

Let's Get Sexy!
Reclaiming and understanding the importance of sexual pleasure for people with
vaginas.

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Theory-Based Educational Curriculum

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Certificate in Sexuality, Sexual and Reproductive Health

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Literature Review and Background

Current sex education in the U.S. is suboptimal. While interventions are needed at all levels (elementary, high school, college) much research shows that the average age of virginity loss in The United States is 18 years (CDC, 2018). Moreover, existing data shows people with vaginas experience higher rates of STIs, unintended pregnancy, and sexual assault as well as lower rates of sexual pleasure, sexual comfort, and sexual well-being (Ford, et al., 2019; Laan, et al., 2021). Thus, college provides an overlooked opportunity to provide better sex education focused on people with vaginas; this report outlines a curriculum focused on this population. I have chosen to use the wording 'people with vaginas' instead of women/woman to provide a more inclusive environment for all learners. It is my hope and intention that a curriculum focused on vaginal pleasure can be a baseline for better, safe sex for all people.

When it comes to sex education, sexual health, and sexual pleasure, resources for men or people with penises have been the focus. That is, existing research and interventions have primarily focused on male pleasure and what can be done to improve it (e.g. from Viagra to how condoms are marketed) (Higgins and Hirsch, 2008). In the nineteenth and twentieth centuries, douching was marketed as a way for people with vaginas to keep the tone, elasticity, and youthfulness of their vaginas presumably for men's pleasure (Ferranti, 2010).

Rather than being agents of sexual health and pleasure, people with vaginas have historically been positioned as things to be desired. From Disney movies to medicine, Fredrickson and Roberts (1997) argue in their theory of sexual objectification that many 'women' are treated as sexual objects to be valued by others. This occurs when the body or its parts are separated from the individual (human) and 'she' is viewed primarily as a physical object for male pleasure (Fredrickson & Roberts, 1997). This is important in relation to sexuality and sexual pleasure

because treating people as parts rather than a whole human is associated with negative effects including depression and low self-confidence/esteem (Zurbriggen, et al., 2002). In addition, studies have shown that sexual objectification of people with vaginas is related to a higher prevalence of sexual pressure and coercion (Morrison-Beedy, Grove, 2018).

People with vaginas pleasure has not just been ignored in common discourse, it has been mystified. The myth of 'female' sexual pleasure is based on the idea that 'women' have a much harder time reaching orgasm (Colson, 2010). The medicalization of 'women's' sexual pleasure is not uncommon (Tiefer, 2000). Recent research on the clitoris and orgasm has indicated a poor medical understanding of the anatomy of this organ, including evidence that the G-spot is an extension of the clitoris inside the body (O'Connell, et al., 2008).

On September 11, 2021, the World Association for Sexual Health (WAS) issued a declaration on sexual pleasure (Ford, et al., 2022). The declaration asserts that “Sexual pleasure is the physical and/or psychological satisfaction and enjoyment derived from shared or solitary erotic experiences, including thoughts, fantasies, dreams, emotions, and feelings. Self-determination, consent, safety, privacy, confidence, and the ability to communicate and negotiate sexual relations are key enabling factors for pleasure to contribute to sexual health and well-being. Sexual pleasure should be exercised within the context of sexual rights, particularly the rights to equality and non-discrimination, autonomy and bodily integrity, and the right to the highest attainable standard of health and freedom of expression. The experiences of human sexual pleasure are diverse and sexual rights ensure that pleasure is a positive experience for all concerned and not obtained by violating other people’s human rights and well-being” (WAS, 2021).

This official recognition of pleasure calls for its inclusion in future sex education efforts.

Pleasure is important to public health for several reasons. While countries have made strides in reducing the transmission of HIV, STIs, and other adverse sexual health outcomes, the importance of pleasure is still overlooked in medicine, science, public health, and society as a whole. Sexual pleasure is a human right and an essential element to human development; something that is a personal and social asset, and not simply a health challenge to be prevented or treated (Gruskin, Yadav, Castellanos-Usigli, Khizanishvili, & Kismodi, 2019 as cited by Ford, et al., 2019). Pleasure, desire, and passion have long been viewed as conditions that are dangerous and need to be tamed so that they are not a threat to the political, social, and religious orders (Ford, et al., 2021).

