

FRAN 6320 HUMAN SEXUALITY ACROSS THE LIFESPAN WINTER 2015

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION, UNIVERSITY OF GUELPH

COURSE INFORMATION

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Class Time: Thursdays 11:30am-2:20pm **Please note that we will be joining the 4th year undergraduate sexuality course (FRHD 4200) for a number of classes. FRHD 4200 meets on Tuesdays and Thursdays from 10am-11:20am in room MCKN 029. Please see schedule for dates that we will be meeting with them. On weeks where we will be with the undergraduate class, there will be an additional seminar time for graduate students to further discuss the topics of the week in depth.

Class Room: 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 hope 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 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;
4. Develop skills in personal attitude recognition; become aware of personal values, biases, and beliefs regarding sexual issues;
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 increase the following skills relevant to graduate study: 1) critical thinking and self-reflection, 2) literature searching, 3) information synthesis, and 4) academic presentation skills. Additionally, the assignments for this course provide a unique opportunity for students to engage in experiential learning with undergraduate teaching through the planning and presentation of one lecture to a 4th year undergraduate human sexuality course. This experience will allow students to reflect on their own teaching styles, will provide formal feedback to students on their presentation skills from a large audience, all while engaging students in the study of human sexuality.

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. Evaluation includes the following:

10% Participation

10% Article facilitation

10% Issues in Human Sexuality lecture outline

40% Issues in Human Sexuality presentation

10% Issues in Human Sexuality lecture annotated bibliography

10% Self-reflection on teaching

5% Undergraduate class evaluation of your presentation

5% Constructive feedback to peers

Issues in Human Sexuality Lecture Assignment (70% total: 10% outline; 40% presentation; 10% bibliography; 10% self-reflection report)

All students will have the opportunity to plan and present 1 lecture to the 4th year undergraduate human sexuality class. The purpose of this assignment is to facilitate a deeper understanding of a topic of interest in Human Sexuality through experiential learning and knowledge transfer. In addition, this assignment will allow students to reflect on their teaching styles and provide students with constructive feedback on their ability to engage students and convey course material.

This assignment is composed of 4 main components: 1) an outline of your lecture plan and pre-observation planning; 2) the presentation itself; 3) an annotated bibliography of the references that you used for your presentation and 4) a final reflective report on the experience. The class is 80 minutes long and students are expected to fill the whole time period with the presentation of lecture material as well as interactive activities and discussion. Each presenter must submit their outline for the presentation at least 2 weeks in advance and will be required to meet with me individually to go over lecture content prior to presenting. Self-Reflections will be due 1 week following the presentation and annotated bibliographies 2 weeks following the presentation. Details for each component can be found on the assignment outlines.

The dates and topics available for presentation are as follows:

	Topic	Presentation (40%)	Outline (10%)	Reflective Report (10%)	Annotated Bibliography (10%)
1	Gender and sexuality	Tues Feb 3	Jan 20	Feb 10	Feb 24*
2	Cross cultural perspectives on sex and gender	Thurs Feb 5	Jan 22	Feb 12	Feb 26*
3	Kink/BDSM or Polyamory	Thurs Mar 5	Feb 12*	Mar 12	Mar 19
4	Sexuality and health issues	Thurs Mar 12	Feb 26	Mar 19	Mar 26
5	Childhood sexuality	Thurs Mar 19	Mar 5	Mar 26	Apr 2
6	Sexuality in the elderly	Thurs Mar 26	Mar12	Apr 2	Apr 9

*dates adjusted due to February break

Article Facilitation (10%)

Students will be assigned to select 1 additional reading for discussion each week that integrates a lifespan approach to the topic of the week. This article must be provided to the class 1 week prior to presentation so that everyone will have a chance to read it. The purpose of this assignment is to have students engage in critical thinking and provide an evaluation and discussion of what the student perceives to be the most important contributions of the article. The reviewer should NOT summarize the article content as students are expected to have read it. 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. Quality, quantity and originality of contributions will be taken into account when evaluating Article Facilitations.

Participation (10%)

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.

Undergraduate class feedback (5%)

5% of a student's final grade will be determined by the evaluations received from the undergraduate class. All students in the undergraduate class will fill out a formal feedback form with an overall evaluation of the lecture presentation. The average score from this feedback will be used to determine a grade out of 5 for each presentation.

Constructive feedback to peers (5%)

Each student will be required to fill out an evaluation of their peers' presentations (total of 5 evaluations). This evaluation will be due within a week of the presentation:

1. Gender and sexuality: due Feb.10
2. Cross cultural perspectives on gender and sex: due Feb.12
3. Kink/BDSM or polyamory: due Mar. 12
4. Sexuality and health issues: due Mar. 19
5. Childhood sexuality: due Mar. 26
6. Sexuality in the elderly: due Apr. 2

Course Schedule

Note: Schedule may change based on speed we progress through material; however presentation dates will not change.

