



The Psychology of Human Sexuality

Instructor Manual

Editors: Dr. Regan A. R. Gurung and Dr. Aaron Richmond

Contributing Authors: Dawn Albertson, Bethany Fleck, Travis Heath, Phil Kreniske, Linda Lockwood, Kristy Lyons, Aliza Panjwani, Janet Peters, Kasey Powers, Amanda Richmond, Anna Ropp, Jeremy Sawyer, Raechel Soicher, Sunda Friedman TeBockhorst, Courtney Rocheleau

This module provides an overview of the psychological aspects of human sexuality. It provides a brief history of scientific attention to sex, explains the distinction between sex/gender/sexual orientation, includes comparisons of attitudes and behaviors across cultures, and defines sexual consent.

Learning Objectives

- Relevant APA Learning Objectives (Version 2.0)
- Content-specific learning objectives
 - Explain how scientists study human sexuality.
 - Share a definition of human sexuality.
 - Distinguish between sex, gender, and sexual orientation.
 - Review common and alternative sexual behaviors.
 - Appraise how pleasure, sexual behaviors, and consent are intertwined.

Abstract

Sexuality is one of the fundamental drives behind everyone's feelings, thoughts, and behaviors. It defines the means of biological reproduction, describes psychological and sociological representations of self, and orients a person's attraction to others. Further, it shapes the brain and body to be pleasure-seeking. Yet, as important as sexuality is to being human, it is often viewed as a taboo topic for personal or scientific inquiry.

Class Design Recommendations

This material should be covered in a single 50- 75-minute class period. Please refer to the Noba PowerPoint and the Lecture Framework below for specific details. Also note that there is a Noba module—Human Sexual Anatomy and Physiology-- that can serve as a companion to this module, or be integrated and taught together. Please refer to that module and its relevant teaching resources for specific details. If taught together, it is recommended that two 50-75 minute class periods be used.

- Warm-Up Activity: Talking about sex
- The History of Understanding Human Sexuality
 - Religion
 - Science
- 3 Fundamental Topics: sex, sexual orientation, and gender
 - Sex
 - Sexual Orientation
 - Gender
- Understanding what is sexually normal
 - Biology
 - Between culture similarities and differences
 - Within culture similarities and differences

- Consent
- Conclusion
- Wrap up: CAT: The Muddiest Point

Module Outline

Introduction: Sex is a topic that is universally fascinating. People devote a fair amount of psychological energy to sex. They enjoy it, are curious about which behaviors are normal, are sometimes anxious about sexual performance, and often hold cultural and moral views about

| Potential Problem with Instruction of this Topic | Suggestions |
|---|--|
| 1. Diverse personal/political views on what is acceptable sexual behavior | <p>1. Emphasize that this module focuses on findings from scientific research. For the most part, these findings are descriptive rather than prescriptive.</p> <p>2. Express to students that they have the right to hold their own moral, social, and religious beliefs.</p> <p>3. Acknowledge that there will be different attitudes among the students. Emphasize that people do not need to agree with one another, but they do need to respect one another.</p> |
| 2. Politically charged and difficult terminology | <p>1. Acknowledge that the political landscape is shifting and that it is impossible to use language that is perfectly inoffensive. Emphasize that you (and the module and materials) make every effort to be widely inclusive. Asks students for their understanding and encourage anyone with a problem to speak with you privately.</p> |
| 3. Discomfort speaking about these topics either in small or large groups | <p>1. Acknowledge that sexuality is a topic that many people find embarrassing. Emphasize that no one is required to engage in self-disclosure of sexual behavior, and that such self-disclosure is discouraged in the classroom setting.</p> |

what is appropriate sexual behavior. With regards to this last point, it is important that instructors of this topic make an effort to appreciate the diverse views of their students and to create a classroom environment that fosters the learning of all people, regardless of their attitudes or opinions. To accomplish this, it is important that instructors emphasize that what is being presented is the scientific findings on the psychology of human sexuality. While individual students may disagree with the morality of one or another sexual behavior, they should be encouraged to understand that the scientific approach offers additional and unique perspectives on the topic. The coverage of the psychology of human sexuality is meant to be scientific rather than political.

