

**Human Sexuality**  
CPSY 565  
Summer - 2019  
Lecture Wednesday, 1:00 pm – 4:00 pm  
York Graduate Center, Room 101  
Department of Counseling Psychology Lewis and Clark College Graduate School

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*“Although people can be intolerant, silly, or pushy about what constitutes proper diet, differences in menu rarely provoke the kinds of rage, anxiety, and sheer terror that accompany differences in erotic taste.” -- Gayle Rubin*

*“Biological sexuality is the necessary precondition for human sexuality. But biological sexuality is only the precondition, a set of potentialities, which is never unmediated by human reality.” -- Robert Padgug*

### **COURSE DESCRIPTION**

Sexualities are not simply something we possess; they are constructed, performed, restricted and controlled, all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender and the body. Our goal will be to explore a variety of sexualities emphasizing the multifaceted nature of power, privilege and oppression inherent in *human* sexuality. There will be a specific focus on the role counseling/therapy plays in cultivating sexual discourses and the impact those discourses have on our lives. For example, students will learn to critically investigate how and why some sexual behaviors become pathologized and later normalized by mental health practitioners. Finally, an important part of this course includes the consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

The reading assignments outlined below are the **expected minimum readings**. These readings will be used to facilitate early class discussions. However, there is an expectation of our cooperative investment and involvement in collecting and sharing information, community resources, and personal expertise. In this way, this class supports your career-long development as a counselor/therapist who considers and reflectively supports the sexual health of the clients you serve.

### **STUDENT LEARNING OBJECTIVES**

This course promotes the following student learning outcomes:

- SLO 1: Students will demonstrate integrity, compassion and commitment to working with diverse groups.
- SLO 2: Students will demonstrate excellent therapeutic skills with individuals, couples, and families.
- SLO 3: Students will demonstrate dedication to social justice and global citizenship.

### **COURSE OBJECTIVES**

Participants in this course will:

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. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.
4. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.
5. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.
6. Consider treatment issues specific to sex therapy with heterosexual, lesbian, gay, trans, and bi-sexual couples/families, as well as other diversity issues.
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.

## REQUIRED TEXTS

1. Zena Sherman (2016). *The Remedy: Queer and Trans Voices on Health and Health Care*. Arsenal Pulp Press
2. Hertlein K, Weeks G, Gambescia N. (2015). *Systemic Sex Therapy*. Routledge: NY
3. Meg-John Barker (2016). *Queer: A Graphic History*. Icon Books
4. Tristan Taormino (2008). *Opening Up: A Guide to Creating and Sustaining Open Relationships*. Cleis Press
5. Weiner L and Avery-Clark C. (2017). *Sensate Focus in Sex Therapy*. Routledge
6. Kleinplatz P. J. (2012) *New Directions in Sex Therapy: Innovations and Alternatives*. Philadelphia: Brunner-Routledge.

## RECOMMENDED READINGS

1. Stella Harris (2018) *Tongue Tied: Untangling Communication in Sex, Kink, and Relationships*. Cleis Press.
2. Emily Nagoski (2015). *Come as You are: The Surprising New Science That Will Transform Your Sex Life*
3. bell hooks (2000) *All About Love: New Visions*. Harper.
4. Christopher Ryan (2012) *Sex at Dawn: How We Mate, Why We Stay, and What It Means for Modern Relationship*. Harper Perennial.
5. Anne Fausto-Sterling (2008) *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.
6. Michael Makai (2013) *Domination & Submission: The BDSM Relationship Handbook*.
7. Kaufman, Silverberg & Odette (2003). *The Ultimate Guide to Sex and Disability*. [KSO]
8. Dossie Easton (2011) *Ethical Slut*. Clestial Arts; 2<sup>nd</sup> Edition
9. Paul Joannides (2015). *Guide to Getting It On*. Goofy Foot Press.
10. Staci Haines (2008) *Healing Sex: A Mind-Body Approach to Healing Sexual Trauma*. Cleis Press; 2 edition

## ATTENDANCE

The success of this class depends on your attendance. Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

## NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

## SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please make an appointment with the instructor as soon as possible.

## COURSE REQUIREMENTS AND EVALUATION

### *Attendance and Participation (worth 10 points)*

Note: While adults have a variety of learning styles, it is still important that you attend and actively participate in class activities (including discussion of assigned reading).

