

Psychological Thinking in 21st Century Sexuality and Relationships – Global and Israeli aspects

Tel Aviv International School

Mr. Ilan Tabak Aviram, Ph.D.

Fall 2021

Instructor Contact Information

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Out of Class Availability and Best Ways to Contact

Please email the instructor to schedule a personal office \ Zoom meeting once needed.

Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)

Sexuality has been a fundamental core subject in Psychology since the onset of Sigmund Freud's theories of the Instinct and the Oedipus complex, which emphasized the pivotal importance of sexuality in the understanding of human development and behavior. The few last decades have generated dramatic changes in sexual behavior, sexual conceptualizations and social acceptance of sexual differences. These major changes include phenomena such as LGBT rights and new categories of sexual orientation, new definitions of gender identity, artificial reproduction techniques, new family structures, virtual romantic relationships and online dating. All these developments require an updated and refined rephrasing of past concepts and historical psychological theories. Throughout the semester we will review thoroughly each major development of sexuality in the 21st century, how it evolved and changed both social and intrapsychic dynamics. We will examine the alterations each transition has imposed on psychological theories and therapy and discuss the possible implications of these changes on the field's future. *Furthermore, we will focus on Israeli society, as a unique study case of dramatic shifts in social acceptance of diversity in sexuality, fertility treatments and family structures.* Our observation of the various topics will involve both guided reading of important academic articles, excerpts from popular culture (such as movies and TV shows) and class discussions and presentations.

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Course Requirements and Expectations

Attendance, preparation and classroom participation: Students are expected to actively participate in all classes and engage in the classroom's discussions. A list of readings can be found in the syllabus. Reading is not mandatory but recommended.

Response papers: Students are responsible for writing 2 response papers during the semester. Each response paper should contain a maximum of 400 words. Response papers should reflect the students' opinions, thoughts, feelings and experiences related to the classes' topics. The response papers should not give a summary of the classes, but rather use the material to explore and reflect on interesting ideas or debates related to the topic. The deadline for handing the papers will be 2 weeks after the announcement of the assignment.

Final paper: Submitted in the last class of the semester, students will be expected to write a 4 pages essay that will include an integration of the course classes material in addition to the use of academic sources in order to present a creative analysis of the topic. The exact instructions for the assignment will be given 4 weeks prior to the deadline.

General instructions for all papers' submissions: Please send only WORD documents (*.doc) and not PDF files and name the files as follows: LAST NAME_FIRST NAME_PAPER TITLE_TAU2020 (e.g. Scmoe_Joe_response paper1_TAU2020)

Learning Outcomes

1. Knowledge of core concepts of sexuality and relationships theories.
2. Knowledge of current developments in the research and practice of the psychological aspects of sexuality, LGBT studies, Gender, and relationships.
3. Basic analysis and academic writing skills, relevant for the fields of social sciences.

Evaluation Criteria

1. Class attendance: 15%.
2. Class participation and involvement: 15%.
3. Response papers 1 &2: 30%.
4. Final paper: 40%.

Absence Policy

Attendance is mandatory and attendance will be taken regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the instructor immediately a doctor's note is required. In the case Zoom classes are administrated instead of in-class ones, participants who cannot attend the online classes are expected to watch the recorded class and submit a make-up assignment that will be posted through the Moodle interface, as a substitute to their online attendance.

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Course Schedule

Introduction to Sexuality in Psychology: Review of the core concepts regarding sexuality (Psychoanalysis and Attachment theory)	Meetings 1-4
Evolutionary Psychology of mating and sex	Meeting 5-6
The Psychology of Sexual Orientation – changes in psychological diagnosis and thinking since the LGBT rights movement	Meeting 7-9
Contemporary Understanding of Gender Identity development	Meeting 10-12
Women sexuality revised – between Psychoanalysis and feminism	Meeting 13-14
The Relations between the Genders – an updated outlook on relationships and monogamy.	Meeting 15-16
The Internet, Technology and its Influence on Sexuality and Relationships	Meeting 16-17
Artificial Reproduction - sexless reproduction – implications on sex, romance and parenting	Meeting 18-19
The New Families in the Eyes of Psychoanalytic Thinking	Meeting 20

