

Grand Valley State University
Psychology 492
Psychology Capstone
Fall 2022

COURSE SYLLABUS

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|-----------------------------------|--|----------|
| <u>Instructor:</u> | Tara Cornelius, Ph.D. (Pronouns: She/Her/Hers) | |
| <u>Office:</u> | 1321 AuSable Hall | |
| <u>Office Hours:</u> | T and TH 11:30am-12:30pm, and by appointment | |
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| <u>Course Sections/Locations:</u> | Section 08: TTH 8:30-9:45pm | ASH 2119 |
| | Section 01: TTH 1:00-2:15pm | PAD 209 |

Course Description

The purpose of this capstone course is to provide a culminating learning experience to explore different theories of human behavior, the relationships among these theories, and their implications for public policy, contemporary discourse, psychological prevention and intervention efforts, and personal insight and growth. Throughout this course, we will also consider the proper scope, role, and conduct of psychological data and science. Having had several years of a liberal education, and now on the brink of completing your major in psychology, you will have an opportunity to read in selected areas of psychology and to contemplate some of life's "big questions." The skills you've been developing throughout your undergraduate education (e.g., critical thinking, the ability to engage in dialogue, the written expression of your ideas, and the capacity to entertain diverse perspectives) will continue to be developed in this course.

For hundreds of years, psychologists, philosophers, theologians, poets, artists, and even physicists have asked important questions about the tasks of being human. As quoted in *Childhood and Society* (1963, pp. 264-265):

"Freud was once asked what he thought a normal person should be able to do well. The questioner probably expected a complicated answer. But Freud, in the curt way of his old days, is reported to have said: "Lieben und arbeiten" (to love and to work). It pays to ponder on this simple formula; it gets deeper as you think about it. For when Freud said "love" he meant genital love, and genital love; when he said love and work, he meant a general work-productiveness which would not preoccupy the individual to the extent that he loses his right or capacity to be a genital and a loving being. Thus we may ponder, but we cannot improve on "the professor's" formula."

Therefore, our various explorations will revolve around the central theme of **love, sex, and intimate relationships**.

Throughout the semester we will be exploring topics examining the role of intimate relationships in our lives, how social, cultural, societal, and evolutionary processes shape these relationships, and how sex, sexuality, and relationships interface with contemporary forces in our society. This course will adopt a seminar format (guided student discussions as opposed to formal lectures) for most of our class meetings. This course is worth three credits.

Given the highly sensitive nature of relationships, sexuality, and sex, please be prepared to experience a wide range of feelings, as well as a change in attitudes. Further, some of the material in this course is deliberately designed to challenge prevailing cultural beliefs about these topics. Please be respectful and open-minded about what you explore in this class and how others do their own exploration.

I hope that you find this course intellectually challenging, and I know that you will meet this challenge. I am committed to critically examining the role of relationships in our overall human experience, and I hope that this course will stimulate us all to think, question, and engage in interesting and productive discussions.

Learning Objectives

1. Identify concepts associated with major theoretical perspectives and empirical findings in the discipline;
2. Engage in the application of major theoretical perspectives and empirical findings in the discipline;
3. Describe alternative theoretical perspectives within the discipline, and, where possible, integrate/synthesize across perspectives;
4. Recognize various sources of bias in psychological research, and how these can affect the interpretation or usefulness of research findings;
5. Analyze and explain interdisciplinary approaches to psychological questions;
6. Recognize and produce an appropriate level of professional-style writing.

Class modality:

1. This is an in-person course. We will continue to meet in-person, in the absence of any new orders from the university or the state of Michigan, unless I become ill/unable to teach in person, or as noted on the syllabus.
2. It is not possible for me to offer this entire course remotely to some of you, while continuing to teach in person to the remaining students. If circumstances conspire to make it impossible for you to attend in person at all, we will consider a variety of options including (a) dropping the course with a "W" (withdrawal), which does not affect your GPA and lets you take the course at another time when you are able, and (b) grade of incomplete (granted only at the end of the semester to students who are unable to complete the course, due to unexpected emergency circumstances, and who are near to completion of the course).

