

## FRHD\*4200: ISSUES IN HUMAN SEXUALITY

### WINTER 2016 COURSE OUTLINE

**Class Time:** Tuesday, Thursday: 10:00am-11:20am  
**Class Room:** MCKN 121

**Professor:** Dr. Tuuli Kukkonen  
MINS 237  
519-824-4120 x53345  
Kukkonen@uoguelph.ca

**Office Hours:** Tuesdays 11:30am-12:30pm or by appointment

**Teaching Assistant:** Nada Hafez: [nhafez@uoguelph.ca](mailto:nhafez@uoguelph.ca)

#### **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**

<b>Component</b>	<b>Important Notes</b>	<b>Value</b>
Readings Quizzes	Choose 8 out of 10	10%
Midterm	PART 1: Tuesday, March 15th PART 2: Thursday, March 17th	33%
Movie Club Presentation	Date of sign up	20%
Research paper based on movie	Due Friday, February 26th	25%
Critical Reflections	Critical Reflection #1 due by February 11 Critical Reflection #2 due by April 7	12%

### **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 two free misses for readings quizzes - the student may choose which of the ten quizzes to use their two free misses. If a student opts to take all the reading quizzes, then the 2 lowest marks will be dropped.

### **Midterm (worth 33%)**

The midterm will be held in two parts: The first will be on **Tuesday, March 15<sup>th</sup>** and the second part will be held on **Thursday, March 17<sup>th</sup>** during regular class time and will cover lecture, readings, guest speakers, movie club presentations 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 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 movie selection online in the discussion forum labelled "movie choice forum" **by January 26<sup>th</sup>**, so that two groups do not select the same movie. Once a group has publicly selected their movie, no other group can pick it, so pick your title early and post it on courselink. 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 schedule 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 ability to highlight controversial and/or thought-provoking issues, critical analysis of content (which includes presenting empirical research on the topic), presentation style (creativity, preparation, pacing, tone, enthusiasm) and class interaction and engagement. 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 (worth 25%)**

All students will be required to submit a 5-6 page (excluding references), typed, and double-spaced research-based response and critique of EITHER 1) their selected movie for the group presentation or 2) *Orgasm Inc*, which will be shown in class on **January 19<sup>th</sup>**. 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. You may decide whether you wish to cover the topic in your selected movie or that of *Orgasm Inc*.

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 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 'Research paper' by Friday, February 26<sup>th</sup>**. 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.

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 the movie attentively. 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 a database such as Medline and PsycInfo. It is recommended that you search multiple databases as relevant journals may be indexed in only one or the other.
3. Based on your 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 is all that is necessary - no more than one paragraph! Do not waste your limited space on a lengthy summary of the video. 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 (sixth 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.

### **Critical Reflections (worth 12% total; 6% each reflection)**

You are required to write 2 critical reflections based on the material presented in class. You can write about how the material interested, engaged, moved, inspired, challenged, bothered and/or puzzled you. You **MUST** reference material discussed in class. 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 **1.5-2 pages double spaced in**

**length** and edited prior to posting. Please ensure that you submit your reflections in the appropriate dropbox by the due date- NO extensions will be granted. The first critical reflection is due **Thursday, February 11<sup>th</sup>**, and may include any topic discussed in class up to that date. The second critical reflection is due **Thursday, April 7<sup>th</sup>**, and must cover material presented in class AFTER the midterm (between March 22 and April 7).

**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>

**Turnitin software:** In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**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.

### Course Schedule

Note: Schedule may change based on speed we progress through material; however presentation dates will not change. It is your responsibility to check D2L 24 hours before class to note changes in class schedule.

Date	Topic	Important Notes
Jan. 12	Intro	
Jan. 14	Theories of Sexuality	
Jan. 19	<b>Film screening</b>	Film shown in class Quiz 1 closes Jan 19
Jan. 21	Sexual dysfunction	
Jan. 26	Sexual dysfunction/ Sexual science research methods	Quiz 2 closes Jan 26
Jan. 28	Sexual science research methods	
Feb. 2	Cross Cultural Perspectives on Gender and Sexuality- <b>Guest Speaker</b>	Quiz 3 closes Feb 02
Feb. 4	Gender and sexual partnering	Quiz 4 closes Feb 04
Feb. 9	Sexuality across the Lifespan <b>Movie presentations</b>	Quiz 5 closes Feb. 09 Movie presentations: 1. 2. 3. 4.
Feb. 11	Sexuality across the Lifespan	<b>Critical Reflection #1 due Feb. 11</b>
<b>mid semester break</b>		
Feb. 23	<b>Movie presentations</b>	Quiz 6 closes Feb. 23 Movie presentations: 1. 2. 3. 4.
Feb. 25	Sexuality across the Lifespan	<b>Research Paper due Friday, Feb.26<sup>th</sup></b>
Mar. 1	Polyamory- <b>Guest Speaker</b>	Quiz 7 closes Mar. 01
Mar. 3	Transgender stories- <b>Guest Speaker</b>	
Mar. 8	<b>Movie presentations</b>	Quiz 8 closes Mar. 08 Movie presentations: 1. 2. 3. 4.



