

CMST 3900: Sexual Communication

Dr. Ashley N. Mack

COURSE OVERVIEW

In this course, we will examine the ways in which people communicate about sex in a variety of contexts. To begin, we will examine the role of sexuality in society and how we come to define and make sense of its various meanings. We will discuss how we publicly communicate about sex and sexuality through cultural discourses, and how public discourses also shape our shared understanding of “sexiness” and sexuality. Interpersonally, we will explore how individuals negotiate and consent to sexual contact, as well as how they disclose their sexual preferences, and use sexual communication to enhance intimacy in more established romantic relationships. In health contexts, we will discuss the implications of sexually transmitted diseases in negotiating sexual relationships. Finally, we will explore the ways in which new media and technologies have changed sexual communication and relationships in today’s society. Through course readings, vivid class discussions, and investigative research, students will learn about sexual communication from a variety of communication perspectives.

COURSE OBJECTIVES

By the end of this course, students should be able to:

1. Describe the challenges associated with sexual communication in various public, mediated, interpersonal, and relational contexts.
2. Describe the implications of new technologies and work environments for sexual communication.
3. Demonstrate an ability to assimilate readings from class and to write in a manner that incorporates the readings
4. Demonstrate an ability to use communication concepts to analyze human behavior and to apply those concepts to improve social and professional life.
5. Demonstrate competency in library research and an ability to integrate resources to understand a communication phenomenon related to sex.
6. Demonstrate an ability to critically engage established norms and expectations of sex and sexuality.
7. Analyze data about sexual practices, communication, and/or relationships.
8. Become a more effective critical thinker and consumer of information.
9. Demonstrate an understanding of the historical, cultural, and philosophical complexity that supports sophisticated discourse.

CLASSROOM ENVIRONMENT

This class engages, as one might expect, adult content. We will be approaching all material, topics, and content from an academic perspective and for the purpose of understanding the relationship between sex and communication. Reading, watching, or discussing explicit content should not reflect that your classmates or I are promoting it. If you are uncomfortable engaging in adult content for the purpose of academic debate and conversation, this may not be the class for you.

The success of this course depends on the interactions generated between the instructor and the students (me and you). I do expect you to participate actively in class, share your ideas and opinions, comment on and assess those of your fellow classmates. However, I do demand that everyone treat each other with respect. Ridicule or disrespect of any sort will not be tolerated. While I use a wide variety of mediated examples to illuminate points and bring life to discussion in class, I do not use powerpoint presentations and will not post “lecture outlines” on Moodle. My hope is that we will all become more engaged members of the classroom discussions because of this commitment to an engaged and discussion-oriented environment.

COURSE WEBSITE

This course makes use of the Moodle website. You should be able to access Moodle through your PAWS account. After you log into PAWS, you will find the link to Moodle under the “Student Services” category. I will post readings, course assignments, documents, as well as any announcements. Make sure to check the website regularly.

COURSE MATERIALS

- readings/materials will be posted online through Moodle
- Access to and competency with online search engines and university libraries is essential for success in this course.

ASSIGNMENTS

Grade Scale

Letter Grade	Point Range Needed
A+	98-100%
A	92-97.9%
A-	90-91.9%

B+	88-89.9%
B	82-87.9%
B-	80-81.9%
C+	78-79.9%
C	72-77.9%
C-	70-71.9%
D+	68-69.9%
D	62-67.9%
D-	60-61.9%
F	0-59%

Assignment Weights

ASSIGNMENT	Points
Critical Presentations	100 points
Article Presentation	50 Points
Exams	2 @ 150 points each, 300 points total
Engagement	Various activities/in class quizzes/assignments/engagement = 50 points total
TOTAL	500

Assignment Descriptions

Critical Presentations (150 points) Each member of the class will partner with another member of the class to present a thesis-driven critical presentation that engages a communication artifact that is related to or about sex and/or sexuality. Must follow specific format and requirements outlined in the assignment sheet. Each group will present their results in a 15-minute presentation and facilitate a 15-minute discussion with the class. You will be graded on both your own presentation and your participation in the dialogues facilitated by your classmates. Attendance is mandatory on all days. Within groups, group members do not always participate equally in the preparation of group projects; however, all group members share equally in the final grade. To assess individual contributions to the group project, each student will be asked to rate the extent to which each of his or her group members contributed to the

semester project. The average of the ratings you receive from members of your group, coupled with my own evaluation of your contribution, will be factored into your final assignment grade.