Sex, Gender, and Sexual Orientation: At the heart of understanding the psychology of human sexuality is the parsing of 3 related—and often confusing—topics: sex, gender, and sexual orientation. Sex refers to the biological sexual and reproductive organs with which a person is born. Sexual orientation is the term used to describe the targets of a person's sexual attraction. Researchers believe that orientation lies on a continuum that ranges from opposite sex attraction (heterosexuality) to both sex attraction (bi-sexuality) to same sex attraction (homosexuality). Gender refers to a person's learned social role. For example, "femininity" and "lady" are terms that describe dress, behavior, and other learned elements within a culture.

On Being Normal: Variations in Sex, Gender, and Sexual Orientation: Not only is normality at the heart of many political sexual controversies (e.g. should "gay marriage" be legal?) but it is also at the heart of many people's curiosity about their own sexual fantasies and behaviors. There are a number of ways to understand what is "normal." First, we can look at biological models in the wider animal kingdom. Second, we can look at cultural variation within humans. Last, we can look at prevalence rates within a culture for various sexual fantasies and behaviors. Using these methods can often produce surprising insights (eg. Some same sex sexual contact exists in the animal kingdom).

What Are You Doing? A Brief Guide to Sexual Behavior: Because sex is a largely taboo topic people are often uncertain about whether their own sexual urges, behaviors and thoughts are normal. They are curious about how often people have sex, whether masturbation is common, what types of fantasies people find arousing, at what age—on average—people lose their virginity, and many other questions. The results of national and international samples provide some answers to these questions and reveal cultural universals and differences.

Sexual Consent: Consent is the voluntary, conscious and empathic participation in sexual activity. Consent is a topic that is currently at the fore of public debate. Issues such as "date

rape," sexual assault, sexual harassment in the workplace, and the drugging of victims are being reported with increasing intensity in the media. As a result of this attention, there has been a rise in appreciation of the importance of consent, a more nuanced understanding of what should constitute consent, and the creation of programs meant to train people about this issue.

Conclusion: Because this topic is so universally relevant, it can be helpful to challenge students to relate the information presented in this module to their own lives. By better understanding terminology and the results of research they may revise or modify their sexual identity, attitudes, or appreciation of other people.

Difficult Terms

Anal Sex
Androgyny
Bisexual
Case study
Cisgender
Coital Sex
Cunnilingus
Dizygotic twins
Fellatio
Five stages of psychosexual development
Gender identity vs Gender roles
Gender vs Sex
Heterosexual
Homosexual
Intersexual
Masochism
Masturbation
Monozygotic twins
Oral sex
Paraphilic disorders
Replacement fantasy
Sadism

Safer-sex practices

Sexual attraction

Sexual consent

Sexual fluidity

Sexual literacy

Sexual orientation

Survey method

Transgender

Lecture Frameworks

Overview: This material can be presented with a combination of direct instruction, discussion, and activities.

Warm-up Activity: Talking about sex: The purpose of this slide is to get students to reflect on the sources and quality of information they have received about sex. It is also a critical moment to point out that people arrive at their attitudes about sex through a variety of means and to demonstrate that science can be one of these means. See below in 'Activities/Demonstrations' and in the Noba PowerPoint for more details.

- **Direct Instruction of History of Understanding Human Sexuality:** There are multiple slides associated with this portion of the lesson.
 - First, a slide about how sex has been treated throughout history. This is an opportunity to point out that sex is a topic that has been discussed (or NOT discussed) throughout history and across cultures. This is an opportunity to acknowledge that the topic has been of concern throughout human history.
 - Second, a slide depicting Kinsey, and discussing the advent of systematic research on human sexuality. Here, you can reinforce the notion that science aims to be objective and to remain aloof of political and moral reasoning about sexuality. It is descriptive rather than prescriptive. Using large and representative samples, researchers are able to generalize results and understand the prevalence of various sexual fantasies and behaviors.
 - On a related note, you may choose to emphasize the ways the science and politics work differently from one another. One illustration of this, relevant to human sexuality, was the emergence of the AIDS epidemic in the USA in the 1980s. Many critics argued that AIDS was discovered largely in the gay population and was often associated with being a "gay disease." The same critics argue that the Regan Administration were slow to react

because of this view. A scientific approach to the emergence of AIDS, by contrast, would focus on the mechanisms for the spread of AIDS and how best to intervene.

