

General Course Information

PSYC 333: Human Sexuality

Fall 2024

3.0 credits

Pre-requisites: PSYC236/3.0 or PSYC251/3.0 or PSYC271/3.0 or PSYC370/3.0

Learning hours: 8-10 hours per week.

Modality: In-person. Please note that the lectures will NOT be recorded and that it is prohibited to record any content from the course.

Course Description

The purpose of this class is to provide students with an overview of typical sexual behaviour and its variations. Topics include the history of sex research, sexual anatomy, the sexual response cycle, sexual dysfunction, sex therapy, gender identity, and sexual orientation. Particular attention will be paid to current issues in sex research and theory.

Note: If you suffer from issues related to sexuality, you will likely not benefit personally from this class other than gaining information. If you need resources, please contact me.

Course Topic and Timeline

Week	Date	Lecture Topic (mandatory unless otherwise stated)	Readings/videos (mandatory; optional items listed in onQ)
1	Wednesday September 4, 2024	Overview and introduction	Chapters 1 & 2
	Friday September 6, 2024	Historical views of masturbation and sex toys	[No mandatory readings for this class]
2	Wednesday September 11, 2024	Key players in sex research	Chapter 3, pp. 46-55 (to 'qualitative vs quantitative approaches to research')
	Friday September 13, 2024	Female genital anatomy	Chapter 4, pp. 72-84 (to 'male genitals')
3	Wednesday September 18, 2024	Male genital anatomy	Chapter 4, pp. 84-94 (from 'male genitals' to 'sexual response cycles')
	Friday September 20, 2024	Sexual response cycles and sex research methods	Chapter 4, pp. 94-102 (from 'sexual response cycles' to end of chapter) Chapter 3, pp. 55-71 (from 'qualitative vs quantitative approaches to research' to end of chapter)
4	Wednesday September 25, 2024	Midterm 1	Chapters 1-4 and all Pukall lectures to date
	Friday September 27, 2024	Guest speaker: Sexual Health Resource Center <i>Contraceptive options</i>	Chapter 7 [NOTE: content of lecture will be tested on midterm]
5	Wednesday October 2, 2024	Guest speaker: Sexual Health Resource Center <i>Healthy sex</i>	Chapters 8 & 14 [NOTE: content of lecture will be tested on midterm]

	Friday October 4, 2024	<p>Guest speakers Lord Morpheus & Princess</p> <p><i>Kink</i></p> <p>Attendance is optional, but I strongly encourage you to join if you can. This experience is intended for you to be exposed to and understand kink. You will be able to ask questions.</p>	<p>Dunkley CR & Brotto LA (2019). The role of consent in the context of BDSM. <i>Sexual Abuse</i>, 32(6), 657-678.</p> <p>[NOTE: content of lecture and reading will not be tested on midterm]</p>
6	Wednesday October 9, 2024	<p>Guest speaker: Ashley (she/her)</p> <p><i>MRKH Syndrome</i></p> <p>Attendance is optional, but I strongly encourage you to join if you can. This experience is intended for you to be exposed to and understand one person's experiences as an intersex woman. You will be able to ask questions.</p>	<p>VIDEO: TEDxLondon Talk, Susannah Temko What it means to be intersex (13 mins, 55 seconds)</p> <p>[NOTE: content of lecture will not be tested on midterm, but content of video will be tested on midterm]</p>
	Friday October 11, 2024	Gender/sex	<p>Ministry of Children, Community and Social Services. (n.d.). A Note on Language.</p> <p>Conover KJ et al. (2021). Pronoun fact sheet [Fact sheet]. American Psychological Association, Division 44: The Society for the Psychology of Sexual Orientation and Gender Diversity.</p> <p>Meier C & Harris J (n.d.). Gender Diversity and Transgender Identity in Children [Fact sheet]. American Psychological Association, Division 44: The Society for the Psychology of Sexual Orientation and Gender Diversity.</p> <p>van Anders SM et al. (2019). Talking about transgender experiences, identities, and existences.</p> <p>[NOTE: readings will be tested on midterm]</p>
--	Wednesday October 16 & Friday October 18, 2024	Thanksgiving and Fall Break (October 14-18) No class	
7	Wednesday October 23, 2024	Communication	Chapter 13
	Friday October 25, 2024	Normative views of sexuality	Chapter 9

