, and how these are addressed in therapeutic settings.

Learn about the science, resources, and information to increase accurate knowledge about sexuality.

Understand the current state of sex education policies in the US vs. other countries with better health outcomes (i.e. lower teen pregnancy rates, lower STI rates).

Explore and reflect on your own personal views of your sexual identity.

Learning Outcomes

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.

Students should demonstrate: responsibility and accountability, independence and 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.

Cultural Learning Objectives - Human Sexuality in Barcelona

Completing this course in Barcelona is unique to doing it anywhere in the US. Living in Europe means the students not only get to immerse themselves in local cultural customs and practices, but also observe the US from an outsider's perspective. This class has always been a "life skills" class, an experiential course that is about so much more than lecturing inside a classroom. From the guest speakers to the field trips, students get to experience a student lifestyle unique to theirs at home. Barcelona is a very sex positive city known for its progressive stances on LGBTQIA+ rights and women's rights. Sexual health is rightfully regarded as part of physical and mental health, confirmed by the

popularity of talks, workshops, and other educational events related to sexuality in the city. Students will consistently be invited to approach their work in this course from a cultural lens. Willow is part of several networks of mental health professionals in Barcelona - this means that students can interview a wide variety of sex therapists, social workers, medical professionals, mindfulness practitioners, and folks in other lifestyles (like kink or polyamory). The experiential learning activity (ELA) requires students to examine their own beliefs and assumptions around sexuality and interview and learn from professionals or simply folks who have explored their identity in different ways (i.e. a straight man who does drag, a married couple navigating the stigma that comes with having an open marriage, a burlesque performer). The students also try something new themselves like attending a workshop on consent or the basics of safety in BDSM, or getting a tour of the Erotic Museum. Barcelona's open approach to sexuality chips away at years of sexual shame that too many students carry, and since many of them received little to no sex education at all before this course, they leave Barcelona with a newfound understanding of themselves, increased confidence and self-esteem, and in turn more positive mental health.

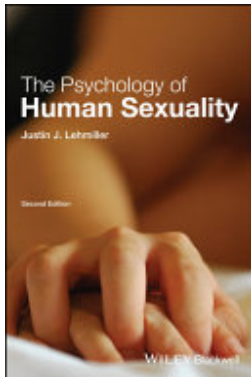
Instructional Methods and Activities

Regular student participation is encouraged and all questions are welcome. Every student has the opportunity to participate throughout the entirety of the course with different students, as group work will be randomly assigned. 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.

****CHECK TEAMS EVERYDAY**** It is highly recommended that every student install the Microsoft Teams app on their phone. That way they will not miss any announcements, posted readings, or assignments.

****LAPTOPS AND PHONES NOT PERMITTED IN CLASS**** Students must buy a notebook to take notes during class.

Primary/Required Textbooks and Materials



The Psychology of Human Sexuality

ISBN: 9781119164715

Authors: Justin J. Lehmiller

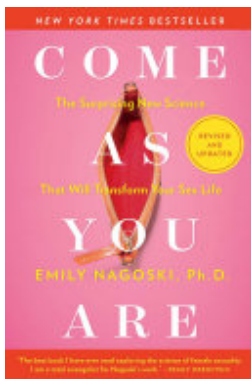
Publisher: John Wiley & Sons

Publication Date: 2017-12-26

Additional Information:

Textbook is available at IAU at all times, just ask your professor.

