

University of Guelph

Department of Family Relations and Applied Nutrition

## FRHD\*2100: DEVELOPMENT OF HUMAN SEXUALITY

### FALL 2015 COURSE OUTLINE

#### COURSE DETAILS

**Professor:** Dr. Tuuli Kukkonen, C.Psych      Office: MINS 237  
Phone: 519.824.4120 ext. 53345      Email: [kukkonen@uoguelph.ca](mailto:kukkonen@uoguelph.ca)

**Office Hours:** Wednesdays 11:30am-1:00pm or by appointment

**Class Time:** Mon, Wed 10:30am-11:20am      **Class Room:** THRN Room 1200

**Final Exam:** Tuesday, December 8<sup>th</sup>, 11:30am-1:30pm

*It is your responsibility to ensure that you do not have an exam conflict*

#### Teaching Assistants

TA	Section	Day/Time	Room
<b>Sandra Pericak</b> spericak@uoguelph.ca	09	TUE 10:30-11:20	ALEX 309
	01	TUE 12:30-13:20	MCKN 308
	10	THU 10:30-11:20	ALEX 309
	04	THU 16:30-17:20	ALEX 309
<b>Christina Kocharakal</b> kocharac@uoguelph.ca	07	MON 13:30-14:20	ALEX 309
	06	THU 8:30-9:20	ROZH 108
<b>Samantha Landry</b> slandry@uoguelph.ca	08	THU 10:30-11:20	ROZH 109
	03	FRI 10:30-11:20	ALEX309
<b>Kyle Karalash</b> kkaralas@uoguelph.ca	05	FRI 12:30-13:20	ROZH 107
	02	FRI 16:30-17:20	ALEX 309

#### COURSE DESCRIPTION

This course provides students with an interdisciplinary introduction to the study of human sexuality. Students will examine human sexuality from historical, cultural, developmental, behavioural, physiological, psychological, sociological, and relational perspectives. In addition, this course will allow students to reflect upon their own experiences, development, background, and value stance with regard to sexuality.

The course is comprised of lecture and seminar components. Lectures will include content from the textbook, guest speakers, media, and current sex research. Lectures aim to be interactive – an opportunity to explore your attitudes, beliefs, and feelings about issues in sexuality and to learn about the perspectives of your classmates. Seminars will provide an opportunity for you to explore

issues related to sexuality that are of particular interest to you in a smaller group setting. You are responsible for attending seminar sessions and as a member of a small group, you will you make a seminar presentation for students and TA.

### **MATURE SUBJECT MATTER: VIEWER DISCRETION IS ADVISED**

The course material will address a variety of topics in sexuality, therefore, be prepared some topics may challenge your beliefs systems and may create discomfort, whereas other topics may resonate and give voice to your experiences and worldview. You are highly encouraged to engage with the course material using critical self-reflection. If for whatever reason the course material creates emotional distress, you are highly encouraged to seek support from appropriate services both on and off campus. A list of resources is provided in the section **student resources** in the course outline. Be prepared, sexually explicit media (SEM) may be shown during the lecture sessions. Prior to showing the SEM, students will be informed, and can choose not to view it without penalty. Given this is a university and higher learning setting; the assumption is students are of adult maturity.

#### **SEMINAR SLOTS**

The lecture AND seminar classes have a limit. Seminar switches **MUST** be accomplished by trading with another student, and both students must go **IN PERSON** and meet with Matt Smith in the Department of Family Relations and Applied Nutrition in MINS 247. You **CANNOT SHOW UP FOR A SEMINAR YOU ARE NOT ENROLLED IN, and you cannot switch without following appropriate procedures**. Dropping your seminar to enrol in another one on WebAdvisor may result in you losing your spot in the course.

#### **COURSE OBJECTIVES**

This course is taught from a **learner-centered perspective**, which emphasizes the **exploration of meaning and content knowledge through personal and interpersonal discovery**. FRHD 2100 was developed with consideration to the University of Guelph Learning Objectives. Specifically, throughout the semester in FRHD 2100, it is hoped that students will:

1. Develop an appropriate *depth and breadth of understanding* of the field of human sexuality, recognizing the implications of course content and putting it into a broader context;
2. Develop a *global understanding* of issues related to human sexuality, comprehending the variety of political, religious, cultural, biological, social, and historical forces that shape sexuality;
3. Develop a sense of the *historical development* of the field of human sexuality, including the changes in research, perspective and knowledge that have occurred over time;
4. *Understand and critically evaluate methodologies* used in sexuality research;