Mar. 10	Transgender support- <b>Guest Speaker</b>	
Mar. 15	<b>Midterm part 1</b>	<b>Midterm Part 1 March 15</b>
Mar. 17	<b>Midterm part 2</b>	<b>Midterm Part 2 March 17</b>
Mar. 22	Kink/BDSM	Quiz 9 closes Mar. 22
Mar. 24	<b>Movie presentations</b>	Movie Presentations: 1. 2. 3. 4.
Mar. 29	Health and Sexuality- <b>Guest Speaker</b>	Quiz 10 closes Mar.29
Mar. 31	<b>Movie presentations</b>	Movie Presentations: 1. 2. 3. 4.
Apr. 5	Health and Sexuality	
Apr. 7	Endings	<b>Critical Reflection #2 due April 7</b>

## FRHD 4200 Required Readings

**January 12, 2016: Introduction- no assigned readings**

**January 14, 2016: Theories of Sexuality (no quiz on readings)**

Bancroft, J. A., Graham, C.A., Janssen, E., & Sanders, S.A. (2009). The dual control model: Current status and future directions. *Journal of Sex Research*, 46, 121-142.

DeLamater, J. D. & Hyde, J. S. (1998). Essentialism vs. social constructionism in the study of human sexuality. *Journal of Sex Research*, 35(1), 10-18.

Wiederman, M. W. (2005). The gendered nature of sexual scripts. *The Family Journal: Counseling and Therapy for Couples and Families*, 13(4), 496-502.

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**January 19, 2016: TBD**

**January 21, 2016: Sexual Dysfunction and Therapy**

Rosen, N. O., Bergeron, S., Glowacka, M., Delisle, I., & Baxter, M. L. (2012). Harmful or helpful: Perceived solicitous and facilitative partner responses are differentially associated with pain and sexual satisfaction in women with provoked vestibulodynia. *Journal of Sexual Medicine*, 9, 2351- 2360.

Balon, R. (2013). Controversies in the diagnosis and treatment of paraphilias. *Journal of Sex and Marital Therapy*, 39, 7-20.

Kaplan, M. S. & Krueger, R. B. (2010). Diagnosis, assessment and treatment of hypersexuality. *Journal of Sex Research*, 47, 181-198.

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**January 26, 2016: Sex Science Research Methods**

Hammers, C. J. (2008). Making space for an agentic sexuality? The examination of a lesbian/queer bathhouse. *Sexualities*, 11(5), 547 - 572.

Kukkonen, T. M., Binik, Y. M., Amsel, R., & Carrier, S. (2010). An evaluation of the validity of thermography as a physiological measure of sexual arousal in a non-university adult sample. *Archives of Sexual Behavior*, 39, 861-873.

Blanchard, R., Kuban, M. E., Blak, T., Cantor, J. M., Klassen, P. E., & Dickey, R. (2009). Absolute versus relative ascertainment of pedophilia in men. *Sexual Abuse: a Journal of Research and Treatment*, 21, 431-441.

**January 28, 2016: Same readings as Jan. 26**

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**February 2, 2016: Cross Cultural Perspectives in Sex and Gender**

Lang, C. & Kuhnle, U. (2008). Intersexuality and alternative gender categories in non-western cultures. *Hormone Research*, 69, 240-250.

Manderson, L. (2004). Local rites and body politics: Tensions between cultural diversity and human rights. *International Feminist Journal of Politics*, 6, 285-307.

Maticka-Tyndale, E., Gallant, M., Brouillard-Coyle, C., Holland, D., Metcalfe, K., Wildish, J. & Gichuru, M. (2005). The sexual scripts of Kenyan young people and HIV prevention. *Culture, Health and Sexuality*, 7, 27-41.

**February 4, 2016: Gender, Sexual Partnering and Sexuality**

Van Anders, S. M., Goldey, K. L. (2010). Testosterone and partnering are linked via relationship status for women and 'relationship' orientation for men. *Hormones and Behavior*, 58, 820-826.

