

PSYC 250: Human Sexuality
Tuesdays and Thursdays 11:00am-12:20pm
WEY 218
Spring 2017

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Office Hours: Tuesdays (2:30p-3:30p) &
Wednesdays (11:00a-1:00p), or by appt.

Required Materials:

- Stomblor, M., Baunach, D.M., Simonds, W., Windsor, E.J., & Burgess, E.O. (2014). *Sex Matters: The Sexuality & Society Reader* (4th edition). W.W. Norton & Company, Inc.
- Teich, N. (2012). *Transgender 101: A Simple Guide to A Complex Issue*. Columbia University Press.
- Additional readings will be posted on Moodle

Recommended Materials:

- Eaton, D. & Hardy, J.W. (2009). *The ethical slut: A practical guide to polyamory, open relationships, and other adventures* (2nd edition). Celestial Arts.

Course Description: This course is designed to examine human sexuality using a sex-positive, social-advocacy lens; and in doing so we will be utilizing both feminist and queer theories. Considering this framework, it is important to understand that this is not a course on morality. While at times we may touch on the cultural and historical views of different sexual behaviors, the goal of this course is not to consider which behaviors or identities are morally superior to others. Instead, we will focus on diversity in human sexuality (which is considerable), and consider sexual acts through a pleasure-based, normative perspective in an effort to eliminate the shame and stigma often associated with sexuality and human sexuality research. Students will learn about topics ranging from the history of perspectives on human sexuality, sexual orientation, gender identities, anatomy, relationships, sexual pleasure and behaviors, safety, sexual violence, and commercial sex, among others.

Student Learning Objectives: After taking this course students will be able to:

- Demonstrate familiarity with the principles of human sexuality
- Understand basic research methods used in studying human sexuality
- Use critical thinking to understand human sexual behavior and to communicate their ideas and thoughts with the class
- Apply human sexuality principles to promote personal development and self-assessment, as well as insight into personal and complex socio-cultural issues
- Consider possible career paths in human sexuality research
- Strengthen skills related to scientific writing and research

- Develop an understanding of the intersection between multiple identities (i.e., sex, gender, race, religion, SES, etc.) on various life and sexuality-related outcomes
- Think critically about the role of religion, politics, economics and the law in trends related to human sexuality throughout history
- Understand how to apply a sex-positive, feminist lens to the study of human sexuality

Course Structure: PSYC 250 aims to expose students to the study of human sexuality, using a sex-positive, social advocacy framework. Students are expected to keep up with the assigned readings, as well as to attend class and participate in class discussions. Course grades will be composed of **three exams, four short essay papers, and a sexual literacy campaign** (which consists of a paper draft, final paper, and creative element). ***Late assignments will not be accepted.***

Exams:

There will be three exams throughout this course. These exams will be made up of multiple choice, short answer, and essay questions. Each exam will be non-cumulative and will be worth a total of 100 points (3 x 100 = 300 points toward your final grade). These exams are designed not only to test your knowledge, but to also test your ability to *apply and think critically* about the information learned in class. I will provide you with a study guide the week before each exam. Please note that the exams will cover the information presented in my lectures, class discussions, guest lectures/panels, and in your readings. *To be successful on these exams, you need to take diligent notes in class and keep up with the readings.*

Essay Assignments:

There will be four essays assigned throughout this course. Each of these essays will address a particular scientific query relevant to the material being covered in class. Each essay will be worth 25 points toward your final grade. Additional information about these essay assignments will be posted on Moodle.

Sexual Literacy Campaign

Students will work throughout the semester on creating a comprehensive sexual literacy campaign on a topic of their choosing. This campaign will consist of a scientific research paper and a creative element (i.e., website, brochures, t-shirts, etc.) that is designed to shed light on the topic of interest. The paper draft is will be worth 50 points, and the paper final will be worth 100 points toward the final grade. The creative element will be worth 40 points. More information about this assignment will be posted on Moodle.

