



unit guide

Sexualities

Arts and Human Sciences

2007-8  
Semester one

**become what you want to be**

## UNIT GUIDE: SEXUALITIES

### 1. Unit details

<b>Unit Title:</b>	Sexualities
<b>Level:</b>	3
<b>Unit Number:</b>	<b>TBA</b>
<b>Unit Value:</b>	1
<b>Free Elective:</b>	<b>No</b>
<b>Student Study Hours:</b>	<b>150</b>
<b>Contact Hours:</b>	48
<b>Student Managed Learning:</b>	102
<b>Pre-requisites:</b>	None
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<b>Unit teachers:</b>	Paula Reavey & Anamika Majumdar
<b>Parent Faculty:</b>	AHS
<b>Parent Course:</b>	B.Sc. (Hons) Psychology

## 2. Short Description

What makes us sexual? Is it our genes, our hormones, our genitals or our brains? The answer is all of them. However, society and culture also play a vital role in shaping the course of sexuality and sexual expressions. For example, at the end of the nineteenth century, it was still thought to be perfectly acceptable to have sex with, and marry a thirteen-year-old girl. Sexologists at the dawn of the twentieth century also believed that the female orgasm was rare and women were biologically passive and should endure pain during intercourse. Now pain during intercourse is listed as a mental disorder in the Diagnostic and Statistical Manual of Mental Disorder IV-TR (2000).

As societies change, so do our interactions and relationships with others and our minds; about what is normal, acceptable and even desirable. Using psychological, sexological, therapeutic, anthropological, sociological and feminist literature, this unit provides a detailed analysis of issues pertinent to the psychological study of sexualities. The psychological study of sexualities covers a broad range of theories and practices, from biological and evolutionary theory, child development and psychoanalysis, violence and abuse, minoritised sexual identities and psychological and therapeutic theories on sexual relationships. As well as covering areas, from biology and the body, surveys of sexual attitudes and behaviours, child sexual abuse and childhood sexuality (amongst others) the first sessions will charter the history of sexuality and psychological perspectives. The sessions will also discuss individual sexual identities and behaviours in the context of heterosexual, monogamous and non-monogamous, and lesbian, gay and bisexual relationships.

The issues to be covered on this unit correspond to the research interests of the lecturers. This means that the teaching will be based on up to date knowledge of each topic area.

### **Key texts**

Baumeister, R. F. (ed.) (2001) *Social psychology and human sexuality*. Hove: Psychology Press.

Stainton Rogers, W. & Stainton Rogers, R. (2001) *A psychology of gender and sexuality*. Buckingham: Open University Press. (this book covers nearly all the issues on the course, except for childhood sexualities and relationship issues).

### **3. Aims of the unit**

The unit will:

- Provide an overview of the history of theories of sexuality, including evolutionary psychological theories, queer perspectives, clinical and social psychological and feminist psychological perspectives.
- Examine changing patterns of sexual behaviour and identity and cultural variation in psychological studies of sexualities.
- Review the changing nature of relationships and their influence on the individual's sense of self and sexuality.

### **4. Learning Outcomes**

On completion of the unit, students will:

- Have reviewed the historical changes that have occurred since the earliest studies of sexuality began.
- Have examine the relationship between culture and psychology in relation to sexual desire and behaviour
- Have discussed the links between childhood and adult sexualities and assessed the major contributions made by psychological (clinical, social and critical) and feminist theories of development.
- Have examined the impact of political groups (namely, queer, lesbian and gay and feminist movements) on theoretical and therapeutic developments in the study of sexualities.

#### **4.2 Intellectual Skills**

- Application of knowledge in different contexts (e.g. considering gender issues in different areas of applied psychology, applying critical perspectives to traditional psychological research)
- Giving critical consideration to both traditional psychological research on gender and feminist/constructionist research and being able to debate key points
- Demonstration of ability to analyse problems and possible solutions (e.g. through exploration of the relationship between theoretical questions asked, methodologies used and the politics of research outcomes)
- Critically analysing popular representations and reflecting on the way these may reflect and perpetuate certain ways of doing gender

#### **4.3 Practical Skills**

- Demonstration of effective written, graphical and oral communication skills
- Use of IT competently with respect to word processing, the Internet and packages for statistics and data management
- Obtaining and use up-to-date information in Psychology

#### **4.4 Transferable Skills**

- Communication skills (e.g. through group discussions of specific academic texts)
- Time management skills (e.g. through reading in advance papers for different sessions)
- Resource management skills (e.g. through strategic use of available reading materials)

### **5. Key and Cognitive Skills**

By participating actively in this unit students will have the opportunity to develop the skills required to undertake qualitative work for their final year project on sexualities, and to develop further the research skills of observation, critical analysis and reflexivity.



Indicative content Week	Lecture	Seminar
1 PR	Introduction to unit	How and why are we sexual? What can psychology contribute to an understanding of sexuality? Why is sex important?
2 PR	History: from classical antiquity to the age of viagra	How should we measure progress? Are we fully liberated?
3 PR	( r )evolutionary sexualities: from evolution to sexual cultures	Does biology matter?
4 PR	Kinsey's legacy The sex surveys: what do people ac 'do'? A critical review of North Ameri British sex surveys	Is monogamy a natural state? A discussion of Kinsey's statement on multiple partners and expressions of sexuality and desire
5 PR	Sexuality and embodiment: flesh that is real: bodies that matter.	Reflections on the body using a variety of methodologies
6 PR	Childhood development, hysteria and the taming of sexuality?	Film viewing: KIDS When do children/adolescents become sexually responsible and able to make choices?
7 PR	The 'sexual' abuses of power" understanding child sexual abuse and psychological sequelae	Examining psychological issues of abuse through case studies
8 PR	Sexuality and Agency: the complexities of memory	Film viewing: how do we make sense of survival, agency and sexuality in women who have experienced child sexual abuse?
9 PR	Opening up	The most complex questions...
10 PR	Sexual aggression: examining perpetrators	Film viewing: 'They never change, they're just sick'
11 AM 7	Sexuality across cultures	In what ways does culture matter?
12 PR	Revision lecture and Scheduled tutorial hours	Schedule tutorial hours

## ***Week one: introduction to the unit***

### **Aims**

- To introduce the unit
- To examine our beliefs about sex, sexuality, sexual orientation and sexual relations and relationships
- To understand and begin to critique traditional bio-psychological approaches to sexuality

### **Synopsis**

This session begins with a consideration of what the commonly held views on sex and sexuality are and who holds these views. One of the key debates in studies of sexuality is the question of what is 'normal'. We will explore our perspectives on this and begin to discuss what researchers must do to support their claims. Is statistical evidence enough, or do we need to examine a whole array of contextual life story material to make sense of sexuality? Are some stories about our sexualities more powerful than others? Furthermore, if we are to argue that 'anything goes' what might the implications of this be? The study of sexuality is so interesting and yet so fraught with a whole host of questions, not just concerning science, but questions regarding morality, ethics, power and economics. This session will provide students with the opportunity to explore these issues in-depth before embarking on the history of sexuality and current perspectives (in week two) informing us of how to make sense of this difficult, exciting and challenging area of psychology.