A growing body of research shows that sexual health spans beyond just the private sphere of sexuality, it is fundamental to overall physical and mental health, as well as being essential to overall well-being. The pathologization of sexual pleasure, specifically for people with vaginas has been intertwined with gender inequality (Ford, et al., 2019; Laan, et al., 2019), along with what has been called “oppressive healthism” (Carter, et al., 2011). Research has documented the way sexual pleasure or lack thereof has maintained and reinforced unequal structures, ideas, and power statuses (Fortenberry, 2013; Lewis, 2004; Volk et al., 2014; Vu et al., 2014; as cited by Ford, et al., 2021).

Comprehensive sex education has long been a contested issue within the United States. Some states require that students are taught sex education, while other states leave it up to the individual school districts (Guttmacher, 2019). Within the schools that teach comprehensive sex education, the focus is usually on the prevention of STDs and pregnancy. Little to no emphasis is placed on sexual pleasure, especially sexual pleasure for people with vaginas.

Lerner Profile

The target Population:

This curriculum targets college-age students with vaginas who want to learn more about sexual pleasure. Although the curriculum will focus on people with vaginas, anyone is welcome to take the course. Comprehensive sex education (CSE) is a debated topic within the United States. If students do receive CSE there is little to no talk about sexual pleasure. The learners will be college-aged students within the United States, who may be studying any subject. Unlike other classes about sexuality that colleges offer, this curriculum will be an elective offered to anyone interested in learning more about people with vaginas as well as sexual pleasure. Students participating in this class will value CSE, pleasure, and taking a stand on learning about their and others' bodies and how to explore and enjoy them. Health goals will include learning about bodies, destigmatizing any shame around sexuality and pleasure, and understanding that pleasure is essential to overall health

Theoretical Foundation

The following theories are applied throughout the curriculum as lenses for teachers and students to learn and understand. They are also applied as the backbone to support why this curriculum is necessary.

- 1. New theoretical frameworks that center pleasure as a central role of human sexuality: sexual behavior is driven in part by the need for pleasure. Incorporating sexual pleasure into sex education, health education, and promotion, public health, policies, medicine, programs, etc. are essential to public health. It is time for public health to address the benefits of pleasure and recognize that sexual pleasure is a human right (Ford, 2021).*

In recent years the importance of sexual pleasure has emerged in public health discourse. Evidence shows that sexual rights, health, and pleasure as a complete picture are fundamental to individual health and well-being (Gruskin, et al., 2019). Gruskin and colleagues expand on this idea- explaining that the links between sexual pleasure and sexual health have been understood for some time. Ford and colleagues (2019) expand on Gruskin et al (2019) work in a commentary that focuses on centering sexual pleasure within the context of sexual rights and sexual health (Ford, et al., 2019).

2. *bell hooks Teaching to Transgress*

Teaching is a complicated practice with many different pedagogical possibilities. Author bell hooks' feminist work, the book *Teaching to Transgress*, will also comprise a foundational theory for this curriculum. Specifically, her writing on *education as a practice of freedom* as well as her approaches of *teaching so anyone can learn* and *the classroom should never be boring* will also be incorporated into the curriculum (hooks, 1994).

Education as a practice of freedom: bell hooks urged educators to approach teaching and to contemplate 'education as the practice of freedom.' bell hooks' shift from an all-Black school to a white school showed her "the difference between education as the practice of freedom and education that merely strives to reinforce domination (hooks,1994; pg.4)." hooks explains her experience in college, as a place of reinforcement instead of a place of learning to become an independent learner. *Teaching to Transgress* is about encouraging students and teachers to push against the boundaries of traditional education, to challenge racism, sexism, classism, and all form of oppression (hooks, 1994). Hooks rejects the notion of the 'banking system' of education- which is the concept that students need to consume information that is fed to them by the professor and then regurgitate it back

