



FRHD*2100DE Development of Human Sexuality Course Outline

Winter 2016
Department of Family Relations and Applied Nutrition
College of Biological Science

Instructor Contact

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Course Information

Course Title: Development of Human Sexuality
Pre-Requisites: 4.50 credits
Co-Requisites: None
Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods.
Credits: 0.50
Course Website (If applicable): [CourseLink](#)
Method of Delivery: Distance Education, Fully Online

Calendar Description

This course covers a social scientific analysis of human sexuality. Emphasis will be placed on the development of sexuality within an interpersonal context.

Course Description

This course is concerned with one of the core aspects of our lives and of our own development. It involves some of the deepest issues in human relationships, as well as addressing defining aspects of ourselves.

This course provides an interdisciplinary introduction to the study of human sexuality. You will examine human sexuality from historical, cultural, developmental, behavioural, physiological, psychological, sociological, and relational perspectives. Perhaps most importantly, this course will allow you to reflect upon your own experiences, development, background and value stance with regard to sexuality.

This course is taught from a learner-centered perspective which emphasizes the exploration of meaning and knowledge through personal and interpersonal discovery. This means the course experience will be different for every one of you, as you bring to the content your own beliefs, values and experiences. We hope as you learn the content, you will explore what each topic means to you, and the assignments and online discussions will bring you to a deeper level of understanding about course content and your personal attitudes.

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. You will find a list of potential resources under "Resources".

Course Learning Outcomes

By the end of the course, you should be able to:

1. Develop an appropriate *depth and breadth of understanding* of the field of human sexuality, specifically the following topics: sexual science research methods, sexuality across the lifespan; relationships and communication, gender identity and sexual orientation, sexual attraction and love, sexual behaviors, anatomy and physiology, sexual pleasure and sexual problems, sexual coercion, harassment, aggression and abuse, contraception, STI's, HIV and AIDS, sexual variations, sex therapy, and the commercialization of sex; 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.

Method of Learning

- Start now! The course moves quickly and it is critical that you begin work as of the first week of classes so that you do not fall behind on readings or required work.
- We recommend that you visit the Course Home page, read the **News** section, and log into both the "**Main Class Forum**" and your **Discussion Group** space frequently.
- It is also essential that ***you complete the activities within the week for which it is schedule***. Because you work (over the Internet) with your own Study Group of ten to twelve other (assigned) students, you cannot contribute to and complete the integrally designed group work unless you keep up with the weekly schedule, and the minimum three distinct log-ons (some can be quite brief) required weekly.
- Make sure you review all of the assignments, and how they are graded, at the beginning of the semester (right away!) so you are sure to know what you are responsible for and how you will be evaluated.
- Discussion participation is a mandatory component of the course. It is imperative that you log into the course no less than on three different days week, and preferably for at least a brief period daily.
- You must post 3 times, on three different days, to your assigned discussion groups. You are required to participant in 4 of the available 6 topic discussions to do well on the discussion/reflection assignment. So get online and get chatting with your group!

- It will likely take you, right up front as you first log on to the course, an hour or two (perhaps three or four) to become comfortable in "navigating" your way through the various components or "locations" within the course Web Site. Use the links on the course menu bar (at the top of your screen) to explore the various sections of this course.
 - The **Schedule** link takes you to the timeline, with links to information about the coursework and associated activities.
 - The **Discussions** link takes you to the space where you can "talk" with the instructor and other class members.
 - Other links will give you access to resources and enable you to contact your TA, check your grades, and receive special or urgent "News" messages from the course instructor.

Course Structure

This 12-week course is organized into the following units:

- Introduction and using Theory and Research to Understand Sexuality
- Female and Male Anatomy and Sexuality Across the Lifespan
- Sexual Arousal and Response and Sexual Dysfunction
- Attraction and Love
- Relationships, Intimacy and Communication
- Sexual Orientation
- Gender Identity and Gender Roles
- Sexual Coercion and Sexual Variations
- Contraception and Abortion & STI's, HIV & AIDS
- Change to Sexual Behaviours and Fantasies
- Sexual Health Education
- Review

Learning Resources

*Required Textbook(s)

Title: Human Sexuality in a World of Diversity

Author(s): Rathus & Nevid & Fichner-Rathu

Edition / Year: 5th Edition, 2015

Publisher: Pearson: Toronto

ISBN:

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120 ext. 53621](tel:519-824-4120)

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction, Theory and Sexual Science Research Methods

Required Reading

Textbook:

Chapter 2

Videos:

