



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN* 6320 (01) – Human Sexuality Across the Lifespan

COURSE OUTLINE – WINTER 2021

1. GRADUATE 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, sexual assault, international research and sex education.

Credit Weight: 0.5 credits
Course Hours: 2.8-0 (34 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s):

2. COURSE DESCRIPTION

This course provides students with knowledge of physical and psychosocial aspects of sexuality in relationships through life and examines research, values, attitudes, and issues related to the development and expression of sexuality. Topics include adolescent sexuality, sex education, gender, identity, sexuality through adulthood, sexual assault, and international research. The course aims to foster respect for persons and diversity.

3. TIMETABLE

Lecture: 8:30 AM – 11:20 AM
Location: Virtual – Zoom Meeting

4. INSTRUCTIONAL SUPPORT

Course Instructor: Stephanie Mitelman, MA, CSE, CFLE
Email: smitelma@uoguelph.ca
Telephone: 519-824-4120 ext.
Office:

Office Hours: There will be no scheduled office hours. For a meeting, please contact the Instructor to set a time. Emails are answered within 24 hours. If you do not get a response, it is your responsibility to resend and follow up.

5. LEARNING RESOURCES

Required Resource(s):

Mitelman, Stephanie, MA, CSE, CFLE & Kathol, Katja, BA. **Sexuality in Human Relations**, interactive textbook. Kendall Hunt Publishers (2020)

To purchase and download, please go to: <https://he.kendallhunt.com/mitelman>

Additional required readings in PDF format are posted weekly on CourseLink.

Recommended Resource(s):

Suggested resources and readings are posted on CourseLink.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

- Have a greater understanding of human sexuality and research
- Have an expanded awareness of the students' own sexual values and attitudes, and of themselves as sexual beings
- To become more comfortable in discussing sexual issues across the lifespan
- Develop critical thinking skills in relation to sexual issues and research

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1 – Jan 12	Syllabus What is Normal Introduction to Sexology and Sex Research	Read handouts on CourseLink and review the course syllabus
2 – Jan 19	Anatomy	<ul style="list-style-type: none">• Textbook chapter 1 “Anatomy”• Read both of the required academic articles posted on CourseLink• Review all handouts and extra material on CourseLink
3 – Jan 26	Gender	<ul style="list-style-type: none">• Textbook chapter 2 “Gender”• Read both of the required academic articles posted on CourseLink• Review all handouts and extra material on CourseLink

Week	Topics	Assigned Readings & Guest Speakers
4 – Feb 2	Sexual Orientation	<ul style="list-style-type: none"> • Textbook chapter 3 “<i>Sexual Orientation</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
5 – Feb 9	Adolescent Sexuality and Sex Education Sexually Transmitted Infections	<ul style="list-style-type: none"> • Textbook chapter 4 & 5 “<i>Sexually Transmitted Infections</i>” & “<i>Adolescent Sexuality and School Sex Education</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
6 – Feb 23	Power, Coercion and Consent	<p>RESEARCH + CRITIQUE DUE</p> <ul style="list-style-type: none"> • Textbook chapter 6 “<i>Power, Coercion, and Consent</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
7 – Mar 2	Healthy Relationships Sexuality and Disability	<ul style="list-style-type: none"> • Textbook chapter 7 & 9 “<i>Attraction and Healthy Relationships</i>” & “<i>Sexuality and Disabilities</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
8 – Mar 9	Paraphilia, BDSM, and Fetish	<ul style="list-style-type: none"> • Textbook chapter 10 “<i>Understanding BDSM and Fetish</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
9 – Mar 16	Sexual Arousal and Response Attraction and Alternative Relationships	<ul style="list-style-type: none"> • Textbook chapter 8 & 11 “<i>Sexual Arousal and Response</i>” & “<i>Alternative Relationships and Non-Monogamy</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink

Week	Topics	Assigned Readings & Guest Speakers
10 – Mar 23	Pornography Sex Addiction	CAP PROJECTS DUE <ul style="list-style-type: none"> • Textbook chapter 12 “<i>Pornography and Sex Addiction</i>” • Read both of the required academic articles posted on CourseLink • Review all handouts and extra material on CourseLink
11 – Mar 30	CAP PROJECT DISCUSSIONS	
12 – Apr 6	Closure	REFLECTION + FEEDBACK DUE <ul style="list-style-type: none"> • Textbook chapter 13 “<i>Health, Happiness, and Gratitude</i>”

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
Literature Review & Research Critique	To gain knowledge in the area of research, relevant to sexuality across the lifespan	February 23 rd	40%
CAP Project – Couples Awareness	To gain knowledge on the subjects of adolescent and adult sexuality, sexual identity, sexual coercion and sex education	March 23 rd	50%
Reflection & Feedback Paper	To gain comfort in discussing sexual issues and understand the impact of personal values	April 6 th	10%
Total:			100%

LITERATURE REVIEW & RESEARCH CRITIQUE VALUE: 40%

This paper will be a research of a subject that is covered in the course syllabus or related to the topic. Topics can range from sexuality across the lifespan, pornography, fetishes, cybersex, sex education, sex in the media, sex work and more.