(Freire, 1970). Hooks pulls on the work of Buddhist monk Thich Nhat Hanh who called on students to be active participants and saw the teacher as a healer (hooks, 1994). Thich Nhat Hanh emphasized wholeness- a union of the mind, body, and spirit as an approach to pedagogy (Nhat Hanh, 1999). Every student in the classroom must be an active and engaged participant to fight oppression and work toward freedom (hooks, 1994). This ties into sexuality/ sex education because this course aims to fight the oppression of sexual pleasure and work towards engaging all aspects of oneself to find sexual healing and fulfillment. The framework of *Teaching so anyone can learn* means that to create effective learning communities, everyone's existence and experience must be acknowledged and valued (hooks,1994). hooks argues that this starts with the recognition that every individual impacts the classroom dynamic, that everyone contributes, and that each contribution is a part of everyone's education. Finally, this curriculum also includes *The classroom should never be boring*. Although Paulo Freire was a huge influence on hooks work, she critiques him for not discussing pleasure in teaching, and for ignoring women and the patriarchy (hooks, 1994). hooks explained that the classroom should be a collaborative space that enabled learning as a joyful and engaging experience (hooks, 1994). This curriculum strives to include all these radical learning and teaching approaches in its implementation.

Goals and Objectives

Goals:

- I. To promote sexual health, with a focus on understanding the importance of pleasure
- II. To improve students' understanding of their right to and the importance of sexual pleasure, by centering sexual pleasure and using bell hooks Teaching to Transgress as a means of sexual liberation.
- III. To increase student's understanding and comfort with the different topics that fall into sexual health including sexual pleasure with an emphasis on people with vaginas and to provide skills for exploring these areas further.

Objectives: by the end of this course students will be able to/have:

- I. Explain why sexual pleasure is important for overall health and be able to explain the different topics that fall into sexual pleasure.
- II. The tools to address their own sexual pleasure needs with an emphasis on people with vaginas.
- III. Engage with society in a sex-positive way that includes using pleasure as a foundation for multiple aspects of sexual and reproductive health.
- IV. Reclaim one's own sexual pleasure and experiences by understanding that education is a form of empowerment.

Curriculum Content

This course will span thirteen weeks and will cover two topics per week, with each class being 75 minutes. The first 5-10 minutes of class will be dedicated to allowing students to settle in and answer any questions/concerns. After that, the class will include a 20–30-minute lecture on that

day's topic(s). These lectures will provide background since pre-class reading will not be required. The lectures are intended to provide time for students to settle in and will serve as a way to accommodate different types of learning styles. The next 20-30 minutes are dedicated to activities/questions on the covered material. Finally, the last 5 minutes are dedicated to wrapping up and making sure all students are in an okay place mentally since some of the topics can/will be potentially triggering.

Since the main theories used involve both centering pleasure and employing bell hooks Teaching to Transgress, the class will be focused on introducing students to the topics and getting them comfortable with pleasure and sexual health. It is not intended to be stressful but instead designed to educate students as a means of sexual freedom and liberation.

Intention of design:

The purpose of this course is to expand on comprehensive sex education that people get in school and to explore pleasure as a fundamental human right. The course is designed in a way that allows students of all backgrounds to attend and learn. There is no pre-class homework/readings for the classes. The intention for this is to have students come to class with whatever knowledge of the subject they do or do not have. Each individual is an expert in their own way, and the classes are meant to introduce students to new topics or expand on their existing knowledge. The classes cover a range of topics related to sexual pleasure as well as sexual health more broadly. While the course is not exhaustive, it will allow students to understand how learning can be a means to freedom and liberation, while also having a bit of fun. There will not be required homework, instead optional prompts/activities will be given that students can choose to do and share back with the class.

Instructor/Class Resources:

Websites:

<https://start.omgyes.com/join> ---- educational website that focuses on female pleasure, includes resources.

<https://www.plannedparenthood.org/>

<https://thepleasureproject.org/> -----an international educational organization/website working on to eroticize safer sex- includes resources.

<https://www.selfservetoys.com/> ---- sex-positive, health and education focused adult shop and resource center based in Albuquerque NM.

