

**Course Syllabus for Human Sexuality**  
**Psychology**  
**227.01: Human Sexuality**  
**Department of Psychology**  
**University of Saskatchewan**  
**Winter Term January 9, 2019 to April 3, 2019**

**Course time and location:** Wednesdays 4pm-6:50pm, ARTS 133

**Instructor:** Linzi Williamson

**Email:** [linzi.williamson@gmail.com](mailto:linzi.williamson@gmail.com)

**Website:** <https://research-groupstest.usask.ca/reproductivepsychology/index.php>

**Phone:** Email is preferred.

**Office:** Arts 191

**Course website:** Blackboard through PAWS

**Office hours:** By appointment only.

**Teaching Assistants:** TBD

**Please note:** This syllabus (including scheduling, topic order, topics themselves, and assessment strategy) is subject to change should the need arise (e.g., your instructor is sick or has to travel). You will be informed of any changes in class and through PAWS well in advance.

**Course Description:**

The purpose of this course is to introduce you to research and theory on human sexuality attitudes and behaviours and to examine the basic foundations of human sexuality, incorporating topical issues of interest and importance. Additionally, a strong emphasis of the course is placed on the psychosocial aspects of human sexuality, and its impact on individuals and society.

My teaching philosophy is based on the principles of pluralism and collaborative learning, which means that we bring all of our senses and experiences to the learning environment and construct knowledge together. In this class I will encourage you to analyze the topics from a multitude of perspectives as we explore them. For this reason I would like to incorporate a variety of learning activities into the classroom. Possible formats of the course will include lecture, individual self-reflection, small group work, large group discussion, short videos, movies, and story-telling.

**Course Objectives (what you should take away):**

By the end of the course it is my hope that you will be able to:

- Describe the biological, behavioural, and sociocultural components of human sexuality, the interaction between them, and how they influence peoples' sexual health
- Be familiar with some of the key theories and historical figures in the field of sexuality research
- Recognize common misconceptions regarding sexuality
- Articulate difficult concepts, theories, and arguments related to human sexuality
- Make connections between sexuality research and what is happening in your lives and all around you

- Appreciate and reflect on the diversity of human sexuality, including the diversity in sexual feelings and behaviour; diversity in cultural traditions and moral beliefs related to sex (but with emphasis on contemporary Canada); and diversity in the academic approaches to sex
- Evaluate the many factual claims, theories, and moral arguments that are made concerning sexuality in the media, by researchers, by advocacy groups, and within personal social circles
- Reflect on and evaluate your own beliefs and assumptions about sexuality
- Critically analyze assumptions about the social and cultural influences on your sexual knowledge, beliefs, and behaviours
- Feel more at ease with thinking and talking about sex

**Prerequisites:**

PSY 120.3 is the prerequisite for PSY 242, 246, 252, 253, 255, 256.

PSY 121.3 is the prerequisite for all other 200 level courses.

Either PSY 120.3 or 121.3 is the prerequisite for PSY 233.

The absence of the prerequisite implies no credit for the course.

Students are responsible for determining whether they have completed the appropriate prerequisites for the course. Credit for this course will not be granted without previous completion of the prerequisites or permission of the Department of Psychology.

**Sensitive Nature of the Course Material:**

This course includes detailed lectures, readings, and film clips about explicit topics. If you are not comfortable learning about topics such as infidelity, oral sex, anal sex, pornography, sexual anatomy and physiology, abortion, sexual assault, etc. then this course might not be for you. Engaging with this material requires an open mind. Please try to remember that the more emotionally intense a human behaviour is, the more important it is to understand – especially if we want to improve our lives and society.

**If you are offended or upset by the presentation of any of the course content, please let me know by email or talk to me directly and we will try to resolve things positively.**

**Course Readings (required and supplementary):**

Vary by topic. I have created a course reading package which you can download from Blackboard via PAWS.

**You need to come to class prepared. This means completing the readings before class so that you can fully engage in the discussions/activities. You will also need to do the readings to complete the weekly “reading reflections” (see below).**

**Technology in the Classroom Policy:**

Cellphones should be turned off or on silent. Please do not put your cellphone to “vibrate”. Vibrations can still be heard and are distracting.

### **Class Lecture Slides Policy:**

I will post all of the course slides online prior to each class (at the latest, by midnight the night before provided nothing extraneous happens which prevents me from posting). The slides I post online may be incomplete. This means that you cannot simply download the slides and expect to know all of the material I am covering. You will need to come to class in order to learn all of the information I am sharing.

If you miss a class, please ask a friend for the notes or send an email to your classmates via Blackboard. I will not be able to send notes to anyone as this is unfair to the students who attend class.

