

# Psychology of Sexuality

<b>Tutor:</b> Dr. Jacy L. Young	<b>Class time:</b> 1:00-4:00
<b>Office:</b> AC447	<b>Classroom:</b> AC309
<b>Email:</b> jacy.young@questu.ca	<b>Course website:</b> moodle.questu.ca
<b>Office hours:</b> Mon-Thurs 10am-11am, Book a 15-minute appointment via <a href="https://calendly.com/jacyyoung/">https://calendly.com/jacyyoung/</a>	

## Course Information

Welcome to Psychology of Sexuality! Among the big questions we will address in this class are: What does human sexuality look like? How does sexuality affect our lived experiences? What methods do psychologists use to explore these questions? What ethical considerations arise when psychologists conduct research on and theorize about sexuality and its effects? What are the implications of this knowledge on individuals and society?

### Course Description

How do psychologists understand sexuality and the role it plays in our lives? In this course we will explore psychological theories, methods, and findings related to human sexuality, including sexual expression, identity, and behaviour. In doing so, we will consider the values, biases, and attitudes that inform people's views on sexuality and their behaviour toward others. Throughout the course ideas about, and the lived experiences of, human sexuality will be examined in relation to historical, social, and cultural contexts. In examining human sexuality, we will also critically assess the basis and nature of psychological knowledge on sexuality and consider its implications in the larger world. Among the topics that may be addressed: sexual development, sexual attitudes and stigma, sexual health, sexual agency and desire, intimate and sexual relationships, reproduction, sex work, sexual harassment, consent and sexual assault, and media influences on sexuality. *Note: This course will include frank discussions of sexuality and sexual behaviour, including sensitive topics such as sexual harassment and assault. Students should keep this in mind when deciding whether to enroll.*

### Course Objectives

- To understand how sexuality shapes people's lives, both in terms of their own lived experiences and their interactions with others
- To understand and assess the various ways psychologists, and others, conceptualize sexuality
- To consider understandings of human sexuality in relation to given historical, social, and cultural contexts
- To analyze and evaluate key theories of sexuality and its development
- To effectively communicate information about sexuality to both academic audiences and the general public

## Quest Learning Outcomes

### *Critical Thinking (CT)*

Students will learn to evaluate the strengths and weaknesses of arguments about sexuality, synthesize evidence from different sources, and deploy evidence to support particular positions.

### *Communication (C)*

Students will learn how to synthesize and convincingly present perspectives on sexuality, both in written and oral form. They will participate in class discussions and presentations, as well as present information in ways that are accessible to general audiences.

### *Research (R)*

Students will conduct research to locate scholarly work, assess the value and relevancy of sources, synthesize this information, and identify limitations in particular studies and within the research literature more broadly.

### *Integration/Breadth (I/B)*

Students will assess and synthesize information on sexuality from multiple disciplines, including those in the social sciences and humanities.

### *Ethics (E)*

Students will understand ethical dimensions of psychological research and theory that engages with sexuality, assess these issues, and develop and employ their own ethical principles.

### *Quantitative Reasoning Skills (QR)*

Students will learn how to read and understand quantitative information as presented in scientific research articles, including that presented in graphs.

## Course Materials

All assigned course materials, including readings and detailed descriptions of assignments, are available on Moodle. You are expected to come to each class with, and having done, the assigned reading for the day. This is a reading intensive course and you can expect to be reading 50+ pages of sometimes dense research or theoretical material per day. Start reading early!