Article Presentations (50 points each) You will sign up for an article and presentation date at the beginning of the semester (they cannot be changed). See end of syllabus for list of articles. You must create a ONE PAGE hand out (can be front and back) that clearly summarizes the main argument, ideas, and terms presented in the article you have chosen. The handout must have a full citation of the article. The presentations to the class should be no more than 3 minutes. I need a print out copy of this on the day of your presentation and an electronic copy emailed to me.

Exams (2 @ 150 points each = 300 points total) There will be two exams in this course. They are not comprehensive. They will be essay-based examinations and you will receive a list of the possible questions ahead of time.

Engagement (50 points) This class relies on your thorough participation and critical engagement with text and exercise materials. I expect you to come to class having completed the readings for that unit. Students are expected to attend all lectures and to complete all required readings. Material will be presented in the lecture that is not in the readings and **will be** addressed in the exams. The engagement grade is composed of student contributions to class discussions and various engagement assignments given throughout the semester. In addition, you will be graded on in-class assignments and discussions for which you will lose credit if you are not present. I also reserve the right to bump up the borderline grades of students who participate most actively in class discussions.

COURSE POLICIES

Attendance

There are consequences if you miss class that you should consider while you make your decision about your attendance to this course:

- You are responsible for all information communicated in class, whether or not you are in attendance.
- You are responsible for participating in activities and discussion, and missing class will impact your engagement grade in this course.
- I do not lecture on the readings, so the information given in class is not something you can just get from the readings.
- If you miss a class, please get notes from a classmate rather than asking me for notes.
- You will not be able to make up exams or engagement activities.

Attendance on presentation days, even when you are not speaking, is required. Failure to attend presentation days will result in a ten-point deduction from your own grade for each day missed.

Late Work

Sometimes life just happens and you are unable to turn in an assignment on time (maybe you are stressed out, overwhelmed by other assignments in other classes, got drunk the night before and slept through your alarm, etc...). I will accept late work, but with a penalty. If you can't make an assignment deadline, you can turn the assignment in for **increasingly fewer points** throughout that day, up **until 11:59pm CST**. After that point, work will be accepted within the following week for the **maximum grade of a C** (see below for extenuating circumstances). After 7 days, late work will no longer be accepted for credit. (Life happens, but not without consequences.)

Extenuating circumstances: I reserve the right to accept late work without penalty when a student has provided **proper documentation** of a university sanctioned emergency or conflict that has inhibited them from turning in an assignment on time. University sanctioned emergencies or conflicts include:

- family death/emergency
- debilitating or contagious sickness
- religious observance
- serious weather conditions
- varsity athletic competition
- sanctioned curricular requirements with documentation
- court-imposed legal obligations

For more information on university policy on student absences, see <https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/>

Quality of Written Work

Take pride in the quality of your work in this class. Written work must be spell-checked, grammar-checked, and proofread: The quality of your writing will affect your grade. All written work must be typed in 12-point font, double-spaced, 1-inch margins, with a clear heading up at the top. Your name must be included. A bibliography of works cited in an accepted citation style (MLA, APA, or Chicago Style) must accompany all work.

Presentation Day Etiquette

On the day of your presentation, you should arrive in appropriate attire (i.e. business casual, or at least not in pajamas) prepared to give your speech. Your role as an audience member is equally important to a successful presentation. As I indicate above, attendance on presentation days is mandatory for everyone. You are also responsible for being a supportive audience member. This means that working on homework, typing on a lap top, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will be considered rude and inappropriate. This may, if done repeatedly, affect your own grade on the assignment.