- Last, there is an activity slide related to the theme of studying human sexuality scientifically. See below in 'Activities/Demonstrations' and in the Noba PowerPoint for more details.
- **Direct Instruction 3 core concepts (sex, gender, sexual orientation):** Here, instructors highlight three core concepts related to human sexuality. These are often confusing to students because they are conceptually and linguistically related, and because they can run counter to common (lay) understanding of these terms.
 - **Sex** = biological sex. The sexual and reproductive organs that a person is born with.
 - **Gender** = the psychological representation of biological sex. Traditionally, this means an understanding of the behaviors associated with masculinity and femininity. You can ask students to provide stereotypical examples of these such as: Emotions (eg. boys don't cry), Physical Appearance (egs. girls wear skirts, girls have long hair), or Work (women can cook, men make better combat soldiers). It is important to point out that a person can identify to a greater or lesser degree with masculinity or femininity. One example of this from psychology is the Minnesota Multi-Phasic Personality Inventory (MMPI), an assessment used by clinical psychologists to identify psychopathology. Among the scales is "scale 5-masculinity/femininity." This was originally created as a scale to identify gay versus straight orientation in men. Interestingly, more highly educated men (ie college) tend to have less stereotypically masculine scores than do their counterparts with less education. This is because they are more likely to have been exposed to and express an interest in dramatics, poetry, formal journalism, and similar aesthetic pursuits. This does not, of course, indicate that a man who likes Shakespeare is gay. Instead, it reflects traditional notions that aesthetics are a "feminine" interest.
 - **NOTE:**It can be important to frame gender in terms of "gender identification." Essentially, gender is a psychological social/phenomenon. Two difficult terms are associated with gender identification. The first is "cisgender" and the second is "transgender." These two terms come from Latin roots meaning "on the side of" (cis-) and "against, away from or opposed to" (trans-).
 - **Sexual Orientation** = this refers to the object of a person's sexual attraction. It is widely agreed that sexual orientation exists on a continuum from same sex attraction (homosexuality) to both sex attraction (bi-sexuality) to opposite sex attraction (heterosexuality). Two notes about sexual orientation:
 - There is a political debate about the origins of sexual orientation. There are those

who emphasize its genetic origins by way of arguing that homosexual attraction is “normal.” https://en.wikipedia.org/wiki/Biology_and_sexual_o... There are also those who emphasize the behavioral aspects of homosexual attraction. People in this political camp are more likely to argue that homosexual behavior—regardless of natural or genetic attraction—is a choice.

- There is a related research on sexual fluidity. People can shift along the continuum of sexual attraction. Research generally finds more sexual fluidity among females. Examples:
 - <https://link.springer.com/article/10.1007/s10508...>
 - <http://psycnet.apa.org/doiLanding?doi=10.1037/00...>
- A related concept is “Sex roles (also known as gender roles)”: These are social or work roles commonly assigned to members of each sex. These roles have changed over time and differ across cultures and by socio-economic status. You might consider asking students to volunteer examples of change in sex roles over time (eg. Stay-at-home fathers, female executives, female first responders, male nurses). Here is an interesting prompt for discussion: Women are generally underrepresented in sciences. However, in psychology they are over-represented (women accounted for 20% of all new PhDs in psych; by 2005, they accounted for 72%). Why might this be? What does this say about sex, gender, and sex roles?
- **Direct Instruction of Sexual Normalcy:** At the heart of much of the political debate about sex is an understanding of what is normal. In general, the more normal a behavior (or thought) is the more widely it is accepted as being morally and politically acceptable. How can we understand what is to be considered normal? This section contains multiple slides presenting 3 different approaches to understanding sexual normalcy.
 - **NOTE:** This instructor manual presents these concepts with a different organizational framework than that presented in the text of the module. The same material is presented in both, but is arranged differently. This is intentional and is intended to promote learning. You can use the chart below to better understand the differences in presentation:
- **The animal kingdom:** Scientists often look to animal models to gain a better understanding of human psychology and behavior. With regards to sexuality, the wider animal kingdom provides interesting examples that force us to widen our understanding of sex as including only two discreet categories. There are, for instance, 65 thousand species that are intersex (born with some combination of male and female sexual organs, sex hormones, or sex chromosomes. In humans, about 2% (or 150 million people) are intersex. Many intersex

| MODULE TEXT | INSTRUCTOR MANUAL |
|--|---|
| On Being Normal | 3 Concepts |
| - Sex, Gender, and sexual orientation | - Sex, Gender, and sexual orientation |
| - Transgender, cross-cultural differences in | |
| What are you doing? A guide to behavior | Sexual Normalcy |
| - Fantasy, masturbation, coital/oral/anal sex | -Animal models |
| -Discussion of cultural differences | -Cross-cultural differences (behavior, etc) |
| | -Within culture differences (behavior, etc) |

conditions are “syndromes” and represent physical defects, maladies and limitations although many of these people live happy and fulfilling (and sexually active) lives.

