

General Course Information**PSYC 333: Human Sexuality****Fall 2021****3.0 credits****Online:** Live, remote synchronous (via Zoom). Please note that the lectures will NOT be recorded and that it is prohibited to record any content from the course.**Pre-requisites:** PSYC235/6.0 or PSYC236/3.0 or PSYC251/3.0 or PSYC271/3.0 or PSYC370/3.0**Class time:** Wednesdays from 1:00-2:30 and Fridays from 11:30-1:00**Location:** Class will be held at the above times via Zoom (link in onQ [homepage: contact information and in an announcement])**Instructor Information****Name:** Professor Caroline F. Pukall, PhD, CPsych (she/her)**Office location:** Craine 217 (in-person meetings currently not available)**Office hours:** Wednesdays from 2:30-3:00 & Fridays from 1:00-1:30 via the Zoom link for the course or by appointment (please email me for an appointment, which will be held via the Zoom course link)**Telephone number:** 613 533 3200**Email:** caroline.pukall@queensu.ca**About me:** I am [Professor of Psychology](#), Director of the [Sex and Relationship Therapy Service](#), and Director of the [Sexual Health Research Laboratory](#) (SexLab) in the Department of Psychology at Queen's University. I completed my undergraduate (Psychology) and graduate degrees (Clinical Psychology) at McGill University in Montréal. I have worked in the area of sexuality research and clinical practice for more than 20 years, and I enjoy teaching sexuality courses and emphasizing the complexities of sexuality and gender/sex. I strive to create a safe and inclusive environment in which students are engaged with the material, open to be challenged on many levels, and eager to be exposed to diverse perspectives of concepts that are usually oversimplified.**Social media links:** Twitter @QSexLab // Instagram SexLab.ca // Facebook [SexLab](#)**Website:** <https://www.sexlab.ca/>**Teaching Assistant Information****Names:** Maeve Mulroy (she/her) and Sam Levang (she/her)**Office location:** In-person meetings currently not available, all meetings will be done via Zoom**Office hours:** Maeve (Mondays from 3-4 PM) & Sam (Wednesdays from 10-11 AM)**Telephone number:** 613 533 3276**Email:** psyc.333@queensu.ca**Important University Dates****Monday September 20, 2021:** Last date to add Fall Term and multi-term classes and last date to drop Fall Term and multi-term classes without penalty**Thursday September 30, 2021:** Tuition fees due in full for Fall term classes (Exception: OSAP students)**Monday October 11, 2021:** Thanksgiving Monday (classes cancelled)**Tuesday October 12 to Friday October 15, 2021:** Fall Term break**Monday November 1, 2021:** Last date to drop Fall Term classes without academic penalty**Thursday November 11, 2021:** Remembrance Day (classes cancelled 10:30-11:30 AM)**Friday December 3, 2021:** Fall Term classes end**Saturday December 4 to Tuesday December 7, 2021:** Fall Term study period**Wednesday December 8 to Wednesday December 22, 2021:** Fall Term final assessments

Welcome Message

Welcome to PSYC 333, Human Sexuality. It is a pleasure to have you in the course. I launched this course in 2004, when I first started my career at Queen's University. This course was the first sexuality course to be offered in the Department of Psychology at Queen's, and it has been wonderful to see so many more sexuality and gender/sex courses added to the offerings. One of the many reasons I enjoy teaching and continually learning about the topics of sexuality and gender/sex is that these topics are usually never met with neutrality; they evoke some kind of reaction, anywhere along the spectra of positive to negative, of avoidance to anticipation, of shame to admiration. One prominent theme in North American society has been that of ambivalence and controversy, and I strive to educate, support, and understand various points of view in order to challenge, educate, and promote fact-based information so that students and others can make informed decisions. Ultimately, the topics of sexuality and sex/gender affect each of us in a variety of ways and they are applicable to many aspects of our lives. You may find that you will learn things in the course that expand your views, challenge you, and interest you. I am so looking forward to class this term, especially the guest lectures that we will have!

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

Land Acknowledgement

Let us acknowledge that Queen's University is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn, work, and play on these lands.

Course Learning Outcomes

To complete this course, students will demonstrate their ability to:

- Compare and contrast historical and contemporary perspectives of sexuality.
- Identify the major structures of the genitals to appreciate their functions and complexity, and 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.

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 Materials

Textbook (Note: the third edition of the textbook is required)

Pukall CF (editor). Human Sexuality: A Contemporary Introduction, 3rd edition. Oxford University Press, 2020. **Note:** Several copies of the textbook have been placed on 24 hour reserve at Stauffer Library.

