



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8670-01-7

Course Title: Human Sexuality

Department Name: Clinical Psychology PsyD

College/School/Division Name: Behavioral Sciences

Term: Summer 2019

Course Credits: 3

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00am-4:00pm

Class Location: Behavioral Sciences Rm 101

Instructor Name: Rick Trammel, Ph.D.

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Office Location: Brogan Hall 116

Office Hours: Mondays 10-12am; Tuesday 1-4pm; Thursday 10-1pm; Friday by appointment

University Catalogue Course Description: An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies from a variety of gender and cross cultural perspectives. Other issues discussed are sexually transmitted diseases, contraception, and affectional/sexual relationships.

Additional Course Information: This course explores the biological, sociological, and historical bases of sexuality; aspects of sexual development and reproduction; the current social context of sexuality; and the issues and challenges regarding sexuality in contemporary society. The application of these topics to the practice of professional psychology and psychotherapy with individuals and couples is a primary focus of this course and will be discussed particularly in regard to assessment, therapeutic planning, intervention, and outcome measurement. Maintaining clinical objectivity within the context of personal value systems will be addressed.

Course Pre-requisites: none

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.

7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Learning Outcomes

- Be able to articulate, both orally and in writing, a comprehensive understanding of the historical and current array of social norms associated with human sexuality. (Competency 2 & 5) [classes 1, 4,7,8]
- Identify the anatomical structure and physiology of the sexual arousal/response cycles. (Competency 5) [class 2]
- Demonstrate both orally and in writing a comprehensive understanding of the physiology of conception and childbirth. (Competency 2 & 4) [class 2]
- Demonstrate the ability to apply knowledge of social and personal psychological issues related to contraception, abortion, and sexual development from birth through adulthood to clinical practice. (Competency 8) [classes 2 & 3]
- Explore and identify own values relative to gender roles and identity, sexual orientation, and sensual communication. (Competency 3 & 4) [class 4, 8]
- Assess and identify presenting issues related to sexuality and sexual dysfunction and formulate an appropriate clinical response. (Competency 2 & 6) [class 3, 4, 8]
- Describe clinical challenges associated with sexuality including coercion, dysfunction, commercialization/exploitation, atypical behavior, and sexually transmitted diseases. (Competency 1, 2, 3, 4) [classes 4,5,8]

Diversity Component: Diversity will be addressed as a broad-based concept to include such issues as age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality of multiple populations. Diversity factors are often critical considerations in human sexuality.

Critical Thinking Component: The faculty of HSPP at CUH believes that the enhancement of critical, reflexive thinking is integral to our mission to train practitioners with a commitment to working with diverse and marginalized populations. Culturally competent practice must be informed not only by knowledge and skill bases, but an acknowledgment of the limits of these bases and an attunement to different voices and ways of knowing.

Ethics and Professional Behavior Component: Ethics and professional behavior are integral in the application of knowledge and skills to real world settings. During the

course, specific situations or circumstances regarding human sexuality, and will be analyzed as to potential ethical implications. Additionally, classroom activities and interactions will be used in furthering the understanding of ethical principles and professional behavior within the framework of human sexuality and sex therapy.

Required Learning Materials

- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42.
- Blanken, I., Leusink, P., van Diest, S., Gijs, L., & van Lankveld, J. (2015). Outcome predictors of Internet-based brief sex therapy for sexual dysfunctions in heterosexual men. *Journal of Sexual Marital Therapy*, 41(5), 531-543.
- Brotto, I., Chivers, M., Millman, R., & Albert, A. (2016). Mindfulness-based sex therapy improves genital-subjective arousal concordance in women with sexual desire/arousal disorder. *Archives of Sexual Behavior*, 45(8), 1907-1921.
- Buss, D. (2013). The science of human mating strategies: An historical perspective. *Psychological Inquiry*, 24(3), 171-177.
- Conroy, C., & Buss, D. (2019). Why is age so important in human mating? *Evolutionary Behavioral Sciences*, 13(2), 127-157.
- Emmerink, P., Vanwesenbeeck, I., van den Eijnden, R., Regina, J., & ter Bogt, T. (2016). Psychosexual correlates of double standard endorsement in adolescent sexuality. *Journal of Sex Research*, 53(3), 286-297.
- Frias, A., Gonzalez, L., Palma, C., & Farriols, N. (2017). Is there a relationship between borderline personality disorder and sex masochism in women? *Archives of Sexual Behavior*, 46(3), 747-754.
- Gallant, S., Williams, L., Fisher, M., & Cox, A. (2011). Mating strategies and self-presentation in online personal advertisements photographs. *Journal of Social, Evolutionary, and Cultural Psychology*, 5(1), 106-121.
- Graham, C. (2016). Reconceptualizing women's sexual desire and arousal in DSM 5. *Psychology & Sexuality*, 7(1), 34-47.
- Graham, C., Boynton, P., & Gould, K. (2017). Women's sexual desire: Challenging narratives of dysfunction. *European Psychologist*, 22(1), 27-38.

