

## ☞ Sexuality and Gender ☞

Psychology 436

Winter 2019

Tuesdays 1—2:30pm; Thursdays 11:30—1pm

Biosciences Room 2109

**Instructor:** Meredith Chivers, PhD, CPsych

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**Office hour:** Thursdays at 10:30am, or by appointment

**Course Description:** Gendered sexuality is consistently highlighted in sexuality research but the intersection of gender, sex, and sexuality is a controversial place. Some theorists argue that gendered sexuality is a social construction, that is gender effects reflect our culture more so than constitutional differences; others look to our evolutionary roots and biology as sources of the many variations observed in women's, men's, and gender-diverse people's sexuality. In this course, we will explore the foundations of gendered sexuality and examine how these factors manifest in important aspects of women's, men's, and gender-diverse people's sexual lives. The course will begin with an overview of the major theoretical positions on gender and gendered sexuality and, in the weeks that follow, we will examine the evidence for and against gendered sexuality in several aspects of sexual psychology from these positions.

**Course Format:** This course is designed to resemble a master's level seminar course in that participation in presentations and discussions is mandatory. The balance between presentations and discussion will be about 60/40. Students are expected to come to every class and to actively participate. This course is also designed so that the concepts introduced earlier in the course will be revisited as new concepts and empirical results are presented in subsequent classes. In this way, we can build an understanding of the complex issues surrounding sexuality and gender.

**Course Website:** Course materials, including syllabi, reference list for course readings, assignment and grading information, and grades are provided via OnQ for Psyc436.

**Learning Outcomes:** To complete this course students will demonstrate their ability to:

- Engage in critical reading of primary and secondary sources to gain conceptual knowledge of current theory, research, and practice in sexuality and gender.
- Develop the ability to review and evaluate sexuality and gender research.
- Evaluate target articles, pose effective discussion questions, and engage in group discussion of topics using theory and evidence to support positions.

- Conduct effective group presentations, including literature searches, teamwork, incorporation of multimedia, and critical evaluation of topics using contemporary theories of gendered sexuality.
- Critically evaluate popular media coverage of sexuality and gender research and address knowledge gaps and biases.

**Course Requirements:**

1. *Readings.* All readings for the course will consist of journal articles, review articles, or book chapters, with an emphasis on the most comprehensive and up-to-date knowledge available. Please see the course Reading List and Presentation Topics for a complete list of references for the readings.

Because of Queen’s Access copyright license (regarding distribution of electronic or paper copies of published works in educational settings), students cannot be provided with pdf copies of articles by the professor (for free, at least). Citations of all articles are provided in the Reference List and can be downloaded from the internet via [www.scholar.google.ca](http://www.scholar.google.ca). A demonstration of this will be provided in the first day of class. Some works not as easily available via the internet, such as book chapters, will be placed on reserve in the Library.

All students are required to read the research article(s)/chapter(s) listed in the class schedule to facilitate the discussions that follow the presentations. Additional readings included on the Reading List and Presentation Topics list are intended as a start for groups presenting on each topic. Students are encouraged to read these too or, at the very least, review the abstract for additional readings. Discussion questions (see below) will be based on the required and additional readings for each class.

2. *Attendance and participation (20%).* The success of this class rests on the active participation of all students. During class, each student is expected to contribute to the discussion and participation will be graded. Students are expected to come to class prepared to engage in discussion. Attendance will be taken and students must notify me, in advance, if they will be absent. Students who are absent without notification or reason will receive a grade of 0 for discussion that day. Students who provide advance notification for missing class will not be graded for that class.

During discussions, I will make note of who is speaking and the quality of their contributions. Students who find it difficult to engage with class discussion are welcome to prepare comments in advance, or to raise and elaborate upon their submitted discussion question for that class. If you have any concerns about engaging in discussion in class, come see me during the first week of class. Students are strongly discouraged

from drawing from personal experience or providing anecdotal evidence when discussing research topics. Grades for participation are arrived at through relative scores.

3. *Discussion questions (20%)*. For every class, students will submit a discussion question on the readings via onQ by no later than 6pm on the day before class. These questions are intended to stimulate thinking on course topics and to have students prepare a question for class discussion in advance. Discussion questions will be available to the entire class via OnQ after 6pm. See Discussion Question Grading Scheme for the discussion questions grading scheme. Grade will be an average of the top 20/22 submissions.
4. *Group presentations & discussion (40%)*. You will be randomly assigned to a group with two other students and every group of three students will do 2 presentations, each 30 minutes long. After the presentation, the presenters will moderate a 15 minute discussion on the topic, using three pre-prepared discussion questions/topics and incorporating the discussion questions students submit the night before. Each person in the group will take the lead as the primary presenter for 10 minutes in each presentation. Each group is a team and you will need to work together, with everyone assisting with research, creation of presentation materials, and offering critical feedback on the presentation. If there are any concerns with this format, please arrange a time to speak with me.

Groups will submit a reference list and draft presentation to me for feedback **at least one week** prior to the date of their presentation. All final presentation materials and complete reference list will be submitted electronically immediately after the presentation (in PDF format). The reference list must include at least 10 references beyond the references provided in the reading list. Please indicate in your reference list which sources were the most helpful to you by putting them in bold (this will help me improve future courses). Every student within a given group gets the same grade. See Group Presentation Guidelines and Grading Key document OnQ for more information about format, topics, and grading.

5. *Research Paper – Ripped from the headlines! (20%)* Sexuality and gender research often makes the media headlines, but how accurate are these forms of coverage? What biases inform the perspective a journalist takes in covering the research? For this assignment, students will select a research article that recently made headlines and write a paper critiquing the quality of the media coverage. Students will submit a paper outline by Feb 26th. This will not be graded, but feedback will be provided to students to guide them in developing their critique and linking to other research and media coverage.

**Evaluation:** Detailed grading keys are available via onQ

Group presentations & discussion (20% each)	40%
Attendance and participation in discussion	20%
Discussion questions	20%
Research paper	20%

**Deadlines:**

Discussion questions: By 6pm the day before class.

Presentation draft: Minimum one week before your presentation.

Presentation slides: immediately after your presentations in PDF format.

Research paper outline: Feb 26<sup>th</sup>, 6pm.

Final paper due: April 8<sup>th</sup>, 4pm. Submit via TURNITIN (see statement below)

**Late Policy:** Late submissions lose 10% per day late, with exceptions for compassionate reasons supported by documentation. Presenters **MUST** be in class on the scheduled date. **PLEASE SUBMIT ONLY ELECTRONIC COPIES OF ALL ASSIGNMENTS.**

**Grading scheme:** 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**

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

**Copyright information:** All course materials including the material posted to the OnQ course website is copyrighted and is for the sole use of students registered in Sexuality & Gender, Psyc436. 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 Sexuality & Gender, Psyc436. 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.

**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 (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

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 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), 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.

**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 to 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 plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

**Accommodations for disabilities.** Queen's University is committed to achieving full accessibility for people 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. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

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