## Mark Breakdown

Assessment	Learning Outcomes	Type	
Citizenship and Initiative	CT, C, QR	Individual	10%
Weekly Reflections	CT, C, I/B, E	Individual	10%
Discussion Leadership	CT, C, R, E, QR	Pairs/Groups	10%
Advice Column	CT, C, R, E	Individual	15%
Media Analysis	CT, C, R, I/B, E	Pairs/Groups	15%
Final Project and Presentation	CT, C, R, I/B, E, QR	Individual	40%

*Full assessment details can be found on Moodle. To pass the course all course components must be completed. This means submitting all assessments, whatever their quality, and submitting any late assignments, even those that will receive an automatic zero.*

## Grades

Letter Grade	Percentage	Description
A	94-100	<b>Exceptional and outstanding performance.</b> Demonstrates an insightful grasp of the subject matter, takes initiative, and exceeds expectations.
A-	90-93	
B+	87-89	<b>Very good performance.</b> Demonstrates a solid grasp of the subject matter, or an excellent grasp in some areas balanced by a satisfactory grasp in other areas. Meets expectations. <i>Note: Normally achieved by the largest number of students.</i>
B	84-86	
B-	80-83	
C+	77-79	<b>Satisfactory or minimally satisfactory performance.</b> Demonstrates some grasp of the subject matter, or a solid grasp in some areas and a superficial grasp in other areas. Meets some, but not all, expectations.
C	74-76	
C-	70-73	
D	60-69	<b>Marginal performance.</b> Demonstrates a superficial grasp of the subject matter and/or fails to meet many expectations.
F	0-59	<b>Unsatisfactory performance.</b> Little grasp of the subject matter, fails to meet expectations, and/or fails to complete course components.

## Assessments

Assignments are to be submitted as Microsoft Word documents on Moodle, except where otherwise noted. Work submitted even 1-minute past deadline will be considered late. Late work will be penalized by 20% if submitted within 24 hours of the deadline and 40% if it is submitted within 48 hours. Late work submitted more than 48 hours after the deadline will receive a zero, but still must be submitted to pass the course.

Each student has the option of using one 'no questions asked' 48-hour extension of an assignment deadline. This extension can be used only once per course. To claim the extension you must email me **before the assignment deadline**. Please use your extension wisely!

### *Discussion Leadership*

One the first day of class you will sign-up in pairs to lead class discussion(s) on one of the readings assigned on a given day. In total, you will be in charge of leading 45-60 minutes of class time. As part of your discussion leadership you and your partner must briefly summarize the reading (max. 5 minutes), lead a discussion on the reading with your classmates, and design an interactive activity that extends, applies, or otherwise enriches the material presented in the reading. You will be evaluated on your ability to effectively summarize, foster discussion, and critique a reading, as well as the effectiveness of your activity in furthering class learning. Ten percent of your grade on this assignment will be determined by peer feedback. A Discussion Leadership Rubric, as well as resources to assist you in designing a class activity can be found on the course Moodle site.

### *Citizenship*

There is an expectation for you to be a good class citizen. This includes, but is not limited to:

1. **Attend every class, arrive on time** each day, and return from break on time.
2. **Do not bring food to class.** There is no food allowed in the classrooms. No exceptions. (Beverages are okay.)
3. **Respond to my emails.** Your emails to me need to be professional. (In other words, please have a greeting and sign your name!)
4. **Visit the course Moodle site regularly.** This is where the syllabus, course readings, assignments, and rubrics are posted. It is also where any course changes will appear.
5. **Treat everyone in the class with respect.** This goes without saying, but I'm going to say it none-the-less. Everyone is in this class to learn (you included), which means that everyone is welcome to ask questions.
6. **Turn off your cellphone.** Better yet, leave your cellphone at home during class time.
7. **Use your computer for class related activities only.** This means that you are not to check your email, Facebook, Twitter, Instagram, or whatever else the kids are using these days.
8. **Hand stuff in on time.** Due dates are clearly marked in the syllabus and assignment descriptions. Write them down now so you are not surprised by them during the course.

Failure to adhere to any of the above will impact your Class Initiative and Citizenship mark.

Details on how class initiative will be evaluated can be found on the Class Initiative Rubric on Moodle.

### Communication

When in doubt contact me sooner rather than later!

**Office hours and appointments:** I have set office hours for this course. Please schedule a 15-minute appointment during my office hours on Calendly (see the top of the syllabus for the Calendly url) or just drop by and to see if I am free. If you have missed office hours and want to come by my office, you are welcome to drop by, however I reserve the right to schedule an appointment at our earliest mutual convenience.

