



**ST. JEROME'S**  
**UNIVERSITY**

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St. Jerome's University in the University of Waterloo  
Department of Sexuality, Marriage and Family Studies

***SMF 204 - Introduction to Human Sexuality***

Fall 2019

Tuesday and Thursday 1:00 – 2:20

SJ2 1004

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*I would first like to respectfully acknowledge that we are on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.*

**Instructor Information**

Instructor: Stacey Jacobs, MSc

Office: SJU Sweeney Hall 2114, Alternative Office: SJU Sweeney Hall 2115

Office Hours: by appointment

Email: s3jacobs@uwaterloo.ca

TA: TBA

Sexuality and sexual health material can provoke emotional responses in people. These emotional responses could be happiness, relief, excitement, embarrassment, sadness, anger, stress, anxiety...

We will be openly discussing sex, sexual health & sexuality in this class.

Students must make an autonomous, informed decision about enrolling in this class.

**Self-care is an important part of life and an important skill to learn. We should think of it as a priority and a necessity, not a luxury.**

## Correspondence

- Please email or come and see me during office hours. It is nice to meet students one-on-one and get to know you better. I am available to discuss class material, course assignments, future careers in sexual health, or answer general questions about sexuality and relationships.
- Please contact me or come and see me if you are having health concerns or stressors in your life that are compromising your ability to complete the course successfully. In my experience the earlier you bring this to my attention, the better I am able to support you.

**Email Protocol:** When emailing please include your first and last name and the course code in the subject line (e.g. Stacey Jacobs SMF 204). Begin each email with an appropriate salutation (e.g. Hi Stacey, hope you are having a good day) and end with an appropriate closing (e.g. See you on Tuesday!).

**Email Response:** I will usually respond to your email within 24hrs, **excluding weekends**. If you have not heard from me within 48hrs please resend your email.

If communicating via email is inaccessible for you, please let me know and we will collaboratively determine a suitable alternative.

## Course Description

A broad interdisciplinary overview of theories and research on human sexuality. Topics may include: human anatomy, sexual health, sexual response cycle, sexual orientation, gender, sex work, sexual practices, fetishes and paraphilias, and attraction/intimacy/love.

## Course Goals and Learning Outcomes

During our time together you will be invited to share your questions, thoughts, ideas and reflections on the course material. It is my goal that you will learn from the assigned readings, lectures, guest speakers, and from one another. It is also my goal that you will increase your comfort and knowledge of the topic, as well as your curiosity of sexual health, sexuality and relationships.

Upon completion of this course, students should be able to:

- A. Identify and critically reflect upon the meaning of sexuality for self and others, while working with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates, guest speakers and instructor.

- B. Understand how sexuality and sexual health is impacted by, and intersects with: age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, ethnicity, religion, income, body image, family relationships, societal expectations, media and education.
- C. Recognize and challenge potentially harmful normative scripts surrounding sexuality and sexual health and understand the role of research in this field.
- D. Reflect on your own experiences, education, values, beliefs, assumptions and biases in relation to the various dimensions of sexuality and acknowledge your privilege.

### **Required Text:**

Rathus, S.A., Nevid, J.S., Fichner-Rathus, L., McKay, A. & Milhausen, M. (2019). *Human Sexuality in a World of Diversity, 6<sup>th</sup> Canadian Edition*. North York: Pearson Canada Inc.

Use of the 4th or 5<sup>th</sup> edition is not recommended.

This text is available as an etext, and in hard copy for an extra fee.

## **Course Requirements and Assessment**

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Midterm #1	October 3	25%
Midterm #2	November 7	25%
Final Exam (cumulative)	Final exam period	40%
In-class Assignments	Periodically during class time	10%

**Final Exam dates are final. Please do not request alternate dates/times** (medical exceptions excluded).

Final exam schedule is released September 27th, 2019. Please do not make travel plans before this date.

**Midterm #1, Thursday October 3, worth 25%**

Midterm #1 will take place during class on Thursday October 3. You will have one hour and 20 minutes to write the midterm. It will be a multiple choice test. It will cover material from class 1 – 8 (September 5 – October 1) including assigned readings from the textbook, lectures, power point slides, class discussions and guest speakers if applicable.

**Midterm #2, Thursday November 7, worth 25%**

Midterm #2 will take place during class on Thursday November 7. You will have one hour and 20 minutes to write the midterm. It will be a multiple choice test. It will cover material from class 10 – 16 (October 8 – November 5) including assigned readings from the textbook, lectures, power point slides, class discussions and guest speakers if applicable.

**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 material from the textbook, from class lectures, as well as overlap between the two.

**Release of Grades:** Grades are not released over email or telephone. Do not email the Instructor or TA asking “when will the grades be posted?” We do our best to complete the grading as quickly as possible and post the marks on LEARN.

Regarding the Final Exam: University of Waterloo policy prohibits final exam grades from being posted prior to the end of the examination period, therefore grades will not be posted prior to the end of the examination period. The examination period is December 6 – December 21 2019.