			<p>VIDEO: TEDx Talk, Laurie Mintz A new sexual revolution for orgasm equality (11 mins, 26 seconds)</p> <p>[NOTE: content of chapter, video, and lecture will not be covered on midterm 2 but will be tested on the final]</p>
8	Wednesday October 30, 2024	Midterm 2	Chapters 7, 8, 13, & 14 (but not 9), gender/sex readings, both SHRC lectures, and all Pukall lectures
	Friday November 1, 2024	Sexual/affectional orientations	Chapter 11 (except for the “biological explanations” and “psychosocial explanations” sections on pages 257-260)
9	Wednesday November 6, 2024	<p>Guest lecturer: Dan <i>Gender</i></p> <p>Attendance is optional, but I strongly encourage you to join if you can. This experience is intended for you to be exposed to and understand one person’s experiences with gender. You will be able to ask questions.</p>	[No mandatory readings for this class]
	Friday November 8, 2024	Sexual variations	Chapter 15 (except for the paragraph on page 354 between Table 15.1 and the Ethical Debate box)
10	Monday November 11, 2024	<p>Blog due by 11:59 PM</p> <p>NOTE: An automatic extension to 11:59 PM <u>Thursday, November 14, 2024</u>, is given with no late penalty and no need to complete a short-term request for academic consideration.</p>	Please submit via onQ as a Word document (preferred) or PDF
	Wednesday November 13, 2024	Sexual dysfunctions: Part I	Chapter 16, pp. 364-386 (to ‘therapy for sexual difficulties’)
	Friday November 15, 2024	Sexual dysfunctions: Part II	<p>Pukall CF & Bergeron S (2021). Sexual Dysfunctions. In: Castonguay LG, Oltmanns TF, & Lott A (Eds): <i>Psychopathology: From Science to Clinical Practice</i>, 2nd ed. New York, Guilford Press, pp. 369-397.</p> <p><u>For these lectures, FOCUS ON pp. 369-381 (from beginning of chapter to ‘course and treatment outcome’)</u></p>

11	Wednesday November 20, 2024	Treatments for sexual dysfunctions: Part I	Chapter 16, pp. 386-391 (from 'therapy for sexual difficulties' to end of chapter)
	Friday November 22, 2024	Treatments for sexual dysfunctions: Part II	Pukall CF & Bergeron S (2021). Sexual Dysfunctions. In: Castonguay LG, Oltmanns TF, & Lott A (Eds): <i>Psychopathology: From Science to Clinical Practice</i> , 2 nd ed. New York, Guilford Press, pp. 369-397. <u>For these lectures, FOCUS ON pp. 382-397 (from 'course and treatment outcome' to the end of the chapter)</u>
12	Wednesday November 27, 2024	Treatments for sexual dysfunctions: Part III	
	Friday November 29, 2024	Wrap up (if needed)	

It is strongly recommended that you read the relevant chapters/articles and view the assigned videos before class; this way, you will get much more out of the lectures.

Course Learning Outcomes

To complete this course, students will demonstrate their ability to:

- Compare and contrast historical and contemporary perspectives of sexuality.
- Identify the major structures of the genitals and describe their functions and complexity and compare their optimal and nonoptimal functioning.
- Analyze the benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.
- Explain the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behaviour, relationship configurations, sexual attraction, gender, and sexual orientation.
- Justify whether sexual concerns are diagnosable or not and integrate knowledge about sexual dysfunctions into case studies.

Time Commitment

In this course, you should expect to invest an average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and preparing for your larger assignments and exams. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

Important University Dates (Selected): Please visit the [Faculty of Arts and Sciences Sessional Dates website for all academic deadlines](#)

September 16, 2024: Last date to add Fall Term and multi-term classes and last date to drop Fall Term and multi-term classes with full tuition credit. Students unable to register in Fall Term by this date must appeal in writing to the Office of the Associate Dean (Academic).