**Email:** I check my email regularly during the workday and will make my best effort to respond to you ASAP. If it is an emergency/urgent, please put this in the subject line of the email. I check my email infrequently on weekends, so you will have to wait longer for a response.

### Course Policies

#### *Attendance*

Attendance at all class sessions is mandatory. If you need to miss a class for a medical or personal emergency, please be in touch with me ASAP. It is your responsibility to ensure that you obtain notes, handouts, etc. from any missed classes. **Two or more absences may result in an F in the course.**

*What happens if I have a non-academic emergency?*

1. **You are sick:** get in touch with me ASAP. If you are going to miss more than two days of class, please bring a doctor's note.
  - a. Quest Health Services page: <https://questu.checkappointments.com/>
  - b. Howe Sound Clinic
2. **You have a personal emergency:** get in touch with me ASAP to let me know you are missing class. There are a number of resources on campus to help students:
  - a. Your floor representative and your village advisor
  - b. Email [counsellor@questu.ca](mailto:counsellor@questu.ca) for appointments with Campus Counsellors (M-F from 9-5)
  - c. Howe Sound Mental Health Service (1-800-785-7370)
  - d. Vancouver Coastal Health (1-604-892-6365)
  - e. Crisis Counselling and Suicide Prevention 24-hour crisis line (1-800-784-2433)

*What happens if I'm having an Academic Emergency?*

I understand that course material can be very overwhelming. We have resources for you should you need help academically.

1. **Me!** See office hours, communication.
2. **Peer tutors at the Learning Commons:** Peer tutors at the learning commons are there to assist you with your Quantitative Reasoning and Rhetorical needs.

*Academic Accommodation*

Students experiencing learning challenges are encouraged to meet with me to discuss their Academic Accommodation Plans. Please come talk to me about any accommodations by the end of day 2.

*Academic Integrity*

In accordance with the University policies on academic honesty (see Calendar for more details), plagiarism and cheating will not be tolerated in the course. Any offenses will be immediately reported to the Chief Academic Officer and the Social Science Division Co-ordinator. The work you submit must represent your own intellectual efforts and use your own words.

*Important Dates/Other Questions*

In case you have any questions about important dates (drop-dates, etc), you can find this information on the portal under the registrar FAQ. Please feel free to come talk to me at any time and I will do my very best to help you!

## Schedule

Date	Topic	Readings, Due Dates, Notes
<b>Week 1: How Do We Understand Sexuality?</b>		
Nov 25	Beginnings	Hammack, et al (2013)
Nov 26	Methods and Ethics	Herek, et al (1991), Bowleg, et al (2017), McClelland (2011), Herbenick, et al (2019)
Nov 27	Sexual Development	Weststrate & McLean (2010), Katz-Wise & Hyde (2017)
Nov 28	Theorizing Sexuality	Fahs (2009), Gupta (2015)
Nov 29	Diverse Sexualities	Van Anders (2015), Abed, et al (2019)
Nov 30		<b>Due: Weekly Reflection</b>
<b>Week 2: Self and Others</b>		
Dec 2	Identity	Gressgård (2013), Watson, et al (2019), Schudson & van Anders (2019) <b>Due: Advice Column</b>
Dec 3	Embodied Sexuality - Gaydar	Cox, et al (2016), Fasoli, et al (2019), Miller (2018)
Dec 4	Media	Farvid & Braun (2006), Chmielewski, et al (2017)
Dec 5	Sexual Scripts	Masters, et al (2013), Seabrook, et al (2017)
Dec 6	No Class	Individual Meetings <b>Due: Final Project Proposal and Bibliography</b>
Dec 7		<b>Due: Weekly Reflection</b>
<b>Week 3: Intimacy and Relationships</b>		
Dec 9	Relationship Diversity	Hammack, et al (2019) <b>Media Analysis Presentations</b>
Dec 10	Agency	Brown-Bowers (2015), Farvid, et al (2017), Bay-Cheng (2019)
Dec 11	Consent	Peterson & Muehlenhard (2011), Wills & Jozkowski (2019)
Dec 12	Rape	Rutherford (2017), Gavey & Schmidt (2011)
Dec 13	Good/Bad Sex	Fahs & Plante (2017), Chadwick, et al (2019)
Dec 14		<b>Due: Weekly Reflection</b>
<b>Week 4: Sexuality and Society</b>		
Dec 16	Sexuality and Power	Fahs & McClelland (2016), TallBear (2018)
Dec 17	Presentations	
Dec 18	Presentations	<b>Due: Final Project</b>