Class Participation/Attendance:

Students are expected to attend and participate in each class. Students will earn attendance/participation points through both small group discussions and minute essays that will happen randomly over the course of the semester. For these activities I will pose thought-provoking, and sometimes controversial questions to the class, and ask you to either discuss them with your fellow classmates or to write your thoughts down in a brief essay format. There will be either a minute essay or group discussion for each of the

subjects that we will cover, and participation in these activities will be worth 5 points toward your final grade.

Participation in Research Studies (Pass/Fail):

Experiments are the cornerstone of psychology. As such, you will be required to participate in 4 research studies over the course of the semester. After participating in a study, you will receive a completion sticker. Stickers must be submitted (all at one time) on the last day of class (5/2), so make sure to keep track of them! You may choose to write a paper on a research article instead of participating in studies. If you choose to write a paper instead of participating in research, please see me for details. Failure to complete this course requirement will result in an incomplete.

Extra Credit:

You may earn up to 10 points of extra credit by writing a 4-5 page (double spaced, 1” margins, 12 pt font) paper on any topic relevant to this course. You must obtain prior approval from me for your topic before submitting your paper to receive credit. You will need to obtain and use 4 peer-reviewed journal articles as references for this assignment. If you choose to do this extra credit assignment, you will need to get pre-approval from me before 4/13. This assignment must be turned in by 5/2 to receive credit. Only one extra credit paper per student may be turned in.

Grading:

3 Exams (100 pts each)	300 points
4 Essay Assignments (25 pts each)	100 points
Research Paper Draft	50 points
Research Paper Final	100 points
Creative Element	40 points
10 Attendance/Participation (5 points each)	50 points
Participation in 4 research Studies	Pass/Fail
TOTAL	640 points

93.0-100%	A	73.0-76.9%	C
90.0-92.9%	A-	70.0-72.9%	C-
87.0-89.9%	B+	67.0-69.9%	D+
83.0- 86.9%	B	63.0-66.9%	D
80.0-82.9%	B-	60.0-62.9%	D-
		<60%	F

Your grades will be recorded on the Moodle website. If you have an issue with any of the grades that you receive on these assignments, please make an appointment to speak with me.

Course Policies:

Late Work

My late work policy is incredibly simple: **I DO NOT ACCEPT LATE WORK. All written assignments (i.e., papers, quizzes, etc.) are due by the start of class on the day that they are due.** The only exceptions to this rule are 1) if you have a documented disability (see section below on students with disabilities) that necessitates accommodation of late work, 2) you are a student athlete and have received approval from me before the deadline to turn an assignment in late, or 3) you have experienced a death in the family and have informed me of this event (see section below on bereavement).

Open Door Policy

Please feel free to contact me with questions about the course, getting involved with research opportunities at UPS, applying to graduate school, or even just about the field of psychology in general. I would very much like to hear from you all. I am available during my office hours (listed on the first page), and am also open to scheduling separate appointments if those times do not agree with your schedule. There may be times that I am in my office, but not available to chat. In those instances, there will be a sign on my door that requests that you either come back another time or email me with your question. Other than that, come on in!

Email Etiquette and Availability

Contrary to popular belief, professors do not check their email every 10 seconds. I will do my best to respond to your emails in a timely manner. In general, you can expect me to respond to your emails within 24 hours after receiving them. In terms of etiquette, many incoming (and continuing) college students are not well versed on how to communicate via email with their professors. Here is a useful guide to appropriate email interactions: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

Attendance and Absences

Attendance is expected for all class sessions. To encourage class attendance, PowerPoint lectures will not be posted on Moodle. Additionally, many questions from your exams will be derived solely from class lectures, and not from the information your textbook. Late and absent students are responsible for all lecture materials, handouts, announcements, and explanations of homework assignments, and should consult a classmate first to get caught up.