- **Cross-cultural differences:** Social scientists have long striven to articulate “human nature” by examining cultural universals and differences. To understand what is “natural” (and, by extension, normal) it is possible to look at the ways that sex-relevant topics manifest across cultures. There are multiple slides associated with cross-cultural differences.
 - The first is a table showing the prevalence rates of transgender people in 8 nations (also presented in the module). This table reveals to important ideas: first, that there are transgender people in all cultures and, second, that there are enormous cultural differences in prevalence. Interestingly, it is not the most democratic, affluent, or Western nations with high percentages of transgender people. Note that India, Thailand, and Malaysia have traditional cultures but relatively high numbers of transgender people. There is also a photo of a “Muxe” (pronounced “Moo-Shay”). The Muxe of Mexico are biological males who dress and act in typically feminine manner.
 - The next slide is a table revealing the % of respondents who agree that “sex is beneficial for health and well-being.” If you use clickers or similar technology you might consider having your class vote on this same statement. As the table reveals, sex is widely regarded as beneficial but there is also large cultural variation.
 - The final slide in this series extends the data presented in the module by revealing results from the 2005 Durex Global Survey. Although that survey includes 41 nations I have elected to present only 7 here (representing geographic and cultural diversity, but also giving preference to English speaking nations that constitute the largest

portion of Noba users). The table shows age of first sexual encounter (coital sex), the lifetime number of sexual partners (at the time of the survey), the percent of respondents who endorsed having a one-night stand, and those who reported having had sex in a car. You may elect to facilitate a class discussion in which you ask students for their responses to this data, or you might consider allowing them to discuss this in smaller groups.

- **Within Culture differences.** Although people are generally fascinated by cultural differences in attitudes and behavior it is also revealing to understand variation as it occurs within culture. In fact, it is within a single culture that we can best understand what is “normal” (ie. What conforms to local cultural norms). Norms are guidelines meant to encourage or discourage certain types of behavior (eg. The norm to treat elders with respect). Norms can also change over time (eg. There may be increasing disagreement about whether men should hold doors open for women as a gesture of courtesy; the norm that hats should not be worn indoors). Because it is impossible to cover within-culture variation for every country it is incumbent on the instructor to facilitate an exploration of this topic using local cultural norms. To accomplish this, I suggest having the class break into small groups to discuss one of the four “issues” listed on the PowerPoint slide. See below in ‘Activities/Demonstrations’ and in the Noba PowerPoint for more details.
- **What are people doing?** (sexual behavior). In this section, you can build on the earlier learning on within-culture norms and differences to instruct about specific behaviors. The module presents information on sexual fantasies, masturbation, sex (coital, oral and anal), as well as paraphilic disorders (such as voyeurism and frotteurism). This is an opportunity to ensure that students are clear on definitions and key concepts. There are two slides associated with this topic. The first is a slide that simply lists the major behaviors. These include: 1) Masturbation (self-pleasuring), 2) Sex (with partner; here we cluster coital, oral and anal together), 3) Sexual fantasy, and 4) Paraphilias (behaviors seen as disordered, primarily because they have a victim). The second slide is related to an optional activity on sexual fantasies. See below in ‘Activities/Demonstrations’ and in the Noba PowerPoint for more details.
- **Consent.** Sexual consent is an important issue, and one that is increasingly discussed openly. At the time of writing, high profile people (almost exclusively men) in entertainment and government have been accused of sexual harassment and assault. The media coverage of these cases has led to an open and public discourse about sexual consent. This is a topic that is also particularly relevant on college campuses due to the issue of sexual assault on campus and to the fact that traditionally aged students are—because of their youth—less experienced with these matters than are older adults.