Recommended/Optional Materials



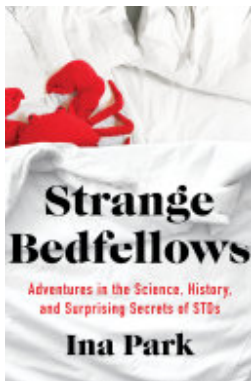
Come As You Are: Revised and Updated

ISBN: 9781982165314

Authors: Emily Nagoski

Publisher: Simon & Schuster

Publication Date: 2021-03-02



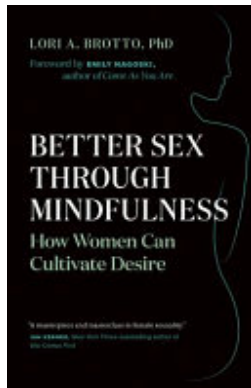
Strange Bedfellows

ISBN: 9781250206657

Authors: Ina Park

Publisher: Flatiron Books

Publication Date: 2021-02-02



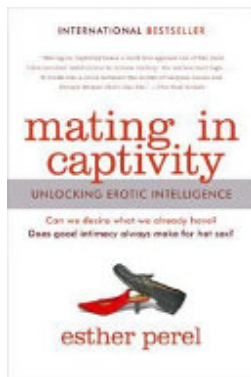
Better Sex Through Mindfulness

ISBN: 9781771642354

Authors: Lori A. Brotto

Publisher: Greystone Books

Publication Date: 2018-04-01



Mating in Captivity

ISBN: 9780060753641

Authors: Esther Perel

Publisher: Harper Collins

Publication Date: 2007-10-30



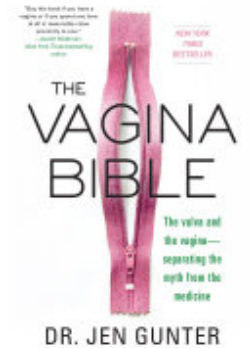
Conversations on Love

ISBN: 9780593296592

Authors: Natasha Lunn

Publisher: Penguin

Publication Date: 2022-04-19



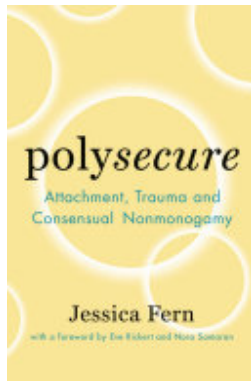
The Vagina Bible

ISBN: 9780806539355

Authors: Dr. Jen Gunter

Publisher: Citadel Press

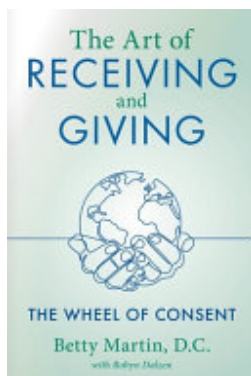
Publication Date: 2019-08-27



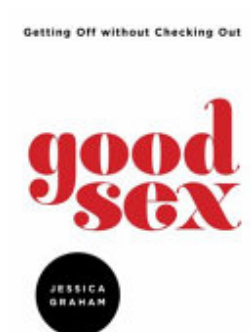
Polysecure
ISBN: 9781944934996
Authors: Jessica Fern
Publisher: Thorntree Press LLC
Publication Date: 2020-10-23



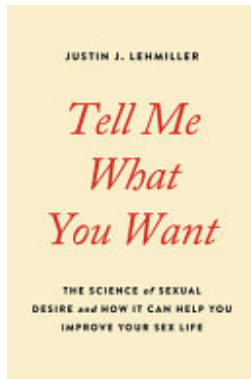
The State of Affairs
ISBN: 9780062322609
Authors: Esther Perel
Publisher: HarperCollins
Publication Date: 2017-10-10



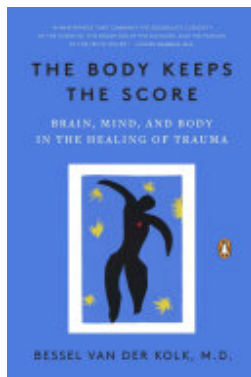
The Art of Receiving and Giving
ISBN: 9781643883083
Authors: Betty Martin
Publication Date: 2021-02-19



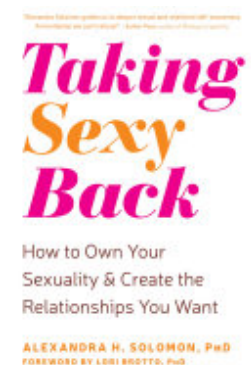
Good Sex
ISBN: 9781941529591
Authors: Jessica Graham
Publication Date: 2017-05-20



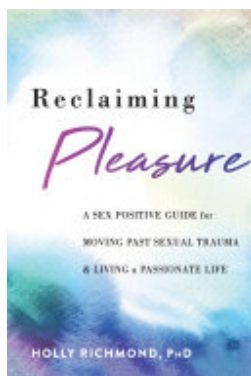
Tell Me What You Want
ISBN: 9780738234960
Authors: Justin J. Lehmiller
Publisher: Da Capo Lifelong Books
Publication Date: 2020-07-14



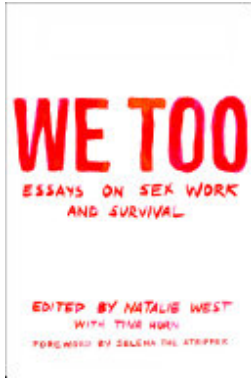
The Body Keeps the Score
ISBN: 9780143127741
Authors: Bessel A. Van der Kolk
Publisher: Penguin Books
Publication Date: 2015-09-08



Taking Sexy Back
ISBN: 9781684033485
Authors: Alexandra H. Solomon
Publisher: New Harbinger Publications
Publication Date: 2020-02-02



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

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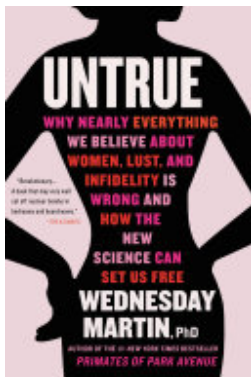
ComplexPTSD : from Surviving to Thriving

ISBN: 9781492871842

Authors: Pete Walker

Publisher: Createspace Independent Publishing Platform

Publication Date: 2013-01-01



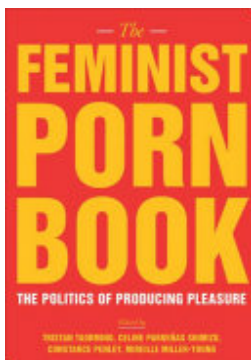
Untrue

ISBN: 9780316463645

Authors: Wednesday Martin

Publisher: Little, Brown Spark

Publication Date: 2018-09-18



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



Feel It All

ISBN: 9781398716322

Authors: Casey Tanner

Publisher: Hachette UK

Publication Date: 2024-05-16



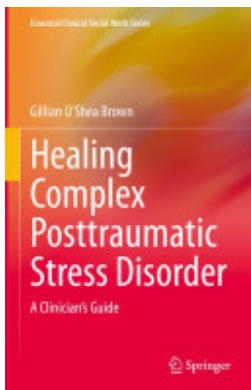
Know My Name

ISBN: 9780241988374

Authors: Chanel Miller

Publisher: Penguin UK

Publication Date: 2019-09-24



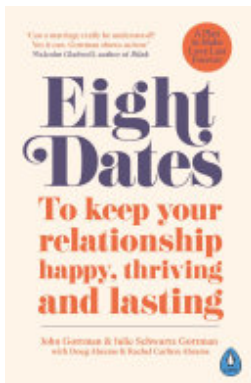
Healing Complex Posttraumatic Stress Disorder

ISBN: 9783030614164

Authors: Gillian O'Shea Brown

Publisher: Springer Nature

Publication Date: 2021-04-30



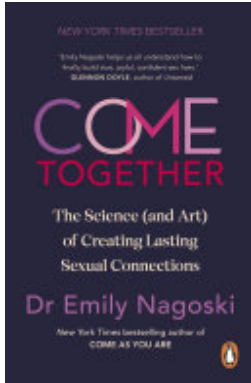
Eight Dates

ISBN: 9780241988367

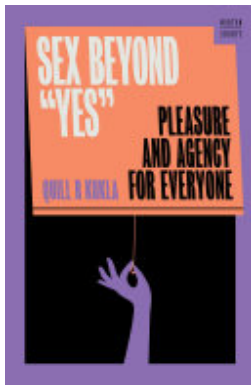
Authors: John Schwartz Gottman, Julie Schwartz Gottman, Rachel Abrams, Doug Abrams

Publisher: Penguin UK

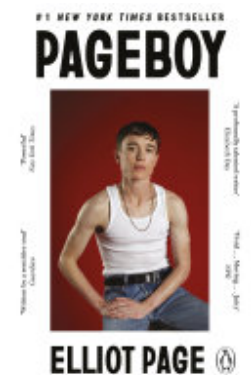
Publication Date: 2019-07-04



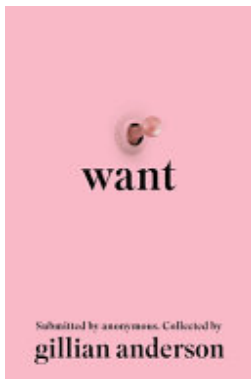
Come Together
ISBN: 9781529928464
Authors: Emily Nagoski
Publisher: Random House
Publication Date: 2024-02-01



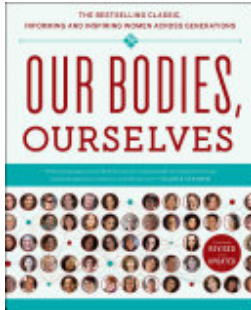
Sex Beyond "Yes"
ISBN: 9781324064930
Authors: Quill R. Kukla
Publisher: W. W. Norton & Company
Publication Date: 2025-09-02



Pageboy
ISBN: 9781529902037
Authors: Elliot Page
Publisher: Random House
Publication Date: 2023-06-06



Want
ISBN: 9781419777295
Authors: Abrams Books, Gillian Anderson
Publisher: Abrams Press
Publication Date: 2024-09-17



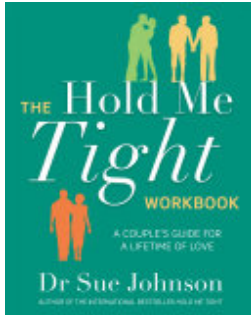
Our Bodies, Ourselves

ISBN: 9781439196656

Authors: Boston Women's Health Book Collective, Judy Norsigian

Publisher: Simon and Schuster

Publication Date: 2011-10-04



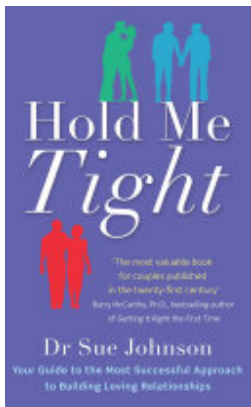
The Hold Me Tight Workbook

ISBN: 9780349433554

Authors: Sue Johnson

Publisher: Hachette UK

Publication Date: 2022-12-13



Hold Me Tight

ISBN: 9780748126323

Authors: Sue Johnson

Publisher: Hachette UK

Publication Date: 2011-02-03

Assessment, Evaluation, and Grading

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

*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

ACM-IAU Grades	Percent Grade	4.0 Scale	Qualitative Meaning of the Grade
A	95-100%	4.0	Outstanding achievement
A-	90-94%	3.7	Superior level of achievement
B+	88-89%	3.3	Meritorious level of achievement
B	84-87%	3.0	Satisfactory level of achievement
B-	80-83%	2.7	Acceptable level of achievement
C+	78-79%	2.3	Average level of achievement
C	74-77%	2.0	Minimal achievement
C-	70-73%	1.7	Minimal achievement
D+	68-69%	1.3	Below minimal achievement
D	64-67%	1.0	Below minimal achievement
D-	60-63%	1.0	Below minimal achievement
F	0-59%	0.0	Unacceptable level of achievement

Attendance

Class attendance and participation are essential to your success at ACM. They will affect your final grade, and unexcused absences will lower your grade by half a letter (e.g., B+ to B). Faculty may also assign additional consequences for excessive or unexcused absences, repeated tardiness, or late work.

What you need to know about our attendance policy

1. If you miss class, submit the Absence Form (AF). You have up to 48 hours after your absence to report it. Use the form—don't just email your professor.
2. You get 2 "self-verification" absences per term. These are for minor or personal issues, such as a cold—no documentation is needed. But self-verification does not excuse you from major academic responsibilities. If you miss something like a presentation, group project, or test, your professor decides what happens next.
3. Your absence will be reviewed and classified as:
 - Self-Verification
 - Excused (with documentation)

- Unexcused

The Attendance Verifier (AV) will notify your professor, but your professor decides how the absence affects your grade.

4. Don't misuse the system. Skipping class because you didn't feel ready, you were traveling, or didn't want to participate is not what the system is for. Patterns like that will be noticed.

Bottom line: You're responsible for using this system honestly and on time. Clear communication helps everyone, but it doesn't guarantee a make-up or exemption.

