

Understanding Human Sexuality

POLICE AND PUBLIC SAFETY INSTITUTE

Course Number: SOC2003	Contribution to Program: General Education Core	Normative Hours: 45
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Approval Date: 13/06/2011
Prepared by: Lindsay Harris Professor		Approved by: Norm Bruce Academic Chair
Co-Requisites N/A		Approved for Academic Year: 2011-2012
Pre-Requisites N/A		

COURSE DESCRIPTION

This course presents an interdisciplinary introduction to the study of human sexuality. It examines the basic understanding of human sexuality through an investigation of history, culture, physiology, sexual development, sexual behaviours, sexually transmitted diseases, attitudes, sex, deviance and sexual relationship.

RELATIONSHIP TO VOCATIONAL LEARNING OUTCOMES

This is a general education course that supports learning in the following theme area: Personal Understanding

T: Teach A: Assess CP: Culminating Performance

ESSENTIAL EMPLOYABILITY SKILLS

The course contributes to your program by helping you achieve the following Essential Employability Skills:

1	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.(A)
2	Respond to written, spoken or visual messages in a manner that ensures effective communication.(A)
8	Show respect for diverse opinions, values, belief systems and contributions of others. (A,CP)
10	Manage the use of time and other resources to complete projects.(A)
11	Take responsibility for one's own actions, decisions and consequences.(T,A,CP)

T: Teach A: Assess CP: Culminating Performance

COURSE LEARNING REQUIREMENTS/EMBEDDED KNOWLEDGE AND SKILLS

COURSE LEARNING REQUIREMENTS When you have earned credit for this course, you will have demonstrated the ability to:	EMBEDDED KNOWLEDGE AND SKILLS
1. Appreciate and trace contemporary explanations of human sexuality.	<ul style="list-style-type: none"> learn cross cultural comparisons seek to develop an understanding of sexuality research and research techniques learn different theories and approaches regarding human sexuality
2. Gain insight into sexual physiology and sexual development. Act responsibly with respect to types and causes of sexually transmitted diseases.	<ul style="list-style-type: none"> learn about fertilization and prenatal development develop an acceptance of the differences in sexual anatomy understand sexually transmitted diseases
3. Develop an increased comfort level in discussing sexual behaviour and sexual dysfunction. Appreciate the differences and variations in sexual arousal. Make critical judgements about birth control. Learn pregnancy related issues.	<ul style="list-style-type: none"> discuss the dynamics of arousal and communication examine the types of sexual behaviour recognize issues related to pregnancy

	<ul style="list-style-type: none"> • identify the various types of birth control • learn about sexual dysfunction and therapies
4. Demonstrate an appreciation for a wide range of relationships. Avoid gender stereotyping. Learn the dynamics of different life-style choices and of different sexual orientations.	<ul style="list-style-type: none"> • understand gender and sexuality in various life stages • learn about explanations of sexual orientation • learn different life-style patterns • explore sexual discrimination
5. Demonstrate an understanding of erotica, prostitution, sexual coercion and atypical sexual activity. Appreciate the emotional language of sexual communication.	<ul style="list-style-type: none"> • identify the types of sex for sale • understand erotica and the law • recognize commercial sex work • analyse feelings of jealousy, control, and fidelity • define atypical sexual activity

LEARNING RESOURCES

Rathus et al., (2010). Human Sexuality in a World of Diversity 3rd Canadian Edition, Pearson Education Canada, Toronto, Ontario
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LEARNING ACTIVITIES

<p>During this course, you are likely to experience the following learning activities:</p> <ul style="list-style-type: none"> - both directed and undirected group discussion via electronic discussion groups - individual reading and research online - participation in online discussions - independent study and reflection - access to a group facilitator by email or in person (depending on geographic location) - study guidelines and time lines for completing the course over a fifteen week period - on-line quizzes and tests - preparing assignments - independent study and reflection - maintenance of a personal journal
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EVALUATION/EARNING CREDIT

The following will provide evidence of your learning achievements:	This activity validates the following Course Learning Requirements and/or Essential Employability Skills:
<p>Reflective journals spanning the term to be submitted throughout the course. Entries should be made weekly. Entries should be your own thoughts and observations resulting from your reactions to the course material and reports in the media. Your journal is to be maintained electronically.</p> <p>Value 42%</p>	<ul style="list-style-type: none"> • Appreciate and trace contemporary explanations of human sexuality. - [CLR 1] • Gain insight into sexual physiology and sexual development. Act responsibly with respect to types and causes of sexually transmitted diseases. - [CLR 2] • Develop an increased comfort level in discussing sexual behaviour and sexual dysfunction. Appreciate the differences and variations in sexual arousal. Make critical judgements about birth control. Learn pregnancy related issues. - [CLR 3] • Demonstrate an appreciation for a wide range of relationships. Avoid gender stereotyping. Learn the dynamics of different life-style choices and of different sexual orientations. - [CLR 4] • Demonstrate an understanding of erotica, prostitution, sexual coercion and atypical sexual activity. Appreciate the emotional language of sexual communication. - [CLR 5] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]

