

ST. JEROME'S UNIVERSITY

WATERLOO

CANADA

Sexuality, Marriage, and Family Studies

SMF 204: *Introduction to Human Sexuality*

January - April 2018 (#7419)

1.0 CALENDAR DESCRIPTION

A broad interdisciplinary overview of theories and research on human sexuality.

Prerequisite: Level 1B.

Antirequisites: Psychology 236.

2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Telephone and Office:	519 884-8111 x 28219 Sweeney Hall Room 2036
E-mail:	bjrye@uwaterloo.ca
Location & Schedule of Lectures:	SJ2 Room 1002; Mondays & Wednesdays 10:00am-11:20am
Office Hours:	Mondays 2:30-3:30 pm or by appointment
Teaching Aide:	519 884-8111 x28236 ; Sky Caron: sacaron@uwaterloo.ca

Warning: At times, the content in this course may be graphic and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

3.0 TECHNOLOGY IN THE CLASSROOM: ELECTRONIC DEVICE POLICY

Cellular/smart telephones and similar devices are prohibited in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away during lectures and tests. Those who ignore this ban and use these devices during lecture will be asked to leave.

If students wish to use computers (e.g., laptops, tablets) to take notes during the lectures, they must obtain permission. This involves the student signing a contract agreeing the device will be used to take notes and for course-related activities (e.g., visiting "Learn"). Non-lecture-related use is banned as it is disruptive. Students who are "surfing" (e.g., checking email, facebook, and the like) will be asked to leave the classroom.

Using an experimental design, Sana, Weston & Cepeda (2013) found that students who multitask (e.g., surf non-course related websites on a computer) during lectures had poorer quality lecture notes and performed **11% lower** on a test of comprehension of lecture content. Further, those who students who were in the view of a multitasking peer scored **17% lower** on a comprehension test compared to students who were NOT in view of a multitasking peer. This means that people who are "surfing" are distracting those who are not in such a way as to decrease others' performance on a lecture-related test, thus justifying a ban on such activities.

Sana, F., Weston, T., & Cepeda, N.J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Increased cell phone use was associated with lower GPA and, in turn, lower satisfaction with life (in a structural equation model; Lepp et al., 2014).

Lepp, A., Barkley, J., & Karpinski, A. (2014). The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students. *Computers in Human Behavior*, 31, 343-350.

Using a within-subjects' design, Glass & Kang found students performed worse on exams when allowed to use electronic devices compared to when the same students were barred from using electronics. Electronic use impaired long-term memory/learning. Device use also distracted/impaired those who were not using devices.

Glass, A.L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*. Doi: 10.1080.01443410.2018.1489046.

3.5 CORRESPONDENCE - include the course name or your name in the e-mail subject heading.

Students using email or the telephone to contact the professor or T.A. *must* include their given and last names, student number, and course in which they are enrolled. Anonymous emails are ignored. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages; use of your uwaterloo.ca account is encouraged. A note on email etiquette: It is appropriate for students to begin an email with a “salutation” and end their email with a “closing.” Simply typing a demand or a question is rude.

4.0 TEXTBOOK

Rathus, S.A., Nevid, J.S., Fichner-Rathus, L., Herold, E. & McKay, A. (2015). *Human sexuality in a world of diversity*, 5th Canadian edition. Toronto: Pearson Allyn and Bacon.

**(Use of the 4th edition textbook is NOT recommended)*

5.0 COURSE OBJECTIVES

This course is an introduction to the scientific study of human sexuality. The course content will borrow from a variety of disciplines such as biology, sociology, medicine, and anatomy but will concentrate on the psychological and social aspects of human sexuality. The social scientific approach to the study of human sexuality has both theoretical and applied implications. Topics that may be covered during the course include theoretical perspectives on sexuality, anatomy, hormones, conception and birth, contraception and abortion, dysfunctions, gender issues, arousal and communication, attraction and love, sexual orientation, STIs and AIDS, erotica and pornography, sexual coercion, and sexual variation.

6.0 LEARNING OUTCOMES

Learning Outcomes: By the end of this course, you should be able to...

- identify, list, recognize, define, and speak to key issues & major controversies in the sexuality field
- recognize and understand major theories and be able to apply them to various sexuality topics
- understand the role of research in this field.

7.0 LEARNING FORMAT AND LEARNING ASSESSMENT

The course will primarily involve lectures, but class discussion, film presentations, and guest speakers may also be a component of this course. Students are expected to attend class and participate in classroom discussions and exercises.

Task Percentage of Grade	Date Due
Test #1 20%	3 October
Test #2 15%.	5 November
Test #3 (Cumulative) 65%	6-21 December

NOTE: EXAM DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded). **Note: travel plans are NOT a valid request for examination accommodation.**

Please wait until the final exam schedule is published (**28 September 2018**) before you make end-of-term travel arrangements. You are advised to not leave the area until you have written the final examination or alternate arrangements have been made.

