

PSYC 333: HUMAN SEXUALITY (WINTER 2018)

Instructor: Professor Caroline F. Pukall, PhD, CPsych

Class hours: Mondays from 1:00-2:30 and Wednesdays from 11:30-1:00

Class location: Kingston 101

Office hours: Tuesdays from 2:00-3:00 (or by appointment) in Craine 217 (as of January 23, 2018)

Phone: 613.533.3200; Email: caroline.pukall@queensu.ca

Teaching Assistant: Katrina Bouchard, MSc

Office hours: Thursdays from 4:00-5:00 (or by appointment) in Humphrey 201 (as of February 8, 2018);

Email: 8kb12@queensu.ca

Intended Learning Outcomes

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

- Compare and contrast historical and contemporary perspectives of sexuality.
- Identify the major structures of the genitalia to appreciate their functions and complexity, and will 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.
- Appreciate the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behavior, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.
- Distinguish whether sexual concerns are diagnosable or not, and integrate knowledge about diagnosable sexual dysfunctions into case studies.

Textbook (required)

Pukall CF (editor). Human Sexuality: A Contemporary Introduction, 2nd edition. Oxford University Press, 2017.

Note: Two copies of the textbook have been placed on reserve at Stauffer Library.

Course description

The purpose of this class is to provide students with an overview of typical sexual behavior 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 are in need of resources, please contact the instructor.

Course Website and Content

Course materials (e.g., course outline, assigned readings outside of the textbook, lecture slides, grades), will be provided via OnQ.

Copyright of Course Materials

The course material is designed for use as part of Human Sexuality (PSYC 333) 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>

Course Format

The course is presented as a series of lectures (two 80-minute lectures each week) as outlined below. Please keep in mind that **you are responsible for reading and studying the chapters listed below in their entirety, even if not all the material from the chapters is covered during class time.** Additional readings outside the required text will be assigned for some lectures, including guest lectures. **You are also responsible for reading and studying the articles in their entirety, even if not all the material is covered during class time.** It is strongly recommended that you read the relevant chapters and/or articles before coming to class; this way, you will get much more out of the lectures.

Amount of information

There are many readings for this course, as the chapter and lecture topics overlap in theme but not necessarily in content. As well, some questions on the exams are specific, some are general, and some of them will be from the content in the 'in focus' boxes that are in the chapters (so study those too!). In addition to knowing the larger point of the material, you will need to know details. If you think this course will involve too much reading for you, please drop it as soon as possible to allow other students access into the course.

Evaluation

Examinations

Questions on the exams will be based on the chapters, assigned readings, and lectures, including any guest lectures and videos shown during class time. **There is no opportunity for extra credit or make-up work.** Please note that if you experience distress related to any topic covered in the course, it is still your responsibility to study that material for the exams; no allowances will be made to skip topics in the course or to skip questions on the exam.

There will be 2 midterm examinations (January 29 and February 28, 2018) and a final exam that will take place during the final exam period. The first midterm examination is worth 20% of your final grade, and the second midterm is worth 30% of your final grade (total of 50%). The final examination is worth 40% of your final grade. Both midterm examinations are **non-cumulative** (i.e., each midterm will be based on material covered only since the last exam). They will consist of multiple choice and short answer questions. The final examination will be **partially cumulative as of the material covered after the first midterm**, and it will focus on material covered since the second midterm. The final exam will consist of multiple choice and short answer questions, and a choice of one of two structured essay questions.

Assessment	Date	Material covered	Percent of final grade
Midterm #1	Monday January 29, 2018 (in class)	Chapters 1-4, lectures (including videos), and any assigned readings	20%
Midterm #2	Wednesday February 28, 2018 (in class)	Chapters 7, 8, 10, 13, 14, lectures (including videos), and any assigned readings	30%
Final exam	Date, time, and location TBA	All material covered for Midterm 2, plus: Chapters 9, 11, 15, 16, lectures (including videos), and any assigned readings	40%
Thought paper	Due by 11.55 PM March 16, 2018 (via onQ)	See information below	10%