*\*schedule is tentative and subject to change*

## Full Reading List

### Week 1: How Do We Understand Sexuality?

#### Day 1: Beginnings

Hammack, P. L., Mayers, L., & Windell, E. P. (2013). Narrative, psychology and the politics of sexual identity in the United States: From 'sickness' to 'species' to 'subject.' *Psychology & Sexuality*, 4(3), 219–243. <https://doi.org/10.1080/19419899.2011.621131>

#### Further Reading:

Hegarty, P. (2017). *A Recent History of Lesbian and Gay Psychology: From Homophobia to LGBT*. New York, NY: Routledge.

Foucault, M. (1978). *The History of Sexuality, Volume I: An Introduction* (R. Hurley, Trans.). New York, NY: Pantheon Books. (Original work published 1976)

#### Day 2: Methods and Ethics

Herek, G. M., Kimmel, D. C., Amaro, H., & Melton, G. B. (1991). Avoiding heterosexist bias in psychological research. *American Psychologist*, 46(9), 957–963. <https://doi.org/10.1037/0003-066X.46.9.957>

Bowleg, L., Río-González, A. M. del, Holt, S. L., Pérez, C., Massie, J. S., Mandell, J. E., & Boone, C. A. (2017). Intersectional Epistemologies of Ignorance: How Behavioral and Social Science Research Shapes What We Know, Think We Know, and Don't Know About U.S. Black Men's Sexualities. *The Journal of Sex Research*, 54(4–5), 577–603. <https://doi.org/10.1080/00224499.2017.1295300>

McClelland, S. I. (2011). Who is the "Self" in Self Reports of Sexual Satisfaction? Research and Policy Implications. *Sexuality Research and Social Policy*, 8(4), 304-320. <https://doi.org/10.1007/s13178-011-0067-9>

Herbenick, D., van Anders, S. M., Brotto, L. A., Chivers, M. L., Jawed-Wessel, S., & Galarza, J. (2019). Sexual Harassment in the Field of Sexuality Research. *Archives of Sexual Behavior*, 48(4), 997–1006. <https://doi.org/10.1007/s10508-019-1405-x>

#### Further Reading:

Hegarty, P. (2001). 'Real science', deception experiments and the gender of my lab coat: Toward a new laboratory manual for lesbian and gay psychology. *Subjectivity: International Journal of Critical Psychology*, 1 (4), 91-108.

Ridner, S. L., Topp, R., & Frost, K. L. (2007). Methodological Issues in Identifying Sexuality for Research. *American Journal of Men's Health*, 1(1), 87–90. <https://doi.org/10.1177/1557988306294609>

### Day 3: Sexual Development

Weststrate, N. M., & McLean, K. C. (2010). The rise and fall of gay: A cultural-historical approach to gay identity development. *Memory, 18*(2), 225–240.

<https://doi.org/10.1080/09658210903153923>

Katz-Wise, S. L., & Hyde, J. S. (2017). Facilitative Environments Related to Sexual Orientation Development and Sexual Fluidity in Sexual Minority Young Adults Across Different Gender Identities. *Journal of Bisexuality, 17*(2), 141–171.

<https://doi.org/10.1080/15299716.2016.1259138>

#### Further Reading:

Morgan, E. M. (2013). Contemporary Issues in Sexual Orientation and Identity Development in Emerging Adulthood. *Emerging Adulthood, 1*(1), 52–66.

