



# Syllabus

## Course Description

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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.

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 potential controversial issues, such as fertility, contraception and abortion, sexually transmitted infections, sexuality across the lifespan (including sexuality in children and elderly people), sexual dysfunction 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.**

## University Operating Dates

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Jan 7	Classes start
Jan 10	Tuition due
Jan 18	Last day to add courses
	Last day to drop courses without financial penalty

<b>Mar 1</b>	Last day to drop without academic penalty Last day to submit exam accommodation (if applicable) Last day to change exam centre
<b>Apr 5</b>	Classes end
<b>Apr 11-27</b>	Exam period

## Learning Outcomes

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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 and describe their functions and complexity, and compare their optimal and nonoptimal functioning.
- Analyze 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 behavior, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.
- Justify whether sexual concerns are diagnosable or not, and integrate knowledge about diagnosable sexual dysfunctions into case studies.

## Course Materials

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The following material is available from the Queen's Campus Bookstore:

- Pukall CF (editor). *Human Sexuality: A Contemporary Introduction*, Second Edition. Oxford University Press, 2017. Please note that the second edition is **REQUIRED** for this course.

**Note:** Copies of the textbook are also available at the Stauffer Library.

## Suggested Time Commitment

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Students can expect to spend approximately 10-12 hours a week in study/practice and online activities for this course.

## 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 so 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.

## Topics

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

## Weighting of Assessments

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Weekly Quizzes (best 6 of 7)	Formative	10%	Learning Outcomes 1-5
Discussion Activities (2)	Formative	10%	Learning Outcomes 1-5
Written Assignment	Formative	5%	Learning Outcomes 1-5
Blog Activity	Summative	10%	Learning Outcomes 1-5
Midterm 1	Summative	10%	Learning Outcomes 1-3
Midterm 2	Summative	15%	Learning Outcomes 3-4
Final Exam**	Summative	40%	Learning Outcomes 1-5

**\*\*You must write and pass the final exam to pass the course.**

### Final Proctored Exam

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 their 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: [asc.online@queensu.ca](mailto:asc.online@queensu.ca) or call 613-533-3322. The deadline for changing your exam centre can be found on the Queen's Arts & Science Online website. 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 sess (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 post the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Ar 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.

### Assessments and Activities Description

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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 ta 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 Course Scavenger Hunt and Practice Quiz: Modules 1-2): 10-1 questions will be asked at the end of each week, assessing your knowledge of the content covered that specific week. Questions for the quizzes will be focused on the material from the textbook. Th lowest quiz grade will be dropped. Any missed quiz will be graded as zero.

**Discussion Activities** (2 in total): During the term, there will be one discussion activity surroundin; 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 involve case studies students will be expected to contribute their knowledge in terms of what is diagnosable (and what 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*. Th 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 sexlab 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 (textbook and lectures) 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 first midterm on. The specific date for the final exam will be announced later in the term.

### **Deferred Final Exams**

Please see the Psychology Department's Policies page for information related to deferred final examinations.

**\*\*You must write and pass the final exam to pass the course.**

### **Grading**

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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:

#### **Queen's Official Grade Conversion Scale**

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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+	57-57
D	53-56
D-	50-52
F	49 and below

## Late Policy

For all written assignments, 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. Please see the section entitled "Academic considerations for students in extenuating circumstances" for more information. Failure to abide by this policy will result in a grade of zero for the missed assessment.

The decision of whether to reweight or reschedule an assessment is made in conjunction with the student, taking into account the nature of the issue that prevented the writing of the originally-scheduled assessment and practical issues related to the course. Please email the teaching assistant and Dr. Pukall as soon as possible once you know that you will miss an assessment.

## Contacting the Teaching Team

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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 quick 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 on the front page of the course site.

We are always happy to receive your questions and concerns, 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).

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

For general questions about the course, please post to the Course Questions Forum, (located under Help in the navigation bar). Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquiries that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact your instructor.

## Course Feedback

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At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

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This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

## Netiquette

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In any 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 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.

## Queen's Email

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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.

## Copyright

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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.

Course material (for example, course outlines, teaching materials, lectures, PowerPoint slides, drawings, study aids, tests and exams) are copyright-protected works. They are the intellectual property of academic staff like faculty, instructors and teaching assistants (TAs). Academic staff

design course materials for your private study. **These materials may not be posted, shared, broadcasted, circulated or otherwise disseminated beyond the confines of the course. Sharing, distributing, or posting course materials to note-sharing websites or providing them to commercial study prep services is not permitted**, unless you have obtained the instructor's or author's express permission. Unauthorised uses of these materials are an infringement of the author's copyright and can result in academic sanctions, as a departure from Academic Integrity.

## Accessibility/Accommodations

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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.

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

## Academic Considerations for Students in Extenuating Circumstances

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Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017. 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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

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 information provided on the Teaching Team page.

## Academic Integrity

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Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

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, and from the instructor of this course.

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

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### Microsoft Windows Client

- Windows 8.1 or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

### Mac Client

- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

### Supported Browsers

- Chrome (preferred - latest version)
- Firefox (latest version)
- ***Safari is not recommended as it causes several known issues in onQ***

### Internet Connection

- Wired high speed access: Cable or better
- ***Wifi is not recommended***

### Java

- Latest version

### Media Player

- Flash (latest version)

### Adobe Reader

- Latest Version

## Students Studying or Travelling Abroad

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