

University of Guelph
Department of Family Relations and Applied Nutrition

FRHD*4200: ISSUES IN HUMAN SEXUALITY
WINTER 2015 COURSE OUTLINE

Class Time: Tuesday, Thursday: 10:00am-11:20am
Class Room: MCKN, room 029

Professor: Dr. Tuuli Kukkonen
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Office Hours: Tuesdays 11:30am-12:30pm or by appointment

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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*4200 was developed with consideration to the University of Guelph Learning Objectives. Specifically, throughout the semester in FRHD*4200, it is hoped that students will:

1. 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;
2. Develop an appropriate *depth and breadth of understanding* of key issues in human sexuality, recognizing the implications of course content and putting it into a broader context;
3. Develop skills in *personal attitude recognition*; become aware of personal values, biases, and beliefs regarding sexual issues;
4. Develop *moral maturity* related to sexual issues; specifically, understanding that aspects of human sexuality can be considered and evaluated in many ways. It is hoped that students will become more aware and accepting of the lifestyles and sexual value systems of others, especially those which are divergent from their own;
5. 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;
6. *Understand* the various *forms of inquiry* used in the study of human sexuality, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
7. Acquire *literacy* and *numeracy* skills related to human sexuality; specifically, be able to analyze and synthesize hypotheses about sexuality and comprehend the use of quantitative data to test such hypotheses;

8. Improve communication skills and increase comfort with communication about sexual issues and behaviour;
9. 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 lifestyle;
10. 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;

Course Format and Approach

This 400-level Sexuality course is an issues-based course, as opposed to a survey, content course. This means that we won't cover the breadth of the field of sexuality, but rather, examine in-depth key issues in sexuality that are current, topical, and controversial. Topics and readings have been chosen to stimulate your thinking about sexuality and challenge your beliefs, values, and attitudes. It is hoped you will approach every class with an open mind, and an attitude of respect and tolerance for those who may think differently than you do and live their lives differently than you do. That being said, I intend this course to be exciting, thought-provoking, and personally meaningful.

WARNING: DIFFICULT COURSE CONTENT

In this course we will explore and address sensitive and controversial sexual issues such as sexual abuse, sexual orientation, sexual difficulties, and variations of sexual expression to name a few. If any of these issues might create personal distress on an intellectual and or emotional level - it is advised students not enroll in this course at this time. It is also recommended, if any of the presenting topics create some concern for students, that students seek support through Counselling Services, University Centre - Level 3 South, Phone (519) 824-4120 Ext. 53244. Please consult yourself, as you are in the best position to decide whether this course is appropriate at this time.

My Responsibilities

1. Create a course curriculum that exposes students to current, topical issues in human sexuality.
2. Be honest about my values while allowing students to make up their own minds about course content.
3. Be prepared for every class.
4. Be available to communicate with students about course content, research paper, and the group presentation.
5. Respond to email messages within 48 hours.

Your Responsibilities

1. Come to class with an open mind and a non-judgemental stance.
2. Be prepared for every class by doing all required readings.
3. Be respectful of other students and guest speakers.
4. Come to class on time and stay until the end of the class period.
5. Work with group members outside of class to create an integrated, creative presentation.
6. Check D2L every 48 hours for important announcements, supplementary readings, and use D2L to communicate with other students and the instructor.
7. Complete course requirements with integrity.

Required Readings

There is no assigned textbook for this course. A selection of journal articles are available through the ARES system. See attached.

Evaluation

Component	Important Notes	Value
Readings Quizzes	Choose 7 out of 10	10%
Midterm	Thursday, February 26, 10am-11:20am	25%
Book and Movie Club Presentation	Date of sign up	20%
Research paper based on book or movie selected	Due Friday, March 27	25%
Online Discussion Participation	Throughout the semester: Critical Reflection #1 due by Feb.13 Critical Reflection #2 due by March 20 All Response posts due before April 2	16%
Guest Speaker Evaluation	Throughout the semester (0.5% for each speaker evaluation)	4%

Readings Quizzes (worth 10%)

Reading quizzes will be posted online throughout the semester to ensure that students have read the articles prior to attending class. These quizzes will be multiple choice and will be available online as of the Friday of the preceding week. Students will have 10 minutes to complete each quiz and **MUST** do so before coming to class on the day that the articles are covered. On average, four to six questions will be asked. Students have three free misses for readings quizzes - the student may choose which of the ten quizzes to use their three free misses. If a student opts to take all the reading quizzes, then the 3 lowest marks will be dropped.

