



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*4200: Issues in Human Sexuality

## COURSE OUTLINE – WINTER 2021

### 1. CALENDAR DESCRIPTION

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3 per week (36 lecture hours total; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	FRHD*1020, FRHD*2100 and 1.00 credit at the 3000 level in Family Relations and Human Development, Psychology or Sociology
<b>Restriction(s):</b>	This is a Priority Access Course. Some restrictions may apply.

#### Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

### 2. COURSE DESCRIPTION

**Calendar Description:** An advanced analysis of sexual development. Specific attention will be given to sexual problems, and the concepts, methods and issues associated with sex education and counselling.

**Instructor Notes:** 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, we will examine 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 for this course to be exciting, thought-provoking, and personally meaningful.



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### **3. DISCLAIMER: POTENTIALLY DIFFICULT COURSE CONTENT**

In this course, we will explore and address sensitive and/or controversial sexual issues such as sexual abuse, sexual orientation, sexual difficulties, and variations of sexual expression to name a few. If any of these topics might create personal, unmanageable distress on an intellectual and/or emotional level, it is advised that 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, Phone (519) 824-4120 ext. 53244. Please check in with yourself as you are in the best position to decide whether this course is appropriate at this time.



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### 4. TIMETABLE

**Lecture:** Tuesdays and Thursdays from 1:00 pm-2:20 pm  
**Location:** Virtual Classroom via Zoom  
**Final Exam:** N/A- there is no final exam for this course

### 5. INSTRUCTIONAL SUPPORT

**Course Instructor:** Tuuli Kukkonen, PhD, CPsych  
**Email:** [kukkonen@uoguelph.ca](mailto:kukkonen@uoguelph.ca)  
**Office:** Online Office only for W21  
**Office Hours:** By appointment

**Teaching Assistant:** Taylor Akers  
**Email:** [Takers@uoguelph.ca](mailto:Takers@uoguelph.ca)

### 6. LEARNING RESOURCES

#### Required Resources:

There is no assigned textbook for this course. Required readings consist of journal articles, which can be accessed through the ARES system. Instructions for accessing these readings are available in CourseLink.

### 7. LEARNING OUTCOMES

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;



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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 critical thinking skills related to human sexuality; specifically, be able to analyze and synthesize research about sexuality and comprehend the use of such research in personal and professional contexts;
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.



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**8. TEACHING AND LEARNING ACTIVITIES**

Date	Topics	Lecture and Activities	Assigned Readings	Notes & Due Dates
Jan. 12 & 14	Introduction	Jan 12: Synchronous Zoom @1pm-2pm	DeLamater & Hyde, 1998 Bogaert et al., 2018	Welcome! <b>Online Activity 1: Personal Reflection (due in Dropbox Jan 17)</b>
		Jan 14: Reading and online activity	Wiederman, 2005 Mosher, 2017	
Jan. 19 & 21	Theories of Sexuality	Jan 19: Synchronous Zoom @ 1pm-2pm	Same as Jan 12 & 14	<b>Online Activity 2: Introduction to Group and responding to weekly question</b>
		Jan 21: Reading and online activity		
Jan. 26 & 28	Sexual Science Research Methods	Jan 26: Synchronous Zoom @ 1pm-2pm	Hammers, 2008 Kukkonen et al., 2010 Herbenick et al., 2017	Group Presentation Activity: Planning Session with group
		Jan 28: Live Q&A on Zoom @ 1pm-2pm, meet with group		
Feb. 2 & 4	Cultural Considerations in Human Sexuality, Part 1	Feb 2: Synchronous Zoom @ 1pm-2pm	Maar et al., 2013 Devries & Free, 2010 Jaworsky et al., 2018	Group Presentation Activity: Watch movie with your group
		Feb 4: Live Q&A Zoom @1-2pm, meet with group		
Feb. 9 & 11	Cultural Considerations in Human Sexuality, Part 2	Feb 9: Synchronous Zoom @ 1pm-2pm	Manderson, 2004 Tangmunkongvorakul et al 2010 Shalev et al., 2013	Group Presentation Activity: research and work on presentation
		Feb 11: Live Q&A Zoom @ 1-2pm, meet with group		
Feb. 16 & 18	<b>Reading Week! Recharge and Catch up!</b>			



