



Western Arts & Humanities

Department of Gender, Sexuality and Women's Studies 2163A – Sex, How To

Western University is located on the traditional land of the Anishinaabe, Haudenosaunee, Lenape and Attawandaron peoples, all of whom have longstanding relationships with the land and region and continue to be vital contributors of society.

1. Technical Requirements



Stable internet connection



Laptop or computer

2. Course Overview and Important Dates

Mode	Day(s) of Week	Time per Week	Frequency
Virtual asynchronous	N/A	2-3 Hours	Weekly

Details about design and delivery of the course are listed below in Section 4




All course material will be posted to OWL. Any changes will be indicated on the OWL site and discussed with the class.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently as different features within OWL are especially reliant on the right browser being as up to date as possible. Students interested in evaluating their internet speed, please click [here](#).

Classes Start	Reading Week	Classes End	Study Day	Exam Period
September 8	Oct 31 – Nov 6	December 8	December 9	December 10 - 22

3. Contact Information



Course Instructor	Contact Information
<p>Dr. Nichole Edwards</p> 	<p>Email: nedwar7@uwo.ca</p> <p>Twitter: @nicholekedwards</p> <p>Virtual Office Hours: Wed 2-4pm EST (sign up on OWL, I will then send a Zoom link)</p>

Teaching Assistants	Contact Information	Virtual Office Hours
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This will be updated soon 😊		

4. Course Description and Design – 2163A SEX, HOW TO

When we think of the term sex education, we often think this refers to what we learned (or did not learn!) as young people, in school or at home. While this course considers both of these more formal settings, the overall objective is to more deeply explore the underlying and implicit messages about sex, gender, sexuality, sexual practices, and sexual/romantic relationships that permeate through various social, cultural, political, and religious discourses – from both a Western and global context. In other words, this course examines the history of sex education, formal and informal ways of gaining sexual knowledge, as well as many current controversies and ongoing debates related to sex and sexuality.

Taught from an intersectional perspective, students will develop a nuanced understanding of the role that race, class, age, religion, disability, and economics have played, and continue to play, in the construction and production of sexual knowledge and sex education. This course also considers ways in which you might gain new kinds of sexual knowledge!

5. Learning Outcomes

Upon successful completion of this course, students will be able to:

- Examine the advantages and disadvantages of both formal and informal settings where sex education is typically taught
- Discuss the history of sex education and the knowledge disseminated in different time periods, and thus recognizing the changes that have and have not taken place, as well as the impact that changing technologies have had on understandings of sex, sexuality, and sex education
- Identify how intersections of race, class, disability, religion, geography, and age, impact the messages that are relayed about, and the experiences of, sex, gender, sexuality, and sexual relationships
- Respond respectfully and intelligently in discussions and debates with peers, via discussion posts and engagement activities



6. Overview of Course Content



Week	Dates	Topic
1	Sept 8 – 11	History of Sexuality I
2	Sept 12 – 18	History of Sexuality II
3	Sept 19 – 25	Sex Ed Debates: Canadian Context
4	Sept 26 – Oct 2	Sex Ed Debates: US Context
5	Oct 3 – 9	LGBTQ Youth, Sex Education, and School
6	Oct 10 – 16	Disabling Sex: Sex and Accessibility
7	Oct 17 – 23	Girls, Shame, and Sex
8	Oct 24 – 28	Masculinity and Rape Culture
9	Oct 29 – Nov 6	Reading Week
10	Nov 7 – 13	Black (Sexual) Lives Matter
11	Nov 14 – 20	Sexual Minority Rights: Global Context
12	Nov 21 – 27	Mainstreaming Kink
13	Nov 28 – Dec 4	Ethics of Polyamory
14	Dec 5 - 8	Catch up Week!

7. Online Participation and Engagement



Although this is a large class, you will be invited to engage with lesson content on OWL.

You are not required to do so (as in, there is no graded participation component to this course), but you will be invited to participate and engage in the course material when prompted on OWL.

Consider this to be like in-class discussions, where I might ask for opinions on a certain topic, feedback on films we watch, or a 'just for fun' multiple choice question to see what you know about a topic before diving into a section of the lesson content.

Much like an in-person class, not everyone will feel comfortable participating/engaging, and that's fine. I'm hoping you'll blow my expectations out of the water 😊

8. Required Readings



All course readings are available in OWL via EZproxy Library Link. All you have to do is click the reading link provided on each week's overview page, and you will be redirected to a downloadable copy via the Western libraries database. Remember to login using your UWO ID to access the full library database off-campus.

