



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

Mr. Ilan Tabak Aviram, Ph.D

Course Description:

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.

Course requirements

Attendance, preparation and classroom participation (15%)

Students are expected to actively participate in all classes. It is important to complete the reading assignments prior to the weekly sessions. A list of readings can be found in the syllabus. Students may not miss more than three meetings in order to receive a grade for the course irrespective of the reasons for the absence.

Class presentation (25%)

During meetings no. 15- no. 22, in groups of two, students will prepare a 15-minute presentation of one of the readings from the syllabus (or beyond syllabus, in coordination with the lecturer). The presentation will include a brief overview of the main arguments raised in the text as well as a critical review, in which the students are expected to connect

the text to concepts and ideas discussed in the course. Each student has the responsibility to email the lecturer the specific topic she or he wants to present until the 10th session of the course.

Response papers (30%)

Students are responsible for writing 3 response papers during the semester. Each response paper should contain between 400 to 600 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 given by the professor at the time of the assignment.

Final paper (30%)

Students will be expected to write a 5-7 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.

Disability Accommodations

Students requiring special assistance due to a disability are asked to contact the instructor on the first day of class, so that accommodation for the disability can be determined and arranged.

<p>Introduction to Sexuality in Psychology: Review of the core concepts regarding sexuality <u>Reading:</u> 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.</p>	<p>Meetings 1-4</p>
<p>Evolutionary Psychology of mating and sex <u>Reading:</u> 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.</p>	<p>Meeting 3-4</p>
<p>The Psychology of Sexual Orientation – changes in psychological diagnosis and thinking since the LGBT rights movement <u>Reading:</u></p>	<p>Meeting 4-7</p>

<p>Jack Drescher (2008). A History of Homosexuality and Organized Psychoanalysis. <i>The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry</i>: Vol. 36, No. 3, pp. 443-460.</p> <p>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</p>	
<p>Contemporary Understanding of Gender Identity development</p> <p><u>Reading:</u></p> <p>Ehrensaft D. (2011). <i>Gender born, gender made: Raising healthy gender nonconforming children</i>. New York, NY: The Experiment.</p> <p>Corbett, K. (2011), <i>Boyhoods, rethinking masculinity</i>, Yale University Press.</p>	Meeting 8-12
<p>Masculinity and Femininity revised – between Psychoanalysis, Feminism and the new psychology of men</p> <p><u>Reading:</u></p> <p>Benjamin, J. (1980) <i>The Bonds of Love: Rational Violence and Erotic Domination</i>, <i>Feminist Studies</i>, Vol. 6(1), p. 144-174.</p> <p>Kamber, N.,K (2016). <i>Faminism and Psychoanalysis</i>, <i>The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies</i>, First Edition. John Wiley & Sons, Ltd.</p> <p>Levant, R.F. (1996), <i>The new Psychology of Men</i>. <i>Professional Psychology : Research and Practice</i>, vol. 27(3), 259-265.</p>	Meeting 13-15
<p>The Relations between the Genders – an updated outlook on relationships and monogamy.</p> <p><u>Reading:</u></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.</p> <p>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>[Taylor & Francis Online], [Web of Science®]</p>	Meeting 16-17
The Internet, Technology and its Influence on Sexuality	Meeting 18-19

<p>and Relationships</p> <p><u>Reading:</u></p> <p>Turkle, S. (1997) . Life on the screen – Identity in the age of Internet. Simon and Schuster.</p> <p>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.</p> <p>Ben-Ze'ev, A. (2004) <i>Love Online: emotions and the internet</i>, Cambridge University Press.</p>	
<p>Artificial Reproduction - sexless reproduction – implications on sex, romance and parenting</p> <p><u>Reading:</u></p> <p>Benagiano, G., Carrara, S., Filippi, V. (2010) Sex and reproduction: an evolving relationship. <i>Human Reproduction Update</i>. 16 (1): 96– 107.</p> <p>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>	Meeting 20-21
<p>The New Families in the Eyes of Psychoanalytic Thinking</p> <p><u>Reading:</u></p> <p>Heinman, T.V. (2004). <i>Psychoanalytic Psychology</i>, 21(1), 999-115.</p>	Meeting 22-23
<p>Psychotherapy without Phobia – contemporary clinical therapeutic approach towards the sexual spectrum</p> <p><u>Reading:</u></p> <p>Russell, G. M., & Bohan, J. S. (2007). Liberating psychotherapy: Liberation psychology and psychotherapy with LGBT clients. <i>Journal of Gay & Lesbian Psychotherapy</i>, 11(3-4), 59-75.</p>	Meeting 24

TAU International Course Guidelines

Rules and Respectful Behavior

- No cell phones or laptops permitted in class unless approved by instructor for use
- Tardiness to class is not permitted
- As our courses bring together students from many different styles of learning and from a wide variety of home institutions, we ask that students remain respectful to and patient with fellow classmates at all time as some students may be more familiar with certain course material or procedures than others.

Learning Accommodations

In accordance to University guidelines, students with learning disabilities or accommodation requests must submit official documentation from their home country / university (translated into English by notary if not already in English) to TAU International

(tauiacademic@tautex.tau.ac.il) in advance of arrival describing in detail any specific needs they have. 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 they may have. TAU International and its faculty cannot guarantee that all accommodations received at the home school can be similarly met at TAU but certainly does the best it can to make any suitable accommodations possible that are needed.

In-class Exams

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 below if there is an in-class midterm or final exam as this date/exam cannot be changed. 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. Missing classes will be reflected in the final grade of the course. Up to three justified absences from classes will be accepted (for example: emergency matter or illness, both of which will require an official doctor's note sent to the faculty **on the day of the absence**). Such cases of absence should be reported to your lecturer immediately and again, a doctor's note is required. 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 TAU Academic Policy, if a student's behavior or attendance during the semester is disagreeable his/her course participation may be cancelled at the discretion of TAU.

Students are responsible for reading and adhering to the policies and procedures in the TAU International Academic Handbook [posted here](#) at all times.