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.

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 during the enrollment process.

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

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

HUMAN SEXUALITY SUMMER 2027 OREGON			
SESSION	DATE	CONTENTS	READINGS/ACTIVITIES
session 1	Monday June 21	Introductions & Course Objectives; Sex Ed in the US (full 2.5hrs)	The Sexual Information and Education Council of the United States [SIECUS]. Siecus.or Lameiras-Fernández, M., Martínez-Román, R., Carrera-Fernández, M. V., & Rodríguez-Castro, Y. (2021). Sex education in the spotlight: What is working? A systematic review. <i>International Journal of Environmental Research and Public Health</i>, 18(5), 2555. https://www.mdpi.com/1660-4601/18/5/2555 Montenegro-Rivera, C. M., Martínez-Royert, J., & Hernández-Martínez, J. (2026). Sex education for adolescent and young adult university students: A systematic review. https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2026.1759427/full 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.

session 2	Tuesday June 22	What is comprehensive sex ed? Sexuality Myths (first 2hrs) Sex Research pt.1 (last half hour)	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). Crespo-Rodríguez, A. P., González-Esteban, A. T., Gallego-Morón, N., & Montes-López, E. (2026). Factors related to the voluntary termination of pregnancy processes: A systematic literature review. Sexuality Research and Social Policy. https://doi.org/10.1007/s13178-026-01330-9 Shiman, L. J., Pickering, S., Romero, D., & Jones, H. E. (2024). Abortion care access and experience among U.S. immigrants: A systematic review. Journal of Migration and Health, 10, 100248. https://doi.org/10.1016/j.jmh.2024.100248
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FEBRUARY

SESSION	DATE	CONTENTS	READINGS/ACTIVITIES
session 3	Wednesday June 23	Sex as a Science: Sex Research pt.2 (first hour & a half) In-Class Activity: Sex Research in the Media (last hour)	Masters, W.H., & Johnson, V. E. (1966). Human sexual response. Bijoux Indiscrets. (2006). Librería de Orgasmos. Döring, N., Le, T. D., Vowels, L. M., & Marcantonio, T. L. (2025). The impact of artificial intelligence on human sexuality: A five-year literature review (2020–2024). Current Sexual Health Reports, 17, 4. https://doi.org/10.1007/s11930-024-00397-y Beducated.com

sessi on 4	Thursday June 24	Human Sexual Anatomy (full 2.5hrs) Homework: Sex Research Studies in the News	Kalampalikis, A. & Michala, L. (2021). Cosmetic labiaplasty on minors: a review of current trends and evidence. International Journal of Impotence Research. Lehmiller, Justin. (2023). The Psychology of Human Sexuality. Aich, U., et al. (2026). Experimental evidence that penis size, height, and body shape influence assessment of male sexual attractiveness and fighting ability in humans. Frederick, D. A., Peplau, L. A., & Lever, J. (2008). The Barbie mystique: Satisfaction with breast size and shape across the lifespan. International Journal of Sexual Health, 20, 200-211. Gunter, J. (2019). The Vagina Bible. (2025). Women's opinions and experiences of genital aesthetic surgery: A systematic review and meta-synthesis study. Sexual & Reproductive Healthcare, 46, 101157. https://doi.org/10.1016/j.srhc.2025.101157
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sessi on 5	Monday June 28	Human Sexual Response, Desire (first hour) In-Class Anatomy Quiz (30 min) Attachment Systems and Romantic Love (last hour)	OMGYes.com The Vulva Gallery. https://www.thevulgagallery.com/the-vulva-gallery Alabdulkarim, A., Albalawi, I. A. S., Al Qurashi, A. A., et al. (2025). Comprehensive systematic review of breast implant illness: Symptoms, management, and long-term outcomes. <i>Aesthetic Plastic Surgery</i>, 49(1), 169–183. https://doi.org/10.1007/s00266-024-04129-4 Nagoski, E. (2015). <i>Come as you are: The surprising new science that will transform your sex life.</i> Nagoski, E. (2024). <i>Come Together: The Science and Art of Creating Lasting Sexual Connections.</i> Ho, J., Rahaman, M. A., & colleagues. (2026). The influence of attachment and relational quality on developmental outcomes across the lifespan: A systematic review and meta-analytic insights (2014–2024). <i>Frontiers in Psychology</i>, 17, 1745013. https://doi.org/10.3389/fpsyg.2026.1745013
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session 6	Tuesday June 29	Healthy Relationships (first hour & a half) In-Class Activity: Romantic Myths in the Media (last hour)	Perel, E. (2007). Mating in captivity: Unlocking erotic intelligence. Lunn, Natasha. (2021). Conversations on Love. Fern, J. (2020). Polysecure: Attachment, trauma and consensual nonmonogamy. Alsina, E., Browne, J. L., et al. (2024). Interventions to prevent intimate partner violence: A systematic review and meta-analysis. Violence Against Women. https://doi.org/10.1177/10778012231183660 Johnson, Sue (2008). Hold Me Tight. Johnson, Sue (2008). Hold Me Tight Workbook.
session 7	Wednes. June 30	Sex & Gender (full 2.5hrs) Homework: Sex & Gender	López-Orozco, C. F., López-Caudana, E. O., & Ponce, P. (2022). A systematic mapping literature review of education around sexual and gender diversities. Frontiers in Sociology, 7, 946683. https://doi.org/10.3389/fsoc.2022.946683 Page, Elliot. (2023). Pageboy. Arena, J. F., Adriani, B., Mancino, S., Sarno, F., Modesti, M. N., Del Casale, A., & Ferracuti, S. (2025). Gender diversity and mental health: A systematic review of the impact of childhood trauma. Psychiatry International, 6(1), 13. https://doi.org/10.3390/psychiatryint6010013 Ortega-Sánchez, D., Sanz de la Cal, E., Ibáñez Quintana, J., & Encabo-Fernández, E. (2025). Affective-sexual and gender diversity in Spanish education: A systematic literature review. Frontiers in Education, 10, 1333713. https://doi.org/10.3389/educ.2025.1333713