- There are two parts to the teaching of consent in this module. The first is a slide showing a promotional material from a sexual consent campaign. This slide emphasizes a clear definition of sexual consent and outlines its hallmark features. You might consider asking the class for reactions, or testing whether there is confusion related to this topic. The second slide contains a prompt for a small group activity regarding sexual consent and sexual assault. See below in 'Activities/Demonstrations' and in the Noba PowerPoint for more details.
- **Conclusion Activity: Muddiest Point:** This activity is a classroom assessment technique (CAT), which will help you assess your students' understanding of the material. It is based on the idea of meta-cognitive reflection (reflecting on what they know and do not know). See below in 'Activities/Demonstrations' and in the Noba PowerPoint for more details.

Activities & Demonstrations

Warm up Activity—Talking about sex: The purpose of this slide is to facilitate an activity to get students thinking about the sources and quality of information they have received about sex over their lives. It is a reflective activity.

- **Materials:** Paper and pen
- **Time:** 5 minutes at the beginning of class.
- **Directions:** Have students consider how they learned about various aspects of sex, including sexual anatomy, reproduction, sexual behavior, STIs, and consent. Direct them to the slide listing possible sources of information, and encourage them to consider other not listed. For each source of information, students should consider the quality of the information they received. To help them consider the quality prompt them to consider whether they believe the information was accurate, whether they have come across contradictory information, whether the information has changed, or whether they have changed their own minds about the initial information. The point of this activity is not to endorse or deny the quality associated with any single channel of information but—rather—to prompt students to realize that they have learned many lessons about sexuality from many sources and that these sources vary in quality.
- **Discussion Questions:** Cautioning students that they do not have to share any specifics from their reflection, encourage them to offer insights gained from this reflection. During the large class discussion try to highlight the two take home messages: First, students have

learned many lessons about sexuality from many sources and that these sources vary in quality. Second, introduce the idea that this lecture will focus on a single channel of information—science. Science is not intended to prescribe morality or political aspects sexuality. Instead, it is a way of understanding sexuality that can be objective and generalized.

Small Group Activity—Studying Human Sexuality Scientifically: The purpose of this slide is to facilitate an in which students form small groups and discuss how best to study a particular human sexuality phenomenon.

- **Materials:** Paper and pen
- **Time:** 10 minutes.
- **Directions:** Have students form small groups. Prompt them to choose one from among the three potential prompts shown on the slide. How would you research this phenomenon? The goal of this activity is to 1) get students to think about human sexuality from a scientific perspective and, 2) increase student appreciation of the difficulties of studying this topic because of the taboos associated with it. You can emphasize to them some important factors to consider:
 - Developing a hypothesis
 - Sampling
 - What types of measures might you use (biological, interview/survey, anonymous, etc)
 - How will you obtain honest responses?
 - Ethics
- **Discussion Questions:** Here is a list of possible debriefing questions for this activity. You can shorten the amount of in-class time spent on this activity by assigning a one-page reflection paper as homework.
 - What emerged from your group discussion that was surprising to you?
 - What did you learn about the difficulties of studying sex (as opposed to studying other topics in psychology)?
 - How important do you think it is that human sexuality is a topic that receives scientific/research attention? Why?

Small Group Discussion—Within-Culture Differences in Sexual Attitudes: The purpose of this slide is to facilitate an activity in which students form small groups and discuss local cultural norms related to sexual behaviors. I have purposefully chosen topics that are widely discussed (eg. Attitudes toward same sex relationships), and have attempted to avoid those that might personally embarrass some students (eg. Attitudes toward masturbation).

- **Materials:** None, but one student might act as note-taker and “reporter” if a debriefing is conducted with the whole class.
- **Time:** 5 minutes.
- **Directions:** Have students form small groups. Prompt them to choose one from among the four potential prompts shown on the slide. Instruct them to discuss attitudes regarding this prompt. Specifically, direct them to consider the following:
 - How much agreement/disagreement currently exists on the topic?
 - How have cultural norms changed, if at all, over time regarding this topic?
 - What were the factors that originally informed norms and attitudes on this topic? How have those changed?
 - What does this discussion reveal about what is considered “normal” sex?
- The goal of this activity is to 1) get students to think about where norms come from and how they change over time, and, 2) to understand within-culture variation in norms.