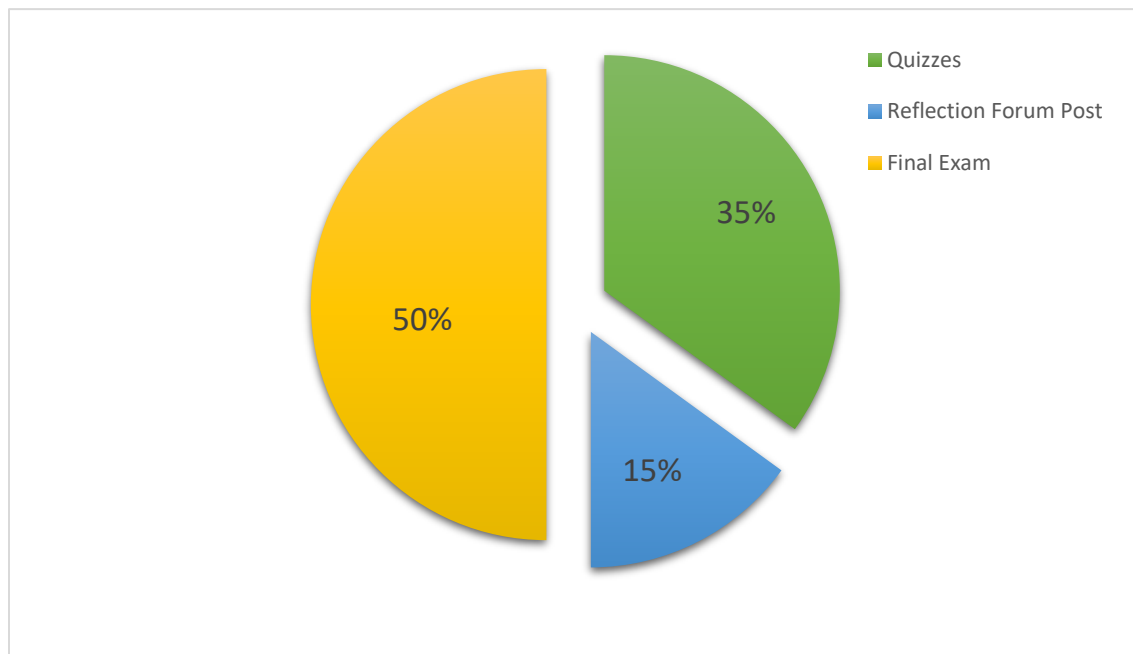
Please note that if you click the reading link and it does not automatically open the reading in a new window, you may have to allow your browser to accept pop-ups from OWL, or update your browser.

Below is a more detailed table outlining the required readings for each week, as well as the assessment due dates. Details about each assessment can be found below this table.

DATE	TOPIC	READING	ASSESSMENT
Sept 8– 11	History of Sexuality I	No reading for first week as it begins on Thursday and ends on Sunday!	
Sept 12 – 18	History of Sexuality II	Scanlon, J. (2009) “Sensationalist Literature or Expert Advice?” <i>Feminist Media Studies</i> , 9(1), pp. 1-15	
Sept 19 - 25	Sex Ed Debates: Canadian Context	Saarreharju, M. et al 2020. “It goes beyond the fundamentals of sex and education.; Analysis on the online commenting on the curriculum reform in Ontario”. <i>International Journal of Adolescence and Youth</i> , 25(1), pp. 609-623	Quiz #1, complete on OWL by Sunday Sept 25 at 11:55pm EST
Sept 26 – Oct 2	Sex Ed Debates: US Context	Haenfler, R. 2019. “Changing the world one virgin at a time: abstinence pledgers, lifestyle movements, and social change.” <i>Social Movement Studies</i> , 18(4), pp. 425-443.	Quiz #2, complete on OWL by Sunday Oct 2 at 11:55pm EST
Oct 3 – 9	LGBTQ Youth and Sex Ed	Formby, E. 2015. “Limitations of focusing on homophobic, biphobic and transphobic ‘bullying’ to understand and address LGBT young people’s experiences within and beyond school.” <i>Sex Education</i> , 15(6), pp. 626-640.	Quiz #3, complete on OWL by Sunday Oct 9 at 11:55pm EST
Oct 10 – 16	Disabling Sex: Sex and Accessibility	Frawley, P. and Wilson, N. 2016. “Young People with Intellectual Disability Talking About Sexuality Education and Information.” <i>Sexuality and Disability</i> , 34, pp.469-484. Bowen, L. 2022. “The End of Roe v. Wade Will Be a Nightmare for Disabled Americans.” <i>The Hastings Center</i> . Available online here	
Oct 17 – 23	Girls, Shame, and Sex	Carboni, N. and Bhana, D. 2019. “Teenage girls negotiating femininity in the context of sexually explicit materials.” <i>Sex Education</i> , 19(4), pp.371-388.	Reflection Forum Post, submit on OWL by Sunday Oct 23 at 11:55pm EST