## Tentative Course Outline/Class Schedule

Class	Date	Topic	Readings
1	Thursday September 5	Welcome! Introduction to the Course - Discussion of Syllabus	
2	Tuesday September 10	What is Human Sexuality? Theories in Human Sexuality	Chapter 1 Chapter 2
3	Thursday September 12	Using Theory and Research to Understand Human Sexuality	Chapter 2
4	Tuesday September 17	Anatomy – Internal and External	Chapter 3
5	Thursday September 19	Anatomy – Internal and External	Chapter 3
6	Tuesday September 24	Anatomy – Internal and External	Chapter 3
7	Thursday September 26	Menstrual Cycle, Menstruation, Menopause	Chapter 3
8	Tuesday October 1	Pregnancy	Chapter 10
9	Thursday October 3	Midterm #1	
10	Tuesday October 8	LGBTQI2S+	Chapter 9
11	Thursday October 10	Gender	Chapter 5
<b>Reading Week – October 15 – 18 - Self Care is Important</b>			
12	Tuesday October 22	Birth Control and Safer Sex	Chapter 11
13	Thursday October 24	Birth Control and Safer Sex	Chapter 11

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
14	Tuesday October 29	Pregnancy Options Abortion	Chapter 11
15	Thursday October 31	Consent Sexual Coercion	Chapter 17
16	Tuesday November 5	Sexual Health Education Talking to Children about Sexual Health	Chapter 15
17	Thursday November 7	Midterm #2	
18	Tuesday November 12	Relationships, Intimacy, Communication	Chapter 7
19	Thursday November 14	Sexually Transmitted Infections (STIs)	Chapter 14
20	Tuesday November 19	Sexually Transmitted Infections (STIs)	Chapter 14
21	Thursday November 21	Sexual Arousal and Response Sexual Behaviours and Fantasies	Chapter 4 Chapter 8
22	Tuesday November 26	Sexual Variations BDSM/Kink	Chapter 16
23	Thursday November 28	Sex Work Sexually Explicit Material	Chapter 18
24	Tuesday December 3	Allyship Advocacy Take Home Messages	
Exam Period December 6 <sup>th</sup> – December 21st			
<b>Final Exam</b>			

## Electronic Device Policy

In the spirit of creating a classroom environment conducive to learning and being in the moment, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching Netflix/YouTube, emailing etc. are distracting to other students, myself and guest speakers. Your respectful consideration of others is very much appreciated.

A 2018 study found that although students think they can multitask well, splitting attention between lecture and cellphone/ laptop use hinders long term retention, and those in class suffer from others' use of devices. [The Myth of Multitasking](#)

**\*\*Audio/Videotaping of lectures is prohibited\*\***

### **Attendance Policy**

Attendance will not be taken, however, academic success and achievement of the course goals are facilitated by strong attendance. It is my sincere hope that you will want to attend class because, you are interested in the course content, you are interested in hearing what your classmates have to contribute, you want to learn from guest speakers and you want to engage in the learning process that the University classroom has to offer.

### **Policy Regarding Illness or Accommodation**

Students are entitled to a rescheduling of tests/exams 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/exam, 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 test/exam has been written will generally NOT be granted a make-up test/exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test/exam. 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 test/exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). Telephone calls from a health care provider are 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:

**Verification of Illness Form:**

<https://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, severe menstrual pain), 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).

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 LEARN and 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.

**Academic Achievement**

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) prior to their next test/exam.

<https://uwaterloo.ca/student-success/>

The Student Success office offers one-on-one success coaching (appointment necessary), multiple choice workshops, and drop-in study sessions.



## Exam Procedures

- Students will wait outside of the class while the instructor and proctors set-up the room for the tests/exams
- Photo identification is necessary for tests/exams and test review sessions.
- Please bring a pencil and eraser to the test/exam.
- Tests are never released to the custody of students.
- Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during tests/exams or test review sessions. These devices are not to be on your person during exams (e.g. phones are in your bag).
- Baseball caps/hats should not be worn during tests/exams or worn backward; eyes must be visible.
- Do not communicate with anyone during tests/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.

## Mental Health Services:

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

### Off campus

- [Good2Talk](#): Free confidential help line for post-secondary students.  
Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning youth in Waterloo Region. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## Contact Health Services

### [Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

## Contact Counselling Services

### [Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)

## Sexual Violence Response Coordinator, Human Rights, Equity & Inclusion Office

Amanda Cook, Sexual Violence Response Coordinator

[amanda.cook@uwaterloo.ca](mailto:amanda.cook@uwaterloo.ca) 519-888-4567 ext. 46869 COM 101B

Amanda Cook is the sexual violence response coordinator here at the University of Waterloo. Amanda's role is to support students, staff and faculty on the main campus, satellite campuses and University Colleges, who have experienced or have been impacted by, sexual violence.

## 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.

### **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. See the [UWaterloo Academic Integrity](#) webpage for more information.

### **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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

In the current course obtaining information about the test prior to the test, taking a copy of the test, looking at another students test, allowing a student to look at your test, having a “cheat sheet” etc. are all examples of academic offenses.

### **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 decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

## Sona Participation and Research Experience Marks Information and Guidelines

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

Since experiential learning is highly valued in the Department of Psychology, 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). Psychology 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 psychology 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 Psychology course(s) this term by participating in studies ...*

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

### ***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 Director 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.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:**

**[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 in general is available at: [Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

### **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 TA 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 psychological 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.