

∞ Sexuality and Gender ∞  
Psychology 436  
Fall 2020  
Asynchronous online course

*Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory*

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

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**Virtual office hour:** Thursdays at 11am, or by appointment

**Course Description:** Gendered/sexed 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/sex effects reflects 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/sexed 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, sex, and gendered/sexed sexuality and, in the weeks that follow, we will examine the evidence for and against gendered/sexed sexuality in several aspects of sexual psychology from these positions.

**Course Format:** Material will be covered through assigned readings, video lectures and podcasts, student presentations, and online forum discussions. The balance between presentations and discussion will be about 60/40. Students are expected to read/view all materials posted each week and to actively participate in online discussion. This course is also designed so that the concepts introduced earlier in the course will be revisited as new concepts and the science are presented in subsequent classes. In this way, we can build an understanding of the complex issues surrounding sexuality and gender/sex.

This course is designed to resemble an in-person seminar course in that participation in presentations and discussions is mandatory, with a wrinkle – we're doing it asynchronously! This is an experiment and chances are some things will go well, and others will not go so well. Please do your best to be kind and patient as we figure out how to make an online seminar work together 😊 (Easter Egg! post a kindness GIF to OnQ under the "syllabus discussion" thread).

The course is divided in to three modules: The first module introduces key concepts, teaches theoretical foundations, and provides an overview of gendered/sexed sexuality. The second

module will focus on sexual response, sexual attractions, and sexual relationships. The third module will be student-led, and branch out to examine a wide range of topics on gendered sexuality.

**Learning Outcomes:** Upon successful completion of this course students will be able to:

- Engage in critical reading of primary and secondary sources to gain conceptual knowledge of current theory, research, and practice in sexuality and gender/sex.
- Develop the ability to review and evaluate sexuality and gender/sex 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 and individual presentations, including literature searches, teamwork, incorporation of multimedia, and critical evaluation of topics using contemporary theories of gendered sexuality.
- Conduct a critical analysis of a sexuality construct.

**Course Requirements and Assessment of Learning Outcomes:**

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 **Class Schedule** 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). 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 **Class Schedule** list are intended as a start for groups presentations on each topic. Students are encouraged to read these too or, at the very least, review the abstract for additional readings. Reflection papers (see below) will be based on the required and additional readings for each class.

For the individual presentations occurring in the last 5 weeks of the course, self-directed learning materials will be determined by the student leading the topic and will be posted two weeks in advance of the presentation date.

- 2. Participation in online discussions (20%).** The success of this class rests on the active participation of all students. Each student is expected to contribute to the discussion forum each week. For the first three weeks, discussion topics will be initiated by me. For weeks 4-12, discussion topics/questions will be based on student presentation content and lead by student presenters. Students must make at minimum of 5 substantive (> 40 words) posts per week by 6am Friday morning. I will monitor these discussions as posts are made, and by logging in on Tuesdays and Thursdays to offer commentary. Participation will be graded on the basis of effort to integrate course material (e.g., you make reference to readings, student presentation materials, lectures, media), engagement (evidence that you're responding to other people), and critical thinking. Each post will be graded on a 10-point scale and averaged so your total score per week will be /10, for a maximum possible score of 120 over the course. There is the potential for an additional bonus mark for contributing more than 5 posts per week, for a possibility of 12 extra marks. You will receive a score of 0 for each missing post (e.g., if you only post 3 times, your maximum available points will be 6/10 that week).

Here are some examples of the contributions you might make:

- i. Answer someone's question -- based on the presentations this week, I think the answer to your question is X.
- ii. Add to someone's question – yes, that, but I also wonder about X.
- iii. Critically evaluate other's answer to a question – I agree/disagree and why (cite evidence from presentation/readings)
- iv. Discuss quality of evidence to support/refute a point made by another student.

### Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

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 being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.