Thought paper

The thought paper will be worth 10% of your final grade. It should be no more than 3 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 current sexuality-related topics appearing in media. The aim of a thought paper is not to merely summarize factual information on a topic, but rather, for me to hear about your thoughts about things like the arguments for and against a controversial issue, your critique of an issue, and questions that are raised by an issue that extend outside of the issue at hand. No outside research is required for these papers (but you can do outside research if you would like); you can draw upon any already amassed knowledge you have from courses (including PSYC333/433), media (including social media), societal and other influences that you think are at play, and/or discussions you have had within yourself and/or with others. Any references you cite should be listed on a separate page at the end of your thought paper in the format of your primary discipline (e.g., if you are a Psychology Major, then please use APA format) as well as cited in text at the appropriate place. You should write the blog in a reader-friendly way (see: <http://blog.sexlab.ca> for examples) and end with a “big picture” section that highlights the issue in a larger perspective. 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 her website, with you listed as a guest blogger! Each thought paper will be marked according to the grading key below. Please **submit your thought paper via on Q** as a Word document (preferred) or PDF. The thought paper is due by 11.55 PM on Friday, March 16, 2018.

Grading key (on 10): note that half marks and marks in between the ones listed below are possible

0	Poor (or not submitted): Topic chosen is not appropriate AND thoughts are not well developed/are not clear
2	Fair: Topic chosen is not appropriate, and thoughts are somewhat developed/clear OR Topic chosen is appropriate, but thoughts are not well developed/are not clear
4	Good: Thought paper reflects limited introspection/perspective on an appropriate topic
6	Very Good: Thought paper reflects some introspection/perspective on an appropriate topic
8	Excellent: Thought paper reflects well developed introspection/perspective on an appropriate topic
10	Exceptional: Thought paper reflects highly well-developed introspection/perspective on an appropriate topic

Late policy

For the written assignment (i.e., the thought paper), the late policy is as follows: for each day late, 20% of the obtained mark on the assignment will be deducted—unless the instructor is aware of a documented accommodation or extenuating circumstance as soon as possible before the deadline.

Missed Exam Policy

Students will be excused from a midterm or final examination for compassionate reasons; that is, illness, accident, or a death in the family. Students **must** provide appropriate documentation of their excuse, including the following: a signed letter from a registered health professional, or documentation of death such as a bulletin from a memorial service, obituary (newspaper or online), or funeral home letter. Official documents will be copied and returned to the student. (Note that the PSYC department randomly checks document authenticity and that fraudulent documents will be grounds for a finding of a major departure from academic integrity, see below). **Only** in these cases will students be excused from the examination. The decision of whether to reweight or reschedule is made in conjunction with the student, taking into account the nature of the issue that prevented the writing of the originally-scheduled examination and practical issues related to the course. Please email both the teaching assistant and me as soon as possible once you know that you will miss an exam. We are committed to accommodating any student with a legitimate compassionate excuse. Failure to abide by this policy will result in a grade of **ZERO** for the missed examination. Please note that if you arrive 15 or more minutes after a midterm examination has started or if you arrive after at least one person has left the examination room, you will not be admitted into the room to write the midterm examination. Your grade will therefore be a **ZERO** on that midterm.

Deferred Exams

From <http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>:

Students who cannot write an exam during the December or April exam period due to a serious, extenuating circumstance (illness, death in the family) must follow the steps below to be eligible to write a deferred exam during the PSYC department's *Make up Exam period* in January, April/May, and September.

1. Obtain permission from their instructor to write a deferred exam. This requires notifying your instructor in advance or, under extraordinary circumstances within 72 hours after, the exam with appropriate documentation. Please use the Request for Exam Deferral Form and attach your documentation.
2. Complete and return the instructor-signed Permission for an Incomplete Grade Form available on the Arts and Science website and return it to the UG Office.
3. Be available to write the makeup exam during the PSYC department's Make-up Exam Period in January, April/May, or September or receive '0' on the exam.

Note: A student is only permitted to defer their exam TWICE in an academic period; i.e., a student who defers their fall term exam and is still unable to write in January, MUST write the exam in April. Any further extensions must be approved via an Appeal to the Associate Dean (Studies).

Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office." The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term, it is posted the Friday before Reading Week; and for the Summer Term, the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

Accommodation After the Fact

Once a student has submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write assignment or have it count for less than originally specified in the course syllabus (re-weighted). Students who cannot perform to the best of their abilities due to a serious, extenuating circumstance **must inform their instructor before attempting an assignment or completing a course** to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the Department in exceptional circumstances.

Student Code of Conduct, Misconduct, and Harassment/Discrimination information

All individuals related to this course, including the students, teaching assistant, guest lecturers, and instructor are expected to engage in respectful behavior during in-person, online, and other interactions. Please see the Student Code of Conduct

(<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf>), and Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting), that will apply to unacceptable behavior.

