

MCFT 569 “Sex Therapy”

Fall 2022

Lewis & Clark
Graduate School of
Education and Counseling



Faculty: Fredrick Zal, MA, CSE
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Office Hours: By appointment via E-Mail

Class Day & Time: Section 01 Tuesdays 5:30PM - 8:30PM
Section 02 Tuesdays 1:00PM - 4:00PM

Class Location: Corbett Annex, Room 100

Credits: 2 Semester Units (30 Classroom Hours)

Academic Level: Graduate School

Course Description: Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment of specific sexual problems.

Requisites: MCFT 504 “Family Therapy: Theory and Practice”

Recommended: CPSY 565 “Human Sexuality”; & MCFT 570 “Advanced Sex Therapy”

Restrictions: Consent Required.

Class Intention and Request for Active Participation

Binawar Bakhtiar (Section 03) and I sincerely hope that these MCFT 569 “Sex Therapy” class sections will inspire you as an individual, explorer, professional, cohort, community member, and lover for decades to come. The activities and assignments are intended to be playful and fun, while being deeply rigorous and self-reflective.

**Professionalism is not about perfection, it is about connection.
It is through genuine heart-felt intention and rigorous practice that
you can hone yourself to embody your desire to support others.**

The practice of Sex Therapy is an opportunity to engage justice, equity, diversity, inclusion, and intersectionality in coalition with other sexological professionals. This class will serve not only as a bridge from MCFT 504 to MCFT 570; this class will also endeavor to bridge 'from' cis-heterosexual monogamous ableist vanilla white wealthy kyriarchy and other forms of erotic marginalization 'to' embodiment, vulnerability, love, kindness, compassion, compersion, equanimity, and joy.

Activities and assignments will provide opportunities for each active participant to recognize and critically examine one's internalized shame, stigma, and aversion, along with joy, connection, and privilege. Through a process of collaborative reflection, dialogue, and meta-cognition; the class will endeavor to unpack hidden narratives that might guide and/or foreclose sexual lives and to minimize harmful perpetuation of shame and stigma to clients, colleagues, family, partner(s), and community. "Medice, cura te ipsum" (Physician, heal thyself):

**Critically Engagement of Media / Topic;
Thoughtful Questions / Dialogue in Class & Assignments;
Receiving Constructive Critique and ‘Leaning-in’ respectfully when uncomfortable; and
Self-Reflection, specifically about Sexological Personal / Professional Values, Boundaries, and Limitations.**

It is important to understand that the learning in this class is one of many experiential steps along the path of personal and professional exploration across one's lifespan. Classes will encompass media and discussions to show the potential range of human sexual expression. The provocation of your mind, can certainly lead to dis-ease in your body and spirit. The critical examination of one's beliefs and values has the potential to feel deeply uncomfortable or upset. The class will be challenging the world as you know it to exist by purposefully confronting different worldviews, values, cultures, abilities, sexual attractions, identities, visceral behaviors, socio-economic status, and social narratives from your prior lived experience. The class cohort is requested to foster a nurturing space that encourages the growing process and facilitates support; however, no one can guarantee that the experience will feel 'safe' at all times. Participants might have an earth-shattering epiphany during the class, or days / years later. It is a process, which I welcome you to embrace. Thank you.



Constructive Feedback & Syllabus Modification(s)

This syllabus is a guide for the MCFT 569 “Sex Therapy” Fall 2022 Section 01 & 02 courses and is subject to change with advance notice throughout the semester. It is intended that any changes will be communicated to, and potentially discussed with, the two full section cohorts (and coordinated with the third cohort) for mutual understanding and agreement a week prior. Any changes to the reading schedule will be announced at least 24-hours prior. Any changes to assignments will be at least 72-hours prior. If the learning experience is not going well, or meeting your expectations as a student; I welcome your constructive critique and feedback. Please e-mail Fredrick Zal (fredrickzal@lclark.edu) directly, or utilize the anonymous Feedback Form links through Moodle. I promise to give constructive feedback thoughtful consideration. I do not promise that suggestions will be implemented. It is my intention to create as non-hierarchical of a learning environment as possible, while recognizing your and my intertwined responsibilities and implicit agreements to the academic system and associated policy.

Cohort Agreements, Mutual Respect, & Self-Care Required

Sex Therapy has a slightly different focus than other therapeutic modalities, specifically because clients are seeking assistance for sensual / sexual concerns. While these concerns often have impacts upon one's emotions, energy state, and relationships; it is the centrality of the flesh, blood, and bones of the body that is of greatest import. By recognizing the nurturance the body needs; one can holistically heal the mind, spirit, and social relations.

In a society where the mere utterance of the word ‘sex’, can raise the hackles of moral taboo; it can be even more challenging to delve into and feel comfort engaging the rich nuance of sensuality / sexuality of your own body or supporting a client. This is even more heightened in the potential anxiety producing setting of a classroom cohort. It is also important to note that the ‘sex positive’ lens utilized in this class does not imply nor require sexual access, desire, nor any behavioral actions. One can as easily be asexual, celibate, or a nymphomaniac, and all be sex positive. Re-claiming sex positivism as both an individual and emerging Sexological Professional can re-inform our bodies to transcend societal acculturation, to re-eroticize the de-eroticized panoptical body, and thereby release oneself or others from oppression.

MCFT 569 “Sex Therapy” will involve sensitive material and the full cohort must be committed to ensuring that this course be a brave and as safe as possible space for all individuals. You are required to maintain both confidentiality and a sense of mutual respect in ALL discussions, even if you find the viewpoints of others, including faculty, visiting instructors, or media to be difficult. It is YOUR RESPONSIBILITY to self-regulate and self-soothe as needed. If you become disruptive to the group process, policy actions will be taken to ensure the safety of the cohort and learning environment.

As imperfect beings, especially if our capacity is diminished due to being challenged during class; we might say things that we are unsure about, or in a way that is raw and unfiltered.

- Please do not feel guilt nor shame other participants. We welcome you to be accountable for what you have shared, apologize when requested, and endeavor to do better the next time.
- When disagreements happen, please do not argue. Rather; pause, endeavor to compassionately understand the other's lived experience / intent, and reflect your position / impact felt in a manner that supports collaborative understanding. Nonviolent communication is an artistic dance between individuals, and can take a lifetime to become eloquent.
- Respect may look different to different people and it is important to create an environment grounded in consent culture that respects people from where they are, not where we wish them to be.
- Please be open to feedback, while maintaining your boundaries and self-care.
- Please be aware of the language and tone that you use, and the potential that others might perceive an impact different than your intent.

If you need further support, or can wait to speak with someone privately during a break, we welcome you asking for such, and 'leaning in' supportively instead of 'calling out' violently.

Non-hierarchical dialogue is welcomed during the learning process, and will be guided with scaffolding as needed. We will request your compassion, confidentiality, respect, and curiosity. We hope that as you learn from others, that the full cohort will also learn from your life experiences. Together we can potentially move emotionally, intellectually, spiritually, and psychologically into a zone of greater knowing, acceptance, and tolerance of human sexuality in all of its possible dimensions.

Attendance & Active Participation

Prompt arrival and constructive engagement during all live, or synchronous, class sessions is required. Repeated tardiness is not allowed. (See learning media, assignments, and grading rubric below.) By the end of Week 01, two (2) people must sign-up to be a discussion leader each week via link on Moodle. Each student must lead discussion during a minimum of two (2) sessions. While global participation is required; individual topic participation is always an optional autonomous choice. Witnessing quietly, if preferred, is a valid option. Please communicate your needs with faculty as you are able. To allow for life balance and flexibility, each student is allowed to attend the alternative (01 vs. 02) section one (1) time during the course of the semester. (Attending section 03 is not an option.) A request for alternative attendance must be e-mailed two weeks in advance. Faculty confirmation is required prior to 'swapping', and student request(s) might be declined to ensure that alternative section's endeavors for creating brave space. A maximum of two (2) students may 'swap' sections during any weekly module. If an absence is unavoidable (medical, accident, death, etc.), please communicate with faculty as soon as possible.

Class Disruption

Use of or activation of cell phones, social media, e-mail, or other potential distractions are not allowed during class time. Please only utilize during delineated break times. If a personal emergency exists, please notify faculty prior to the start of class, and as quietly as possible move out of the classroom for a brief period of time. Thank you for your courtesy.

Justice, Equity, Diversity, & Inclusion (JEDI)

It is the intention of this class to facilitate restorative healing for all students, faculty, and future clients. Post-structuralist feminism, queer theory, post-colonialism, and other liberatory modes of engagement will be utilized to fracture and deconstruct both individual and societal oppression. It is also recognized that one's lived experiences as an individual, in relationship(s), community, or society can be currently toxic, have residual, or vicarious trauma. The intention of this class is to respect the spectrum of individuals and lived experiences, ways of knowing, communicating, and creating. Equitable support and centering of historically marginalized voices will be proactively engaged and advised in learning materials and classroom participation.

Mutually Respectful Brave Space

Please be open-minded and stay curious. Consider new options. Your preferences might change over time. Disagreement is ok. However, the classroom is not a forum for oppressive debate, as we are not trying to 'prove' anything. The classroom is a place for active listening, and optional vulnerable sharing. Allow space for others to share their thoughts, utilizing W.A.I.T.? (Why Am I Talking?) self-regulation, and a minimum five (5) seconds of absolute community quiet prior to any interjection.

Confidentiality & Disclosure of Personal Information

Leave personal information and specific stories in the classroom. Be inspired by ideas and life experiences. Everyone has an intrinsic right to decide what is best for one's own mind, body, spirit, story, information, and for a specific duration of time. Each student has autonomous choice what information to disclose or not. Please be mindful when vulnerably self-disclosing. The program cannot guarantee confidentiality of student disclosures in the group environment. Do NOT record nor capture image, voice, or text. All information or life stories shared should be considered private and confidential, unless an explicit agreement is made to grant specific permission(s). Similarly, do not share the information or stories of others without their explicit permission.

Be Aware of Risks

Take responsibility for your actions, ask questions, establish trust and progress at a pace that is appropriate for you. Define your personal risk profile generously. Challenge your boundaries, and do not lose balance, nor fall over the edge.

Harassment and Hate or Bias-Motivated Conduct

Lewis & Clark College prohibits harassment, discrimination, hate, bias-motivated conduct, and micro-aggressions. Such actions diminish the sense of safety in the classroom, negatively affect student and faculty's capacity for learning and optional vulnerable sharing, and will not be tolerated. Some discrete aspects of discrimination are: age; experience, social standing, seniority, fame; class, money, poverty, and (un)employment; incarceration or (il)legality; religious (dis)belief, spirituality; political belief; national origin, nationality, citizenship, or immigration status; race, ethnicity, culture, heritage; assigned sex at birth; gender identity or expression; sexual orientation; single, (non)monogamous, or marital status; physical presence; skin tone, hair texture, visual aesthetic, fashionableness; bodily and cognitive ability; health or psychiatric diagnosis; and other forms of social injustice that are experienced as tensions in the mind, spirit, and body. Self-reflection and recognition of growth areas is a positive way to engage prior foreclosure around diversity. Do not burden faculty or students with your discriminatory disentanglement or the world-view responsibilities required for your individual growth process.

Sexual Misconduct Policy

Lewis & Clark College prohibits all forms of sexual or identity-based harassment, discrimination or violence. Prohibited conduct includes sexual harassment, sexual assault, intimate partner violence, and stalking. Students and faculty can request supportive measures by contacting the Title IX Coordinator or a Deputy Title IX Coordinator. The active discussion of sensuality / sexuality or optional consensual role-play in this class does not imply access or permission. #NotAskingForIt

Dual Relationships

Living and working with marginalized communities and as a sexological professional, there is bound to be overlap in the social and professional circles of students, staff, and faculty. It is possible to be professionally objective while genuinely caring about another person, and/or having concurrent proximal life experiences. To ensure the wellbeing of students and with the intent of role-modeling exemplary professional ethical practices; students are welcome to speak with Fredrick Zal privately and confidentially about any perceived issues or challenges.

COVID-19

COVID-19 protocols per Lewis & Clark College, the State of Oregon, City of Portland, and Multnomah County for groups. Please stay informed of any changes, as they might affect both health and the class process. Please listen to your gut, and do what helps you feel as safe as possible.

Societal Change & Compassion

All people in this class are concurrently experiencing a series of simultaneous traumas; such as COVID-19, racism, police brutality, environmental destruction, misogyny, patriarchy, kyriarchy, and other forms of oppression. These harms have been coming to an exploding point for centuries, if not millennia, in society. The inertia and shifting of these societal constructs and inter-personal interactions can create a range of joy through dis-ease, which we will each feel in our mind, body, and spirit differently. This might activate prior lived or vicarious trauma. Prior to your implicit student responsibilities, your first obligation is to your personal health, well-being, and the care of those in your intimate circles. Please be compassionate to each other in these challenging and fluctuating times. Counseling service are available to students in the Templeton Campus Center on the Undergraduate Campus without stigma.

Self-Care

Take care of yourself Physically and Emotionally. Explore avidly, but do not get lost along the path. Give yourself the time and space needed to be true to yourself. Take a pause or deep breath if needed. Ask for support. Embrace that self-care is a form of self-respect. Please see the Self-Care Worksheet on Moodle.

Accessibility

Differing people have a range of emotional, cognitive, physical, sensory, mobility, and financial capacities. All people will be respected, and equitable scaffolding will be provided. Formal requests for support are available through the Office of Student Accessibility: <https://www.lclark.edu/offices/student-accessibility> Both formal and informal requests will be confidential, and reasonable alternatives will be accommodated. Please be proactive and do not suffer silently.

Have Fun!

This MCFT 569 “Sex Therapy” class can be challenging and feeling provoking, but it hopefully will also be a lot of fun.

Please read these policy documents in full:

Lewis & Clark Graduate School Policy

https://graduate.lclark.edu/student_life/handbook/college_policies

Lewis & Clark Student Handbook

<https://graduate.lclark.edu/live/files/33677-mcft-handbook-2022-2023pdf>

Lewis & Clark Clinical Training Handbook, Professional Development & Supervisor Evaluation

<https://graduate.lclark.edu/live/files/33676-mcft-clinical-training-handbook-2022-2023pdf>

Fredrick Zal's Teaching Philosophy

Passion

Embodying quality time and service are core to my being. Thank you for gifting me the opportunity to share this joy with you. There are many subjects that I teach, but they all focus upon: communication, being present, creating rituals, and connection with one's own body or another(s). What resonates in your blood and bones to ignite the bonfire of your soul?

Play

The simplicity of being in the present moment with others, engaging without judgment, the acceptance of mistakes, helping each other dust off our knees or band-aid a bloody gash, pausing to heal, and making active decisions to continue to engage each other is something that I deeply cherish. We are never too old to play! What do you find fun and/or challenging?

Process

There is a glorious rigorous plan with everything lined up perfectly that is going to teach you everything you have ever wanted to know... Oh... then reality... This is about learning, and learning the geography in a way that is meaningful to you. Some might take a linear path, some might meander, some aspects might be predictable, and some might be unknown until discovered. We are in this together, but if you need to diverge... wonderful! Bring breadcrumbs and a compass. We will be here if you blow a safety whistle and need for help. How do you meaningfully receive feedback?