### ***Learning Objectives***

To enable students to:

- Examine their own initial beliefs about sex and sexualities
- Examine why and how sexuality is central in understanding human behaviour
- Consider popular perspectives on sex and sexualities
- Begin to grasp major perspectives on sexualities

## **Key articles/chapters**

Diamond, M. (2000). Sex and gender: Same or different? *Feminism and Psychology*, 10(1): 46-54.

Brannon, L. (2005) Gender: Psychological perspectives (chapter on sexuality) Boston: Allyn & Bacon.

Poulin, C. (2007) 'It Made Us Think Differently: Unger's `Toward a Redefinition of Sex and Gender' *Feminism & Psychology*,17: 435-441.

Stainton Rogers, W. & Stainton Rogers, R. (2001) *A psychology of gender and sexuality*. Buckingham: Open University Press. Introductory chapter.

Weeks, J. (2005) *Sexuality* (2<sup>nd</sup> edition). London: Routledge. Chapters one and two.

## ***Week two: The history of sexuality***

Aim: To introduce the unit, provide a historical overview of sexuality and to define key terms in the study of sexuality.

## **Synopsis**

"Sex has no history. It is a natural fact, grounded in the functioning of the body, and, as such, it lies outside of history and culture. Sexuality, by contrast, does not properly refer to some aspect or attribute of bodies. Unlike sex, sexuality is a cultural production: it represents the appropriation of the human body and of its physiological capacities by an ideological discourse. Sexuality is not a somatic fact; it is a cultural effect."

David M. Halperin, "Is There a History of Sexuality?"

We often become confused about the differences between sex and sexuality. As the above quotation illustrates, 'sex' is usually equated with the raw biological act, whilst

'sexuality' is situated more in a cultural field, with all its attendant moralising, ideology and values.

This unit is concerned with both sex and sexuality but mainly the latter, including the identities and relationships we form on the basis of our sexualities.

The popular story of 'sexualities' is one of historical progression, liberation and enlightenment. For example, with the arrival of the twentieth century came a more relaxed attitude towards sexual behaviour and 'alternative' life styles (gay, non-marital, promiscuous).

And in many ways, there is much to suggest that in the 'West', we have adopted a more 'liberated' attitude towards all things sexual. In actual fact, industrialised cultures seem obsessed with all things sexual, from media advertising to television programmes – sex sells, and it can incite feelings of intense and passionate preoccupation as well as fear and anxiety.

Sexual behaviour is no longer solely tied to procreation in 'developed' and predominantly 'secular' nations, due to the exponential use of contraceptives. Hence, sex has come to be associated with pleasure and lifestyle rather than duty and obligation. In this session, we will trace the historical roots of sexuality by looking at the key moments in various history epochs (from Ancient Greece onwards) and the psychological theorisations that have contributed to this shift in thinking and practice. Yet to think that we have followed a linear and necessarily liberatory course in history would be to overlook the remaining challenges we face. Furthermore, although we claim to have gained more 'knowledge' about sex does not necessarily mean our psychological experience is any the less complex and enmeshed in relations of power. To this end, key issues surrounding sexual morality, the scientific study of sex, the liberalisation of sex and the growth of political movements whose primary aim has been the promotion of equality among the genders will be addressed in order to explore how socio-historical changes have impacted on the psychological study *and* experience of sex.

Learning Objectives:

To enable students to:

- Understand the key historical changes in sex, sexual practices and identities, from Ancient Greece to the present day.
- Identify changes in psychological theorisation, given the shift from moral to scientific enquiries and the contribution of political groups.
- To evaluate the remaining uses of power in the realms of desire and relationships.

### **Key reading**

Hawkes, G. (1996) *A sociology of sex and sexuality*. Buckingham: Open University Press. All chapters are good but chapter one especially.

### **Background reading**

Adkins, L. (2002) *Revisions: gender and sexuality in later modernity*. Buckingham: Open University Press. This is a challenging read so beware!

Denman, C. (2004) *Sexuality: A biopsychosocial approach*. Basingstoke: Palgrave.

Foucault, M. (1978) *The history of sexuality*, Vol. 1, an introduction. Penguin.

Gilman, S. (1989) *Sexuality: An illustrated history. Representing the sexual in medicine and art*. New York: Wiley.

Nye, R.A. (ed.) (1999) *Sexuality*. Oxford: Oxford University Press.

Stainton Rogers, W. and Stainton Rogers, R. (2001) *The psychology of gender and sexuality*. Buckingham: Open University Press.

Tiefer, L. (1995) *Sex is not a natural act*. Oxford: Westview Press.

Weeks, J., Holland, J. & Waites, M. (2003) *Sexualities and Society*. Cambridge: Polity Press.

- All readings available from LSBU library collection

### **Seminar**

Aims:

- To examine which issues should be considered when approaching the study of sexuality
- To explore what we mean when we say that liberation has arrived.
- To explore the importance of personal histories and narratives in order to make sense of who we are as sexual beings

### **Week three: ( r)evolutionary sexualities: from evolution to sexual politics and technologies.**

Aim: To cover the main evolutionary theories of sex and sexuality and trace their impact on psychological theories as well as examine several psychological and feminist critiques.

Women sometimes incur more severe costs as a consequence of short-term mating. Women risk impairing their desirability as a long-term mate if they develop reputations for looseness or promiscuousness because men prize fidelity in potential wives. Because of men's abhorrence of promiscuity in a permanent partner, for women casual sex becomes risky to their reputations. Women known to be promiscuous suffer

reputation damage even in relatively promiscuous cultures, such as among the Swedes and the Ache Indians.

