

Department of Family Relations and Applied Nutrition
University of Guelph

FRAN*6320 (7347) Human Sexuality Across the Lifespan Fall, 2009

Dr. R. Milhausen, MINS 219, Ext. 54397
Office Hours: Monday: 1-3
email: rmilhaus@uoguelph.ca

Thursday, 11:30-2:20
MACS 331

Calendar Description: This course covers research, theoretical and substantive issues relevant to studying human sexuality across the life span. Topics include: child and adolescent sexuality, sexual identity, sexuality in adulthood and old age.

Course Objectives: This course is taught from a **learner-centered perspective** which emphasizes the **exploration of meaning and content knowledge through personal and interpersonal discovery**. FRAN*6320 was developed with consideration to the University of Guelph Learning Objectives. Specifically, throughout the semester in FRAN*6320, it is hoped that students will:

1. Develop a *global understanding* of issues related to human sexuality, comprehending the variety of political, religious, cultural, biological, social, and historical forces that shape sexuality;
2. Develop an appropriate *depth and breadth of understanding* of key issues in human sexuality throughout the lifespan, recognizing the implications of course content and putting it into a broader context;
3. Develop skills in *personal attitude recognition*; become aware of personal values, biases, and beliefs regarding sexual issues;
4. Develop *moral maturity* related to sexual issues; specifically, understanding that aspects of human sexuality can be considered and evaluated in many ways. It is hoped that students will become more aware and accepting of the lifestyles and sexual value systems of others, especially those which are divergent from their own;
5. Develop *independence of thought*, and the ability to challenge accepted truths about human sexuality and think critically about sexuality as it appears in research and the media;
6. *Understand* the various *forms of inquiry* used in the study of human sexuality, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
7. Acquire *literacy* and *numeracy* skills related to human sexuality; specifically, be able to analyze and synthesize hypotheses about sexuality and comprehend the use of quantitative data to test such hypotheses;
8. Improve communication skills and increase comfort with communication about sexual issues and behaviour;
9. Develop a *love of learning*, or intellectual curiosity, regarding human sexuality, by becoming engaged with course content, and reflecting on the values you hold related to sexuality;

Course Structure

This course is designed to be flexible to accommodate student learning styles and interests. To that end, each student can tailor 75% of their course grade by selecting assignments that most appeal to them. It is hoped that course organization and requirements will foster new knowledge related to sexuality across the lifespan, but also greater awareness of each student's own values and beliefs related to sexuality topics. Additionally, the course is designed to increase the following skills relevant to graduate study: 1) critical thinking, 2) literature searching, 3) information synthesis, 4) professional writing skills, and 5) knowledge of the grant-application process.

Students who audit the course are asked to do Article Facilitations, the final Participation Reflection, and the Field Trip or Media Review. They are NOT responsible for the Interview or Profile, or any projects associated with the Grant Proposal or Research Paper.

Evaluation

10%	Article Facilitation
10%	Participation
10%	Interview OR Profile
5%	Grant Proposal OR Research Paper Outline
35%	Grant Proposal OR Research Paper
20%	Grant Proposal OR Research Paper presentation
10%	Field Trip OR Media Review

Article Facilitation

Students will be asked to discuss and critique required weekly readings. Each article will have a reviewer who will be assigned to summarize the main points of the article and offer a critique including discussion of what the student perceives to be as the most important contributions of the article. The reviewer for each article will also lead the discussion of that article for a total of 20 minutes. All students should also offer at least one discussion idea for each article that is being presented. Articles to be reviewed by a student are denoted in the readings section with an "AF." Quality, quantity and originality of contributions will be taken into account when evaluating Article Facilitations. Students will facilitate 1-2 articles during the semester. **AUDITORS are responsible for doing all readings and conducting 1-2 article facilitations.**