<https://www.healthline.com/> ---- health information website

<https://siecus.org/> ----- national nonprofit dedicated to advancing sex education through policy, advocacy, and coalition building.

<https://www.gab-shw.org/resources/training-toolkit/>

Books:

Come As You Are by Emily Nagoski

Vagina Obscura by Rachel E. Gross

The Body is Not an Apology by Sonya Renee Taylor

Course Schedule:

Each class will follow the lesson plan/structure:

5-10 minutes: answering questions from the last session, making sure everyone is comfortable.

20-30 minutes: Brief lecture on the topic(s) -

20-30 minutes: activities related to the topic/practice.

Last 5ish minutes of class: wrap up and debrief.

Week 1: Introduction to Class and Each Other and the Importance of Pleasure

Day 1: Explain the purpose of the course and how it will be conducted. The course will center sexual pleasure as part of sexual health and use bell hooks Teaching to Transgress as the main theory for learning, to provide students with education as a means to sexual freedom and liberation. Explain that due to the structure of the class, there will be no required readings and homework will be optional. Introduce yourself as the instructor to the class and give students a little background about you and why you're teaching the class. Next explain that the plan for the first day is:

- Getting to know each other – icebreakers.

Name Exercise – go around same your name, your pronouns and where you call home, and what your major is.

- Creating a Safe/Brave Space- since sex and pleasure are often taboo topics and we will be discussing difficult topics at times it is important to create a safe place.

What does a safe space look like for you?

Second Ice Breaker/Getting to Know Each Other- go around and ask everyone what drew them to take the course and what they are hoping to get out of it.

- Going over what is Sexual Health and why does it matter?

Word association with sex terms/concepts Purpose: to get comfortable saying anatomically correct body terms (i.e vagina vs pussy). And to get people to start thinking about the different ways society talks about sex and pleasure.

Day 2: Continuation of getting to know each other and the importance of pleasure

Sex Taboo- the fun game taboo, but this time with sex terms! (Instruction in appendix)

Exploring pleasure:

Synopsis: The class will talk about what exactly pleasure is and why pleasure both sexually and in all realms of life is important.

Lecture (20-30 mins):

- What is it? Is it only physical or is there more to it?
- Have students think about pleasure in other realms of life as well as sex

Activities/Questions (20-30 mins): Have students talk about the none sexual things that give them pleasure and how those things make them feel.

Have students go around and describe the sex education they have received in the past.

Week 2: Reclaiming the Vagina

Day 1: Penis in Relation to the Vagina

Synopsis: This class will address how medicine, history, and society have centered the penis as the main organ in sexual and reproductive health.

Lecture (20-30 mins):

- Understand how medicine and history have put the penis at the center of pleasure.
- Explain that the ‘penis’ has been thought of as ideal and perfect in form, while the ‘vagina/vulva’ has been thought of as an underdeveloped/imperfect penis.

Activities/Questions (20-30 mins): Have students break into groups of 2-5 people depending on class size and discuss the discourse around the penis being at the center of sexual health. Using

the internet have the students find examples of the penis being centered in media, art, science, medicine etc. Groups will then share out what they found with the class.

Day 2: The Myth of Pain/Fear of Pain

Synopsis: The second class will address the idea that intercourse should be/is painful the first time an individual engages in sex. It will also address how the fear of pain leading up to first intercourse impacts an individual's experiences.

Lecture:

- Discuss the myth of pain at first intercourse.
- Explain that intercourse may be uncomfortable, but it should not be unbearably painful.

This is the time to bring up the importance of being psychologically and physically ready to have intercourse.

Activities/Questions: Have students break up into groups of 3-4. In their groups they will come up with ideas on how to talk to/teach middle and/or high school students that intercourse should not be incredibly painful the first time and how to prepare young people to not be afraid.

Week 3: *Clitoris, G-spot, Labia, Oh My* – guest speaker advised.

Day 1: Anatomy (including anatomy of the clitoris).

Synopsis: This class will go over reproductive anatomy. It will include a brief overview of the male reproductive system. It will then go into depth of the female reproductive system, including the anatomy of the clitoris. It will include current gaps in understanding.

