



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD 6320 - Human Sexuality Across the Lifespan

## COURSE OUTLINE – WINTER 2023

### 1. CALENDAR DESCRIPTION

This course covers research, theoretical and substantive issues relevant to studying human sexuality across the life span. Topics include: child and adolescent sexuality, sexual identity, sexuality in adulthood and old age.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** —

**Co-Requisites(s):** —

**Restriction(s):** —

### 2. COURSE DESCRIPTION

This online course offers students a selection of approaches, tools, and information about diversity sexualities, genders, relationship structures, and pleasure practices with a focus on anti-oppressive and decolonized awareness. It is the instructor's hope that students will gain applied and theoretical knowledge to support them in doing FRHD related thinking and careers with people of diverse demographics, including across the lifespan.

It should be noted that all students will encounter explicit themes and direct language of medical and non-medical natures as part of the lectures and other content assigned to all students. This content may include non-realistic imagery (such as medically accurate line drawings and non-realistic models) of human anatomy and sexual/pleasure practices, images of unclothed adult bodies without genitals showing, and images of products used for gender and sexual affirmation as well as pleasure (like sex toys and positioning gear). There will be no realistic imagery (photo/video) of full human nudity nor of explicit sexual activities/behaviours required of students, although there may be online curriculum options available for this if students choose to engage in those optional learning opportunities.

The instructor has done their best to make the most realistic, detailed, and explicit content optional. This online course will also include regular homework opportunities for students to choose their course materials (reading or other media) to best match the level of sexual explicitness (descriptive language, video, audio and/or imagery) that meets their learning goals and respects their personal/cultural practices. These choices will range from more modest / less explicit to highly explicit, and the instructor will do their best to offer summary information about explicitness to help students decide. However it is ultimately on students to make these decisions for themselves, and the instructor may not always provide full warnings about explicitness.

**Sexual Assault content:** It is the instructor's goal is to balance the reality and validity of including sexual assault when discussing the topics for this course, while still striving to provide a safe environment for those who are impacted by detailed portrayals and imagery of such topics. Students are asked to help with this goal by avoiding sharing detailed, descriptive content about the topic or keeping it online posts that contain ample content warnings before sharing. The instructor will strive to do the same.

This course is online with some optional in-person opportunities; only consenting legal adults should have access to any aspects of this course. In other words, please ensure that children (with the exception of infants in arms) and others around you are unable to see or hear the content throughout this course.

### **3. TIMETABLE**

**Lecture:** Thursdays from 4:00pm-6:50pm

**Location:** Online

**Final Exam:** There is no final exam for this course. Instead, students will submit a final project and present it to the class on the last day.

### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor:** Ruth Neustifter, PhD, RP, RMFT

**Email:** RuthN@uoguelph.ca

**Telephone:** Please Telegram @DrRuthie, email, or online office hours

**Office Hours Link:** See Courselink for Zoom link

**Office Hours:** Thursday 10am-11am by Zoom (No office hours over Winter Break)

**Teaching Assistant:** See Courselink for TA information

**Email:** See Courselink for TA information

**Office:** See Courselink for TA information - Office hours will be held online

**Office Hours:** See Courselink for TA information - Office hours will be held online

### **5. LEARNING RESOURCES**

**Required Resource(s):**

This course utilizes a collection of academic, professional, and mainstream media. These media, or links to them, are available via Course Link at no additional cost to students.

**Recommended Resource(s):**

All recommended resources are listed online through Courselink

### **6. LEARNING OUTCOMES**

At the completion of the course, successful students will:

1. Increase their capacity to apply concepts and practices of decolonization to sex, sexualities, sexual pleasure, relationship structures, and genders across the life span
2. Gain tools to better use respectful language and questions across a variety of professions and contexts related to FRHD
3. Improve their skills and awareness in order to be able to better learn, understand, and apply new language, concepts, and skills related to the ever evolving topics of sex, sexualities, sexual pleasure, relationship structures, and genders across the life span
4. Recognize the impact of their own social location on their knowledge, thoughts, and feelings about sex, sexualities, sexual pleasure, relationship structures, genders

5. Gain a better understand of history, context, and systemic considerations around culture aspects of sex, sexualities, sexual pleasure, relationship structures, and genders across the life span

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings (due prior to class) & Guest Speakers	Notes & Due Dates
1	Sexuality and: Resilience, Conditional Outness, Minority Stress Model, Decolonization, and Intersectionality	<p>Cho, S., Crenshaw, K. W., &amp; McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 785-810.</p> <p>Cyrus, K. (2017). Multiple minorities as multiply marginalized: Applying the minority stress theory to LGBTQ people of color. <i>Journal of Gay &amp; Lesbian Mental Health</i>, 21(3), 194-202.</p> <p>Andrea Gibson - Your Life: <a href="https://youtu.be/gsUp6Wd_o8I">https://youtu.be/gsUp6Wd_o8I</a></p>	<p>Prior to class:</p> <ul style="list-style-type: none"> <li>- respond to this week's discussion board questions on Courselink</li> </ul>
2	<p>Like it or not, queerness is constant political resistance</p> <p>Queer language and queering language</p>	<p>Barker, M. J. (2016). <i>Queer: A graphic history</i>. London, UK: Icon Books. <u>Pages 4-30 and 42-43</u></p> <p>Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Black Point, NS: Fernwood. <u>Read Chapter 1</u></p> <p>This Is What LGBT Life Is Like Around the World   Jenni Chang and Lisa Dazols: <a href="https://www.youtube.com/watch?v=ivfJJh9y1UI">https://www.youtube.com/watch?v=ivfJJh9y1UI</a></p> <p>Barker, M. J. (2021). <i>Sexuality: A graphic guide</i>. Icon Books. Read Chapter 1</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> <li>- respond to this week's discussion board questions on Courselink</li> </ul> <p>No class meeting today. You are responsible for you watching the pre-recorded lectures. Links will be available on courselink prior to class time.</p>