© Meredith Chivers 2020 Materials generated by instructors of this course may not be posted to commercial course material sites without permission. However, they may be used and adapted, with attribution, for noncommercial purposes. If you are reading this fine print, you deserve an Easter Egg. Send me a picture of some ridiculous fine print.

8. Encourage others to develop and share their ideas.
  9. Do not draw from personal experience or provide anecdotal evidence when discussing topics. Students in the class have not consented to hear about your personal life. The discussion should focus on course materials, and be critical while also supportive and inclusive.
- 3. Reflection papers (20%).** At the end of every week, students will write a reflection paper on the video lectures, presentations, discussions, and readings, for a total of 12 papers throughout the semester. The paper will be submitted by email to me, no later than 6am the following Monday. These reflections are intended for you to privately communicate your reactions, synthesis, and questions about the weekly topics. Some weeks, I may ask you to address specific questions in your reflection assignment, depending on the content of online discussion. Your grade will be based on the top 10 of 12 submitted assignments. **See Reflection Paper Grading Key.**
- 4. Group presentations & discussion (25%).** You will work in a group with two or three other students, and each group member will present material on the group topic for 10 minutes each. The group will also lead a discussion on their presentation using onQ. Every group member will pose a discussion question covering their portion of the presentation to engage the class and answer comments/queries from students. Students are encouraged to follow my examples in the first three weeks for creating effective discussion questions, and engaging student discussion.

Groups must submit a reference list and draft presentation outline to me for feedback by **at least one week** prior to their presentation due date (i.e., by 6am Monday morning the week before their presentation is due). I'm happy to join in on your group meeting and offer direct feedback on your presentation proposal and answer questions, but can only arrange to do this if you send me your presentation outline and reference list by at least 10 days before the week of your presentation. The presentation outline will be a point-form outline of each group member's presentation content with corresponding scientific research referenced. The reference list for each student must include at least 10 references beyond the references provided in the reading list.

Links/embed codes for final group presentations will be sent to me by email for upload to OnQ by Mondays **no later than 6am** so I can upload for the class to view (**see Course Website and Software for more information and links to tutorials**). Presenters will also post their discussion questions to OnQ by Monday **no later than 6am** and begin monitoring discussion on their question for that week. Presenters are required to monitor discussion on their question, engage student posts, and answer comments/queries, and direct discussion. During your presentation week, your

engagement with discussion on your presentation will serve as your participation in online discussion for the week and grading will follow the format outlined above. For example, you must make at least 5 contributions to discussion and these should focus on moderating and shaping the discussion about your discussion question.

Students will be randomly assigned to the topics and groups. **See Psyc436 Fall 2020 Group Assignments.** Students are welcome to change groups provided these arrangements are communicated to me at least two weeks in advance of your presentation. Students will receive grades comprised of an individualized clarity of oral presentation style grade combined with a group grade for content clarity/organization, presentation of data/science, accuracy, and comprehension/scope of material. **See Presentation Guidelines and Grading Key.**

5. **Individual presentation & discussion (25%).** Students will select their own presentation topic and give a 15 min presentation (could be a videocast, podcast, or other inventive format!) on an aspect of gendered/sexed sexuality, and moderate onQ discussion on their topic. This is your chance to dive in to the topic that you're most interested in learning more about and share your knowledge with the class! The topic must focus on some aspect of gendered/sexed sexuality; topics must be unique, meaning two or more students cannot cover the exact same topic. You will submit a proposal to me including the proposed topic, a reference list of at least 10 articles that your presentation will cover, and one reading or preparation exercise for students in the class (e.g., 5-10 page review article, a podcast, a Ted talk). All students must submit their proposals to me **no later than October 20<sup>th</sup>** for feedback but you can submit earlier (submitting earlier means you're more likely to get your topic!). Once I approve the proposal, students can pick their presentation week, first come, first served. I will review proposals in the order they are submitted to me. Grading of the individual presentations will be very similar to the group presentations. **See Presentation Guidelines and Grading Key.**
  