Use of Laptops and Cell Phones in Class

Research has demonstrated that we remember information better when it is encoded (note-taking phase) similar to the way that it is later retrieved (writing on an exam). Additionally, when students surf the web in class, it can be very distracting to other students. For those reasons, laptops will not be permitted for note-taking in class. The only exception to this rule is if they are required for a legitimate medical reason (e.g., vision, motor coordination) or if I have specifically stated that you can use your laptops/tablets for a particular class period. Similarly, phone usage in the classroom is also prohibited. *If I see*

you using your phone in class, I will text your mother (or father, grandparent, etc.) to tell them to scold you after class is over. If you do need to use your phone, feel free to quietly step out of class if you need to make/take a call or send a text.

University Policies:

Academic Honesty and Integrity

Cheating (e.g., copying self or others, falsifying/fabricating assignment information), plagiarism (e.g., copying words and/or sentence structure, paraphrasing without proper citation, etc.), and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism will result in a zero credit for the work in question, possible failure of the course, and notification of the offense to the Registrar's Office. If you have questions about academic integrity, consult the University of Puget Sound Academic Handbook (<http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>). If you are ever uncertain about whether you are violating the academic integrity policy, please feel free to ask me. I'd be happy to look over your work.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical, or learning disability that may impact your course work, I am happy to accommodate you as best I can. Please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, Howarth 105, (253) 879-3395. She will determine with you what accommodations are necessary and appropriate. I recommend making an appointment with Peggy at the beginning of the semester, so that you can begin receiving any necessary accommodations as soon as possible. All information and documentation regarding your disability is completely confidential.

Student Bereavement Policy

Upon approval from the Dean of Student's Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook. As with any excused absence, all I ask is for written official documentation (i.e., funeral program).

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Incomplete Grades

Incompletes will be given only under extreme conditions, and you must file a formal contract with me regarding completion of the missing work no later than two weeks prior to the final exam period. If you wish/need to withdraw from the course, you must submit the paperwork to the registrar by the appropriate deadlines to do so (see the academic calendar: <http://www.pugetsound.edu/news-and-events/events-calendar/academic/2015-08-01/2016-08-31/>).

Student Athletes

For regularly scheduled sporting events, students must notify me within the first two weeks of the semester regarding anticipated absences. For special events or tournaments, students are to notify me as soon as they learn of the anticipated absence. In both cases, students who must miss class for such events will be responsible for completing all assigned work as expeditiously as possible. **IF** it is impossible for a student athlete to turn in the assignment because of their travel schedule, the student must contact me in advance of the assignment deadline. Failure to do so will result in a 0 for that assignment grade. *Student athletes must contact me prior to exam dates if they are unable to take the exam(s) during the assigned time.* Failure to do so will result in an F for that exam grade.

COURSE SCHEDULE

SM = Sex Matters (Textbook)

Week 1 (1/17-1/19): Syllabus Review & History of Studying Sex

- *Readings:*
 - Syllabus
 - Alfred Kinsey and the Kinsey Report – Vern L. Bullough (SM, p. 54-60)
- *Assignments:*
 - Review syllabus and put deadlines into your calendar!

Week 2 (1/24-1/26): Research Methods

- *Readings:*
 - Shaver, F.M. (2005). Sex work research: Methodological and ethical challenges. *Journal of Interpersonal Violence*, 20(3), 296-319. doi: 10.1177/0886260504274340
 - DeBlaere, C., Brewster, M.E., Sarkees, A., & Moradi, B. (2010). Conducting research with LGB people of color: Methodological challenges and strategies. *The Counseling Psychologist*, 38(3), 331-362. Doi: 10.1177/0011000009335257.

Week 3 (1/31-2/2): Female Sexual Anatomy, Physiology, & Arousal Response

- *Readings:*
 - Mullinax, M., Herbenick, D., Schick, V., Sanders, S., & Reece, M. (2015). In their own words: A qualitative content analysis of women's and men's preferences for women's genitals. *Sex Education*, 15(4), 421-436. doi: 10.1080/14581811.2015.1031884.
 - In search of (better) sexual pleasure: Female genital "cosmetic" surgery – Virginia Braun (SM, p. 313-321)
 - OPTIONAL:** Saxena, P. (2013). Trading and managing stigma: Women's accounts of breast implant surgery. *Journal of Contemporary Ethnography*, 42(3), 347-377. Doi: 10.1177/0891241612472056.