5. Come to understand that aspects of human sexuality can be *considered, and evaluated in many ways*. It is hoped that students will become more aware, open, and accepting of the diversity in human sexuality; including sexual expression, gender construct, sexual identity, and sexual value systems;
6. Develop *independence of thought*, and the ability to challenge accepted truths about human sexuality and think critically about sexuality as it appears in research and the media;
7. Develop a *love of learning*, or intellectual curiosity, regarding human sexuality, by getting personally involved with course content, and reflecting on the personal experiences that have contributed to your development as a sexual being, and the values you hold related to sexuality;
8. Understand the *personal and practical implications* of course content; becoming informed about issues related to sexuality that will aid in the development of an intelligent, responsible, and fulfilling sexual life;
9. Engage in critical self-reflection.

### REQUIRED TEXT

Rathus, S.A., Nevid, J. S., Fichner-Rathus, L., Herold, E. S., & McKay, A. (2013). Human sexuality in a world of diversity (4<sup>th</sup> Canadian edition). Toronto: Pearson.

### METHOD OF EVALUATION

COMPONENT	VALUE
3 Reflective Learning Logs <ul style="list-style-type: none"> <li>• 5% each x 3 RLLs</li> </ul>	15%
Group Seminar Presentation <ul style="list-style-type: none"> <li>• 20% presentation grade</li> <li>• 4% average group participation evaluation</li> </ul>	24%
Peer Presentation Evaluation and Feedback <ul style="list-style-type: none"> <li>• 3% average audience rating of your presentation</li> <li>• 3% your evaluation of other groups</li> </ul>	6%
Midterm Examination <ul style="list-style-type: none"> <li>• Multiple choice</li> </ul>	25%
Final Exam <ul style="list-style-type: none"> <li>• Non-cumulative, multiple choice</li> </ul>	30%
<b>TOTAL</b>	<b>100%</b>

### **REFLECTIVE LEARNING LOG (RLL)**

Reflective Learning Logs are worth **15%** of student's final grade. Students are expected to submit 3 Reflective Learning Logs. Each journal submission is worth 5% each. The journal will be graded based on the Grading Procedures as referred to in the course outline. **Students who do not submit a reflective learning log on time will receive a grade of 0%.** The purpose of these learning logs is for the student to engage in a process of critical thinking and critical self-reflection in relation to the course material presented in class. Students are encouraged to be mindful of their thought and emotional process when writing their logs. ***It is highly recommended that students edit their logs prior to submission for personal information, content, grammar, and spelling.***

### **GROUP SEMINAR PRESENTATION**

The seminar presentation is worth **24%** of the student's final grade (20% for your presentation and 4% for group participation). In groups of 5 (or appropriate number given class size), student groups will choose a topic from the seminar topic list, deliver a 35 minute presentation to the class on the assigned date. As a group, you will work collaboratively to research the topic and provide an informative, concise, coherent and creative presentation. **NOTE: presentations CANNOT be rescheduled because all weeks of the seminar are fully booked, therefore if your group does not present on the assigned date, the whole group will receive a grade of 0%.**

### **PEER EVALUATION & FEEDBACK**

Peer evaluation and feedback is worth **6%** of the student's final grade. All presentations will be evaluated by the seminar audience and the average rating for your presentation will be applied to your grade (worth 3%). Additionally, you are responsible for evaluating your peers' seminar presentations and your evaluation of their presentations is also worth 3% of your grade. Students **must** attend and participate in seminar classes and peer presentations.

### **MIDTERM EXAMINATION**

The midterm exam is worth **25%** of the student's final grade. The midterm will take place during class time on **Monday, October 19<sup>th</sup>, 2015**. There will be approximately 50 multiple choice questions on the lecture and reading material covered to that point. More specific details will be posted on CourseLink and discussed in class before the examination.

### **FINAL EXAMINATION**

The final exam is worth **30%** of the student's final grade. The exam will be held **Tuesday, December 8, 2015, from 11:30am-1:30pm, location TBA**. The final exam is multiple choice and non-cumulative. It will include all course material covered after the midterm examination.

## **COURSE CORRESPONDENCE**

### **COURSELINK:**

A course website supports the teaching and learning activities for this course. All information pertaining to the course will be updated regularly on courselink. Please ensure that you log in throughout the semester to check announcements, obtain copies of course outlines, instructions for assignments and course notes. This is also where you will be able to check your grades for

learning activities. Additionally, there will be a *Course Questions Discussion Forum* to encourage collaborative learning.