Participation

At the end of the course, students will be asked to submit a self-evaluation/reflection on their experience in the course. Students will be asked to consider how prepared they were for class, in general (e.g., completed required readings), how engaged they were in class sessions (e.g., attending to course content, participating, as opposed to working on other activities), and what they learned about themselves and the information presented in class. Each student will then give a grade out of 10. The instructor reserves the right to adjust this grade up or down based on her perception of class involvement/engagement and the student's reflection. **AUDITORS are responsible for writing the participation reflection.**

Interview or Profile

Interview. Students are invited to contact a leader in the field of sexuality research and conduct a brief interview. Students are encouraged to use this opportunity to learn about someone they have respected from afar, and to discover their career journey. Students are asked to present briefly (5-10 minutes) about their interview and submit a 500 to 1000 word article based on the interview. With student permission, articles may be published in the Society for the Scientific Study of Sexuality's newsletter, Sexual Science.

Profile. Students may choose to write a 1000 word article profiling a key leader in the field. Cover their educational background (e.g., schools, programs, thesis/dissertation topic), current position, current areas of research, and anything else of interest you discover in your search. Also, provide a one paragraph summary of each of three articles written by your leader – try to find the "seminal works" by your leader, his or her most influential articles – and describe how they fit in the broader sex research context at the time, and in context with your leader's research. Students are also asked to present (5-10 minutes) what they have learned about their leader.

AUDITORS may elect to do the interview or profile, but this is not required.

Grant Proposal or Research Paper

Grant Proposal. If students select the Grant Proposal option, students are asked to write mock Standard

Research Grant Proposal for the Social Science and Humanities Research Council (SSHRC). It should resemble a SSHRC as much as possible, including all relevant headings. The essential components are: **Summary of Proposed Research** (indicating the problem or issue to be addressed, the contribution of the research in terms of the advancement of knowledge and the wider social benefit), 1 page maximum; **Detailed Description** (including objectives, context, methodology, plans for communication of results, 6 pages maximum; **References**, 10 pages maximum; **Budget** (including personnel, supplies, equipment, travel etc.) and **Budget Justification**, 2 page maximum. Research team, student training section, suggested assessor sections are optional (take a stab at it if you would like!). The funding range for Standard Research Grants is up to \$100,000 per year for three years, but does not exceed \$250,000. The average grant is \$83,000, however. You don't need to think big for this project. In fact, narrow and specific is likely to create a stronger project. Because grants are usually collaborative, you may work in groups of 2 if you select this option. Page ranges given above are for single-spaced papers (grants should be handed in single-spaced).

Grant will be evaluated using the SSHRC scoring system, and in terms of basis of organization and integration of research material, accuracy and analysis of literature review, originality of thought and style of writing.

Research Paper. The paper will consist of an in-depth review of a specific topic that is chosen by the student based upon their area of interest. It should integrate relevant literature pertaining to an issue associated with a specific life phase (childhood, adolescence, early adulthood, middle adulthood, late adulthood). The topic chosen should be specifically focused on sexuality as opposed to the more general topic of gender or social relationships. The paper should have some discussion of methodological issues, in addition to substantive issues.

The paper should be 15 pages, double-spaced, excluding references. The paper must include at least 20 sources, which should be peer-reviewed journal articles. The purpose of this is to give students practice in finding and integrating a large number of sources related to a specific topic (practice for writing your own article for publication!). It should follow the guidelines of APA. Students are strongly encouraged to purchase a copy of the APA style guidelines.

It will be evaluated on the basis of organization and integration of research material, accuracy and analysis of literature review, originality of thought and style of writing.

The grant proposal and research paper are due Dec. 4th.

Grant Proposal or Research Paper Outline

A one-page typed outline for the grant proposal or paper which specifies the topic and key issues and key sources is due on Oct 1. Students are invited to consult with the professor regarding their projects in advance of submitting the outline to determine topic feasibility. Feedback will be provided on this proposal.

Grant Proposal and Research Paper Presentations

Each student will be asked to present on their research paper or grant proposal. Grant proposal groups have the option of presenting their grant proposal, or focusing on the topic area covered in their proposal and presenting a summary of research in an area. There is up to 30 minutes allocated for each presentation including discussion.