### **Lecture Recording Policy:**

You may **not** audio/video record my lectures. **As well, you may not post any of my lecture content online.**

If you need permission to record the lectures please speak to me and bring proper documentation. Those with permission to record lectures may not share their recording with others.

### **Other Expectations:**

- **Please try not to arrive late** – this is distracting to your classmates who are already settled in and ready to learn.
- **Try to not leave early** – similar reason to above.
- **Try not to talk to your neighbour while I am speaking** – this is distracting to your classmates and me.
- **Try not to come to class if you are too tired, ill, hung over, etc. to fully pay attention.** Get your rest and stay healthy. Make friends with someone in class who can fill you in on what you missed.
- **Please respect others in the class** – if you disagree with something that someone says please provide constructive, respectful responses or say nothing at all. I will ask you to leave if I deem your comment to be rude and disrespectful.
- **Please keep what is discussed in the class by your classmates in the classroom** – some people may disclose information that they feel comfortable sharing with all of us, but may not wish to share with the rest of the world.

### **Course Evaluation:**

**Midterm:** 25% of grade

- Multiple choice, short-answer
- All content from beginning of class
- 75 minutes (during class time): **Due February 27, 2019**

**Written Assignment:** 25% of grade

- 6-8 pages (of content) paper. Write about any social issue/topic related to human sexuality. See rubric below. Will discuss in class. **Due March 27, 2019**

**Course Reading Reflections:** 10% of grade

- Weekly submission of at least ½ page personal reflections related to the assigned readings each week – see chart below. **When you see there is a “reflection due”, you should be reading and writing about the article that corresponds to that week/lecture content.**
- This is not meant to be a summary of the reading (I have already read the content). I want to know what you THINK about the content you have read.
- **MUST be handed in during class.** No late or electronic submissions accepted. Can be submitted early!
- 1 mark if your answers are complete and thoughtful; 0.5 marks if they are incomplete or not thoughtful; 0 marks if you do not hand them in.
- Ensure your name, NSID, student number, the date, and title of the reading are on the page so you can be given a mark.
- Please see table below to determine which dates and which readings require reflections to be submitted.

**Final Exam:** 40% of grade

- Multiple choice, short-answer, long-answer
- All content from beginning to end, emphasis on second half of class
- 3 hours, **date and location TBD**

Final grades will be calculated by adding the total of your marks for the midterm, written assignment, weekly reading reflection submissions, and final exam based on the weight of each grade component. You can also earn up to 5 bonus marks for taking part in the psychology participant pool (see below).

Please refer to the following website for information regarding the U of S grading system:

<http://students.usask.ca/academics/grading/grading-system.php#GradingSystem>

**Participant Pool:**

As part of your course, you are welcome to participate in the Psychology Participant Pool. This allows you to earn up to a maximum of 5 bonus marks per course. You may earn these bonus marks by either participating in research studies, or by completing article summaries. As a participant, your login information will be e-mailed out to you shortly after the pool opens. Please be patient, it takes a bit to get everyone into the system. The Psychology Participant Pool is entirely voluntary; you only have to participate if you want to. Please speak with the participant pool coordinator if you have any questions or concerns: [research.admin@usask.ca](mailto:research.admin@usask.ca)

**Student Feedback:**

At the end of the course you will be invited to complete a full course evaluation for the Department of Psychology.

**Test-taking Policy:**

The midterm is scheduled during our regular class time. The final exam is scheduled by the College of Arts and Science. The date and location will be posted on PAWS. Check your email regularly for updates.

### **Missed Tests/Assignments:**

Failure to write the midterm without proper documentation (e.g., physician's note indicating illness) will result in a mark of zero. With proper documentation, we can discuss a date when you can write a make-up midterm within two weeks of the initial date. Failure to complete the written assignments and hand them in will result in a mark of zero. Failure to write the final exam will result in a mark of zero. With proper documentation (e.g., physician's note indicating illness) you can arrange with the College of Arts and Science a time to write a make-up exam.

### **Plagiarism:**

All students should be aware of the regulations regarding plagiarism, cheating, and other forms of academic misconduct as outlined in the U of S policies. Please refer to the following website of the University Secretary to review the official policy:

[http://www.usask.ca/university\\_secretary/honesty/academic\\_misconduct.php](http://www.usask.ca/university_secretary/honesty/academic_misconduct.php)

Please refer to the following website for a useful citation guide:

<http://library.usask.ca/howto/citation.php>

In the context of this course, **plagiarism equates to submitting work/written assignments that are not your own**. When you write papers, you need to paraphrase other people's words and use proper citations as well as not relying heavily on direct quotes. Please speak to me if you are unsure of what this means. If it is discovered that you have plagiarized for your course paper, we will have to try to come to an agreement on an appropriate penalty/course of action, or I will have to file a report with the Academic Misconduct office.