Small Group Activity—Categories of Sexual Fantasy: The purpose of this slide is to facilitate an activity in which students form small groups and discuss the topic of sexual fantasy. The purpose of this activity is to help students engage with sexual topics with a more scientific mindset. Rather than focusing on strong moral or emotional reactions, or trying to determine whether these fantasies are ‘weird’ or common, the goal is to focus on students’ ability to categorize sexual fantasies by type.

- **Materials:** There is a page at the end of this Instructor Manual that can be printed or otherwise distributed to students. It contains a list of actual fantasies submitted to a web site as well as a list and description of categories. There are written instructions on these pages.
- **Time:** 10 minutes.
- **Directions:** Have students form small groups. Hand out or post the activity worksheets. These include written instructions for the students. Tell the students that they are going to read 9 different real fantasies and then, as a group, try to determine which of 4 categories

each falls into. Give them time to do this.

- If you want to debrief this activity, or help each small group debrief it for themselves, consider these questions:
 - Do you think there are psychological reasons why a person might be aroused by each category of fantasy? Are the reasons the same for each category?
 - Possible answers might include: A) keeps sex from getting boring, B) allows people an outlet “to be bad” or mentally explore behavior that might be deemed inappropriate, C) certain fantasies might help people feel desirable or powerful, D) other
 - Do you believe there are gender differences in fantasies? That is, are men and women socialized to be aroused by different fantasies?
 - Possible answers might include: Research suggests that there are differences in male and female fantasies. Some of these include: A) Men are more likely to focus on specific sexual acts/details (eg. I was having sex with a woman with small breasts) while women are more likely to focus on situations (eg. I was having sex in a busy public park), B) Men are more likely to have fantasies of aggression or domination while women are slightly more likely to have fantasies of submission, C) Men are more likely to have fantasies of multiple sexual partners. Of course, these are averages and there is tremendous within group variation in the content of fantasies.
 - If fantasies are, in part, socialized, where do you think they come from? That is, where in society are people learning about “what’s hot”?
 - Possible answers might include: A) Media depictions of sexual attractiveness such as models and movie stars, B) popular books that address sex (such as 50 Shades of Gray) or in magazine articles on the topic, C) fantasies may be, in part, related to taboos found in law or religious doctrine, D) information gained from conversations with friends, E) other
 - When you first read each sexual fantasy, you might have had an emotional reaction. Perhaps you thought it was bizarre, or embarrassing, or wrong. This activity emphasized categorization. That is, it emphasized evaluating specific details of each fantasy and using these to determine whether the fantasy was similar to or different from others. How did the shift in focus (from your own emotional reaction to a more detached understanding of the fantasy) affect you? What lesson do you draw from this experience?

Small Group Discussion—Sexual Consent/Sexual Assault

The purpose of this small group discussion is to engage students in critical thinking around an issue that is particularly relevant on college campuses--- sexual assault.

- Materials: None
- Time: About 5 Minutes
- Instructions: Show the students the slide and ask them to break into small groups. Encourage them to engage in a discussion addressing the prompt: How would you educate people at your school about the issue of consent? You might further encourage them to consider targeting certain groups (eg. Incoming freshman), educating people regarding resources (eg. Emergency phones on campus, crisis counseling), and issues related to tracking assault statistics (which may be useful for education). To debrief, consider having a reporter from each group list one idea or insight created by their group.

One-Minute Activity: Muddiest Point

- Time: 4 minutes
- Materials: PowerPoint slide, writing materials
- Directions: Project the PowerPoint slide and ask students to answer each prompt on the slide. Indicate that they will have one minute (timed) to complete their answer. At the end of each minute click the slide to advance to the next prompt (there are 3 total).
 - You may choose to encourage students to review their responses outside of class time, to collect them as part of a course portfolio, or to hand them in for credit.

Additional Activities

Homework/Essay Assignments- The following are intended as ideas for short (eg. 1 page) essay assignments that can be completed in a single night. Feel free to modify them.

- Sex through history. Choose one of the following time periods: 1837-1901 (Victorian), the

1940-1950s, the 1960-1970s, or the 1980-1990s. For the time period of your choice, identify: How masculinity and femininity were defined at that time, the forces that influenced sexual behavior at that time, and offer any thoughts about how that time was similar or different to today with regards to sexual norms and behaviors.