The first part of the paper should be descriptive and outline current international research, debates and trends of the area. It is a review of the existing academic literature on the chosen subject.

The second part of the paper asks you to use critical thinking skills in assessing the validity for the body of research being used. Students should analyze the research available on the subject, and critique it. The critique could include elements such as methodology used and relevance to today's trends. Students can also suggest new areas of investigation to contribute to this area.

The paper should be in between 15 and 18 pages, and needs to include references from the course textbook, articles posted on CourseLink and at least 4 additional sources. A minimum of 6 resources total is expected.

CAP PROJECT- COUPLES AWARENESS PROJECT- VALUE 50%

Couples today struggle with many issues and therapists and counsellors need to be educated on a range of issues from gender, communication, age, mental illness, betrayal, trauma, abuse, addiction and how this may impact sexuality.

You will work in pairs. You will be allowed to choose your partner. You may not be allowed to choose your subject!

The Couples Awareness Presentation is a way for students to become an expert on a particular subject that may affect couples and their intimacy. The aim is to create a presentation manual to help a couple who may be facing a specific issue and is seeking education on the topic. This is psychosocial education. Psychosocial education is an approach used to educate people on a psychological or social issue, and how it relates to their lives (for example, education about cancer for a couple where a person is diagnosed).

This project will be evaluated on a number of components, including; originality and creativity, use of research, design of manual, thoughtfulness of the issues at hand, sensitivity to the population you are working with, and accuracy of information.

As a part of the process, your manuals will be shared on CourseLink for other students to learn from.

For a list of potential topics for the CAP Project, please visit your CourseLink page.

The manual should be approximately 30 pages. PDF format is preferred.

Within these pages, the psychological, social, and educational elements should include:

- Definitions of the topic
- Overview of the various components of the issue
- Gender specific issues of the topic
- Treatments options if any
- Cycles and patterns if any
- How this affects the couple/intimacy

- Questionnaires for the couple to fill out
- Suggestions for healing
- Couples exercises
- Reflection/ discussion questions for the educational session
- Suggested resources for the couple
- References used
- Additional questionnaires/reflection questions/suggestions for couples

All questionnaires and reflection questions must be of your own design and original. You may suggest the work of others, but please do not print articles from other authors and include them in the manual. The manual should be approximately 30 pages when complete.

Each pair will have 15 minutes of class time to present their findings and overall suggestions for working with a couple on their subject. A brief PowerPoint may be given.

REFLECTION & FEEDBACK PAPER- VALUE 10%

For the end of the semester, students should write a reflection paper on their learnings. This should include answering the following questions:

- Which subjects had the greatest impact on your learnings?
- What assumptions did you carry before this courses that have now changed?
- What did you learn most from your own research and critique work?
- What was your greatest take away from your CAP project?
- What did you learn about yourself through the months of this work (either professionally or personally).
- What feedback do you have for the Professor on the course or any of the assignments?

9. 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 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 not be accepted. Extensions on assignments WILL NOT be granted unless there is an unanticipated and/or unavoidable circumstance beyond the student's control. In the event of illness or a death in the family, it is the student's responsibility to contact the Instructor immediately by email to discuss the situation. You may be asked to provide a note for any illness reported.

It is YOUR responsibility to make sure your work is handed in on time, and in accordance with the rules of academic integrity of University of Guelph.

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.

Online class time:

Students will meet as a group during class time online each week. Students will be required to mute themselves at all times (unless speaking) but will be required to keep your camera on so we can see one another, and the Instructor can evaluate the learning. If you have a specific reason for privacy and to keep your camera off during class time, please email the Instructor ahead of time.

Please name your screen by the name you wish to be referred to by. It would also be helpful to add your preferred pronouns (he/ she, him/ her). If you wish to ask a question or speak, you may raise your hand electronically, or type in the chat box and the Instructor will respond. Please note that the chat box may be used for private messages to the Instructor, or for the whole group to see. Private chats between class members during class time will not be permitted, unless during a breakout session.

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 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 graduate calendar for information on regulations and procedures for Academic Consideration.](#)

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 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

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

Resources:

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.