<p>Discussion Board topics to be submitted on a regular basis. Students will be required to comment on topics raised throughout the course, and to respond to comments from other students.</p> <p>Value 28%</p>	<ul style="list-style-type: none"> • Develop an increased comfort level in discussing sexual behaviour and sexual dysfunction. Appreciate the differences and variations in sexual arousal. Make critical judgements about birth control. Learn pregnancy related issues. - [CLR 3] • Demonstrate an appreciation for a wide range of relationships. Avoid gender stereotyping. Learn the dynamics of different life-style choices and of different sexual orientations. - [CLR 4] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] • Show respect for diverse opinions, values, belief systems and contributions of others. - [EES 8] • Manage the use of time and other resources to complete projects. - [EES 10]
<p>Course Quizzes to be submitted on a regular basis. Quiz questions will reflect an understanding of topics covered in various chapters of the course text.</p> <p>Value 30%</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of erotica, prostitution, sexual coercion and atypical sexual activity. Appreciate the emotional language of sexual communication. - [CLR 5] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]

COLLEGE GRADING NUMERICAL EQUIVALENT TABLE

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90-100%	4.0	C+	67-69%	2.3
A	85-89%	3.8	C	63-66%	2.0
A-	80-84%	3.6	C-	60-62%	1.7
B+	77-79%	3.3	D+	57-59%	1.4
B	73-76%	3.0	D	53-56%	1.2
B-	70-72%	2.7	D-	50-52%	1.0
			F	0-49%	0
			FSP	0	0

PRIOR LEARNING ASSESSMENT AND RECOGNITION

<p>Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:</p> <ul style="list-style-type: none"> • Other Prior Learning Assessment and Recognition (PLAR) is a process that assists adult learners to identify, articulate and demonstrate relevant learning acquired through life and work experiences and translate this learning into college credit. <p>You may choose to apply for a general education course credit using PLAR by demonstrating that you have acquired learning equivalent to the course learning requirements in a specific general education elective course or by demonstrating that you have college level learning that addresses one of the Themes required by your program.</p>

RELATED INFORMATION

<p>The following information is course-specific:</p> <p>Please note that there is NO opportunity for you to “make up” any tests or assignments in this class unless you are able to provide me with either a</p>

certified excuse, or evidence of dire personal circumstances PRIOR to the deadline. Late submissions of course material will not be accepted. Confirmation from your coordinator or academic advisor for any exemptions or exceptions will be required. All late course material, missed tests and assignments will result in a score of zero.

Any form of harassment (sexual, racial, gender or disability-related), discrimination (direct or indirect), or violence, whether towards a professor or amongst students will not be tolerated in relation to this course. Action taken will proceed as outlined in Algonquin College Directive – A8. Harassment may include, but is not limited to: gestures, remarks, jokes, taunting, innuendo, display of offensive materials, threats, stalking, slurs, shunning or exclusion related to the prohibited grounds.

The following information is school/department-specific:

STUDENT SUCCESS SPECIALIST

The Faculty Student Success Specialist is Karen Gendron in room P112. Karen may also be reached at telephone extension 7558 or by e-mail at gendrok@algonquincollege.com

ALGONQUIN COLLEGE - CODE OF CONDUCT

All members of the Algonquin Community will undertake to:

- 1. Conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of cooperation, goodwill and mutual respect.**
- 2. Conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual, refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment and discrimination of any kind.**
- 3. Assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities.**

The Code of Conduct applies to students and staff of Algonquin College while at all College locations and while representing or carrying out activities related to the College at any off-campus location.

CONFIDENTIALITY

Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

The following information is College-wide:

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Centre for Students with Disabilities (CSD)

If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.

Academic Integrity*

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA 18 (http://www2.algonquincollege.com/directives/files/2011/01/AA-18-Academic-Dishonesty-and-Discipline.PEC_Approved-Oct.27.2010.pdf) and E43 (<http://www2.algonquincollege.com/directives/files/2011/05/E431.pdf>)

Course Assessments*

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities. For further details consult Algonquin College Directive E38 (<http://www2.algonquincollege.com/directives/files/2010/09/E38.pdf>)

Use of Electronic Devices*

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Directive E39 (<http://www2.algonquincollege.com/directives/files/2010/09/E39.pdf>)

Transfer of Credit

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational

institutions.

* College policies (previously called directives) are under review and redesign. The term *directives* is being retired. As such, the policy classification nomenclature is in transition. Students, it is your responsibility to refer to the Algonquin College Directives/Policies website for the most current information available at: (<http://www2.algonquincollege.com/directives/>)