<https://doi.org/10.1177/2167696812469187>

Kaestle, C. E. (2019). Sexual Orientation Trajectories Based on Sexual Attractions, Partners, and Identity: A Longitudinal Investigation From Adolescence Through Young Adulthood Using a U.S. Representative Sample. *The Journal of Sex Research, 0*(0), 1–16.

<https://doi.org/10.1080/00224499.2019.1577351>

Fine, M., & McClelland, S. (2006). Sexuality Education and Desire: Still Missing after All These Years. *Harvard Educational Review, 76*(3), 297–338.

<https://doi.org/10.17763/haer.76.3.w5042g23122n6703>

### Day 4: Theorizing Sexuality

Fahs, B. (2009). Compulsory Bisexuality?: The Challenges of Modern Sexual Fluidity. *Journal of Bisexuality, 9*(3–4), 431–449. <https://doi.org/10.1080/15299710903316661>

Gupta, K. (2015). Compulsory Sexuality: Evaluating an Emerging Concept. *Signs: Journal of Women in Culture and Society, 41*(1), 131–154. <https://doi.org/10.1086/681774>

#### Further Reading:

Rich, A. (1980). Compulsory Heterosexuality and Lesbian Existence. *Signs: Journal of Women in Culture and Society, 5*(4), 631–660. <https://doi.org/10.1086/493756>

Diamond, L. M. (2003). What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire. *Psychological Review, 110*(1), 173–192.

<https://doi.org/10.1037/0033-295X.110.1.173>

### Day 5: Diverse Sexualities

van Anders, S. M. (2015). Beyond Sexual Orientation: Integrating Gender/Sex and Diverse Sexualities via Sexual Configurations Theory. *Archives of Sexual Behavior, 44*(5), 1177–1213.

<https://doi.org/10.1007/s10508-015-0490-8>



Abed, E. C., Schudson, Z. C., Gunther, O. D., Beischel, W. J., & van Anders, S. M. (2019). Sexual and Gender Diversity Among Sexual and Gender/Sex Majorities: Insights via Sexual Configurations Theory. *Archives of Sexual Behavior*. <https://doi.org/10.1007/s10508-018-1340-2>

*Further Reading:*

Schilt, K., & Westbrook, L. (2009). Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality. *Gender & Society*, 23(4), 440–464. <https://doi.org/10.1177/0891243209340034>

## Week 2: Self and Others

### Day 6: Identity

Gressgård, R. (2013). Asexuality: From pathology to identity and beyond. *Psychology & Sexuality*, 4(2), 179–192. <https://doi.org/10.1080/19419899.2013.774166>

Watson, R. J., Wheldon, C. W., & Puhl, R. M. (2019). Evidence of Diverse Identities in a Large National Sample of Sexual and Gender Minority Adolescents. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12488>

Schudson, Z., & Anders, S. van. (2019). ‘You have to coin new things’: Sexual and gender identity discourses in asexual, queer, and/or trans young people’s networked counterpublics. *Psychology & Sexuality*, 0(0), 1–15. <https://doi.org/10.1080/19419899.2019.1653957>

*Further Reading:*

Morandini, J. S., Blaszczynski, A., & Dar-Nimrod, I. (2017). Who Adopts Queer and Pansexual Sexual Identities? *The Journal of Sex Research*, 54(7), 911–922. <https://doi.org/10.1080/00224499.2016.1249332>

Gupta, K. (2017). “And Now I’m Just Different, but There’s Nothing Actually Wrong With Me”: Asexual Marginalization and Resistance. *Journal of Homosexuality*, 64(8), 991–1013. <https://doi.org/10.1080/00918369.2016.1236590>

Craig, S. L., & McInroy, L. (2014). You can form a part of yourself online: The influence of new media on identity development and coming out for LGBTQ youth. *Journal of Gay & Lesbian Mental Health*, 18(1), 95–109.