Grade Discussions and Appeals

If you would like to speak with me about an exam, assignment, final grade, or any other graded material you must come to my office and speak with me face-to-face or schedule a video conference appointment during my office hours. If you cannot come to my office hours, I will gladly schedule an appointment that works with your schedule.

If you wish to appeal a grade on an assignment or seek a change in your grade, you must submit a written letter requesting to appeal your grade within 7 days of receiving the grade/feedback, and you must follow the procedure I outline below. *I will not casually discuss the specifics of grades over e-mail due to FERPA (a federal law designed to protect your privacy).*

Grade Appeal Procedure:

- Wait at least 24 hours after receiving your grade and feedback before setting up an appointment with me and submitting your written grade appeal. This grace period ensures that you have time to carefully read and consider the feedback.
- After reading my feedback, submit a written appeal through e-mail that identifies the specific issue in question (i.e. exam question, etc.) and explains the specific and well-supported reasons you believe the grade should be changed. Some thoughts on these appeals:
 - Please refer to any class materials that support your rationale for a change.
 - Focus less on explaining that you deserve a certain grade (i.e. "I came to every class and deserve an A"), and more on proving that you accomplished specific objectives on this specific assignment that you were not given the appropriate credit for (i.e. "You state in my feedback that I did not appropriately meet X grading criteria. However, according to lecture and the assignment description, we were expected to do Y, see pages 5-7 of my assignment where you can see I meet this criteria by doing Z.").
 - Make sure to cite specific instances from your assignment to provide support for your claims.

- Please attach to the email a graded copy of the assignment in question (i.e. exam, etc.) and any additional evidence to support your claims.
- The written appeal should be submitted at least 24 hours prior to the appointment you have scheduled with me. During this meeting, we will review your appeal.
- After meeting with you, I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade.
- I will provide you with a written justification of my decision through Moodle (see comments on the graded item in question).
- Remember, you can only submit a grade appeal within one week (7 days) of the grade's issue. Grade appeals will not be considered after that "statute of limitations" has expired.
- If we cannot come to an agreement, you are welcome to follow the formal grade appeal procedure as outlined in the Student Code of Conduct.

Technology and Electronics in the Classroom

You are more than welcome to use technology in this classroom (Laptops, iPads, etc) as long as it does not serve as a distraction to you and other students. However, if your cell phone rings during class I reserve the right to answer it or take it for the remainder of class. If you use a laptop to take notes, that is fine, but it should not be out during discussions or engagement activities. Also, if I catch you on facebook, twitter, instagram, or something unrelated to class—I will give one warning and if it happens again the rest of the class will lose the privilege to take notes electronically.

Waiting Policy

Class members should wait 15 minutes for me in the event I am late (which I do not at all foresee). After that period of time, you should consider class cancelled.

Netiquette

Think about how you communicate to your instructors and colleagues in person and via e-mail.

When sending E-Mails:

- Address me professionally in e-mails (ex: "Hello, Dr. Mack")
- In an e-mail, please sign your name (I might think LSUcutiepie@gmail.com is spam and delete it).
- Check your grammar.
- Remember tone is harder to make out in e-mail. Assume a polite and professional tone, and my response will be the same.
- Make sure to include any necessary background information needed for me to "make sense" of what you are e-mailing about. Also, make sure to be clear (just like in an essay) of what you want out of the e-mail.
- Do not text me from your phone in all caps, or in broken English. Always use proper

punctuation, complete spellings, etc...

- Courtesy in this class gives most people 24 hours to respond to e-mail. I will not assume you will get an e-mail in less time; don't assume I will either. Weekends may take longer.

If you fail to follow these guidelines, I will not answer your e-mail.

Academic Misconduct

Don't plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here:

<http://www.lib.lsu.edu/instruction/plagiarism2.html> .**Your work would be considered as plagiarism in part or entirely if it involves any of the following:**

- Submitting work that was written by someone other than you (an online source, a friend, etc.).
- Submitting work in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submitting work in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- Submitting work that you have written together with a friend as if it was solely your own intellectual property.
- Submitting work for COMM 2063 that you wrote verbatim for another class.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.

