

☞ Sexuality and Gender ☞

Psychology 436

Winter 2018

Wednesdays 1—2:30pm; Fridays 11:30—1pm

Humphrey Hall Room 223

Instructor: Meredith Chivers, PhD, CPsych

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Office hour: Wednesdays after class, or by appointment

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

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

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

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

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

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

Course Requirements:

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

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

All students are required to read all the research articles/review chapters assigned for each class on the class schedule to facilitate the discussions that follow the presentations. Additional readings are included on the Group Presentation Topics list intended as a start for groups presenting on each topic. Students are encouraged to read these too or, at the very least, review the abstract for additional readings.

2. *Attendance and participation (20%).* The success of this class rests on the active participation of all students. Attendance will be taken and students must notify the instructor, in advance, if they will be absent. Students who are absent without notification or reason will receive a grade of 0 for discussion that day. Students who provide advance notification with an approved reason for missing class will not be graded for that class. During class, each student is expected to contribute to the discussion and participation will be graded. Students are expected to come to class prepared to engage in discussion. During discussions, I will make note of who is speaking and the quality of their contributions. Students who find it difficult to engage with class discussion are welcome to prepare comments in advance, or to make a point of raising and elaborating upon their submitted discussion question. If you have an issue with talking in class, come see me during the first week of class. Students are strongly discouraged from drawing from personal experience or providing anecdotal evidence

when discussing research topics. Grades for participation are arrived at through relative scores.

3. *Discussion questions (20%).* For every class, students will submit a discussion question on the readings via onQ by no later than 9PM on the day before class. Discussion questions will be available to the entire class via OnQ after 9pm and will be used in class to stimulate discussion. See Discussion Question Grading Scheme for the discussion questions grading scheme. Grade will be an average of the top 20/22 submissions.
4. *Group presentations & discussion (40%).* You will be randomly assigned to a group with two other students and every group of three students will do 2 presentations, each 30 minutes long. After the presentation, the presenters will moderate a 15 minute discussion on the topic, using three pre-prepared discussion questions/topics and incorporating the discussion questions students submit the night before. Each person in the group will take the lead as the primary presenter for 10 minutes in each presentation. Each group is a team and you will need to work together, with everyone assisting with research, creation of presentation materials, and offering critical feedback on the presentation. If there are any problems, notify the instructor.

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

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

Evaluation: Detailed grading keys are available via onQ

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

Deadlines:

Discussion questions: By 9pm the day before class.

Presentation draft: Minimum one week before your presentation.

Presentation slides: immediately after your presentations.

Research paper outline: Feb 26th, 9pm.

Final paper due: April 9th, 4pm. Submit via TURNITIN (see statement below)

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

Copyright information: All course materials including the material posted to the course website is copyrighted and is for the sole use of students registered in Sexuality & Gender, Psyc436. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in Sexuality & Gender, Psyc436. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Academic integrity: Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on

academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

TURNITIN Statement: Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin 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.

Accommodations Statement: Queen's University is committed to achieving full accessibility for persons 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. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances: The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

Grading scheme:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

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