There are two digital versions of the textbook – please see these links for more information:

[VitalSource](#) (prices on this site in Canadian dollars)

[RedShelf](#) (prices on this site in US dollars)

Course Timeline

Date	Lecture Topic (mandatory unless otherwise stated)	Readings/videos (mandatory unless otherwise stated)
Wednesday September 8, 2021	Overview and introduction	Chapters 1 & 2
Friday September 10, 2021	Historical views of masturbation and sex toys	Bake-Peterson, Z (2006). What a Tool: A Short History of a Longstanding Sex Toy. <i>Xtra! Toronto's Gay and Lesbian News</i> , p. 19. (Available on Course Reserves via onQ)
Wednesday September 15, 2021	Key players in sex research	Chapter 3, pp. 46-55 (from the beginning of the chapter to 'qualitative vs quantitative approaches to research' on page 55)
Friday September 17, 2021	Female genital anatomy	Chapter 4, pp. 72-84 (from the beginning of the chapter to the 'male genitals' section)
Wednesday September 22, 2021	Male genital anatomy	Chapter 4, pp. 84-94 (from 'male genitals' to 'sexual response cycles')
Friday September 24, 2021	Sexual response cycles and sex research methods	Chapter 4, pp. 94-102 (from 'sexual response cycles' to end of chapter) Chapter 3, pp. 55-71 (from 'qualitative vs quantitative approaches to research' to the end of the chapter)
Monday & Tuesday September 27 & 28, 2021	Midterm #1	Chapters 1-4, all Pukall lectures to date, and Bake-Peterson article
Wednesday September 29, 2021	Guest speaker: Ashley (she/her) <i>MRKH Syndrome</i> Attendance is optional, but I strongly encourage you to join if you can. No need to take notes if you attend, as the content from this lecture is not going to	VIDEO: TEDxLondon Talk, Susannah Temko What it means to be intersex (13 mins, 55 seconds)

	be tested in any way. This experience is intended for you to be exposed to and understand one person's experiences as an intersex woman. You will be able to ask questions. More details to come.	
Friday October 1, 2021	Guest speaker: Sexual Health Resource Center <i>Contraceptive options</i>	Chapter 7
Wednesday October 6, 2021	Guest speaker: Sexual Health Resource Center <i>Healthy sex</i>	Chapters 8 & 14
Friday October 8, 2021	Communication	Chapter 13
Wednesday October 13, 2021	Fall Break No class	
Friday October 15, 2021	Fall Break No class	
Wednesday October 20, 2021	Normative views of sexuality	Chapter 9
Friday October 22, 2021	Gender/sex* (not included on midterm 2 but included on final exam)	Chapter 10* (not included on midterm 2 but included on final exam)
Monday & Tuesday October 25 & 26, 2021	Midterm #2	Chapters 7, 8, 9, 13, & 14, both SHRC lectures, Temko video, and all Pukall lectures since first midterm (except for gender/sex lecture)
Wednesday October 27, 2021	Guest lecturer: Erin Transitioning Attendance is optional, but I strongly encourage you to join if you can. No need to take notes if you attend, as the content from this lecture is not going to be tested in any way. This experience is intended for you to be exposed to and understand one person's experiences with transitioning. You will be able to ask questions. More details to come.	VIDEOS: TED Residency Talk, Jackson Bird How to talk (and listen) to transgender people (6 mins, 15 seconds) TEDxCSU Talk, D-L Stewart Scenes from a Black trans life (15 mins, 10 seconds)
Friday October 29, 2021	Sexual/affectional orientations	Chapter 11

<p>Wednesday November 3, 2021 with an automatic extension to Monday November 8, 2021 with no late penalty and no need to complete a short- term request for academic consideration</p>	<p>Blog due at 11:55 PM</p>	<p>Please submit via onQ</p>
<p>Wednesday November 3, 2021</p>	<p>Sexual variations</p>	<p>Chapter 15</p>
<p>Friday November 5, 2021</p>	<p>Genital pain</p>	<p>Bergeron S, Rosen NO, Pukall CF, Corsini-Munt S (2020). Genital pain in Women and Men: It Can Hurt More Than Your Sex Life. In: Binik YM and Hall K (eds) <i>Principles and Practice of Sex Therapy</i>, 6th ed. New York, Guilford Press, pp. 180-201. (Available on Course Reserves via onQ)</p>
<p>Wednesday November 10, 2021</p>	<p>Sexual dysfunctions: Part I</p>	<p>Chapter 16, pp. 364-386 (from the beginning of the chapter to 'therapy for sexual difficulties')</p> <p>Pukall CF & Bergeron S (2021). Sexual Dysfunctions. In: Castonguay LG, Oltmanns TF, & Lott A (Eds): <i>Psychopathology: From Science to Clinical Practice</i>, 2nd ed. New York, Guilford Press, pp. 369-397. (Available on Course Reserves via onQ) <u><i>For this lecture, FOCUS ON pp. 369-381 (from beginning of chapter to 'course and treatment outcome')</i></u></p>
<p>Friday November 12, 2021</p>	<p>Guest speakers Lord Morpheous & Princess <i>Kink Basics</i></p> <p>Attendance is optional, but I strongly encourage you to join if you can. No need to take notes if you attend, as the content from this lecture is not going to be tested in any way. This experience is intended for you to be exposed to and understand kink. You will be</p>	<p>Dunkley CR & Brotto LA (2019). The role of consent in the context of BDSM. <i>Sexual Abuse</i>, 32(6), 657-678. (Available on Course Reserves via onQ)</p>