Date	Topic	Article Facilitation	Presentations
Week 1: Jan 8	Introduction		
Week 2: Jan 13 & 15	Tuesday: Sexual Science Research Methods Thursday: same + 1 hour		
Week 3: Jan 20 & 22	Tuesday: Film in class Thursday: Sexual Dysfunctions + 1.5hour		
Week 4: Jan 29	Tuesday: no class Thursday: Psychosexual Differentiation + 1 hour		
Week 5: Feb 3 & 5	Tuesday: Graduate student presentation Thursday: Graduate student presentation + 1 hour	<ul style="list-style-type: none"> • Article discussion 	<ul style="list-style-type: none"> • Presentation on gender and sexuality • Presentation on cross cultural perspectives on sex and gender
Week 6: Feb 10 & 12	Tuesday: No class Thursday: GUEST LECTURE + 1 hour	<ul style="list-style-type: none"> • Article discussion 	
Week 7:	FEBRUARY BREAK		
Week 8: Feb 26	TBD		
Week 9: Mar 3 & 5	Tuesday: GUEST LECTURE Thursday: Graduate Student presentation + 1 hour	<ul style="list-style-type: none"> • Article discussion 	<ul style="list-style-type: none"> • Presentation on kink/BDSM or polyamory
Week 10: Mar 10 & 12	Tuesday: No class Thursday: Graduate Presentation + 1 hour	<ul style="list-style-type: none"> • Article discussion 	<ul style="list-style-type: none"> • Presentation on sexuality and health issues

Week 11: Mar 17 & 19	Tuesday: No class Thursday: Graduate Presentation+ 1 hour	<ul style="list-style-type: none">• Article discussion	<ul style="list-style-type: none">• Presentation on childhood sexuality
Week 12: Mar 24 & 26	Tuesday: No class Thursday: Graduate Presentation + 1 hour	<ul style="list-style-type: none">• Article discussion	<ul style="list-style-type: none">• Presentation on sexuality and the elderly
Week 13: Apr 2	TBD		

FRHD 4200/FRAN 6320 Required Readings

January 8, 2015: Theories of Sexuality

Bancroft, J. A., Graham, C.A., Janssen, E., & Sanders, S.A. (2009). The dual control model: Current status and future directions. *Journal of Sex Research*, 46, 121-142.

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.

Wiederman, M. W. (2005). The gendered nature of sexual scripts. *The Family Journal: Counseling and Therapy for Couples and Families*, 13(4), 496-502.

January 13, 2015: Sex Science Research Methods

Hammers, C. J. (2008). Making space for an agentic sexuality? The examination of a lesbian/queer bathhouse. *Sexualities*, 11(5), 547 - 572.

Kukkonen, T. M., Binik, Y. M., Amsel, R., & Carrier, S. (2010). An evaluation of the validity of thermography as a physiological measure of sexual arousal in a non-university adult sample. *Archives of Sexual Behavior*, 39, 861-873.

Blanchard, R., Kuban, M. E., Blak, T., Cantor, J. M., Klassen, P. E., & Dickey, R. (2009). Absolute versus relative ascertainment of pedophilia in men. *Sexual Abuse: a Journal of Research and Treatment*, 21, 431-441.

January 15, 2015: Sex Science Research Methods- same readings as Jan. 13th

January 20, 2015: No reading

January 22, 2015: Sexual Dysfunction and Therapy

Balon, R. (2013). Controversies in the diagnosis and treatment of paraphilias. *Journal of Sex and Marital Therapy*, 39, 7-20.

Kaplan, M. S. & Krueger, R. B. (2010). Diagnosis, assessment and treatment of hypersexuality. *Journal of Sex Research*, 47, 181-198.

Rosen, N. O., Bergeron, S., Glowacka, M., Delisle, I., & Baxter, M. L. (2012). Harmful or helpful: Perceived solicitous and facilitative partner responses are differentially associated with pain and sexual satisfaction in women with provoked vestibulodynia. *Journal of Sexual Medicine*, 9, 2351- 2360.

January 27, 2015: Sexual Dysfunction and Therapy, same readings as Jan.22

January 29, 2015: Psychosexual Differentiation

Lenning, E. & Buist, C. L. (2013). Social, psychological and economic challenges faced by transgender individuals and their significant others: Gaining insight through personal narratives. *Culture, Health & Sexuality*, 15, 44-57.

Dozier, R. (2005). Beards, breasts, and bodies: Doing sex in a gendered world. *Gender & Society*, 19(3), 297-316.