Ask Questions

This is all about you... and concurrently the other people in the room. I know this stuff rather well, and I am thrilled to share what I know, but I also want to learn from you, and your life experiences. Please actively engage our community of co-learners, be that with verbal, signed, or written questions. You are paying in money and time to be here. I hope to serve your learning as I can. What are your expectations? What do you want to learn?

*Curiosity does not kill the cat, rather (to humorously mix metaphors)...
Schrödinger's meta-cognitive 'cat' transcends beyond limited perceptions*

Being Present

We hopefully come to learning with the best of intentions. However, life can be complex. We all hold different types of socio-economic and time stresses. Please be real in each moment. Care for yourself, establish ways to maintain resiliency and rejuvenation. If you need a pause; that can probably be coordinated. Are you ready to engage, fully, or do you need a moment?

Power

We all have power differentials that make equality unattainable. I was born into forms of privilege, and my job as your teacher also affords me some privileges and limitations. It is my intent to re-distribute access to resources to help you thrive. Please ask if I have not offered. Please also respect that I might express a boundary. Do you need any support? What can you offer? Are there any boundaries that you do not want questioned?

Community Culture

You are the most special snowflake in the whole world, but confusingly, the world would spin on without you. If we are choosing to share time and space together, please be compassionate and respectful of each other. We might say raw things; and if so, please be accountable, please lean-in and, if you choose, offer to help another see gaps constructively. Together we can potentially learn and create a resilient environment; where we can each feel brave to participate in meaningful ways. What do you want to keep or change in the world? Are there ways we could collaborate?

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As your teishu (host and guide), I will do my best to forecast what you might need to engage learning. Sometime I will be able to provide anticipatory service, but I cannot read minds. Please let me know what you need, and I will do my best to scaffold as you desire. What is your optimal learning environment? What does respect look and feel like to you?

Gratitude

At any point in time, there are probably a few dozen ideas from other people inspiring my words and actions. Thank you deeply to all of those wise elders. If you want to learn more about what inspires me, please check-out: Chuang Tzu; Anne Fausto-Sterling; Audre Lorde; bell hooks; Betty Dodson; Bianca Laureano; Breanne Fahs; Brené Brown; David Bowie; Deborah Tolman; Deconstructivism; Embodiment; Esther Perel; Feona Attwood; Gary Chapman; Janice Irvine; John D'Emilio; Judith Butler; Jun'ichirō Tanizaki; Ken Plummer; Ken Wilber; Lebbeus Woods; Lee Harrington; Lev Vygotsky; Lisa Diamond; Lori Brotto; Marcel Proust; Marshall Rosenberg; Michel Foucault; Mihaly Csikszentmihalyi; Paulo Freire; Phenomenology; Roy Levin; Stuart Sovatsky; Urie Bronfenbrenner; & many more in the learning media assigned.

"This is the oppressor's language, yet I need it to talk to you"

Adrienne Cecile Rich; "The Will to Change: Poems 1968-1970" (1971), 15.

"The master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change."

Audre Lorde; "The Master's Tools Will Never Dismantle the Master's House" (1979 / 2007), 110-113.

"Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify... Because we all live in a white supremacy culture, these characteristics show up in the attitudes and behaviors of all of us": Perfectionism; Sense of Urgency; Defensiveness; Quantity over Quality; Worship of the Written Word; Only One Right Way; Paternalism; Either/Or Thinking; Power Hoarding; Fear of Open Conflict; Individualism; I'm the Only One; Progress is Bigger, more; Objectivity; and Right to Comfort

Tema Okun; "White Supremacy Culture" (1999 / 2017).

"Authentic help means that all who are involved help each other mutually, growing together in the common effort to understand the reality which they seek to transform. Only through such praxis; in which those who help and those who are being helped help each other simultaneously, can the act of helping become free from the distortion in which the helper dominates the helped."

Paulo Reglus Neves Freire; "Pedagogy in Process: The letters to Guinea-Bissau" (1978 / 1983), 8.

"Talking in the classroom about the body and about how we live in our bodies, we're automatically challenging the way power has orchestrated itself in that particular institutionalized space."

bell hooks; "Teaching to Transgress: Education as the Practice of Freedom" (1984 / 1994), 137.

"But no, but no, you are going too fast. Try again. You take the Delegation car. You get off at the Quai d'Orsay. You go up the stairs. You enter the Room. So what? Specify, my dear, specify. So I tell him everything. The sham cordiality of it all: the handshakes, the maps, the rustle of papers, the tea in the next room, the macaroons. He listens enthralled, interrupting from time to time. But specify, my dear sir, do not go too fast."

Marcel Proust; "Sunday the 2nd of March: Dinner at the Ritz Hotel"; (1919 / 1965), 275-276.

Learning Media

Reasonable efforts were made to provide a free access pathway to media via Moodle and/or via Watzak Library (print and digital) to increase financial accessibility.

Each week's learning module, classroom discussion, and Moodle posting will be based upon an orchestrated sequence of readings, videos, podcasts, websites, and other resources. Critical analysis and processing of materials is required. In example; Fine & McClelland (2006) and H  nh (1999) should be read prior to participating in Week 01's class. Citations must be thoughtfully integrated into your assignments. The media has been sorted into three categories, with the intent of allowing some life balance / flexibility, financial accessibility, and a range of learning preferences:

- **Weekly Discussion Focus:** These are the core media for the MCFT 569 "Sex Therapy" class. They are required to be experienced, and processed significantly prior to the beginning of each week's class (unless specifically noted otherwise). Active comprehension of these materials is required during class time discussions. Neither fluency nor 'expertise' is required in the learning environment. Prepare topics to discuss during class without ego, expectation, nor agenda.
- **Recommended:** Please feed your healthy curiosity and passion for the field of Sex Therapy by exploring these supplemental materials. They are recommended, not required, simply because there are only so many hours in each day, and we all have many aspects of life to balance. It is recommended to savor at least 2-3 of these items each week, as your time and interest allows. Now is always a great time to learn, yet tomorrow is an option.
- **Additional Resources:** MCFT 569 "Sex Therapy" is just a step along the path toward professional practice. There are literally millions of resources on the topic of sexuality. These resources are suggested for further depth of inquiry and sexological world-view flexibility training. Browse them superficially, or engage them fully, as you can. Please do not dismiss these readings, as they are a way to engage a wonderful diversity of world-views, while endeavoring to be respectful of your bandwidth and balancing multiple life commitments. Engage ones that you feel comfortable with or beacons to explore. Also pick ones that are specifically outside of your comfort zone, acculturation, sexuality, and/or known lived experience.

The quantity of leaning media options is not meant to intimidate nor overwhelm students in the balance of life priorities. The intention is to provide opportunities to engage a diverse range of voices and perspectives in the field of sexology. It is my preference for students to self-select aspects of their learning pathway, rather than culling voices that might represent non-hegemonic or historically silenced voices for the purposes of a succinct syllabus. If you are thirsting for more, there is plenty! I welcome suggestions for further additions, and recommend that students collaboratively share what was discovered during personal explorations.

It will be expected that a few self-directed resources, beyond what is in the syllabus, will be explored and shared during class and/or on the discussion board. Please follow the rabbit-hole down citations in the media that sparks your interest. Let others know about what you find, what you would recommend, what blew your mind, made you cringe, or inspired you.

Active participation includes finding and blazing your autonomous path as a developing professional. Sometimes it will lead nowhere. Sometimes it will change your life forever. I look forward to mutual and symbiotic learning.

   Copyright Disclaimer

Always assume that materials utilized in this course are protected by copyright unless faculty specifically states otherwise. This includes lectures, notes, readings, videos, podcasts, and other elements. Under Section 107 of the Copyright Act 1976, allowance is made for "fair use" for purposes such as criticism, comment, news reporting, teaching, scholarship, and research. Fair use is a use permitted by copyright statute that might otherwise be infringing by non-profit, educational or personal use.

Schedule

Tuesday classes

The general intention of each live, or synchronous, class session is to balance active learning with bodily and emotional compassion. Each class will potentially have the following flow, and will be adapted to the specific academic and personal needs of each unique day.

10 minutes	Individual Check-in and Somatic Grounding
80 minutes	Presentation and/or Discussion of Learning Media
15 minutes	Body Pause
50 minutes	Discussion of Learning Media
5 minutes	Body Pause
20 minutes	Conclusion & Self-Reflections

180 minutes total (3 hours)

Week 00: General Preparation

Intention

These materials are to help prepare you for taking this MCFT 569 "Sex Therapy" class and to refresh working knowledge of some materials from previous classes. While it is recommended to engage these materials prior to the first Week 01 class, it is recognized that might not happen for a number of reasons. Please engage them by Week 03, if not earlier.

Required

- Annon, Jack S. (1976) "The PLISSIT Model: A Proposed Conceptual Scheme for the Behavioral Treatment of Sexual Problems"; Journal of Sex Education and Therapy, 2(1), 1-15; DOI: 10.1080/01614576.1976.11074483
- Marcia, James E. (1966) "Development and Validity of Ego-Identity Status"; Journal of Personality and Social Psychology, 3(5), p.551-558.
- Meer, Talia. (2014) "All the (Tricky) Words: A Glossary of Terms on Sex, Gender, and Violence"; University of Cape Town, Gender Health & Justice Research Unit; [PDF]: http://www.ghjru.uct.ac.za/sites/default/files/image_tool/images/242/schools/Glossary/GHJRU_Glossary_Final.pdf
- Urie Bronfenbrenner, Urie; & Morris, Pamela A. (2006) "The Bioecological Model of Human Development", ch.14, p.793–828; in Lerner, Richard M. "Handbook of Child Psychology: Vol. 1. Theoretical models of human development" (6th Ed.); Wiley & Sons; ISBN: 978-0471272885; DOI:10.1002/9780470147658.chpsy0114
- Ve Ard, Cherie L.; & Veaux, Franklin. (2005) "Polyamory 101"; [PDF]: <https://www.morethantwo.com/poly101.pdf>
- Wilcox, Gloria. (1982) "The Feeling Wheel"; Transactional Analysis Journal, 12(4), p.274-276, DOI: 10.1177/036215378201200411
- Zal, Fredrick. (2006) "Kink Terminology"; [PDF]
- Zal, Fredrick. (2022) "Self-Care Worksheet"; [PDF]

Recommended

- Clark, Carol; & Zal, Fredrick. (2022) "Client Situational Review"; [DOC]
- Zal, Fredrick. (2006) "Kink: Yes, Curious, ?, No"; [PDF]

Additional Resources

- APA - American Psychiatric Association. (2022) "Diagnostic and Statistical Manual of Mental Disorders", Fifth Edition, Text Revision (DSM-5-TR); ISBN: 978-0890425763

Pre-Class 01 Requests:

1. Self-Care Worksheet (For personal use only, does not need to be turned-in.)
2. Read the syllabus fully, and come to class with prepared questions and/or clarification requests.

Week 01: Body: Consent, Touch, & Connection

Intention

This first class is intended to create a mutual foundation for students and faculty to respectfully engage each other during classroom discussions. The learning can also be applied more globally to personal and professional interpersonal relationships.

Weekly Discussion Focus

- Fine, Michelle; & McClelland, Sara. (2006) "Sexuality Education and Desire: Still Missing after All These Years"; Harvard Educational Review, 76(3), p. 297-338.
- Hạnh, Thích Nhất. (1999) "The Miracle of Mindfulness: An Introduction to the Practice of Meditation"; Beacon Press; ISBN: 978-0807012390
 - Read the entire book. Practice breathing exercises.
- Hargrave, Tad. (2017) "Post Mortem: A Conversation Gone Wrong"; [Weblog]: <http://healingfromwhiteness.blogspot.com/2017/05/post-mortem-conversation-gone-wrong.html>
- McIntosh, Peggy. (1989) "White Privilege: Unpacking the Invisible Knapsack"; Peace and Freedom; Wellesley College Center for Research on Women.
- Okun, Tema. (1999 / 2017) "White Supremacy Culture"; dRworks; [PDF]: https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf
- Swan, Tracy. (2002) "Coming Out and Self-disclosure: Exploring the Pedagogical Significance in Teaching Social Work Students about Homophobia and Heterosexism"; Canadian Association for Social Work Education (CASWE), Canadian Social Work Review, 19(1), p.5-23; JSTOR: 41669744
- Wilber, Ken. (2001) "No Boundary Eastern & Western Approaches to Personal Growth", 'Witness Exercise', p.128-32; Shambhala Press; ISBN: 978-1570627439

Recommended

- Confederated Tribes of the Grand Ronde. (2022) "Our Story"; [Weblog]: <https://www.grandronde.org/history-culture/history/our-story>
- Hannah-Jones, Nikole; et.al. (2019) "Episode 1: The Fight for a True Democracy"; New York Times; 1619 Podcast; [Weblog & Audio]: <https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html>
- Kanyon CoyoteWoman Sayers-Roods (2020) "Indigenous Insights & Decolonization"; [Podcast]: https://www.youtube.com/watch?v=P9GPhnzX_rQ
- Kuhn, Roger. (2020) "Unsettling Eros & Decolonizing Sexuality"; Queer Spirit; [Podcast]: <https://www.youtube.com/watch?v=oenVAFNyTgs>
- Thwaites, Rachel. (2017) "Making a choice or taking a stand? Choice feminism, political engagement and the contemporary feminist movement"; Feminist Theory, 18(1), p.55–68; DOI: 10.1177/1464700116683657

Additional Resources

- Clark, Carol. (2011) "Addict America: The Lost Connection"; CreateSpace; ISBN: 978-1456505158
- Martin, Betty. (2016) "Wheel of Consent"; [Weblog]: <http://www.bettymartin.org/download-wheel>
- May, Emmeline; & Blue Seat Studios (2015) "Tea Consent"; [Video]: <https://www.youtube.com/watch?v=oQbei5JGiT8>
- Planned Parenthood (n.d.) "Consent F.R.I.E.S."; [Weblog]: <https://www.plannedparenthood.org/learn/relationships/sexual-consent>
- Robot Hug (2016) "Consent Castle"; [Weblog]: <http://www.Robot-Hugs.com/Comic/Consent-Castle>

- Rosenberg, Marshall B. (2015) "Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships"; PuddleDancer Press; ISBN: 978-1892005281
- Surmick, Sar; Drake, Rachel; Monroe, Lara-Ashley; O'Hanlon, Kelley; & Hirsch, Leah. (2019) "The Consent Primer: Foundation for Everyday Life"; ISBN: 978-1733820301
- Yarber, William L.; & Sayad, Barbara W. (2010) "Sexuality Education for Youth in the United States: Conflict, Content, Research and Recommendation"; Kwartalnik Pedagogiczny, 2(216), p.147-162.