- **Cultural Messages.** Choose a magazine with many photographs such as a fashion magazine or celebrity interest magazine. Students should assume that images associated with advertisements in these publications represent ideal or desirable cultural norms. Instruct students to write a 1-page reaction to paper to the types of norms that are conveyed through these images. Possible prompts to help focus the paper: A) Men and women in advertisements are often chosen for their attractiveness, or the images are edited to enhance attractiveness. Using the photos from your source publication, what messages do you think are being communicated about attractiveness? What is being showcased as ideal attractiveness for males? For females? Why do you think these—and not other—qualities are being emphasized? How do you think norms for attractiveness might differ across cultures? (Instructor Note: You might require a literature review to make this assignment longer and to connect it more specifically with research on human attractive, sexual norms, gender, and related topics).

Outside Resources

Documentary: I am Elizabeth Smart. In 2002, Elizabeth Smart became a household name when news of her kidnapping from her home—at age 14—made national news. She was the victim of sexual assault and was held hostage for nearly a year, until she escaped. Today, she is an outspoken advocate for issues related to sex education and human trafficking. She is also author of an autobiography. Note: some content may be behind a paywall.

<http://www.aetv.com/shows/elizabeth-smart-autobiography/season-1/episode-1>

Journal: The Journal of Sex Research

http://www.sexscience.org/journal_of_sex_research/

Journal: The Journal of Sexual Medicine

<http://www.jsm.jsexmed.org/>

Non-fiction book: Missoula. In 2015, journalist Jon Krakauer wrote a book discussing rape on college campuses by focusing on a single town: Missoula, Montana (USA).

https://www.amazon.com/Missoula-Rape-Justice-System-College/dp/0804170568/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=&sr=

Organization: SIECUS - the Sexuality Information and Education Council of the United States- was founded in 1964 to provide education and information about sexuality and sexual and reproductive health.

<http://www.siecus.org/>

Organization: The Guttmacher Institute is a leading research and policy organization committed to advancing sexual and reproductive health and rights in the United States and globally.

<https://www.guttmacher.org/>

Organization: The Intersex Society of North America

<http://www.isna.org/>

Podcast : This American Life - Sissies, This episode focuses on perceptions of masculinity and of being seen as a “sissy.” The transcript can be found here.

<https://www.thisamericanlife.org/radio-archives/episode/190/transcript>

Podcast: This American Life - Testosterone, Stories of people getting more testosterone and regretting it and some of people losing it and coming to appreciate their new circumstances.

<https://www.thisamericanlife.org/radio-archives/episode/220/testosterone/>

Video: 5Mlweekly—YouTube channel with weekly videos that playfully and scientifically examine human sexuality.

<https://www.youtube.com/channel/UCQFQ0vPPNPS-LYhIbKOzpFw>

Video: Muxes, a documentary about Mexican children identified as male at birth, but who choose at a young age to be raised as female.

<https://www.youtube.com/watch?v=iiek6JxYJLs>

Video: Sexplanations—YouTube channel with shame-free educational videos on everything sex.

<https://www.youtube.com/user/sexplanations>

Video: YouTube: AsapSCIENCE

<https://www.youtube.com/user/AsapSCIENCE>

Web: Kinsey Confidential—Podcast with empirically-based answers about sexual questions.

<http://kinseyconfidential.org/>

Web: Sex & Psychology—Blog about the science of sex, love, and relationships.

<http://www.lehmiller.com/>

Evidence-Based Teaching

Kite, M. E. (1990). Defining normal sexual behavior: A classroom exercise. *Teaching of Psychology*, 17(2), 118-119.

- A classroom exercise that can help students focus on the difficulties in defining normal sexual behavior is described. First, students complete a 30-item questionnaire on which they indicate whether or not a variety of behaviors are normal. Then, they meet in groups and construct a definition of "normal" sexual behavior. Class discussion centers on the difficulty of constructing these definitions.

Madson, L. (2001). A classroom activity exploring the complexity of sexual orientation. *Teaching of Psychology*, 28(1), 32-35.

- Sexual orientation subsumes sexual attractions, sexual behavior, psychological and emotional attachments, self-identification, and affiliations with a particular community. These elements are often overlooked in the use of terms such as lesbian or heterosexual. In this activity, students categorized the sexual orientation of 10 fictional people, some of whom presented inconsistencies between different aspects of their sexuality. By illustrating the difficulty in defining rigid and consistent categories of sexual orientation, the activity stimulates animated discussion and receives positive feedback from students. I use this activity in teaching the Psychology of Women, Sexual Behavior, and the Psychology of Sexual Orientation, although instructors could use it in other courses as well.

