

## **Syllabus**

### **Human Sexuality: PSYC333**

#### **COURSE AUTHOR**

Course Author: Caroline Pukall

Initial Development Date: January 2018

#### **COURSE CALENDAR DESCRIPTION**

An introductory survey to human sexuality, including different theoretical perspectives on human sexuality, the research methodology used to study human sexuality, and sexual behaviours, interests, and responses.

#### **LEARNING OUTCOMES**

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

1. Compare and contrast historical and contemporary perspectives of sexuality.
2. Identify the major structures of the genitalia and describe their functions and complexity, and compare their optimal and nonoptimal functioning.
3. Analyze benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.
4. Explain 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.
5. Justify whether sexual concerns are diagnosable or not, and integrate knowledge about diagnosable sexual dysfunctions into case studies.

#### **DETAILED COURSE DESCRIPTION**

Sexuality is something that affects virtually everyone, in one way or another. Because of its ubiquitous nature, sexuality is an issue that requires understanding. In this course, we explore basic information about sex and sexuality, including the history of sex research, theories of sexuality, sexual anatomy, sexual development, and the nature of sexual response. We also discuss potentially controversial issues, such as fertility, contraception and abortion, sexually transmitted infections, sexuality across the lifespan (including sexuality in children and elderly people), sexual dysfunctions, and the use of sexuality in negative ways, such as sexual assault.

You will develop knowledge by examining common research techniques in relation to theory, as well as biological, social, and cultural influences. Furthermore, you will learn to employ critical thinking skills to objectively analyze, evaluate, and discuss sexuality research in an open, academic, and professional forum together with their online peers. This course pays particular attention to Western sexuality research and theory.

Because of the nature of the material, and the importance of understanding sexuality, we discuss sexuality and sexuality research frankly. Online lessons and any additional materials (e.g., readings, videos, etc.) may be sexually explicit, and are intended to facilitate discussion and the learning process. Please consider the nature of the course material before deciding to continue in this course.

**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 MATERIALS**

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

### **Suggested Time Commitment**

Students can expect to spend, on average, about 9 hours per week completing relevant readings, assignments, and course activities.

### **TOPICS**

<b>Week 1</b>	Historical perspectives of sex
<b>Week 2</b>	Genital anatomy
<b>Week 3</b>	Sexual response and how it can be measured in the lab
<b>Week 4</b>	Sexperts from the Sexual Health Research Center discuss contraceptive options and healthy sex
<b>Week 5</b>	Communication and consent
<b>Week 6</b>	The spectrum of sex and gender
<b>Week 7</b>	“Vanilla” and kinky sex
<b>Week 8</b>	Sexual/affectional orientations
<b>Week 9</b>	Sexual disorders
<b>Week 10</b>	Sexual dysfunctions
<b>Week 11</b>	Treatments for sexual dysfunctions, Part 1
<b>Week 12</b>	Treatments for sexual dysfunctions, Part 2

### **ASSESSMENTS**

This is how your final mark will be determined in this course. Please refer to the **Course Timeline** for due dates.

<b>Assessment</b>	<b>Formative or</b>	<b>Weight</b>	<b>Alignment with</b>
-------------------	---------------------	---------------	-----------------------

	Summative		Learning Outcomes
Weekly quizzes	Formative	10%	1-5
Discussion Activities (3)	Formative	15%	1-5
Blog Activity	Summative	7%	1-5
Peer Review	Formative	3%	1-5
Midterm 1	Summative	10%	1-3
Midterm 2	Summative	15%	3-4
Final Exam (proctored)**	Summative	40%	1-5

## ASSESSMENT AND ACTIVITY OVERVIEW

We design quality courses with the primary goal to actively engage our learners with the learning materials. Research suggests that learners who actively participate in the learning environment take more responsibility for their performance in the course and consider the course as more valuable and more directly related to their goals. This is the reason we integrate active learning strategies in all our courses.

In this course, the weekly quizzes, discussion activities (one of which will include case studies), and the blog are considered active learning strategies.

**Weekly quizzes** (all graded, except the first two practice quizzes): 10-15 questions will be asked at the end of each week, assessing your knowledge of the content covered in that specific week. Questions for the quizzes will be focused on the material from the textbook. Any missed quiz will be graded as zero.

**Discussion activities** (3 in total): During the term, there will be one discussion activity surrounding controversial issues in sexuality (e.g., female genital mutilation), in which students are expected to provide balanced input in the form of identifying the arguments for, and against, an issue. This skill will be used in the blog activity (see below). The second discussion activity will consist of assessing the accuracy of media reports when they report on published scientific findings. This skill will aid in the development of critical thinking skills. The remaining discussion activity will involve case studies; students will be expected to contribute their knowledge in terms of what is diagnosable (and what is not) and what treatment options (and why) would best be suited for the case studies assigned. This skill will aid in preparing for the case study on the final exam.