sessi on 8	Thursday July 1	Gender Roles (first half hour) Jealousy (2hrs)	Aulia, S. S., Marzuki, M., Suyato, S., & Arpannudin, I. (2024). Women in gender equality movement: A systematic literature review. <i>Frontiers in Sociology</i>, 9, 1432383. https://doi.org/10.3389/fsoc.2024.1432383 Balducci, M. (2023). Linking gender differences with gender equality: A systematic-narrative literature review of basic skills and personality. <i>Frontiers in Psychology</i>, 14, 1105234. https://doi.org/10.3389/fpsyg.2023.1105234 Utz, S., & Beukeboom, C. J. (2021). Jealousy due to social media? A systematic literature review and framework of social media-induced jealousy. <i>New Media & Society</i>. https://doi.org/10.1177/14614448211005602 Sullivan, K.T. (2021). Attachment style and jealousy in the digital age: do attitudes about online communication matter? <i>Front Psychol</i>, 12.
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sessi on 9	Monday July 5	Infidelity (first hour & a half) Sexual Health, STIs, Safer Sex pt.1 (last hour) Homework: Infidelity Readings & Reflections	Perel, E. (2017). The State of affairs: Rethinking infidelity. Ghiasi, N., Rasoal, D., Haseli, A., & Feli, R. (2024). The interplay of attachment styles and marital infidelity: A systematic review and meta-analysis. Heliyon, 10(1), e23261. https://doi.org/10.1016/j.heliyon.2023.e23261 Haseli, A., Shariati, M., Nazari, A. M., & Keramat, A. (2019). Infidelity and its associated factors: A systematic review. The Journal of Sexual Medicine, 16(8), 1155–1169. https://doi.org/10.1016/j.jsxm.2019.04.011 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. Cote Hernández, G., Meléndez Arango, J. M., Silva Monsalve, G., & Rozo Sánchez, A. (2022). Case study on the perception of infidelity in monogamous and open couples. Revista Científica Signos Fónicos, 9(1). https://doi.org/10.24054/rcsf.v9i1.2435
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sessi on 10	Tuesday July 6	Sexual Health, STIs, Safer Sex pt.2 (first hour) Consent (last hour & a half)	Park, I. (2021). Strange Bedfellows: Adventures in the science, history, and surprising secrets of STDs. Centers for Disease Control and Prevention (CDC). https://www.cdc.gov/sti/index.html Sierra-Yagüe, A., Zafra-Agea, J. A., Aguilar-Quesada, A., González-Cano-Caballero, M., & Del-Pino-Casado, R. (2025). A systematic review and meta-analysis of gamified affective sexual health interventions in schools. Sexuality Research and Social Policy. https://doi.org/10.1007/s13178-025-01118-3 Martin, Betty. (2021). The Art of Giving and Receiving: The Wheel of Consent. Kukla, Q.R. (2025). Sex Beyond Yes: Pleasure and Agency for Everyone. Tremblay, F., Courtemanche, Y., Bélanger, R. E., et al. (2024). A systematic review of the association between history of sexually transmitted infections and subsequent condom use in adolescents. BMC Public Health, 24, 1000. https://doi.org/10.1186/s12889-024-18322-2
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sessi on 11	Wednes July 7	Sexual Difficulties aka "Sexual Dysfunction s"; Sex Therapy (full 2.5hrs)	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. Herbenick, D., Fu, T.-C. J., Dodge, B., Sanders, S. A., & Fortenberry, J. D. (2022). Sexual behaviors, pleasure, and orgasm experiences among U.S. adults: Findings from a nationally representative survey update. Journal of Sexual Medicine. Avery-Clark, C. & Weiner, L. (2017). Sensate Focus in Sex Therapy. Nagoski, Emily. (2021). The Come As You Are Workbook. Brotto, L. (2018). Better Sex through Mindfulness. Richmond, H. (2021). Reclaiming pleasure: a sex positive guide for moving past sexual trauma & living a passionate life.
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sessi on 12	Thursday July 8	Guest Speaker: Andre Lazarus, MS, MA, Certified Sex, Intimacy & Relationshi p Coach & Certified Surrogate Partner (firs t hour & a half) Kinks, Fantasies & Fetishes pt.1 (last hour)	Ben-Zion, I., et al. (2019). Surrogate partner therapy outcomes in vaginismus treatment. Journal of Sexual Medicine. https://www.sciencedirect.com/science/article/abs/pii/S174360951531585X Emelianchik-Key, K., & Stickney, K. (2019). Using surrogate partner therapy in counseling: Treatment considerations. Journal of Counseling Sexology & Sexual Wellness, 1(2), Article 6. https://doi.org/10.34296/01021020 Lehmiller, J. J. (2023). Sexual fantasy research: A contemporary review. Current Opinion in Psychology, 49, 101496. https://www.sciencedirect.com/science/article/abs/pii/S2352250X22002172 (need institution access)
SES SION	DATE	CONTENTS	READINGS/ACTIVITIES