Case, K. A., Stewart, B., & Tittsworth, J. (2009). Transgender across the curriculum: A psychology for inclusion. *Teaching of Psychology*, 36(2), 117-121.

- Neumann (2005) called for an analysis of marginalization and inclusion of lesbian, gay, and bisexual students in psychology. As psychology instructors begin to infuse such

content, the curriculum still overwhelmingly neglects the transgender community. This invisibility of transgender people within psychology courses allows for perpetuation of myths, stereotypes, and oppression of this particular population. Transgender inclusion requires efforts to eliminate bias in the classroom, such as derogatory comments and jokes, as well as faculty self-education with regard to the appropriate terminology for transgender subgroups. By infusing relevant transgender content into lectures and reading materials, instructors contribute to normalizing transgender issues for an inclusive curriculum.

Hillman, J., & Martin, R. A. (2002). Lessons about gay and lesbian lives: A spaceship exercise. *Teaching of Psychology*, 29(4), 308-311.

- We designed an active learning activity to allow students to experience stereotyping and consider the social stigma often directed toward gays and lesbians. We used an unusual fictional scenario to alleviate students' concerns about impression management and permit them to experience the role of someone faced with discrimination without the automatic recognition of gay stereotypes. Sixty-eight undergraduates gave the activity positive evaluations along a variety of dimensions. Although the long-term effect remains unclear, analysis of students' pretest and posttest scores on the Homophobia Scale (Wright, Adams, & Bernat, 1999) suggested that this activity fosters more positive attitudes toward gays and lesbians. This exercise is suitable for introductory, social, educational, clinical, and abnormal psychology courses.

Links to ToPIX Materials

Assessing Assumptions About Gender

<http://www.actionteaching.org/award/gender-assumptions>

Gender And Gender Differences In Personality

<http://personalitypedagogy.arcadia.edu/pmwiki/pmwiki.php?n=Topics.GenderAndGenderDifferencesInPersonality>

Research Analysis Assignment

<http://topix.teachpsych.org/w/file/59368997/Research%20Analysis%20Assignment.docx>

The Bechdel Test for Women in Movies

<https://feministfrequency.com/video/the-bechdel-test-for-women-in-movies/>

Teaching Topics

Teaching The Most Important Course

https://nobaproject.com/documents/1_Teaching_The_Most_Important_Course.pdf

Content Coverage

https://nobaproject.com/documents/2_Content_Coverage.pdf

Motivating Students

https://nobaproject.com/documents/3_Motivating_Students_Tips.pdf

Engaging Large Classes

https://nobaproject.com/documents/4_Engaging_Large_Classes.pdf

Assessment Learning

https://nobaproject.com/documents/5_Assessment_Learning.pdf

Teaching Biological Psychology

https://nobaproject.com/documents/6_Teaching_Bio_Psych.pdf

PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at https://nobaproject.com//images/shared/supplement_editions/000/000/309/The%20Psychology%20of%20Human%20Sexuality.pptx?1517956013.

About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund is co-founded by Drs. Ed and Carol Diener. Ed is the Joseph Smiley Distinguished Professor of Psychology (Emeritus) at the University of Illinois. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award-winning university teachers.

Acknowledgements

The Diener Education Fund would like to acknowledge the following individuals and companies for their contribution to the Noba Project: The staff of Positive Acorn, including Robert Biswas-Diener as managing editor and Peter Lindberg as Project Manager; The Other Firm for user experience design and web development; Sockeye Creative for their work on brand and identity development; Arthur Mount for illustrations; Chad Hurst for photography; EEI Communications for manuscript proofreading; Marissa Diener, Shigehiro Oishi, Daniel Simons, Robert Levine, Lorin Lachs and Thomas Sander for their feedback and suggestions in the early stages of the project.

Copyright

R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. Retrieved from <http://noba.to/3zva8fpj>



Copyright © 2020 by Diener Education Fund. This material is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_US.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Website does not indicate an endorsement by the authors or the Diener Education Fund, and the Diener Education Fund does not guarantee the accuracy of the information presented at these sites.

Contact Information:

Noba Project
www.nobaproject.com
info@nobaproject.com