Interview: Kelly Suschinsky – Measuring Sexual Arousal

Activities & Assignments

Discussion 1: Introductory Discussion

Study Tools

Unit Review Questions

Schedule: Week 2

Unit 02: The Female and Male Anatomy and Sexuality Across Lifespan

Required Reading

Textbook:

Chapter 3

Chapter 12

Videos:

Interview: Patricia Barthelow-Koch – Sexuality Education

Interview: Lisa Dawn Hamilton – Psychology/Physiology Interactions

Interview: Sandra Byers – Parent-Child Sexual Communication

Activities & Assignments

Introductory Discussion, continued

Study Tools

Unit Review Questions

Schedule: Week 3

Unit 03: Sexual Arousal and Response and Sexual Dysfunction

Required Reading

Textbook:

Chapter 4

Chapter 13

Videos:

Interview: Elke Reissing – Sexual Dysfunction

Interview: Lori Brotto – Mindfulness and Sexuality

Interview: Lucia O’Sullivan – Sexual Problems in Teens

Activities & Assignments

Discussion 1: Technology and Relationships

Study Tools

Unit Review Questions

Schedule: Week 4

Unit 04: Attraction and Love

Required Reading

Textbook:

Chapter 6

Videos:

Interview: Jocelyn Wentland – Casual Sexual Relationships

Activities & Assignments

Discussion 2: Sexual Health Curriculum

Study Tools

Unit Review Questions

Schedule: Week 5

Unit 05: Relationships, Intimacy and Communication

Required Reading

Textbook:

Chapter 7

Videos:

Interview: Kristen Mark – Sexuality in Relationships

Activities & Assignments

Discussion 3: Sexual Orientation (3 videos)

Study Tools

Unit Review Questions

Research Paper

Schedule: Week 6

Unit 06: Sexual Orientation

Required Reading

Textbook:

Chapter 9

Videos:

Interview: Simon Rosser – Gay Man’s Health

Interview: Nathan Lachowsky – Sexual Scripts

Activities & Assignments

Discussion 3: Sexting and Youth

Study Tools

Unit Review Questions

Schedule: Week 7

Unit 07: Gender Identity and Gender Roles

Required Reading

Textbook:

Chapter 5

Videos:

Interview: Janet Shibley Hyde – Gender Differences and Similarities

Interview: Jacquie Gahagan & Mary Bryson – Inclusion and Sexual Health Research and Intervention

Interview: Ken Zucker – Gender Identity

Activities & Assignments

Discussion 5: Sexual Communication, Negotiation and Consent

Study Tools

Unit Review Questions

Schedule: Week 8

Unit 08: Sexual Behaviour and Fantasies

Required Reading

Textbook:

Chapter 8

Videos:

Interview: Karen Blair – Sexual Frequency and Duration

Activities & Assignments

Discussion 6: Sexual Communication, Negotiation and Consent

Study Tools

Unit Review Questions

Schedule: Week 9

Unit 09: Sexual Variations and Sexual Coercion

Required Reading

Textbook:

Chapter 16

Chapter 17

Videos:

Interview: Angela Weaver – Sexuality in Slasher Films

Interview: Sarah Vannier – Sexual Behaviours in Online Pornography

Activities & Assignments

Study Tools

Unit Review Questions

Reflection paper

Schedule: Week 10

Unit 10: Contraception and Abortion & STI's, HIV & AIDS

Required Reading

Textbook:

Chapter 11

Chapter 14

Videos:

Interview: Shayna Sparling – Alcohol and Sexual Arousal

Activities & Assignments

Study Tools

Unit Review Questions

Schedule: Week 11

Unit 11: Sexual Health Education

Required Reading

Textbook:

Chapter 15

Activities & Assignments

Study Tools

Unit Review Questions

Schedule: Week 12

Unit 12: Review

Activities & Assignments

Review

Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Research Paper	35%
Discussion/Reflection Assignment	25%
Final Exam	40%
Total	100%

Course Policies

Special Alert: The Nature of Visuals

Given the focus of this course on human sexuality, some of the visuals that will appear on your screen from time to time during Web searches could be found to be objectionable, if not downright sexually harassing, by a neighbour, say, sitting in a public computer pool beside you.

For this reason, it is clearly desirable that you should have a personal or private space in which to conduct at least some of your Web work.

If, however, you are going to be dependent for your Internet/WWW access on public (e.g., university library) computer pools, you will need to give special attention to how you will handle your personal responsibility not to offend or sexually harass others through the material appearing on your publicly visible screen.

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open

Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm

Saturday: 10:00am – 4:00pm

Sunday: 12:00pm – 6:00pm

Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

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.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website](#).

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

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.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.