6. **Final Paper (10%) – Deconstruct the construct.** Following the examples of Fahs et al (2020), you will select one sexuality construct discussed in course content and conduct a conceptual analysis to critically examine the construct, incorporating the science and covered in course presentations, readings, and your own research on the construct. **See Research Paper Grading Key. Due by 6am on Dec 7.**
  
7. **Easter Eggs (up to 2.5% of your final grade!!)** Embedded in all the course materials including the syllabus, grading schemes, reading lists, and OnQ descriptions etc. are Easter Eggs. Each one asks you to send me something specific, an image, gif, etc. 😊 For each Easter Eggs you post/send to me, you can earn .25% bonus marks! For just reading

carefully, FINDING things, and posting gifs, videos, or other things that will hopefully brighten everyone's day!

**Grading Scheme:** Detailed grading schemes are available via onQ for all assignments

Group presentation & discussion	25%
Individual presentation & discussion	25%
Participation in discussion	20%
Reaction/reflection papers	20%
Final paper	10%
Submitting Easter Eggs	Bonus .25 each for a maximum of 2.5%

**DEADLINES:**

**OnQ Discussion Participation:** 5 posts responding to OnQ discussion questions/threads by **6am Friday** of that same week.

**Group Presentation Proposal:** Emailed to me minimum by **6am Monday**, one week before your scheduled presentation.

**Final Group Presentation:** Email embed code/link to me by **6am Monday** of the week your presentation is scheduled.

**Reflection Papers:** Emailed to me by no later than **Monday 6am** of the following week.

**Individual Presentation Proposal:** Emailed to me no later than **6am on October 20<sup>th</sup>**.

**Final Individual Presentation:** Email embed code/link to me by **Monday 6am** of the week your presentation is scheduled.

**Final Paper:** Emailed to me by **6am on Dec 7**.

**Easter Eggs:** I will consider your EE submissions for bonus grades up to midnight on Dec 7th

**Late Policy:** Late submissions lose 10% per day late, with marks lost starting 24hrs following the late submission. Exceptions will be made on a case-by-case basis for compassionate reasons supported by documentation.

**Course Website and Software:** All course materials, including syllabi, class schedule and reading list, assignment and grading information, grades, lectures, presentations, and discussions are provided and facilitated via OnQ for Psyc436. 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. We will also use a Microsoft Teams group for the class to facilitate creation and sharing of presentations. Go to <https://www.queensu.ca/its/microsoft-office-365/teams> to learn more. While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended.

To test your internet speed, <https://www.speedtest.net/>. For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Here are two crash courses in how to record a video and upload to OnQ by Dr. Meghan Norris:

The first is for recording in Teams and mounting to OnQ:

<https://web.microsoftstream.com/video/87d7dc2c-b115-4cef-b7f1-48fadd8ab0ca>

The second is for recording a video/audio for your Powerpoint presentation and embedding in OnQ:

<https://web.microsoftstream.com/video/75e32d4c-798c-4658-8412-0783f48a8d07>

**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:

**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

Congratulations on making it this far in to the syllabus! To celebrate your attention to syllabi, please send me a very silly celebration gif with rainbows in it.

**Copyright information:** Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual

property of the instructor. 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, 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.

**Academic integrity:** Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; 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 and their behaviour 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 <https://www.queensu.ca/artsci/students-at-queens/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.

**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. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <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.

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:

Instructor/Coordinator Name: Meredith L. Chivers

Instructor/Coordinator email address: Meredith.Chivers@queensu.ca

#### **Privacy Statement for Instructors Who Use External Software in Their Course**

This course makes use of Turnitin for evaluating . Be aware that by logging into the site, you will be leaving onQ, and accessing Turnitin website and using the Turnitin software. Your independent use of that site, *beyond what is required for the course*, is subject to Turnitin's terms of use and privacy policy. You are encouraged to review these documents, using the link below, before using the site.

Turnitin: [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)