(D.M. Buss 'Evolutionary Psychology')

The idea that the sexual 'differences' between men and women reside in the genes is nothing new, and has become popularised in the media and a litany of self-help books (Men are from Mars and Women are from Venus is an excellent case in point). Psychologists have often embraced these ideas because the biology of sexual behaviour seems to neatly fit with the actual sexual behaviours that have developed across a wide range of cultures; hence, universal laws of sexual behaviour have been supported because what all cultures have in common is their biology. It now appears 'obvious' that the reasons for women 'choosing' to have less sexual partners than men is down to their need to be more selective, and to choose a more committed mate, as this will ultimately bear fruit when it comes to reproduction and child care. Evolutionary psychology has received wide spread adulation in the popular press and has become part of our everyday thinking about sex, yet, do its claims stand up to scientific scrutiny? Geneticists and feminist psychologists have argued that it does not (although for slightly different reasons). We will explore here the many arguments that exist about the origins of sexual behaviours and their cultural expression. Do we hold in our genes a compulsion to behave in a particular way, regardless of our social and cultural background? Are women and men different because of their differing physiological needs? In other words, we have to address whether or not our biological sex is our destiny. We will also explore whether or not sexual behaviours per se match with sexual desire. For example, do women desire to have sex with multiple partners but fear for their credibility or indeed their safety? These are questions that disrupt the straightforward link that evolutionary psychologists make between overt behaviours (what people do) with what people want (what they actually desire).

**Learning objectives:**

To enable students to:

- To grasp the main theories in evolutionary psychology and oppositional perspectives on sexual behaviour and sexuality.
- Identify the potential problems in linking biology and behaviour.

## **Seminar**

**Aims:** to examine how psychology has appropriated ideas from evolutionary theory in terms of explaining sexual differences

To consider alternative perspectives, which take into account cultural evolution and highlight some of the flaws in the evolutionary psychological accounts.

## **Seminar Preparation**

### **Key readings**

Buss, D.M. & Schmitt, D.P. (2001) 'Sexual strategies theory: an evolutionary perspective on human mating', in Baumeister, R.F. (ed.) *Social psychology and human sexuality*. Hove: Psychology Press.

Segal, L. (2000) 'Gender, genes and genetics: from Darwin to the human genome', in Squire, C. (ed.) *Culture in Psychology*. London: Routledge.

Wilson, E. (2004) *Psychosomatic: Feminism & the neurological body*. Duke: Duke University Press.

## Recommended reading

Baumeister, R. F. (ed.) (2001) *Social psychology and human sexuality*. Hove: Psychology Press.

Buss, D.M. (1999) *Evolutionary psychology: the new science of the mind*. Boston: Allyn & Bacon.

Denman, C. (2004) *Sexuality: A biopsychosocial approach*. Basingstoke: Palgrave. Chapter one.

Stainton Rogers, W. and Stainton Rogers, R. (2001) *The psychology of gender and sexuality*. Buckingham: Open University Press. Chapter one.

Potts, A. (2002) *The science/fiction of sex: feminist deconstruction and the vocabularies of heterosex*. London: Routledge. (Chapter 2 – War of the worlds).

## Week four: Kinsey's legacy: a critical review of the sex surveys in North America and Britain

**Aim:** To examine the findings of the major sex surveys in order to explore issues of diversity, normality and difference in human sexual behaviours.

Alfred Kinsey, along with colleagues Paul Gebhard, Martin Clyde and Wardell Pomeroy, in the year 1948 was to publish a survey that caused both uproar and intrigue, celebration and hatred across the whole of the United States. Based on just under 12 000 cases, the first book on the Human Male became an instant best seller. Both scientists and the layperson became avid readers of this text that claimed sexual behaviour was extremely varied and that the labels 'heterosexual' and 'homosexual' were sometimes far removed from the actual desires and behaviours of men. For example, Kinsey was the first to use a scale that represented sexuality on a continuous scale, rather than clearly separating heterosexual from homosexual.

The scale is as follows:

Rating	Description
0	Exclusively heterosexual
1	Predominantly heterosexual, only incidentally homosexual
2	Predominantly heterosexual, but more than incidentally homosexual
3	Equally heterosexual and homosexual
4	Predominantly homosexual, but more than incidentally heterosexual
5	Predominantly homosexual, only incidentally heterosexual
6	Exclusively homosexual
X	Asexual

This not only accounted for bisexuality but allowed degrees of a person's orientation to be taken into account. He also devised a unique method for collecting data on sex, which will be considered in the session. Kinsey's Female volume followed 5 years later in 1953. Not only did this volume dispel the myth that women were not interested in sex, but made it very clear that the reason why (heterosexual) women were sometimes reluctant to have sex with their long term partners was nothing to do with a lack of desire but the poor quality sex they experienced, often from male partners. It became apparent very quickly that many men (and the women themselves) were extremely ignorant of what women desired and the working of their bodies.

Despite criticism of his sample and other methodological flaws, Kinsey's research represents an important breakthrough in studies of sexuality. Its greatest achievement was in demonstrating the complexity and most importantly, the variability of human desire and its less than straightforward link to behaviour.

In addition to the Kinsey reports, we will explore The British survey in 1994 based on 18 000 participants and the North American survey in order to examine commonalities and differences with the Kinsey work and possible changes in people's behaviours over the fifty

year gap between the studies. We will also explore Shere Hite's feminist survey work with women to explore some key issues such as the nature of desire, power differentials and violence that many women (and some men) experiences at some point during their life time which inevitably impact on their abilities to have problem free sex and a positive sexual identity.

### **Learning objectives:**

Students will be able to:

- Understand the patterns of sexual behaviour in the US and Britain over the last nearly sixty years.
- Examine the issues that emerge for the categorisation of sexual orientation and desire.
- Explore gender issues in relation to these findings, including power, inequality and changing gender roles.

### **Seminar**

In the seminar, we will be watching parts of the film 'Kinsey' in order to develop an awareness of what drove Kinsey, both personally and professionally. We will then discuss one of Kinsey's main ideas surrounding a lack of scientific evidence for the naturalness of monogamy and binary (homo or hetero) sexual categories.

### **Key reading**

Kinsey, A. C. et al (1948) *Sexual behavior in the human male* / Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin. Bloomington : Indiana University Press.

Kinsey, A. C. et al (1953) *Sexual behavior in the human female* / Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin. Bloomington : Indiana University Press.

Tiefer, L. (1995) *Sex is not a natural act*. Boulder: Acron.

Wellings, K. et al (1994) *Sexual behaviour in Britain : the National Survey of Sexual Attitudes and Lifestyles*. London: Penguin Books.

### **Recommended reading**

Gathorne-Hardy, J. (1998) *Kinsey: a biography*. London: Pimlico.

Hite, S. (1995) *The Hite report on the family : growing up under patriarchy*. London : Sceptre, 1995.

Pomeroy, W.D. (1982) *Dr. Kinsey and the Institute for Sex Research / Wardell B. Pomeroy*. New Haven : Yale University Press.

Stanley, L. (1995) *Sex surveyed 1949-1994: from mass observation's 'Little Kinsey' to the national survey and the Hite reports*. London: Taylor & Francis.

\* All available from LSBU library

### **Week five: Sexuality and embodiment: flesh that is real: bodies that matter.**

#### Synopsis

The turn towards an examination of “the body” as an object of study in the social sciences has been most prominent in social theory and sociology in recent years (Fraser & Greco, 2005). Much of this work signals the social and cultural production of bodies and demonstrates how power relations are inscribed upon bodily states and surfaces. In other words, “the body” is treated as if it were “knowable” via the exploration of discursive fields that are used to name and shape it. However, the project of examining “bodies” (as objects) is distinct from the recent critical-psychological study of embodiment, both epistemologically and methodologically (see Gillies, Harden, Johnson, Reavey, Strange & Willig, 2004; 2005; Brown, Cromby, Harper, Johnson & Reavey, forthcoming). From this perspective, embodiment refers to the lived and felt experience of being in a body: dispositions, bodily habits, emotions and senses that run through the process of thinking and action. It is more of a phenomenological turn toward the study of perception and the acceptance that as we move toward the world, we are engaged in an embodied recognition *of* and *with* others. This indicates how power relations are not only transmitted through discursive exchanges but through physical and sensorial modes of exchange. In critical psychological studies of sexuality, this

move necessitates a recognition of how power relations and desires are lived out through flesh and the biology of desire, without a return to biological essentialism.

In this session, we will explore how men and women experience their bodies sexually. We will examine this issue in relation to empirical experiences, as well as explore a number of remaining conceptual and methodological issues that confront the psychological study of embodiment. If we are to claim that we are more than just language; that we are biological, that we have neurotransmitters, guts, genitals that contribute to the formation of our desires, how are we to theorise and empirically study these features of our experience?

Aims:

- To explore problems with purely discursive accounts of sexuality
- To examine recent turns towards the study of embodiment in social psychology
- To consider empirical studies of men and women's experiences of embodiment in specific relation to sex

Learning outcomes

- To critically evaluate methodological and conceptual issues facing discursive accounts of sexuality
- To comprehend the relationship between body and flesh and experiences of sexuality

Essential reading:

Bryant, J. and Schofield, T. (2007) Feminine Sexual Subjectivities: Bodies, Agency and Life History, *Sexualities*, 10; 321-340.

Del Busso, L. & Reavey, P. (forthcoming) Young women's embodied experiences in everyday life. *Feminism & Psychology*.

Recommended reading:

Gillies, V., Harden, A., Johnson, K., Reavey, P., Strange, V., & Willig, C. (2004). Women's collective constructions of embodied practices through memory work.. *British Journal of Social Psychology*, 43: 99-112.

Gillies, V., Harden, A., Johnson, K., Reavey, P., Strange, V., & Willig, C. (2005). Painting Pictures of Embodied Experience: The Use of Non-linguistic Data in the Study of Embodiment.. *Qualitative Research in Psychology*, 2: 3-17.

Holland J. Ramazanoglu, C. Sharpe, S. Thomson, R. (1994) Power and Desire: The Embodiment of Female Sexuality. *Feminist Review*, No. 46, *Sexualities: Challenge & Change* (Spring, 1994), pp. 21-38

Holland, C. Ramazanoglu, and S. Sharpe (2004) *The Male in the Head: Young People, Heterosexuality and Power*. Tufnell Park: Tufnell Park Press.

Grosz, E. (1998) *Volatile Bodies: Toward a Corporeal Feminism Theories of Representation and Difference*. Indiana: Indiana University Press.

Wilson, E. (2004) *Psychosomatic: feminism and the neurological body*. Duke: Duke university Press.

### **Week six: Childhood development, hysteria and the taming of sexuality?**

The currency of anxiety in America is frequently the sexual: sex is viewed as both the sine qua non of personal fulfilment and the experience with the potential for wreaking the greatest personal and societal devastation. And popular fears cluster around the most vulnerable: women and children.

Judith Levine (1995) 'Harmful to minors: the perils of protecting children from sex': xxiii.

The topic of childhood sexuality creates anxiety in most people, including academics and educators. This anxiety started with the Victorian preoccupation with protecting childhood innocence from adult corruption. Moreover, many have argued since that such an anxiety has resulted in reluctance, on behalf of psychologists and sex educators, to systematically study children's sexual development.

Developmental psychology has steered clear of the subject of children's' sexuality and as such, there is little scientific information on how children grow sexually. Although many parents admit that their children do have a sexual life (usually through observing masturbation or sexual play with other children), many prefer to turn a blind eye to it, due to embarrassment and/or disapproval (Levine, 2002).

Most of what psychologists know about the sexuality of children comes from the psychoanalytic literature, either through psychoanalytical clinical observations or via the thorough clinical examination of the impact of sexually adverse experiences, such as child sexual abuse. It seems as if we know what potentially 'harms' children sexually, without knowing much about the potentially positive sexual experiences that children engage in.

In this lecture, the aim is to explore the major theories of child sexual development, including psychoanalytic perspectives (Freud, Klein), the classic sexological studies of human sexuality (Kinsey) and more recent surveys on sexual behaviour in young children and then adolescents. Due to the paucity of information from psychological perspectives, this lecture will draw from a number of disciplines, including psychoanalysis, sociology, cultural studies and law. One of the central questions we will ask is 'what are the key influences on children's' developing sexuality?' In answering this, we will cover issues such as the influence of the family, gender relations, cultural practices, peer pressure, sex education and the media. Apart from and including these issues, we will look at the role of symbolism (including sexual play in children), prohibition (the denial of children's' sexuality) and control (especially of adolescent sexuality) which are topics that have caused a great deal of controversy in academic and popular culture.

### **Learning outcomes:**

Students will be able to:

- Explore psychoanalytic theories of children's' sexual development, including familial relationships and peer involvement.
- Understand the importance of social and cultural context in shaping children's' sexual identities.

### **Key reading:**

Bancroft, J. (2003) *Sexual development in childhood*. Bloomington: Indiana University Press.

### **Background reading**

Bancroft, J. & Machover Reinisch, J. (1990) *Adolescence and puberty*. New York : Oxford University Press, 1990.

Burman, E. (1994a) *Deconstructing developmental psychology*. London: Routledge.

Chodorow, N. (1977) *The reproduction of mothering: psychoanalysis and the sociology of gender*. Berkeley: University of California Press.

Freud, S. (1977) *On sexuality: three essays on the theory of sexuality and other essays*. London: Penguin.