- Herek, G. (2015). Beyond 'homophobia': Thinking more clearly about stigma prejudices and sexual orientation. *American Journal of Orthopsychiatry*, 85(5), 29-37.
- Huysamen, M., & Boonzaien, F. (2015). Men's constructions of masculinity and male sexuality through talk of buying sex. *Health and Sexuality*, 17(5), 541-554.
- Ling, J., & Kasket, E. (2016). Let's talk about sex: A critical narrative analysis of heterosexual couples accounts of low sexual desire. *Sexual and Relationship Therapy*, 31(3), 325-343.
- Martin, S, & Stuart, W. (2016). Discriminating coercive from sadomasochistic sexuality. *Archives of Sexual Behavioral*, 45(5), 1173-1183.
- Mizock, L., & Hopwood, R. (2016). Conflation and interdependence in the intersection of gender and sexuality among transgender individuals. *Psychology of Sexual Orientation and Gender Diversity*, 3(1), 93-103.
- Rosenberg K., Carnes, P., & O'Connor, S. (2014). Evaluation and treatment of sex addiction. *Journal of Sex & Marital Therapy*, 40(2), 77-91.
- Rutter, D. (2012). Sex therapy with gay male couples using affirmative therapy. *Sexual Relationship Therapy*, 27(1), 35-45.
- Townsend, J., & Wasserman, T. (2011). Sexual hookups among college students: Sex differences in emotional reactions. *Archives of Sexual Behavior*, 40(6), 1173-1181.
- Valentova, J.. & Varella, M. (2016). Further steps toward a truly integrative theory of sexuality. *Archives of Sexual Behavior*, 45(3), 517-520.
- Van Anders, S. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. *Archives of Sexual Behavior*, 44(5), 1177-1213.

Required Textbook(s):

- Binik, Y. and Hall, Y.M. (2014). *Principles and Practice of Sex Therapy*. 5th Ed. New York: Guilford Press.
- Hyde, J. & Delamater, J. (2017). *Understanding Human Sexuality*. 13th Ed. New York: McGraw-Hill.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Course Requirements/Methods of Evaluation

1. **Criteria for Class Participation/Attendance: (15 points).** Because of the format of the class is condensed into 8 weeks 9am-4pm attendance is mandatory. In addition, the class time will be spent in lectures, presentations, roles plays and exams, participation and preparation for all in class activities is required.
2. **Therapy Role Plays: (40 points)** Students will work on teams 3-4. Each team should also choose a theoretical approach (Behavioral, CBT, Psychodynamic, Existential-Gestalt-Person-Centered etc.) from which to role play a couples or individual session where the couple or the client has relationship and sexual concerns. Choose disorders from the chapters in the Binik text, *Principles and Practices of Sex Therapy* (i.e., Female Sexual Disorders, sex addiction and infidelity, erectile dysfunction, role play Female Arousal Disorder with the client(s). The session should be a brief overview of the presenting issues, with time to process with the class.
3. **Midterm Exam: 100 points.** The midterm will be in class multiple choice, true/false, fill in the blank and will cover the material from the first half of the course from both texts.
4. **Journal Article Presentation: 20 points.** 15-20 minute presentation of a research article pertaining to any area of human sexuality. 15+- powerpoints

slides and handouts to classmates. If appropriate video clips from Youtube to support your presentation

5. **Final Exam:** 100 points. The final exam will follow the format of the midterm exam and will include material from the readings from the second half of the course.

Grading:

Method

Participation/Attendance	15
Midterm	100
Final exam	100
Therapy Role Plays	40
<u>Research Presentation</u>	<u>20</u>
	275 total

- Final Grades will be calculated based on a percentage of points.

Grading Scale (final scores > .5 will be rounded up)

A= 90-100 B= 80-89 C= 70-79 F= 69 and below

Course Policies

It is the mission of Chaminade University Hawaii to support diversity in all its many forms. As therapists-in-training, it is important that we develop an attitude of openness and respect for differing worldviews and life experiences. To that end, promotion of a safe classroom environment is everyone's responsibility.

Pagers, cellular phones and other electronic devices must be on "silent" mode while in class. No audio taping in the classroom is allowed without the express permission of each and every participant, including the instructor. It is expected that students will adhere to the accepted code of ethics of the profession and will treat as confidential all information of a personal nature that may be disclosed during classroom discussions, activities and assignments. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Late Work Policy

Late work will be accepted with the discretion of the instructor.

Grades of "Incomplete"

Incomplete grades must be requested 2 weeks prior to the end of the term.