Required Texts

There are several books that we will be reading throughout the semester:

1. Haidt, J. (2006). *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom*. Basic Books. New York, NY.
2. Perel, E. (2006) *Mating in Captivity*. Harper Collins. New York, NY.
3. Orenstein, P. (2016). *Girls and Sex*. Harper Collins. New York, NY.
4. Orenstein, P. (2020). *Boys and Sex*. Harper Collins. New York, NY.
5. Hirsch, J. & Khan, S. (2020). *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. W.W. Norton. New York, NY.
6. Perel, E. (2017). *State of Affairs*. Harper Collins. New York, NY.

Understanding the role of relationships and sexuality in our lives ideally involves an interdisciplinary approach, and many of the above books come from outside the field of psychology. Nevertheless, these books provide provocative and important insights into the roles, influences, and manifestation of intimate relationships in our society. They are designed to encourage provocative discussions and lead to a deep reflection on relationships, sex, and sexuality. While much of the extant literature on love and relationships centers around heteronormative themes, some books discuss the issues that are unique to individuals who identify as LGBTQI+. As you read each of these texts, please keep the following questions in mind:

- How does the author(s) conceptualize intimate relationships?
- What are the potential societal, cultural, biological, evolutionary, and/or cognitive forces that may contribute to behaviors in intimate relationships?
- What are the potential civic, educational, moral, political and/or public policy implications of this perspective?
- Do you agree with the author(s)' claims, and why or why not?
- How does this perspective relate to previous texts and discussions we have had, as well as concepts you have encountered over the course of your education?

In order to get the most out of these texts, I encourage all of you to (1) **pace your reading of each of the texts**, with the aim of reading a chapter or two each day during the week or so prior to your write-up and discussions of the material; (2) **engage in a "mental dialogue" with the author(s) as you read the text** – that is, actively question (rather than passively accept) the author(s)' claims; and (3) **take notes as you progress through the text**, keeping track of your various reactions to and struggles with the material.

Because I assume that, at this point in your career, you have had much exposure to empirical, original research articles, there will not be a heavy emphasis on primary source reading in this course. However, there are a number of (mostly short) articles will be assigned throughout the semester to tie in with specific discussions and homework assignments. These articles should be treated as essential readings – they will serve to reify certain theoretical claims from the books, to update older ideas in light of newer empirical evidence, and to fill in important conceptual gaps between the psychological perspectives we will be considering. Please note that I reserve the right to give unannounced quizzes on these articles, and am likely to do so if it

seems that not everyone has done the assigned readings. Any such quizzes will be factored into your participation score for the course.

There will also often be a TED Talk and/or Podcast for you to complete during most weeks. These are also required, and are deliberately chosen to offer another perspective and provoke deep reflection to augment our discussions in class.

Engaging in Discussion

A key component of this class is group discussion. Unlike other courses you may have taken, this course is conducted in a seminar-style format in which all are expected to be engaged and participate in discussion in every class. During each class session, we will be discussing the assigned reading/TED Talk/Podcast for that particular class; however, as the semester progresses we will also be making connections between readings assigned earlier in the semester. In order to adequately prepare for each class session, you should make sure you have **thoroughly** read the appropriate material and that you have **thought carefully** about what you have read.

Confidentiality Expectations

While this course focuses on readings related to intimate relationships, you will *never* be asked to directly disclose any aspect of your own personal experiences. However, you or your classmates may, at times, wish to frame our readings in light of your own experiences. **In order to respect individual confidentiality and facilitate a classroom environment of mutual respect, please do not disclose the content of classroom discussions, peer writings, or any other course material with individuals outside of this course.** I will commit to the same, with two notable exceptions. I am a clinical psychologist, and thus am mandated to report suicidal and/or homicidal threats, as well as threats of abuse to minors and elders. Second, as a member of the faculty at GVSU, I am a required reporter of gender-based harassment, abuse, and sexual assault or misconduct. Please know that if I am mandated to report anything, I will approach the issue with a great deal of compassion, empathy, and respect for your individual autonomy.