Due before Midnight on Monday

1. None

Assignments

1. Class Participation Self-Reflection
2. Reflective Writing: "Personal / Professional Sexual Values"
3. Reflective Writing: "Consent Practices" (Assigned, but not Due until Week 04.)
4. Weekly Discussion Leader Sign-Up
5. Self-Care Worksheet (For personal use only, does not need to be turned-in.)
6. Start reading the below books for the Final Project:
 - Constantinides, Damon; Sennott, Shannon; & Chandler, Davis. (2019) "Sex Therapy with Erotically Marginalized Clients"; Routledge, ISBN: 978-1-138-67180-5
 - Assigned now for Final Project. Read a chapter each week, starting with Ch.4: Practice a Relational and Dialogic Approach to Sex Therapy
 - Malone, Reece M.; Stewart, Marla Renee; Gary-Smith, Mariotta; & Wadley James C. (2021) "An Intersectional Approach to Sex Therapy: Centering the Lives of Indigenous, Racialized, and People of Color"; Routledge; ISBN: 978-0367471958
 - Assigned now for Final Project. Read a chapter each week, starting with Ch.3: Working with Indigenous Peoples in Canada; & Ch.6: Who am I? An Intersectional Approach on Working with Gay and Lesbian Chinese Youth in Canada

Week 02: Shame, Stigma, Oppression, Marginalization, & Acceptance

Intention

Foundational to individuals needing assistance via Sex Therapy is the desire for acceptance and to know if they are 'normal' in relation to society. The statistical averaging and hegemonic determination of what is acceptable in common society versus what is taboo or 'other' creates significant dis-ease in many individuals and groups. Comprehending these systems will create a more compassionate sexological world-view. Understanding the exponential burden of intersectional discrimination will assist in deconstructing many client concerns. It will also illuminate client – therapist mutually charted pathways for intellectual, emotional, or somatic therapeutic techniques aiming for self-acceptance and holistic healing.

Weekly Discussion Focus

- Brown, Brené (2011) "The Power of Vulnerability", TED Talk; [Video]: <https://www.youtube.com/watch?v=iCvmsMzIF7o>
- Crenshaw, Kimberlé. (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics"; University of Chicago Legal Forum, 1(8), p.139-167.; <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Fahs, Breanne. (2014) "'Freedom to' and 'freedom from': A new vision for sex-positive politics"; Sexualities, 17(3), p. 267-290; DOI: 10.1177/1363460713516334.
- Freud, Sigmund. (1905 / 1995) "Drei Abhandlungen zur Sexualtheorie, Three Essays on the Theory of Sexuality"; CreateSpace Independent Publishing Platform; ISBN: 978-1985153721
 - Read the entire book. It has been republished countless times, so there are many versions. Make sure to read the footnotes. Ponder 'Polymorphous Perversity', Freud's positionality, affects from his shifting socio-political context, and his data sampling techniques for theory foundations.
- Koltko-Rivera, Mark. (2004) "The Psychology of Worldviews"; Review of General Psychology, 8(1), 3-58; DOI: 10.1037/1089-2680.8.1.3
 - Required for Reflective Writing: Personal / Professional Sexual Values
- Lorde, Audre. (1979 / 2007) "The Master's Tools Will Never Dismantle the Master's House", 110-113; New York University, Institute for the Humanities; in "Sister Outsider: Essays and Speeches"; Crossing Press; ISBN: 978-1580911863
- Plummer, Ken. (1982) "Symbolic Interactionism and Sexual Conduct: an emergent perspective"; in Brake, Mike. "Human Sexual Relations: Towards a redefinition of sexual politics"; Pantheon Books; ISBN: 0-394-71109-2; p.223-241.
- Rubin, Gayle. (1984) "Thinking sex: Notes for a radical theory of the politics of sexuality", 267-319; in Vance, C.S. "Pleasure and Danger: exploring female sexuality"; Routledge; ISBN: 978-0710202482; DOI: 10.4324/9780203966105-21

Recommended

- Barker, Joanne. (2017) "Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies"; Duke University Press Books; ISBN: 978-0822363651
 - Ch.6: Loving Unbecoming - The Queer Politics of the Transitive Native
- Fahs, Breanne; & McClelland, Sara. (2016) "When Sex and Power Collide: An Argument for Critical Sexuality Studies"; Journal of Sex Research, 0(0), p.1-5; DOI: 10.1080/00224499.2016.1152454
- Global Democracy. (2011) "Body Evolution"; [Weblog]: https://www.huffpost.com/entry/photoshop-body-evolution_n_4170021 ;[Video]: <https://www.youtube.com/watch?v=17j5QzF3kqE>
- Hall, Kathryn S. K.; & Binik, Yitzchak M. (2020) "Principles and Practice of Sex Therapy", Sixth Edition; Guilford Press; ISBN: 978-1462543397
 - Ch.11: The Privileging of Pleasure - Sex Therapy in Global Cultural Context

- Hird, Myra J.; & Giffney, Noreen. (2016) "Queering the Non/Human (Queer Interventions)"; Routledge; ISBN: 978-1138247789
- Holland, Sharon P., Ochoa, Marcia., & Tompkins, Kyla. W. (2014). "On the visceral"; GLQ: A Journal of Lesbian and Gay Studies, 20(4), 391–406. DOI: 10.1215/10642684-2721339
- Irvine, Janice M. (2014) "The Sex Lives of Sex Researchers"; Sociological Association; Contexts, 13(4), p.36-41; DOI: 10.1177/1536504214558215
- Kaufman, Scott B. (2019) "The light triad vs. dark triad of personality"; Scientific American; [Weblog]: <https://blogs.scientificamerican.com/beautiful-minds/the-light-triad-vs-dark-triad-of-personality>
- Murray, Kelly; & Ciarrocchi, Joseph. (2007) "Spirituality, Religiosity, Shame and Guilt as Predictors of Sexual Attitudes and Experiences"; Journal of Psychology and Theology, 35(3), p.222-234; DOI: 0091-6471/410-730
- Plummer, Ken. (2012) "Critical sexuality studies"; in Ritze, George. "Companion to Political Sociology", ch.14, p. 243–268; Wiley-Blackwell Publishing; ISBN: 978-1444330939
- Stayton, William R. (1996) "A Theology of Sexual Pleasure", ch.8.1, p.332-346; in Thatcher, Adrian; & Stuart, Elizabeth. "Christian Perspectives on Sexuality and Gender"; Cromwell Press; ISBN: 0-8028-4228-3
- Taylor, Sonya Renee. (2018) "Evolve"; Planned Parenthood; [Video]: <https://www.youtube.com/watch?v=wS6ERqg5X7U>

Additional Resources

- Abu-Lughod, Lila. (2002) "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others"; American Anthropologist, 104(3), p.783-790.
- Baumgardner, Jennifer. & Richards, Amy. (2004) "Feminism and femininity: or how we learned to stop worrying and love the thong"; in Harris, A. "All About the Girl: Culture, Power and Identity"; Routledge; ISBN: 978-0415947008
- Cohen, Cathy J. (1996) "Contested Membership: Black Gay Identities and the politics of AIDS", ch.3; in Corber, Robert; & Valocchi, Stephen. "Queer Studies: An Interdisciplinary Reader"; Blackwell Publishing; ISBN: 978-0631229179
- Dowsett, Gary. (2017) "Abjection. Objection. Subjection: rethinking the history of AIDS in Australian gay men's futures", Culture, Health & Sexuality, 19(9), p.935-947; DOI: 10.1080/13691058.2016.1273392
- DuVernay, Ava. (2016) "13th"; Netflix; [Film]: <https://www.netflix.com/title/80091741> ; <https://www.youtube.com/watch?v=krfcq5pF8u8>
- Ehrenreich, Barbara; & English, Deirdre. (2010) "Witches, Midwives, & Nurses: A History of Women Healers"; Feminist Press; ISBN: 978-1558616615
- Hollibaugh, Amber. (1996) "Desire for the Future: Radical Hope in Passion and Pleasure"; in Jackson, Stevi; & Scott, Sue. "Feminism and Sexuality: a reader"; Columbia University Press; ISBN: 978-0231107099.
- hooks, bell. (1991) "Theory as Liberatory Practice"; Yale Journal of Law and Feminism, 4(1), p.1-12.
- hooks, bell. (1995) "Killing Rage, Ending Racism: Militant Resistance"; H. Holt and Co. p.8-20. <https://prezi.com/sff555ri5sle/killing-rage-militant-resistance-julien-lefebvre>
- Kaldera, Raven; & Popp, Sabrina. (2014) "Unequal By Design: Counseling Power Dynamic Relationships"; Asphodel Press; ISBN: 978-0982879481
- Laboucane-Benson, Patti; & Benson, Allen. (2014) "Home Fire - Ending the Cycle of Family Violence"; Native Counselling Services of Alberta; [Video]: <https://www.youtube.com/watch?v=lmstyXc6FnI>
- Lawton, Vicky. (2013) "X – Director's Cut"; Coco de Mer; [Video]: <https://vimeo.com/128134468>
- Parfait Lingerie. (2019) "Power of Perfect"; [Video]: <https://www.youtube.com/watch?v=ChlCeegE2q8>
- Parmal, Pamela. (n.d.) "Hemlines"; Love to Know; [Weblog]: <https://fashion-history.lovetoknow.com/fashion-history-eras/hemlines>

- Pomeroy, Wardell B.; Flax, Carol C.; & Wheeler, Connie C. (1982) "Taking a Sex History: Interviewing and Recording"; Free Press; ISBN: 978-0029253700
 - Ch.2: Am I Normal?; & Ch.3: Interviewing Techniques
- Rorty, Richard. (1991) "Feminism and Pragmatism"; Radical Philosophy; 59, p.3-14; DOI: 10.4324/9781003061502-10
- Schermer Seller, Tina. (2017) "Sex, God & the Conservative Church: Erasing Shame from Sexual Intimacy"; Routledge; ISBN: 978-1138674981
- Schermer Sellers, Tina. (2021) "Shameless Parenting : Everything You Need to Raise Shame-free, Confident Kids and Heal Your Shame Too!"; TopSECRET Publishing; ISBN: 979-8705400423
- Solórzano, Daniel; Pérez Huber, Lindsay; & Gonzalez, Lorena Camargo. (2018) "Considerations for Using Critical Race Theory and Critical Content Analysis: A Research Note"; Understanding & Dismantling Privilege, 8(2), p.8-26; ISSN 2152-1875.xxx
- Yarber, William L.; & Sayad, Barbara W. (2019) "Human sexuality: Diversity in contemporary America", 10th ed.; McGraw Hill; ISBN: 978-1260397123

Due before Midnight on Monday

1. Reflective Writing: "Personal / Professional Sexual Values"
2. Weekly Discussion Leader Sign-Up

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections

Week 03: Identity Formation & Fluidity

Intention

Lisa Diamond contends James Marcia's ideas around identity moratorium, diffusion, foreclosure, and achievement with an inclusive rhizomatic model of life-long nutrient seeking sexuality in identity, attractions, and behaviors. Further readings engage differing cultural performativity pressures and sex positivity.

Weekly Discussion Focus

- Bailey, J. Michael.; Diamond, Lisa M.; Vasey, Paul L.; & Breedlove, Stephen M. (2016) "Sexual Orientation, Controversy, and Science"; *Psychological Science in the Public Interest*, 17(2), p.45–101; DOI: 10.1177/1529100616637616
- Foucault, Michel. (1978 / 1980) "The History of Sexuality: Volume I, An Introduction"; Vintage Books; ISBN: 978-0394740263
 - Read the entire book. Ponder 'Ars Erotica' and the 'Panopticon'.
- Gagnon, John. (2004) "Scripts and the Coordination of Sexual Conduct"; in "An Interpretation of Desire: Essays in the Study of Sexuality"; University of Chicago Press; p.59-87; ISBN: 0-226-27858-1.
- Lorde, Audre. (1978) "Uses of the Erotic: The Erotic as Power"; Fourth Berkshire Conference on the History of Women, Mount Holyoke College; Out & Out Books.
- Queen, Carol. (2014) "What Sex-Positivity Is, And Is Not"; [Weblog]: <https://goodvibesblog.com/sex-positivity>
- Simon, William.; & Gagnon, John. (1986) "Sexual Scripts: Permanence and change"; *Archives of Sexual Behavior*, 15(2), p.97-120.
- Worthen, Meredith G.F. (2018) "Gay Equals White"? Racial, Ethnic, and Sexual Identities and Attitudes Toward LGBT Individuals Among College Students at a Bible Belt University"; *Journal of Sex Research*, 55(8), 995-1011, DOI: 10.1080/00224499.2017.1378309

Recommended

- Altman, Emily. (2017) "Girls are Horny Too"; *Big Mouth*, 1(4); Netflix; [Video]: https://netflix-big-mouth.fandom.com/wiki/Girls_Are_Horny_Too
- Amador, Ryan. (2015) "Spectrum"; [Video]: <https://www.youtube.com/watch?v=0Fec19hB1QE>
- Breedlove, S. (2017) "Prenatal influences on human sexual orientation: expectations versus data"; *Archives of Sexual Behavior*, 46(6), p.1583–1592; DOI: 10.1007/s10508-016-0904-2.
- Brotto, Lori; & Yule, Morag. (2017) "Asexuality: Sexual Orientation, Paraphilia, Sexual Dysfunction, or None of the Above?"; *Archives of Sexual Behavior*; 46, p.619–627; DOI: 10.1007/s10508-016-0802-7
- Butler, Judith. (2004) "Undoing Gender"; Routledge; ISBN: 978-0415969239
 - Ch.9: The End of Sexual Difference?; & Ch.10: The Question of Social Transformation
- Diamond, Lisa M. (2009) "Sexual Fluidity: Understanding Women's Love and Desire"; Harvard University Press; ISBN: 978-0674032262
 - Ch.3: Sexual Fluidity in Action; & Ch.7: How Does Fluidity Work?
- Dodson, Betty. (n.d.) "Bodysex Workshop: Part II"; [Video]: <https://www.dodsonandross.com/videos/betty-dodsons-bodysex-workshop-part-ii>
- Fausto-Sterling, Anne. (2012) "Sex / Gender: Biology in a Social World"; Routledge; ISBN: 978-0415881463
 - Ch.2: Of Spiral and Layers; Ch.3: Of Molecules and Sex; Ch.4: Of Hormones and Brains; & Ch.10: Epilogue - The Future of Gender (and Sex)
- Gagnon, John; & Simon, William. (1973). "The Social Origins of Sexual Development"; in Gagnon, John; & Simon, William (2005) "Sexual Conduct: The Social Sources of Human Sexuality"; Aldine Transaction; p.1-19.

