

Psychology of Sexual Behavior

Florida International University

Course Description

This Psychology of Sexual Behavior course is designed as an examination of the nature, development, decline, and disorders of sexual behaviors, primarily from the perspectives of normal adjustment, interpersonal relations, and identity development. Discussion also addresses love, intimacy, as well as gender identity and LGBTQIA+ issues. Modern and popular treatment and research approaches are critically evaluated. The course will provide a thorough overview of human sexuality, its influence on society (and society's influence on sexuality) and its place in research.

Land Acknowledgement

Let us please take a moment to acknowledge that we are on Indigenous lands. I recognize that the Florida International University campus is located on the ancestral homelands of sovereign Native nations, including the Tequesta, the Calusa, and today, the Seminole Tribe of Florida, and the Miccosukee Tribe of Indians of Florida. It is our duty to educate ourselves about the history of the university and its original stewards, acknowledge the reality of colonialism and be mindful of our current participation in colonialism.

Instructor Information

A Little Bit About Me

Hi there! I am currently a [number]th-year Ph.D student in the Applied Social and Cultural Psychology Program here at FIU where I work under Dr. Eaton at the PWR lab. Prior to my Ph.D., I earned an M.A. in Applied Social Psychology at Claremont Graduate University as well as a B.A in Psychology and a B.F.A. in Screenwriting from Chapman University. I have nearly [number] years of experience in intimate relationship research, ranging from consensual-non monogamy to image-based sexual abuse. My personal research interests focus on LGBTQ+ experiences in relationships, specifically investigating how heteronormativity and traditional gender roles infiltrate non-normative relationships.

Office Hours

I will hold hybrid office hours every [insert day] between 10am-12pm. You can book an appointment with me through calendly here [insert link] and specify whether you would like to meet in-person or online. My office hours are appointment-only and you are free to come chat about anything, from course content to sharing good news or condolences!

Contact Information

The best way to reach out to me is by email at [add email]. I place the expectation to answer within 24 hour of your email if sent during a weekday, however, I generally do not respond to

emails outside of my working hours which are Monday through Friday from 8am to 6pm. If you email me during the weekend, do not expect a response before the following Monday.

Diversity, Equity, and Inclusion

Social justice is an important value both in my personal and professional endeavors. I am dedicated to creating a classroom that can be adapted to each student's needs and is aware of the biases of academia. The content and discussions of this course have been designed to represent a broad array of diverse perspectives, and I hope to co-create knowledge with you all to ensure inclusivity in our learning journey. To learn more about my positional as an educator and researcher, please read my positionality statement here [insert link].

Expectations and Informed Consent

Class format and Student Expectations

This class meets [once/twice] a week in person. Students are expected to attend all lectures and submit all assignments on time. A specific attendance policy can be found on page XX of this syllabus. Mutual respect and open-mindedness are necessary requirements to partake in this class, specifically when it comes to ideas and topics that you may not agree or be unfamiliar with.. In terms of participation, I expect students to partake in the many discussions that will take place in class. However, I understand that not everyone feels comfortable sharing in class and hope that the environment that we create in the classroom will ease any pressure you may experience. Please reach out to me if you believe you may have circumstances that will prevent you from reaching these expectations.

Learning Outcomes

During this course, students will build skills in order to:

- Overview the diverse sexuality and gender development process in humans
- Articulate the impact of culture and norms on gender roles and sexual behaviors
- Critically analyze the impact of sexuality research on real-world issues
- Evaluate the deficits of psychology research in terms of inclusion and bias

You can find specific learning outcomes for each lesson plan [here](#). These outcomes were carefully crafted in order to ensure each student can utilize this class in their future career and/or personal lives. I encourage you to review these for exams as these are the competencies that will be assessed in all assignments and assessments for this class.

Informed Consent

This is a course focused on sexual behavior, hence the topics discussed in this class can be considered mature. This class is optional rather than required for any degree, hence you are welcome to decide this course is not meant for you if the topics discussed will make you feel uncomfortable. This class will use sexually-explicit language, imagery, and films; and I will always work towards an inclusive and sensitive discussion of these topics in class. If you feel that a certain discussion is triggering, you are welcomed to step away from the

discussion. You will never be required to disclose personal information, rather the course material is meant to challenge your way of thinking and preconceived biases. If you feel that any of the class readings or discussion are offensive or inappropriate, please reach out to me about your concerns and I will make an effort to change the course to be more inclusive.

Resources and Materials

I have decided not to use a textbook for this class, and rather provide articles and resources each week, for several reasons: 1) the cost of a textbook seems obsolete when all students have free access to their school's online library and the internet for resources, 2) textbooks on human sexuality provide a large overview of the concepts and theories in psychology which would be very redundant with my lectures, 3) one of the goals of this class is to ensure students build research analysis skills, hence providing students with peer-reviewed research articles as resources will allow them to familiarize themselves with academic reading and critiquing.

To this effect, materials for the course will be divided as assigned readings for each week in the course schedule. As for additional required materials, a laptop is recommended in order to access and complete assignments.

Assignments and Assessments

Assignments – 60 % of final grade

Reflexive Practice: There will be a total of 10 journaling prompts to fill out during the semesters. Recommended length of the reflection should be 1-2 paragraphs, to be submitted on [insert learning managing system name] either before, during, or after class. Each reflection is worth 1 point, totaling 10% of the final grade.

Working Reference Catalog: In order to familiarize students with the literature reviewing process, students will be responsible for summarizing assigned readings as well as additional material for their final project into an excel catalog. Please see assignment guide on [insert learning managing system name] for more information on this assignment, which counts for 10% of the final grade.

Final Project: Students in pairs or small groups will decide on a current real-world that applies to any content related to human sexuality. This project will be broken down into a proposal, a literature review, an intervention plan, a presentation, and a peer assessment; totaling 40% of the final grade. See project guide on [insert learning managing system name].

Assessments – 40% of final grade

There are two exams in this class, a **midterm exam** and a **final exam** that each accounts for 20% of the final grade. These exams are open-ended short answer formats with about 15 questions, students are allowed to use notes and resources but should cite their information. Exams will be taken in-person and students will have the full class period (3 hours) to complete their exams.

Assignments/Exams	Points	Percent of Final Grade
Reflexive Practice Entry	1 point each	10%
Working Reference Catalog	5 points each	10%
Final Project	40 points	40%
Midterm Exam	20 points	20%
Final Exam	20 points	20%

Final Grades

Your grade will be calculated using the following scale.

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 59

Course Schedule

Date	Class Overview	Assigned Resources	Assignment Due
Week 1	Sexuality within the context of psychology and research	Guide to reading peer-reviewed articles Dimensions of Human Sexuality	<input type="checkbox"/> Due in class: submit journal entry #1 <input type="checkbox"/> <i>Internal deadline: Create and update working reference catalog (WRC)</i>
Week 2	History of human sexuality and biological underpinnings	Let's Talk About Sex A Brief History of the Clitoris Trends in Sexuality Research	<input type="checkbox"/> Due after class: submit journal entry #2 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 3	Sexual development in childhood and adolescence	Childhood sexual development Adolescence Sexuality Development The revolutionary truth about kids and gender identity	<input type="checkbox"/> Due before class: submit journal entry #3 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 5	Gender identity development and gender norms	Gendered Attitudes and Sexual Beliefs Transgender Identity Toilets, bowtie, gender, & me	<input type="checkbox"/> Due before class: final project group proposal <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 6	Sexual orientation & heteronormativity	Heteronormativity in the Lives of Queer People Sexual Orientation Identity Development The History of LGBTQ Psych	<input type="checkbox"/> Due after class: submit journal entry #4 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 7	Midterm Exam!!!		