Discussion Questions

Prior to each class session, you will submit a discussion question on Blackboard. Discussion questions should not merely restate or summarize what was said in the reading, but should seek to **delve deeper** into the material generating interesting discussion. Thoughtful questions are usually at least 3-4 sentences including enough context for the reader to understand the question. Students should think about the kind of discussion their questions are likely to generate as they write. Here are some examples of good question steps (from the Stanford Center for Teaching and Learning):

| Type | Questions beginning with: |
|----------------------|--|
| Analysis | "Why..." "How would you explain..." "What is the importance of..." "What is the meaning of..." |
| Compare and Contrast | "Compare..." "Contrast..." "What is the difference between..." "What is the similarity between..." |
| Cause and Effect | "What are the causes/results of..." "What connection is there between..." |
| Clarification | "What is meant by..." "Explain how..." |

All discussion questions are due by **5pm the day before the class**, and will be scored on the following scale: Check, Check Minus, or Missing. There are no late submissions, but I will drop the lowest two scores. This portion of your grade will comprise 30 points toward your final grade.

Participation

Part of your grade will be based on participation. Our goal as a group will be to engage with each other in meaningful conversations about questions and issues related to well-being and social responsibility. Being in the room is necessary, but attendance is **far from sufficient to earn a passing grade**. Higher grades are likely to be achieved by students who consistently participate in our discussions by **making substantive contributions** and **promoting dialogue**, not by those who simply attend without contributing or by those who dominate the discussion. **With the exception of the date of your panel discussion (see below), you are allowed to miss two of our class meetings without penalty.**

Being here means being fully present. Since cell phone usage, leaving the room to use your cell phone, texting, etc., pull your attention from the discussion, doing these things will result in your being considered absent. Moreover, frequent engagement

in these or other activities (e.g., coming in late, packing up to leave early) that actually detract from class discussion may result in a **negative** participation grade (e.g., - 15/30). Participation will comprise 30 points toward your final grade.

Panel Discussion

Once during this semester, you and two or three of your classmates will be assigned to a panel to discuss the current book in front of the rest of the class. A few days in advance of each panel discussion, a short list of questions about the material (and the psychological principles it represents) will be posted on Blackboard. Acting in the role of moderator, I will pose these questions to the panel at appropriate points during the discussion. The panel members will then take turns responding to these questions, and are encouraged to engage with one another (in a civil manner, of course) whenever differences of opinion emerge.

Additionally, all panel members are expected to bring to class a list of three to five comments and questions of their own about specific claims from the current text that they either reacted strongly to (positively or negatively) or were confused about. At least some of these comments and questions should be introduced during the panel discussion, and every panel member's list will be turned in at the end of the discussion.

Each panel discussion will be divided into two parts. For the first 20 to 30 minutes, the discussion will primarily be between panel members. For the next 40 to 50 minutes, the discussion will open up to include the rest of the class, who can then offer their own opinions or pose their own questions to the panel.

I realize that it can be difficult to publicly hold forth on a topic that you have only recently begun to grapple with. And it would be unreasonable to treat every member of a discussion panel as an "expert" on the assigned reading. But your panel discussion can and should extend beyond the covers of the book. Each of you has a wealth of academic experiences – and probably some long-held beliefs about human nature (which you should continuously reexamine as you progress through this course) – that can potentially be related to the material you are discussing. Moreover, I have little doubt that all of you have read and talked about theories and findings in other courses that can be brought to bear on the material being discussed in this class. I encourage you to cast a wide net as you prepare for your panel discussion, and to refer to things you have observed, felt, done and learned in other contexts as you react to the assigned reading. Your Panel Discussion is worth 25 points. Panel assignments will be handed out during the second week of the class.

Peer-Responded Journal

Six times during the semester, you will submit a substantial (**600 words minimum, no maximum**) journal entry engaging with the current book. These entries should be written informally – although I expect you to write using complete grammatical sentences, you should not be composing formal essays with polished beginnings, middles, and endings. Rather, jump into the material whenever something strikes you as provocative, problematic, or perplexing. Do not merely summarize the material or attempt to demonstrate your "mastery" of the text. Instead, struggle with it – the greater the struggle, the better the journal entry.

Please note I am using the term "struggle" in the broadest and most positive sense possible. That is, you should not limit the focus of your journal entries to aspects of the material that you found difficult to comprehend, but should more generally (and more importantly) discuss things that challenged your customary beliefs and perceptions, that sparked new questions in your mind, that led to new insights or even inspired you in some way, that raised red flags for being logically inconsistent or factually incorrect, or that otherwise prompted a strong reaction from you. In other words, do not simply treat the term "struggles" as being synonymous with "confusions."