- Harrington, Lee. (2008) "Gender Reassignment Surgery"; [Video]: <https://www.youtube.com/watch?v=dHzaJ0pZE5c>
- Harrington, Lee. (2016) "Traversing Gender: Understanding Transgender Realities"; Mystic Productions Press; ISBN: 978-1942733812
- Rich, Adrienne. (1980) "Compulsory Heterosexuality and Lesbian Existence"; Signs, 5(4), Women: Sex and Sexuality, p.631-660; DOI: 10.1086/493756
- Ringrose, Jessica.; & Renold, Emma. (2012): "Slut-shaming, girl power and 'sexualisation': thinking through the politics of the international SlutWalks with teen girls"; Gender and Education, 24(3), p.333-343; DOI: 10.1080/09540253.2011.645023
- Tallbear, Kim. (2018) "Decolonial Sex and Relations for a More Sustainable World"; University of Winnipeg; Weweni Indigenous Scholars Speaker Series; [Video]: <https://www.youtube.com/watch?v=1ELSwPqjKkE>
- Taylor, Evin. (2010) "Cisgender Privilege: On the Privileges of Performing Normative Gender", p.268-272; in Bornstein, Kate; & Bergman, S. Bear. "Gender Outlaws: The Next Generation"; Seal Press; ISBN: 978-1580053082

Additional Resources

- AirBnB. (2016) "Let's All #HostWithPride"; [Video]; <https://sexsmartfilms.com/premium/film/1296>
- Barker, Meg-John. (2011) "Existential Sex Therapy"; Sexual and Relationship Therapy, 26(1), p.33–47; DOI: 10.1080/14681991003685879
- brown, adrienne maree. (2019) "Pleasure Activism: The Politics of Feeling Good"; AK Press; ISBN: 978-1849353267
- D'Emilio, John. (1983) "Capitalism and Gay Identity"; in Snitow, Ann; Stansell, Christine; & Thompson, Sharan "Powers of Desire: The Politics of Sexuality"; New Feminist Library Series; Monthly Review Press; p.100-113.
- Laureano, Bianca I. & Kelly, Zahira. (2020) "What is Sex Positivity"; Prism; [Weblog]: <https://prismreports.org/2020/09/24/what-is-sex-positivity>
- Seto, Michael C. (2012) "Is pedophilia a sexual orientation?"; Archives of Sexual Behavior, (41), p.231–236; DOI: 10.1007/s10508-011-9882-6

Due before Midnight on Monday

1. None

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections

Week 04: Body: Lifespan, Change, Anatomy, & Pharmacology

Intention

There are few guarantees in life other than change. This lifespan affirming approach will explore sexual physiology, polymorphic perversity; plus how genetics, disease, accidents, and aging can affect sexual embodiment. Please dive into at least four (4) of the associated recommended media that interest you, are currently unknown, and conjure dis-ease in your body when you ponder preconceptions of the topic.

Weekly Discussion Focus

- Mathers, Lawrence. (1996) "Clinical Anatomy Principles"; Mosby Publications, atlas figs 6-44, 6-46, 6-48.
- McRuer, Robert. (2002) "Compulsory Able-Bodiedness and Queer/Disabled Existence", 88-89; in Garland-Thomson, Rosemarie; Brueggemann, Brenda; & Snyder, Sharon. "Disability Studies: Enabling the Humanities"; MLA Publications; ISBN: 978-0873529815
- Okami, Paul., Olmstead, Richard., Abramson, Paul R., & Pendleton, Laura. (1998) "Early childhood exposure to parental nudity and scenes of parental sexuality ('primal scenes'): An 18-year longitudinal study of outcome"; Archives of Sexual Behavior, 27(4), p.361-384; DOI: 0004-0002/98/0800-0361
- Wei, William; & Chia, Mantak. (2003) "Sexual Reflexology: Activating the Taoist Points of Love"; Destiny Books; ISBN: 978-0892810888
 - Browse entire book and explore three (3) techniques. See Extra Credit option.

Recommended

- Arbeit, Miriam R. (2014) "What Does Healthy Sex Look Like among Youth? Towards a Skills-Based Model for Promoting Adolescent Sexuality Development"; Human Development, 57, p.259–286; DOI: 10.1159/000367856
- Berne, Patty. (2011) "Chili Story"; [Video]: <https://www.youtube.com/watch?v=Ex9r5LFF0yw>
- Biggs, Rafe Eric. (2011) "Surrogate Manhood"; in "Strange Sex", se02,e05; Discovery Communications; The Learning Channel; [Video]: <https://www.youtube.com/watch?v=9MHO0rFWqA>
- Dodson, Betty. (1996) "Sex for One: The Joy of Selfloving"; Harmony; ISBN: 978-0517886076
- Hall, Kathryn S. K.; & Binik, Yitzchak M. (2020) "Principles and Practice of Sex Therapy", Sixth Edition; Guilford Press; ISBN: 978-1462543397
 - Ch.15: Sexuality in Transition to Parenthood; & Ch.16: Sexuality and Aging
- Hempel, Jessi. (2016). "My Brother's Pregnancy and the Making of a New American Family"; Time Magazine; [Weblog]: <https://time.com/4475634/trans-man-pregnancy-evan>
- Hoag, N., Keast, J. R., & O'Connell, H. E. (2017). The "G-Spot" is not a structure evident on macroscopic anatomic dissection of the vaginal wall. Journal of Sexual Medicine, 14(12), 1524-1532.
- Jesse, Caffyn. (2020) "Intimacy Educator: Teaching through Touch"; EcoSpirit; ISBN: 979-8623507136
- Kapit, Wynn. (2014) "The anatomy coloring book"; Pearson; ISBN: 978-0321832016
- Mernissi, Fatema. (2001) "Size 6: The Western Woman's Harem" in "Scheherazade Goes West"; Washington Square Press; p.208-220.
- Nelson, Arnold G. (2007) "Stretching anatomy"; Human Kinetics; ISBN: 978-0736059725
- Pfaus, James G.; Quintana, Gonzalo R.; Mac Cionnaith, Conall; & Parada, Mayte. (2016) "The Whole versus the Sum of Some of the Parts: Toward Resolving the Apparent Controversy of Clitoral versus Vaginal Orgasms"; Socioaffective Neuroscience & Psychology, 6(1), p.1-16; DOI: 10.3402/snp.v6.32578
- Schermer Sellers, Tina; & Zal, Fredrick. (2020 / 2021) "Sexuality Across the Lifespan"; Northwest Institute on Intimacy; [Handout].
- Sorrells, Morris L.; Snyder, James L.; Reiss, Mark D.; Eden, Christopher; Milos, Marilyn F.; Wilcox, Norma; & Van Howe, Robert S. (2007) "Fine-touch pressure thresholds in the adult penis"; BJU International, 99(4), p.864–869; DOI: 10.1111/j.1464-410x.2006.06685.x

- Taylor, Sonya Renee. (2021) "The Body Is Not an Apology: The Power of Radical Self-Love"; Berrett-Koehler Publishers; ISBN: 978-1523090990

Additional Resources

- Alexander, Craig J.; & Sipski, Marcalee. (1993) "Sexuality Reborn: Sexuality Following Spinal Cord Injury"; ECC / Media Plus; Kessler Institute for Rehabilitation; [Film].
- Alternatino. (2019) "What 'the sex talk' looks like now"; Comedy Central; [Video]: <https://www.youtube.com/watch?v=1j4rrgr0KeU>
- Boxx, Jacqueline. (2017) "Microaggressions: Alterna-Tease"; [Video]: <https://www.youtube.com/watch?v=xa9By8chXBs>
- Canner, Elizabeth. (2009) "Orgasm Inc"; Astrea Media; [Film]: <https://www.youtube.com/watch?v=yRdn8A1L1e0>
- de Melker, Saskia. (2015) "The case for starting sex education in kindergarten"; Public Broadcasting Service (PBS); [Weblog & Videos]: <https://www.pbs.org/newshour/health/spring-fever> ; <https://www.youtube.com/watch?v=il8Hli7wqQE> ; <https://www.youtube.com/watch?v=AA1HDFH9OaU>
- Deadman, Peter; Al-Khafaji, Mazin; & Baker, Kevin. (2007) "Manual of Acupuncture", Journal of Chinese Medicine Publications.
- Dodson, Betty. (2009) "Sex and Aging ... What's it All About?"; [Video]: <https://sexsmartfilms.com/premium/film/473/Sex+and+Ageing>
- Dreger, Alice D. (1998) "Hermaphrodites and the Medical Invention of Sex"; Harvard University Press; ISBN: 978-0674001893
- Freeman, Alexander. (2013) "The Last Taboo"; Outcast Productions; [Film]: <https://www.imdb.com/title/tt2675794>
- Iowa Department of Aging. (2016) "Sexual Expression Policy Development: A Guide for Long-Term Care Facilities & Assisted Living Programs", National Consumer Voice for Quality Long-Term Care; [PDF]: <https://ltcombudsman.org/uploads/files/issues/sexual-policy-development.pdf>
- Kaufman, Miriam; Silverberg, Cory; & Odette, Fran. (2007) "Ultimate Guide to Sex and Disability: For All of Us Who Live with Disabilities, Chronic Pain, and Illness"; Cleis Press; ISBN: 978-1573443043
- Lahood, Grant. (2012) "InterSexion"; [Film]; <https://www.imdb.com/title/tt2157302>
- Maya Luna. (2019) "What The Crone Can Teach Us About Sexuality and the Deep Feminine: If you want to be a bad ass sexually empowered woman, embrace your inner hag"; [Weblog]: <https://www.facebook.com/photo.php?fbid=2582227495131461>
- Philpot, Asta. (2014) "The Lover"; Come4; [Video]: <https://www.youtube.com/watch?v=GLyAn32rOVQ>
- Raizada, Varuna; & Mittal, Ravinder. (2008) "Pelvic Floor Anatomy And Applied Physiology"; Gastroenterology Clinics of North America; 37(3): p.493-509; DOI: 10.1016/j.gtc.2008.06.003
- Rella, Dianne; & Fleischmann, Leah. (2012) "Safer Sex for Seniors"; [Video]; SaferSex4Seniors.org; <https://sexsmartfilms.com/premium/film/1172>
- Saladin, Kenneth. (2017) "Anatomy and Physiology: The Unity of Form and Function", 8th Edition; Figure 28.14; McGraw-Hill Education; ISBN: 978-1259277726
- Silver, Marc. (2009) "Ageless Sex"; [Video]: <https://vimeo.com/6437959>
- Wallace, Sophia. (2012) "Cliteracy, 100 Natural Laws"; [Art Installations]: <https://www.sophiawallace.art/works#/cliteracy-100-natural-laws>

Due before Midnight on Monday

1. Reflective Writing: "Consent Practices"

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections
3. Optional Mid-Course Evaluation

Week 05: Body: Eroticism, Mindfulness & Embodiment

Intention

Moving away from pathologization, this week will explore present-moment awareness of bio-individual sensuality. A series of treatment techniques will be introduced to assist future clients. It is recommended to try exploring and practicing some of the techniques individually (plus optionally with a platonic or sensual partner) to somatically integrate the learning, gauge apprehension, and define personal / professional boundaries. The techniques range from meditative through hot and spicy. Please listen to your body, and follow what feels right to you in this moment.

Weekly Discussion Focus

- Barker, Joanne. (2017) "Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies"; Duke University Press Books; ISBN: 978-0822363651
 - Ch.7: Getting Dirty - The Eco-Eroticism of Women in Indigenous Oral Literatures
- Basson, Rosemary. (2002) "Women's Sexual Desire—Disordered or Misunderstood?"; Journal of Sex & Marital Therapy; 28(s), p. 17–28; DOI: 10.1080/00926230252851168
- Brotto, Lori; & Kit, Cassandra. (2009) "Yoga and Sexual Functioning", Journal of Sex & Marital Therapy, 35: p.378–390
- Cornell Health. (2019) "Sensate Focus": <https://health.cornell.edu/sites/health/files/pdf-library/sensate-focus.pdf>
- Dodson, Betty. (2019) "Sex Education and Masturbation", Viceland; [Video]: <https://www.youtube.com/watch?v=FrXDIN48j54>
- Proust, Marcel. (1919 / 1965) "Sunday the 2nd of March: Dinner at the Ritz Hotel"; in Nicolson, Harold G. "Peacemaking 1919: Being Reminiscences of the Paris Peace Conference; Grosset & Dunlap"; ASIN: B000K0J2WC; Simon Publications; ISBN: 978-1931541541 (p.6 of this syllabus)
- Tamale, Sylvia. (2011) "African Sexualities: A Reader"; Pambazuka Press; ISBN: 978-0857490162
 - Ch.25: 'Osunality' (or African eroticism)
- Zal, Fredrick. (2022 scheduled) "Sexual Mindfulness: Lineage & Practice Techniques"; Journal of Sexual Medicine, 19(8); International Society for Sexual Medicine; DOI: 10.1016/j.jsxm.2022.05.042

Recommended

- Ananda, Amanda. (2022) "Body Acceptance & Sensual Embodied Exploration"; [Video]: <https://youtu.be/hfOvqihCo7Y>
- Bodansky, Steve; & Bodansky, Vera. (2002) "The Illustrated Guide to Extended Massive Orgasm", p.79-81; Hunter House; ISBN: 978-0897933629
- Brotto, Lori. (2011) "Non-judgmental, present-moment, sex... as if your life depended on it", Sexual and Relationship Therapy, 26 (3), 215–216; DOI: 10.1080/14681994.2011.595402
- Dodson, Betty and Ross, Carlin. (2018) "Don't Worry About the Orgasm"; [Video]: <https://www.youtube.com/watch?v=DEtvx-cSplg>
- Levin, Roy J. (2017) "The Human Sexual Response Cycle", The Textbook of Clinical Sexual Medicine, p. 39-51; DOI 10.1007/978-3-319-52539-6_4
- Nambisan, R.; & Skandhan, K.P. (2014) "Erogenous Zones: Described in Old Sanskrit Literature", Advances in Sexual Medicine, 4, p.25-28.
- Sovatsky, Stuart. (2014) "Advanced Spiritual Intimacy: The Yoga of Deep Tantric Sensuality"; Destiny Books; ISBN: 978-1620552643
 - Ch.5: Yogic Anatomy and Transformation of the Ars Erotica Body; & Ch.11: Hatha Yoga as Ars Erotica; All
- Tiefer, Leonore (1991) "Historical, scientific, clinical and feminist criticisms of 'The Human Sexual Response Cycle' model"; Annual Review of Sex Research; 2(23), p.1-23.