Presentations will be evaluated in terms of comprehensiveness of topic coverage, highlighting of important issues, and facilitation of discussion. You are encouraged to use powerpoint, *short* video clips, or bring in other media to compliment your presentation.

Because presentations are several weeks before your papers are due, use this opportunity to use the class as a "sounding board" to provide feedback on your ideas and perhaps suggest other resources. However, your presentation should still be polished and your coverage of your topic should be comprehensive.

You are free to assign one article to the class to read in preparation for your presentation. If you choose to do this, please email a pdf to the class (and instructor) one week before the presentation. Under special circumstances, one article per presentation can be assigned reading for the class - please be mindful of the potential total number of pages that could be assigned on a triple presentation day).

Field Trip or Book/Movie Review

Field Trip. Students are invited to attend the Everything to do with Sex Show (<http://www.everythingtodowithsex.com/>) on Saturday, November 21st or Sunday, November 22nd, in Toronto. Carpooling will be organized. The show is celebrating its 10th anniversary this year, and will be held at the Direct Energy Centre at the Ex, showcasing entertainment, products and seminars. Students are encouraged to attend to experience the commercial side of sexuality. Students will then give a presentation on the last class day, sharing about their experience. Presentations can include powerpoint presentations with pictures, slide shows, flyers, information learned in workshops or seminars, or products purchased at the show.

Book/Movie Review. If students are unable or uninterested in attending the Everything to do with Sex Show, they are asked to select a sexuality self-help book or movie and present a book or movie review on final class night. Pick a book or movie that is of interest to you, or one that you think would be helpful to you in your future work. I have a selection of movies in my office that you may pick from, if needed. In your presentation, cover the following material:

- Author/Producer
- Author's/Producer's background (e.g. education or experience)
- Title
- Date of publication
- Intended audience
- Summary of content
- Critical analysis
 - Is content consistent with what you have learned about sexuality in this or other classes?
 - Do you see any biases?
- Overall quality
 - Would you recommend this book/movie to others?
 - Strengths?
 - Weaknesses?

AUDITORS are required to do the Field Trip or Movie/Book Review Presentation.

Course Schedule

Week	Date	Topic	Interview/ Profile	Deadline
1	Sept. 10	Introduction		
2	Sept. 17	Sexual Science Research Methods and Theories		
3	Sept. 24	CLASS CANCELLED		
4	Oct. 1	Childhood Sexuality	1. 2.	Paper outline due
5	Oct. 8	Adolescent Sexuality	1. 2.	
6	Oct. 15	Sexuality in Young Adults	1. 2.	
7	Oct. 22	Sexuality in Midlife	1. 2.	
8	Oct. 29	Sexuality in Later Life	1. 2.	
9	Nov. 5	CLASS CANCELLED		
10	Nov. 12	Presentations 1. 2. 3.	1. 2.	
11	Nov. 19	Presentations 1. 2. 3.	1. 2.	
	Nov. 21	Field Trip: Everything About Sex Show		
12	Nov. 26	Presentations 1. 2. 3.	1. 2.	
	?	Media/Field Trip Presentations and End-of-Class Celebration		Media/Field Trip presentations
	?			Participation reflection due
	Dec. 4			Research papers/grant proposals due

Readings

Sept. 17: Sexual Science Research Methods and Theories

- Baber, K. M. & Murray, C. I. (2001). A postmodern feminist approach to teaching human sexuality. *Family Relations*, 50, 23-33.
- DeLamater, J. D. & Hyde, J. S. (1998). Essentialism vs. social constructionism in the study of human sexuality. *Journal of Sex Research*, 35(1), 10-18. AF
- Geary, D. C., Vigil, J., Byrd-Craven, J. (2004). Evolution of human mate choice. *Journal of Sex Research*, 41(1), 27-42. AF
- Chivers, M. L., & Bailey, J. M. (2005). A sex difference in features that elicit genital response. *Biological Psychology*, 70(2), 115-120. AF
- Richters, J. (2007). Through a hole in a wall: Setting and interaction in sex-on-premises venues. *Sexualities*, 10(3), 275-297. AF