Majoring in Communication Studies

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, "To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy,

both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall

COURSE SCHEDULE

Please Note: You are responsible for all readings. Please complete the reading assignment *before* the listed class. The syllabus is provisional and is subject to revision as necessary. Additional readings may be assigned from time to time, and/or assigned readings may be omitted.

All readings are available on Moodle.

Date	Topic	Readings/Assignment Info
TH 1/12	Course Introduction	Jackson & Scott, "Conceptualizing Sexuality"
T 1/17	What is sexuality?	Jensen, "What is Sexuality for?" Excerpt from <i>Getting Off</i>
TH 1/19	The Sexual Self & Sexual Scripts in Society	Sternadori, Excerpt from <i>Mediated Eros</i>
T 1/24	Sexualization	Attwood, Sexed up Attwood, Excerpt from <i>Mainstreaming Sex</i>
TH 1/26	The Birds & The Bees	Fields, Excerpt from Risky Lessons
T 1/31	Cis-Heterosexuality as the Norm	Excerpt from <i>Straight</i> Riley J. Dennis, "Your Dating 'preferences' are discriminatory." YouTube.com. November 24, 2016.
TH 2/2	Pornography & Gaze	Jensen, "We are what we masturbate to" Excerpt from <i>Getting Off</i> Fradd, Excerpt from <i>The Porn Myth</i>
T 2/7	Sexual Objectification	Caroline Heldman, "Sexual Objectification (Part 1)." Sociological Images. July 2, 2012. Caroline Heldman, "Sexual Objectification (Part 2)." Sociological Images. July 2, 2012.
TH 2/9	Virginity & Sexual Purity	Valenti, Excerpt from <i>The Purity Myth</i> Laura M. Carpenter, "The Ambiguity of 'Having Sex': The Subjective Experience of Virginity

		<p>Loss in the United States." <i>The Journal of Sex Research</i> 38/2 (2001): 127-139.</p> <p>Casey Ryan Kelly, "Introduction: The Cinema of Abstinence," from <i>Abstinence Cinema: Virginity and the Rhetoric of Sexual Purity in Contemporary Film</i> (Rutgers University Press, 2016): 1-24.</p>
T 2/14	Hookup Culture	<p>Excerpt from, American Hookup</p> <p>Taylor, "She Can Play that Game, Too," in The New York Times.</p> <p>Robin, "Its not about the sex," from <i>Salon.com</i></p>
TH 2/16	Exam 1 Review	
T 2/21	Exam 1	
TH 2/23	Communicating Sexual Identity	<p>Manning, J. (2015). "Communicating Sexual Identities: A Typology of Coming out." <i>Sexuality & Culture</i>, 19, 122-138.</p> <p>WatchCut Video, "People Guess the Sexual Orientation of Strangers." YouTube.com. July 17, 2017.</p> <p>BuzzFeedVideo, "If Straight People Had to Come Out." YouTube.com. October 11, 2014.</p>
T 2/28	Negotiating Sexual Intimacy	Perel, Excerpt from <i>Mating in Captivity</i>
TH 3/2	Communicating Desire/Fantasies	Laurie Betito 'The Pleasure Principle.'
T 3/7	Communicating in Monogamy	Christopher, F. S., & Sprecher, S. (2000). " Sexuality in marriage, dating, and other relationships: A decade review. " <i>Journal of Marriage and the Family</i> , 62, 999-1017.
TH 3/9	Alternatives to Monogamy	Khazan, " Multiple Lovers, Without Jealous. " From <i>The Atlantic</i> .

