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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.

UNIVERSITY OPERATING DATES

Sep 30	Tuition due
Sep 8	Classes start
Sep 21	Last day to add courses
Nov 2	Last day to drop courses without financial penalty
Nov 2	Last day to drop without academic penalty
N/A	Last day to change exam centre
Nov 7	Last day to submit exam accommodation requests (if applicable)
Dec 7	Classes end
Dec 10-23	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.

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 Research 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.

Final Exam

The final exam will be available online and non-proctored. Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. Please note that you do not need to pass the final exam to pass the course.

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. 150 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 at paper in APA format as well as cited in text at the appropriate place. If your blog is particularly unique and timely, Dr. Pukall 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 will be 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

Please see the Psychology Department's Policies page for information related to deferred final examinations.

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 Dr. Pukall as soon as possible once you know that you will miss an assessment.

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 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

To submit a Request for Academic Consideration, go to: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>.

After you submit your request, it is essential that you contact your instructor(s) to discuss arrangements for completing the academic requirements that you have missed.

Academic consideration is meant to help you manage a **short-term** extenuating circumstance that is beyond your control and could affect your academics. This might be a sudden physical or mental illness, a serious injury or required treatment for yourself or a significant other, bereavement (e.g., death of a family member or close friend), or a traumatic event (e.g., sexual assault, divorce). Another example is an absence due to a significant event, such as participating in a varsity championship or performing at a national or international event.

Academic consideration for an extenuating circumstance may include but is not limited to:

- an excused absence
- a deferral
- an extension
- a modified schedule for assignments, projects, labs, or placements

- an alternative assignment
- a re-weighting of term marks
- permission for an incomplete grade
- course withdrawal without penalty (this requires an appeal to the Associate Dean of Studies)

Your instructor will determine what academic consideration is appropriate for your course based on the academic requirement(s) you may miss and the essential requirements/learning outcomes of the course. All students who receive academic consideration must meet all essential academic requirements/learning outcomes and standards of the course. Academic consideration does not guarantee academic achievement in a course/program.

Situation 1: Requests for academic consideration up to 3 days:

- Each student can make one request for academic consideration for up to 3 days without supporting documentation per academic term (i.e., Fall, Winter, Summer). Any additional requests for academic consideration for up to 3 days will require supporting documentation.
- Requests for academic consideration under 3 days must be submitted as soon as you require academic consideration and no later than 1 day after the 3 day consideration period has ended. (eg. if you are requesting academic consideration for September 10-12, you must have your request submitted into this system by September 13 at the latest).
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office at asc.consideration@queensu.ca or 613-533-6000, ext. 75413 to arrange to complete the proper forms.

Situation 2: Requests for academic consideration between 4 days and 3 months:

- Requests for academic consideration between 4 days and 3 months should be made as soon as you require academic consideration.
- All requests for academic consideration between 4 days and 3 months require supporting documentation, which should be submitted within 5 business days of submitting the request or it will be withdrawn.
- All requests for academic consideration for extenuating circumstances between 4 days and 3 months must be submitted before the course has closed/ended.
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office to arrange to complete the proper forms.
- If you have questions, please contact the Academic Consideration Team in the Faculty Office at: asc.consideration@queensu.ca or 613-533-6000, ext. 75413.

Situation 3: Requests for academic consideration during final exam periods:

- **All requests** (up to 3 days and between 4 days and 3 months) for academic consideration made during exam periods require supporting documentation.

Situation 4: Request for Excused Absence for Significant Event:

Students who are making a request for academic consideration related to a significant event must follow these steps outlined below. If you are participating in an event at the provincial, national, or international level that is either a Queen's Varsity Athletics event or an event to which you were invited as a distinguished guest, you can complete this form. Please submit requests a minimum of 2 weeks before the sanctioned events or as soon as the event is scheduled.

1. Gather the following information:

- A personal statement about why participation in the event is significant to you/Queen's
- Specific details about what is being missed (i.e., exactly what courses, what tests, what assignments, etc.)
- A copy of the invitation to participate/details about the competitions that determine who is invited
- Any other relevant details about the event (i.e., tournament information, schedules, team details, who is participating)

2. A minimum of two weeks before the sanctioned event, or as soon as the event is scheduled, complete and submit a Request for Excused Absence for Significant Event Form to either:

- Queen's Athletics and Recreation senior management team/Athletics Services Coordinator – Retention (athletics and Recreation Centre, 284 Earl Street), for varsity athletic events OR
- the Vice-Provost and Dean of Student Affairs (Gordon Hall, Room 300, 74 Union Street) for all other significant events
- BISC Students should submit their requests to the Student Services office at the Bader International Student Centre (BISC).

3. Upload your signed form to the Arts & Science Academic Consideration Portal. If you encounter technical difficulties please reach out to asc.consideration@queensu.ca

As soon as possible, follow-up with your instructor(s) either by email or in-person to discuss how you will be making up for the missed academic requirements. This may require you to complete academic requirements prior to being absent for the event.

Please use the information provided on the Teaching Team page.

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 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.

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.

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

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

- Flash (latest version)

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.