

Human Sexuality

CPSY 565
Summer, 2015

Mary M. Clare, Ph.D.
clare@lclark.edu

The key to coming to terms with our sexuality is to learn how to express and experience our desires safely, honorably and consciously, in a way that is in integrity with the agreements we make with ourselves and others, and that encompass our core values. We must also compassionately examine and resolve the unconscious but powerful negative cultural messages we've internalized about our sexuality and ourselves. That is why this is both an empowering and healing journey.

[G. Fous, MTP](#)

Transpersonal Therapist & Sex positive Dom

COURSE DESCRIPTION:

A graduate survey of human sexuality as a physical, behavioral, social, spiritual experience with immediate and ongoing implications for health of all kinds. Our goal is to establish, develop and improve skills for counseling/therapy as they relate to healthy human sexuality. While behaviors associated in prevailing clinical paradigms with pathology will be included in this survey, the focus of our work is the deep description and understanding of healthy and satisfying human sexual experience. To accomplish this understanding and enhance our skills as counselors and therapists, we will include consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

This is a survey course. The reading assignments outlined here are **expected minimum reading**. These readings will provide a shared source of information for us to draw on in class discussions. The “survey” aspect of this class implies our cooperative investment and involvement in collecting and sharing information from written, a/v and community sources. In this way this class serves supports your career-long development as a counselor/therapist who considers and reflectively supports the sexual health of the clients you serve.

TEXTS:

REQUIRED—

- Kaufman, Silverberg & Odette (2003). *The Ultimate Guide to Sex and Disability*. [KSO]
- Esther Perel (2006). *Mating in Captivity*. New York: Harper Collins
- Jeffrey Eugenides (2002). *Middlesex* – Chapter 4. [available on Moodle (M)]
- Roger N. Lancaster (2003). *The Trouble with Nature*. Berkeley, CA: U of Calif. Press – Chapters 3, 16, 18, 21. [available on Moodle (M)]
- Additional Moodle postings – articles, etc. (M)

RECOMMENDED—

- Amara Charles (2007) *Sexual Agreements*. [one review -- <http://amaracharles-com.myshopify.com/products/sexual-agreements-by-amara-charles-e-book>]
- Patrick J. Carnes (2001). *Out of the Shadows: Understanding Sexual Addiction: 3/E*.
- Paul Joannides (2009). *Guide to Getting It On*.
- Wendy Maltz (2001). *The Sexual Healing Journey*.

MOODLE:

We will use Moodle (abbreviated (M) on the class schedule) for this course, so please check the page for **CPSY 565, Summer 2015** regularly – and if this is the first time you’ve seen this note .. well .. **do it now**.

ASSIGNMENTS:

- **Journal Synopses**

One of the most crucial skills for a counselor is to know how to come consistently and compassionately to know her- or himself. This is not news. It also is not altogether easy. Especially when it comes to subjects as systematically tabooed as sexuality. This journal is intended to support the self-reflective aspect of this class by providing a structure. The process is yours to use as thoroughly as you wish. At minimum, you will complete the course with stronger skills for engaging our next edges relative to the myriad topics (and emotions) influenced by our own and others’ sexualities.

The assignment: Beginning the first class, we will identify at least one question for investigation in writing over the intervening week. As part of opening each class, you will re-read and summarize what you wrote into public highpoints. You’ll then share your synopsis in small groups. *Your original journal writing will be yours and need not be shared with anyone.*

- **Hot Topics**

Each of you will take responsibility for finding more information on at least one of the Hot Topics (see Syllabus). Individually, you will look to the literature *and to the community*, to extend your, and thus our, knowledge and skill.

The assignment:

PART I – In the first or second class, you’ll select a topic and, yes, become part of a group. At least by Wednesday before you report your insights in class, your group will upload to Moodle at least three (3) excellent resources linked with the topic. One resource will be research-based, another will be practice-based (if you can find it – story-based if you can’t). All of us will read/watch what you’ve posted in preparation for the class in which you lead our discussion of what you’ve learned.

PART II – The class following your topic presentation, you’ll **each** turn in a brief paper with reference citations summarizing (1) your current understanding of the topic, (2) the sources of information your group used, (3) what you learned about your edges in the process, (4) how your practice will be influenced by what you’ve come to understand.

- **Sex at Lunch [SAL]**

Six class sessions will involve extensions – additional class time for learning directly from community experts. These sessions will occur over the hour from 11:30 – 12:30. Please discuss difficulties with this schedule with me.