Week	Topics	Assigned Readings (due prior to class) & Guest Speakers	Notes & Due Dates
3	Decolonized and trauma informed approaches that de-centre colonial thinking about sex and interconnectedness	<p>Dr. KIM TALLBEAR on Reviving Kinship and Sexual Abundance: <a href="https://youtu.be/hGxDtuFA3Xw">https://youtu.be/hGxDtuFA3Xw</a></p> <p>Decolonization is for Everyone: <a href="https://youtu.be/QP9x1NnCWNY">https://youtu.be/QP9x1NnCWNY</a></p> <p>Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> <li>- respond to this week's discussion board questions on Courselink</li> <li>- Complete your Final Project Proposal (using the provided guide) and upload it to the Courselink Dropbox</li> </ul>
4	Challenging colonized assumptions about monogamies, hetero-supremacies, and cis-supremacies	<p>Partners of Trans People, Reflective Workbook - Chapter 2</p> <p>Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 2</p> <p>Decolonizing Gender and Sexuality: The Anti Black Roots of Queerphobia: <a href="https://youtu.be/Ye7OLuQeiQI">https://youtu.be/Ye7OLuQeiQI</a></p> <p>Mary Lambert - She Keeps Me Warm: <a href="https://www.youtube.com/watch?v=NhqH-r7Xj0E">https://www.youtube.com/watch?v=NhqH-r7Xj0E</a></p>	<p>Prior to class:</p> <ul style="list-style-type: none"> <li>- respond to this week's discussion board questions on Courselink</li> </ul>
5	<p>Cultural humility for sex positive professionals working across orientations, genders, relationship structures, and cultures</p> <p>You may choose to join the instructor for certain Pride Week activities in Guelph. These are purely optional and no video will be posted of these events, to respect the privacy of attendees and presenters. See Courselink.</p>	<p>Courselink guest interview/lecture video on today's topic (link is on Courselink)</p> <p>Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 3</p> <p>Heredia, D., &amp; Rider, G. (2020). Intersectionality in sex therapy: opportunities for promoting sexual wellness among queer people of color. Current Sexual Health Reports, 12(3), 195-201.</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> <li>- respond to this week's discussion board questions on Courselink</li> </ul> <p>No class meeting this week. Instead, you may choose between attending 2-3 hours of Guelph Winter Pride activities and the online options on Courselink</p>

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings (due prior to class) &amp; Guest Speakers</b>	<b>Notes &amp; Due Dates</b>
<b>6</b>	How young is young enough for “the talk” about sex, sexualities and genders	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 4  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week’s discussion board questions on Courselink - Complete your Final Project Outline (using the provided guide) and upload it to the Courselink Dropbox
<b>7</b>	Universal design around sexual pleasure: fat bodies, disabilities	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 5  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week’s discussion board questions on Courselink
<b>8</b>	Normalizing kink, sex work, swinging, porn, and other adult industries	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 6  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week’s discussion board questions on Courselink
<b>9</b>	Sex toys, lube, and other adult shopping  You may choose to join the instructor for an optional sex toy store tour in Guelph this week. Details will be posted online. Unfortunately stores rarely allow recording, so no video of this trip will be posted.	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 7  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week’s discussion board questions on Courselink - Complete your Final Project Lit Review & Resources List (using the provided guide) and upload it to the Courselink Dropbox

Week	Topics	Assigned Readings (due prior to class) & Guest Speakers	Notes & Due Dates
10	Teaching teens and tweens about sexualities, sexual pleasure, and genders	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 8  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week's discussion board questions on Courselink
11	Making appropriate professional referrals	Barker, M. J. (2021). Sexuality: A graphic guide. Icon Books. Read Chapter 9  Your choice of 1-3 of the provided online media, as required for the discussion board post due before class. See Courselink for your options.	Prior to class: - respond to this week's discussion board questions on Courselink
12	Presentations of final projects, end of semester celebration	Be ready to present your final-final project (using the provided guide). Together we uplift each other and cheer each other on for our great work on these projects! Presentations may be pre-recorded to show during class or delivered live during class. Presentations are not required or graded, but are strongly encouraged.	Prior to class: - respond to this week's discussion board questions on Courselink - Complete your Final-Final Project (using the provided guide) and upload it to the Courselink Dropbox - Complete your Final Project Self Evaluation (using the provided guide) and upload it to the Courselink Dropbox

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

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Weekly Discussion Board Posts	1-5 based on week	Weekly (before class)	30 (all weeks combined)
Final Project Proposal	1-5 based on topic	Week 3 (before class)	20
Final Project Outline	1-5 based on topic	Week 6 (before class)	10
Final Project Lit Review & Resources List	1-5 based on topic	Week 9 (before class)	10
Final-Final Project	1-5 based on topic	Week 12 (before class)	20
Final Project Self Evaluation	1-5	Week 12 (before class)	10
<b>Total:</b>			<b>100%</b>

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## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### 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 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 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late 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. 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.](#)

**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.

## **10. UNIVERSITY STATEMENTS**

**E-mail communication:**

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.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate 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.

**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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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

### **Academic misconduct:**

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

### **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.

**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.

**Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.