sessi on 13	Monday July 12	Kinks, Fantasies & Fetishes pt.2 (first hour) In-Class Assignment: Sex Therapy Case Study (last hour & a half)	Mitchell, R. W. (2018). The development of erotic desires. Lehmiller, J. (2018). Tell me what you want. Anderson, G. (2024). Want. Taormino, T. (2012). The Ultimate Guide to Kink. Schippers, E. E., Hoogsteder, L. M., & de Vogel, V. (2025). Theories on the etiology of deviant sexual interests: A systematic review. Archives of Sexual Behavior. https://doi.org/10.1177/10790632241271308 Li, S. (2024). The psychology of kink: A cross-sectional survey investigating the association between adult attachment style and BDSM-related identity choice in China. Archives of Sexual Behavior, 53, 2269–2276. https://doi.org/10.1007/s10508-024-02829-1 Brown, A., Barker, E. D., Friedrich, S., & Rahman, Q. (2025). A survey of the United Kink-dom: Investigating paraphilic interest groups and their psychological correlates. Journal of Sex Research. https://doi.org/10.1080/00224499.2025.2486472
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sessi on 14	Tuesday July 13	Masturbation, Self-Care, Toys (full 2.5hrs) TBC Field Trip to Local Sex Shop (guided by sexologist) ELA DUE	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. <i>Journal of Sexual Medicine</i>, 8 (4), 740-751. Cervilla, O., & Álvarez-Muelas, A. (2024). Relationship between solitary masturbation and sexual satisfaction: A systematic review. <i>Healthcare</i>, 12(2), 235. https://doi.org/10.3390/healthcare12020235 Değer, M. D. (2024). Global web trends analysis of sex toys. <i>Sexual Medicine</i>, 12(5), qfae072. https://doi.org/10.1093/sexmed/qfae072 Dewitte, M., & Reisman, Y. (2021). Clinical use of sexual devices and implications for sexual health. <i>Nature Reviews Urology</i>, 18, 359–377. https://doi.org/10.1038/s41585-021-00456-2 (need access)
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sessi on 15	Wednes July 14	Sexual Assault & Trauma (first 2hrs) Homework: Sexual Assault & Trauma Sex Work pt.1 (last half hour)	Kenny, M. C., & Wurtele, S. K. (2008). Toward prevention of childhood sexual abuse: preschoolers' knowledge of genital body parts. Proceedings of the Seventh Annual College of Education Research Conference: Urban and International Education Section, 74-79. Richmond, H. (2021). Reclaiming pleasure: a sex positive guide for moving past sexual trauma & living a passionate life. Walker, P. (2021). Complex PTSD: From surviving to thriving. Levine, P. & Frederick, A. (1997). Waking the tiger: healing trauma. Maté, G. (2019). When the body says no. Miller, C. (2019). Know my name. Babbel, S. (2018). Heal the body, heal the mind: A somatic approach to moving beyond trauma. Phillips, N.D. (2016). Beyond blurred lines: rape culture in popular media. 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. Faulkner, M. (2015). When sex education emphasizes shame, it harms youth who have been sexually abused. Phys.org.
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			Rape, Abuse and Incest National Network. (2020). The criminal justice system: statistics. Van der Kolk, B. (2014). The body keeps the score: Mind, brain and body in the transformation of trauma.
sessi on 16	Thursday July 15	Guest Speaker-BDSM Basics & Safety (first 2 hrs) Homework: Sex Work & Legal Frameworks	Benoit, C., & Mellor, A. (2025). Understanding resilience among people in sex work. <i>Sexes</i>, 6(3), 46. https://doi.org/10.3390/sexes6030046 Brown, A., Barker, E. D., & Rahman, Q. (2019). A systematic scoping review of BDSM: Psychological and interpersonal factors. <i>The Journal of Sex Research</i>. https://doi.org/10.1080/00224499.2019.1665619

sessi on 17	Monday July 19	Sex Work pt.2, Porn Literacy, “Ethical” Porn (full 2.5hrs)	West, N. and Horn, T. (2021). We too: Essays on sex work and survival. 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. Olsson, T., et al. (2023). Exposure to pornography and adolescent sexual behavior: Systematic review. JMIR Publications. https://doi.org/10.2196/43116 Taormino, T. (2012). The feminist porn book: the politics of producing pleasure. Rowland, D. L., & Cooper, S. E. (2024). Pornography and sexual dysfunction: Is there any relationship? Current Sexual Health Reports, 16, 19–34. https://doi.org/10.1007/s11930-023-00380-z
sessi on 18	Tuesday July 22	Final Exam (first hour & a half) Final Review & Reflections (last hour)	<i>Cumulative exam, 25 questions. Multiple choice, fill-in-the-blank, true-or-false.</i>

Class Participation

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. Students are expected to participate 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.”

Rubrics

Rubric: Participation

	Excellent	Good	Fair	Poor
In-Class Contributions	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.
Participation	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.
In-class activities	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.

Respectful behavior	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.
Classroom Policy	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

	Excellent	Good	Fair	Poor
Preparation: Sources and Content	Complete range of sources used and properly cited in APA 7. Appropriate content for topic. Demonstrate complete understanding of content.	Adequate sources used and properly cited in APA 7. Appropriate content and a good understanding of it.	Rely solely on a couple sources, and/or sources are not cited. Adequate content and understanding of for topic	Use of only one source, or sources not cited.. Missing content to understand topic and demonstrates a weak understanding of it.

Critical thinking and analysis	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.
Organization and clarity	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.
Leadership and collaboration with group members	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.

Presentation Skills	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.
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Rubric: Self-Reflections (Homework)

	Excellent	Good	Fair	Poor
Assignment Completion and Content	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.