Writing Policy

The faculty at Chaminade University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at [email address]. Online, in-person and phone conferences can be arranged. Response time will take place up to 2 days.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2018-2019 Graduate Academic Catalog (p. 21):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Chaminade University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition* (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Class Schedule

- 5/29 Introduction ; syllabus, role play team & journal article discussion assignments
History of human sexuality video.
- Chapter 1-2 Hyde & Delamater Sexuality in Perspective; Theoretical Perspectives
 - Chapter 3 Hyde & Delamater Sex Research
 - **The Kinsey Institute.** Visit the website for the Kinsey Institute at www.indiana.edu/~kinsey and review the mission statement and current research activities. What sort of events do they sponsor? With what kind of controversy has the institute been involved? What was the institute's response?
 - **Due 6/5** – Hyde & Delamater Ch. 4-8
- 6/5 Journal presentation _____.
- Hyde & Delamater Chapter 4 Sexual Anatomy
 - Hyde & Delamater Chapter 5 Hormones and Sexual Differentiation; Menstruation
 - Hyde & Delamater Chapter 6 Conception, Pregnancy and Birth
 - Hyde & Delamater Chapter 7 Contraception & Abortion
 - Hyde & Delamater Chapter 8 Sexual Arousal
 - **Video:** Hormones
 - **Video:** Kinsey

- Journal presentation _____.
- 6/5 Conroy and Buss (2019). Human mating and age [evolutionary psychology]
Valentova & Varella (2016). Integrative theory of sexuality
➤ **Due 6/12** - Hyde & Delamater Ch. 9-11
- 6/12 Journal presentation _____.
- Hyde & Delamater Chapter 9 Sexuality and the Life Cycle: Childhood and Adolescence
 - Hyde & Delamater Chapter 10 Sexuality in Adulthood
 - Hyde & Delamater Chapter 11 Attraction, Love and Communication
- Journal presentation _____.
- Buss (2013). Human mating strategies
Emmerick et al. (2016). Adolescent sexuality
➤ **Due 6/19** - Hyde & Delamater Ch. 12-13
- 6/19 Journal presentation _____.
- **Midterm exam**
- Journal presentation _____.
- Hyde & Delamater Chapter 12 Gender and Sexuality
 - Hyde & Delamater Chapter 13 Sexual Orientation LGBT
- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42.
Rutter, D. (2012). Sex therapy and gay male couples.
➤ **Due 6/26** - Hyde & Delamater Ch. 14-16
- 6/26 Journal presentation _____.
- Hyde & Delamater Chapter 14 Variations in Sexual Behavior
 - Hyde & Delamater Chapter 15 Sexual Coercion
 - Hyde & Delamater Chapter 16 Sex for Sale
- Journal presentation _____.
- Gallant et al. (2011). Mating strategies and online personal ads.
Herek, G. (2015). Beyond homophobia
Huysamen & Boozaen (2015). Male sexuality and buying sex.
➤ **Due 7/3** - Hyde & Delamater Ch. 17-18
- 7/3 “Sex Therapy Sessions”
- Hyde & Delamater Chapter 17 Sexual Disorders
 - Hyde & Delamater Chapter 18 Sexually Transmitted Diseases
 - “Sex Therapy Sessions”
- Journal presentation _____.
- Blanken et al. (2015). Sexual dysfunctions
Brotto et al. (2016) Sexual desire disorders in women.

7/3 Frias et al. (2017). Borderline personality disorder and masochism
 ➤ **Due 7/10** Hyde & Delamater Ch. 19-20

7/10 "Sex Therapy Sessions"
 Journal presentation _____.

- Hyde & Delamater Chapter 19 Ethics, Religion and Sexuality
- Hyde & Delamater Chapter 20 Sex and the Law

Rosenberg et al. (2014). Sex addiction

7/17 Final exam

Possible Issues of Discussion & Class Break-outs

- **The Definitions of Sex and Gender.** The purposeful definitions for these concepts. How do these differ from the ways in which these terms are used in contemporary U.S. parlance & cross culturally? What is the relationship between our body and gender? Does one grow out of the other? Are they related at all? Can you think of any examples of possible true differences between men and women that are simply exaggerated by gender? Can you think of examples of possible true differences that are ignored by society? Reversed by gender roles?
- **Social Institutions and Female Sexuality.** How have the social institutions of family, health care/insurance, work, religion, and government controlled female sexuality? How might each organization be reconstituted to be less restrictive of female sexuality?
- **Freedom of Religion.** Clitoridectomy and infibulation are practiced widely today. Scientific evidence indicates that these practices can cause serious negative health consequences for women and girls. Some argue that people throughout the world should work to eradicate this practice, perhaps with the help of an organization such as the World Health Organization. Others argue that these practices are deeply rooted in the cultures of these countries, and that outsiders have no right to judge them, much less try to stop them. Do a brief Internet web search on the topic. What opinions did you come away with? Why?
- **Transsexualism as a Biological Condition.** Gender reassignment surgery, also known as, sex change, costs tens of thousands of dollars. In some countries, such as the Netherlands, health insurance will cover a gender reassignment (including psychotherapy, hormone therapy, and surgery). Other countries, such as Thailand, offer gender reassignment very cheaply. More and more Americans who desire gender reassignment, but cannot afford it, are going to the Netherlands to gain residency and have it covered by insurance, or to Thailand for an inexpensive, but not necessarily as safe, operation. Should United States