(And to the extent that you do write about confusions you had with any given text in your journal entries, the struggles you describe should be deep as opposed to shallow ones. For example, if you simply write something like "I have no idea what Hirsch and Khan were getting at in Chapter 1 of *Sexual Citizens*" without saying anything else about the chapter, this hardly suggests much effort on your part in trying to work out possible interpretations of the material. Likewise, if you come across an unfamiliar word, concept, reference, or allusion in any of the assigned readings, you should try doing a web search for clarification before citing it as a point of confusion. The bottom line here is that you should treat every initial roadblock to comprehension as an invitation to further thinking and learning, rather than as an excuse to check out until the going gets easier.)

Every time a journal entry is due, there will be two journal responses due the next week. These responses should be substantial (**300 words minimum, no maximum**) engagements with the journal entries you receive from the two other

members of your peer-responded journal group. In these responses, you should spend little time praising – and no time condescending to – either the journal entry or the journalist. Instead of making judgments, grab on to some of the points raised by the journalist and further the discussion. Once again, no formal beginning, middle, and ending is expected or desired. In all of your responses, please speak directly to your classmates. Do not refer to them in the third person: “Chris makes a really great point here when he says that...” I will be reading everything you write, but you are each other’s primary audience.

Individual journal entries and responses will be graded as you complete them, and you will be given extensive feedback on your progress and efforts. You will not be scored in terms of “getting the right answers,” as there is no such approved list. To receive a high grade for your efforts, do the following on a regular basis:

1. **Produce a sufficient quantity of relevant writing in a timely manner.** (If you do this, it will be hard to get less than 24 out of 40 points.)
2. In addition to (1) above, **struggle, be engaged, open up, and deal with the difficult.** That is, along with describing the sections of the text that struck you as provocative, problematic, or perplexing, discuss **why** you found these sections provocative, problematic, or perplexing – and how you attempted to come to grips with the material. And refrain from simply rehashing your original entries in your peer responses. (If you do these things, it will be hard to get less than 28 out of 40 points.)
3. In addition to (1) and (2) above, **demonstrate significant improvement from the beginning of the semester to the end.** (If you do this, it will be hard to get less than 32 out of 40 points.)
4. In addition to (1), (2), and (3) above, **demonstrate intellectual imagination.** In other words, extend your thinking beyond the covers of the book, and try to approach the material in nonobvious yet illuminating ways. And write your peer responses in the spirit of collaborative exploration. (If you do these things, it will be hard to get less than 36 out of 40 points.)
5. If you want to receive the maximum number of points possible for the peer-responded journal, **do all of the above in the extreme**, which will typically require you to go well beyond the minimum word counts. And keep in mind that the best submissions will grapple in some way with the “big picture” being painted by the author(s).

Detailed instructions for how to submit your journal entries and journal responses will be posted on Blackboard during the second week of class. You will earn a total of **40** points for your journal entries and responses.

Public Policy Presentation/Research Assignment

The culminating experience for this course will consist of a brief (5-10) minute class presentation that extends one of the topics covered in class and makes specific recommendations for public health, education, prevention/intervention efforts, or policy reform. You may choose any topic related to intimate or romantic relationships that you find interesting. By the date on the syllabus, you must meet with me to discuss what your topic will be.

Some examples of possible topics: reform for domestic violence/sexual assault, strategies for improving sexual education, domestic partnership/marriage laws, prevention programming for intimate partner violence, pornography education/reform/monitoring, strategies to reduce gender stereotypes in relationships, reform related to monogamy/polygamy/consensual non-monogamy, social/therapeutic interventions for infidelity, interventions for cyber dating aggression, reducing the psychological impact of social media, sexting laws reform, reducing drunk hookups, parental education for teen relationships, healthy relationship training prevention programs, etc. As part of this presentation, you will need to have a visual aid of some kind, such as a poster, slides, video that you created, etc. **Remember, the goal of this project is to provide an empirically-supported, convincing argument for policy change or reform.**

This assignment will require that you find FIVE scholarly sources on which to expand on your topic and inform your recommendation. As you consider your selection of the articles, you will probably want the article to expand upon and fit well with material covered in class, but are not duplications of material already discussed. You will complete an analytical annotated bibliography of the articles that you used to inform your oral presentation recommendations, which will be turned in to me on the date of your presentation.

