



# THE UNIVERSITY OF BRITISH COLUMBIA

## Psychological Aspects of Human Sexuality I PSYO 353-3 / Winter Term I, 2019-20

<b>INSTRUCTOR:</b>	Jan Cioe, Ph.D. [UWO], M.A. [UWO], M.Phil. [Cantab], Hon. B.A. [U of T], R.Psych.
<b>OFFICE:</b>	ASC 285
<b>CONTACT:</b>	250-807-8732 (office); <a href="mailto:jan.cioe@ubc.ca">jan.cioe@ubc.ca</a> ; 250-763-1225 (home)
<b>OFFICE HOURS:</b>	Tuesday & Thursday 9:30-11:00. If these times are not convenient, others may be arranged. Often in my office.
<b>TEACHING ASSISTANTS:</b>	<b>To be announced</b>

### READINGS

Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed.). Toronto, Canada: Pearson Education of Canada.

This textbook [\$95.00] is part of the REVEL system and it can be purchased from the Bookstore. This system provides you with an electronic version of the text that will be accessible on all of your devices; the access code is good for 2 yr so it will be able to continue using it if you are planning on taking PSYO 354 next term [or even the following year]. You may also purchase printed, 3-ring version of the text when you buy the electronic version for an additional \$20; the text will be shipped to you within 7 days directly to your home. I will not be using REVEL to supplement the class directly, but you are welcome to use whatever you find useful.

In addition, there is a set of readings and associated study questions; you are expected to be able to answer these questions during class discussions as well as on the exams. You should be able to access these articles through our Library's databases; we have electronic versions of all of these articles in our system.

### LEARNING OBJECTIVES

The learning objective of this course is to provide a comprehensive and academic overview of the area of human sexuality from a biopsychological, behavioural, and psychosocial perspective. This course will focus on empirical research. It will also consider the numerous methodological problems in the research to help you acquire the skills necessary to evaluate the limitations of our knowledge base. A goal of the course is to make you, as an educated person, a critical consumer of information in this area and to provide you with an understanding of what issues are of interest and concern to psychologists and how we go about addressing them through the application of the scientific method.

## STUDENT OUTCOMES

By the end of the semester, students should be able to

- discuss the nature of sex and sexuality from the multiple perspectives considered in the course, including the main theoretical approaches to understanding sexuality
- identify the changes that have occurred over time across the major eras in Western European history with respect to sexual attitudes, values, and behaviours, as well as the forces that resulted in these changes
- describe and apply the scientific approach to research in sexuality with a particular emphasis on methodological/ethical problems and their solutions
- identify, compare, and contrast the major sexual structures and their functions of men and women
- explain the mechanisms and processes involved in sexual arousal with particular emphasis on the Human Sexual Response Cycle
- explain, in detail, the neural, endocrine, and genetic foundations of sexuality
- explain the core elements of conception, pregnancy, and childbirth from a physiological, psychological, and social perspective
- compare the methods of contraception and abortion with respect to their mechanisms and utility with due consideration to psychological and social issues
- articulate and discuss the changes in sexuality across the life span with a particular emphasis on gender identity and gender roles
- answer multiple choice questions targeted at the knowledge, comprehension, application, and analysis levels of cognitive skills
- identify and critically assess the key concepts in academic articles based on the principles of science
- integrate material from a variety of sources [e.g., text, lectures, & readings] into coherent answers to questions on the topics covered in this course

## FORMAT

This course will be taught primarily using the lecture method in combination with discussions, videos, and guest speakers. I will use a variety of teaching techniques to encourage you to participate actively in the learning process including co-operative learning and clickers. This means that you are expected to bring your clicker to each class since they will be used for quizzes that count toward your final grade.

Since lectures will often include comments on the assigned reading material and since most class discussions will be based on the readings, it is imperative that the readings be done **before** class according to the schedule. Rewards [both material and spiritual] will be provided for those who comply with this expectation.

Attendance at the lectures is also expected under UBC policy. If you have to miss a class, you should get the notes from a classmate and/or access Canvas for the podcast. Each lecture will have a podcast available along with the PowerPoint for that class. I am, of course, available to answer any questions you might have during my office hours, as are the teaching assistants. If my posted office hours are not convenient, we can arrange for suitable alternative times.

Students should be prepared to spend **a minimum** of 6 hours per week on learning the course content outside of in-class time (e.g., reading weekly course materials, including PowerPoints, text chapters, and articles, as well as preparing for the midterm exam).

## CANVAS REGISTRATION OF i>clicker

You are required to purchase an i>clicker remote for in-class participation. The i>clicker is a response system that allows you to respond to questions that I pose during class, and you will be graded on that feedback. In order to receive this credit, you need to register your i>clicker remote online **before** the second class (i.e., before 8:30 a.m. on Sept. 10th).