### *News of the Day (worth 20 points):*

Each student will give a short presentation in class on a sexual topic that may come up in therapy. The presentation should include how popular media (print, electronic, audio/video) treats this subject, the historical/ cultural context shaping the subject, and the therapeutic relevance of the subject. Your presentation should be 10 minutes in whatever format feels comfortable (PowerPoint, video clips & discussion) and then a discussion (5-10 minutes) with an emphasis on clinical interventions you might use. Students will provide the class with the resources they found/ developed for clinical interventions the night before the presentation (See Rubric Below).

**Sexual Genogram & Self of Therapist (worth 40 points – first draft 20; second draft 20):**

Arguably, one of the most important and impactful elements of therapy is the relationship cultivated between the client and therapist. This assignment requires the student to examine their social location and the ways in which these intersections may inform the ability to establish a therapeutic connection when addressing issues of sexuality. Students will be asked to explore their lived experience as it relates to biases, privileges, and oppression by doing a sexual genogram on their family (as you define it: family of choice, adopted fam., bio. fam., etc.). The class will work together to create a list of questions to conduct a sexual genogram in order to explore the relationship between the therapist’s social location and sexual politics.

**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

**NEWS OF THE DAY GRADING RUBRIC**

The presentation should include the historical/ cultural context shaping the subject, how popular media (print, electronic, audio/video) treats this subject, and the therapeutic relevance of the subject (e.g. how does this sexual subject impact interpersonal relationships?).

Your presentation should be 10 minutes in whatever format feels comfortable (PowerPoint, video clips & discussion) and then a discussion (5-10 minutes) with an emphasis on clinical interventions you might use.

**Please Note:** Students will provide the class with the resources they found/ developed for clinical interventions the night before the presentation via email.

***Grading Rubric for News of the Day - worth 20 points***

	<b>Under-Developed (0 pts)</b>	<b>Appropriate (1-3 pt.)</b>	<b>Good (2-4 pts.)</b>	<b>Superior (5 pts.)</b>
Student demonstrated an understanding of the historical/ cultural context of the topic (e.g. popular media)				
Student outlined the clinical relevance of the topic (impact on relationships, psychosomatic issues, etc.)				
Student illustrated a potential therapeutic intervention one might use in therapy				
Student provided the class with client resources related to the				

topic (e.g. socio-ed video clip, brochure, or online resources)				
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TOTAL: \_\_\_\_\_

**SCHEDULE (the following outline is subject to change)**

6/5/19

*Introduction: What is Sexuality?*

6/12/19

*Approaches to the Sexual*

**Reading:** Kleinplatz, chapters 2, 5; Hertlein, *et al.* chapters 1, 15; Weiner L., *et al.* chapters 1-3

6/19/19

*Challenging the Normative*

**Reading:** Kleinplatz, ch. 7; Taormino, Intro. & ch. 1-4; Hertlein, *et al.* chapters 2, 13; ALL of Barker Queer

6/26/19

*The Body and its Complications*

**Readings:** Kleinplatz, chapter 6, 16; Weiner L., *et al.* chapters 4-7

**Guest Speaker:** Jenny White (child molestation & family dynamics) 3:00

7/3/19

*Identities and Desires*

**Readings:** Kleinplatz, chapters 10, 19, 17; Hertlein, *et al.* ch. 12; Sherman Z. pages 1- 52

**Guest Speaker:** Stella Harris (BDSM, Kink & Sex Coaching) 3:00

**Rough Draft Due:** Sexual Genogram & Self of Therapist

7/10/19

*Let's Get it On:*

**Readings:** Taormino, chapters 5-11; Weiner L., *et al.* chapters 8-10; Kleinplatz, ch. 17

**One-on-One:** feedback on first draft of sexual genogram

7/17/19

*What Cums up must Cum down*

**Readings:** Kleinplatz, chapters 14, 15; Hertlein, *et al.* chapters 5, 6, 9, 11

**Guest Speaker** Alder (painful Sex disorders and Rape) 3:00

7/24/19

*Queer Identity Politics, and Desire*

**Readings:**, Sherman Z. pages 53-144; Taormino, chapters 11-13; : Kleinplatz ch. 20

**Guest Speaker:** Zach Carson (transmasculinity, letter writing, and therapeutic support) 3:00

7/31/19

*Class, Identity Politics, and Desire*

**Readings:** Sherman Z. pages 145-210; Hertlein 16; Kleinplatz 11

**Guest Speaker:** Madeleine Tosonturner, PhD. (pelvic floor therapy and sexual health) *tentative*

**Final Draft Due:** Sexual Genogram & Self of Therapist

8/7/19

*Sexual Baby Steps...Learning New Ways to Get It On*

**Readings:** Sherman Z. pages 211-272