Course Readings and/or Required Materials

Freud, S. (1905). Three Essays on the Theory of Sexuality (1905). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume VII (1901-1905): A Case of Hysteria, Three Essays on Sexuality and Other Works, 123-246.	Meetings 1-4
Barkow, J. H., Cosmides, L., & Tooby, J. (Eds.). (1992). The psychology of mating and sex, Chapters 5-7, p. 249-327. The adapted mind: Evolutionary psychology and the generation of culture. New York, NY, US: Oxford University Press.	Meeting 5-6
Jack Drescher (2008). A History of Homosexuality and Organized Psychoanalysis. The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry: Vol. 36, No. 3, pp. 443-460. Sand, S. (2017) Chapter 4: How Contemporary Psychoanalysis Contributes to LGBT Psychology, From LGBT Psychology and mental health: Emerging Research and Advances, edited by Richard Ruth Ph.D., Erik Santacruz Ed.D., Santa Barbara, California, Praeger	Meeting 7-9



<p>Ehrensaft D. (2011). Gender born, gender made: Raising healthy gender nonconforming children. New York, NY: The Experiment. Corbett, K. (2011), Boyhoods, rethinking masculinity, Yale University Press.</p>	<p>Meeting 10-12</p>
<p>Benjamin, J. (1980) The Bonds of Love: Rational Violence and Erotic Domination, <i>Feminist Studies</i>, Vol. 6(1), p. 144-174. Kamber, N.,K (2016). <i>Feminism and Psychoanalysis</i>, The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies, First Edition. John Wiley & Sons, Ltd. Levant, R.F. (1996), The new Psychology of Men. <i>Professional Psychology : Research and Practice</i>, vol. 27(3), 259-265.</p>	<p>Meeting 13-14</p>
<p>Dow, M. M., & Eff, E. A. (2013). When one wife is enough: A cross-cultural study of the determinants of monogamy. <i>Journal of Social, Evolutionary, and Cultural Psychology</i>, 7(3), 211-238. Barker, M. (2005). This is my partner, and this is my... partner's partner: Constructing a polyamorous identity in a monogamous world. <i>Journal of Constructivist Psychology</i>, 18, 75–88.</p>	<p>Meeting 15-16</p>
<p>Turkle, S. (1997) . <i>Life on the screen – Identity in the age of Internet</i>. Simon and Schuster. Timmermans, E. & De Caluwe, E., (2017), To Tinder or not to Tinder, that's the question: An individual differences perspective to Tinder use and motives, <i>Personality and Individual Differences</i> (110), 74-79. Ben-Ze'ev, A. (2004) <i>Love Online: emotions and the internet</i>, Cambridge University Press.</p>	<p>Meeting 16-17</p>
<p>Benagiano, G., Carrara, S., Filippi, V. (2010) Sex and reproduction: an evolving relationship. <i>Human Reproduction Update</i>. 16 (1): 96– 107. Ehrensaft, D. (2007). The Stork Didn't Bring Me, I Came from a Dish: Psychological Experiences of Children Conceived through Assisted Reproductive Technology, <i>Journal of Infant, Child, and Adolescent Psychotherapy</i>, 6(2): 124–140.</p>	<p>Meeting 18-19</p>
<p>Heinman, T.V. (2004).A boy and two mothers, <i>New Variations on an old theme or a new story of triangulation. Psychoanalytic Psychology</i>, 21(1), 999-115.</p>	<p>Meeting 20</p>



Instructor Biography

Dr. Tabak-Aviram is an experienced licensed clinical psychologist in Israel, practicing over 15 years with children, adults, couples and families. Dr. Tabak-Aviram has been specializing with preschool children and their parents in a community mental health Centre in Tel-Aviv. During the past decade Dr. Tabak-Aviram's focus of work has been with LGBT individuals, couples, and families. Additionally, he has developed both group and individual counseling frameworks for prospective parents in the process of parenthood through ART. Dr. Tabak-Aviram has been working in both public clinics, supervising psychology interns and in his own private practice in Ramat-Hasharon. He has been an active speaker for LGBT families and gender creative children in front of mental health professionals, social workers and medical staff members all over Israel.

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-Class Exams

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TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