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Date	Topics	Lecture and Activities	Assigned Readings	Notes & Due Dates
<b>Feb. 23 &amp; 25</b>	Gender Diversity	Feb 23: Gender Diversity	Bauer et al., 2009 Hoskin et al., 2016 Lenning & Buist, 2013	<b>Online Activity 3: Group discussion related to gender diversity</b>
		Feb 25: Live Q&A @1pm-2pm		
<b>Mar. 2 &amp; 4</b>	Clinical Issues Part 1	Mar 2: Watch Orgasm Inc. via Zoom	Charest & Kleinplatz, 2018 Simon et al., 2019	<b>Online Activity 4: Group discussion related to clinical issues</b>
		Mar 4: Online activity and reflection		
<b>Mar 9 &amp; 11</b>	Clinical Issues, Part 2	Mar 9: Synchronous Zoom @1pm-2pm	Graham et al., 2017 O’Sullivan et al., 2014 Graham, 2014	<b>Group Presentation Due March 9</b>
		Mar 11: Live Q&A 1pm-2pm		
<b>Mar 16 &amp; 18</b>	Midterm week	Midterm week	No readings	<b>Midterm on Mar 18</b>
<b>Mar 23 &amp; 25</b>	Class Presentations	Mar 23: Class Presentations	tbd	Evaluate presentations
		Mar 25: Class Presentations		
<b>Mar 30 &amp; Apr 1</b>	Class Presentations	Mar 30: Class Presentations	tbd	Evaluate presentations <b>Online Activity 5: Personal Reflection due April 5</b>
		Apr 1: Class Presentations		
<b>Apr 6 &amp; 8</b>	Endings	Apr 6: Final Live Zoom @1pm-2pm	tbd	
		April 8: No class		

**Note:** This is a tentative schedule; however, due to various unknown factors and the ongoing Covid-19 pandemic, there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.



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## 9. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Online Activities: Personal Reflections	1-10	2 throughout the term (see Teaching and Learning activities)	16%
Online Activities: Group Discussions	1-10	3 throughout the term (see Teaching and Learning activities)	24%
Midterm	1,2,4,6,9	March 18	30%
Movie Club Presentation	2,3,5,7,8	March 9	25%
Evaluations of peer presentations	1,4,10	April 8	5%
<b>Total:</b>			<b>100%</b>

## 10. COURSE STATEMENTS

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to lectures and further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### Late Assignments:

Late assignments will be accepted up to (and including) 13 days following the due date and will receive a penalty of 5% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted 14 days late or more without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. If you have questions or concerns, please wait 24 hours following the release of grades to contact the course instructor. In your email, please be sure to indicate specifically where you believe you should have earned





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additional marks based on the provided rubric. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

### **Instructor Responsibilities:**

1. Create a course curriculum that exposes students to current, topical issues in human sexuality.
2. Be honest about their 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, course assignments, and the group presentation.
5. Respond to email messages within 2 business days.

### **Student 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 to the instructor, other students, the teaching assistant, and guest speakers.
4. Come to class on time and stay until the end of the class period (exception: extenuating circumstances).
5. Work with group members outside of class to create an interactive, creative presentation.
6. Check CourseLink every 2 business days for important announcements, resources, and supplementary readings, and use CourseLink to communicate with other students and the instructor.
7. Post questions about course content to the CourseLink discussion board; questions about personal assignments/grading should be directed to the course instructor.
8. Complete course requirements with integrity.

### **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.



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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.

### **Online Behaviour:**

This course is being offered in an online format for the Winter 2021 semester. As all class interactions will take place online, please note the following:

### **Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:**

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor



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### 11. UNIVERSITY STATEMENTS

#### **E-mail Communication:**

As per university regulations, all students are required to check their *uoguelph.ca* e-mail account regularly (i.e. at least every 2 business days): e-mail is the official route of communication between the University and its students.

#### **When You Cannot Meet a Course Requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

#### **Drop date:**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

#### **Copies of out-of-class assignments:**

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



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### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **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.](#)

### **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



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classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Due to the ongoing COVID-19 pandemic, this course is being offered in an online only format. By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.