	able to ask questions. More details to come.	
Wednesday November 17, 2021	Sexual dysfunctions: Part II	<p><i>(Note: these are the same readings as for the Sexual dysfunctions: Part 1 lecture)</i></p> <p>Chapter 16, pp. 364-386 (from the beginning of the chapter to 'therapy for sexual difficulties')</p> <p>Pukall CF & Bergeron S (2021). Sexual Dysfunctions. In: Castonguay LG, Oltmanns TF, & Lott A (Eds): <i>Psychopathology: From Science to Clinical Practice</i>, 2nd ed. New York, Guilford Press, pp. 369-397. (Available on Course Reserves via onQ) <u>For this lecture, FOCUS ON pp. 369-381 (from beginning of chapter to 'course and treatment outcome')</u></p>
Friday November 19, 2021	Treatments for sexual dysfunctions: Part I	Chapter 16, pp. 386-391 (from 'therapy for sexual difficulties' to the end of the chapter)
Wednesday November 24, 2021	Treatments for sexual dysfunctions: Part II	<p>Pukall CF & Bergeron S (2021). Sexual Dysfunctions. In: Castonguay LG, Oltmanns TF, & Lott A (Eds): <i>Psychopathology: From Science to Clinical Practice</i>, 2nd ed. New York, Guilford Press, pp. 369-397. (Available on Course Reserves via onQ) <u>For this lecture, FOCUS ON pp. 382-397 (from 'course and treatment outcome' to the end of the chapter)</u></p>
Friday November 26, 2021	Treatments for sexual dysfunctions: Part III	
Wednesday December 1, 2021	Tidbits on sexual flexibility, the orgasm gap, and pornography	<p>VIDEOS:</p> <p>TEDx Talk, Laurie Mintz A new sexual revolution for orgasm equality (11 mins, 26 seconds)</p> <p>TEDMED talk, Emily F. Rothman How porn changes the way teens think about sex (15 mins, 04 seconds)</p>
Friday December 3, 2021	Catch-up day (finishing off any unfinished content, Q&A)	

Suggested Time Commitment

In this course, you should expect to invest an average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way, you will be more likely to complete the course successfully and remember what you learned longer.

Timing of Final Examinations

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **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.**

Assessment

Assessment	Date	Material covered	Percent of final grade
Midterm #1	Monday & Tuesday September 27 & 28, 2021 via Examy	Chapters 1-4, all Pukall lectures, and Bake-Peterson article	20%
Midterm #2	Monday & Tuesday October 25 & 26, 2021 via Examy	Chapters 7, 8, 9, 13, & 14, both SHRC lectures, Temko video, and all Pukall lectures since first midterm (except for gender/sex lecture)	30%
Final exam	TBA	All material covered for Midterm 2, plus: Chapters 9, 11, 15, 16, lectures (including videos), and any assigned readings	40%
Blog	Due by 11:55 PM (via onQ) on Wednesday November 3, 2021 with an automatic extension to Monday November 8, 2021 with no late penalty and no need to complete a short-term request for academic consideration	See information below and appendix for details. See onQ for the rubric.	10%

Midterm and Final Examinations

Questions on the examinations will be based on the chapters, assigned readings and videos (and videos shown during lectures), and lectures, including guest lectures (unless otherwise specified). There will be 2 midterm examinations 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), and 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 questions on one sex therapy case (of two). An onQ announcement with specific content to be covered in the final examination will be posted towards the end of term.

Blog

The blog is worth 10% of your final grade. It should be no more than 4 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. *Please see the appendix for details.* 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 my website, with you listed as a guest blogger! Please **submit your blog via OnQ** as a Word document (preferred) or PDF.