## EMAIL

All email directed to the professor or TAs must come from an official University of Guelph email address- you will not receive a response if your email is sent from a web-based account (eg, Hotmail, yahoo, etc). Emails will be answered within 48 hours and only between the hours of 9am-5pm from Monday to Friday. Messages sent on the weekend will only be read on the following Monday.

You are expected to read and understand the course outline, therefore, questions about information that can be found in the course outline will not be answered. Additionally, **any questions regarding course content must be posted in the *Course Questions Discussion Forum* on courselink- the professor and TAs will not answer individual emails about course content.** You are all encouraged to be active participants in the learning process and answer questions that your fellow students post.

## PERSONAL DISCLOSURE

Learning is enhanced by exploring the interface between personal & professional experience and academic study (theory and research). Students are encouraged to explore this interface and should only reveal as little or as much information as they are comfortable sharing with faculty, teaching assistants and fellow students. ***The evaluation of student performance is not dependent upon student disclosure of personal information.***

**To create a safe learning environment, students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc. online or in the classroom, will not be tolerated.**

## RESPONSABILITIES

### YOUR RESPONSABILITIES

1. Come to class with an open mind, be respectful of differing ideas and use a non-judgemental stance to course material, yourself, other students, and guest speakers.
2. Be prepared for every class by completing required readings.
3. Come to class on time and stay until the end of the class period.
4. Work with group members outside of class to create an integrated, creative presentation.
5. Check courselink regularly for important announcements, supplementary readings, updates, etc.
6. **Within 2 weeks of grade postings**, check courselink and email the instructor to question any grades or correct any potential errors (**otherwise posted grade will stand**).
7. Use courselink to communicate with other students, TAs, and the instructor.

8. Complete course requirements with integrity.

## MY RESPONSABILITIES

1. Create a course curriculum that exposes students to current, topical issues in human sexuality.
2. Be prepared for every class.
3. Be available to communicate with students about course content and assignments.
4. Respond to emails within 48 hours between Monday and Friday.

## COURSE POLICIES

### GRADING

This is important: After you receive a grade, check Courselink to make sure the mark you received is the same as the one posted online. Any inquiry or dispute over the test scores or other grades **must be made within two weeks after they are posted**. If you fail to protest any grade during this time limit, changes to the posted score will not be made. The Grading Procedures are posted on Courselink-D2L. Grades will be based on the Grading Procedures as outlined in the Undergraduate Calendar <http://www.uoguelph.ca/registrar/calendars/undergraduate/2012-2013/c08/c08-grds-proc.shtml>

### CLASS ATTENDANCE

Whether or not you attend class, you are responsible for all material covered. Lecture outlines will be posted on Courselink– you can use these to structure your note taking. If you miss a lecture, it is your responsibility to find someone who would be willing to share notes with you. It is in your best interest to attend class lectures and seminars, as this is a time to put some of the course content in context, and move the class beyond the text.

### LATE POLICY

The course is designed so that students will need to submit Reflective Learning Logs, which are due by Sunday at midnight on the assigned week. **LATE LEARNING LOGS WILL NOT BE GRADED**, therefore plan ahead! You must submit your reflection electronically on courselink so make sure to give yourself plenty of time in case technical issues arise (ie, if you upload your RLL at 11:58pm and there is an error, your reflection may not get in on time and you will get 0% for it). If you miss a reflection because it is late, you will not have the opportunity to make it up.

Group presentations are due on the assigned scheduled date. Therefore, if a student or a group fails to present on their assigned date, they will receive a grade of 0% and there will not be any opportunity to re-schedule the presentation date.

### LEARNING COMMUNITY AND USE OF TECHNOLOGY

The University of Guelph “is animated by a spirit of free and open enquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to

creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging.”

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c02/index.shtml>

The opportunity to utilize supplemental technology during classes and for office hours may be available throughout this class. It is not a replacement for live interaction or for CourseLink elements, nor is it a requirement to participate in these opportunities. Instead it should be viewed as a supplemental opportunity for course engagement. It is necessary to pay attention to this aspect of the course when it is included in the course, whether or not you utilize it to engage. Engagement in these supplemental forms of interaction is not a graded part of the course.