7.1 LECTURE AND CLASS SCHEDULE

<i>Tentative Sequence of Topics and Readings:</i>	Textbook	Date
MODULE 1: INTRODUCTION		
Introduction	Chapter 1	Sept 10
Theories in Sexuality Research	Chapter 2	Sept 12 & 17
Perspectives & Research in Sexuality	Chapter 2	Sept 19 & 24
MODULE 2: PHYSICAL ASPECTS		
Sexual Anatomy	Chapter 3	Sept 26
Physiology of Sexual Arousal & Response	Chapter 4	October 1
Sex across the Lifespan	Chapter 12	Independent Study*
Test 1 (20%) Chapters & Topics from:	1, 2, 3, 4, & 12	October 3
<i>Thanksgiving & Study Break</i>		<i>October 8 & 10</i>
MODULE 3: REPRODUCTION		
Reproduction	Chapter 3 (specific pages)	October 15
• Conception		October 17
• Pregnancy & Childbirth		
Contraception	Chapter 11	October 22 & 24
Abortion	Chapter 11	October 29 & 31
Sexual Coercion	Chapter 17	Independent Study*
Test 2 (15%) Chapters & Topics from:	3(menstruation), 10, 11, & 17	November 5
MODULE 4: PSYCHOSEXUAL ORGANIZATION		
Sexual Differentiation & Intersex	Chapter 5	Nov 7 & 12
Sexual Orientation & Gender Diversity	Chapters 5 & 9	Nov 14
Module 5: SOCIAL & PSYCHOLOGICAL ASPECTS		
Techniques of Arousal	Chapter 8	Nov 19
Attraction, Love, & Relationships	Chapters 6 & 7	Nov 21
MODULE 6: SEXUAL PROBLEMS		
Sex for Sale: Sexually Explicit Materials & Sex Trade	Chapter 18	Nov 26
Sexually Transmitted Infections (STIs)	Chapter 14	Nov 28 & Dec 3
Atypicality & Dysfunction	Chapters 13 & 16	Independent Study*
Final Exam (65%) Comprehensive	(excludes Chapters 12, 15 & 17)	Dec 6-21 (exam period)

***Independent Study:** Students are responsible for textbook material not covered during lectures. Some chapters are assigned as "Independent Study," meaning that students will be tested on these chapters which are not discussed in class.

7.2 LEARNING ASSESSMENT CRITERIA

Tests and Final Exam: Format: The midterm tests and final exam will consist entirely of multiple choice questions. Alternative formats (i.e., short answer or essay) are not offered. Extra “assignments” or “research” are not available to increase student grades. Questions may be designed to test not only a surface understanding of concepts learned in class but also a deeper understanding and the ability to apply those concepts. There is novel material in the textbook, in the class lectures, as well as overlap between the two. Typically and very roughly, about 20% of material is unique from the text book, about 30% of material is unique from lecture, and about 50% of material is an overlap of the two. Note: this is a very rough estimate.

The instructor will attempt to provide a test “blueprint” - a scheme that describes the composition of the test prior to the test. Please do not email asking “when will the test blueprint be posted”. It is posted on the course intranet website as soon as it is completed.

Release of Grades: Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding “when will the grades be posted?” We endeavour to complete the grading as quickly as possible. Regarding the Final Exam: University of Waterloo policy prohibits final exam grades from being posted prior to the end of the examination period. Grades will not be posted prior to the end of the examination period (i.e., Decl 21).

www.uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-46-information-management

8.0 POLICY REGARDING ILLNESS OR ACCOMMODATION

Students are entitled to a rescheduling of tests for legitimate medical or compassionate reasons or based on religious grounds. However, it is the student's responsibility to inform the instructor prior to the test, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim. Students who were ill who contact the instructor after the exam has been written will generally NOT be granted a make-up exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test. This requires formal documentation for the period of non-contact.

The student must provide an official illness certificate on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was impossible for the student to write the exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS NOT AN ACCEPTABLE MEDICAL CERTIFICATE. Telephone calls from a health care provider are also not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. Take the form with you if you are attending an external clinic:

www.uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines, medication that is impeding studying, impairing dysmenorrhea), you should contact your instructor and the Academic Counselling Office (and/or Accessibility Services Office) as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: If a student completes an exam while ill, the grade stands). The student must write a make-up exam. The make-up exam may differ in format from the original exam. Additional accommodation information is available at:

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Exam Regulations - which should be reviewed by students - are available at:

<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>

Note: Make-up tests may be scheduled on Fridays through the Dean's office. Alternatively, make-up tests may be held with the final exam (either before or after), with a final exam in another course, or in another term at the instructor's discretion.

9.0 IMPORTANT ACADEMIC INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility.

Clear Copyright Violations and Sanctions. Uploading course materials, including lectures, quizzes, and exams, onto online sharing platforms such as Course Hero, OneClass, and similar platforms is considered to be a copyright violation, regardless of whether an individual did so intentionally or unintentionally. Ignorance of the law is not an excuse (from UW's Legal & Immigration Services, 2018; fine can be \$5000).