Oct 24 – 28	Masculinity and Rape Culture	Pascoe, C.J. 2017. "Who is a Real Man? The Gender of Trumpism." <i>Masculinities and Social Change</i> , 6(2), pp.119-141.	Quiz #4, complete on OWL by FRIDAY OCT 28 at 11:55pm EST
Oct 29 – Nov 6		READING WEEK	
Nov 7 – 13	Black (Sexual) Lives Matter	Salisu, M. and Dacus, AD. 2021. "Living in a Paradox: How Older Single and Widowed Black Women Understand their Sexuality." <i>Journal of Gerontological Social Work</i> , 64(3), pp. 303-333.	Quiz #5, complete on OWL by Sunday Nov 13 at 11:55pm EST
Nov 14 – 20	Sexual Minority Rights: Global Context	Ibhawoh, B. (2014) "Human rights for some: Universal human rights, sexual minorities, and the exclusionary impulse." <i>International Journal</i> , 69(4), pp. 612-622	Quiz #6, complete on OWL by Sunday Nov 20 at 11:55pm EST
Nov 21 – 27	Mainstreaming Kink	Deller, R. and Smith, C. (2013) "Reading the BDSM romance: Reader responses to <i>Fifty Shades</i> ". <i>Sexualities</i> , 16(8), pp. 932-950	
Nov 28 – Dec 4	Ethics of Polyamory	Robinson, M (2013) "Polyamory and Monogamy as Strategic Identities". <i>Journal of Bisexuality</i> , 13(1), pp. 21-38.	Quiz #7, complete on OWL by Sunday Dec 4 at 11:55pm EST
Dec 5 – 8	Catch up Week!		

9. Assessments and Weighting



Assessment	Weighting	Due Date
Quizzes	35% (7 x 5% each)	Ongoing (see table above for dates)
Reflection Forum Post	15%	Complete by Oct 23
Exam	50%	During formal exam period

Please note the following very important and non-negotiable points regarding the assessments in this course:

- Detailed instructions and videos will be posted for each assessment on OWL. You will find these under the “Assessment Details” tab
- All assessments are due on OWL by 11:55 pm EST unless otherwise specified
- Your reflection forum post and final exam will be submitted to Turnitin to ensure academic integrity
- After an assessment is returned, students must wait **at least** 24 hours to digest feedback before contacting their evaluator!
- Time and effort do not equal an “A”
- Students are permitted to discuss grades up to 3 weeks after a grade has been returned
- Asking for assessments to be re-evaluated at the end of the semester is strictly prohibited

**I have typed these important points in a larger font to a) stress their importance and b) so that you could print this page out if you so choose.*

Quizzes – 35% (7 quizzes, worth 5% each)

- Seven times throughout the semester, you will write a **quiz based on the reading and content assigned for the week in question**. Each quiz is due on OWL by 11:55pm on the following dates:
 - Quiz #1: Complete by Sunday Sept 25
 - Quiz #2: Complete by Sunday Oct 2
 - Quiz #3: Complete by Sunday Oct 9
 - Quiz #4: Complete by Friday Oct 28
 - Quiz #5: Complete by Sunday Nov 13
 - Quiz #6: Complete by Sunday Nov 20
 - Quiz #7: Complete by Sunday Dec 4



NOTE that Quiz #4 is due on a Friday, not Sunday – this is because Reading Week technically begins the evening of Friday 28th and as per university guidelines, all assignments/tests must be completed before the official start of the break.

- Each quiz *may* include T/F, multiple choice, fill in the blank, matching definitions, and one or two short answer questions
- Once a student begins the quiz, they will have 20 minutes to complete all questions
- **If a student is permitted extra time for tests and exams (approved by Accessible Education)**, there is no need to reach out and let me know - I receive this info at the start of the semester. I will ensure that those approved for extra time are contacted before Quiz #1. Essentially, if a student is permitted extra time, they will write the same quiz as the whole class but will be invited to click on a different link to start the quiz. For instance, a link will be named “ACCOMMODATED - QUIZ 1” and will be auto set to the appropriate time that has been approved by Accessible Education.
- **All quizzes will count towards your final mark – I do not “drop the lowest grade” or allow students to complete makeup assignments.**