health insurance be required to cover transsexual surgery? Is your opinion based on whether you think the problem is biological or psychological? What would be the best way to handle this issue?

- How should the American legal system respond to an individual who undergoes gender reassignment surgery? Should individuals be able to change their sex on their driver's licenses? Passports? What are the consequences to a person who has to live with incongruent documents? What about marriage? What if a person who is already married undergoes transsexual surgery?
- **The Politics of Breastfeeding.** As a secondary female sex characteristic, the sole purpose of the breast is to produce milk for breastfeeding. Nevertheless, it is interesting to note that breasts have been sexualized in many cultures (i.e., the idea that breasts serve a primarily sexual, as opposed to a reproductive function). In light of the contradictions that mothers face as a consequence of the above, what are problems that women face who choose to breastfeed their infants? What are the benefits of breastfeeding for the infant? For the mother? Many women in the U.S. do not breastfeed, or if they do, they do so only for a short time. Why do you think this is true? What are the incentives to breastfeed? What are the disincentives to breastfeed? What could we do to make breastfeeding more convenient for women?
- **Men's Role in Reproductive Decisions.** Some men and women believe very strongly that all pregnancies should be carried to term and that neither the potential mother, or father have the right to terminate any pregnancy. On the other hand, some men's activists argue that just as women should not be forced to carry a pregnancy to term, men should not be subjected to forced fatherhood and an 18-year financial commitment, etc. What should men's role be in decisions about pregnancy? Can we, and should we, try to determine what men's rights are in such a situation? How do men's participation or lack of impact a woman's right to not choose, choose, interact with and reflect society's roles for men and women in the area of reproductive rights?
- **Two-Person Sex.** What are the images we think of when we think of partner sex? Who are the two people? How old are they? Should there be limits to sexual expression (i.e., legal and non-harmful paraphilic).
- **One-Person Sex - Masturbation. Children & Adults.** People are often uncomfortable for a variety of personal, cultural, & religious reasons about masturbation. In U.S. culture, why might we be uncomfortable with this concept, especially in children? What might be the prevalence rates of masturbation in young people and adults, both male and female? What do we think of when we think of an adult masturbating? What do we imagine they are thinking about?

What are the issues to be considered in masturbation that parents should be concerned with?

- **Masturbation as Therapy.** Masturbation is the most successful form of therapy for women with primary orgasmic disorder. Why might this be true? Although we rarely think of it this way, is sexual response and sexual pleasure something we learn with practice? Does masturbating in youth and adulthood teach us about our bodies and how to recognize and manipulate our own sexual pleasure? How then might different rates of masturbation among male and female youth be contributing to sexual dissatisfaction?
- **Sexual Orientation, Sexuality & Privacy in Adolescence.** What is the incidence of homosexual and heterosexual behavior in adolescence? What are the implications of such behavior? How does homosociality (same sex social relationships) enter into the picture?
 - Do teenagers have a right to privacy? Is it okay for parents to snoop around in their children's rooms? Read their diaries? Access their medical records? If we were to give teenagers a right to privacy, what would it look like? How should parents' rights to know be limited? What limitations on teenagers' right to privacy are fair?
- **The "Sides."** What are the "sides" in the typical argument about sex education for adolescents? Is there a different way to think about sex education for youth? How do we normally think about knowledge and learning? What would it mean if we extended our normal thinking about knowledge to knowledge about sexuality? If you were the parent of a teenager that was seriously dating someone of the opposite sex, would you assist them with obtaining contraception?
- **The Ethics of Condoms in School.** What are the main arguments for and against distributing condoms in school? The tension between taking a moral versus practical stand is a common thread in many debates about sexuality. How does it apply in the case of distributing clean needles to drug users to prevent the spread of disease, providing sex education, and creating laws about people with HIV?
- **Infidelity.** Infidelity in relationships with one's spouse, partner, in dating relationships, etc., is not uncommon. Is infidelity just limited to sex? What else might qualify as infidelity? Does being in love with someone else, but doing nothing about it, count as infidelity? Why or why not?