Midterm (worth 25%)

The midterm will be held on **Thursday, February 26**, during regular class time and will cover lecture, readings, guest speakers and supplementary materials. The questions will be in a variety of formats (e.g., multiple choice, short answer, fill in the blank, matching, essay). **The test is closed-book.**

Book and Movie Club Presentations (worth 20%)

Working in a group (3 or 4 students), you are required to select a pop culture book or movie on sexuality that is of interest to you and then make a brief presentation (15 minute) on it to the class. You must post your book/movie selection online in the discussion forum labelled "book/movie choice forum" by **January 22nd**, so that two groups do not select the same book or movie. Once a group has publicly selected their book or movie, no other group can pick it, so pick your title early and email the class. If, on the presentation days, two groups have the same title, then the group that declared second or did not publicly declare their book or movie will get zero on the assignment. It is your responsibility to check the forum and make sure that your title was not already selected. Once you have your group and title, please email me your top 2 preferred presentation dates. The dates are assigned on a first come-first served basis. There are 4 presentation slots for each day (see course outline for dates).

In your presentation, cover the following material:

- Basic Information about the book/movie:
 - Title
 - Date of publication
 - Intended audience
 - Summary of content
- Critical analysis
 - Is content consistent with what you have learned about sexuality in this or other classes?
 - How do the book's claims or the movie representation of the topic relate to the research on this topic?
 - Do you see any biases?
- Overall quality
 - Would you recommend this book/movie to others?
 - Strengths?
 - Weaknesses?

Feel free to share anything else of interest.

You will be evaluated in terms of content (covering information requested), ability to highlight controversial and/or thought-provoking issues, critical analysis of content, and presentation style (creativity, preparation, pacing, tone, enthusiasm). Please feel free to get creative with your presentation. Note that the time limit of 15min. will be strictly enforced to ensure that each group has an equal amount of time.

Research Paper on the film or book that you have chosen for your group presentation (25%)

All students will be required to submit a 5-7 page (excluding references), typed, and double-spaced research-based response and critique of their selected movie or book. Please note that while the work for your presentation is done as a group, this assignment should be completed INDIVIDUALLY. Failure to do so will be considered a breach of academic integrity and will be dealt with according to university guidelines.

The purpose of this assignment is to encourage you to apply a critical attitude to popular information in the media. To successfully write this paper, you will have to review data from journal articles related to the main ideas of the movie or book. You will then be expected to critically evaluate from a scientific empirical perspective whether the information presented in the movie/book is accurate.

The paper will be graded based on three broad categories: style and format, research and quality of critique. Further details of the grading criteria are explained in detail on the grading scheme. Please remember that although you will receive a breakdown of your mark for each of the three categories, it is impossible to totally separate these. For example, if your research is inadequate, your critique will suffer because of insufficient information.

The paper is due in the dropbox labelled 'Critical paper' by Friday, March 27. Late assignments will be penalized 2% per day (e.g., a paper grade of 78% that is 3 days late = final grade of 72%). Travel, computer issues, relationship problems etc. are not valid reasons for an extension since you will have 2 months to complete the assignment.

Suggestions for writing the paper:

Some students might find that they have little experience with an assignment like this one. I am therefore providing several suggestions to get you started. Please also feel free to talk to me about your ideas or questions during my office hours.

