

## COURSE DESCRIPTION

---

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

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

## LAND ACKNOWLEDGMENT

---

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

## EQUITY 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.

## UNIVERSITY OPERATING DATES

---

Jan 10	Tuition due
Jan 10	Classes start
Jan 21	Last day to add courses
Jan 21	Last day to drop courses without financial penalty
Mar 4	Last day to drop without academic penalty
TBD	Last day to submit exam accommodation requests (if applicable)
Apr 8	Classes end
Apr 14-30	Exam Period

## LEARNING OUTCOMES

---

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 genitals 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

---

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

- Pukall CF (editor). *Human Sexuality: A Contemporary Introduction*, Third Edition. Oxford University Press, 2020. Please note that the third edition is REQUIRED for this course.

**Note:** There is a digital version of the textbook; please click [here](#) (prices in US dollars) or [here](#) (prices in Canadian dollars) for more information.

## TIMELINE

---

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

## SUGGESTED TIME COMMITMENT

---

Students can expect to spend approximately 10-12 hours a week in study/practice and assignments 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 some 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 that 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

---

Week 1	Historical perspectives of sex
Week 2	Genital anatomy
Week 3	Sexperts from the Sexual Health Resource Center discuss contraceptive options and healthy sex
Week 4	Sexual response and how it can be measured in the lab
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 variations
Week 10	Sexual dysfunctions
Week 11	Treatments for sexual dysfunctions, Part 1
Week 12	Treatments for sexual dysfunctions, Part 2

## WEIGHTING OF ASSESSMENTS

---

Science and Media Assignment*	Formative	5%	Learning Outcomes 1-5
Blog Assignment*	Summative	10%	Learning Outcomes 1-5
Midterm 1	Summative	20%	Learning Outcomes 1-3
Midterm 2	Summative	25%	Learning Outcomes 3-4
Final Exam	Summative	40%	Learning Outcomes 1-5

**\*IMPORTANT: You will have only ONE attempt to submit your assignments. Please verify that you are submitting the correct document, because you will not be able to submit another one. In the event of multiple submissions, the document submitted first will be the only document that will be graded. Emailed documents will not be accepted.**

Please note that you need to pass the final exam to pass the course.

### Proctored Exams

**When you registered for the course, you indicated the exam centre location.**

- Students who have on-campus courses (or course sections) will write their final exams in-person and on-campus. These final exams will be administered\* through the central Exams Office.
- Students who have courses (or course sections) that are remote or online, but who have other on-campus courses (or course sections) in their timetable, will write all of their final exams in-person and on-campus. These final exams will be administered\* through the central Exams Office.
- Students who have only remote or online courses (or course sections) in their timetable, and who require remote proctoring, will have their exams proctored using Examyty.

### Remote Proctoring (if applicable)

Selected assessments in this course will use remote proctoring provided by Examyty, 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.

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>

The ASO Exams team will contact you with more information regarding the use of Examity and the technical requirements that you will need to meet. You will also be asked to provide the time zone in which you will be located at the time of your exam.

You will also be offered an opportunity to practice logging into Examity in order to familiarize yourself with the online proctoring experience. Precise details about how remote proctoring will be used in this course can be found in the "Getting Started with Remote Proctoring" content module in onQ.

#### Location and Timing of Final Examinations

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. 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; for the Winter Term they are posted on the Friday before Reading Week, 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.**

#### Calculator Policy (if applicable)

As noted in Academic Regulation 9.2, "Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students."

## ASSESSMENTS AND ACTIVITIES DESCRIPTION

---

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

In this course, the science and media and the blog assignments are considered active learning strategies.

Please note that all of the activities and assessments in this course are to be worked on **independently**. That is, although you are able to study in groups and discuss the assignments with others in the course, you are not permitted to share answers or content of any of the assessments or activities with others. You must work independently on the midterms and final examination, as well.

