

General Course Information**PSYC 333: Human Sexuality****Fall 2022****3.0 credits****Format:** In-person course. Please note that the lectures will NOT be recorded and that it is prohibited to record any content from the course.**Pre-requisites:** PSYC236/3.0 or PSYC251/3.0 or PSYC271/3.0 or PSYC370/3.0**Class time:** Mondays from 10:00 to 11:30 AM and Wednesdays from 8:30-10:00 AM**Location:** Dunning 14**Instructor Information****Name:** Professor Caroline F. Pukall, PhD, CPsych (she/her | elle)**Office location:** Craine 217**Office hours:** Wednesdays from 10:00 AM to 11:00 AM (or email me for an appointment)**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 sexuality research and have been engaged in 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, and eager to be exposed to diverse perspectives of concepts that are usually oversimplified.**Social media links:** Twitter @QSexLab // Instagram qsexlab // Facebook [SexLab](#) **Website:** sexlab.ca**Teaching Assistant Information**

<i>Name</i>	<i>Office hours</i>	<i>Location</i>	<i>Email address</i>
<i>Samantha Maki (she/her)</i>	Mon 2-3	Humphrey 205	s.maki@queensu.ca
<i>Maeve Mulroy (she/her)</i>	Mon 3-4	Humphrey 202	mem30@queensu.ca
<i>Megan Henkelman (she/her)</i>	Wed 1-2	Humphrey 202	msh10@queensu.ca
<i>Julianna Park (she/her)</i>	Thurs 11-12	Humphrey 202	kxc@queensu.ca
<i>General course email</i>		psyc.333@queensu.ca	

Important University Dates (Selected; More Information Here)**Wednesday September 14, 2022:** Last date to apply in SOLUS to graduate in Fall 2022.**Monday September 19, 2022:** Last date to add Fall Term and multi-term classes and last date to drop Fall Term and multi-term classes without financial penalty. Students unable to register in Fall Term by this date must appeal in writing to the Office of the Associate Dean (Academic). If the appeal to register late is granted, students must pay tuition fees in full (exception: OSAP students).**Friday September 30, 2022:** National Day of Truth and Reconciliation (afternoon classes cancelled).**Monday October 10, 2022:** Thanksgiving Monday (classes cancelled).**Tuesday October 11 to Friday October 14, 2022:** Fall Term break (classes cancelled).**Tuesday November 1, 2022:** Last date to drop Fall Term classes without Faculty Office permission. Registration for Summer Term classes begins.**Friday November 11, 2022:** Remembrance Day (classes cancelled 10:30-11:30 AM).**Monday December 5, 2022:** Fall Term classes end.**Tuesday December 6 to Wednesday December 7, 2022:** Fall Term pre-examination study period.

Thursday December 8 to Thursday December 22, 2022: Final assessments in Fall Term classes and mid-year assessments in multi-term classes.

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 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 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 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. I am grateful to live as an uninvited guest upon the traditional territories of the Haudenosaunee Confederacy and the Anishinabek Nation. 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 and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

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 need resources, please contact Dr. Pukall.

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 is a digital version of the textbook – please see this link for more information: [VitalSource](#) (prices on this site in Canadian dollars)

Course Timeline

Date	Lecture Topic (mandatory unless otherwise stated)	Readings/videos (mandatory unless otherwise stated)
Wednesday September 7, 2022	Overview and introduction	Chapters 1 & 2
Monday September 12, 2022	Historical views of masturbation and sex toys	[No mandatory readings for this class] Three optional readings in OnQ.
Wednesday September 14, 2022	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)
Monday September 19, 2022	Female genital anatomy	Chapter 4, pp. 72-84 (from the beginning of the chapter to the 'male genitals' section)
Wednesday September 21, 2022	Male genital anatomy	Chapter 4, pp. 84-94 (from 'male genitals' to 'sexual response cycles')
Monday September 26, 2022	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
Wednesday September 28, 2022	Guest speaker: Sexual Health Resource Center <i>Contraceptive options</i>	Chapter 7 (NOTE: content of chapter and lecture <u>not</u> covered on midterm 1)
Monday October 3, 2022	Midterm #1	Chapters 1-4, all lectures to date except the SHRC contraceptives lecture