**Blog activity:** 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. The blog is not an opinion paper. In the blog, you need to highlight an important issue in sexuality (e.g., female genital mutilation, male circumcision, prescribing Viagra or other medications for female sexual dysfunction), and it should highlight some of the arguments presented in favour of, and against, the issue you choose. The arguments you present should be grounded in evidence. 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. 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, etc. References that you cite should be listed at the end of the 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. If your blog is particularly unique and timely, Dr. Pukall 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!

**Midterms 1 and 2:** The two midterms will be non-cumulative (i.e., will only cover the material since the beginning of the course (for Midterm 1) and since Midterm 1 (for Midterm 2) and will consist of multiple choice and short answer questions.

### **Final Proctored Exam\*\***

The Final Exam is three hours in length and includes multiple-choice, short answer questions, and a choice of one case study (of two) based on the material from the entire term. The specific date for the final exam will be announced later in the term.

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen's campus. Students writing off campus will receive an email to their Queen's email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the **start time** may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: [cds@queensu.ca](mailto:cds@queensu.ca) or call 613-533-3322. The deadline for changing your exam centre can be found at [http://www.queensu.ca/artsci\\_online/e-learning/completing-your-course](http://www.queensu.ca/artsci_online/e-learning/completing-your-course). You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of \$100.00 per exam.

### **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.

### **LATE POLICY**

Students will be excused from an activity (e.g., quiz, blog, discussion), 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, such as 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. Hard copies of official documents will be copied and returned to the student. **Only** in these cases will students be excused from the activity, midterm, or 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 activity/midterm/final examination and practical issues related to the course. Please email the teaching assistants and Dr. Pukall as soon as possible once you know that you will miss an activity/midterm/the final examination. 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 activity/midterm/final examination.

**Accommodation After the Fact**

Once a student has submitted an activity/midterm/final examination, they may not subsequently be granted accommodation such as being offered a second opportunity to write the assignment/midterm/final examination 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 and teaching assistants 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.

**There is no opportunity for extra credit or make-up work.**

**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 Queen’s Official Grade Conversion Scale:

<b>Grade</b>	<b>Numerical Range (Historical)</b>	<b>Grade Point Equivalent</b>
A+	90-100	4.3
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1.0
D-	50-52	0.7
F	49 and below	0.0

## **CONTACT THE INSTRUCTION TEAM**

Professor Caroline Pukall: [caroline.pukall@queensu.ca](mailto:caroline.pukall@queensu.ca)

Teaching Assistants

Amanda Timmers: [a.timmers@queensu.ca](mailto:a.timmers@queensu.ca)

Meghan McInnis: [0mkm6@queensu.ca](mailto:0mkm6@queensu.ca)

We have designed this course to allow for as much feedback on your work as we can fit in. As a rule, we will provide answers to your questions about the course content and any assessments as quickly as possible, usually within 24 hours. This timeline holds for online quizzes and some discussion activities. Feedback on written assessments typically takes 1-2 weeks, depending on the specific length of the assessment (i.e., the longer the written assessment, the longer it will take to receive your grade/feedback).

Contact details for the teaching team can be found above, as well as on the front page of the course site.

We are always happy to receive your questions and concerns (ones that may not be appropriate for the Course Questions and Comment Forum), and will respond as quickly as possible (although please keep in mind that due to other teaching commitments or even time differences, there may be a delay).

## **COURSE FEEDBACK**

At various points during the course, students will be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets). Any questionnaires are anonymous and the results are used to improve the student learning experience while the course is going on, as well as for future instances of the course.

At various points in the course, students will also complete "Exit Tickets". Completing these Exit Tickets will give you the opportunity to provide qualitative and/or quantitative feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) and/or in Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen's email). This questionnaire is more comprehensive and looks at the student experience when taking PSYC 333.

## **Netiquette**

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.
9. If talking about a personal issue in a relevant manner (e.g., when the Sexperts from the SHRC ask if there are any questions related to contraceptive options or sexually transmitted infections), please refer to "My friend" as opposed to you, yourself, specifically.
10. Remember that whatever you post has the potential to be shared with the online world, which can be very big and judgmental.

## **Copyright**

The material on this website is copyrighted and is for the sole use of students registered in PSYC 333. The material on this 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 PSYC 333. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## **Accessibility/Accommodations**

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 require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

## **Academic Integrity**

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)).

These values 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 the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>), and from the instructor of this course. For current policy updates visit: <http://www.queensu.ca/artsci/students-at-queens/academic-integrity>

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

## **Computer Requirements**

### **Microsoft Windows Client**

Vista/Windows 7/Windows 8  
Intel Core 2 Duo processor  
2GB RAM  
Soundcard with speakers and microphone or preferably a headset  
Webcam

### **Mac Client**

OS X 10.8 or higher  
Intel i5 processor  
2 GB RAM  
Internal, USB or external iSight microphone or preferably a headset  
Webcam

### **Supported Browsers**

Firefox (latest version)  
Safari (latest version on 64-bit Intel processors only)

### **Java**

Latest version

### **Internet Connection**

Wired high speed access: Cable or better (wifi is not recommended)

### **Media Player**

Flash (latest version)

### **Adobe Reader**

Latest Version

## **Students Travelling Overseas**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the term.