



**St. Jerome's University in the University of Waterloo
Studies in Sexuality, Marriage, and the Family**

SMF 205

THE DARK SIDE OF SEX

Fall 2022

Tuesday, Thursday 11:30 – 12:50, SJ2 1002

Instructor and T.A. Information

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Course Description

As with all profound, meaningful, and rewarding human activities, sexuality has the potential to also involve harm, manipulation, and abuse. This course will offer a theoretical and empirical examination of the dark side of sexuality. Topics may include prostitution, pornography, sexual violence and abuse, incest, AIDS and STDs, paraphilias, and hate crimes.

Course Goals and Learning Outcomes

Although “The Dark Side of Sexuality” may be an accurate title for this course, it is not exactly a neutral one. Indeed, it may be very easy to look at some of the topics like abuse, and simply react (e.g., “That’s bad, sick, disgusting, etc.!”) even though such a reaction may be *unreflective, unarticulated*, and possibly even based on *myths*. Thus, in this course we have three goals: 1) To **DEMYTHOLOGIZE** – to present you with accurate information about various sexual practices; 2) To **ARTICULATE** – to assist you in understanding why certain sexual practices are (or are perceived as) harmful; 3) To **REFLECT** – to encourage you to explore your own reactions to various sexual practices as a means of applying what you learn in class. At the end of this course, your opinions may not have changed at all. That’s fine. However, the hope is that your opinions will be more thoughtful and grounded in fact than they were before you took the course.

As the course title implies, the subject matter will be both graphic and disturbing at times. The intent is not to present any information gratuitously – i.e., for mere shock value. At the same time, “softening” the facts surrounding certain sexual behaviors would be irresponsible, for it would fail to present the phenomenon as it really is. You to know this now so that you can make an informed choice about being in this class. We all need to be committed to creating a class environment where we can openly and safely deal with the material in this course.

Assessment

The course will consist of lectures and the occasional video. You will be responsible for all the lecture material, video material, and assigned readings. There are four multiple choice tests in this course: *Test 1 Sep. 22*; *Test 2 Oct. 25*; *Test 3 Nov. 15*; *Test 4 Dec. 6*. The tests are based on both class material and assigned readings. The first test is worth 15%, the second and third test are each worth 30%, and the fourth test is worth 25% of your final grade. Although tests are not cumulative, foundational concepts introduced early in the term may be revisited in a later class and you will continue to be responsible for them.

Marks will be posted on LEARN as soon as possible. To be fair to everyone, *each test mark received stands "as is"* – they will not be dropped or re-weighted, nor will extra assignments be given. My goal is to be fair to everyone – please don't ask for special treatment. However, it is fair for a test to be rescheduled for legitimate medical, compassionate, or religious grounds. If you have any situations that you are uncertain about, especially if they are complex, talk to me.

What about pandemics, plagues, and other forms of pestilence? If you have covid symptoms and you are required to isolate, let me know – I will send you recorded lectures that cover the same material. Similarly, if we need to cancel class for whatever reason (e.g., I have symptoms that require me to isolate, there is another lockdown, etc.), I will post recorded lectures on LEARN. If the cancellation covers a test day I will either have a TA proctor the test or, if needed, the test will take place online via LEARN.

Required Readings

Course readings are available on library e-reserves.

Course Outline/Class Schedule

Date	Topic and Readings
08 Sep	Introduction to the Course (no readings)
13 Sep	Theoretical model – When does sex become dark?
15 Sep	Physiological and Emotional Processes
	Reading: Zayas, V., Merrill, S., & Hazan, C. (2015). Fooled around and fell in love: The role of sex in adult romantic attachment formation. In J.A. Simpson and W. S. Rholes (Eds). <i>Attachment Theory and Research: New Directions and Emerging Themes</i> . Guilford Publishing.
20 Sep	Cognitive and Motivational Processes
	Reading: Leitenberg, H. L., & Henning, K. (1995). Sexual fantasy. <i>Psychological Bulletin</i> , 117, 469-496.
22 Sep	TEST 1 (15% - approximately 30 questions)
27 Sep	Cultural Regulation: Sex and Morality
	Reading: Cossman, B. (2007) Consensual sex and the practices of citizenship. In B. Cossman, <i>The Legal and Cultural Regulation of Sex and Belonging</i> (pp. 21-68). Stanford, CA: Stanford University Press.
29 Sep	Cultural Regulation: symbolic processes
04 Oct	Child Sexual Abuse: concepts and implications
	Reading: Cromer, L. D., & Goldsmith, R. E. (2010). Child sexual abuse myths: Attitudes, beliefs, and individual differences. <i>Journal of Child Sexual Abuse</i> , 19 (6), 618-647.
06 Oct	Child Sexual Abuse: contexts and illustrative scenarios
11, 13 Oct	READING WEEK
18 Oct	Sexual Assault and Rape
	Readings: Lalumiere, M. L., Harris, G. T., Quinsey, V. L., & Rice, M. E. (2005). Rape across cultures and time. In <i>The causes of rape: Understanding individual differences in male propensity for sexual aggression</i> . Washington, DC: American Psychological Association.
20 Oct	Sexual Pressure and Coercion
25 Oct	TEST 2 (30% - approximately 60 questions)