Wednesday October 5, 2022	Guest speaker: Sexual Health Resource Center <i>Healthy sex</i>	Chapters 8 & 14
Monday October 10, 2022	Thanksgiving No class	
Wednesday October 12, 2022	Fall Break (October 11-14) No class	
Monday October 17, 2022	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 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.	VIDEO: TEDxLondon Talk, Susannah Temko What it means to be intersex (13 mins, 55 seconds) OPTIONAL: www.canadianmrkhfoundation.com Ashley's TikTok: @ashley_mrkh Intersex Society of North America: https://isna.org/
Wednesday October 19, 2022	Communication	Chapter 13
Monday October 24, 2022	Guest lecturer: Erin <i>Transitioning</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 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.	VIDEOS (optional): 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) TEDxUofSC Talk, Archie Crawley Language around gender and identity evolves (and always has) (13 mins, 18 seconds)
Wednesday October 26, 2022	Gender/sex	Ministry of Children, Community and Social Services. (n.d.). A Note on Language . Conover KJ et al. (2021). Pronoun fact sheet [Fact sheet]. American Psychological Association, Division 44: The Society for the Psychology of Sexual Orientation and Gender Diversity. Meier C & Harris J (n.d.). Gender Diversity and Transgender Identity in

		<p>Children [Fact sheet]. American Psychological Association, Division 44: The Society for the Psychology of Sexual Orientation and Gender Diversity.</p> <p>van Anders SM et al. (2019). Talking about transgender experiences, identities, and existences.</p>
Monday October 31, 2022	Midterm #2	Chapters 7, 8, 13, & 14, gender/sex readings, both SHRC lectures, Temko video, and all Pukall lectures
Wednesday November 2, 2022	Normative views of sexuality	<p>Chapter 9</p> <p>VIDEO: TEDx Talk, Laurie Mintz A new sexual revolution for orgasm equality (11 mins, 26 seconds)</p>
Monday November 7, 2022	<p>Guest speakers Lord Morpheus & 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 able to ask questions.</p>	Dunkley CR & Brotto LA (2019). The role of consent in the context of BDSM. <i>Sexual Abuse</i> , 32(6), 657-678.
Wednesday November 9, 2022	Sexual/affectional orientations	<p>Chapter 11 (all except for the “biological explanations” and “psychosocial explanations” sections on pages 257-260)</p> <p>OPTIONAL (additional optional items in OnQ): Van Anders Lab, Queen’s University: Mapping Your Sexuality, From Sexual Orientations to Sexual Configurations Theory</p> <p>Rainbow Health Ontario</p> <p>Misty Gedlinkske, TEDxOshKosh: Bisexuality, the Invisible Letter "B"</p>
Thursday November 10, 2022	Blog due at 11:55 PM NOTE: An automatic extension to <u>Sunday November 13, 2022</u>, is given with no late penalty	Please submit via onQ as a Word document (preferred) or PDF

	and no need to complete a short-term request for academic consideration	
Monday November 14, 2022	Sexual variations	Chapter 15 (all except for the paragraph on page 354 between Table 15.1 and the Ethical Debate box)
Wednesday November 16, 2022	Sexual dysfunctions: Part I	Chapter 16, pp. 364-386 (from the beginning of the chapter to 'therapy for sexual difficulties')
Monday November 21, 2022	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)</p> <p><u>For this lecture, FOCUS ON pp. 369-381 (from beginning of chapter to 'course and treatment outcome')</u></p> <p>Optional items available in OnQ</p>
Wednesday November 23, 2022	Treatments for sexual dysfunctions: Part I	Chapter 16, pp. 386-391 (from 'therapy for sexual difficulties' to the end of the chapter)
Monday November 28, 2022	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)</p> <p><u>For this lecture, FOCUS ON pp. 382-397 (from 'course and treatment outcome' to the end of the chapter)</u></p> <p>Optional items available in OnQ</p>
Wednesday November 30, 2022	Treatments for sexual dysfunctions: Part III	<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)</p> <p><u>For this lecture, FOCUS ON pp. 382-397 (from 'course and treatment outcome' to the end of the chapter)</u></p> <p>Optional items available in OnQ</p>
Monday December 5, 2022	Wrap up (if needed)	

It is strongly recommended that you read the relevant chapters/articles and view the assigned videos before class; this way, you will get much more out of the lectures.