September 30, 2024: National Day of Truth and Reconciliation (all academic activity suspended).

October 14, 2024: Thanksgiving Monday (classes cancelled).

October 15 to Friday October 18, 2024: Fall Term Reading Break (classes cancelled).

October 28, 2024: Last date to drop Fall Term classes without Faculty/School permission.

November 11, 2024: Remembrance Day (classes cancelled 10:30-11:30 AM).

December 3, 2024: Fall Term classes end.

December 4-6, 2024: Fall Term pre-examination study period.

December 6, 2024: Day of Remembrance and Action on Violence Against Women (all academic activity suspended).

December 7 to December 21, 2024: Fall Term Final Examinations.

Land Acknowledgement

Let us acknowledge that Queen's University is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn, work, and play on these lands. I am grateful to live as an uninvited guest upon the traditional territories of the Haudenosaunee Confederacy and the Anishinabek Nation. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#).

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class, I will work to promote an anti-discriminatory, anti-racist, and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers write/say before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to being having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks or demeaning or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights and Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Course Materials & Technologies

Required Course Textbook

Course textbook	Edition	Publisher	For Purchase	At Queen's Library?
Human Sexuality: A Contemporary Introduction, Pukall CF (editor)	3 rd edition	Oxford University Press	<p>Queen's Bookstore: Additional information including used books, e-books, and alternative format availability, library availability, and competitive pricing from online retailers is available on the Bookstore's website</p> <p>VitalSource (prices on this site in Canadian dollars)</p>	One copy (policy states only one copy is allowed) of the textbook has been placed on 24-hour reserve at Stauffer Library.

Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale, or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Communication

Throughout this course, you may have some general questions about the course and any assignments. If you think that your question may benefit other students, you are invited to post your question in the

Course Questions discussion forum. Feel free to also help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours on weekdays. Any other questions that you would prefer to share privately, please contact me or the TAs at one of the email addresses listed on the course home page on onQ.

Course Announcements: Throughout the course, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning or other opportunities.

Queen's Email: The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback: At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Assessments

Weighting, Alignment with Course Learning Outcomes (CLOs), and Other Information

Assessment	Alignment with CLOs	Date	Material covered	Weighting (Percent of final grade)
Midterm 1	<p>Compare and contrast historical and contemporary perspectives of sexuality.</p> <p>Identify the major structures of the genitals and describe their functions and complexity and compare their optimal and nonoptimal functioning.</p> <p>Analyze benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.</p>	Wednesday, September 25, 2024	Chapters 1-4 and all Pukall lectures	20%
Midterm 2	<p>Analyze benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.</p> <p>Explain the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behaviour, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.</p>	Wednesday, October 30, 2024	Chapters 7, 8, 13, & 14 (but not 9), gender/sex readings, Temko video, both SHRC lectures, and all Pukall lectures	30%
Final exam	<p>Compare and contrast historical and contemporary perspectives of sexuality.</p> <p>Identify the major structures of the genitals and describe their functions and complexity</p>	TBA	All material covered on Midterm 2, plus: Chapters	40%

	<p>and compare their optimal and nonoptimal functioning.</p> <p>Analyze benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.</p> <p>Explain the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behaviour, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.</p> <p>Justify whether sexual concerns are diagnosable or not and integrate knowledge about sexual dysfunctions into case studies.</p>		9, 11, 15, 16, all Pukall lectures, and all assigned readings and videos (any changes, such as dropped readings, to be communicated later in the term)	
Blog	<p>Compare and contrast historical and contemporary perspectives of sexuality.</p> <p>Identify the major structures of the genitals and describe their functions and complexity and compare their optimal and nonoptimal functioning.</p> <p>Analyze benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.</p> <p>Explain the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behaviour, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.</p> <p>Justify whether sexual concerns are diagnosable or not and integrate knowledge about sexual dysfunctions into case studies.</p>	<p>Due by 11:59 PM (via onQ) Monday November 11, 2024.</p> <p>NOTE: An automatic extension to 11:59 PM <u>Thursday, November 14, 2024</u>, is given with no late penalty and no need to complete a short-term request for academic consideration.</p>	See information below and appendix for details. See onQ for the rubric.	10%
Total				100%

Description of Learning Activities and Assessments

Midterms: Questions on the midterms are based on the chapters, assigned readings and videos (videos through onQ links and videos shown during lectures), and lectures (including the SHRC guest lectures but not other guest lectures). The second midterm is non-cumulative (i.e., the second midterm will be based on material not already covered on the first midterm). Both midterms will consist of multiple choice and short answer questions.