### **Copyright Issues:**

The University of Saskatchewan respects the rights of copyright holders, their legitimate assertions of their rights, and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make themselves aware of federal legislation, and to take the steps necessary to ensure that their use of all copyright materials is compliant. Please, familiarize yourselves with Copyright Law. You can find relevant information here: <http://www.usask.ca/copyright/>

### **Support Services for Students:**

- Student counselling services: 3<sup>rd</sup> floor Place Riel (306-966-4920)
- Access and Equity Services (AES) for students:  
<https://students.usask.ca/health/centres/access-equity-services.php>
- Student learning services: <http://www.usask.ca/ulc>

### Course Readings:

I have selected individual readings for each week. They can be found on and downloaded at **no cost** to you from the course Blackboard website.

### Course/Lectures Schedule:

| <b>Date</b>   | <b>Topic</b>   | <b>Reading(s) – All within the course package</b>   |
|---|--|---|
| <b>January 9<sup>th</sup></b><br><b>**First class**</b> | Introduction to the course; Perspectives on sexuality; Sex education   | No readings, no reflections due. Look to the weeks ahead! You can hand in reflections early, if you want.   |
| <b>January 16<sup>th</sup></b>                          | Theory and Research in human sexuality   | Rathus et al (2014): Chapter 2 Using Theory and Research to Understand Human Sexuality (~20 pages) – <b>NO READING REFLECTION FOR THIS WEEK ON THIS CHAPTER</b>                 |
| <b>January 23<sup>rd</sup></b>                          | Anatomy & Biology  | Pukall text (2017) Chivers Chapter 10 (page 232-258) Gender (~23 pages)<br><b>(hand in reading reflection on this chapter)</b>  |
| <b>January 30<sup>th</sup></b>                          | Anatomy & Biology  | Vagina: Chapter 2 by Naomi Wolf (2012) (~13 pages, book chapter)<br><b>(hand in reading reflection on this chapter)</b>   |
| <b>February 6<sup>th</sup></b>                          | Sexual and affectional diversity   | Savin-Williams (2017) Mostly Straight: Sexual Fluidity Among Men (~12 pages)<br><b>(hand in reading reflection on this chapter)</b>   |
| <b>February 13<sup>th</sup></b>                         | Sexual Emotions, Cognitions, and Behaviours  | Why We Love: Chapter 3 by Helen Fisher (2004) (~25 pages)<br><b>(hand in reading reflection on this chapter)</b>  |
| <b>February 20<sup>th</sup></b>                         | <b>No class - Midterm break</b>  | <b>Study for the midterm, think about the paper outline/full paper, get ahead on reading reflections</b>  |
| <b>February 27<sup>th</sup></b>                         | <b>Midterm (first 75 minutes of class, followed by a lecture);</b> Sexual Emotions, Cognitions, and Behaviours | Blank (2007) Chapter 1: Like a virgin?<br><b>(hand in reading reflection on this chapter)</b>   |
| <b>March 6<sup>th</sup></b>                             | Childbearing Decisions   | Hyde (2015) Chapter 7 Contraception and Abortion (~31 pages)<br><b>(hand in reading reflection on this chapter)</b>   |
| <b>March 13<sup>th</sup></b>                            | Childbearing Decisions   | Carolyn M. Morrell (1994) Unwomanly Conduct Chapter 4: “She thought I was some kind of ogre that eat children for lunch”<br><b>(hand in reading reflection on this chapter)</b> |
| <b>March 20<sup>th</sup></b>                            | The (sometimes) challenging aspects of sex and relationships   | Foster & Byers (2013) Stigmatization of individuals with sexually transmitted infections: Effects of illness and observer characteristics (~10 pages) &                         |

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|--|--|---|
|  |  | <a href="https://smartsexresource.com/sites/default/files/Smartsex_SUPERCHART_2014_v2.png">https://smartsexresource.com/sites/default/files/Smartsex_SUPERCHART_2014_v2.png</a><br><b>(hand in reading reflection on one of these articles)</b> |
| <b>March 27th</b>                                    | The (sometimes) challenging aspects of sex and relationships<br><b>**Paper due today**</b> | Frith (2009) Sexual scripts, sexual refusals, and rape <b>(hand in reading reflection on this chapter)</b>  |
| <b>April 3<sup>rd</sup></b><br><b>**Last class**</b> | Sexual and romantic relationships; <b>Brief exam review</b>                                | Josephs (2018) The Dynamics of Infidelity – Chapter 10: Marital Communication Styles that Predict Betrayal (~17 pages) <b>(hand in reading reflection on this chapter)</b>  |

**Paper Rubric**  
**PSYCH 227 PAPER MARKING CRITERIA /40 (worth 25% of your grade)**

**PAPER OUTLINE: /5**

- Before March 22, 2019 (just before the paper due date on March 27<sup>th</sup>) you must **hand in a printed copy** of the outline for your paper. **I will not accept electronic copies** (unless there are special circumstances). This allows me enough time to provide you feedback on your topic and to ensure you understand the expectations for the paper, which will set you up for getting the best mark possible.
- Submitting the outline in advance is optional, meaning if you do not want feedback then you can submit the outline with your paper. Failure to submit an outline at all means you do not get the marks for it.