- **Supplementary Books**

You've already seen the recommended readings listed. You'll get into groups around one of these books and, in the last class, participate in a fish bowl book club discussion [*Book Groups*]. Practice insights will be one focus/outcome of this discussion.

- **Synthesis**

Also in our last class, we will also pull together our shared learning. In small groups (different from your *Hot Topic* or Book groups) you will identify guidelines emerging from the content we've covered.

The assignment: By the close of class, your group will forward electronically the GUIDELINES you have articulated together – that is, the synthesis of your collected thinking as it affects anticipated practice.

ATTENDANCE

The success of this class depends on your attendance. In that way attendance in addition to being fully engaged in the course is the most important assignment and expectation of this class. The material we're working with is potentially discomforting. It will be different for each of us. It is vital that we create an environment that allows us to go as deeply as we can into the subject matter in the simultaneously public and structured format of a graduate class. My assumption is that you are here because you want this opportunity and are sincere in your wish to be of help to people who are struggling with their sexuality.

EVALUATION

You will submit written self-evaluation following the last class. There are two options for this submission: e-mail to me, or conventional mail. These evaluations will contain your observations and assessment of the extent to which you participated in and gained from the class. Areas of evaluation will include: participation as a community member, sincere engagement of the questions raised in the class, and ability to indicate what you've been learned (both academically and professionally).

I will evaluate you on these areas based on your class participation, your assignment completion and quality. Your papers will receive evaluations of *CREDIT* or *NO-CREDIT*. If you disagree with an assessment I have made or if you wish to improve your evaluation, you may resubmit an assignment once.

If you have elected to take this course for a grade, the options are 'A' or 'C'. An A will result from completion of all assignments, full participation in the course, and engagement of the ideas and questions posed by this class. If you have elected a pass/no pass option, passing the course will result from the same criteria as earning a grade of A.

DEPARTMENTAL OBJECTIVES

1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, 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, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.
6. Consider treatment issues specific to sex therapy with heterosexual, lesbian, gay, trans, and bi-sexual couples/families.
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.

--Additional Values and Objectives forwarded 2/12/2014 from TMcDowell:

- Sexual and reproductive anatomy and physiology.
- Developmental sexuality from a psychobiological perspective.
- Medical factors that may influence sexuality including illness, disability, drugs, pregnancy and pregnancy termination, contraception and fertility, sexually transmitted diseases.
- Knowledge of sexually transmitted infections and safer sex practices.
- Sex research/literature.
- Varieties of sexual orientation and gender identities.
- Atypical sexual behavior, hyper-sexuality, and sexual dysfunction.
- Substance abuse and sexuality.
- History of the discipline of sexology.

COURSE DESCRIPTION FROM CATALOGUE

Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual orientation; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.

RELATED AUTHORIZATIONS

Successful completion of this course as an elective is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. If chosen to fulfill elective credit, completion of this course is also necessary for gaining access to licensure as a professional counselor or as a school psychologist.

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SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
May 15	Introduction Arousal & Response Anatomy/Society <i>Hot Topics</i>	KSO 3, 5 - 8 Lancaster 3 (M)
May 22 SAL 11:30-12:30 <i>AJWJohnston</i>	Culture, Communication, Sex, Relationship Beyonce – Drunk in Love	Perel - All KSO 1 - 2
May 29 SAL 11:30-12:30 <i>Janice Gould</i>	Gender Roles/Identity Blue is the Warmest Color/sex scene	Lancaster 16, 18, 21 <i>Middlesex</i> , Book 4 Gould – <i>My Father</i>
June 5 SAL 11:30-12:30 <i>Canada Taylor</i>	Trauma, Violence 50 Shades of Grey	KSO 11, 13, 14 Katz (M) MGrossman blog (M) EJDickson-good (M) SMarcus-BDSM (M)
June 12 SAL 11:30-12:30 <i>Shannon</i>	Cybersex, Porn, Sex Trade Addiction, STDs Don Jon	Perel 9 KSO 9 Maltz (M) P Robertson (M)
June 19 --NO SAL--	Fetishism and Sexual Health Guest instructor: Galen Fous, MTP	
June 26 SAL 11:30-12:30 <i>Shon</i>	Unusual Normality Polyamory Her – Lars and the Real Girl	Perel 10-11 KSO 12 (M)
July 10 SAL 11:30-12:30 <i>Anna Marti</i>	Intimacy, Lifespan, Sex & Spirit Miley Cyrus - VMA	Perel KSO 4, 10
July 17 --NO SAL--	FINAL CLASS <i>Book Groups</i> Synthesis --Guidelines submitted in class	Your choice of Rec- ommended readings