- Tolman, Deborah L. (1994) "Doing Desire: Adolescent Girls' Struggles for/with Sexuality"; Gender & Society, 8(3), p.324-342; DOI: 10.1177/089124394008003003
- Tolman, Deborah; Bowman, Christin; & Fahs, Breanne. (2014) "Sexuality and Embodiment" c.25; in Tolman, Deborah; & Diamond, Lisa. "APA Handbook of Sexuality and Psychology; v1, Person-Based Approaches"; American Psychological Association; DOI: 10.1037/14193-025
- van der Kolk, Bessel.; (2014) "The Body Keeps the Score: brain, mind, and body in the healing of trauma"; Penguin Books; ISBN: 978-0143127741
 - Ch.11: Uncovering Secrets - The Problem of Traumatic Memory; Ch.12: The Unbearable Heaviness of Remembering; Ch.13: Healing from Trauma - Owning Your Self; & Ch.16: Learning to Inhabit Your Body - Yoga
- Weiner, Linda.; & Avery-Clark, Constance. (2017) "Sensate Focus in Sex Therapy: The Illustrated Manual"; Routledge; ISBN: 978-1138642362

Additional Resources

- Anderson, Dan.; & Berman, Maggie. (2008) "Sex Tips For Straight Women from a Gay Man"; It Books; ISBN: 978-0060989095
- Beck, Marianna; & Hafferkamp, Jack. (2004) "Orgasm! the faces of ecstasy"; [Film]: <https://www.imdb.com/title/tt1236478>
- Brotto, Lori. (2018) "Better Sex through Mindfulness", Greystone Books; ISBN: 978-1771642354
- Carrellas, Barbara; & Sprinkle, Annie. (2017) "Urban Tantra"; Ten Speed Press; ISBN: 978-0399579684.
- Cattrall, Kim; & Levinson, Mark. (2002) "Satisfaction: The Art of the Female Orgasm"; Warner Books; ISBN: 978-0446530712
- Chia, Mantak; & Abrams, Douglas. (1996) "The Multi-Orgasmic Man: Sexual Secrets Every Man Should Know"; Harper Collins; ISBN: 978-0062513366.
- Conger, Nancy. (1996) "Sensuous Living: Expand Your Sensory Awareness"; Llewellyn Publications; ISBN: 978-1567181609
- Czimbala, Bob; & Ziadkov, Maggie. (1991) "A Guide to Healthy Touch: Vitamin T"; Open Book Publishers; ISBN: 1-878793-00-4
- Hawn, Goldie. (n.d.) "MindUP"; Goldie Hawn Foundation, [Website]: <https://mindup.org>
- Kennedy, Adele ; & Dean, Susan. (1995) "Touching for Pleasure"; Chatsworth Press; ISBN: 978-0917181115
- Kerner, Ian. (2008) "Passionista: The Empowered Woman's Guide to Pleasuring a Man"; Harper Collins; ISBN: 978-0060834395.
- Nagoski, Emily. (2015). "Come as You Are: The Surprising New Science that Will Transform Your Sex Life"; Simon & Schuster; ISBN: 978-1982165314
- Rees, Kelly. (2009) "Guided Relaxation"; [Audio]: http://drkellyrees.com/iha/media/Kellys_Guided_Relaxation.mp3
- Roach, Mary. (2009) "10 things you didn't know about orgasm"; TED; [Video]: <https://www.youtube.com/watch?v=7jx0dTYUO5E>
- Siegel, Dan. (2012) "Guided Meditation (Wheel of Awareness)"; [Video]: <https://www.youtube.com/watch?v=ODIFhOKahmk>
- Sulis, Tallulah. (2007) "Divine Nectar: An Explosive Journey Through The Sacred Feminine"; New School of Erotic Touch; ASIN :B00455FZVU; [DVD]: <https://csb.eroticmassage.com/class/791>
- Sulis, Tallulah. (2014) "The Truth and Myths about Female Ejaculation"; Personal Life Media; https://members.personallifemedia.com/wp-content/uploads/2014/06/The-Truth-About-Female-Ejaculation_2014.pdf

- Suvilehto, Juulia T.; Glerean, Enrico; Dunbar, Robin I.M.; Hari, Riitta; & Nummenmaa, Lauri. (2015) "Topography of social touching depends on emotional bonds between humans"; Proceedings of the National Academy of Sciences; DOI: 10.1073/pnas.1519231112

Due before Midnight on Monday

1. Optional Extra Credit: "Sensate Focus (Solo) or other Somatic Techniques"

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections

Week 06: Relationships & Communities

Intention

Tammy Nelson defines relationships upon a spectrum of time, emotions, and physicality. Where is your comfort zone? What relationship types have you explored? Primate anthropology and Indigenous studies have been pushing to decolonize hegemonic reproduction and inheritance based relationship standards. A number of the additional resources will familiarize you with a range of sexual and affinity communities.

Weekly Discussion Focus

- Chapman, Gary. (2015) "The 5 Love Languages: The Secret to Love that Lasts"; Northfield Publishing; ISBN: 978-0802412706
 - Read entire book.
- De Waal, Frans B.M. (1995) "Bonobo Sex and Society: The behavior of a close relative challenges assumptions about male supremacy in human evolution"; Scientific American, 16(2), p.14–21; DOI: 10.1038/scientificamerican0606-14sp
- Lee, John Alan. (1977) "A Typology of Styles of Loving"; Personality and Social Psychology Bulletin, 3(2), 173–182. DOI: 10.1177/014616727700300204
- Nelson, Tammy. (2019) "New Monogamy"; TEDxBucharest; [Video]: <https://www.youtube.com/watch?v=3JMioYaBJDc>
- TallBear, Kim. (2018) "Making Love and Relations Beyond Settler Sex and Family"; in Clarke, Adelle; & Haraway, Donna. "Make Kin, Not Population. Toward Feminist STS Pro-Kin and Non-Natalist Politics of Population and Environment"; Prickly Paradigm Press; ISBN: 9780996635561

Recommended

- Chapman, Gary. (n.d.) "The 5 Love Languages: Quiz"; [Weblog]: <https://5lovelanguages.com/quizzes/love-language>
- Ferrer, Jorge. (2020) "Cultivating Compersion: Lessons from Buddhist Practice"; [Weblog]: <https://www.whatiscompersion.com/marieblog/cultivating-compersion-lessons-from-buddhist-practice>
- Labriola, Kathy. (n.d.) "Unmasking the Green-Eyed Monster: Managing Jealousy in Open Relationships"; [Weblog]: <http://www.cat-and-dragon.com/stef/poly/Labriola/jealousy.html>
- Nelson, Tammy. (2013) "The New Monogamy"; New Harbinger Publications; ISBN: 978-1608823154
- Perel, Esther. (2017) "Mating in Captivity: Reconciling the Erotic + the Domestic"; Harper Paperbacks; ch.1-4; ISBN: 978-0060753641
 - Ch.1: From Adventure to Captivity; Ch.2: More Intimacy, Less Sex; Ch.3: The Pitfalls of Modern Intimacy; & Ch.4: Democracy versus Hot Sex
- Veaux, Franklin. (n.d.) "The theory of jealousy management"; [Weblog]: <https://www.morethantwo.com/jealousytheory.html>

Additional Resources

- Antoinette, Isibella. (2018) "Meet the Kittens of Cat Girl Manor"; Vice; [Video]: <https://www.youtube.com/watch?v=GDiUc7vtzFA>
- Dabashi, Hamid. (2012) "La vita nuda: Baring bodies, bearing witness"; Aljazeera; [Weblog]: <https://www.aljazeera.com/opinions/2012/1/23/lavita-nuda-baring-bodies-bearing-witness>
- Easton, Dossie; & Hardy, Janet W.(1997 / 2017) "The Ethical Slut, Third Edition: A Practical Guide to Polyamory, Open Relationships, and Other Freedoms in Sex and Love": Ten Speed Press; ISBN: 978-0399579660
- El Feki, Shereen. (2017) "Sex and the Citadel: Intimate Life in a Changing Arab World"; Vintage; ISBN: 978-0099526384
 - Ch.2: Desperate Housewives

- Gilbert, Tracie Q. (2021) "Black and Sexy: A Framework of Racialized Sexuality"; Routledge; ISBN: 978-0367900595
 - Ch.5: The Erotic Self
- Nuit Demonica. (2009) "Soirée Fetichiste; La Loco; Paris; [Video]: <http://vimeo.com/8242338>
- Patterson, Kevin A. (2018) "Love's Not Color Blind: Race and Representation in Polyamorous and Other Alternative Communities"; Thorntree Press; ISBN: 978-1944934460
- Recon. (2019) "The Boys' Club"; [Video]: <https://www.youtube.com/watch?v=ufz20pgzTDU>
- Wachowski, Lana; & Lilly Wachowski, Lilly. (2015) "Demons", 1(6); in "Sense8"; Netflix; [Television]: <https://www.imdb.com/title/tt3963484>
- Williams, Mollena. (2010) "Delicate Trembling Flower of Submission"; Women of Leather History Project; Leather Archives & Museum; [Video]: <https://www.youtube.com/watch?v=1ljtF5nalak>

Due before Midnight on Monday

1. Optional Extra Credit: "Dating App or Sexual Social Media

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections

Week 07: Sensual Exploration, STIs, & Sexual Dynamics

Intention

Building upon the individual sensual / sexual explorations in Week 05, this module will encourage you to consider a vast range of attractions and behaviors, along with their associated joys or risks. The comprehensiveness of Alfred Kinsey and team's *Sexual Behavior in the Human Male* (1948) and *Female* (1953) should be reviewed to familiarize yourself with the 'normalcy' of many hegemonically 'taboo' adult sexualities. Consider some of the Week 05: "Body: Eroticism, Mindfulness & Embodiment" and Week 06: "Relationships & Communities" recommended and additional resources in relation to your personal sexual experiences, desire, curiosity, and societal taboos.

You will be quizzed on the life affirming CATIE "Safer Sex" brochure in class.

Weekly Discussion Focus

- CATIE - Canadian AIDS Treatment Information Exchange. (2022) "Safer Sex Guide"; [PDF]: https://www.catie.ca/sites/default/files/2022-01/CATIE_SaferSexGuide_2022_English_WEB.pdf
- Harrington, Lee; Williams, Mollena. (2012) "Playing Well with Others: Your Field Guide to Discovering, Exploring and Navigating the Kink, Leather and BDSM Communities"; Greenery Press; ISBN: 978-0937609583
 - Ch.3: So Many Choices! Events, Groups, and Gatherings; plus two (2) more chapters.
- Sprott, Richard A.; & Williams, D.J. (2019) "Is BDSM a Sexual Orientation or Serious Leisure?"; *Current Sexual Health Reports*, 11, 75–79; DOI: 10.1007/s11930-019-00195-x
- Smitten Kitten. (n.d.) "What's In Your Lube?"; [Weblog]: <https://badvibes.org/whats-in-your-lube>

Recommended

- Gambescia, Nancy.; Weeks, Gerald R.; & Hertlein, Katherine M. (2021) "A Clinician's Guide to Systemic Sex Therapy"; 3rd Ed. Routledge; ISBN: 978-0367228064
 - Ch.11: Factors that Complicate Treating Sexual Disorders; & Ch.13: Diversity in Sexual Expression (Note: 2016 ch.15 is vastly different than 2021 ch.13)

Additional Resources

- Bentley, Bob. (2015) "The Pleasure of Rope"; [Video]: <https://vimeo.com/ondemand/thepleasureofrope>
- Cut. (2018) "Guess My Kink: Line up"; [Video]: <https://www.youtube.com/watch?v=tpgszSFG99w>
- Georgiadis, Janniko; Kringelbach, Morten; & Pfaus, James. (2012) "Sex for fun: a synthesis of human and animal neurobiology"; *Nature Review Urology*, 9, p.486–498; DOI: 10.1038/nrur.2012.151
- Glickman, Charlie. (2013) "Ultimate Guide to Prostate Pleasure: Erotic Exploration for Men and Their Partners"; Cleis Press; ISBN: 978-1573449045
- Helmer, Liam. (2015) "Fifty Shades of Grey"; Focus Features; [Film]: <https://www.imdb.com/title/tt2322441>
- Kinsey, Alfred; Pomeroy, Wardell; & Martin, Clyde. (1948 / 1998) "Sexual Behavior in the Human Male"; Indiana University Press; ISBN: 978-0253334121
- Kinsey, Alfred; Pomeroy, Wardell; Martin, Clyde; & Gebhard, Paul. (1953 / 1998) "Sexual Behavior in the Human Female"; Indiana University Press; ISBN: 978-0253334114
- Kudo, Atsuko. (2012) "Dressing for Pleasure"; in "Selling Sex" & "Armour for Prostitutes"; SHOW Studio; [Video]: <https://www.youtube.com/watch?v=SjvIkehMNcc>
- Lust, Erika. (2009) "Handcuffs"; [Film]; <http://erikalust.com/films/handcuffs>
- Lyne, Adrian. (1986) "9 1/2 Weeks"; Galactic Films; [Film]: <https://www.imdb.com/title/tt0091635>
- Miletski, Hani. (2006) "Introduction to Bestiality and Zoophilia"; *Contemporary Sexuality*, 40(12), p.8-13; AASECT.

- Rubber Rich & KinkyPupp. (2020) "Impact Play is a New Fetish"; Recon; [Video]: <https://www.youtube.com/watch?v=ATqeiAHgVsQ>
- Shainberg, Steven. (2002) "Secretary"; Slough Pond; [Film]: <https://www.imdb.com/title/tt0274812>
- Simone, Tiberio. (2011) "Food Becomes Art"; La Figa Project; [Video]: <https://vimeo.com/23621737>
- Tabsch, Kareem; & Daoud, Joey. (2016) "Dolphin Lover: Dolly & Malcolm Brenner"; [Film]: <https://www.imdb.com/title/tt4286742>; <https://www.youtube.com/watch?v=aEX33vAyF5Y>
- Taormino, Tristan. (2006) "The Ultimate Guide to Anal Sex for Women"; Cleis Press; ISBN: 978-1573442213

Due before Midnight on Monday

1. Reflective Writing: "Popular Culture Sexuality Films"
2. Optional Extra Credit: "Sexuality Event Attendance"
3. Safer Sex Quiz (During Class)

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections

Week 08: Language, Fantasy, Sex Work, & Media Literacy

Intention

What is your erotic template? How and what has informed your erotic template? What whirs in your sexual mind if you close your eyes? What do you consider to be legitimate living wage work? How do you discern media to engage?

Weekly Discussion Focus

- Stanger, Elle. (2018) "The Anti Porn Laws That Are Killing People"; [Weblog]: <https://unboundbabes.com/blogs/magazine/the-anti-porn-laws-that-are-killing-people>
- SWAN - Sex Workers' Rights Advocacy Network. (2021) "Sex Work and Feminism: a guide on the feminist principles of sex worker organizing"; [PDF]: https://swannet.org/wp-content/uploads/2021/03/Sex_Work_and_Feminism_ENG_SnglPgs.pdf
- Thoman, Elizabeth. (1993 / 2003) "Skills & Strategies for Media Education"; Association for Supervision and Curriculum Development; [Weblog]: <https://www.medialit.org/reading-room/skills-strategies-media-education>

Recommended

- Attwood, Feona. (2007) "No Money Shot? Commerce, Pornography and New Sex Taste Cultures"; *Sexualities*, 10(4), p.441–456; DOI: 10.1177/1363460707080982
- Attwood, Feona. (2007) "Sluts and Riot Grrrls: Female Identity and Sexual Agency"; *Journal of Gender Studies*, 16(3), p. 233–247; DOI: 10.1080/09589230701562921
- Booda, Dave. (2018) "Why Sex Workers Should Replace Dating Coaches"; [Weblog]: <https://boodaism.com/sex-work-dating-coach>
- Jet Setting Jasmine. (2022) [Weblog]: <http://www.JetSettingJasmine.com>
- Maines, Rachel. (1999) "The Job Nobody Wanted"; Chapter 1; in "The Technology of Orgasm: Hysteria, the Vibrator, and Women's Sexual Satisfaction"; Johns Hopkins Studies in the History of Technology; Johns Hopkins University Press; ISBN: 978-0801866463; p.1-20.
- O'Connor, Russell. (2013) "What Does Feminist Porn Look Like?"; [Weblog]: <http://www.rolereboot.org/sex-and-relationships/details/2013-02-what-does-egalitarian-porn-look-like>
- Palmer, Amanda. (2013) "An Open Letter To Sinéad O'connor, Re: Miley Cyrus."; [Weblog]: <http://blog.amandapalmer.net/20131003>
- Savage, Dan; & Stanger, Elle. (2019) "New Savage Lovecast: With Sex Workers' Rights Advocate"; [Podcast]: <https://www.thestranger.com/slog/2019/11/13/41975045/new-savage-lovecast-with-sex-workers-rights-advocate-elle-stanger>
- Savage, Raquel. (2022) [Weblog]: <https://www.raquelsavage.com>
- Stanger, Elle. (2017) "I'm a Sex Worker Who Is Sick of Female Misogyny"; Huffington Post; [Weblog]: https://www.huffingtonpost.com/entry/im-a-sex-worker-who-is-sick-of-female-misogyny_us_58ee4bb3e4b0cb574bb4bc5e
- Stanger, Elle. (2018) "Sixty second Stripper Stories: Elle Talks Work Life"; [Video]: https://www.pornhub.com/view_video.php?viewkey=ph5bc3d155264ed / <http://www.stripperwriter.com/elle-videos.htm>
- Stanger, Elle. (2022) [Weblog]: <https://www.stripperwriter.com>
- Stenberg, Mark; & Aella. (2020) "A day in the life of an OnlyFans creator who makes up to \$100,000 a month off explicit content"; Business Insider; [Weblog]: <https://www.businessinsider.com/day-in-the-life-of-onlyfans-sex-worker-writer-entrepreneur-creator-aella>
- Stoya, Jessica. (2018) "Can There Be Good Porn?"; New York Times; [Weblog]: <https://www.nytimes.com/2018/03/04/opinion/stoya-good-porn.html>
- Stoya, Jessica. (2021) "What We Can Really Learn From the OnlyFans Debacle"; Slate; [Weblog]: <https://slate.com/human-interest/2021/08/onlyfans-sex-banned-allowed-decision-history.html>