**Outlines are expected to include the following:**

- A brief description of the topic/social issue in human sexuality /0.5
- A brief explanation of why you chose the topic/issue – why it interests you /1
- Your thesis/point of view on the issue /0.5
- An example of a reference you found on the topic (include authors, date published, location published) /1
- The 3 arguments you plan on making to support your thesis/point of view /1
- General take away messages you want to include /1

**PAPER CONTENT: /15**

**1) Introduction: Description of the problem (3 marks)**

- What is the main area of human sexuality that you will discuss in this paper? Why is it something people should care about? What is the “social issue” around this topic?
  - Description of issue: what it is and why it matters, which group is most likely to be affected, and the consequences to the group and greater society
  - Explanation of issue: why it occurs
- What will you do in the paper? Outline what each of the body paragraphs will tell the reader – Basically, what arguments will you be making to support your thesis?
- Thesis statement – State your opinion of the social issue
  - Think about the issue in terms of it being good, bad, helpful, harmful, problematic, in need of changes, etc.

**2) Body of arguments (3 distinct arguments total): Explanation of the problem (9 marks)**

- Each body paragraph should present an argument that supports your thesis statement
- Each argument should be supported by research/literature you found on the issue
- For each argument, you should also present an alternative point of view – what do others say about the argument or issue?
- For each counterargument you present, discuss the limitations/shortcomings of it and why you believe your argument is more correct/appropriate/helpful, etc.



### 3) Conclusion: Summarize what you found in your research and why it is important (3 marks)

- Restate the “social issue”
- Restate your Thesis
- Summarize what you found in the literature and explain why it matters
- Solution(s): what can be done to improve the quality of life for those most affected by the issue? Present your own or other’s ideas

### CONSTRUCTION (writing and formatting): /10

- Paper follows proper outline: 1) Introduction, 2) Body of arguments, 3) Conclusion
- Paper follows proper style guidelines (e.g., proper paragraphs)
- Length: 6-8 pp., double spaced (of content! Title page and references do not count towards the length expectations), Times New Roman, 12-pt. font (min 5.75 pp., max 8.25 pp.)
- Content is well organized; paragraphs and arguments flow logically; appropriate transitions between sentences and paragraphs
- Correct grammar and spelling; avoids contractions (can’t won’t shouldn’t, etc.); limited use of colloquial language; limited use of repetition with words/phrases; written in third person
- Should be in APA formatting

### RESEARCH and REFERENCING: /10

- Paper is research-based with appropriate number of references from the literature on the topic: academic journals and articles, and non-academic reports and statistics, and online media but NOT Wikipedia – use your text for concepts and definitions. Try to avoid citing my lectures – cite the original sources (I generally include references for the content on my slides)
- Minimum of 5 and max of 10 references
- Should avoid using references more than 10 years old – try to stay current when possible
- Limited use of internet – you must have a variety of information source types, not just online articles
- Quotes should **not** be used in your paper – please paraphrase the information you take from sources. This is good practice for you, trust me on this one. The only time the use of quotes is appropriate is if you are including a quote from a participant in a qualitative study.
- References substantiate/support your arguments – meaning, the source should match what you are trying to say
- Example of an APA in-text citation and reference page entry as follows:
  - **In-text citation:** Sanders (2011, p.1) recommends taking a human sexuality course because “it is interesting!”
  - **Reference page entry:** Sanders, S.L. (2011). Ten good reasons to take classes at the U of S. *Course description*. Saskatoon: Sexology Publishing.

**Comments:** Your TA(s) and I will make general comments in the paper and correct problems/mistakes throughout. Your grade is based on the items in the sections described above out of a possible 40 marks.

**Late marks:** You may hand in your assignment early. The due date without penalty (minus 3% a day) is. You may hand it in to me at the beginning or end of class on that day, or submit it to the psychology main office to be time stamped. I will only accept typed and printed submissions.

You may **not** hand in an electronic version.

**Plagiarism:** In the context of this course, plagiarism equates to submitting work/written assignments that are not your own. When you write papers, you need to paraphrase other people's words and use proper citations as well as not relying heavily on direct quotes. Please speak to me if you are unsure of what this means.