Critical thinking and connections	Insightful and novel analysis. Clear connection between one's reflections and course materials.	Substantial analysis. Includes reflections relevant to course materials.	Lacks enough evidence of critical thinking. Few connections between reflections and course materials.	Basic information; no analysis or insight demonstrated.
Depth & Breadth of Reflection	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.
Coherence and Flow	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.

RUBRIC FOR ELAs

The objective of the ELA you choose is to improve your knowledge of human sexuality and/or relationships outside the classroom. These activities challenge you to step outside your comfort zone and learn something new that you wouldn't otherwise find in any textbook. Attached you will find ideas and suggestions - you are welcome to combine, modify any of these ideas, or come up with a completely new idea. Your creativity and effort are valued. Make sure to run your idea by me for approval. All ELAs will be handed in on Teams. All will have the same format of (minimum) TWO pages, single spaced, Times New Roman, size 12. *(Ideas/options in separate document). All

ELAs must include: at least 5 cited sources, connection to class material, and description of lived experience.

1. (20/20) Submitted on time + Appropriate choice activity(ies): activities chosen are opportunities for growth and improved knowledge. Sufficient engagement in the activity while it was taking place: adequate participation in activity(ies).
Demonstrate that you immersed yourself in your activities of choice. If your activity included photos, you can hand these in separately, or you can make a vlog and hand that in. If your activity was trying an erotica website for example, you can include screenshots or links to parts of the website that you discuss in your essay. You can choose one activity or combine more than one related activities. Message me if you have any questions about whether your activity counts or not.
2. (20/20) Summary and Synthesis: sufficient, but not excessive, description of the activity itself and what you learned; summarize main points of the activity(ies) in a cohesive way. Explain what you did and learned in a way that allows your audience to understand your experience in detail.
3. (20/20) Sufficient depth of student's feelings regarding the activity(ies): the process of completing this project led you to reflect on your connection to the topics at hand. For example, why did you choose this activity(ies)? What difficulties did you encounter? Speak to your personal growth, what you learned about yourself, how your beliefs changed, how this impacted how you view your own sexuality and relationships, etc.
4. (20/20) Research: use of varied sources of information for the research portion. Must use and cite at least 5 different sources. Demonstrate that you have researched your topic of choice at length. Citations must be in APA7 format at the end as a list and in-text like this (Johnson, 2017). Sources used should be from the last ten years.
5. (20/20) Connection of project subject(s) to course material learned throughout the semester: Connect what you learned in this project to what you have learned throughout the course. **Note: be much more specific than just linking your project to a topic like "relationships," "jealousy," "sex work" or to "gender stereotypes." You can link those topics but you have to get specific within them.

Academic Integrity and Use of Electronics

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, cheating, or using ChatGPT 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 or have used ChatGPT to write the assignment for them.

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.

Late Submission and Missing Evaluations

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 (exam, class presentation etc.) **and the absence is NOT justified. The student will have the right to do the evaluation activity with a penalization.** 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. Passed 8 days or more, the assignment will receive the grade of 0.

Evaluation Sum-Up//Grading System

Evaluation	Percentage
In-Class Participation	15%
In-Class Assignments	20%
Homework Assignments	15%
Experiential Learning Activity (ELA)	20%
Anatomy Quiz	10%
Final Exam	20%
Total	100%

Example of In-Class Assignment: Sex Therapy Case Study

(Handout given includes detailed information on the case)

1. What questions would you ask John in order to understand him and the presenting problem better? Why?
2. What questions would you ask Mary in order to understand her and the presenting problem better? Why?
3. What are the perpetuating factors of the presenting problem?
4. How would you explain to the couple what the presenting problem is? What questions would you ask them as a couple in order to make them realize how their attitudes and behavioral patterns are maintaining the problem?
5. What difficulties/roadblocks do you think this couple may run into during the course of therapy and why?
6. Which lessons and topics that you have learned over the course of this class would be useful to teach this couple? In other words, what would you include in

the “psycho-education” aspect of therapy? Why?

7. What treatment techniques, resources, and/or educational topics that we have discussed in class (in this module and any past modules) would you recommend for this couple? What would you recommend this couple do as “homework”? Why?

Example of Homework Assignment: Sexual Assault and Trauma

Read p.33-52 (chapter 2: How Trauma Impacts Body and Health) of Dr. Susanne Babbel's book, *Heal the Body Heal the Mind* (pdf posted on Teams). Include examples when making claims and cite information from the reading in your answers. Each answer should include at least one example and/or citation.

1. The author describes 3 F responses to trauma, stress, or danger (fight, flight, freeze). What is the fourth F and what does it mean? Explain what it means and give an example. (Use the slides and/or internet for this question). (4-6 sentences)
 2. Can your traumatic memories be activated without you even being aware of that? (just yes or no)
 3. Can an individual have more than one F response in the same situation - yes or no? How do you know? (use the reading to back up your answer). (4-6 sentences)
 4. When we are in fight/flight mode, is digestion a priority for our bodies? (just yes or no)
 5. Name three medical conditions that have been linked to PTSD and chronic stress.
 6. Explain what a “trigger” is and give an example (give an example not already in the book or slides - use your own or make one up). (4-6 sentences)
 7. Do the exercise “Managing Your Buttons.” I don’t need to see it but please do it for yourself. For this answer you can either put your own personal fill-in-the-blank answers if you feel comfortable sharing with me, or you can put N/A and keep it private.
 8. What is one way that works for you to “tame your nervous system”? How does that work for you or what does it look like in practice for you/ how does it help you? What is one way you would like to try or incorporate more of in your life? (4-6 sentences)
 9. True or False: Unresolved trauma can keep us disconnected from both our bodies and the present moment.
 10. What part of the brain assesses threats/danger and communicates with the nervous system to enact a physical response to the threat within seconds?
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Example of Homework: Sex Research Studies in the News

Find a news article online (any online news/magazine, like Men's Health, Mind Body Green, Glamour, Cosmo, CNN, BBC, MSNBC, etc.) reporting on a sex study.

