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<th>Name</th>
<th>Introduction to Human Sexuality</th>
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**Teaching staff**
(Also indicate the Professor in charge)

Maria João Alvarez (in charge of the course unit), Alexandra Marques Pinto, Patrícia Pascoal

**ECTS**

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**Functioning**

Elective subject offered in the 2\textsuperscript{nd} semester for students in the 2\textsuperscript{nd} year of the 1\textsuperscript{st} cycle of the Master’s Degree in Psychology.

Classes are theoretical (2 hours) and practical (2 hours).

The tutoring hours of Professor Maria João Alvarez (office D-311), of Professor Alexandra Marques Pinto (office D-253) and Doctor Patricia Pascoal will be set annually.

**Learning goals**

1. To reflect on the multiple determinants of human sexuality
2. To know the most important psychological models of sexual functioning
3. To acquire a perspective of the development of sexuality along the life cycle
4. To become familiar with non-normative and coercive sexual behaviors
5. To acquire knowledge and a favorable attitude toward research in sexuality
6. To develop knowledge on sexual health
7. To develop a critical and reflective attitude regarding models of sexual education

**Skills to be developed**

Students should develop skills that enable them to:

- Acquire knowledge on human sexuality in a multi-determined perspective and as a process that develops
along the life cycle

. Be sensitive to the specificities of the scientific study of human sexuality
. Acquire knowledge about non-normative and coercive sexual behaviors and sexual health
. Acquire knowledge about a variety of models of sexual education
. Search for, select, and analyze scientific information about sexuality
. Communicate effectively in writing and orally

Prerequisites (precedences) *
Not applicable.

Contents
1. Introduction to the study of human sexuality
   1.1 Defining the object of study
   1.2 The scientific study of human sexuality
2. Theoretical perspectives on human sexuality
   2.1 Evolutionary, psychological, sociological, and sociopolitical
   2.2 Main classical theories
3. Sexual functioning
   3.1 Integrative model of male and female sexual functioning
   3.2 Sexual disorders in males
   3.3 Sexual disorders in females
4. Sexuality along the life cycle
   4.1 Childhood and adolescence
   4.2 Adulthood and older adults
5. Coercive and non-normative sexual behaviors
   5.1 Sexuality in minorities
   5.2 Child sexual abuse
   5.3 Domestic violence
6. Research in human sexuality: Methods, problems, and ethical issues
   6.1 Case study, observation, epidemiological and ethnographic studies, surveys, experimental studies
   6.2 Psychophysiological, self-reported, and observational measures
   6.3 Problems and ethical issues in research on sexuality
7. Gender and sexuality
   7.1 Gender and the sexual double standard (SDS): social constructionism, symbolic interactionism, and sexual script theories
   7.2 Concepts embedded in social constructions, discourses, and metaphors
   7.3 Research on the SDS
8. Sexuality and education
   8.1 Models of sexual education
   8.2 Research in sexual education

### Bibliography


### Teaching methods

Theoretical classes involve thematic exposition and reflection of the themes of the program. These contents will serve as support for the analysis and critical reflection to be promoted in the practical classes.

Practical classes involve movie viewing, information search, analysis of intervention material, presentation and discussion of themes.

### Evaluation Regimes (General and/or Alternative)

General or alternative

### Evaluation Elements

The evaluation of students according to the general system consists of:

1. An individual written assignment (55% of the final mark, or 45% with the remaining 10% attributed to participation in research), consisting of the formulation of three questions and respective answers for three themes explored in the theoretical classes. The questions and respective answers should be of no more than 5 lines each, and a rationale for each answer is required, with a maximum length of one page, 12-point font, 1.5 spacing (maximum total of 3 pages, one for the question and answer, another for the rationale, and another for the references). The rationale should be supported in the
literature and include the references used. Each question must concern a different theme of the theoretical classes, and the theme of the theoretical class must be identified in the question heading.

2. Three assignments to be completed in the scope of the practical classes (45% of the final mark). The assignments involve the preparation of work to present in the class or the preparation of work after the class for three practical classes of the student’s choice. For these three classes the work consists of the completion of at least one individual written reflection (one page, 12-point font, 1.5 spacing, references separately), one group oral presentation in class, and a third assignment that can be done either individually or in a group.

Dates for delivery of the three questions and answers in the 1st and 2nd seasons are to-be-determined. This assignment should be delivered in the locker of the teacher responsible for the course unit; Electronic versions of the assignments will not be accepted.

The written assignments in the scope of the practical classes should be submitted on the e-learning platform 2 weeks after the exploration of the theme in class.

A minimum mark of 9.5 (out of 20) is required in each bullet (1 and 2) of the evaluation.

The evaluation of students in the alternative system consists of:

1. An individual final exam (100% of the mark) in a format of multiple-choice where a brief written justification that supports the choice selected is required.

Dates for the exam in the 1st and 2nd seasons to-be-determined.

Rules for grade improvement

Grade improvement can be obtained by students in the general or in the alternative system by conducting an individual exam in the 2nd season of exams.

Rules for students having previously failed the course unit *

Not applicable.

Requirements for attendance and punctuality

Students in the general system must attend 2/3 of the classes. Students in the alternative system have no mandatory attendance.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, those with special needs) *

Not applicable.
**Language of instruction**

Portuguese.

**Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even with minor changes;
- d) To present someone else’s work as one’s own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students, or non-teaching staff of the FPUL;
- i) To falsify signatures on attendance sheets, documents relating to evaluation elements, or any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council and, depending on their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable