

Course ID:	Course Title:	Spring 2022
PT 603	Human Sexuality	Prerequisite: TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Rev. Jon Coutts, PhD. Alex Sanderson, PhD.	First Day of Class:	May 2nd, 2022
Days:	May 2- 13 th M-F	Email:	jon.coutts@ambrose.edu asanderson@ambrose.edu	Last Day to Add/Drop:	End of the First Day of Class
Time:	9-12:30	Phone:	403-410-2000 ext. 5907	Last Day to Withdraw:	End of the Last Day of Class
Room:	A2210	Office:	L2101	Last Day to Apply for Coursework Extension:	End of the Last Day of Class
		Office Hours:	By appointment	Last Day of Class:	May 13 th , 2022.

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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.

Required and Recommended Textbooks and Readings

De Franza, M.K. (2015). *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God*.
Eerdmans Pub.

Course Schedule

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

Lecture Topics

- Historical, biblical, and theological background
 - the ancient patriarchal backdrop of the Old and New Testaments
 - the traditional view on sex and gender, as then understood
 - biblical texts interpreted in support of this
 - problematization and re-reading of these texts in recent decades

Day II: Expressions of Sexuality

Lecture topics

- The state of the contemporary theological discussion
 - contemporary definitions of LGBTQI in conversation with biblical texts
 - theological arguments in favour LGB and TQI
 - theological revisitation of the biblical importance of marriage
 - practical questions about how to respond to these cultural movements

Day III: The scientific study of sexuality:

Lecture topics

- Studying Human Sexuality: An Introduction
- Using Theory and Research to Understand Human Sexuality

Lecture readings - Chapters 1, 2

Day IV: Physiology, arousal, politics and research

Lecture topics:

- Female and Male Anatomy and Physiology
- Arousal

Lecture readings – 3,4

Day V: What is Gender? Sexual Orientation

Lecture topics

- Gender Identity
- Gender Roles
- Sexual Orientation

Lecture readings - Chapters 5 & 9

Day VI: Relationships and Romance

Lecture topics

- Attraction and Love
- Relationships, Intimacy, and Communication

Lecture readings - Chapters 6 & 7

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

Lecture topics

- Sexual Paraphillias
- Sexual Dysfunction

Lecture readings - Chapters 13 & 16

Day VIII: Sexuality and Development

Lecture topics
Sexuality across the life span
Lecture readings - Chapter 12

Day IX: Culture and Sex

Lecture topics
Culture and Sexuality
World Views

No additional assigned chapters as what we discuss will represent much of what you have already read

Day X: Sex and Health

Lecture topics
Sexually Transmitted Infections
Sex and Psychological Wellbeing/Lack of wellbeing
Lecture readings – Chapter 14

Course Requirements

Evaluation will be based on responses to the readings, a critical book review, a research term project, and a theological issues research paper. The summary of key learnings is due May 20th, with all remaining papers due **July 10th, 2022**. Papers will be submitted through Turn it in on Moodle.

All assignments must be completed to receive a passing grade.

Critical Reading, Discussion Groups and Learning Paper (Learning Paper 5%; Peer evaluation 5%)

Canadian culture provides many interpretations of, and reflections on, the nature and expression of human sexuality. Each class you are assigned a set of text chapters where you are to explore the theory and research presented, what the author(s) was trying to communicate and how the assigned reading impacted you. Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course.

As a result, for each class you will spend time in structured group discussion. These discussion groups will require students to take on different roles throughout the course. Specifically, each of you will function in all of five roles described in the following paragraph during the course. When you are the **Discussion Director**, you will come having read the assigned reading and be ready to lead your group (approximately five students) in a discussion of the import of the reading to your present understanding of Human Sexuality. Each group member will also take on the role of the **Passage Master**, whereby they review the readings, and highlight 3 critical passages for the group and explanations to why these passages are important for the group to consider. The **Creative Connector** role will require you to connect the readings to other ideas. These ideas may social, political, or cultural in nature. In the role as the **Devil's Advocate**, you are given permission to respectfully act as a critic. You will ask questions that challenge or poke holes in the main theories, ideas and examples presented in the readings. Finally, **the Reporter** will take notes from the group discussion, including both points of general agreement and, especially, points of contention or disagreement. You will highlight critical elements examined and sum up the main points discussed. The **Reporter** will summarize the group discussion to the class.

On **May 20th**, each student will submit on **Turn it in a unique** summary report of their key learning from their peers and the discussions they led (3 pages, double spaced, APA format). Included at the end of this report will be a self and peer evaluation focusing on the quality and quantity of group member contributions. Your paper will be worth **5 percent of your overall grade**.

Peer/Self-evaluation of the quality of participation in discussion/Peer group meetings

Each student must complete the following evaluation elements for every student in their discussion group, including themselves:

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less

2. [Student name] 6-point rating of the quality of contributions to discussions (1 = unacceptable, added nothing to discussions, 6 = outstanding, comments in every class have been helpful)
3. [Student name] was prepared for the discussion (true/false)
4. The [Student name] asked good questions (6-point rating scale)
5. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

Adapted from C. Stanley

<https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion>

APA formatting 7th edition:

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

Peer marks on your participation will be worth 5 percent of your grade.

Critical Book Review (30%):

For this review, you will focus your paper on critically analyzing the assigned book by DeFranza: *Sex Differences in Christian Theology*. Your paper will critically engage with the topic at hand, using an additional 10 academic sources to evaluate De Franza's position. The 8–10-page (12 pt, double spaced) essay you submit should deal with a subject of human sexuality currently under discussion, well represented in scripture, or world cultures. The format for the paper should follow the guidelines of the new *Publication Manual of the American Psychological Association, 7th edition*

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). See Grading Rubric Below.

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 8-10 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, 7th edition*

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). See Grading Rubric Below.

Theological Issues Research Paper (30%)

Write a research paper between 10-15 pages on the theme discussed in your text (e.g., same sex marriage, gender orientation, etc.). Use at least at **ten academic sources**. Consider your chosen topic from an informed theological lens. Critically analyze resources and provide an assessment of our current theological understanding of the topic at hand. You should clearly indicate your personal theology or world view (i.e., values, beliefs, norms etc.) and speak to how this view informs your consideration of the topic and its evolution as a result of the research you have engaged in. See Grading Rubric Below.

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:

Grading Rubric:

Theory, Method, Data:	Analysis and Application:	Logical and Coherent Argument:	Grammar and Spelling:	Formatting:
Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of	Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and coherent argument that flows from beginning to end.	Writing is clear and effective, communicating central ideas	Use of appropriate writing style (i.e., APA,) and other formatting particulars (i.e., page length, font size, margins)

	study.				
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved <i>And so on....</i>

Ambrose University Important Policies & Procedures:

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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