### Day 7: Embodied Sexuality - Gaydar

Cox, W. T. L., Devine, P. G., Bischmann, A. A., & Hyde, J. S. (2016). Inferences About Sexual Orientation: The Roles of Stereotypes, Faces, and The Gaydar Myth. *The Journal of Sex Research*, 53(2), 157–171. <https://doi.org/10.1080/00224499.2015.1015714>

Fasoli, F., Hegarty, P., Maass, A., & Antonio, R. (2018). Who wants to sound straight? Sexual majority and minority stereotypes, beliefs and desires about auditory gaydar. *Personality and Individual Differences*, 130, 59–64. <https://doi.org/10.1016/j.paid.2018.03.046>

Miller, A. E. (2018). Searching for gaydar: Blind spots in the study of sexual orientation perception. *Psychology & Sexuality, 9*(3), 188–203.  
<https://doi.org/10.1080/19419899.2018.1468353>

*Further Reading:*

Vasilovsky, A. T. (2018). Aesthetic as genetic: The epistemological violence of gaydar research. *Theory & Psychology, 28*(3), 298–318. <https://doi.org/10.1177/0959354318764826>

O’Riordan, K. (2012). The Life of the Gay Gene: From Hypothetical Genetic Marker to Social Reality. *The Journal of Sex Research, 49*(4), 362–368.

**Day 8: Media**

Farvid, P., & Braun, V. (2006). ‘Most of Us Guys are Raring to Go Anytime, Anyplace, Anywhere’: Male and Female Sexuality in Cleo and Cosmo. *Sex Roles, 55*(5), 295–310.  
<https://doi.org/10.1007/s11199-006-9084-1>

Chmielewski, J. F., Tolman, D. L., & Kincaid, H. (2017). Constructing risk and responsibility: a gender, race, and class analysis of news representations of adolescent sexuality. *Feminist Media Studies, 17*(3), 412–425. <https://doi.org/10.1080/14680777.2017.1283348>

*Further Reading:*

Frith, H. (2015). Sexercising to orgasm: Embodied pedagogy and sexual labour in women’s magazines. *Sexualities, 18*(3), 310–328. <https://doi.org/10.1177/1363460714550912>

Jozkowski, K. N., Marcantonio, T. L., Rhoads, K. E., Canan, S., Hunt, M. E., & Willis, M. (2019). A Content Analysis of Sexual Consent and Refusal Communication in Mainstream Films. *The Journal of Sex Research, 0*(0), 1–12. <https://doi.org/10.1080/00224499.2019.1595503>

**Day 9: Sexual Scripts**

Masters, N. T., Casey, E., Wells, E. A., & Morrison, D. M. (2013). Sexual Scripts among Young Heterosexually Active Men and Women: Continuity and Change. *The Journal of Sex Research, 50*(5), 409–420. <https://doi.org/10.1080/00224499.2012.661102>

Seabrook, R. C., Ward, L. M., Cortina, L. M., Giaccardi, S., & Lippman, J. R. (2017). Girl Power or Powerless Girl? Television, Sexual Scripts, and Sexual Agency in Sexually Active Young Women. *Psychology of Women Quarterly, 41*(2), 240–253. <https://doi.org/10.1177/0361684316677028>

*Further Reading:*

Frith, H., & Kitzinger, C. (2001). Reformulating Sexual Script Theory: Developing a Discursive Psychology of Sexual Negotiation. *Theory & Psychology, 11*(2), 209–232.  
<https://doi.org/10.1177/0959354301112004>

Stephens, D. P., & Phillips, L. D. (2003). Freaks, gold diggers, divas, and dykes: The sociohistorical development of adolescent African American women's sexual scripts. *Sexuality and Culture*, 7(1), 3–49. <https://doi.org/10.1007/BF03159848>

### Day 10: No Class

Individual Student Meetings

## Week 3: Intimacy and Relationships

### Day 11: Relationship Diversity

Hammack, P. L., Frost, D. M., & Hughes, S. D. (2018). Queer Intimacies: A New Paradigm for the Study of Relationship Diversity. *The Journal of Sex Research*, 1–37.

<https://doi.org/10.1080/00224499.2018.1531281>

#### Further Reading:

Blair, K. L., & Hoskin, R. A. (2019). Transgender exclusion from the world of dating: Patterns of acceptance and rejection of hypothetical trans dating partners as a function of sexual and gender identity. *Journal of Social and Personal Relationships*, 36(7), 2074–2095.