Please use any technology you bring into the classroom for learning purposes only. Texting, on-line chatting, surfing, on-line shopping, gaming, facebook, and any other ways you may use technology for recreational and personal use is strongly discouraged during lecture and seminar classes. This misuse can be very distracting to both students and instructor. Please respect the academic integrity of our learning environment. Please turn all electronic devices to silent when entering the lecture and seminar class. **If students, guest speakers, or instructors are distracted by the misuse of technology, you will be asked to leave the classroom.**

***NOTE: All personal technology (ie: cell phones, laptops, ipads, etc.) are prohibited in the classroom during the scheduled midterm and final exam. Please find a safe and secure place to leave your technological belongings during these periods.***

#### **ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: **Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt.** Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Please see the Academic Misconduct section of the Undergraduate Degree Regulations and Procedures in the 2012-2013 University of Guelph Undergraduate Calendar.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

#### **ACCESSIBILITY**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is

based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (formerly Centre for Students with Disabilities) as soon as possible.

### **MEDICAL AND COMPASSIONATE REASONS FOR NOT MEETING COURSE REQUIREMENTS**

When you find yourself unable to meet course requirements due to illness or compassionate reasons, please advise the course instructor in writing, and your academic counsellor. If possible, this should be done in advance of the missed work or event, or as soon as possible after the due date, and **NO LONGER THAN ONE WEEK LATER**. If no contact is made with the instructor within one week, the student will receive a grade of "0%" on that specific course assignment/requirement. **PLEASE NOTE, I WILL ONLY ACCEPT APPROPRIATE DOCUMENTATION FROM EITHER STUDENT HEALTH SERVICES, COUNSELLING SERVICES, OR YOUR ACADEMIC COUNSELLOR WITHIN YOUR ACADEMIC COLLEGE FOR MEDICAL AND COMPASSIONATE REASONS.** I will not accept medical notes from walk-in clinics, other physicians etc.

### **ACADEMIC ACCOMMODATION OF RELIGIOUS OBLIGATIONS**

The University acknowledges the pluralistic nature of the graduate and undergraduate communities. Accommodation will be made to students who experience a conflict between a religious obligation and scheduled tests, midterm examinations, final examinations, or requirements to attend classes and participate in laboratories. The type of accommodation granted will vary depending on the nature, weight and timing of the work for which accommodation is sought. **Accordingly, the request for alternative arrangements must be submitted to the instructor in charge of the course *within two weeks of the distribution of the course outline*.** A student requiring accommodation may submit the request to the instructor directly or through her/his program counsellor.

### **RESEARCH PARTICIPATION**

Throughout this course there may be opportunities to participate in various research studies which may or may not be run by instructors of this course. Should these opportunities arise, students will be given the opportunity to receive extra credit for their choice of two options:

- 1) Complete the study and submit it as a participant
- 2) Review the study and submit a brief written report on the study without participating in it (directions to be distributed via Courselink). Participation, or lack thereof, in any study opportunities is completely optional and will not impact the academic standing of the student in any way beyond the choice whether or not to pursue extra credit through either of these means.



## STUDENT RESOURCES

THE AIDS COMMITTEE OF GUELPH AND WELLINGTON 519-763-2255  
CAMPUS SAFE WALK ext. 53200  
THE CENTRE FOR STUDENTS WITH DISABILITIES ext. 56208  
COUPLE AND FAMILY THERAPY CENTRE ext. 56426  
DISTRESS CENTRE WELLINGTON/DUFFERIN 519-821-3760 , 1-888-821-3760  
GUELPH RESOURCE CENTRE FOR GENDER EMPOWERMENT AND DIVERSITY ext. 58559  
HUMAN RIGHTS OFFICE THROUGH CSA ext. 52629  
THE LEARNING COMMONS, library research help ext. 53617  
THE MASAI CENTRE (519) 780-5298  
MULTI-FAITH CENTRE ext. 58909  
C.J.MUNFORD CENTRE ext. 56911  
OFFICE OF HUMAN RIGHTS AND EQUITY ext. 53000  
OUT ON THE SHELF 519-515-0691  
OUTLINE 519-836-4550  
STUDENT COUNSELLING SERVICES ext. 53244  
SECURITY SERVICES CAMPUS EMERGENCY LINE: ext. 52000  
UNIVERSITY POLICE ext. 52245  
THE SEXUAL ASSAULT & DOMESTIC VIOLENCE CARE AND TREATMENT CENTRE AT THE GUELPH  
GENERAL HOSPITAL 519-837-6440 ext. 2728  
THE SEXUAL HEALTH CLINIC IN GUELPH/WELLINGTON/DUFFERIN HEALTH UNIT 519-846-2715 ext.  
4715 or 1-800-265-7293 ext. 4715  
STUDENT HEALTH SERVICES ext. 52131  
STUDENT SUPPORT NETWORK ext. 55002  
THE WELLNESS CENTRE ext. 53327  
WOMEN IN CRISIS OF GUELPH-WELLINGTON 519-836-5710 or 1-800-265-7233