Please register your clicker through the Canvas course website for PSYO 353 [<http://canvas.ubc.ca>]: On the left side menu inside the course, you will find an i>clicker Remote Registration link. Click on this link to access the registration form. Type in your Remote ID; the Remote ID is the series of numbers and sometimes letters found on the bottom back of your i>clicker remote below the bar code. If you cannot read the ID number, you may also find it under the batteries; if not, there is a workstation in the Library that will retrieve illegible clicker IDs. You must also enter an email address and choose **Canada** as the country.

I expect to use the i>clicker in every class, so please bring it with you—you are responsible for having it when you need it.

**You must register your clicker in Canvas using the link.**

You can find the student help site that has FAQs, help desk contact, and online video resources at <http://students.canvas.ubc.ca>

### Where to find help with Canvas

- Online at [students.canvas.ubc.ca](http://students.canvas.ubc.ca)
- Over the phone at **250-807-9611**

## COMMUNICATIONS

I will be relying heavily on Canvas and email to communicate with you, so you will need access to the internet [the Library has computers for general student use].

**Please send emails to me at [jan.cioe@ubc.ca](mailto:jan.cioe@ubc.ca)** so that I can use the *Reply* function from your email. For the same reason, please email the TAs at the email addresses provided above.

Material that I want you to have will be available on Canvas, as will your grades.

## EVALUATION

In an effort to try to acknowledge the range of differences in students' learning styles and skill sets, I have provided two models of evaluation—the first is an exams-based model and the second is an exams-plus-papers model. With the exam-based model your grades are based on a series of quizzes and exams. In the exams-plus-papers model, you have the same examination structure as in the first model but, in addition, you must write a research paper [first version and final version] that will count as part of your final course grade; in this model, your exam marks contribute less toward your final course grade.

The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, Faculty, Department, or the School norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the Faculty, Department, or School (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

### ***Readings' quizzes***

In order to encourage you to do the readings in a timely fashion, there will be quizzes on the assigned readings worth 8% of your final grade. You are to complete a short quiz through Canvas to provide me with feedback on whether you have read the papers that I have assigned [I am NOT using the quizzes for textbook readings]. You access these quizzes in Canvas by clicking on the Assessments hotlink on the extreme left; there is a practice quiz which is not graded, but it will give you a chance to experience the process before the graded ones are selected. There will be 5 multiple choice or true/false questions per reading which you will have to respond to within a tight time limit; the time limit is to discourage you from trying to look up the answers in the paper. The questions will cover core issues in the paper, like what was the main topic of the paper, what was the design of the study, what were the key conclusions, what were the main limitations of the paper, etc. The study guide questions that I have provided for each reading will identify all the issues covered by the quizzes. I do not expect you to have completely “studied” the paper to the degree necessary for the closed-book exam questions, but I do want you to have a basic understanding of what is covered so that I can draw on that material and so that we can discuss questions you might have about the readings. Each quiz will be evaluated on a pass/fail basis; you will need to get at least 60% to pass [i.e., if there are 5 questions, you need to get at least 3 correct]. I will count the best 11 of the 12 quizzes in determining this component.

### ***In-class Clicker Quizzes***

I will be using clicker technology to conduct a number of in-class quizzes. The exact number is fluid since it will depend on how the class responds and whether or not we have “technical difficulties” that prevent me from having the quiz. I will be using the clicker questions to help keep you engaged during the lecture. I will break up the lecture by asking you questions on the material that I had recently covered or that was covered in the text readings for that day. This component is worth 7% of your final grade. These questions will be marked individually, but once again, I will only use a portion of the questions for your marks. I have tried to accommodate your reality as a student by recognizing that you may forget your clicker or be absent when I conduct a quiz. Consequently, your final mark on this component will be based on 90% of the questions asked; this will likely mean that failing or not taking several of the in-class quizzes will not necessarily reduce your grade. If I were to ask 40 questions in total, you will get the full 7 marks if you have earned points for 36 or more questions.

### ***Exams***

There are two exams, with the end of semester examination being cumulative (i.e., it will cover all previously assigned materials included in the lectures and readings as indicated on the schedule). Exam 1 is worth 35% of the final grade and Exam 2 is worth 50% for a total of 85 marks toward the final grade. However, in order to get a C [60% or better] for the course, the mark on Exam 2 must exceed 45/100; failure to reach this criterion will result in a D [59%] or less in the course.

### **Summary**

Readings' Quizzes	8%
In-class Clickers Quizzes	7%
Midterm Exam	35%
Final Cumulative Exam	<u>50%</u>
TOTAL	100%

### **Bonus Marks**

Bonus marks [up to 2%] are available to students who participate in psychological research through the volunteer subject pool. I would like to encourage you to participate in the subject pool because not only will you assist researchers and earn some extra marks, you will also be experiencing what it is like to be in a study. This can be a valuable experience that will enrich your understanding of

behavioural research. Students who wish to access these bonus marks, but not act as research participants, may elect to do the Sona Term Paper alternative [see Sona handout on Canvas; this is **not** the term paper model for this course]. Some of the studies give the option of earning course grades or some of other form of compensation for your time [e.g., cash, putting your name in for a prize draw]; if you select that form of compensation you cannot earn bonus marks for that study as well.