27 Oct	Sexual Sadism and Homicide
	Reading: Proulx, J., Cusson, M., & Beaugard, É. (2007). Sexual murder, definitions, epidemiology, theories. In J. Proulx, É. Beaugard, M. Cusson, & A Nicole (Eds.), <i>Sexual murderers: A comparative analysis and new perspectives</i> . Chichester, UK: John Wiley & Sons.
01 Nov	Women who love killers
03 Nov	Sadomasochism
	Reading: Santtila, P., Sandnabba, K., & Nordling, N. (2006). Sadomasochism. In R. D. McAnulty and M. M. Burnette (Eds.), <i>Sex and sexuality Vol. 3, Sexual deviation and sexual offenses</i> . Westport, CT: Praeger Perspectives.
08 Nov	Paraphilias
	Readings: Weiderman, M.W., (2003). Paraphilias and fetishism. <i>The Family Journal: Counseling and Therapy for Couples and Families</i> , 11, 315-321.
10 Nov	Sex Addiction
	Samenow, C. P. (2010). A biopsychosocial model of hypersexual disorder/sexual addiction. <i>Sexual Addiction and Compulsivity</i> , 17(2), 69-81.
15 Nov	TEST 3 (30% - approximately 60 questions)
17 Nov	Prostitution
	Reading: Bullough, V. L. (2006). The sex trade: Exotic dancing and prostitution. In R. D. McAnulty and M. M. Burnette (Eds.), <i>Sex and sexuality Vol. 1, Sexuality today: Trends and controversies</i> . Westport, CT: Praeger Perspectives.
22 Nov	Human Trafficking and Sexual Slavery
24 Nov	Pornography 1
	Readings: Salmon, C. (2012). The pop culture of sex: An evolutionary window on the worlds of pornography and romance. <i>Review of General Psychology</i> , 16, 152-160.
29 Nov	Pornography 2
01 Dec	Affairs
	Reading: Tsapelas, I., Fisher, H. E., & Aron, A. (2010). Infidelity: when, where, why. In W.R. Cupach and B.H. Spitzberg, <i>The Dark Side of Close Relationships II</i> . New York: Routledge.
06 Dec	TEST 4 (25% - approximately 50 questions)

UW Policy regarding Illness and Missed Tests:

UW Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html. 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Thus, you are entitled to test rescheduling for *legitimate* medical, compassionate, or religious grounds. **Whenever possible, please inform me PRIOR to the scheduled test to arrange an alternate writing time.** A make-up test should normally be scheduled on the first school day after your documentation expires, with the obvious provision of access to missed material. Make-up exams may differ in format from the original. For guidance regarding illness self-declarations, please see:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Other Important Information

Intellectual Property: I very much want this class to be a good experience for you, and I put a lot of time, thought, and effort into that. To be clear, I'm sharing our work with YOU, so please don't sell or give away my lectures, slides, etc. to other people. That's "unauthorized distribution of intellectual property," and *it is not okay*. I hope that makes sense.

Academic Integrity: A word about cheating – don't. You're better than that. It is lazy, disrespectful, and immoral. I expect university students to be mature, responsible, accountable people who act with integrity. Students who cheat or plagiarize are 1) incompetent – they haven't actually learned the material, and 2) untrustworthy – they are willing to mislead others and take advantage of their fellow students in order to get ahead. I do not want incompetent, immoral people getting a university degree, much less a job in a position of responsibility. Therefore, if you are caught cheating I will, with little sympathy, lobby for the most severe consequences possible. Here's the official information: "In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more info]".

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#), www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#), www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#), www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.