Lecture:

- Learn the anatomy of someone with a vagina, including the full anatomy of the clitoris.

- Learn the amazing capabilities of the vagina as a self-cleaning and powerful pleasure and reproductive organ.
- Discuss how to safely and pleurably engage in different types of sex including anal sex.

Activities/Question: Questions/comments for recommended quest speaker

Day 2: Erotic Zones/Orgasms

Synopsis: This class will go over the different erotic zones of the body (ear lobe, neck, etc.) and how they tie into pleasure. The lesson will also include orgasms how to, what kind etc.

Lecture:

- Learn about what happens to the body and brain during an orgasm.
- Learn different techniques to help achieve orgasm/discuss the orgasm gap.
- Learn about the different erotic zones, and how all the senses affect sex.
- Learn about how pleasure is something that is not only physical, but is also mental, spiritual, and emotional, and encompasses all senses.

Activities/Questions: Pair up have one student close their eyes and have the other student explore their hand. If something feels good encourage students to voice this and encourage students to be present in the moment. Make sure each student gets an opportunity to have their hand touched. Once the pairs are done, have them brainstorm how this activity could be used to explore erotic zones, alone or with a partner.

Week 4: *Life Course*- guest speaker advised

Day 1: Puberty and Menstruation

- Discuss how to approach and talk about period sex.

- Discuss how puberty affects sexual interest, but also is not the beginning of searching for pleasure. We start seeking pleasure from the time we are born, and sexual pleasure is just another part of that journey.
- Discuss the roles of hormones in pleasure, and how menstruation changes and affects sexual pleasure. Talk about period sex and explain that it is normal and okay to have sex while menstruating.

Day 2: Pregnancy

- Discuss the stages of pregnancy, how hormones impact the body and individual, and how pleasure is still important during this time.
- Discuss birth, bringing in past ideas that “pain” is not always part of birth in some cultures. Think about orgasmic birth. Talk about the post-partum period and changes in sex drive related to breastfeeding.

Week 5: A Bit Beyond

Day 1: Menopause (including peri and post-menopause)

- Bring awareness to the shifts in hormones and changes in the body that happen during menopause. Discuss how post-menopausal people are still sexual beings, but due to changes in hormones, they may need more external assistance (i.e. need to use more lube). Think about how pleasure and sex might shift across the life course.

Day 2: Sex, Spirituality, and Religion

- Discuss the role that spirituality/religion plays in how we view pleasure but also how people experience pleasure.

- Talk about sex and pleasure in the context of religious norms and rules.
- Introduce texts such as the Kamasutra as an example of sexuality as a part of spirituality.

Week 6: What Are Bodies?

Day 1: Decolonizing Bodies/Non-conforming bodies

- Discuss how bodies have been depicted throughout history.
- Discuss how Western ideals have been placed on bodies (i.e the racism behind why skinny is ideal)
- Discuss the fetishization and inferiority complex around certain body types (bigger bodies)

Day 2: Conceptualizing Bodies/nonbinary/heteronormative (queer sex and pleasure)

- Learn about how all bodies are different and that not all bodies fall into the heteronormative binary.
- Discuss queer sex and pleasure and how not all sex is penis centered.
- Learn about intersex people and how biological sex is a spectrum.

Week 7: Society and Sex

Day 1: Social Factors that influence sex (pop culture)

- Discuss how society, morals, values, and the culture affect how we talk about and address intercourse and sexual pleasure.
- Explore the relationship between pop culture/influencers and sexuality/sex.
- Discuss social media and its impacts on pleasure and sex.

Day 2: Porn Literacy

- Explain that porn is a fantasy and not reality. Discuss how and when porn can be used in a healthy way. Make sure students understand that it is not CSE and that not everyone wants to partake in what porn shows.
- Take the time to make sure students understand that certain groups of people are fetishized in porn and that this is not okay. Understand how the lack of porn literacy can be a threat to public health.
- Bring back sexual pleasure in relation to the penis, and help students understand that historically porn has been designed for cis, straight men.

Week 8: *Pleasure, Pain and Pushing Boundaries in the right ways*

Instructor review/content for the week:

Day 1: Masturbation and Toys. Possible guest speaker.