T 3/14	Communicating about Sexual Health	Curry, “Reluctant Social Commentary of a HIV-Positive Twenty Something” from The Advocate
TH 3/16	Hooking up on the go	Juzwiak, “where is Our Dependency on Hook-up Apps Taking us?” from Gawker.com Blackwell & Birnholtz, “Seeing and Being Seen: Co-Situation and impression formation using Grindr, a location-aware gay dating app.” <i>New Media & Society</i> , 17/7 (2015): 1117-1136. Gaby David & Carolina Cambre, “Screened Intimacies and the Swipe Logic.” <i>Social Media & Society</i> April-June 2016: 1-11. Corinne Lysandra Mason, “Tinder and humanitarian hook-ups: the erotics of social media racism.” <i>Feminist Media Studies</i> 16/5 (2016): 822-837.
T 3/21	Sexual Coercion & Communicating Consent	Mackinnon, <i>Rape: Coercion & Consent</i> Shulevitz, “Regulating Sex,” in <i>The New York Times</i> . Keenan, “Affirmative Consent: Are Students Really Asking?” in <i>The New York Times</i>
TH 3/23	Sex at Work	Katie Benner, “Women in Tech Speak Frankly on Culture of Harassment.” <i>The New York Times</i> , June 30, 2017. Josh Levs, “I’m a Man Who Was Sexually Harassed by a Woman.” <i>Time Magazine</i> , May 9, 2017. Melanie Schefft, “How Gay Men Navigate the Corporate World.” <i>UC News</i> , August 25, 2016.

T 3/28	Sex Without Others?	Gaudiosi, “How Virtual Reality Sex Edutainment is revolutionizing porn” from <i>Rolling Stone</i> . Weiss, “Sex+Technology=Sexnology” from Huffington Post
TH 3/30	Exam 2 review	
T 4/4	Exam 2	
TH 4/6	Critically Analyzing Communication	Analysis Reading on Moodle **Assign Critical Presentation Project**
T 4/11	No Class - Spring Break	
TH 4/13	No Class - Spring Break	
T 4/18	Workshop	
TH 4/20	Workshop	
T 4/25	Critical Presentations	
TH 4/27	Critical Presentations	
W 5/3	Critical Presentations	Final Exam Slot

ARTICLE PRESENTATIONS

Date/UNIT	Presenters Name	Article
		Behm-Morawitz & Mastro, The effects of the Sexualization of Female Video Game Characters on Gender-Sterotyping and Female Self-Concept, <i>Sex roles</i> (2009) 11, 808-823
		Albright, J. (2008). "Sex in America Online: An exploration of Sex, Marital Status, and Sexual Identity in Internet Sex Seeking and Its Impacts." <i>The Journal of Sex Research</i> , 45, 175-186.
		Eisenberg, M. A., Sieving, R. E., Bearinger, L. H., Swain, C., & Resnick, M. D. (2006). Parents' communication with adolescents about sexual behavior: A missed opportunity for prevention? <i>Journal of Youth Adolescence</i> , 35, 893-902.
		Afifi, T. D., Joseph, A., & Aldeis, D. (2008). Why can't we just talk about it?: An observational study of parents' and adolescents' conversations about sex. <i>Journal of Adolescent Research</i> , 23, 689-721.
		Cheng, et al Sexual Subjectivity among Adolscent Girls in Social Forces
		Fingerson, L. (2005). Do mothers' opinions matter in teens' sexual activity? <i>Journal of Family Issues</i> , 26, 947-974.
		"When you come to it you feel like a dork asking a guy to put a condom on": Is sex education addressing young people's understandings of risk? <i>Sex Education</i> , 6, 105-119.

