

Psychology 436: Sexuality and Gender
Tuesdays 1pm-2:30pm & Thursdays 11:30am-1pm
Fall 2021, Synchronous Online Course

I am grateful to live as an uninvited guest upon the traditional territories of the Haudenosaunee Confederacy and the Anishinabek Nation. (*text from the Queen's Office of Indigenous Initiatives*)

Welcome to Sexuality and Gender!

About the Instructor

My name is Aki Gormezano, and I'll be your instructor for the course. *Aki* is pronounced like hockey with a silent *h*. During our online classes and over email, please feel free to address me by my first name. I hold a master's degree in psychology and am a Ph.D. candidate in the social-personality area of psychology at Queen's supervised by Dr. Sari van Anders, where I conduct sexuality research. I'm from California originally, and love playing soccer and getting outdoors. I use he/him pronouns and am excited to get to know you all!

Office hours

I will hold weekly *virtual* office hours on Wednesdays from 3pm to 4pm. You can 'drop-in' via [this zoom link](#). If I leave you hanging in the waiting room for a bit, it's because I'm meeting with another student 😊. If this time doesn't work for you, please email me and I'll work with you to find another time that does.

Contact information

The best way to get in touch with me is by email (aki.gormezano@queensu.ca). Email is great if you have a quick question for me or want to schedule something. If you have a 'tricker' question, it's likely better for office hours, and I may say so in my email response. Before emailing, please do also double check to make sure that your question isn't already answered in the syllabus! It's jam-packed full of useful information 😊.

I will do my best to get back to you as quickly as possible, but please allow two business days (48 hours) before following up. If you email me on Friday, for example, expect a response by the following Tuesday. When you email, please send it from your queensu.ca email account and include 'PSYC436' in your email title (and I'll be sure to prioritize it).

Equity, Diversity, and Inclusivity

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. (*text from Queen's University*)

These values are both university policy and very important to me. Given that this course is discussion based, respectful engagement with one another and the subject matter is paramount. [This is my policy](#), as well as the University's. If you are unsure what respectful language entails, please get in touch with me. There are a number of sites that have useful information, including [this one from Queen's](#) and [this one about trans and transgender individuals and communities from Dr. van Anders and colleagues](#).

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.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- a. Engage in critical reading of primary and secondary sources to gain conceptual knowledge of current theory, research, and practice in sexuality and gender/sex.
- b. Develop the ability to review and evaluate sexuality and gender/sex research.
- c. Evaluate target articles, pose effective discussion questions.
- d. More deeply developed skills at engaging in civil, constructive, and evidence-based discussion, including about controversial topics or perspectives you disagree with
- e. Conduct effective presentations, including literature searches, incorporation of multimedia, and critical evaluation of topics using contemporary theories of gendered sexuality.
- f. Critically evaluate popular media coverage of sexuality and gender research and address knowledge gaps and biases.

Course Structure

Discussions

The heart of this seminar will be our discussions over zoom during our scheduled course times. I will facilitate these conversations, but they won't be a success without your active participation. Throughout the semester, I'll likely employ a variety of discussion formats. This may include breakout groups, as well as 'fish-bowl' style conversations where a subset of students step forward and other students listen in. I may, at times, also pose questions to specific students based on their reaction papers, which are described next. We will go over guidelines for

participation in class and detailed information (including participation grading) will be posted to OnQ.

Readings and Reaction Papers

By 6pm the day before each class, you will be expected to complete the assigned readings and submit a one-page reaction paper via OnQ. These reaction papers are for posing questions for discussion based on the reading, articulating aspects of the reading that you found challenging to understand or confusing, and sharing other thoughts that you have. Reaction papers should need not be elegantly written—bullet points and lists are more than okay as long as you use complete sentences—but do need to reflect serious engagement with the readings. We will go over readings and reaction papers in in class, and a detailed course schedule will be posted to OnQ.

Essay and Presentation

Over the course of the semester, each student will give a 10-minute presentation and write a 5–7-page essay. The presentation and essay will be on the same topic, which you will have leeway in selecting. Students will select a gender/sex/uality focused research article that recently made headlines and write a paper critiquing the quality of the media coverage. The final version of your essay will be due towards the end of the semester, but you will get (graded) feedback at various points along the way. We will go over essay and presentation instructions in class, and detailed information will be posted to OnQ.

Synchronous Online Information

Zoom

- We will use Zoom for our class meetings and in-class work; we may add google jamboards or switch to Teams. The OnQ site will have the most up to date information.
 - Information on jamboards: <https://help.lsit.ucsb.edu/hc/en-us/articles/360044724291-Best-Practice-Collaborative-Whiteboard-using-Zoom-and-Jamboard>
- For the best learning experience for you and your classmates, it is very helpful for me if you leave your video on. It will make it easier for me to gauge your learning and will drastically improve our in-class discussions throughout the semester. If you are concerned about your background or privacy, consider using a background effect.
- We will not be recording classes. Please do not ask and please do not try to record on your own. If you have an academic accommodation that requires recording, we will of course work with you on this.

Being Present

- While you are in class, please be in class and close other browsers, etc. If there is something urgent that cannot wait, please turn off your screen so that you do not distract me or others. Your course experience (and your participation grade!) will be best if you pay attention and participate.
- This class is for you; if there are others in your environment who must be present (e.g., you share a room), that is understandable and of course if you are responsible for dependents, then that comes first! Otherwise, please attend the class privately.

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 [ITS Support Centre](#).

Assessment

Grading System

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. (*Text from Queen's University.*)

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

Percentage Breakdown by Assignment

- 30% Participation
- 25% Reaction Papers
- 30% Essay
 - Essay Topic, 5% of essay grade, due: September 21st by the start of class
 - Essay outline, 20% of essay grade, due: October 22nd at 6pm
 - Two draft pages of essay, 10% of essay grade: November 19th at 6pm
 - Final essay, 65% of essay grade: due December 3rd at 6pm
- 15% Presentation

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. Some weeks may be busier than others. This will include the time you spend in class or lab/tutorial, studying course material, and completing weekly homework or preparing for your larger assignments.

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: Aki Gormezano

Instructor/Course Coordinator email address: aki.gormezano@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. (*Language from Queen's University*)

Turnitin

This course uses 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 to detect 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 select the authenticity of work as a part of a larger process.

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for any independent interaction you choose to have with Turnitin. (*Language from Queen's University*)

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