

Course ID:	Course Title:	Spring 2018 ONE WEEK MODULE
PT 645	Human Sexuality	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	April 30-May 4	Instructor:	Arch Wong, PhD Alex Sanderson, PhD	First day of classes:	April 30
Time:	9-4	Email:	awong@ambrose.edu asanderson@ambrose.edu	Last day to add/drop, or change to audit:	End of the first day
Room:	A2210	Phone:	403-410-2909 403 – 410 – 2000 ext. 5907	Last day to request revised exam:	n/a
Lab/ Tutorial:	n/a	Office:	2053 2100	Last day to withdraw from course:	1 pm on 4 th day
		Office Hours:	By appointment	Last day to apply for coursework extension:	One month before final due date
Final Exam:	n/a			Last day of classes:	May 4

Course Description

Survey of the nature of Human Sexuality and related research. Gender, attraction, love, relationships, behavioural patterns and disorders will be explored from psychological and theological standpoints. The class will emphasize considerations of diversity, development of critical thinking, responsible decision-making, and sexual health. Lectures will include discussion and activities that are connected to the readings from the course text and assigned readings.

Expected Learning Outcomes

- Develop an understanding of the significant theoretical perspectives that inform the study of human sexuality,
- Emphasize the need for critical thinking while reading and viewing media and other materials related to human sexuality.
- Develop understanding of the diversity of sexual beliefs, attitudes and practices, while encouraging students to appraise their own sexual beliefs, attitudes and practices within the broader Canadian multi-cultural society.
- Facilitate the ability to engage biblical/theological insights in order to understand a body of scientific knowledge necessary for sexual health and well-being.

Textbooks

Rathus, S. A., Nevid, J.S., Richner-Rathus, L., & McKay, A. Human Sexuality in a World of Diversity, Fifth

Course Schedule

Day I: What constitutes Human Sexuality? And how do we know?

Lecture topics

- Historical/Theological considerations
- Research methods
- Anatomy
- Sexual Arousal and response.

Lecture readings - Chapters 1, 2, 3.

Day II: Expressions of Sexuality

Lecture topics

- Attraction
- Relationships, Intimacy, Communication
- Love
- Sexual Techniques and Behavioural Patterns

Lecture readings - Chapters 6, 7, 8.

Day III: What is Gender? Sexual Orientation

Lecture topics

- Gender Identity
- Gender Roles
- Sexual Orientation

Lecture readings - Chapters 5 & 9

Day IV: What is normal? What is abnormal? Sexual paraphillias and Sexual Dysfunction

Lecture topics

- Sexual Paraphillias
- Sexual Dysfunction
- Sexual Coercion

Lecture readings - Chapters 13, 15, 16

Day V: Sexuality and Development

Lecture topics

- Sexuality across the life span
- Culture and Sexuality

Lecture readings - Chapter 12

Course Requirements

Evaluation will be based on responses to the readings, a theological reflection assignment, term project, and a theological issues research paper. Guidance on the theological reflection and term project will be provided in consultation with the professors. The theological reflection assignment and term project will be due **July 15th, 2018**. Reader Responses are to be emailed to the professors by **May 8th, 2018**. The theological issues research paper is due by **June 11th, 2018**. The theological reflection and term project are to be submitted through Turn it in on Moodle. **All assignments must be completed** to receive a passing grade.

Reader Response (20%)

Canadian culture provides many interpretations of, and reflections on, the nature and expression of human sexuality. Before each class you will be asked to find an example of what we will be discussing that day in popular culture. You are to write a response that reflects your interpretation and reaction to the example you are interested in. In addition, you are to consider how the cultural or subcultural understanding of the variable or phenomena lines up with the research in the domain and any theological understandings you find relevant. Your write up should be no longer than 2 pages and follow American Psychological Association formatting. Each day's response will be worth 5 percent of your overall grade. Responses will be required for Day II through Day V.

Theological Reflection Assignment (30%):

This is an exercise in thinking through a matter related to human sexuality from the standpoint of theological reflection encompassing four movements: The Descriptive Task, the Normative Task, the Interpretive Task, and the Pragmatic Task. These four tasks for theological reflection will be explained in class. Students will prepare and submit a 10-12 page essay dealing with a subject of human sexuality currently under discussion, well represented in scripture, or world cultures. The essay will consider the subject from each of the four theological reflection tasks. The essay will conclude with a nuanced statement of the approach and answers that might be given to the issue in question by Christians seeking to be faithful and thoughtful on such subjects.

Term Project (30%):

This project involves writing a research paper that focuses on a subject of interest to you in the field of human sexuality. You will be required to access the latest research through the library databases and your paper should rely on at least 15 relevant journal articles. The paper should be no longer than 10 pages and will be marked based on the evaluation sheet at the end of this syllabus. You may write this paper by yourself or as part of a group. If you choose to write the paper as a group all members of the group will receive the same grade for the completed assignment, with no exceptions. All papers should be peer-edited and revised before turned in for grading. The format for the paper should follow the guidelines of the new *Publication Manual of the American Psychological Association*.

Theological Issues Research Paper (20%)

Write a research paper between 10-15 pages on the theme: **What is The Theology of the Body and Why is it Important?**

Sources: Use at least at five sources in both written and/or electronic sources. Critically assess the accuracy and validity of all sources, written and electronic and to give a brief written evaluation where needed in text or annotations. The outline of the paper is as follows:

- Introduction and statement of purpose
- Statement of the main tenets and argument for the theology of the body.
- Why discussion of the theology of the body is important.
- Why Catholics have spoken most clearly on this matter
- What Implications come from the Theology of the Body for Catholics, for other Christians and for the larger public?
- What evangelicals have said on the subject.
- Where this discussion might go in the future.
- Impact of the theology of the body on your thinking and final conclusions.

Attendance: The general expectation is that students will attend all classes in which they are registered.

Classroom Etiquette: We believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well-read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. **It is also important to note that the topic of Human sexuality can be difficult for some individuals to discuss and can lead to strong reactions/opinions. As a result please remember that your classmates are to be treated with the upmost respect and empathy at all times and that any failure to do so can lead to you being asked to leave the class.**

Grade Summary:

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

EVALUATION SHEET NAME(S): _____

TERM PROJECT EVALUATION SHEET

NAME: _____

Introduction: Statement of the general problem/research area

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Discussion of pertinent theory and research

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Breadth of coverage

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Depth of coverage

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Logical flow of argument

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Integration of relevant research and literature

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Conclusion

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Organization

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Clarity of writing

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Adherence to APA style

1	2	3	4	5	6	7	8	9	10
inadequate		fair		good		very good		excellent	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts,

they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial

or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.