Tangmunkongvorakul, A., Banwell, C., Carmichael, G., Utomo, I. W., & Sleight, A. (2010). Sexual identities and lifestyles among non-heterosexual urban Chiang Mai youth: implications for health. *Culture, Health and Sexuality*, 12 (7), 827-841.

Brotto, L.A., Knudson, G., Inskip, J., Rhodes, K., & Erksine, Y. (2010). Asexuality: A mixed methods approach. *Archives of Sexual Behavior*, 39, 599-618.

**February 9, 2016: Movie Presentations 1 no readings****February 11, 2016: Human Sexuality Across the Lifespan**

Manning, W. D., Giordano, P. C., & Longmore, M. A. (2006). Hooking up: The relationship contexts of "nonrelationship" sex. *Journal of Adolescent Research*, 21(5), 459-483.

Bauermeister, J. A., Johns, M. M., Sandfort, T. G. M., Eisenberg, A., Frossman, A. H., & D'Augelli, A. R. (2010). Relationship trajectories and psychological well-being among sexual minority youth. *Journal of Youth and Adolescence*, 39, 1148-1163.

Shalev, O., Baum, N., & Itzhaki, H. (2013). "There's a man in my bed": The first experience of sex among modern-orthodox newlyweds in Israel. *Journal of Sex and Marital Therapy*, 39, 40-55.

**February 16 & 18: Mid semester break****February 23, 2016: Movie Presentations 2 no readings****February 25, 2016: Sexuality across the Lifespan**

DeLamater, J. D., & Sill, M. (2005). Sexual desire in later life. *Journal of Sex Research*, 42(2), 138-149.

Pearline, R. V., Tucker, J. D., Yuan, L.F., Bu, J., Yin, Y. P., Chen, X.S., & Cohen, M. S. (2010). Letter to the editor: Sexually transmitted infections among individuals over fifty years of age in China. *AIDS Patient Care and STDs*, 24(6), 345-347.

Heiman, J.R., Long, J.S., Smith, S.N., Fisher, W.A., Sand, M.S., & Rosen, R. C. (2011). Sexual satisfaction and relationship happiness in midlife and older couples in five countries. *Archives of Sexual Behavior*, 40, 741-753.

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**March 1, 2016: Polyamory**

Klesse, C. (2014). Polyamory: Intimate practice, identity or sexual orientation. *Sexualities*, 17, 81-99.

Graham, N. (2014). Polyamory: A call for increased mental health professional awareness. *Archives of Sexual Behavior*, 43, 1031-1034.

**March 3, 2016: Transgender**

Lenning, E. & Buist, C. L. (2013). Social, psychological and economic challenges faced by transgender individuals and their significant others: Gaining insight through personal narratives. *Culture, Health & Sexuality*, 15, 44-57.

Dozier, R. (2005). Beards, breasts, and bodies: Doing sex in a gendered world. *Gender & Society*, 19(3), 297-316.

Vasey, P. & Bartlett, N. (2007). What Can the Samoan “Fa’afafine” Teach Us About the Western Concept of Gender Identity Disorder in Childhood? *Perspectives in Biology and Medicine*, 50, 481–90.

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**March 8, 2016: Movie Presentations #3 no readings**

**March 10, 2016: Transgender- same readings as March 03**

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**March 15, 2016: Midterm**

**March 17, 2016: Midterm**

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**March 22, 2016: Kink and BDSM**

Bezreh, T., Weinberg, T.S., & Edgar, T. (2012). BDSM disclosure and stigma management: Identifying opportunities for sex education. *American Journal of Sexuality Education*, 7, 37-61.

Kleinplatz, P. J. (2006). Learning from extraordinary lovers: Lessons from the edge. *Journal of Homosexuality*, 50(2/3), 325-348.

**March 24, 2016: Movie Presentations #4 no readings**

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**March 29, 2016: Health and Sexuality**

Davison, J. & Huntington, A. (2010). "Out of sight": Sexuality and women with enduring mental illness. *International Journal of Mental Health Nursing*, 19, 240-249.

Bullen, K., Edwards, S., Marke, V., & Matthews, S. (2010). Looking past the obvious: Experiences of altered masculinity in penile cancer. *Psycho-Oncology*, 19, 933-940.

Lemieux, L., Kaiser, S., Pereira, J., & Meadows, L. M. (2004). Sexuality in palliative care: Patient perspectives. *Palliative Medicine*, 18, 630-637

**March 31, 2016: Movie Presentations #5 no readings**

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**April 5, 2016: Health and sexuality- same readings as March 26**

**April 7, 2016: endings**