Greene, S. (2003) *The psychological development of girls and women*. London: Routledge.

Jackson, S. (1982) *Childhood and sexuality*. Oxford: Blackwell.

#### **Other references (available from unit-co-ordinator)**

Eyre, S.L., Davis, E.W. & Peacock, B. (2001) Moral argumentation in adolescents' commentaries about sex. *Culture, Health and Sexuality*, 3: 1-17.

Friedrich, W.N., Grambsch, Broughton, D., Kuiper, J. & Beike, R.L. (1991) Normative sexual behaviour in children. *Pediatrics*, 88: 456-464.

Gagnon, J.H. (1985) Attitudes and responses of parents to pre-adolescent masturbation. *Archives of Sexual Behavior*, 15: 451-465.

Goldman, J.D.G. (1994) Some methodological problems in planning, executing and validating a cross-national study of children's sexual cognition. *International Journal of Intercultural Relations*, 1-27.

Heiman, M. L., Leiblum, S., Cohen Esquilin, S. & Melendez Pallitto, L. (1998) A comparative survey of beliefs about "normal" childhood sexual behaviors. *Child Abuse and Neglect*, 289-304.

Lamb, S. & Coakley, M. (1003) "Normal" childhood sexual play and games: differentiating play from abuse. *Child Abuse and Neglect*, 515-526.

Okami, P., Olmstead, R. & Abramson, P.R. (1997) Sexual experiences in early childhood: 18-year longitudinal data from the UCLA family lifestyles project. *The Journal of Sex Research*, 34: 339-347.

Okami, P. (1995) Childhood exposure to parental nudity, parent-child co-sleeping and "primal scenes": a review of clinical opinion and empirical evidence. *Journal of Sex Research*, 1: 51-64.

Ryan, G. (2000) Childhood sexuality: a decade of study. Part I – research and curriculum development, *Child Abuse and Neglect*, 33-48.

Ryan, G. (2000) Childhood sexuality: a decade of study. Part II – dissemination and future directions. *Child Abuse and Neglect*, 49-61.

## **Seminar**

Aims:

- To discuss the fear surrounding childhood sexuality and societal and familial methods of prohibition
- To suggest ways in which a healthier attitudes towards children's sexuality can be promoted

## **Week seven: The 'sexual' abuses of power": understanding child sexual abuse and psychological sequelae**

Aim: to explore recent psychological and therapeutic theories about the effects of child sexual abuse on adult mental health and identity.

The loss of femininity is not confined to our bodies, but extends to our sexual relationships, should they be at all possible. We have not only lost security in womanliness. We have lost the security of alikeness to the rest of humanity. We look

like others from the outside, but much that is part of our memories, our lives, is unmentionable in ordinary conversation. The results of the abuse are also too difficult to explain...Life is a continuous struggle to decide whether we will be accepted even though different, a long and painful learning that mostly we are not.

(Jacqueline Spring, 1993: 61: 'Cry hard and swim: the story of an incest survivor')

Child sexual abuse is now recognised as a pervasive problem in our society. Where it was once thought as something confined to lower class families living in overcrowded conditions, research has revealed that child sexual abuse transcends all classes, races, genders and cultures (Kelly, 1988). Furthermore, sexual abuse, and especially abuse that is experienced in childhood is now recognised as having long-term effects on the developing child. Sigmund Freud (the famous psychoanalyst) was the first to acknowledge the link between child sexual abuse and adult mental health in the early twentieth century, but his observations were disregarded by the rest of the medical profession, leading him to abandon them, stating that the women who reported abuse were actually reporting the fantasies they had for their fathers and other male authority figures. However, since the late 1970's, due to the public outcry led by feminist writers (Armstrong, 1978), child sexual abuse is now acknowledged as a real and harmful experience that can lead to a number of long term adult mental health problems.

These include Multiple Personality Disorder (now Dissociated Identity Disorder) depression, eating disorders, Borderline Personality Disorder, sexual dysfunctions, anxiety and psychotic disorders. The long term effects of child sexual abuse are seen to be important in adult mental health because of the sense of betrayal, powerlessness and damage to self-esteem that many survivors feel, even as adults (Finkelhor, 1987). Our sexuality and the boundaries that we draw around our bodies are seen as fundamental to our feelings of autonomy and self worth (Bass & Davis, 1988). Once those boundaries have been violated, our ability to trust and to feel worthy of love can be seriously impaired, leading us to question who we are and our right to basic needs. Many adult survivors of child sexual abuse report feeling confused and fearful of their bodies and their relationships, even years after the abuse has taken place, which can ultimately end in low self-esteem, persistent fear of other people and self harm. In this lecture, we will cover issues relating to child sexual abuse and mental health and also how memories of child sexual abuse are used in therapy as a way of enabling survivors to 'recover' from their experiences. The idea is that once we can talk about our feelings

in the past, we can recreate ourselves more positively in the present. There are a number of contentious issues relating to memories of child sexual abuse and their role in mental health, which we will also cover in this lecture.

### **Learning outcomes:**

Students will be able to:

- Understand the connection between child sexual abuse and a range of mental health problems.
- Evaluate contentious issues surrounding the recovery of memories of child sexual abuse in therapy.

### Key reading

Warner, S. (2000e) *Understanding child sexual abuse: making the tactics visible*. Gloucester: Handsell.

### **Recommended reading**

Bass, E. & Davis, L. (1990) *The courage to heal*. Bolder: Cedar Press.

Baker, C. (2004) *Women survivors of child sexual abuse*. London: Routledge.

Brown, A. (2002) *Knowledge of evil: child prostitution and child sexual abuse in Twentieth century England*. Cullompton, Devon, UK.

Etherington, K. (2000) *Narrative Approaches to Working With Male Survivors of Child Sexual Abuse: The Clients', the Counsellor's and the Researcher's Story*. Bristol: Kingsley.

Finkelhor, D. (1984) *Child sexual abuse: new theory and practice*. New York: Free Press.

Richardson, S. (2001) *Creative responses to child sexual abuse: challenges and*

dilemmas. London ; Philadelphia : Jessica Kingsley Publishers.

Wyatt, G.E. (1988) *Lasting effects of child sexual abuse*. London: Sage.

## **Seminar**

Aims:

- To discuss why sexual abuse in childhood might lead to problems with sexuality, identity and mental health in adolescence and adulthood.
- To examine the role of culture (gender, social support, race and class) in relation to the effects of child sexual abuse.

Through the use of case studies of survivors of child sexual abuse, we will explore the effects of child sexual abuse on mental health, selfhood and relationships with others.