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

Grading Scheme and 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:

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

Questions about the Course and Contacting the Teaching Team

Throughout this course, you may come upon some general questions about the course and any assignments. If you think that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or the TAs at one of the emails listed on page 1.

Course Announcements

Throughout the course, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). 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](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). 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 contact information:

Instructor/Course Coordinator Name: Caroline Pukall

Instructor/Course Coordinator email address: caroline.pukall@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

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. 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](#)).

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](#)), 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.

The following is an example of a departure from academic integrity that is particularly relevant to this course.

- **Plagiarism**
 - *Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*
 - <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
 - <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
 - http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. 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 (including note sharing sites), 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.

Technology Requirements

Web Browsers

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.

Internet Speed

While a wired Internet connection is encouraged, we recognize that most students rely on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. Click here for an [Internet speed test](#).

Support

For technology support ranging from setting up your device, issues with onQ to installing software, contact the [ITS Support Centre](#).

Late Policy

For the blog, 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.

Netiquette Statement

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting 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 other people's lives 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/say before you respond. Think through and re-read your writings before you post or send them to others, and reflect on your verbal contribution before speaking.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being 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.

Students Studying or Travelling Abroad

We strongly recommend that you confirm Internet availability in your host country before departure if you plan to travel. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses and 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.

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 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.

Remote Proctoring Statement

Selected assessments in this course will use remote proctoring provided by Examity, which is a third-party, cloud-based service that enables the completion of a proctored exam or test from an off-campus location, through onQ. This cloud-based proctoring solution was chosen as part of the approach to maintaining academic integrity when remote proctoring is required. Precise details about how remote proctoring will be used in this course will be provided by the instructor.

Queen's has conducted an extensive privacy and security review of Examity and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with Ontario's privacy legislation. You should also take measures yourself to protect your information by keeping your NetID password and challenge questions private, closing all applications prior to starting an exam/test, and ensuring your device is updated and safeguarded against malware. For more information about remote proctoring, please see <http://www.queensu.ca/registrar/students/examinations/exams-office-services/remote-proctoring>

Deferred Exams

Please see <http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies> for information related to deferred final examinations. Centralized deferred exam dates are being schedules through Arts and Science. Students receiving permission to write a deferred final exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period (in January 2022) with exact time, date, and location TBA. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

Copyright of Course Materials

Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in PSYC 333. The material on the 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 this course.

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/videos outside the required textbook will be assigned for some lectures, including guest lectures. **You are also responsible for reading and studying the articles/watching the videos in their entirety (unless otherwise stated), even if not all the material is covered during class time.** It is strongly recommended that you read the relevant chapters/articles/view the videos before coming to class; this way, you will get much more out of the lectures.

Appendix: Blog

Blog Assignment

Overview

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. 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 sexual dysfunction in women), and it should highlight some of the arguments presented in favour of, and against, the issue you choose.

Instructions

Please avoid writing about personal sexual or traumatic experiences in the blog even if you are comfortable doing so (remember that members of the teaching team may not be comfortable reading about such information about a student in the course). Please write the blog in a reader-friendly way (see <https://www.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, title page, etc. References that you cite should be listed at the end of the paper in APA format as well as cited in text at the appropriate place. Please submit the assignment as a Word document (preferred) or a PDF.

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 my website (<https://www.sexlab.ca/>), with you listed as a guest blogger!

Format

- Title page with name, student number, and title of blog (does not count in 4-page limit)
- Maximum 4 pages of text, double-spaced
- Times New Roman, 12 point font
- Page numbers included in upper right corner

References (typical range is from 2-7)

- Must include at least 2 journal articles, and you can also include references to existing blogs, media reports (including interviews), and websites
- Cited within text
- Reference list included at the end of the paper (on a separate page, not included in the 4-page limit)
- APA formatting:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Resources

- <http://library.queensu.ca/help-services/citing-sources>

Remember: The arguments you present should be grounded in evidence, for example: content from journal articles (e.g., from the Journal of Sexual Medicine, Archives of Sexual Behavior, Journal of Sex and Marital Therapy, Current Sexual Health Reports), websites (e.g., National Vulvodynia Association: www.nva.org, Sex & U: www.sexandu.ca, Rainbow Health Ontario: www.rainbowhealthontario.ca; Options for Sexual Health: www.optionsforsexualhealth.org/facts), blogs (e.g., <https://www.lehmiller.com>), and reputable media sources (e.g., The New York Times, CBC, The Globe and Mail).

Grading and Weight

This assignment is worth 10% of your final grade.

Grading Criteria

Please see the rubric on onQ that will be used to grade your assignment.