This assignment will be explained in more detail in another document, and is worth 25 points toward your final grade.

University Policies and Policy on Academic Integrity

This course is subject to the GVSU policies listed at: www.gvsu.edu/coursepolicies Students will be held accountable for violations of the policies regarding cheating, academic misconduct, plagiarism, and fabrication that are outlined in the Grand Valley State University Student Code. To avoid any appearance of academic dishonesty, please scrupulously attend to the importance of citing the ideas and works of other authors. Any student who is found, after appropriate investigation, to have engaged in an act of academic dishonesty will be subject to discipline as outlined in the Student Code.

Plagiarism of any form will not be tolerated, and is grounds for failure of this course. But there should be no need to worry about this - just read, think, and write for yourself!

Blackboard

Blackboard will be our online learning forum for this course. It is the student's responsibility to use Blackboard daily and to complete all coursework and submit assignments through this platform. Please be sure that you review the online resources on www.gvsu.edu related to interacting with Blackboard to be sure you have the basic technological skills to complete this online course.

READ EVERYTHING! Everything that you need to know for the class will be in the syllabus posted on the Announcements, or sent via email in Blackboard. Please make sure that you are checking your GVSU email frequently to stay up to date on the course. There is a Discussion Board that is available for any questions you may have that may pertain to the entire class. For more personal concerns, please email me directly through Blackboard.

Computing Policies

Because this is a seminar course, laptops, tablets, and phones should be put away and not in use during class. If I see your phone out during class, I will publicly ask you to put it away. Please refrain from sending text messages, chatting online, or using social networking sites during class.

My policy is to try to respond to your email within **1 business day**, which means within 24 hours on weekdays and by 5pm on Monday if you send me an email on Friday or over the weekend. I expect that emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. Congrats on reading this far into the syllabus- if you send me a picture, meme, or gif of a hedgehog, I will reward you with a sweet, delicious treat.

Please be advised that use of university technology, including email, for commercial use is prohibited. Resources should be used for GVSU purposes or academic work.

Severe Weather/Fire Policy

In the event that GVSU classes are canceled because of severe weather, activities for the canceled class will be converted to an online format, or cancelled, at the direction of the professor. In the case of fire, please proceed to the nearest exit. Do not use elevators. For more information please consult www.gvsu.edu/emergency

Accommodations for Disabilities

Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me to discuss your specific needs.

Grading

The final grade for the course will be based upon the Discussion Questions/Word Cloud Words assignments (30 points), Participation (30 points), your Journal Entries and Responses (40 points), your Panel Discussion (25 points), and your Public Policy Presentation/Bibliography (25 points). Percentages are calculated by dividing the total points obtained by the total points possible in the class (150 points in total).

| Assignment | Possible Points |
|---------------------------|------------------------|
| Discussion Questions | 30 |
| Participation/Attendance | 30 |
| Journal Entries/Responses | 40 |
| Panel Discussion | 25 |
| Presentation/Bibliography | 25 |
| TOTAL: | 150 |

| Percentage | Grade |
|-------------------|--------------|
| 93-100% | A |
| 90-92% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 66-69% | D+ |
| 61-65% | D |
| 60% or less | F |