1. Watch your movie attentively or read your book carefully. Make sure you understand the topic presented and the central arguments or conclusions drawn
2. Do a comprehensive literature search (on the computer) for empirically-based references relevant to these ideas using both Medline and PsycInfo. Relevant journals may be indexed in only one or the other.
3. Based on your computer search, read the relevant empirical literature. Avoid pop psychology references. Review articles, meta-analyses and book chapters are very useful, but sometimes do not give enough detail to allow you to evaluate specific studies. If you haven't read the original article, don't use it/cite it! Remember that the fact that an article is published does not mean that it is of high quality or that its conclusions are valid. There are many published studies that reach invalid conclusions based on poor experimental design, poor data analysis, and poor reasoning. To get an excellent mark, it is important to be able to distinguish good from bad empirical studies and base your conclusions accordingly. Personal opinions are interesting, but need to be supported by data or logical arguments.
4. It is impossible for me to say in advance how much research is necessary, but your paper is expected to comprehensively cover the research data. I would expect to see at least 5 empirical articles cited in your paper.
5. Draft an outline of your paper. Re-draft it until it makes sense. It usually takes me at least 5 drafts of a paper before it reads well, makes sense, and fits within the required page limits. If you get a draft of your paper outline (1 page) to me **at least 2 weeks** before the due date, then I will try to give you some feedback.
6. A very brief summary of the central ideas presented in the movie or book is all that is necessary - no more than one paragraph! Do not waste your limited space on a lengthy summary of the video or book. Similarly, do not try to summarize all the empirical studies you will be using in your analysis. You must learn to be selective in terms of both depth and breadth.
7. Check grammar, spelling, format, APA citation style, etc. The style/format of your paper should be set up exactly according to The Publication Manual of the American Psychological Association (fifth edition).

8. The paper is limited to 5-7 pages with 1 inch margins, and font no smaller than 12 point standard fonts. Avoid excessive use of quotes and plan your paper carefully. The reference list is not included in the page limit. I will only read the first 7 pages of your paper.

Online Discussion Group Participation (worth 16% total: 8% for critical reflections and 8% for response posts)

The class will be randomly divided into 9 online discussion groups. The purpose of these groups is to provide a smaller seminar environment for students to critically reflect on the course material. Each group member will be required to post at least 2 critical reflections on a topic (**worth 4% each**) and then to respond to at least 4 posts from other group members (**worth 2% each**). You can write about how the material interested, engaged, moved, inspired, challenged, bothered and/or puzzled you. Additionally, you can discuss the material within a broader context (e.g., how it relates to something you have come across in the media, on campus, in pop culture, etc.). It is recommended that your critical reflections be at least 250 words and edited prior to posting. When posting a critical reflection, please give it a title and number (e.g., The culture of sex- reflection #1) and provide a copy in the appropriate dropbox labeled "critical reflections" for confidential marking. If you do not provide a copy in the dropbox, your reflection will not be graded. The same process applies to your 4 response posts. It is expected that you provide a meaningful response to group members' posts and that you submit a copy in the dropbox. You are encouraged to post throughout the semester and are welcome to post additional reflections or comments on the material and/or responses as part of your own learning process. Any extra posts will not be graded. You **MUST** post your first critical reflection by **Friday, February 13, 2015**. If you do not post your first reflection by this date, it will be considered late and penalized accordingly. Your second critical reflection must be posted by **Friday, March 19th, 2015** or it will be considered late and penalized accordingly. There are no set dates for the response posts except that all 4 must be completed and copies submitted in the drop box before the last class on **April 2, 2015**.

Academic Integrity: It is the student's responsibility to ensure that assignments are completed according to the instructions provided by the Instructor. Failure to do so may result in the assignment being rejected or docked marks. Students are also responsible to ensure that they meet University standards for Academic Integrity. Please refer to the following web site on Academic Integrity:

<http://www.academicintegrity.uoguelph.ca/>

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 Centre for Students with Disabilities as soon as possible. Students who need course adaptations or accommodations because of disability, or who have emergency medical information to share, should speak to the instructor during the first two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make the instructor aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation. The Centre for Students with Disabilities <https://www.uoguelph.ca/csd/> is an excellent resource.

WHEN YOU CANNOT MEET COURSE REQUIREMENTS:

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise the course instructor **in writing**, with name and e-mail contact. Where possible, this should be done before the missed work or event, but otherwise, soon after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor will request it of you.