Final Examination: The final examination will be partially cumulative. It will not cover any material tested on the first midterm; it will focus on material covered in the second midterm and especially on the material covered after the second midterm. The final exam will consist of multiple choice and short answer questions, and questions on one sex therapy case (of two). An onQ announcement with specific content to be covered in the final examination will be posted towards the end of term.

Blog: The blog is worth 10% of your final grade. It should be no more than 4 double-spaced pages (Times New Roman, 12-point font, page numbers in upper right corner) based on any topic discussed or read about in class, or on past or current sexuality-related topics appearing in media. Please see the Appendix for details. If your blog is particularly unique and timely, I may be in touch with you to obtain your permission to edit and post it on my website, with you listed as a guest blogger (or you can be anonymous)! Please submit your blog via onQ as a Word document (preferred) or PDF.

Extra Credit or Make-Up Work

There is no opportunity for extra credit or make-up work in this course.

Proctored Exams

Timing of Final Examinations: Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Students important dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term.

Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration](#) webpage.

Assignment Submission Policy

Midterms and Final Examination: Unlike the blog (see below), the midterms and final examination do NOT have built-in grace periods. This is because of academic integrity issues associated with these assessments. Thus, students are asked to use the Academic Considerations Portal when relevant for these assessments.

Built-in Grace Period – Selected Assessments

To build in flexibility and promote accessibility and inclusion for all students, this course has been designed with built-in grace periods where possible.

Written Submission: The written submission (i.e., the blog) has a built-in 3-day grace period, which aligns with the Faculty of Arts and Science's policy for Academic Considerations. If you have extenuating circumstances when a submission is due and these circumstances will last up to three (3) days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period is automatically applied to papers submitted up to three (3) days late. However, if your circumstances will last more than three (3) days and you have documentation, please use the Academic Considerations Portal.

Late Policy for the Blog: The blog has a 3-day grace period. That is, your blog is due on the due date posted, but it will be accepted, without penalty, up to 72 hours afterwards. Late submission of the blog beyond the grace period (without long-term Considerations or Accommodations) will be penalized 10% per day that it is late, including weekend, unless arrangements have been made.

Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

Deferred Exams

Students receiving permission to write a deferred final exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period between January 16-19, 2025, with location TBA. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

Policy Related to the Review of Graded Work

Requests for regrading may be made to your TA 48 hours after you have received the marked copy of your assignment, but no more than 10 days later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name, student number, and TAs' names.
- The original copy of your marked assignment, attached.
- Your reason for the request:
 - The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

Grading Scheme and Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Policies

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly and participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking the **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office, and other support services in the process to request, assess, and implement academic accommodations. To learn more, go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- Short term physical or mental illness or injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic event/confidential (bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (court dates, jury duty, requirements to isolate, etc.)

- Significant event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyacom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

Once you have submitted your Consideration request, please follow up with Tara via email as soon as possible.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators, and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect, and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery, and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Use of Generative Artificial Intelligence (AI) Tools in this course is NOT permitted.

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity. Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take, which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

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Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

Other Important Information

Technology Requirements for Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome, or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Students Studying or Travelling Abroad

We strongly recommend that you confirm Internet availability in your host country before departure if you plan to travel. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses and onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing of assessments or assignments as a result of travel plans.

Copyright of Course Materials

Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in PSYC 333. The material on the website may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course.