<https://doi.org/10.1177/0265407518779139>

Klesse, C. (2014). Polyamory: Intimate practice, identity or sexual orientation? *Sexualities*, 17(1–2), 81–99. <https://doi.org/10.1177/1363460713511096>

van Anders, S. M., Edelstein, R. S., Wade, R. M., & Samples-Steele, C. R. (2013). Descriptive Experiences and Sexual vs. Nurturant Aspects of Cuddling between Adult Romantic Partners. *Archives of Sexual Behavior*, 42(4), 553–560. <https://doi.org/10.1007/s10508-012-0014-8>

Thorne, S. R., Hegarty, P., & Hepper, E. G. (2019). Equality in theory: From a heteronormative to an inclusive psychology of romantic love. *Theory & Psychology*, 29(2), 240–257.

<https://doi.org/10.1177/0959354319826725>

### Day 12: Agency

Brown-Bowers, A., Gurevich, M., Vasilovsky, A. T., Cosma, S., & Matti, S. (2015). Managed not missing: Young women's discourses of sexual desire within a postfeminist heterosexual marketplace. *Psychology of Women Quarterly*, 39(3), 320–336.

<https://doi.org/10.1177/0361684314567303>

Farvid, P., Braun, V., & Roney, C. (2017). 'No girl wants to be called a slut!': women, heterosexual casual sex and the sexual double standard. *Journal of Gender Studies*, 26(5), 544–560. <https://doi.org/10.1080/09589236.2016.1150818>

Bay-Cheng, L. Y. (2019). Agency Is Everywhere, but Agency Is Not Enough: A Conceptual Analysis of Young Women's Sexual Agency. *The Journal of Sex Research*, 56(4–5), 462–474.

<https://doi.org/10.1080/00224499.2019.1578330>

*Further Reading:*

Zaikman, Y., Marks, M. J., Young, T. M., & Zeiber, J. A. (2016). Gender Role Violations and the Sexual Double Standard. *Journal of Homosexuality*, *63*(12), 1608–1629.

<https://doi.org/10.1080/00918369.2016.1158007>

**Day 13: Consent**

Peterson, Z. D., & Muehlenhard, C. L. (2011). A Match-and-Motivation Model of How Women Label Their Nonconsensual Sexual Experiences. *Psychology of Women Quarterly*, *35*(4), 558–570.

<https://doi.org/10.1177/0361684311410210>

Willis, M., & Jozkowski, K. N. (2019). Sexual Precedent's Effect on Sexual Consent Communication. *Archives of Sexual Behavior*. <https://doi.org/10.1007/s10508-018-1348-7>

*Further Reading:*

Jeffrey, N. K., & Barata, P. C. (2017). “He Didn’t Necessarily Force Himself Upon Me, But . . .”: Women’s Lived Experiences of Sexual Coercion in Intimate Relationships With Men. *Violence Against Women*, *23*(8), 911–933. <https://doi.org/10.1177/1077801216652507>

Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N., & Peterson, Z. D. (2016). The Complexities of Sexual Consent Among College Students: A Conceptual and Empirical Review. *The Journal of Sex Research*, *53*(4–5), 457–487.

<https://doi.org/10.1080/00224499.2016.1146651>

**Day 14: Rape**

Rutherford, A. (2017). Surveying rape: Feminist social science and the ontological politics of sexual assault. *History of the Human Sciences*, *30*(4), 100–123.

<https://doi.org/10.1177/0952695117722715>

Gavey, N., & Schmidt, J. (2011). “Trauma of Rape” Discourse: A Double-Edged Template for Everyday Understandings of the Impact of Rape? *Violence Against Women*, *17*(4), 433–456.