## **Week eight: Sexuality and Agency: the complexities of memory**

Aim: to deconstruct existing perspectives on childhood sexual abuse and explore issues of agency in adult recollections of child sexual abuse

What we understand child sexual abuse to be, and the 'effects' it has on the children and adults who experience it are all shaped by culture and history. Although psychologists and clinicians have begun looking at the psychological effects (in terms of symptoms) of child sexual abuse on 'survivors', some academics and clinicians have been critical of an approach that (they argue) fails to explore these 'symptoms' in the context of culturally produced meanings. This includes cultural constructions of what memory is and the part it plays in forging identity and self-understanding (Reavey & Warner, 2003; 2004; Reavey & Brown, 2006; 2007; in press; Haaken & Reavey, in

press). For example, when we talk about how child sexual abuse causes damage to adults, how do we make sense of a person's relationship to their past, theory memory and their self? Cultural constructions of gender clearly play a role in this. The meaning of 'woman', for example, her role, her sense of identity and sexuality can be very different from that of non-Western cultures, but psychology rarely recognises this, assuming a universal theory for all survivors of child sexual abuse and a universal model of memory (Reavey & Warner, 2003).

Focussing too closely on 'individuals' can cause us to lose sight of the cultural contexts in which people have to survive, including the roles we take on and the people we have to interact with during and after abuse has taken place. In this session, we will look at issues around sexual abuse but also open up the discussion to look at agency more generally? How should we make sense of people's sexual 'choices' with regard to childhood and experiences of society and culture more generally? This is a very complex debate, requiring a sustained and rigorous engagement with the academic material.

### **Learning outcomes:**

Students will be able to:

- Recognise the potential problems with mainstream psychological, feminist and therapeutic approaches to child sexual abuse.
- Understand the basic structure of a feminist poststructuralist approach to child sexual abuse and its effects and the importance of culture.

### **Key reading**

Reavey, P. & Warner, S. (2003) *New feminist stories of child sexual abuse: sexual scripts and dangerous dialogues*. London: Routledge.

## Recommended reading

Haaken, J. & Reavey, P. (in press, available from tutor) *Memory matters: contextual understandings of recollections of child sexual abuse*. London: Routledge.

Haaken, J. (1998) *Pillar of salt: gender, memory and the perils of looking back*. New Brunswick: Rutgers University Press.

Hacking, I. (1995) *Rewriting the soul: multiple personality and the sciences of memory*. Princeton: Princeton University Press.

Lamb, S. (1999) *New versions of victims: feminists struggle with the concept*. New York: New York University Press.

McNay, L. (2000) *Gender and Agency: Reconfiguring the Subject in Feminist and Social Theory*.? Cambridge: Polity Press.

Reavey, P. & Brown, S.D. (2006). Transforming agency and action in the past, into the present time: adult memories and child sexual abuse.. *Theory & Psychology*, 16: 170-202.

Reavey, P., Ahmed, B. & Majumdar, A. (2006) "How can we help her when she won't tell us what's wrong?" Professionals working with South Asian women who have experienced sexual abuse. *Journal of Community and Applied Social Psychology*. Available from Paula

Reavey, P. & Brown, S.D. (in press, 2006) Transforming agency and action in the past, into the present time: adult memories and child sexual abuse. *Theory & Psychology*.

Reavey, P. & Warner, S. (2001) Giving up the cure: child sexual abuse and the construction of femininity. *International Journal of Critical Psychology*, 3: 59-74.

Reavey, P. & Gough, B. (2000) Dis/locating blame: survivors' constructions of self and sexual abuse. *Sexualities*, 3: 325-346.

Warner, S. (2000) *Understanding child sexual abuse: making the tactics visible*. Gloucester: Handsell Press. (This small book is an excellent introduction to the ideas of post-structuralism without using any jargon or technical language).

## **Seminar**

### **Aims:**

- View the film “Twin peaks”
- Consider the cultural context wherein women survive sexual abuse and discuss the role of agency, desire and repetition of harm

## **Week nine: Open session and presentations**

We will use this session to discuss a collection of questions, personal reflections and observations you have collected over the course. You will be required, in groups of three or four to present a film clip, facebook entries, web chat room material, sets of photographs (self-generated or ready made), personal reflections and discuss the central problem or set of issues that they contain. However, you must present an idea that has theoretical, conceptual or methodological relevance in psychology.

For example, you could present on the subject of transgender and discuss the impact of cultural perspectives on people’s experiences of transgender. Alternatively you may wish to discuss transgender at a practice level, and the issues facing clinicians who are required to provide therapy and assessment. You can partially use the material from the presentation to address the essay question, although you must still address all the theoretical angles that the essay question demands. The presentation itself will not be assessed. This session provides you with the opportunity to explore and examine what interests you most about psychology and sexuality. You can choose any topic and it is recommended that you begin thinking about your choice of topic right from the beginning of the course. The presentations should last between 20 and 30 minutes.

## **Week ten: sexual aggression and its perpetrators**

Aim: to examine psychological understandings of sexual aggression and the profiles of perpetrators.

### **Synopsis**

Are people who commit sexual offences (rape and child sexual abuse) against others (especially children) mentally ill? This is a question that many ask when faced with an individual who has acted in a way in which, most of us, would consider to be unreasonable and 'abnormal'. The terms 'paedophile' 'pervert' 'rapist' are commonly used to describe a subgroup of men who are perceived to commit acts outside the 'normal' scope of sexual activity. Indeed, psychologists have attempted to understand perpetrators by measuring them against 'normal' people on a whole host of variables, including family dysfunction, arrested emotional development, mental disorder, intelligence, attitudes towards women and abnormal sexual arousal (which they have expected to be abnormally high). Despite a great deal of academic work, however, many questions remain unanswered. Even though a much larger proportion of victims of sexual assault are women and girls, the vast majority of perpetrators are men. Why is this?

In this lecture, we will cover some of the major theories that have been proposed to try to explain sexual aggression, including a) aggression as instinct or drive b) aggression as a result of frustration, c) aggression as a learned behaviour, and d) aggression as power and control (feminist theory). Other approaches to be covered include the 'cycle of violence' model, which explains perpetrators' actions in the context of their own past experiences of abuse and violence. All of these theories draw upon a number of psychological approaches, including evolutionary theory and socio-biology, social psychology (attitudes, attributions and social learning theory), sociology and cultural studies (power structures, family relationships, economics and warfare) and psychoanalysis (early childhood relationships).

### **Learning objectives**

Students will be able to:

- Understand key psychological and social theories of sexual aggression.
- Examine issues of power and its impact on the family and individuals' sexualities.