--> Include the 1) link to news story from news outlet and 2) link to scientific study/journal.

Answer the following questions (number your answers):

1. What is the topic of the sex study?
2. What did this study aim to measure?
3. What were the results and conclusions? Are they the same in the study vs. in the article?
4. Are you surprised by the results? Why or why not?
5. How is the study presented by the news story? What bias(es) are present in its presentation by this news outlet?
6. Is the title of the news story accurate to the content of the study? What would be a more accurate title (if applicable)?
7. What kind of study was this? (survey, observational, experimental, correlational, cross-sectional, longitudinal, meta-analysis, etc)?
8. (if applicable) What was the independent variable in this study? What was the dependent variable in this study?
9. Do you think this study did a good job measuring what it set out to measure? How could this study be improved? In other words, what is your critique?
10. What follow-up studies would be useful to conduct?

Example of Homework: Infidelity

- Read the attached excerpts from the books *The State of Affairs* (Esther Perel) and *Untrue* (Wednesday Martin)
- Choose 3 quotes that stood out to you from these pages. At least one from each of the two books (cannot choose all three from the same book). The format should be the following:

1. "Quote" (author last name, page #)

(your analysis here)

1. "Quote" (author last name, page #)

(your analysis here)

1. "Quote" (author last name, page #)

(your analysis here)

- Remember that the best grades will include the following criteria:
 - Follow assignment instructions. 10 sentences minimum for each of the 3 quotes.
 - Each response should include: 1) analysis of quote in context of the reading 2) your personal bias and opinion 3) connection to class materials or class discussion.
 - Demonstrate that you read the full chapters; demonstrate understanding of content.
 - Insightful and novel analysis: Connections between your own reflections, what you've read, and what we've discussed/debated in class.
 - Thoughtful reflection that demonstrates effort to understand course materials, as well as your own biases and opinions. Reflection cannot rely principally on personal opinion. Reflection should also not just copy what the reading says.
 - Provide clear examples to back up arguments (when making general statements, specify with examples either from the reading, your life, or other sources). Avoid making sweeping statements without giving examples.
 - Writing quality
 - Formal, academic tone that is fluid
 - Check for typos
 - When citing quotes or ideas from the readings, include the page number
 - Yes you can use first person, only when stating your perspective
- QUESTIONS to guide your response. Discuss these 3 quotes using the following questions as your guide.
 - Why do people cheat? Why do people who are in "happy relationships" (who even say they are happy and satisfied) still cheat?
 - If someone in a relationship or married is unsatisfied, why do they cheat instead of "just ending the relationship"?
 - Why did you choose this quote? Does it surprise you? Does it align with your beliefs? Does it bother you? Why?
 - Where do your biases come from in relation to the topics of monogamy, marriage, jealousy, and infidelity?
 - Do you know someone who has been cheated on or who has cheated? Do you find yourself judging the people who have cheated in these chapters? What about the people in your own life - how do you relate their behaviors

and personalities to the characters in these chapters? Do you find yourself empathizing?

- Has this reading and/or module altered your vision of infidelity? How? Draw on our class discussions and/or additional research to synthesize your response.
- What is your perspective on marriage? (Back up your personal opinion with evidence from course material, readings, other research you've done, other classes, books, even movies, TV, podcasts, etc.)
- What is your perspective on monogamy? (Back up your personal opinion with evidence from course material, readings, other research you've done, other classes, books, even movies, TV, podcasts, etc.)

Field Studies available if requested by home university:

- Field Study 1: guided trip to the Erotic Museum. Students will be led to the Erotic Museum, located in the center of Barcelona. This museum is small but packed with information relevant to this course, giving a detailed timeline in the form of erotic exhibits from ancient times to modern day. Think of it as a history lesson but focused on the sexuality side of history, with illustrations, objects, and fascinating works of art. The museum also has a quaint garden patio in the back, where the students will be guided through a discussion in which they will share what they have learned in the exhibitions. Here they can digest everything they have read inside, while not being rushed through the museum with other tourists. Given that the course is focused on the psychology of human sexuality from a modern lens, this walk through sexual history and culture complements the students' learning well by giving them a backdrop on which to place their current discoveries and observations about sex and relationships.
- Field Study 2: guided trip to local sex shop. In this field study, students will be guided to a shop within walking distance from IAU. The students will be led through a workshop by an employee on the basics of sex toy safety and best practices for use. Students will learn about the utility of sex toys and other accessories, how to choose which would suit them best, and how to discuss preferences with a potential partner. No student is obligated to purchase anything in-store! The objective of this activity is to disarm the taboo surrounding sex toys and make the students comfortable with the option of exploring toys in the future, if they ever choose to do so. Toys are an invaluable resource in treating sexual difficulties ("dysfunction"). Outside of clinical contexts, toys contribute novelty, intimacy and erotic connection to couples and singles alike. Barcelona is an ideal place to explore "tiendas eróticas" given that there are so many of them in the city

(not hidden in shadows or on side roads off of the highway). Here they are inviting, well organized, and the staff is always knowledgeable.