Reflection Forum Post – 15%

- To reflect is to make meaning of the learning experiences one has had
- This reflection forum post requires that students use their critical thinking skills to interpret their own experiences in taking this course up to and including Weeks 1 – 6
- Students may consider how lesson content has challenged previous ways of thinking and understanding, influenced personal development, introduced one to a whole new area of knowledge, and so on
- This reflection should be 500-750 words. 10% above or below this limit is acceptable – any more or less, and students will be penalized
- Students may use “I” but must be sure to use evidence that supports the claims being made throughout (eg. citing lesson content, readings, and relevant video material shown in the lessons)
- Because of the short length, please do not include external sources - focus on lessons, readings, and videos to show a level of engagement and understanding of the course thus far
- The reflection forum post is due on OWL by Sunday Oct 23 at 11:55pm EST
- I will upload a video with more details and instructions a few weeks before the due date

Final Exam – 50%



- The exam is cumulative, will take place via OWL, and covers all lessons throughout the semester as well as the required readings that were *not* included in the quizzes
- Even though this is a remote course, exams must still be registered with the Registrar's Office – as such, we will not know when the exam is due until the university releases the exam schedule
- The exam will be 'application-based', meaning students will receive a list of quotes, concepts, etc. from the course and be asked to explain, critique, or expand on them (Note: it's not as easy as it sounds!)
- More details on how to submit your exam will be discussed once the exam schedule is released by the Registrar's Office

IMPORTANT: Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:



- Late assessments without illness self-reports will be subject to a late penalty of 5 % per day. After 10 business days it will be up to my discretion to accept or not
- Late assessments with illness self-reports should be submitted within 48 hours of submission of the illness self-report. It is the student's responsibility to follow up with their TA if self-reporting
- Students must seek accommodation from academic advising for anything worth more than 10% of one's overall grade
- An assessment cannot be submitted after it has been returned to the class; an alternate assessment will be assigned

10. Communication



- Students should check the OWL site every 24 – 48 hours
- A weekly video update will be provided on the OWL announcements
- Students should receive an email response within 48-72 hours (not including weekends or holidays)
- Students should use the OWL forum entitled "Café" for general class chat, questions, concerns, and all course-related content etc. If you have a question that you think others might have, feel free to ask it here rather than in a private email

11. Resources



- All resources will be posted in OWL
- Required readings will be posted via EZProxy Link in OWL
- Students are invited to sign up/login to [Kanopy](#) – sign in with your Western ID to access documentaries that will be required to watch in this course

12. Professionalism & Privacy

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:



- All course materials created by Dr. Edwards are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

13. How to Be Successful in this Class

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

Invest in a planner or app to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.

Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.



Follow weekly checklists created on OWL or create your own to help you stay on track.

Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes (highly recommend this over typing them!) Notes will help you learn more effectively than just reading or watching the videos.

Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.

Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).

Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

Last but not least, we are (still) living through a pandemic, and it is (still) okay to not be okay.

Health & Wellness
University Community Centre
Tel: (519) 661-2111
Email: health@uwo.ca

www.uwo.ca/health

Twitter: @WellnessWestern
Facebook: Wellness Education Centre

Canadian Mental Health Association

For London-Middlesex: www.cmha.middlesex.ca

Canada-wide: www.cmha.ca

I know how easy it is to get stuck in the cycle of “I have so much to do, I don’t have time to _____!”

You, as a human being, are more important than the degree you are working towards at Western.

Taking care of yourself first should always be your priority.

- Dr. Edwards

Good2Talk

Confidential support services for post-secondary students in Ontario and Nova Scotia

www.good2talk.ca

Tel (Ontario): 1-866-925-5454
Text: GOOD2TALK on 686868



Western Academic Policies and Statements

Absence from Course Commitments

[Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

Accommodation for Religious Holidays

The policy on Accommodation for Religious Holidays can be viewed [here](#).

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

Turnitin and other similarity review software

All assignments will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. Students will be able to view their results before the final submission. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and [Turnitin.com](https://www.turnitin.com).

Arts and Humanities Academic Policies and Statements

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

Rounding of Marks Statement

Final grades on this course, irrespective of the number of decimal places used in marking individual assignments and tests, will be calculated to one decimal place and rounded to the nearest integer, e.g., 74.4 becomes 74, and 74.5 becomes 75. Marks WILL NOT be bumped to the next grade or GPA, e.g. a 79 will NOT be bumped up to an 80, an 84 WILL NOT be bumped up to an 85, etc. The mark attained is the mark you achieved, and the mark assigned; requests for mark “bumping” will be denied.

Support Services

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)