This material is designed for use as part of PSYC 333 Human Sexuality at Queen's University and is the property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of copyright law. Find out more about copyright here:

<http://library.queensu.ca/copyright.>

*****Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and as external events may dictate. Any changes will be communicated to you in class and/or via your Queen's email and/or via announcements posted to onQ, and changes will be made to the syllabus shared on onQ.*****

Appendix: Information on Blog Assignment

Overview

You can write the blog on any topic related to sexuality, but the content of the blog needs to be grounded in research, not simply a personal account or personal feelings about an issue. In the blog, you need to focus on a sexuality-related topic (e.g., sexting, OnlyFans, sex robots), and it should highlight some of the arguments presented in favour of, and against, aspects of the topic you choose.

Instructions

Please avoid writing about personal sexual or traumatic experiences in the blog even if you are comfortable doing so (remember that members of the teaching team may not be comfortable reading about such information about a student in the course). Please write the blog in a reader-friendly way (see <https://www.sexlab.ca/blog> for examples) and end with a “big picture” section that highlights the issue in a larger perspective.

Published blogs posted from students in this course include the following:

<https://www.sexlab.ca/blog/2022/2/15/dating-apps-better-than-offline-or-just-a-waste-of-time>

<https://www.sexlab.ca/blog/2022/1/14/screw-it-im-downloading-onlyfans>

<https://www.sexlab.ca/blog/2021/10/20/send-nudes-or-maybe-dont>

<https://www.sexlab.ca/blog/2021/1/12/surrogate-partner-therapy-why-arent-we-doing-it>

The blog should be a maximum of 4 pages double-spaced (Times New Roman, 12-point font, page numbers in upper right corner), not including references, tables/appendices/figures, title page, etc. References that you cite should be listed at the end of the paper in APA format as well as cited in text at the appropriate place. Please submit the assignment as a Word document (preferred) or a PDF.

Please submit your blog via onQ with the following file naming convention:

Last name-First name_Title

Here is an example: **Pukall-Caroline_The Orgasm Gap**

If your blog is particularly unique and timely, I may be in touch with you to obtain your permission to edit and post it on my website (<https://www.sexlab.ca/>), with you listed as a guest blogger!

Format

- Title page with name, student number, and title of blog (does not count in 4-page limit)
- Maximum 4 pages of text, double-spaced
- Times New Roman, 12-point font
- Page numbers included in upper right corner

References (typical range is from 2-7 but you can include more)

- Must include at least 2 journal articles, and you can also include references to existing blogs, media reports (including interviews), and websites
- Cited within text at relevant places
- Reference list included at the end of the paper (on a separate page, not included in the 4-page limit)

- APA formatting:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Resources

- Citing and Citation Management, Queen's University Library: <http://library.queensu.ca/help-services/citing-sources>
- Manchester Academic Word Bank (great sentence starters for academic writing):
<https://www.phrasebank.manchester.ac.uk/>
- Consider taking SASS' online tutorial on academic integrity, available here:
<https://sass.queensu.ca/sites/sasswww/files/courses/academic-integrity/#/>

Remember: The arguments you present should be grounded in evidence, for example: content from journal articles (e.g., from the Journal of Sexual Medicine, Archives of Sexual Behaviour, Journal of Sex and Marital Therapy, Current Sexual Health Reports), websites (e.g., National Vulvodynia Association: www.nva.org, Sex & U: www.sexandu.ca, Rainbow Health Ontario: www.rainbowhealthontario.ca; Options for Sexual Health: www.optionsforsexualhealth.org/facts), blogs (e.g., <https://www.lehmiller.com>), and reputable media sources (e.g., The New York Times, CBC, The Globe and Mail).

Grading Criteria and Weight

Please see the rubric on onQ that will be used to grade your assignment. This assignment is worth 10% of your final grade.

Please note: The marking rubric has been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

Note: The blog has a 3-day grace period. That is, your blog is due on the due date posted, but will be accepted, without penalty, up to 96 hours afterwards. Assignments not submitted by that time will receive a late penalty (as described in the syllabus; i.e., 10% of your grade will be deducted for each day late, including weekends). Short term academic consideration is therefore built into the blog assignment due date and will not be extended past this 3-day grace period.