Week 4 (2/7-2/9): Male Sexual Anatomy, Physiology, & Arousal Response

- *Readings:*
 - Lever, J., Frederick, D.A., & Peplau, L.A. (2006). Does size matter? Men's and women's views on penis size across the lifespan. *Psychology of Men & Masculinity*, 7(3), 129-143. Doi: 10.1037/1524-9220.7.3.129
 - WATCH:** My Penis and I: <http://vimeo.com/4619491>
 - The sorcerer's apprentice: Why can't we stop circumcising boys? – Robert Darby (SM, p. 270-276)
- *Assignments:*
 - Essay #1 due 2/7

- Choose final paper topic by end of class on 2/9 (list of topics can be found on Moodle, the sign-up sheet will be available at the end of each class leading up to 2/9)

Week 5 (2/14-2/16): Non-Cisgender, Non-Heteronormative, & Intersex Identities

- *Readings:*
 - Transgender 101 (Ch. 3-4, 6-8)
 - When No Gender Fits: A Quest to be Seen as Just a Person – Monica Hesse: https://www.washingtonpost.com/national/when-no-gender-fits-a-quest-to-be-seen-as-just-a-person/2014/09/20/1ab21e6e-2c7b-11e4-994d-202962a9150c_story.html
- *Assignments:*
 - Study for Exam #1

EXAM #1 (2/23)*

Week 6 (2/21*-2/23): Non-Cis, Non-Heteronormative, & Intersex Identities Continued

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Week 7 (2/28-3/2): Sexual Orientation

- *Readings:*
 - Bailey, J.M., Vasey, P.L., Diamond, L.M., Breedlove, S.M., Vilain, E., & Epprecht, M. (2016). Sexual orientation, controversy, and science. *Psychological Science in the Public Interest*, 17(2), 45-101. doi: 10.1177/1529100616637616.
 - Savin-Williams, R.C. (2016). Sexual orientation: Categories or continuum? Commentary on Bailey et al. (2016). *Psychological Science in the Public Interest*, 17(2), 37-44. doi: 10.1177/1529100616637618.
- *Assignments:*
 - Essay #2 due 2/23**

Week 8 (3/7-3/9): Attraction, Love, Relationships, & Communication

- *Readings:*
 - Conley, T.D., Ziegler, A., Moors, A.C., Matsick, J.L., & Valentine, B. (2012). A critical examination of popular assumptions about the benefits and outcomes of monogamous relationships. *Personality and Social Psychology Review*, 1-18. Doi: 10.1177/1088868312467087.
 - Hatfield, E., Rapson, R.L., & Martel, L.D. (2007). "Passionate love." In S. Kitayama & D. Cohen (Eds.) *Handbook of Cultural Psychology*. New York: Guilford Press.

Week 9 (3/13-3/17): SPRING BREAK

Week 10 (3/21-3/23): Sexual Behaviors & Pleasure: Masturbation & Partnered Sex

- *Readings:*

- Garcia, J.R., Reiber, C., Massey, S.G., & Merriwether, A.M. (2012). Sexual hookup culture. A review. *Review of General Psychology*, 16(2), 161-176. doi: 10.1037/a0027911.
- Herbenick, D., Reece, M., Schick, V., Sanders, S., Dodge, B., & Fortenberry, D. (2010). Sexual behavior in the United States: Results from a national probability sample of men and women ages 14-94. *Journal of Sexual Medicine*, 7(s5), 255-265. doi: 10.1111/j.1743-6109.2010.02012.x
- Getting, giving, faking, having: Orgasm and the performance of pleasure – Breanne Fahs (SM, p. 358-374)
- OPTIONAL:** Safer sex for trans bodies. *Human Rights Campaign Foundation*
- *Assignments:*
 - Paper draft due 3/21 (see Moodle for guidelines)**