| Week | Date | Book Chapters | TED Talk/Podcast | Articles | Assignments |
|--|-------|---|------------------------|----------------------------|---|
| <i>Love doesn't make the world go 'round. Love is what makes the ride worthwhile. ~E. B. Browning</i> | | | | | |
| Week 1 | 8-30 | | | Review Syllabus and BB | |
| | 9-1 | HH 1-3 | | Bellet et al. (2018) | Introduction Video |
| Week 2 | 9-6 | HH 4-6 | Robert Waldinger | | |
| | 9-9 | HH 7-11 | | | Panel Discussion HH |
| Week 3 | 9-13 | | CATCH UP DAY | | |
| | 9-15 | | PREPARE JOURNAL | | Journal Entry HH Due |
| <i>You know you're in love when you don't want to fall asleep because reality is finally better than your dreams. ~Dr. Seuss</i> | | | | | |
| Week 4 | 9-20 | MIC 1-3 | Science of Sex #34 | | |
| | 9-22 | MIC 4-6 | Justin Garcia | Garcia et al. (2008) | Peer Response HH Due |
| Week 5 | 9-27 | MIC 7-11 | Gaia Steinberg | | |
| | 9-29 | | Zhana Vrangalova | Wentland & Reissing (2014) | Panel Discussion MIC Journal Entry MIC Due |
| <i>Most social acts have to be understood in their setting and lose meaning if isolate ... No error in thinking about social facts is more serious than the failure to see their place and function. ~Solomon Asch</i> | | | | | |
| Week 6 | 10-4 | | PROJECT PLANNING | | |
| | 10-6 | | PROJECT PLANNING | | Peer Response MIC Due |
| Week 7 | 10-11 | GAS 1-4 | Sarah Byrden | Finer (2007) | |
| | 10-13 | GAS 5-7 | Stenzel; Lisa Bunnage | | Panel Discussion GAS Journal Entry GAS Due |
| Week 8 | 10-18 | BAS 1-4 | Tony Porter | Time; Chin et al. (2012) | |
| | 10-20 | | Emily Rothman | | Peer Response GAS Due |
| <i>I'm not afraid of storms, for I am learning to sail my ship. ~Louisa May Alcott</i> | | | | | |
| Week 9 | 10-25 | | FALL BREAK | | |
| | 10-27 | BAS 5-9 | More or Less Human #10 | | Panel Discussion BAS Journal Entry BAS Due |
| Week 10 | 11-1 | SC 1-2 | | Schneider & Hirsch (2018) | |
| | 11-3 | SC 3-5 | Jackson Katz | Mellins et al. (2017) | Peer Response BAS Due |
| Week 11 | 11-8 | SC 6-9 | Science of Sex #54 | Jozkowski et al. (2014) | Panel Discussion SC |
| | 11-10 | SOA 1-3 | | Blow & Hartnett (2005) | Journal Entry SC Due |
| Week 12 | 11-15 | | PROJECT PLANNING | | |
| | 11-18 | | CATCH UP DAY | | Peer Response SC Due |
| <i>There is hardly any activity, any enterprise, which starts out with such tremendous hopes and expectations, and yet which fails so regularly, as love. ~Erich Fromm</i> | | | | | |
| Week 13 | 11-22 | SOA 4-6 | | | |
| | 11-24 | | THANKSGIVING | | |
| Week 14 | 11-29 | SOA 7-9 | | | |
| | 12-1 | SOA 9-13 | Science of Sex #15 | | Journal Entry SOA Due Panel Discussion SOA |
| <i>I can fluently speak five languages: English, emoji, sexting, sarcasm, and sass. ~Tyler Oakley</i> | | | | | |
| Week 15 | 12-6 | SOA 14-15 | Michelle Drouin | | |
| | 12-8 | | Amy Adele Hasinoff | | Peer Response SOA Due |
| Finals | 12-13 | Presentations in Class or Online by 5pm 12-13 | | | Bibliography Due |

Reading Key

| | |
|-----|-----------------------------|
| HH | <i>Happiness Hypothesis</i> |
| MIC | <i>Mating in Captivity</i> |
| GAS | <i>Girls and Sex</i> |
| BAS | <i>Boys and Sex</i> |
| SC | <i>Sexual Citizens</i> |
| SOA | <i>State of Affairs</i> |