Additional Resources

- Francis, Jacqueline. (2016). "How to Be Feminist at a Strip Club A Patron's Guide"; ASIN: B01KXXY3S8; [PDF]: <https://static1.squarespace.com/static/53a9ab38e4b076aae3a92b81/t/57bda6191b631b72531d7f17/1472046845116/%28digital%29+HOW+TO+BE+FEMINIST+AT+A+STRIP+CLUB.pdf>
- Rivera, Ignacio. (2015). "Coming Out About Porn From Inside Oppression", p.182-186; in Lee, J. "Coming Out Like a Porn Star: Essays on Pornography, Protection, and Privacy"; ThreeL Media; ISBN: 978-0990557166
- Stanger, Elle. (2014) "Strange Times: Tales From American Strippers"; CreateSpace Independent Publishing Platform; ISBN: 978-1500323905
- Stanway, Andrew. (1991) "The Joy of Sexual Fantasy"; Carrol & Graf Publishers; ISBN: 978-0881846522

Due before Midnight on Monday

1. Reflective Writing: "Sex Worker Sexologists"
2. Optional Extra Credit: "Sex Toy Shop"

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections
3. Final Project Outline (due Class 10)
4. Final Project Presentation (due Class 10)

Week 09: Ethics, Professionalism, & Coalition Building

Intention

Reflecting back upon your Personal / Profession Sexual Values writing in Week 02, what has shifted across the semester? What has stayed the same? How does love and care positively manifest in the consulting room? What are your current sexual values? How do they inform your sense of morality, taboo, and ethics? What flavors of sexuality clients are you comfortable working with? In what areas do you hope to shift your world-view? What do you need to patiently learn? Who might you refer to in your emerging sexological coalition?

Weekly Discussion Focus

- Disch, Elizabeth. (2001) "Sex in the Consulting Room, the Examining Room, and the Sacristy: Survivors of Sexual Abuse by Professionals"; *American Journal of Orthopsychiatry*, 71 (2), 204-217; DOI: 10.1037/0002-9432.71.2.204
- Drescher, Jack. (2013) "Ghosts in the Consulting Room: A Discussion of Anson's 'Ghosts in the Dressing Room'"; *Journal of Gay & Lesbian Mental Health*, 17(1), p.112-120; DOI: 10.1080/19359705.2013.740658
- Estabrooks, Carole A.; & Morse, Janice M. (1992) "Toward a theory of touch: the touching process and acquiring a touching style"; *Journal of Advanced Nursing*, 17(4), 448-456; DOI: 10.1111/j.1365-2648.1992.tb01929.x
- Ferenczi, Sándor. (1949 / 1988) "Confusion of the Tongues Between the Adults and the Child: The Language of Tenderness and of Passion"; *International Journal of Psycho-Analysis*; 30; 225-230; in *Contemporary Psychoanalysis*, 24(2), 196-206. DOI: 10.1080/00107530.1988.10746234
- Johnson Reagon, Bernice. (1981) "Coalition Politics: Turning the Century" in "Home Girls: A Black Feminist Anthology"; West Coast Women's Music Festival; Kitchen Table: Women of Color Press. p.356-368 <https://womenwhatistobedone.files.wordpress.com/2013/09/1983-home-girls-coalition-politics-bernice-johnson-reagon.pdf>
- Zal, Fredrick. (2023 scheduled) "Navigating Touch: Ethics and Triadic Relationships"; in Wadley, James. "The Professional's Guide to Sexuality Consultation: An Exploration of Entrepreneurship, Strategic Planning, and Business Influence"; Routledge.

Recommended

- AAMFT - American Association for Marriage and Family Therapy. (2015) "Code of Ethics"; [Weblog]: https://aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- AASECT - American Association of Sexuality Educators Counselors & Therapists. (2014) "Code of Ethics & Conduct for AASECT Certified Members"; [PDF]: https://www.aasect.org/sites/default/files/documents/Code%20of%20Ethics%20and%20Conduct_0.pdf
- APA - American Psychological Association (1999) "Feminist Therapy Institute Code of Ethics"; Adapted from (1996) "The Feminist Therapy Institute Code of Ethics"; Feminist Therapy Institute; Women & Therapy, 19, p.79-91; [PDF]: https://www.apa.org/pubs/books/supplemental/Supervision-Essentials-Feminist-Psychotherapy-Model-Supervision/Appendix_D.pdf
- Doran, Matt. (2018) "Mary Kay Letourneau - the teacher jailed for raping a student she later married"; 7News.com.au; [Video]: <https://www.youtube.com/watch?v=7mowKsGWuW4>
- Irvine, Janice M. (2014) "Is sexuality research 'dirty work'? Institutionalized stigma in the production of sexual knowledge"; *Sexualities*, 17(5/6), p.632-656; DOI: 10.1177/1363460713516338
- KECC Collective. (2020) "Kink Education Code of Conduct"; [Weblog]: <https://www.thekecc.org/fullVersion.html>
- Laureano, Bianca. (2020) "Accountability Steps and Actions"; AnteUp; [Weblog]: <https://docs.google.com/document/d/13WPsm8ILaMNj0FxeTc6an7Z-vpOUThJM0haLbaV5FMQ/pub>
- Malone, Luke. (2014) "You're 16. You're a Pedophile. You Don't Want to Hurt Anyone. What Do You Do Now?"; [Weblog]: <https://medium.com/matter/youre-16-youre-a-pedophile-you-dont-want-to-hurt-anyone-what-do-you-do-now-e11ce4b88bdb>

- McClure, Molly. (2006) "Solidarity not Charity: Racism in Katrina Relief Work" in "The Color of Wealth: the story behind the US racial wealth divide"; W.W. Norton & Company <https://fliphtml5.com/djdk/limm/basic>
- Mingus, Mia; & Pérez, Miriam Zoila. (2017) "What Would it Take to Actually End Intimate Violence?"; [Weblog]: <https://www.colorlines.com/articles/what-would-it-take-actually-end-intimate-violence>
- Piepzna-Samarasinha, Leah Lakshmi; Chen, Ching-In; & Dulani. (2008) "The Revolution Starts at Home: Confronting Partner Abuse in Activist Communities"; [PDF]: <https://thequeerproject.files.wordpress.com/2016/01/revolution-starts-at-home.pdf>
- Weeks, Gerald R.; Gambescia, Nancy.; & Hertlein, Katherine M. (2016) "A Clinician's Guide to Systemic Sex Therapy"; Routledge; ISBN: 978-0367228064
 - Ch.16: Ethics in Sex Therapy (Note: Chapter was removed in 2021 / 3rd Ed.)
- WHO - World Health Organization. (2015) "Sexual health, human rights and the law"; [Weblog]: https://apps.who.int/iris/bitstream/handle/10665/175556/9789241564984_eng.pdf

Additional Resources

- Campea, Mathew. (2016). "I, pedophile"; Canadian Broadcasting Company; [Film]: <https://www.imdb.com/title/tt5610134>
- Houser, Rick; Wilczenski, Felicia L.; & Ham, MaryAnna. (2006) "Culturally Relevant Ethical Decision Making in Counseling"; Sage Publications; ISBN: 978-1412905879
 - Ch.6: Feminine and Feminist Ethics; plus three (3) more chapters
- Lindemann, Danielle. (2010) "Will the Real Dominatrix Please Stand up: Artistic Purity and Professionalism in the S&M Dungeon"; Sociological Forum, 25(3), p. 588-606; DOI: 10.1111/j.1573-7861.2010.01197.x
- Singh, Maanvi. (2015) "Sex Ed Works Better When It Addresses Power in Relationships"; National Public Radio; [Weblog]: <https://www.npr.org/sections/health-shots/2015/05/17/407063066/sex-ed-works-better-when-it-addresses-power-in-relationships>

Due before Midnight on Monday

1. None

Assignments

1. Class Participation Self-Reflection
2. Discussion Board Reflections
3. Final Project Outline
4. Final Project Presentation

Week 10: Final Project Presentation

Intention

In this class, you will present the framework of your final project, including your positionality, biases, intentions, and summary of the core citations. (See assignments for more details.) This will allow you to thoughtfully consider the topic of your final paper, ask for specific assistance in 'sticky' areas, and receive constructive critical reflection from the full cohort.

Weekly Discussion Focus

- Takacs, David. (2003) "How Does Your Positionality Bias Your Epistemology?"; The NEA Higher Education Journal: Thought & Action, 27-38; http://repository.uchastings.edu/faculty_scholarship/1264
- Reiss, Ira. (2013) "Exploring the Relation of Values, Power, and Advocacy in American Sexual Science"; International Journal of Sexual Health, 26, p.1-12; DOI: 10.1080/119317611.2013.841791

Recommended

- N/A

Additional Resources

- N/A

Due before Midnight on Monday

1. Final Project Outline
2. Final Project Presentation (Live In-Person during Class 10)

Assignments

1. Class Participation Self-Reflection
2. Optional Extra Credit: "Discussion Board Reflections"
3. Final Project Paper

Assignments & Grading Rubric

It is the intention of the grading rubric to provide objective criteria for different class components. The intent of incremental grading of assignments and daily classroom participation is to help you track your progress in the course. I want you to thrive and have the opportunity to improve your learning engagement if desired. If there is confusion or concern about any incremental trend or specifically graded element; please pause, reflect, then politely and constructively e-mail Fredrick Zal (fredrickzal@lclark.edu) with your observation and/or concern.

Class Participation	30 points
Class Participation Self-Reflection	1 point
Discussion Boards	8 points
Quiz	2 points
Reflective Writings	
• Personal / Profession Sexual Values	8 points
• Consent Practices	8 points
• Popular Culture Sexuality Films	8 points
• Sex Worker Sexologists	8 points
Final Project	
• Outline	2 points
• Presentation	5 points
• Paper	20 points
<hr/>	
	100 points Total

Extra Credit	10 points maximum
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Class Participation

(Up to 3 points per day, x10 classes = 30 points)

You will be subjectively evaluated upon the quality (not quantity) of your comprehension and critical engagement of learning media (readings, videos, podcasts, website, etc) for the weekly topic, verbal contribution of thoughtful questions / dialogue in full-group discussions, ability to actively listen, ability to receive constructive critique, ability to engage classmates respectfully and 'lean-in' when uncomfortable, ability to support equitable dialogue, self-reflection (specifically about personal / professional values, boundaries, and limitations) toward a holistic sexological worldview, and punctuality.

3: Exemplary Full-Group Participation;

2: Reasonable Full-Group Participation;

1: Class Attendance, Small Group Participation, and Modest Full-Group Participation;

0: Lack of Participation or Absence

By the end of Week 01, two (2) people must sign-up to be a discussion leader each week via link on Moodle. Each student must lead discussion during a minimum of two (2) sessions. High quality parallel use of the Discussion Board (see below) can supplement in-class full group discussion participation for the associated week.

Class Participation Self-Reflection

(0.1 points per day, x10 classes = 1 point)

Within 24 hours of each class utilize metacognition to self-evaluate your classroom participation. Rate yourself 3, 2, 1, or 0; per the above criteria. This is a way for you to monitor if your actions are aligning with my grading expectations. Grading of the Class Participation Self-Reflection will simply be Complete / Incomplete.

Discussion Boards

(Up to 1 point per day, x8 classes = 8 points)

Within 24 hours of each class, post three (3) reflections from class discussion. What is something new that you learned? Where do you seek room for personal growth? What are you curious to learn more about? Or other topics. Grading will simply be Complete / Incomplete on this assignment. Additional self-reflection can add +1 to Class Participation (above). Thoughtful reply to at least three (3) other student's Discussion Board postings by Midnight on Friday of that week can add +1 to Class Participation (above). Weeks 02 – 09 only. Week 01 is not required. Week 10 is an Extra Credit option.

Quiz

(2 points)

Week 07: You will be quizzed on the life affirming CATIE "Safer Sex" (2022) brochure in class.

Each paper is an opportunity to reflect upon learning media, classroom discussions, personal values, your blossoming positionality about professionalism, and you as an individual in society. There is no 'right' or 'wrong' answer in these reflections. The intent is to understand your thought process, and to practice blending academic writing with personal vulnerability. Due Monday before Midnight on the week of the assignment.

Format: 8.5"x11" PDF, 1-inch margins, Arial 12pt font, 1.5 line spacing, APA (or similar) citations.
Length: 1 page minimum, 3 pages maximum, plus cover page, plus citations

Cover Page: Title, Name, & Date	0 points
Positionality of Self in relation to Society	1 point
Introduction of topic	1 point
Exploration of topic	3 points
Reflective Conclusion with key points and areas for further thought	2 points
At least three (3) citations in APA (or similar) format	0.5 points
Grammar & Spelling	0.5 points

- **Week 02: Personal / Profession Sexual Values**

What is SEX? What are your personal sensual / sexual values? How do they relate to your concepts of professionalism for Sex Therapists? Have these values shifted at different points in your life? What did you learn in MCFT 504 "Family Therapy: Theory & Practice", and how do you believe it is foundational to sex? How might you apply Family Therapy theories to the visceral, sweaty, blood-pumping bodies of yourself, lover(s), or clients in real-life sexual experiences? Building upon the Responsive Reflection you created during MCFT 504 "Family Therapy: Theory & Practice" of Sire's "World View" (2015); how does this relate to Koltko-Rivera (2004) and your own systems of values. (If you did not do that MCFT 504 assignment, or take the pre-requisite class, simply reflect upon the remaining prompts.)