Week 11 (3/28-3/30) Conception, Pregnancy, & Childbirth

- *Readings:*
 - Bernhard, C., Zielinski, R., Ackerman, K., & English, J. (2014). Home birth after hospital birth: Women’s choices and reflections. *Journal of Midwifery & Women’s Health*, 59(2), 160-166.
<http://dx.doi.org.ezproxy.ups.edu/10.1111/jmwh.12113>.
 - Weirckx, K., Stuyver, I., Weyers, S., Hamada, A... T’Sjoen, G. (2012). Sperm freezing in transsexual women. *Archives of Sexual Behavior*, 41, 1069-1071. doi: 10.107/s10508-012-0012-x.
 - Merhi, Z.O. & Pal, L. (2008). Gender “tailored” conceptions: Should the option of embryo gender selection be available to infertile couples undergoing Assisted Reproductive Technology? *Journal of Medical Ethics*, 34(8), 590-593.
- *Assignments:*
 - Study for Exam #2

EXAM #2 (4/4)*

Week 12 (4/4*-4/6): STIs and Contraception

- *Readings:*
 - Secondary prevention of sexually transmitted infections: Treating the couple and community – Adam Sonfield (SM, p. 444-448)
 - Sexual risk and the double standard for African American adolescent women – Amy M. Fasula, Kim S. Miller, and Jeffrey Wiener (SM, p. 245-253)
- *Assignments:*
 - Essay #3 due 4/6

Week 13 (4/11-4/13): Contraception (Continued) & Abortion

- *Readings:*
 - Riddle, J.M. & Estes, J.W. (1992). Oral contraceptives in ancient and medieval times. *American Scientist*, 80(3), 226-233.
 - Abortion as a Moral Choice – Rev. Anne Fowler:
<https://rewire.news/article/2007/12/06/abortion-as-a-moral-choice/>

- **Assignments:**
 - OPTIONAL:** If you are interested in doing an extra credit assignment (described earlier in this syllabus) you must get approval for your topic from Dr. Carpenter by **4/13**

Week 14 (4/18-4/20): Atypical Sexual Variations

- **Readings:**
 - Sick sex – Elroi J. Windsor (SM, p. 513-520)
 - Wignall, L. & McCormack, M. (2015). An exploratory study of a new kink activity: “Pup play.” *Archives of Sexual Behavior*, 1-11. doi: 10.1007/s10508-015-0636-8.
 - Waskul, D.D. & Martin, J.M. (2010). Now the orgy is over. *Symbolic Interaction*, 33(2), 297-318. doi: 10.1525/si.2010.33.2.297.
- **Assignments:**
 - Essay # 4 due **4/18**

Week 15 (4/25-4/27): Sexual (Dys)functions

- **Readings:**
 - Spurgas, A.K. (2013). Interest, arousal, and shifting diagnoses of Female Sexual Dysfunction, or: How women learn about desire. *Studies in Gender and Sexuality*, 14, 187-205. doi: 10.1080/15240657.2013.818854.
 - Khajehei, M., Doherty, M., Matt Tilley, P.J. (2015). An update on sexual function and dysfunction in women. *Archives in Women’s Mental Health*, 18, 423-433. Doi: 10.1007/s00737-015-0535-y.

Week 16 (5/2): Sexual Violence & Debriefing

- **Readings:**
 - https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra?utm_term=.ngBQXWdZk8#.eyQDNdPARW
 - Rape myths – Katie M. Edwards, Jessica A. Turchik, Christina M. Dardis, Nicole Reynolds, and Christine A. Gidycz (SM, p. 597-607)
 - Effects of rape on men: A descriptive analysis – Jayne Walker, John Archer, and Michelle Davies (SM, p. 628-640)
- **Assignments:**
 - Final Paper and Creative Element due at start of class on **5/2**
 - Study for Exam #3

***TRIGGER WARNING:** This week we will discuss issues related to sexual violence, including sexual assault, rape, and intimate partner violence. This material may be triggering to some survivors of sexual violence. If you feel that attending this class will have a negative impact on your wellbeing, please let Dr. Carpenter know so that your absence may be excused.

Reading Period (5/4-5/5)

FINAL EXAM: 5/9/17 12-2pm in WEY 218

Additional Resources for Human Sexuality

Online Resources

- University of Oregon's SexPositive App:
<http://healthcenter.uoregon.edu/Home/SexPositive.aspx>
- [Guttmacher Institute](#)
- [The Kinsey Institute](#)
- [Re:Gender](#)
- [National Transgender Library and Archives \(University of Michigan\)](#)
- [Cornell University Human Sexuality Collection](#)
- [The Vern and Bonnie Bulough Collection on Sex and Gender \(California State University—Northbridge\)](#)
- [Laci Green's Youtube Channel](#)
- [All Gender Health Youtube Channel](#)
- [The Kinsey Institute Youtube Channel](#)
- [National Sexuality Resource Center Youtube Channel](#)
- [San Francisco Sex Information Youtube Channel](#)
- [About Sexuality Blog](#)
- [Gender and Sexuality Law Blog](#)
- [Kinsey Confidential Blog](#)
- [Sexual Intelligence Blog](#)
- [National Sexual Violence Resource Center](#)
- [Planned Parenthood](#)
- [It Gets Better Project](#)

Related Associations and Organizations

- [American Association for Marriage and Family Therapy](#)
- [American Association of Sexuality Educators, Counselors, and Therapists](#)
- [Society for Sex Therapy and Research](#)
- [Society for the Scientific Study of Sexuality](#)
- [The World Association for Sexual Health](#)
- [American Sexual Health Association](#)
- [American Society of Reproductive Medicine](#)
- [Association for Reproductive Health Professionals](#)
- [Foundation for the Scientific Study of Sexuality](#)
- [International Society for the Study of Women's Sexual Health](#)
- [Sexuality Education and Information Council of the US](#)
- [Society for the Advancement of Sexual Health](#)
- [The World Professional Organization for Transgender Health](#)
- [International Foundation for Gender Education](#)
- [Intersex Society of North America](#)
- [American Academy of Family Physicians' Gay, Lesbian, Bisexual and Transgender Information](#)

- [Association for Gay, Lesbian, and Bisexual Issues in Counseling](#)
- [Association of Gay and Lesbian Psychiatrists](#)
- [Gay and Lesbian Medical Association](#)
- [National Association of Lesbian and Gay Addiction Professionals](#)
- [Association for the Treatment of Sexual Abusers](#)
- [CDC's Reproductive Information Source](#)
- [Consortium for the Improvement of Erectile Function](#)
- [National Vulvodynia Association](#)
- [American Foundation for AIDS Research](#)
- [Center for AIDS Prevention Studies](#)
- [CDC STD Prevention](#)
- [International Professional Surrogates Association](#)

Scientific Journals Related to Human Sexuality

- Archives of Sexual Behavior
- Canadian Journal of Human Sexuality
- Contemporary Sexuality
- Culture, Health & Sexuality
- Gender & History
- Gender and Development
- Gender and Society
- Gender Issues
- Gender, Work, and Organization
- Journal of Gay & Lesbian Psychotherapy
- Journal of Gay & Lesbian Social Services
- Journal of Homosexuality
- Journal of Sex and Marital Therapy
- Journal of Sex Education & Therapy
- Journal of Sex Research
- Journal of Women's Health & Gender-Based Medicine
- Perspectives on Sexual and Reproductive Health
- Psychology, Evolution & Gender
- Sexual Addiction & Compulsivity
- Sexual Science
- Sexuality & Culture
- Sexuality and Disability
- Sexually Transmitted Infections
- Studies in Gender and Sexuality
- Theology & Sexuality