| TED Talk/Podcast/Author | Full Reference | URL/Location |
|----------------------------|---|---|
| Bellet et al. (2018) | Bellet, B. W., Jones, P. J., McNally, R.J. (2018). Trigger warning: Empirical Evidence Ahead. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 61, 134-141. | Reserve Reading on Blackboard |
| Robert Waldinger | Waldinger, R. (2015). <i>What makes a good life? Lessons from the longest study on happiness</i> . TED Talk. | https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness |
| Kristin Mark | Mark, K. (2018) <i>Keeping the spark alive</i> . The Science of Sex Podcast #34. | https://scienceofsexpodcast.com/episodes/page/6/ |
| Justin Garcia | Garcia, J. (2013). <i>The fall and rise of dating in America</i> . TED Talk. | https://www.youtube.com/watch?v=eaCHtMosPmM |
| Garcia et al. (2008) | Garcia, J. R., & Reiber, C. (2008). Hookup behavior: A biopsychosocial perspective. <i>Journal of Social, Evolutionary, and Cultrual Psychology</i> , 2(4), 192-208. | Reserve Reading on Blackboard |
| Wentland & Reissing (2014) | Wentland, J. J. & Reissing, E. (2014). Casual sexual relationships: Identifying definitions for one night stands, booty calls, fuck buddies, and friends with benefits. <i>The Canadian Journal of Human Sexuality</i> , 23, 167-177. | Reserve Reading on Blackboard |
| Zhana Vrangalova | Vrangalova, Z. (2015). <i>Is casual sex bad for you?</i> TED Talk. | https://www.youtube.com/watch?v=Soe7yjIFEJ8 |
| Sarah Byrden | Byrden, S. (2018). <i>Good sex isn't about knowing what you are doing</i> . TED Talk. | https://www.youtube.com/watch?v=epz3eybDbYo |
| Finer (2007) | Finer, L. B (2007). Trends in premarital sex in the United States, 1954-2003. <i>Public Health Reports</i> , 122, 73-78. | Reserve Reading on Blackboard |
| Pam Stenzel | Stenzel, P. (2012). <i>Definition of Sex</i> . Enlighten Communications, Inc. | https://www.youtube.com/watch?v=UpKSNeoQaaM |
| Lisa Bunnage | Bunnage, L. (2014). <i>The unsexy truth: The hookup culture</i> . TED Talk. | https://www.youtube.com/watch?v=jKAeheggTvg |
| Chin et al. (2012) | Chin, H. B. et al. (2012). The effectiveness of group-based comprehensive risk-reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections. <i>American Journal of Preventive Medicine</i> , 42, 272-294. | Reserve Reading on Blackboard |

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| Megan Maas | Maas, M. <i>Sex shouldn't be sad</i> . More or Less Podcast #10. | https://podcasts.apple.com/us/podcast/sex-shouldnt-be-sad/id1456152263?i=1000441223577 |
| Emily Rothman | Rothman, E. (2018). <i>How porn changes the way teens think about sex</i> . TED Talk. | https://www.ted.com/talks/emily_f_rothman_how_porn_changes_the_way_teens_think_about_sex?!language=en |
| Schneider & Hirsch (2018) | Schneider, M. & Hirsch, J. S. (2018). Comprehensive sexuality education as a primary prevention strategy for sexual violence perpetration. <i>Trauma, Violence, and Abuse</i> , 1-17. | Reserve Reading on Blackboard |
| Mellins et al. (2017) | Mellins, C. A. et al. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. <i>PLoS ONE</i> 12, 1-23. | Reserve Reading on Blackboard |
| Jozkowski et al. (2014) | Jozkowski, K. N., Peterson, Z. D., Sanders, S. A., Dennis, B., Reece, M. (2014). Gender differences in heterosexual college students' conceptualizations and indicators of sexual consent: Implications for contemporary sexual assault prevention education. <i>Journal of Sex Research</i> , 51, 904-916. | Reserve Reading on Blackboard |
| Michelle Drouin | Drouin, M. (2019). <i>Cocktails vs. consent</i> . Science of Sex Podcast #54. | https://scienceofsexpodcast.com/episodes/54-cocktails-vs-consent/ |
| Jackson Katz | Katz, J. (2012). <i>Violence against women- it's a men's issue</i> . TED Talk. | https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue?language=en#t-5936 |
| Blow & Harnett (2005) | Blow, A. J. & Hartnett, K. (2005). Infidelity in committed relationships II: A substantive review. <i>Journal of Marital and Family Therapy</i> , 31, 217-233. | Reserve Reading on Blackboard |
| Kayla Knopp | Knopp, K. <i>Once a cheater, always a cheater</i> . Science of Sex Podcast #15. | https://scienceofsexpodcast.com/episodes/15-once-a-cheater-always-a-cheater/ |
| Michelle Drouin | Drouin, M. (2016). <i>Online love and infidelity: We're in the game, what are the rules?</i> TED Talk. | https://www.youtube.com/watch?v=gQGjAp4GXU4 |
| Amy Adele Hasinoff | Hasinoff, A. (2016). <i>What can sexting teach us about privacy?</i> TED Talk. | https://www.youtube.com/watch?v=y3ZrjRllcgl |

NOTE Some of the links for the Podcasts keep changing, so I will check them and make sure they are correct at the time in which I post them to Blackboard. So don't worry if they don't work properly now- I will make sure they work when it is time to listen to them!