Vasey, P. & Bartlett, N. (2007). What Can the Samoan "Fa'afafine" Teach Us About the Western Concept of Gender Identity Disorder in Childhood? *Perspectives in Biology and Medicine*, 50, 481-90.

February 3, 2015: Psychosexual Differentiation- same readings as Jan.29.

February 5, 2015: Gender and Sexuality

Van Anders, S. M., Goldey, K. L. (2010). Testosterone and partnering are linked via relationship status for women and 'relationship' orientation for men. *Hormones and Behavior*, 58, 820-826.

Tangmunkongvorakul, A., Banwell, C., Carmichael, G., Utomo, I. W., & Sleigh, A. (2010). Sexual identities and lifestyles among non-heterosexual urban Chiang Mai youth: implications for health. *Culture, Health and Sexuality*, 12 (7), 827-841.

Brotto, L.A., Knudson, G., Inskip, J., Rhodes, K., & Erksine, Y. (2010). Asexuality: A mixed methods approach. *Archives of Sexual Behavior*, 39, 599-618.

February 10, 2015: Cross-cultural perspectives on sex and gender

Lang, C. & Kuhnle, U. (2008). Intersexuality and alternative gender categories in non-western cultures. *Hormone Research*, 69, 240-250.

Manderson, L. (2004). Local rites and body politics: Tensions between cultural diversity and human rights. *International Feminist Journal of Politics*, 6, 285-307.

Maticka-Tyndale, E., Gallant, M., Brouillard-Coyle, C., Holland, D., Metcalfe, K., Wildish, J. & Gichuru, M. (2005). The sexual scripts of Kenyan young people and HIV prevention. *Culture, Health and Sexuality*, 7, 27-41.

February 12, 2015: Cross-cultural perspectives on sex and gender- same readings as Feb. 10

February 17 & 19: Mid semester break

February 24, 2015: No readings

February 26, 2015: No readings

March 3, 2015: Kink and BDSM

Bezreh, T., Weinberg, T.S., & Edgar, T. (2012). BDSM disclosure and stigma management: Identifying opportunities for sex education. *American Journal of Sexuality Education*, 7, 37-61.

Kleinplatz, P. J. (2006). Learning from extraordinary lovers: Lessons from the edge. *Journal of Homosexuality*, 50(2/3), 325-348.

March 5, 2015: Polyamory

Klesse, C. (2014). Polyamory: Intimate practice, identity or sexual orientation. *Sexualities*, 17,81-99.

Graham, N. (2014). Polyamory: A call for increased mental health professional awareness. *Archives of Sexual Behavior*, 43, 1031-1034.

March 10, 2015: Health and Sexuality

Davison, J. & Huntington, A. (2010). "Out of sight": Sexuality and women with enduring mental illness. *International Journal of Mental Health Nursing*, 19, 240-249.

Bullen, K., Edwards, S., Marke, V., & Matthews, S. (2010). Looking past the obvious: Experiences of altered masculinity in penile cancer. *Psycho-Oncology*, 19, 933-940.

Lemieux, L., Kaiser, S., Pereira, J., & Meadows, L. M.(2004). Sexuality in palliative care: Patient perspectives. *Palliative Medicine*,18, 630-637

March 12, 2015: Health and Sexuality- same readings as March 10.

March 17, 2015: Health and Sexuality- same readings as March 10.

March 19, 2015: Sexuality across the Lifespan

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.

Bauermeister, J. A., Johns, M. M., Sandfort, T. G. M., Eisenberg, A., Frossman, A. H., & D'Augelli, A. R. (2010). Relationship trajectories and psychological well-being among sexual minority youth. *Journal of Youth and Adolescence*, 39, 1148-1163.

Shalev, O., Baum, N., & Itzhaki, H. (2013). "There's a man in my bed": The first experience of sex among modern-orthodox newlyweds in Israel. *Journal of Sex and Marital Therapy*, 39, 40-55.

March 24, 2015: Sexuality across the Lifespan- same readings as March 19.

March 26, 2015: Sexuality across the Lifespan

DeLamater, J. D., & Sill, M. (2005). Sexual desire in later life. *Journal of Sex Research*, 42(2), 138-149.

Pearline, R. V., Tucker, J. D., Yuan, L.F., Bu, J., Yin, Y. P., Chen, X.S., & Cohen, M. S. (2010). Letter to the editor: Sexually transmitted infections among individuals over fifty years of age in China. *AIDS Patient Care and STDs*, 24(6), 345-347.

Heiman, J.R., Long, J.S., Smith, S.N., Fisher, W.A., Sand, M.S., & Rosen, R. C. (2011). Sexual satisfaction and relationship happiness in midlife and older couples in five countries. *Archives of Sexual Behavior*, 40, 741-753.

March 31, 2015: Sexuality across the Lifespan- same readings as March 26

April 2, 2015: no readings