- Talk about masturbation and the role it plays in sexual pleasure and overall health.
- Go over the different types of toys that can be used in sexual encounters and explain where and how to find reliable toys. (This would be a time when an instructor would be encouraged to bring several toys and show them to the students)
- Bring in a professional from a local sex shop who can review sample toys and talk about local lectures and workshops.

-Homework: Encourage students to check out a sex toy shop

Day 2: Kink. BDSM

- Explore how pleasure is diverse.
- Explain kink vs BDSM and that both can be natural and exciting.
- Explain how kink and BDSM tie into pleasure.

Week 9: Negotiating Sex

Day 1: Consent

- Review what sexual consent is, and discuss how consent can be violated in different ways (i.e. someone refusing to use lube during sex).
- Talk about the complexity of consent and how understanding of it has changed.
- Practice consent and learn about how sex can be sexy.

Day 2: Communication

- Discuss communication- specifically how to communicate when you like something that your partner is doing.
- Think about creative and new possibilities for communication (i.e. if something feels good places your hand on the person to indicate you like what they are doing).
- Practice communicating wants and needs prior, during and after a sexual encounter.

Week 10: Understanding Relationships vs Understanding Sexuality in Relationships

Day 1: Healthy Relationships

- Discuss how sex can be used as a drug and how it can also be a way to seek validation.
- Explain the components of a healthy relationship and what some common red flags are.

Day 2: Different Types of Relationships

- Explain monogamy, polyamory, polyandry, polygamy, and polygyny.
- Ability to articulate what you want/priorities and likes in a relationship.

Week 11: Where's the Brain? -guest speaker advised

Day 1: Mental and Psychological Health and Sexual Wellbeing

- Discuss how the brain plays into sexual well-being if the brain is not aroused the body may not become aroused.
- Explain fantasy, and how the brain is a sexual organ in its own right.
- Address how mental health/neurological differences can impact sex and sexuality.

Day 2: Shame and Stigma

- Discuss how stigma impacts values and ideals surrounding sex and pleasure.
- Discuss how sexual shame (around fantasies, desires, etc.) can impact pleasure, especially for people with vaginas

Week 12: Disability and Trauma

Day 1: Disability and Sex

- Discuss the intersection between sex and disability. Note that there are many types of disabilities, from physical, psychological, developmental, and invisible.
- Think about chronic illness and how it may intersect with pleasure and sex.
- Explain that like with any intersection people with disabilities fall everywhere on the gender and sexuality spectrums. There is a myth that people with disabilities are asexual, which is not true for everyone.

Day 2: Trauma and Violence

- Discuss how trauma, specifically sexual trauma can impact sexual experiences and interactions. Address the importance of communication with current sexual partners about past trauma or violence.
- Discuss the different forms of sexual violence and explain that the victim is never at fault.

- Provide information on where to go and what to do if someone is experiencing violence and how/where to go to heal past trauma.

Week 13: Tying it all Together/Wrap Up

Day 1: Open/Spill Over

- This class is left open in the event that something happens a class has to be canceled.
- The second option for this class is an open class where students can bring up a topic that wasn't covered above. The instructor should let students know at the beginning of the course that there may be an 'open' class day and they can suggest topics towards the end of the course.
- Students will have the option to give a 5-minute presentation on a topic of their choice that was not covered above.

Day 2: Wrap up

- Reflect on the topics- students will share out their favorite topic(s) in the course.
- Discuss where society and as individuals should go next in the realm of sexual pleasure.
- Discuss how we all can go out into the world as emboldened powerful pleasure champions.

Homework

Homework: this curriculum aims to be as inclusive and stress-free as possible, with bell hooks' concept of 'education as a practice of freedom' as the core theory. Thus, homework will be limited. There will be no pre-class homework. The aim is for students to come in with the

knowledge they already have. After class students will have the option to partake in small homework assignments. In simple prompts such as "ask someone in your life about the shame they have around sex/sexuality," they will then have the chance to share in class the next week. Students will also be encouraged to look at their anatomy and get to know their bodies, look/read up on sexuality, sexual health, sex toys, etc. Participants will never be pressured to share anything but the goal is to create a safe space where people feel emboldened to participate.