Course Syllabus

Date	Lecture Topic	Readings
Monday January 8, 2018	Overview and introduction	Chapter 2
Wednesday January 10, 2018	Historical views of masturbation and sex toys	Chapter 1
Monday January 15, 2018	Key players in sex research	Chapter 3, pp. 55-59 (from 'A historical overview of sex research methods' to 'qualitative vs quantitative approaches to research' and including the Research vs. Real Life box on page 59 called 'observing sexual response as it happens in the lab')
Wednesday January 17, 2018	Female genital anatomy	Chapter 4, pp. 78-91 (from the very beginning of the chapter ('is sexual anatomy restricted to one's physical body?') and ending at the 'male genitals' section)
Monday January 22, 2018	Male genital anatomy	Chapter 4, pp. 91-101 (starting at the section called 'male genitals' and ending at 'sexual response cycles')
Wednesday January 24, 2018	Sexual response cycles and sex research methods	Chapter 4, pp. 101-108 (starting at 'sexual response cycles' and ending at the end of the chapter) Chapter 3
Monday January 29, 2018	Midterm #1	
Wednesday January 31, 2018	Guest speakers Sexual Health Resource Center <i>Contraceptive options</i>	Chapter 7
Monday February 5, 2018	Guest speakers Sexual Health Resource Center <i>Healthy sex</i>	Chapters 8 & 14
Wednesday February 7, 2018	Gender	Chapter 10
Monday February 12, 2018	Guest lecturers: Dan Vena and Ruth Wood <i>Trans identities</i>	
Wednesday February 14, 2018	Communication & sexual consent	Chapter 13
Monday February 19, 2018	Family Day/Spring break No class	

Wednesday February 21, 2018	Spring break No class	
Monday February 26, 2018	Normative views of sexuality	Chapter 9 (lecture and chapter content will not be covered on midterm 2 – on the final only)
Wednesday February 28, 2018	Midterm #2	
Monday March 5, 2018	Sexual/affectional orientations	Chapter 11
Wednesday March 7, 2018	Sexual variations	Chapter 15
Monday March 12, 2018	Genital pain	Links to reading/s will be available on onQ
Wednesday March 14, 2018	Dr. Bev Chalmers Female genital mutilation	Links to reading/s will be available on onQ
Friday March 16, 2018	Thought paper due at 11.55 PM	Please submit via OnQ
Monday March 19, 2018	Sexual dysfunctions: Part I	Chapter 16, pp. 387-407 (from the beginning of the chapter to the section called ‘therapy for sexual difficulties’)
Wednesday March 21, 2018	Sexual dysfunctions: Part II	Chapter 16, pp. 387-407 (from the beginning of the chapter to the section called ‘therapy for sexual difficulties’)
Monday March 26, 2018	Treatments for sexual dysfunctions: Part I	Chapter 16, pp. 407-412 (from ‘therapy for sexual difficulties to the end of the chapter’) Links to reading/s will be available on onQ
Wednesday March 28, 2018	Guest speakers Lord Morpheous & Friends <i>Kink Basics</i>	Links to reading/s will be available on onQ
Monday April 2, 2018	Treatments for sexual dysfunctions: Part II	Chapter 16, pp. 407-412 (from ‘therapy for sexual difficulties to the end of the chapter’) Links to reading/s will be available on onQ
Wednesday April 4, 2018	TBA	

Academic Integrity

Queen’s students, faculty, administrators and staff 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 (see www.academicintegrity.org) 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, 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.

In this course (PSYC 333), departures from academic integrity will result in a grade of **ZERO** for the assignment/s on which the departure occurred.

Accessibility Statement

Queen's University is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. The course content for PSYC433 is available in an accessible format or with appropriate communication supports upon request. Please contact the instructor of this course for more information.

Accommodations Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>

Without an accommodation form, alternate arrangements (e.g., extra time) will not be arranged for the examinations. Please note that alternate exams take time and resources to arrange. For example, we need to book suitable rooms and extra invigilators, often trying to accommodate students with different schedules and requests. As a result, we need a *minimum of TWO WEEKS* advance notice in order to arrange alternate exams. If we are given less time, we cannot guarantee that you will be accommodated to 100% of your needs. Please direct all accommodation inquiries and documents to the Teaching Assistant, Katrina Bouchard.

Academic considerations for students in extenuating circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances

(<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>)

was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at:

<http://www.queensu.ca/artsci/accommodations>

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 (see below).

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