October 1: Childhood Sexuality

- Haaken, J. & Lamb, S. (2000). The politics of child sexual abuse research. *Society*, 37, 7-14. AFa
- Rind, B., Tromovitch, P., & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, 124(1), 22-53. AFb
- Okami, P., Olmstead, R., & Abramson, P.R. (1997). Sexual experiences in early childhood: 18 year longitudinal data from the UCLA family lifestyles project. *Journal of Sex Research*, 34(4), 339-347. AF
- Renold, E. (2007). Primary school "studs": (de)constructing young boys' heterosexual masculinities. *Men and Masculinities*, 9(3), 275-297. AF

October 8: Adolescent Sexuality

- Manning, W. D., Giordano, P. C., & Longmore, M. A. (2006). Hooking up: The relationship contexts of "nonrelationship" sex. *Journal of Adolescent Research*, 21(5), 459-483. AF
- Savin-Williams, R. C. (2005). *The new gay teenager*. Harvard University Press. AF
- Tolman, D. L. (2001). Female adolescent sexuality: An argument for a developmental perspective on the New View of Women's Sexual Problems. *Women & Therapy*, 24(1/2), 195-209. AF
- Brady, S. S. & Halpern-Felsher, B. L. (2007). Adolescents' reported consequences of having oral sex versus vaginal sex. *Pediatrics*, 119 (2), 229-236. AF

October 15: Sexuality in Young Adulthood

- Seal, D. W. & Ehrhardt, A. A. (2003). Masculinity and urban men: Perceived scripts for courtship, romantic, and sexual interactions with women. *Culture, Health & Sexuality*, 5(4), 295-319. AF
- Diamond, L. (2005). A new view of lesbian subtypes: Stable versus fluid identity trajectories over an 8-year period. *Psychology of Women Quarterly*, 29(2), 119-128. AF
- Pedersen, W. (2003). Sexual satisfaction in young adulthood: Cohabitation, committed dating or unattached life?. *Acta Sociologica*, 46(3), 179-193. AF

October 22: Sexuality at Midlife

- Kurdek, L. A. (1989). Relationship quality in gay and lesbian cohabiting couples: A 1-year follow-up study. *Journal of Social and Personal Relationships*, 6, 39-59. AF
- Ahlborg, T., Dahlof, L., & Hallberg, L. R. (2005). Quality of the intimate and sexual relationship in first-time parents six months after delivery. *Journal of Sex Research*, 42(2), 167-174. AF
- Whisman, M. A., Gordon, K. C., & Chatav, Y. (2007). Predicting sexual infidelity in a population-based sample of married individuals. *Journal of Family Psychology*, 21 (2), 320-324. AF
- Bersamin, M., Todd, M., Fisher, D. A., Hill, D. L., Grube, J. W., & Walker, S. (2008). Parenting practices and adolescent sexual behavior: A longitudinal study. *Journal of Marriage and the Family*, 70, 97-112. AF

October 29: Sexuality in Later Life

- DeLamater, J. D., & Sill, M. (2005). Sexual desire in later life. *Journal of Sex Research*, 42(2), 138-149. AFa
- DeLamater, J., Hyde, J. S., & Fong, M. (2008). Sexual satisfaction in the seventh decade of life. *Journal of Sex and Marital Therapy*, 34, 439-454. AFb
- Marshall, B. L. (2008). Older men and sexual health: Post-Viagra views of changes in function. *Older Men's Health*, Spring, 21-27. AF
- Potts, A., Gavey, N., Grace, V. M., & Vares, T. (2003). The downside of Viagra: Women's experiences and concerns. *Sociology of Health and Illness*, 25, (7), 697-719. AF