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. This will include the time you spend studying course material, practicing course objectives, and participating

in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

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, October 3, 2022	Chapters 1-4 and all Pukall lectures	20%
Midterm #2	Monday, October 31, 2022	Chapters 7, 8, 13, & 14, gender/sex readings, both SHRC lectures, Temko video, and all Pukall lectures	30%
Final exam	TBA	All material covered for Midterm 2, plus: Chapters 9, 11, 15, 16, all Pukall lectures, and all assigned readings and videos	40%
Blog	Due by 11:55 PM (via onQ) Thursday November 10, 2022, with an automatic extension to Sunday November 13, 2022, 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 are based on the chapters, assigned readings and videos (and videos shown during lectures), and lectures (not including guest lectures). 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 past 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 (or you can be anonymous)! Please **submit your blog via OnQ** as a Word document (preferred) or PDF.

Extra Credit or Make-Up Work

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

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.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

N.B: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our **COVID-Related Absence Reference Guide** on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

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: Tara Karesewich

Instructor/Course Coordinator email address: psyc.accom@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.

Please follow up with me using email within 2 days of receiving verification of your Consideration request.

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, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, 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 appropriate to the severity of the departure 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.

Late Policy

For the blog, the late policy is as follows: for each day late, 10% 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 fine 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.

Deferred Exams

Students who cannot write an exam during the December exam period due to a serious, extenuating circumstance (illness, death in the family) must follow the steps below to be eligible to write a deferred exam during the PSYC department's ***Make up Exam period*** in January.

1. Apply for academic consideration using the Faculty of Arts and Science Portal: www.queensu.ca/artsci/accommodations
2. As soon as possible, follow up with your instructor(s) either by email or in-person to discuss your academic consideration request
3. If your request for a deferred exam is approved, be available to write the makeup exam the PSYC department's Make up Exam period in January, or receive 'O' on the exam.
4. Complete and return the instructor-signed [Permission for an Incomplete Grade](#) (PDF, 256 KB) form (also available on the Arts and Science website) and return it to the Undergraduate Office.

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.

NOTE: Students who do not write the makeup exam are advised to drop the course. If a student cannot write the makeup exam due to a serious extenuating circumstance for which they can provide new documentation, they will either be granted a second deferral by their instructor or be supported in their appeal to drop the course after the deadline, though this decision rests with the Associate Dean (Studies).

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.

This material is designed for use as part of PSYC 333 Human Sexuality at Queen's University and is the property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright.>

*****Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and as external events may dictate. Any changes will be communicated to you in class and/or via your Queen's email and/or via announcements posted to on OnQ, and changes will be made to the syllabus shared on OnQ.*****

Appendix: Information on 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 focus on a sexuality-related topic (e.g., sexting, OnlyFans, sex robots), and it should highlight some of the arguments presented in favour of, and against, aspects of the topic 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/blog> for examples) and end with a “big picture” section that highlights the issue in a larger perspective.

Recently published blogs posted from students in this course include the following:

<https://www.sexlab.ca/blog/2022/2/15/dating-apps-better-than-offline-or-just-a-waste-of-time>

<https://www.sexlab.ca/blog/2022/1/14/screw-it-im-downloading-onlyfans>

<https://www.sexlab.ca/blog/2021/10/20/send-nudes-or-maybe-dont>

<https://www.sexlab.ca/blog/2021/1/12/surrogate-partner-therapy-why-arent-we-doing-it>

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 at relevant places
- 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

- Citing and Citation Management, Queen's University Library: <http://library.queensu.ca/help-services/citing-sources>
- Manchester Academic Word Bank (great sentence starters for academic writing):
<https://www.phrasebank.manchester.ac.uk/>
- Consider taking SASS' online tutorial on academic integrity, available here:
<https://sass.queensu.ca/sites/sasswww/files/courses/academic-integrity/#/>

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 Criteria and Weight

Please see the rubric on onQ that will be used to grade your assignment. This assignment is worth 10% of your final grade.

Note: The blog has a three-day grace period. That is, your blog is due on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. The blog submission folder will close 72 hours after the assignment deadline and assignments not submitted by that time will receive a late penalty (as described in the syllabus; i.e., 10% of your grade will be deducted for each day late). Short term academic consideration is therefore built into the blog assignment due date and will not be extended past this 3-day grace period.