## **Seminar**

### **Aims:**

Consider the role of popular assumptions surrounding people who perpetuate sex crimes - this will be facilitated by watching the film 'The woodcutter'

### **Key reading**

Gavey, N. (2005) *Just sex? The cultural scaffolding of rape*. London: Routledge.

### **Recommended reading**

Brownmiller, S. (1975) *Against our will: men, women and rape*. London: Secker and Warburg.

Groth, A. N. (1979) *Men who rape: the psychology of the offender*. New York: Plenum Press.

Krahe, B. (1997) *The social psychology of aggression*. London: Psychology Press.

Lalumiere, M.L. & Quinsey, V.L. (1994) The Discriminability of Rapists from Non-Sex Offenders Using Phallometric Measures, *Criminal Justice and Behavior*, Vol. 21, No. 1, 150-175 (1994)

Lea, S.J. (2007) A Discursive Investigation into Victim Responsibility in Rape *Feminism & Psychology*, 7: 495-514

McMullen, Richie. (1990) *Male rape: breaking the silence on the last taboo*. London: GMP, 1990.

Prendergast, W. E. (1991) *Treating sex offenders in correctional institutions and outpatient clinics : a guide to clinical practice*. New York: Haworth Press.

Salter, Anna C. (1988) *Treating child sex offenders and victims: a practical guide*. London: Sage.

Seidman, B., Marshall, W.L., Hudson, S.M. & Robertson, P.J. (1994) An Examination of Intimacy and Loneliness in Sex Offenders *Journal of Interpersonal Violence*, Vol. 9, No. 4, 518-534

Teague, M. (1993) *Rapists talking about rape: an exploration of masculine culture in criminal justice* / Michael Teague. Norwich : Social Work Monographs, [University of East Anglia].

[www.homeoffice.gov.uk/rds/pdfs/occ-step3.pdf](http://www.homeoffice.gov.uk/rds/pdfs/occ-step3.pdf)

## **Week eleven: Sexuality across cultures**

### **Synopsis**

Sexual experience and behaviour can be said to reflect our biological capabilities, psychological characteristics, as well as social and cultural experiences. This session will consider psychological and anthropological perspectives to explore the ways in which people from a variety of cultural backgrounds experience and express themselves sexually.

Cross- cultural research is interested in distinguishing what seems to be biological and universal, and what seems to be socially constructed and limited to certain historical eras or specific cultures. Traditionally, research findings based on the romantic and sexual experiences of Western people have often been generalised and used as a 'yardstick' to measure other cultures. Cross-cultural psychology has been particularly interested in comparing the ways in which different ethnicities, religions and cultures

impact on people's sexuality, whereas social anthropology has gained a reputation for being interested in the sexual practices of exotic peoples.

In previous weeks, we have explored how societies change over time, along with our views about what is acceptable and desirable sexually. So far, we have mainly focussed on sex and sexuality in the Western world. It has been argued that we have adopted a more liberated attitude to sex in the West, where many people have the idea of sexuality as something separate from marriage or reproduction. Non-Western societies have traditionally been seen as less liberated sexually, with sexuality being embedded in other institutions such as the family and religion.

We will explore the complex ways in which gender, religious and social regimes construct certain sexual identities and acts as normative and good or unnatural and wrong, in a variety of cultures.

### **Learning outcomes:**

Students will be able to:

- Be aware of cross-cultural research on sex and sexuality, from psychological and anthropological perspectives.
- Understand the importance of cultural context in shaping sexuality.
- Reflect critically on culturally specific discourses of sexuality and how these may or may not be relevant for people from different cultures.

### **Seminar**

The focus will be on student's own perceptions of sex and sexuality in different cultures and the impact of religion and culture on relationships and marriage.

### **Key reading**

Aspin, C & Hutchings, J. (2007) Reclaiming the past to inform the future: Contemporary views of Maori sexuality. *Culture, Health and Sexuality*, 9 (4): 415-427.

**Background reading:**

Chinouya, M., Davidson, O., & Fenton, K.(2000) *The Mayisha Study: sexual attitudes and lifestyles of Migrant Africans in inner London*. London: AVERT.

Davis, D. and Whitten, R.G. (1987) The Cross-Cultural Study of Human Sexuality *Annual Review of Anthropology*, 16: 69-98

Elam, G., Fenton, K., Johnson, A., Nazroo, J. & Ritchie, J. (1999) *Exploring ethnicity and sexual health*. SCPR/ UCL: London.

Ellingson, S. & Green, M.C.(Eds.) (2002) *Religion and sexuality in cross-cultural perspective*. New York & London; Routledge.

Hatfield, E. & Rapson, R.L. (2005) *Love and Sex: cross- cultural perspectives*. Maryland: University Press of America.

Holland, J. (1993) *Sexuality and ethnicity*. Tufnell Park: The Tufnell Press.

Caplan, P (Ed.) (1987) *The cultural construction of sexuality*. London: Routledge.

Hamon, R.R. & Ingoldsby, B.B. (Eds.) (2003) *Mate selection across cultures*. Thousand Oaks, London & New Delhi: Sage Publications.

Blackwood, E & Wierninga, S. (Eds.) (1999) *Female Desires: Same sex relations and transgender practices across cultures*. New York: Columbia University Press

Suggs, DN (Ed.) & Miracle, A.W (Ed.) (1993) *Culture and Human Sexuality: a reader*. Belmont, CA,US: Thomson Brooks/ Cole Publishing Co.

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### **Week twelve: Course reflection and revision session**

In this session, we will begin by reflecting on aspects of the course. Perhaps your attitudes towards things sexual have changed or you have been challenged to think differently about wider issues around sexuality and relationships. You may be more confident than ever in your initial views on sexuality and have gained support for these views over the course. In this session, we will discuss the various positions that have been taken up across the twelve weeks and fully discuss any outstanding issues or areas of concern. We will also discuss in-depth the issues you may wish to consider for the exam.

### **5.0 Assessment of the unit**

This unit will be assessed by means of one piece of coursework and an exam:

- A 2500 word essay (Week 10)
- A two hour exam (TBA)

### Unit assessment schedule

- Please hand all work to the Psychology Course Administrator (Ann-Marie Skeat)

- Please note that extensions to the essay deadline can only be granted by the third year tutor.

## 6. The programme of teaching, learning and assessment

This unit will be delivered via 10-two hour lecture sessions and one two-hour tutorial session (although seminars will not take place every week). There will also be directed study, self managed learning and tutorials.

The **lecture** sessions will normally be in two 40-45 minute blocks. The lectures aim to provide you with an overview of the main lines of thought on a particular topic, including a discussion of major models, key empirical data, and important conceptual and critical issues.