Week 8	Springbreak/Thanksgiving	None	None
Week 9	Intimate, sexual, and romantic relationships	Mostly White, Heterosexual Couples in Research Consensual Non-Monogamy	<input type="checkbox"/> Due before class: submit mid-semester WRC <input type="checkbox"/> Due during class: submit journal entry #5 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 10	Sexual behaviors and preferences	The Psychology of Kink Sexual Behaviors of Adolescents and Adults Why pleasure matters	<input type="checkbox"/> Due before class: submit final project paper draft <input type="checkbox"/> Due after class: submit journal entry #6 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 11	Sexual health and risk behaviors	Sex education research Predictors of risky sexual behaviors in adolescents	<input type="checkbox"/> Due after class: submit journal entry #7 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 12	Sex, violence, and coercions	Commercial sex exploitation Intimate partner violence	<input type="checkbox"/> During class: submit journal entry #8 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 13	Sex in popular culture	Casual sexual scripts Where we are on TV Sexual Scripts of Black Women	<input type="checkbox"/> Due before class: submit final project paper <input type="checkbox"/> Due during class: submit journal entry #9 <input type="checkbox"/> <i>Internal deadline: update WRC</i>
Week 14	Presentations	None	<input type="checkbox"/> Due before class: submit presentation <input type="checkbox"/> Due before class: submit final WRC
Week 15	Final Exam!!!		

Course Policies

Attendance

You are expected to attend all classes in person. However, I understand that there may be extenuating circumstances that could prevent you from attending class. Please contact me if you are going to miss class. All classes will be held in person, but I will record lectures, which will be up for 7 days after they are posted on . If you are going to miss two or more classes, please email me to schedule a meeting about your attendance to ensure your proper fulfillment of class requirements.

Diversity, Equity, and Inclusion

Florida International University values diversity, equity, and inclusion as integral to our mission as a student-centered public research university strongly focused on learning, research, entrepreneurship, innovation, and creativity so that its graduates are prepared to succeed in a global market. FIU embraces and strives to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations and identities is thriving on our campus and within our community. Please find FIU's diversity statement in full here:

<https://dei.fiu.edu/our-foundations/dei-definitions-and-statements/index.html>

Disability

Florida International University ensures that all programs and academic courses offered are accessible to students with disabilities by providing reasonable academic accommodations to students who have a documented disability and register with the University's Disability Resource Center. DRC's services include but are not limited to adaptive technology, priority registration, volunteer readers/scribes, testing accommodations, and referrals to other campus resources and departments. As your instructor, I hope to be your advocate and ensure that your learning experience is as comfortable as possible. Please notify me if you are a student in need of accommodations, we will work together to satisfy any special arrangements you may need as quickly as possible. See resources here:

<https://dasa.fiu.edu/all-departments/disability-resource-center/>

Title IX

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex including gender, gender expression, gender identity, and sexual orientation. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, Gender-Based Harassment, Domestic Violence, Dating Violence, and/or Stalking. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against

Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws. See full policy here: <https://regulations.fiu.edu/docs=263>

Academic Integrity

Students are expected to abide to the FIU Student Honor Code, which can be found here: <https://regulations.fiu.edu/docs=278>. With this, I have highlighted some important guidelines that students are expected to uphold during this course related to academic misconduct violations.

- i. **Academic Dishonesty:** In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.
- ii. **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration, Student or any other person in order to commit academic misconduct.
- iii. **Cheating:** i. The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor., ii. Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor. iii. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.
- iv. **Commercial Use:** The selling of course material to another person, Student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, tests, quizzes, labs, instruction sheets, homework, study guides and handouts.
- v. **Complicity:** The planning or acting with one or more fellow Students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.
- vi. **Falsification of Records:** The tampering with or altering in any way of any academic record used or maintained by the University.
- vii. **Misrepresentation:** i. Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another., ii. To misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

viii. **Multiple Submission:** Submitting the same or substantially the same academic work (including oral presentations) for credit more than once. Multiple submissions shall not include situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing.

ix. **Plagiarism** i. The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own. ii. Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.