**Science and Media Assignment:** This assignment will consist of assessing the accuracy of media articles when they report on published scientific findings. For this assignment, you will be assigned to a topic. You will read a scientific article on a topic and the media report of this article, and then write your response to a series of questions (max. 200 words per question). Please note that although "groups" will be assigned to each topic, this project is to be completed individually (the "group assignment" we will use is to keep the numbers per topic relatively equal). This project is NOT a group project.

**Blog Assignment:** You can write the blog on any topic related to sexuality, but the content of the blog needs to be grounded in research, *not simply a personal account or personal feelings about an issue*. The blog is not an opinion paper. In the blog, you need to highlight an important issue in sexuality (e.g., female genital mutilation, male circumcision, prescribing Viagra or other medications for sexual dysfunction in women), 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 APA format as well as cited in text at the appropriate place. If your blog is particularly unique and timely, Mr. Tassone 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 are 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. An announcement with details related to the specific material covered on the midterms will be posted to onQ approximately one week before each midterm. You will have 60 minutes to complete each midterm, with extra time allotted to those with time-based accommodations.

### **Final Exam**

The Final Exam is two hours in length and includes multiple choice and short answer questions. The final exam is partially cumulative; it is based on the material from the first midterm on. The specific date for the final exam will be announced later in the term. An announcement with details related to the specific material covered on the final exam will be posted to onQ approximately two weeks before the end of term.

### **Deferred Final Exams**

Winter term centralized deferred exam period: May 12th-15th 2022

- Students receiving permission to write a deferred final exam are expected to write their exam during this deferred exam period.
- The deferred exam is considered an official exam to which all the exam regulations apply. The

Exams Office will set a conflict-free schedule for each student.

## GRADING

---

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

### Late Policy

For the 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 assistants and Mr. Tassone as soon as possible once you know that you will miss an assessment.

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

### Accommodation After the Fact

Once a student has written an examination/submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write the assignment. Students who cannot perform to the best of their abilities due to a serious, extenuating circumstance must inform their instructor before attempting an assignment or completing a course to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the Department in exceptional circumstances.

### CONTACTING THE TEACHING TEAM

---

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

If you would like to request a regrade of any written assignment, please go to "Activities" and select "Regrade Request." You will be taken to a form to complete, and you will be asked to submit this form along with the written assignment you submitted, complete with highlights and notes detailing the issue. You will be able to submit a regrade request within 48 hours of the grade being posted; any requests received after the 48 hour deadline will not be reviewed or considered. Please note that grades are rarely changed, as we use rubrics in a consistent manner to ensure fairness across all students in the course.

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 during regular business hours. Please do not post any information related to the content of the midterms/final examination on this forum--email the team instead; some students, due to extenuating circumstances and accommodations, write the examinations at a later date. Revealing any content of the confidential examinations in an open forum (even within the course) is considered a departure from academic integrity and will be fully investigated and pursued.

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**

---

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).

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**

---

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 or when participating in activities, discussions, and online communication.

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

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging 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**

---

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**

---

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.

## **ACCESSIBILITY/ACCOMMODATIONS**

---

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. 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.

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**

---

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: Dan Tassone

Instructor/Course Coordinator email address: [d.m.tassone@queensu.ca](mailto:d.m.tassone@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.

Please use the information provided on the Teaching Team page.

## ACADEMIC SUPPORT

---

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact **Student Academic Success Services (SASS)**. SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

## 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.

## **TURNITIN**

---

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 University, 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.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

## **NOTICE OF RECORDING**

---

Synchronous (live) classes will be delivered in this course through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and, in some cases, transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course

instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the Notice of Collection, Use and Disclosure of Personal Information.

## COMPUTER REQUIREMENTS

---

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

### Computer Specifications

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

### Supported Browsers

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

- HTML5 compatible

### Adobe Reader

- Latest Version

## STUDENTS STUDYING OR TRAVELLING ABROAD

---

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 accessing 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.