Although the course is officially divided into lectures and seminars, the sessions rarely run in this way. The sessions are usually a combination of lecture material, interspersed with questions, film clips, group exercises and discussions throughout.

The activities undertaken in **seminars** will vary in nature. Some activities will provide explicit reading material to compliment lecture topics. Some sessions will require you to read research papers and answer pre-set questions before the session and to think on any further ideas and issues you may wish to raise with the tutor or other group members.

In addition to these activities you also have a considerable amount of time in which to undertake **self-managed learning**. This is a vital component of study on a degree programme. Some of this time should be used to undertake preparatory reading for the lectures and to prepare for seminar sessions. However, you should also use this time to read around the subject and begin to develop the more in-depth knowledge that you will need to have in order to perform well in the coursework essay and the unseen examination. It is impossible, and you are not expected, to develop in-depth knowledge

on all areas of the curriculum. However, good performance in seen essays requires knowledge that goes beyond that provided in classes and in Essential Reading. To study a topic in depth you might start from the Supplementary Reading for each topic and follow up the references to key journal papers provided in the Essential Reading.

The teaching will be lecture and seminar based. Seminar sessions will be either tutor-led, student-led or both. When the seminars are tutor-led, students will be required to undertake specific preparatory reading and contribute by answering certain structured and unstructured questions and provide arguments and opinions on each specific subject.

NB Please note that sensitive topics will be addressed over the course of the unit, such as child sexual abuse, sexual identity and sexual relationships. These will be discussed at a clinical and academic level, so please be prepared. Any student who is anxious about a topic should approach the unit co-ordinator before the session.

### ***Employability***

This unit will be extremely relevant to whatever career you go on to following your psychology degree. The emphasis of the second half of the unit on applied areas (e.g. therapy, crime, clinical psychology, life style choices) will be relevant to many students' future careers whether they be in areas of applied psychology (clinical, forensic.) or whether they are in areas where a good psychological knowledge is generally useful (e.g. teaching, health, medicine, social work, child protection and law).

Issues of relevance to any career are considered throughout the unit, specifically those relating to equal opportunity, diversity, and human rights. Students will also develop skills (through in-class exercises and the essay) in communication, time and resource management and critical analysis of texts and group work which will be transferable in terms of later work/study.

### **Equality and Diversity Issues**

The naming of the unit sexualities is by no means incidental and has been chosen over the singular term sexuality to indicate an acknowledgement of multiple sexual identities, practices and desires. Students are explicitly encouraged to reflect upon their own experiences where it is made clear that there is no 'normal' standard of sexuality, that lesbian, gay, bisexual, transgender and queer identities are as valid as heterosexual ones, and that all topics around sexuality are open to discussion. The range of lectures, from child sexual abuse, lesbian, gay and bisexual psychology, children's sexualities

reflect the focus on diversity and difference. The use of film during some of the sessions and case study material is deliberate and used as a way to invite you to engage with material that you are already familiar with in popular media. With a topic as potentially sensitive as sexuality, it is necessary to devise exercises and a range of media that will not unduly threaten or intimidate anyone. The variety of exercises and media used is intended to reflect this aim.

There are some subjects that appear on the course that you may have personal experience of. Please note that you are free to indicate where you may potentially feel vulnerable or ill at ease. Please feel free to come and see me or write to me before or after any of the sessions if there you have concerns over any of the topics covered.

## **8.0 Learning resources**

LSBU Library journals: most are both hard copies and online (checked Jan 2008)

- Feminism & Psychology
- Sexuality and Culture
- Sexuality and Disability
- Feminist review
- Gender and society
- British journal of social psychology
- Men and masculinities
- Sex Roles
- Sexologies
- Sexual abuse
- Women's studies international forum
- Women's studies international quarterly

### **Useful websites:**

**Critical sexology home page [www.criticalsexology.org.uk/](http://www.criticalsexology.org.uk/)**

Kinsey institute for research in sex, gender, and reproduction [www.kinseyinstitute.org](http://www.kinseyinstitute.org)

Society for the scientific study of sexuality [www.sexscience.org](http://www.sexscience.org)

World Association for Sexology [www.worldsexology.org](http://www.worldsexology.org)

International Academy of Sex Research [www.iasr.org](http://www.iasr.org)

Henry Benjamin International Dysphoria Association [www.hbigda.org](http://www.hbigda.org)

Biological basis of sexual orientation [www.the-scientist.com/yr1996/jan/biodef\\_96108.html](http://www.the-scientist.com/yr1996/jan/biodef_96108.html)

Belief net (site for relationship issues) [www.beliefnet.com](http://www.beliefnet.com)

Association for the treatment of sexual offenders [www.atsa.com](http://www.atsa.com)

American professional society on the abuse of children [www.apsac.org](http://www.apsac.org)

Rape, abuse and incest national network [www.nsvrc.org](http://www.nsvrc.org)

**Recommended novels:**

Armstrong, L. (1978) *Kiss daddy goodnight*. New York: Pocket books.

Fraser, S. (1989) *My father's house – a memoir of incest and of healing*. London: Virago.

Hall, R *The Well of Loneliness*.

Malone, C., Farthing, L., and Worrell, M. (1996) *The Memory Bird: Survivors of Sexual Abuse*. London: Virago.

Schreiber, F. (1977) *Sybil*. Warner books

Spring, J. (1987) *Cry hard and swim: the story of an incest survivor*. London: Virago.

Walker, A. (1983) *The color purple*. London: Women's press.

Jeanette Winterson. *Oranges are not the only fruit*.

The Playboy – Chester Brown (a graphic novel)

The Ethical Slut – Dossie Easton and Catherine Liszt

Stranger in a Strange Land – Robert Heinlein

**Filmic material**

Bus Stop

When Harry Met Sally

Four Weddings and a Funeral

Kinsey

Twin Peaks – Fire Walk with Me

The Woodcutter

Jerry McGuire

Pretty Woman

The color purple

Boys Don't Cry

Boogie Nights

The Guru

Secretary

Preaching to the Perverted

The Ice Storm

Basic Instinct

Fatal Attraction

Unfaithful

What Lies Beneath

*Self help books about relationships in general*

Men are from Mars, Women are from Venus – John Gray

Mars and Venus in the Bedroom – John Gray

The Rules – Ellen Fein and Sherrie Schneider

Bass, E. & David. L. (1988) The courage to heal: a survivors guide to recovery from child sexual abuse. Boulder: Cedar Press.

SM and Non-monogamy

\*TV Shows

Buffy the Vampire Slayer (series 6)

Wire in the Blood (series 1)