Quality Control, Supervision, and Limitations

This course would ideally be taught by someone who has a background in Sexual and Reproductive Health and has some experience teaching adults. While they are preparing to teach the course, they would meet with me for a few days to go over the material and talk through the purpose and implementation of the course. During this time, we will go through each week and the topics that will be covered that week. We will make a plan for facilitating group discussions and reacting to students/difficult topics. This will include going over trauma response protocols. These things will be done to ensure fidelity as much as possible. Eventually I will train other trainers who are also capable of working directly with educators implementing this course. Before an individual can teach the course, they will be given an oral and written test to ensure they have the knowledge and understanding to teach the course.

Since this is the first time a course like this will be rolled out into an undergraduate setting, I acknowledge that a lot of learning will happen during the piloting phase. I have done my best to outline a clear learning plan, with objectives, but in each class and each day, the students will be different and there is no way to control for that. For certain topics such as reproductive anatomy, the curriculum will encourage bringing in an expert on the topic, such as an OB/GYN.

The class will need to be held in a small to a medium-sized classroom, ideally where the students can sit in a circle or similar configuration. The room will need to be equipped with a computer and projector, tables or small desks, a whiteboard, and markers.

Limitations include: in its current form, the class does not cover all material that falls under sexual pleasure, and it is impossible to change society and social norms in 13 weeks. The class is designed as an introduction and is not intended to go in-depth on each topic. This class is designed with the assumption that all participants have received comprehensive sex education. The class will not go over, STDs, contraceptives, etc. The topics and the structure of the class may be better for someone who has already had intercourse or sexual experiences of some kind.

Evaluation Outline

Students will be provided with two surveys during the course of the class to evaluate the instructor and class content. The first survey will be issued at the halfway point of the semester, and the second at the end of the semester. The surveys will each consist of 10 questions, 5 that address the instructor and 5 that address the content of the course. During the last day of the course, students will have the option to present a topic that they felt was missing or wanting to go into further detail.

The first time a person teaches the course, I will observe them and will make myself available to them. If a person has taught the class multiple times, I will be able to an extent for questions. I will go over the surveys with the instructor and at least one other person from the university. At the beginning of the semester, the instructor will be given a pre-test measuring their skills and their how comfortable they are teaching the course. At the end of the semester the instructor will

be given a post-test. The pre and post-tests will be used to evaluate how the instructor feels they are doing and to continue to improve the course.

Conclusion

This curriculum was designed with the intention of reclaiming sexual pleasure for people with vaginas, in a way that was inclusive of all experiences. It uses recent theoretical frameworks that center pleasure as a central role of human sexuality and bell hooks's theory of Teaching to Transgress. These classes are designed with the intention of providing a bit of background on various topics related to sexual health and sexual pleasure with an emphasis on people with vaginas and allowing students to engage in an activity/questions related to the topic. Historically sex and pleasure have centered around penises. This curriculum aims to dismantle this narrative and give people with vaginas the tools to reclaim their own sexual pleasure.

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Appendix A: Sex Taboo

The way you win is to win the most points!

The word is APPLE but you cannot say RED, FRUIT, PIE, CIDER, or CORE

They're taboo, meaning utterly unmentionable words!

- New York is the big one; eat one a day to keep the doctor away, etc!

Think fast, talk fast, and don't say a TABOO word or you'll get buzzed and lose a point!

Team A choose a player to be first clue-giver and Team B chooses a player to watch the cards to ensure none of the taboo words are used, then switch

You're allowed to pay on a card, but the opposing team scores a point each time you pass

No form or part of ANY word printed on the card may be given as a clue

- If the guess word is payment, cannot say pay
- If drink is a taboo word, drunk cannot be given as a clue
- If spaceship is the guess word, cannot say space or ship as a clue

No sound effects or noise, no gestures, no "sounds like" or "rhymes with" for the guess word

No initials or abbreviatives

- Example, medical or doctor cannot be used for MD