References:

- Sire, James W. (2015) "Naming the elephant: Worldview as a concept": InterVarsity Press; ISBN: 978-0830840731
- Koltko-Rivera, Mark. (2004) "The Psychology of Worldviews"; Review of General Psychology, 8(1), 3-58; DOI: 10.1037/1089-2680.8.1.3

- **Week 04: Consent Practices**

Practice the elements of consent over three (3) weeks and discuss what you learned about yourself, the people you are close to (family, friends, partners), people you are in acquaintance (co-workers, student colleagues), and the general public. The five (5) areas of consent discussed in class were: Agency & Power Differentials & Agency; Capacity; Autonomy; Information; plus Agreements & Boundaries. Did you witness or cause any type of consent incident; ranging from disagreement, to conflict, hurt, harm, or abuse? Was there a context to these incidents? Do you notice any consent violation or affirmation patterns in your life? Where can you improve and continue practicing?

- **Week 07: Popular Culture Sexuality Films**

Watching two (2) popular culture sexuality films (at least 60-minutes in duration each), how did you feel? Were you excited, turned-on, anxious, upset, intrigued, or other feelings? Were there character(s) in the film that you related to, or were averse to? How did the fictional persona(s) reflect societal scripting and/or sexual performativity? Were there any commercial, objectifying, liberatory, embodying, holistic, or sex positive themes in the films? Is this a genre that you have watched before? If watching with other(s), while keeping their confidentiality, what did you learn in any dialogue after watching it together? I look forward to your individual interpretations, personal, and cultural reflections upon each film. I hope that you will see this as an opportunity to watch two films that you have heard about and not seen before. I also hope that you will select a film that is meaningful to you in expanding your sexological worldview, to help yourself, and potential future clients.

The below films are examples of mainstream-ish movies that have a central theme related to sexuality. Some focus upon sensuality, sexual identity, attractions, or behaviors. While as I endeavored to have a range of films it is far from comprehensive, and certainly has significant gaps of representation. My apologies for the gaps, and I welcome you sharing films that inspire through infuriate you, which can scaffold our cohort's comprehension of sensual / sexual representation in popular culture and media.

Example Films

- Lolita (1962 / 1997)
- The Graduate (1967)
- Barbarella (1968)
- Last Tango in Paris (1972)
- Pink Flamingos (1972)
- Histoire d'O (1975)
- The Rocky Horror Picture Show (1975 / 2016)
- 10 (1979)
- Caligula (1979)
- The Apple (1980)
- The Blue Lagoon (1980)
- Lady Chatterley's Lover (1981)
- Cat People (1982)
- The Hunger (1983)
- The Times of Harvey Milk (1984)
- Nine 1/2 Weeks (1986)
- Dangerous Liaisons (1988)
- Sex, Lies, and Videotape (1989)
- Tie Me Up! Tie Me Down! (1989)
- Henry & June (1990)
- Paris Is Burning (1990)
- Como Agua para Chocolate (1992)
- The Crying Game (1992)
- The Living End (1992)
- Body of Evidence
- Indecent Proposal (1993)
- The Adventures of Priscilla, Queen of the Desert (1994)
- Bound (1996)
- Kama Sutra: A Tale of Love (1996)
- Stealing Beauty (1996)
- The Birdcage (1996)
- The Pillow Book (1996)
- Bliss (1997)
- Dangerous Beauty (1998)
- Strangeland (1998)
- 8MM (1999)
- American Beauty (1999)
- Eyes Wide Shut (1999)
- Hedwig and the Angry Inch (2001)
- Lucía y el Sexo (2001)
- Y Tu Mamá También (2001)
- Secretary (2002)
- The Gift (2002)
- Love Actually (2003)
- Going Under (2004)
- Kinsey (2004)
- Brokeback Mountain (2005)
- Hitch (2005)
- Kinky Boots (2005)
- To Wong Foo, Thanks for Everything! Julie Newmar (2005)
- Paris Je T'aime (2006)
- Shortbus (2006)
- Snow Cake (2006)
- This Film is Not Yet Rated (2006)
- Teeth (2007)
- The Pet (2007)
- Vicky Cristina Barcelona (2008)
- Red Nights (2009)
- Room in Rome (2010)
- (A)sexual (2011)
- Crazy Stupid Love (2011)
- Hysteria (2011)
- Bettie Page Reveals All (2012)
- The Sessions (2012)
- The Olivia Experiment (2012)
- My Mistress (2014)
- 50 Shades of Grey (2015)
- Carol (2015)
- Escort (2015)
- It Follows (2015)
- Hot Girls Wanted (2015)
- Tangerine (2015)
- The Handmaiden (2016)
- Battements par Minute (2017)
- Professor Marston and the Wonder Women (2017)
- Straight Up (2019)
- 365 Dni (2020)
- Disclosure: Trans Lives on Screen (2020)
- Crimes of the Future (2022)
- Good Luck to You, Leo Grande (2022)

Examples of non-sexuality films, in my opinion; yet open to your interpretation...

- While Ying xiong (2002) is one of my favorite films, and a colleague did write their dissertation upon the important sensual thematics that permeate and sequence the film. However, I would not consider it to be in-line with the intent of this assignment.
- Thelma & Louise (1991) has a central theme that is very important in a societal understanding of sexuality and the oppressive life experiences that can lead to disconnection to one's genuine sexual self. However, it is not a film revolving around sensuality, sexual identity, attractions, or behaviors; in my opinion. Do you agree? Is it a film about sexuality? If you feel strongly otherwise, you are welcome to write about it for the assignment.

I would also recommend to not utilize a film that follows a typical Hollywood 'Person A' meets 'Person B', they go on some random 'hero journey', probably have a gratuitous sex scene or two, and 'the end' script.

- Hitch (2005) in many ways follows that Hollywood formula, yet the central theme is an analysis (albeit rather fluffy) of the contemporary dating paradigm. Do you agree? Is it a film about sexuality? Is it helpful or perpetuating harm?
- Snow Cake (2006) similarly follows the Hollywood formula. However, the juxtaposition of three characters struggling to understand themselves in terms of sensuality / sexuality might place it in the 'appropriate for this assignment' category. Do you agree? Is it a film about sexuality? Is it helpful or perpetuating harm? Kim (2010) wrote about the film here:
 - Kim, Eunjung. (2010) "How much sex is healthy? The pleasures of asexuality", p. 157-169; in Metzl, Jonathan; & Kirkland, Anna. "Against health: How health became the new morality"; New York University Press; ISBN: 978-0814795934; DOI: 10.18574/nyu/9780814759639.003.0015.
- Nine 1/2 Weeks (1986), Strangeland (1998), Secretary (2002), and 50 Shades of Grey (2015) are examples of popular culture films that have a core sexuality theme related to BDSM / Kink. Different viewers feel different ways about these films. Are these films helpful or perpetuating harm to individuals and/or the BDSM / Kink community? Do you feel that you better understand BDSM / Kink after watching them?

I fully recommend to go 'off list', as I would love to learn about additional films and add them to my personal queue. Please have fun with this assignment.

- **Week 08: Sex Worker Sexologists**

Looking at the websites, videos, and/or writing of one (1) Sex Worker Sexologist; how do you feel about their professionalism? How do you imagine they span their two professional worlds? How do you perceive they balance their personal boundaries? Do you feel there is any conflict in their work and professional ethics? Do you believe there are any personal or client benefit from their two parallel practices? Three potential professionals to review are: Raquel Savage, Jet Setting Jasmine, or Elle Stanger. There are many other professionals, which you are welcome to ponder instead.

Cover Page

This should be a separate page that has the title of the assignment, your name, and the date it was written.

Positionality of Self in Relation to Society

Your personal / professional sexological values influence your positionality, or perspective on a topic. For different topics, different aspects of your self will come into focus. For some topics, the discussion will relate and/or be biased by the full spectrum of your identity, attractions, and/or preferred behaviors. For some topics, your values parallel to your sensual / sexual self will be focal; such as love, communication, anti-oppression, etc.

There are two readings in Week 10 that further unpack how positionality can manifest (Takacs, 2003; Reiss, 2013), plus the references from the prior assignment (Koltko-Rivera, 2004; Sire, 2015). To scaffold your developing values, I would recommend to reflect upon your 'from' and 'to' aspects; as a reference to Fahs (2014).

Introduction of Topic

This should outline the intention of your paper, the topic or topics that the paper will focus upon, the path that you are going to explore, and any thoughts / assumptions that you might have getting started. (It is possible in your conclusion, that you will reflect upon some of your initial assumptions were off.) It is also where you propose a question or hypothesis for exploration.

Exploration of Topic

This is the section of the paper where you will critically engage the nuance of the topic and any author / speaker voices that support and/or counter your understanding of the topic. It is where you will deconstruct any questions that you proposed in the Introduction, see how the question(s) can be answered by your voice in discussion with other author / speaker voices. This will potentially include questioning yourself, and/or providing multiple perspectives on the topic. How might an author / speaker constructively critique your position on a topic? How might you respectfully 'lean-in' to the voice of an author / speaker to propose a differing perspective.

I do not recommend to approach this in a formulaic manner, however if a vast simplification is helpful to scaffold your learning; this is the process that can be utilized:

- Propose topic #1;
- Unpack what topic #1 means to you;
- Explore the topic with your own positionality, and in relation to other author / speaker voices;
- Bridge from topic #1 to topic #2, or a sub-topic #1.a of the prior larger topic #1; and eventually,
- Bridge to the Conclusion.

The exploration of a topic will often take half or more of a page. (For the final paper, each topic will be explored in more depth and page length.) You could explore a single topic in great depth with a number of sub-topics, or you could explore up to five topics in each paper. With the paper length expectation, I would recommend to not have more than five topics or sub-topics, so that you can explore each significantly.

Reflective Conclusion with Key Points and Areas for Further Thought

This is the section of the paper where you can gaze back and synthesize all that was discussed above. Did your understanding of the topic shift, any biases or assumptions that you had going in, and any questions that you posed in the Introduction. What was learned? What is new information for you to potentially integrate into your sexological values and worldview? What are areas of the topic that bump up against any of your boundaries? Are there any gaps in your current understanding that you can potentially learn more around or practice? Are there gaps in the field of Therapy that you are noticing, which you hope can be explored in the future by you or others?

At least Three (3) Citations in APA (or similar) Format

This syllabus is full of citation examples for different forms of media.

The purpose of citations both in-line and at the end of a paper is to allow the reader to follow-up and engage the voices that inspired you. The in-line citation is succinct, while the end of paper citation has all of the necessary information for a reader to find the specific version of the voice you are referencing. A common way of doing this is utilizing the American Psychological Association (APA) format. Here is a link to explain APA further:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Many Professors, Journal Editors, etc will have slight variations of this to allow for differing preferences and non-Anglo-Saxon names. My request is that you utilize citations as a way to support communication, further potential learning, and are consistent in the context of each paper.

Grammar & Spelling

Please review your paper for consistency and clarity of grammar and spelling. If you are utilizing any idioms, slang, acronyms, etc; please unpack them for clarity of communication.

Final Project

The final project is a way for you to reflect upon all that you learned across the term, how the semester has affected you as an individual and developing professional, and what you are potentially inspired (or curious) to focus upon in professional practice. The intent is to deeply explore areas of sexuality that inspires you, and might potentially be foundational for your future work supporting a specific demographic of sensual / (a)sexual people. What do you know from your personal or vicarious life experience and academic study? What are your current limitations, and how will you bolster your world-view?

Due Monday before Midnight on the week of the assignment.

Select up to two sexological themes; such as Monogamy, Kink, Zoosexuality, Neurodiversity, Indigenous Non-Humanism, Swinging, Trans*, etc. One theme must be outside of your sexual identity, comfort zone, acculturation, and/or known lived experience. Integrate at least seven (7) learning media from the semester's required, suggested, or additional materials. Plus at least two (2) self-discovered media not in the syllabus. Pick two chapters from one of these required textbooks, and one chapter from the other textbook to serve as case studies for comparative analysis and discussion:

- Constantinides, Damon; Sennott, Shannon; & Chandler, Davis. (2019) "Sex Therapy with Erotically Marginalized Clients"; Routledge, ISBN: 978-1-138-67180-5
- Malone, Reece M.; Stewart, Marla Renee; Gary-Smith, Mariotta; & Wadley James C. (2021) "An Intersectional Approach to Sex Therapy: Centering the Lives of Indigenous, Racialized, and People of Color"; Routledge; ISBN: 978-0367471958

Format: 8.5"x11" PDF, 1-inch margins, Arial 12pt font, Double spacing, APA (or similar) citations.

Length: 10 pages minimum, 18 pages maximum, plus cover page, plus citations.

Reference: Sample Thesis for Lewis & Clark College Master of Science Degree
<https://graduate.lclark.edu/live/files/12183-devongossthesisfinalpdf>

- Week 10: **Final Project Outline** 2 points total

Abstract (approximately 100 words)

Bulleted Summary of Literature: Positive aspects and potential bias

Bulleted Exploration of Topic

Preliminary Citation List

- Week 10: **Final Project Presentation** 5 points total

Introduction of Topic 1 point

Positionality of Self in relation to Society & Topic 1 point

Exploration of Topic 1 point

Reflective Conclusion with Key Points
and areas for further thought. 1 point

Request for Support & Response to Cohort Questions 1 point

Each student's verbal presentation should be 5-7 minutes in duration.

Plus, 3 minutes of Questions & Answers with the full section cohort.

PowerPoint not required.

• Week 11: Final Project Paper	20 points total	
• Cover page: Title, Name, & Date	0 points	
• Introduction		1-2 pages
○ Abstract	2 points	
○ Intention of the Paper	1 point	
○ Research Question	1 point	
○ Positionality & Bias Exploration	1 point	
• Literature Review		2-4 pages
○ Methods	1 point	
○ Findings	1 point	
○ Conclusion	2 point	
• Discussion of Self / Client's Sexual Life Experiences		
○ Statement of Intent	1 point	1-2 pages
○ Approach #1 – Body, Touch, & Somatic Practices	2 points	2+ pages
○ Approach #2 – Feelings & Ideas	2 points	2+ pages
○ Approach #3 – Family, Community, & Society	2 points	2+ pages
• Further Research & Areas of Further Inquiry	1 point	1+ pages
• Conclusion	2 points	1 page
• Citations	0.5 points	
• Grammar & Spelling	0.5 points	

Cover Page

See Reflective Writing 'Cover Page', above.

Introduction – Abstract

An abstract is a summary of the entire paper, often ranging from 100 – 200 words. I would recommend to write it parallel to your 'Introduction - Intention of the Paper' at the start of the writing process, and then go back to revise it after you have completed the paper to include your conclusion. Please see examples in most of the journal articles utilized in this course. In certain ways, this is the 'greatest hits' section of the paper. It is where you might highlight any 'sound bytes' from the body of the paper.

Introduction - Intention of the Paper

See Reflective Writing 'Introduction of Topic', above. Note that this section should not create any 'spoilers' of what is discussed in the following sections. Simply describe what you will be exploring and why.

Introduction – Research Question

See Reflective Writing 'Introduction of Topic', above. This section will focus succinctly upon the hypothesis that you are going to be exploring in the paper. Sometimes that hypothesis is 'proven', 'disproven' or 'adapted' through the course of the paper. It should be simple, clear, and as concise as possible. The meaning and importance of the question for you, the author, and the sexological community of professionals and clients should be outlined.

Introduction - Positionality and Bias Exploration

See Reflective Writing 'Positionality of Self in Relation to Society', above for the Positionality aspects. The exploration of bias is both of your potential personal / professional bias, due to positionality, and the potential bias of media utilized to research the topic. In example, if everything that you cite is supportive of your hypothesis, you will need to explore further. A common criticism of research is that information is 'cherry picked', meaning that only voices supportive of the author are brought to light. Please critically engage your topic and perspective, to be respectful and actively learn from the many voices that create our shared world. If you cannot find a counter-position, simply state how and where you searched, and that the counter-position is an area that might need further research in the future.

Literature Review - Methods

How did you research the topic utilizing media (readings, videos, podcasts, website, etc)? Did all sources come from this syllabus? Did you 'rabbit hole' from one or more citations to find others? Did you Boolean keyword search in databases available through the Watzek Library, ResearchGate.net, ProQuest, LiRN, Scholar.Google.com, and/or other sources? What is the quantity of each media type (readings, videos, podcasts, website, etc) that you investigated? How did you supplement any potential biasing found in the core citations with counter positions?

Literature Review - Findings

This section impartially explains what current research and/or editorials on the topic are currently available, to your understanding. It serves as the foundation that you will utilize to explore your 'Research Question' in the 'Discussion of Self / Client's Sexual Life Experiences' sections below. Please note the minimum quantity of citations as outlined above.

Endeavor to utilize concise quotations that are significant to your 'Research Question'. While this section of the paper can sometime feel a little 'quote-heavy', remember to always unpack the meaning and significance of any citation made in your own words.

This section will also explore any potential biasing in the existing research in more depth than what was discussed in the above 'Bias Exploration' section.

Literature Review - Conclusion

Utilizing your constructive critique and analytical skills, how do you interpret the 'Literature Review – Findings'? What are the key lessons learned? What seeds are planted in your mind from current research / editorials that will potentially be explored and blossom in the 'Discussion of Self / Client's Sexual Life Experiences' sections below.

Discussion of Self / Client's Sexual Life Experiences - Statement of Intent

Similar to the 'Introduction - Intention of the Paper', above, this section will briefly outline the discussion to follow utilizing a series of bio-psycho-social lenses.

Discussion of Self / Client's Sexual Life Experiences

Similar to the Reflective Writing 'Exploration of Topic', above, these three sections will individually explore the bio-psycho-social lenses for sexological discussion, inquiry, and potential treatment planning. These three sections are the heart of the paper, and should be explored fully in great depth and quality. Utilize quotations only as an inspirational voice. Always unpack the meaning of any quote for you and/or the research question, and express in your own words how it applies to your exploration of the topic. Consider how to utilize permission, acceptance, limited information, specific suggestions, referral, and possible intensive therapy.

- **Approach #1 – Body, Touch, & Somatic Practices**

What body systems (Muscular, Integumentary, Nervous, Digestive, Circulatory, Urinary, Respiratory, Lymphatic, Endocrine, Reproductive, Skeletal) are integral to a holistic approach to sensual / sexual healing for this topic? How might therapeutic touch and/or other somatic practices (Sensate Focus, Orgasmic Meditation, Sexual Reflexology, Body Acceptance, Surrogate Partnership, etc.) be utilized? How is consent and a trauma-focused approach utilized?

- **Approach #2 – Feelings & Ideas**

What are the emotional and identity (relationships, expression, behaviors, attractions, body) aspects of the topic? How might you therapeutically approach sensual / sexual ego-dystonia and dis-ease for holistic healing utilizing sex therapy theory and clinical techniques? Is the topic considered to be a dysfunction per the Diagnostic and Statistical Manual of Mental Disorders (DSM V-TR, APA, 2022) or International Classification of Diseases (10-CM, CDC, 2022)?

- **Approach #3 – Family, Community, & Society**

What family, community, and/or societal values, morality, taboos, and/or ethics are related to the topic? Are there intersectional aspects of age, bodily & cognitive ability, citizenship, class & money, experience, fame, fashionableness, gender, incarceration, physical presence, race & ethnicity, seniority, sexual orientation, social standing, and/or visual aesthetic that privilege or oppress people related to your research question and topic? Do any of Okun's (2017) cultural reflections apply? How about queer theory, feminism, post-colonialism, post-structuralism, etc? How might you support a client to navigate the socio-political worlds to thrive sensually and sexually?

Further Research & Areas of Further Inquiry

Similar to the Reflective Writing 'Reflective Conclusion with Key Points and Areas for Further Thought', above, these two sections expand out the earlier versions in more depth.

What are the gaps in the current research? What is potentially existing research bias (see Introduction - Positionality and Bias Exploration, above) and how has it impacted your exploration of topic areas? What related and/or supportive topics are you curious to explore more in the future?

Conclusion

Similar to the Reflective Writing 'Reflective Conclusion with Key Points and Areas for Further Thought', above, these two sections expand out the earlier versions in more depth.

How did your 'Introduction - Intention of the Paper' and 'Research Question' shift, change, expand, or contract through the exploration of the topic? What are your summary remarks, highlights, and final thoughts?

How might a holistic approach best serve a client with a coalition of practitioners with knowledge and skills in a range of bio-psycho-social sexological skills?

Citations

See Reflective Writing 'At least Three (3) Citations in APA (or similar) Format', above.

Please note the minimum quantity of citations as outlined above, which is much more than three (3).

Quotations should be 12% or less of the total paper. Any in-line citation or quote should be unpacked in your own words to clearly explain the meaning and significance of that citation.

Grammar & Spelling

See Reflective Writing 'Grammar & Spelling', above.

Extra Credit

(Up to 4 points per paper, x2 papers = 8 points + Up to 2 points for Discussion Board)

Even with the best of intentions, sometimes the world goes sideways. These 1-page Extra Credit assignments are intended to help boost your grade, have some fun, and allow for some life flexibility. Grading will be similar to the other reflective writings, with half the amount of points possible. Each student may do a maximum of two (2) Extra Credit assignments for grading benefit. Additional extra credit submissions can be done just for fun.

Format: 8.5"x11" PDF, 1-inch margins, Arial 12pt font, 1.5 line spacing, APA (or similar) citations.
Length: 1 page, plus citations

- Week 05: **Sensate Focus (Solo) or other Somatic Techniques**

Try out practicing Sensate Focus (Zal, 2022; Weiner & Avery-Clark, 2017), Orgasmic Meditation (Bodansky & Bodansky, 2002), Sexual Reflexology (Wei & Chia, 2003), Body Acceptance (Ananda, 2022), or another somatic technique. Did you have fun? What was challenging? What was exciting? What did you learn about your own body? Will you continue the practice? Are there ways that your body would benefit from a modification to the practice? How and why might you utilize these somatic techniques with a future client? Would you ask a client to try something that you have not tried yourself? Why, or why not?

- Week 06: **Dating App or Sexual Social Media**

Working with a helper (friend, lover, or colleague); consider what it would viscerally be like seeking partnership with at least three (3) specific forms of intersectional discrimination that are different than your personal lived experience (Crenshaw, 1989). These might be age; experience, social standing, seniority, fame; class, money, poverty, and (un)employment; incarceration or (il)legality; religious (dis)belief, spirituality; political belief; national origin, nationality, citizenship, or immigration status; race, ethnicity, culture, heritage; assigned sex at birth; gender identity or expression; sexual orientation; single, (non)monogamous, or marital status; physical presence; skin tone, hair texture, visual aesthetic, fashionableness; bodily and cognitive ability; health or psychiatric diagnosis; and other forms of social injustice.

1. Compose your existing or a new profile on a Dating App or sexuality-focused Social Media to be genuine of who you are fully, what you want to request, and what you want to offer. Consider being specific about sensuality / sexuality. Consider being genuine and vulnerable as a strength. Ask for your helper to reflect upon the verbiage and associated images with you.
2. Write down at least three (3) specific forms of intersectional discrimination outside your lived experience for reflection as a 'marginalized other'. (See above.)
3. Consider at least thirty (30) new people's profiles. What percentage do you believe would be hopeful connections for you? Would they be potentially accepting or discriminatory of the intersectional marginalizations that you selected? What percentage do you believe would superficially reject your 'marginalized other' persona? How does this make you feel? Do you feel that you have privilege in your actual life, versus the 'marginalized other' persona? How might you apply this learning to your personal life and professional work?
4. Additionally and/or alternatively, you are welcome to request to interview a helper (friend, lover, or colleague) that lives daily with intersectional discriminations that are different than your personal lived experience. Do not sea-lion, nor assume that someone should be willing to be interviewed (Hargrave, 2017). Be kind, compassionate, and compersionate. Practice active listening skills.
5. Do not disclose your profile name, pseudonym, nor any other identifying information in the paper.

Example sites: Adult Friend Finder; Ashley Madison; Badoo; Bumble; Coffee Meets Bagel; Color Dating; Dil Mil; Down 2bang; eHarmony; Eshq; FetLife; Fling; Happn; Her; Hily; Hinge; JDate; Match; MeetMindful; Nerve; OkCupid; Plenty of Fish; Silver Singles; Tinder; etc.

Notes:

- If you experience discrimination in your daily life now, previously, or vicariously; I sincerely apologize if this exercise feels like it is trivializing the harm you have experienced. My intention might be activating you and causing you genuine harm. I am sorry. I am hoping to operationalize McIntosh's privilege (1989) writing with this optional assignment.
- Do not create harm by falsely presenting yourself, engaging other profiles, or getting another profile person's hopes up falsely. If you have an existing profile that you are utilizing; do not modify your profile to pretend to be the 'marginalized other' persona.
- On-line dating has associated risks. Keep yourself safe, and be aware of scammers.

- **Week 07: Sexuality Event Attendance**

Attend a sensual or sex positive space in-person. This can be an adult sex club (Sanctuary, Catalyst, Privata, Velvet Rope, etc.), a bath house (Common Grounds, Everett House, Steam, etc), community discussion (Q-Center, Bad Girls, MAsT, etc), sex topic lecture, or workshop. How did it feel to choose the event? How did it feel to get ready to go to the space? How did it feel to enter the space? How were interactions with other people? If you saw someone you knew previously, how did that feel? How did your choice of wardrobe make you feel? How did other peoples' wardrobe (or lack thereof) influence your feelings? Did you feel excited, nervous, turned-on, etc? Would you go back to that space, or is there another venue that you believe you would align with more? If you feel a 'hard no' about future attendance, are you willing to unpack why? Would you recommend the venue to others (friends, lovers, clients)? What might it feel like to be a professional Sex Therapist attending in the future, and bumping into one of your clients?

- **Week 08: Sex Toy Shop**

Go to a local sex toy shop (SheBop, Spartacus, Fantasy, etc.) to explore. How did it feel to enter the shop? Exploring solo at first, what did you recognize? What did you not recognize? What were your curious about? How does this make you feel? Asking a sales person for assistance, learn about the items that you did not recognize or were curious about. What did you learn? How did these make you feel? How were interactions with other people in the shop? If you saw someone you knew previously, how did that feel? Would you go back to that shop and/or recommend it to others? Is there something about the shop that you would improve?

- **Week 10: Discussion Board Reflections**

(Up to 2 points)

Similar to the other weekly Discussion Board Reflections, comment upon at least four (4) cohort Final Project Presentations. However, this final one is a bonus and not required. It is worth twice the amount of the earlier Discussion Board Reflections. Grading will be: (2) Completed with Depth; (1) Completed; or (0) Incomplete.

Late Assignments

Any assignments turned in late (without prior agreement with faculty) will automatically receive a 10% reduction in grade. A further reduction of 10% will be detracted for each 24-hour period of lateness. Any agreed upon extension must be firmly adhered to, is the responsibility of the student, and no additional extension will be allowed.

Writing Assistance

The Lewis & Clark College Writing Center in the Watzek Library can assist students improve the professional craft of clear communication skills in a range of voice styles.

Final Grading

	A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%	B- = 80-82%
C+ = 78-79%	C = 73-77%	C- = 70-72%

Grading might be curved on one or more assignments for both cohort sections, at the Faculty's option.

A / A- Demonstration of consistent ability to think critically, comprehension and integration of required learning media (readings, videos, podcasts, website, etc) with regular investigation of recommended and additional materials, excellent ability to actively listen, ability to engage classmates respectfully, ability to support equitable dialogue. Attendance is punctual. Assignments are exemplary in the quality of consideration and construction, and submitted on time.

B+ / B / B- Comprehension of required learning media, ability to actively listen, and engages classmates. Attendance is typically punctual. Assignments are well considered and constructed, and submitted on time.

C+ / C / C- Some misunderstanding of learning media, periodic or minor incompleteness of required learning media prior to classroom discussion, listening and cohort engagement skills need further practice. Attendance is regular. Assignments are submitted on time.

F Significant misunderstanding of learning media, repeated incompleteness of required learning media prior to classroom discussion, listening and cohort engagement skills need significant improvement or have created cohort conflict, hurt, harm, or have seemed abusive or discriminatory. Attendance is lacking. Assignments are not submitted in a timely manner.

Resubmittal of writing assignments may be requested for any assignment that receives a 75% or lower grade. Resubmittal is at faculty's option. Significant improvement in the resubmitted work has the potential of boosting the assignment's grade up to half of the originally deducted points. Arrangement of resubmittal must be made within two weeks of receiving assignment grade. Resubmittals must be turned in by Week 08.

Please see the Graduate School policy for grades:
<https://docs.lclark.edu/graduate/policyprocedures/registration/grades>

MCFT Student Learning Outcomes (SLO)

SLO 1.1	Students recognize the impact of power on individuals, families, and communities.
SLO 1.2	Students recognize the interconnections among biological, psychological, social systems in people's lived experience.
SLO 1.3	Students apply systems/relational theories to case conceptualization.
SLO 2.2	Students' clinical practice demonstrates attention to social justice and cultural democracy.
SLO 3.1	Students are able to discern the implications of the sociopolitical context within which research is produced and applied.
SLO 3.2	Students draw on the research literature relevant to family therapy in case planning.
SLO 4.1	Students apply ethical decision-making processes to clinical dilemmas.

Course Objectives

Through active and rigorous participation in this course students will:

1. Understand sexual identity, attraction(s), and behavior(s) relative to social, historical, and cultural influences; including how these contexts serve to privilege some expressions of sexuality while oppressing others.
2. Understand a variety of human sexuality issues (e.g., gender performativity, sexual functioning, and sexual self-worth), human development and sexuality, and the impact of sexuality / sexual issues on family and couple functioning.
3. Develop comfort and preliminary fluency talking about sensuality / sexuality with individuals, partnership(s), groups, and communities.
4. Learn to assess sexual issues from a body-mind-spirit-social perspective, which includes an analysis of power differentials between individuals and in society relative to sexuality.
5. Learn a range of treatment approaches and techniques for resolving sexual concerns and consider their use within specific cultural and social contexts.
6. Consider treatment issues specific to sex therapy within an inclusive framework that reflects the fluidity and complexity of individual and inter-personal sensual / sexual lived experience.
7. Explore each student's own values and biases relative to sexual identity, attraction(s), and behavior(s) that have the potential to nurture through perpetuate harm while engaging future clients.

Course Evaluation

You will be asked to provide constructive critique and evaluation of this course and faculty. This will be anonymous, and will not have any impact upon your grading. Your participation in this evaluation survey is an integral part of this course, the future development of teaching methods, pedagogy, and faculty's professional development. I strongly encourage you to participate in this anonymous course evaluation. It is optional.



Thank you