



Western Arts & Humanities

Department of Gender, Sexuality and Women's Studies 2163A – Sex, How To FALL 2025

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	Fall Reading Week	Classes End	Study Day	Exam Period
Sept 4	Nov 3 - 9	Dec 9	Dec 10	Dec 11 – 22

3. Contact Information



Course Instructor		Contact Information	
Dr. Nichole Edwards (she/her) 		Email: nedwar7@uwo.ca Zoom Office Hours: Wednesdays, 11am -1pm. Sign up on OWL and the zoom link will be sent to you the morning of the office hours	
Teaching Assistants	Contact Info	Virtual Office Hours	

You will be assigned a TA in the next two weeks, and they will reach out to let you know their office hours and contact info!

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

Please note that lecture content will be released every Monday, and you may make your way through it at any point during the week, so long as all assessment deadlines are met.



Week	Dates	Topic
1	Sept 4 – 7	Syllabus & Course Navigation
2	Sept 8 – 14	History of Sexuality I
3	Sept 15 – 21	History of Sexuality II
4	Sept 22 – 28	Sex Ed Debates: Canadian Context
5	Sept 29 – Oct 5	Sex Ed Debates: US Context
6	Oct 6 – 12	LGBTQ+ Youth, School, and Sex Ed
7	Oct 14 – 19	Disabling Sex: Sex and Accessibility
8	Oct 20 – 26	Girls, Shame, and Sex
9	Oct 27 – Oct 31	Masculinity and Rape Culture
10	Nov 3 – 9	Fall Reading Week
11	Nov 10 – 16	Bisexuality and Sexual Fluidity
12	Nov 17 – 23	Black (Sexual) Lives Matter
13	Nov 24 – 30	Polyamory and Non-Monogamy
14	Dec 1 – 7	Mainstreaming Kink
15	Dec 8 and 9	Catch Up Days!

Online Participation and Engagement



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 😊

7. Required Readings



All course readings are available in Brightspace, under each week's overview page. 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.

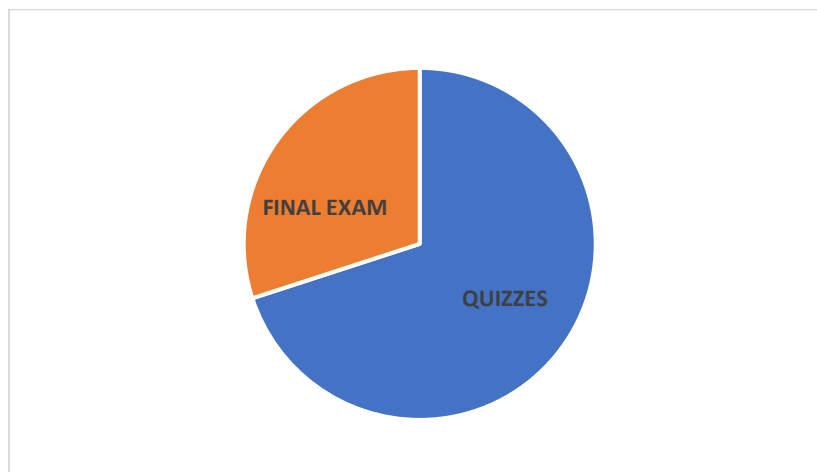
Please note that if you click the reading link and it does not automatically open the reading in a new window, you may have to allow your browser to accept pop-ups from OWL, or update your browser

8. Detailed Course Schedule

DATE	TOPIC	READING	ASSESSMENT
Sept 4 – 7		Make sure that you have gone through the syllabus, have watched the welcome video, and are comfortable navigating the course site	
Sept 8 – 14	History of Sexuality I	Lister, K. 2017. "Good Vibrations: The Myth of the Victorians and the Vibrator." <i>Live Encounters</i> .	
Sept 15 - 21	History of Sexuality II	Scanlon, J. 2009. "Sensationalist Literature or Expert Advice?" <i>Feminist Media Studies</i> , 9(1), pp. 1-15	Quiz #1 due on OWL by Sunday Sept 21 at 11:55pm.
Sept 22 – 28	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 #2 due on OWL by Sunday Sept 28 at 11:55pm.
Sept 29 – Oct 5	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	
Oct 6 – 12	LGBTQ+ Youth, School, 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 due on OWL by Sunday Oct 12 at 11:55pm.
Oct 14 – 19	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	
Oct 20 – 26	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.	Quiz #4 due on OWL by Sunday Oct 26 at 11:55pm.

Oct 27 – Oct 31	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.	
Nov 3 – 9		Fall Reading Week	
Nov 10 – 16	Bisexuality and Sexual Fluidity	Callis, A. 2014. "Bisexual, pansexual, queer. Non-binary identities and the sexual borderlands." <i>Sexualities</i> , 17(1-2), pp. 63-80.	Quiz #5 due on OWL by Sunday Nov 16 at 11:55pm.
Nov 17 – 23	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 #6 due on OWL by Sunday Nov 23 at 11:55pm.
Nov 24 – 30	Polyamory and Non-Monogamy	Pallotta-Chiarolli, M. et al. 2013. "These Are Our Children": Polyamorous Parenting. <i>LGBT-Parent Families</i> . pp.117-131	
Dec 1 – 7	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	Quiz #7 due on OWL by Sunday Dec 7 at 11:55pm.
Dec 8 and 9		Catch Up Days!	

9. Assessments and Weighting



See below for further breakdown of assessments.

Assessment	Weighting	Due Date
Quizzes	70% (7 to do, each worth 10%)	Ongoing (see detailed course schedule above for due dates)
Final Exam	30%	Date to be determined by Registrar's Office

Quizzes – 70% (7 quizzes, worth 10% each)



- Seven times throughout the semester, you will write a **quiz based on the reading and lesson content for the week in question**. Each quiz is due on by 11:55pm on the dates listed in the course schedule above.
- Please note that when there is a quiz it only includes content from that particular week.
- Each quiz may include T/F, multiple choice, fill in the blank, matching grid, 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 quizzes 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 have that time embedded into their profile before Quiz #1. If you want to double-check with me that your extra time has been added, feel free.
- **All quizzes will count towards your final mark – there are no “drop the lowest grade” or makeup quizzes.**

Final Exam - 30% (Date TBD)



- The exam is cumulative and will cover all weeks of content – this can include lessons, readings, any required documentaries, etc.
- Even though this is an online asynchronous course, exams must still be registered with the Registrar's Office. As such, we will not know when the exam is until the university releases the exam schedule (*I have zero say in the exam scheduling process and find out when it is at the same time you do*).
- The exam will include a similar format to the quizzes but it will also have 'application-based' short answer questions
- 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

Please note the following important and non-negotiable points regarding 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
- ☒ Use of AI is strictly prohibited for any and all assessments in this course. There are great uses for AI, but using it to write your work for you is not one of them
- ☒ 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 2 weeks after a grade has been returned
- ☒ Asking for assessments to be re-evaluated at the end of the semester is strictly prohibited

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 course site every 24 – 48 hours
- ☒ A weekly update will be provided via Announcements to take care of any housekeeping items and to introduce the week’s topic
- ☒ Students should receive an email response within 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 Brightspace
- ☒ Required readings will be posted under each week's Overview page
- ☒ 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 the course site to ensure you have seen everything posted to help you succeed in this class.



Follow weekly checklists created on the course site, 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.