		Bond, B. J., Hefner, V., & Drogos, K. L. (2009). Information seeking practices during the sexual development of lesbian, gay, and bisexual individuals: The influence and effects of coming out in a mediated environment. <i>Sexuality and Culture: An Interdisciplinary Quarterly</i> , 13, 32-50.
		Breshears, D. (2010). Coming out with our children: Turning points facilitating lesbian parent discourse with their children about family identity. <i>Communication Reports</i> , 23, 79-90.
		Edgar, T., & Fitzpatrick, M. A. (1993). Expectations for sexual interaction: A cognitive test of the sequencing of sexual communication behaviors. <i>Health Communication</i> , 5, 239-261.
		Lorraine Code, A new epistemology of Rape?
		Lannutti, P. J., & Monahan, J. L. (2004). Resistance, persistence, and drinking: Examining goals of women's refusals of unwanted sexual advances. <i>Western Journal of Communication</i> , 68, 151-169.
		Flack, W. F., et al. (2007). Risk factors and consequences of unwanted sex among university students: Hooking up, alcohol, and stress response. <i>Journal of Interpersonal Violence</i> , 22, 139-157
		Hughes, M., Morrison, K., & Asada, K. J. K. (2005). What's love got to do with it?: Exploring the impact of maintenance rules, love attitudes, and network support on friends with benefits relationships. <i>Western Journal of Communication</i> , 69, 49-66.

		Epstein, M., Calzo, J. P., Smiler, A. P., & Ward, L. M. (2009). "Anything from making out to having sex": Men's negotiations of hooking up and friends with benefits scripts. <i>Journal of Sex Research, 46</i> , 414-424.
		Holman, A., & Sillars, A. (2012). Talk about hooking up: The influence of college student social networks on nonrelationship sex. <i>Health Communication, 27</i> , 205-216.
		Paul, EL, & Kristen Hayes. (2002) The Casualties of 'Casual' Sex: A Qualitative Exploration of the Phenomenology of College Students' Hookups. <i>Journal of Social and Personal Relationships, 19</i> , 639-661.
		Cupach, W. R., & Comstock, J. (1990). Satisfaction with sexual communication in marriage: Links to sexual satisfaction and dyadic adjustment. <i>Journal of Social and Personal Relationships, 7</i> , 179-186.
		Theiss, J. A. (2011). Modeling dyadic effects in the associations between relational uncertainty, sexual communication, and sexual satisfaction for husbands and wives. <i>Communication Research, 38</i> , 565-584.
		Mongeau, P. A., & Schultz, B. E. (1997). What he doesn't know won't hurt him (or me): Verbal responses and attributions following sexual infidelity. <i>Communication Reports, 10</i> , 143-152.
		Afifi, W. A., Falato, W. L., & Weiner, J. L. (2001). Identity concerns following a severe relational transgression: The role of discovery method for the relational outcomes of infidelity. <i>Journal of Social and Personal Relationships, 18</i> , 291-308.

		Lannutti, P. J. (2011). Security, recognition, and misgivings: Exploring older same-sex couples' experiences of legally recognized same-sex marriage. <i>Journal of Social and Personal Relationships, 28</i> , 64-82.
		Lo, S. C., Zea, M. C., & Poppen, P. J. (2009). Information, uncertainty, and disclosure in the era of HIV/AIDS. In T. D. Afifi & W. A. Afifi (Eds.), <i>Uncertainty, information management, and disclosure decisions: Theories and applications</i> (pp. 254-276). New York: Routledge.
		Bryan, A. D., Aiken, L. S., & West, S. G. (1999). The impact of males proposing condom use on perceptions of an initial sexual encounter. <i>Personality and Social Psychology Bulletin, 25</i> , 275-286.
		Drouin, M., & Landgraff, C. (2012). Texting, sexting, and attachment in college students' romantic relationships. <i>Computers in Human Behavior, 28</i> , 444-449.
		Bergdall, A. R., et al. (2012). Love and hooking up in the new millennium: Communication technology and relationships among urban African American and Puerto Rican young adults. <i>Journal of Sex Research, 49</i> , 570-582.
		Blackwell, C. Birnholtz, J, & Abbott, C. (2015). Seeing and being seen: Co-situation and impression formation using Grindr, a location-aware gay dating app. <i>New Media & Society, 17</i> , 1117-1136.
		Craft, A. J. (2012). Love 2.0: A quantitative exploration of sex and relationships in the virtual

		world Second Life. <i>Archives of Sexual Behavior</i> , 12, 939-947.
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