Academic Integrity Office (UW): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#).

In the current course, obtaining information about the test prior to the test, taking a copy of the test, looking at another student's test, allowing a student to look at your test, and having a "cheat sheet" are all examples of academic offences. This is not an exhaustive list.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#).

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Petitions and Grievances (other than regarding a petition) or the St. Jerome's University Policy on Student Discipline if a ground for an appeal can be established. Read the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

10.0 EXAM PROCEDURES & OTHER INFORMATION

- * Because of the nature of our classroom, student will wait outside of the class while the instructor and proctors set-up the room for the tests.
- * Photo identification is necessary for examinations and test review sessions. Tests are never released to the custody of students.
- * Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations or test review sessions. These devices are turned off during class and during exams. These devices are not to be on your person during exams (e.g., phones are in your bag).
- * Baseball caps should not be worn during examinations or worn backward; eyes must be visible.
- * Do not communicate with anyone during test & exams except invigilators or the course instructor.
- * Bags, books, and coats must be under desks or off to the sides; aisles must be kept clear.
- * If you have an official final exam conflict (2 exams at the same time), you must inform the instructor at least a week prior to the exam.
- * Note that vacation plans are NOT a valid request for examination accommodation.
- * No ancillary assignment requests will be granted; that is, students who are dissatisfied with their grades will not be given an extra assignment (e.g., an essay) to increase their grades.
- * "Visitors" must be approved by the instructor in advance & should observe silently.
- * If you are requesting an accommodation through the AccessAbility Services Office, please ask for this accommodation at the beginning of the term. Religious accommodation requests must be made within one week of the announcement of the test or examination date.
- * Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor through the Student Success Office (519 888-4567, Ext. 84410), the teaching aides, or the instructor prior to their next exam. <http://uwaterloo.ca/student-success/>. The Student Success office offers one-on-one success coaching (appointment necessary - usually a week wait), multiple choice workshops (sign up on-line), and drop-in study sessions.
- * If you bring coffee, drinks, muffins, & other food to class, please dispose of empty cups, tins, wrappers, crumbs, etc. outside of the classroom. Please help keep the classroom neat & clean!
- * Audio/Videotaping of lectures is prohibited.
- * If a student misses a class, the student is responsible for obtaining notes and information from the missed lecture (e.g., from another student). The instructor does not “share” notes beyond what is posted on the course website. Further, the instructor does not “re-teach” if a student misses material. This does not mean that questions of clarification or elaboration will not be addressed; however, vague questions that are indicative of lack of class attendance or lack of attention will not be addressed. It is recommended - strongly - that if a student wishes to obtain lecture notes, this is done in close proximity to the missed class (and perhaps in person). Students who, just prior to an exam, email classmates asking “can anyone supply me with notes for lecture X?” often do not receive a favourable response from their peers.

Student Computer Contract

Below are policies that will regulate student use of computers in the classroom (SJ2 1002) during lecture (SMF 204). These rules have been designed to keep our computer and classroom functioning at the highest of standards. In order to be permitted to use computers and other such devices, please read the following and sign below.

I will not access, download, or distribute any materials or access any website that is unrelated to the course content during the lecture while I am in the classroom.

I will not use a computer or like device for inappropriate purposes. Inappropriate purposes include (but are not limited to) such non-course-related activities as “surfing” internet websites (e.g., facebook, twitter), reading and/or writing personal email, or audio/video recording of the lectures. The computer will be used for two expressed purposes: (1) taking notes (in lieu of paper-and-pencil note-taking) and (2) accessing course slides via the intranet “Learn” course website.

- **Students must abide by their signed contracts.**
- **The use of the computer is a privilege, not a right.**
- **If this contract is broken, the student will be asked to leave for the remainder of that class, and the student’s privilege to use a computer (or like device) during lectures will be revoked.**

I have read the “Student Computer Contract” above. By signing below, I fully agree with and understand the content of this contract. If I breach any rules, I understand my privilege to use a computer or similar device during the lectures will be revoked.

Signed: _____ **Student ID # :** _____

Student (Print Name): _____ **Date:** _____

Professor: _____ **Date:** _____

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Sona and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of many undergraduate programs. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for students to earn grades while gaining research experience.

Since experiential learning is highly valued at St. Jerome's University and the University of Waterloo, students may earn a **"bonus" grade of up to 2%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). SMF 204 students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your SMF 204 course this term by participating in studies:

1. You will earn "credits" which will be converted to "marks" (1 credit = 1%)
2. You can schedule your LAB and/or ONLINE studies using the "Sona" website.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

Purpose or objectives of the study

Dependent and independent variables

Expected results

References for at least two related research articles

Provisions to ensure confidentiality of data

Contact information of the researcher should the student have further questions about the study

Contact information for the Chief Ethics Officer of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your Instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.

Be typed

Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.

Identify the key concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.

Clearly evaluate the application or treatment of those concepts in the article.

Keep a copy of your review in the unlikely event we misplace the original.