<https://doi.org/10.1177/1077801211404194>

*Further Reading:*

Ryan, K. M. (2011). The Relationship between Rape Myths and Sexual Scripts: The Social Construction of Rape. *Sex Roles*, *65*(11), 774–782. <https://doi.org/10.1007/s11199-011-0033-2>

Javaid, A. (2018). Out of place: Sexualities, sexual violence, and heteronormativity. *Aggression and Violent Behavior*, *39*, 83–89. <https://doi.org/10.1016/j.avb.2018.02.007>

Bay-Cheng, L. Y., & Bruns, A. E. (2016). Yes, But: Young Women’s Views of Unwanted Sex at the Intersection of Gender and Class. *Psychology of Women Quarterly*, *40*(4), 504–517.

<https://doi.org/10.1177/0361684316653902>

**Day 15: Good/Bad Sex**

Fahs, B., & Plante, R. (2017). On 'good sex' and other dangerous ideas: Women narrate their joyous and happy sexual encounters. *Journal of Gender Studies*, 26(1), 33–44.

<https://doi.org/10.1080/09589236.2016.1246999>

Chadwick, S. B., Francisco, M., & van Anders, S. M. (2019). When Orgasms Do Not Equal Pleasure: Accounts of “Bad” Orgasm Experiences During Consensual Sexual Encounters. *Archives of Sexual Behavior*, 48(8), 2435–2459. <https://doi.org/10.1007/s10508-019-01527-7>

*Further Reading:*

Braun, V., Gavey, N., & McPhillips, K. (2003). The 'Fair Deal'? Unpacking Accounts of Reciprocity in Heterosex. *Sexualities*, 6(2), 237–261. <https://doi.org/10.1177/1363460703006002005>

Dutcher, H., & McClelland, S. I. (2019). Laboring to Make Sex “Safe”: Sexual Vigilance in Young U.S. College Women. *Sex Roles*. <https://doi.org/10.1007/s11199-019-1004-2>

**Week 4: Sexuality and Society****Day 16: Sexuality and Power**

Fahs, B., & McClelland, S. I. (2016). When Sex and Power Collide: An Argument for Critical Sexuality Studies. *The Journal of Sex Research*, 53(4–5), 392–416.

<https://doi.org/10.1080/00224499.2016.1152454>

TallBear, K. (2018). Making love and relations beyond settler sex and family. In A. E. Clarke & D. Haraway (Eds.), *Making Kin Not Population* (pp. 145–164). Chicago, IL: Prickly Paradigm Press.

**Bonus: Podcast Recommendations!**

[81 Words. This American Life](#). “The story of how the American Psychiatric Association decided in 1973 that homosexuality was no longer a mental illness.”

[Long-Term Thinking in a Start-Up Town \(Ep. 381\)](#). Freakonomics. “Recorded live in San Francisco. Guests include the keeper of a 10,000-year clock, the co-founder of Lyft, a pioneer in male birth control, a specialist in water security, and a psychology professor who is also a puppy. With co-host Angela Duckworth, fact-checker Mike Maughan, and the Freakonomics Radio Orchestra.”

[Mob Queens](#). “Anna Genovese is a New York drag club maven, self-styled entrepreneur and bad-ass mob wife. Naturally, Hollywood besties Jessica Bendinger (writer, *Bring It On*) and Michael Seligman (writer, *RuPaul’s Drag Race*) are obsessed. But as they start to unravel Anna’s story, they realize their heroine is more complicated than they’d hoped. Racing between speakeasies, public records offices and mob insiders, Jessica and Michael are forced to face some confronting questions about this mysterious woman. Are they learning more than they want to know? And what will Anna’s secrets reveal to them about themselves?”

[Sexing History](#). “A podcast about how the history of sexuality shapes our present”

[Uncover Season 3 — The Village](#). “For years, Toronto's Gay Village worried a serial killer was in their midst. Men were disappearing from the neighbourhood but police insisted there was no evidence of foul play. Then, in January 2018, police arrested Bruce McArthur for the murders of eight men. Police are now re-opening dozens of unsolved murders from the Village, dating back to 1975. [Journalist Justin Ling](#) has covered this story for over five years and now he's going back to shed light on these long-forgotten murders.”

[UnErased: The History of Conversion Therapy in America](#)