### **PREREQUISITES:**

One of PSYO 111, PSYC 111 and one of PSYO 121, PSYC 121. Minimum of third-year standing also required.

Under some circumstances, students who do not have these prerequisites may be admitted to the course. Students without required pre-requisites who do not obtain permission from me may not be given credit for the course. In all cases, students who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program.

### **MISSED ASSIGNMENTS/EXAMS**

It should be noted that if the date specified for handing in assignments is missed, the mark for that assignment will be reduced by 10% for each calendar day (or part thereof) it is late unless prior approval has been given. In-class examinations **MUST** be written during the designated times; no alternative exam will be available. Students who miss the midterm for legitimate reasons governed by UBC's Academic Concession Policy [See <http://www.calendar.ubc.ca/Okanagan/index.cfm?tree=3,48,0,0> ] may have the grade from the midterm shifted to the final exam.

### **FINAL EXAMINATIONS**

The examination period for Term 1 of Winter 2019-20 is December 2-17. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 23 hr 59 min-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Students who miss, or plan to miss the final exam, must consult the office of the Associate Dean, Curriculum and Student Affairs and follow the University's policies on out-of-time exams. See [https://ikbsas.ok.ubc.ca/\\_shared/assets/Out-of-Time\\_Final\\_Examination31637.pdf](https://ikbsas.ok.ubc.ca/_shared/assets/Out-of-Time_Final_Examination31637.pdf)

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

### **ACADEMIC INTEGRITY**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious

consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept in order to monitor and prevent recidivism.

A more detailed description of academic integrity, including the policies and procedures, may be found at <https://learningcommons.ubc.ca/academic-integrity/> and <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959>

As indicated above, I take these issues very seriously since I see them as a violation of our personal trust relationship. **If you have any questions about how academic integrity applies to this course, please talk to me.**

Just to be clear, students who use more than one clicker [trying to help out a friend?] are violating the principle of academic integrity and so should be forewarned that there will be consequences.

It should be obvious that we are operating on the basis of mutual, personal trust. I am expecting you to act ethically just as you are expecting me to do the same.

## DISABILITY RESOURCES

If you require disability related accommodations to meet the course objectives please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the Student Services building. For more information about Disability Resources or about academic accommodations please visit the following website: <https://students.ok.ubc.ca/drc/welcome.html>

## EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination, or harassment, please contact the Equity and Inclusion Office – Okanagan and/or your department head.

**Equity and Inclusion Office - Okanagan. Phone: 250-807-9291; Toll-free: 1-866-596-0767 ext. 2-6353. Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca) Web: <https://equity.ok.ubc.ca/>**

## OFFICE OF THE OMBUDSPERSON FOR STUDENTS

The mandate of the Ombuds Office is to ensure that students are treated fairly in every aspect of their university life. The office is a safe and confidential place where students can get assistance and guidance on existing resources and processes, and help in resolving conflicts related to fairness issues. If you require assistance, please contact the Office of the Ombudsperson: [ombuds.office@ubc.ca](mailto:ombuds.office@ubc.ca) | 604-822-6149 [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

## SAFEWALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus?*

*Call Safewalk at 250-807-8076. For more information, see: <https://security.ok.ubc.ca/safewalk/>*

## USEFUL CONTACTS

**THESE ARE ALL UBC NUMBERS SO THEY START WITH 250-80**

### Very Important Numbers

First Aid / Emergency	78111
Security (non-emergency)	79236
IT Services Helpdesk	79000

### Contacts for Students

Marla MacDonald, Psychology Secretary	79258	ART 321
Trudy Kavanagh, Associate Dean [Students]	78754	ASC 449

### Places to Refer Students

Psychology Program Advisors		
Jan Cioe	78732	ASC285
Academic Advising	79100	UNC 207
Disability Resource Centre	79263	UNC 227
Psychology Course Union		ART281
Math and Science Centre		UNC 201
Writing and Research Centre	79185	LIB 237
Health and Wellness	79270	UNC 337
Equity Office	79291	FIP 302
Safewalk	78076	

### Useful People to Talk To

Cindy Bourne, Co-ordinator-Learning Centre	78065	UNC 325H
Janine Hirtz, e-Learning Support (Canvas)	79133	SCI 200
Liz Hilliard, Manager, Campus Life	79012	UNC 329B
Terina Mailer, Senior Academic Advisor	78726	UNC 207D

DATE	TOPIC & READINGS
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Sept. 5	<b>Course outline and structure</b>
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10	<b>Clickers; Perspectives in sexuality</b>
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Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 1, pp. 1-33). Toronto, Canada: Pearson Education of Canada.

R1. Sewell, K. K., & Strassberg, D. S. (2015). How do heterosexual undergraduate students define having sex? A new approach to an old question. *Journal of Sex Research*, 52, 507-516.  
doi:10.1080/00224499.2014.888389

**NOTE: CLICKERS TO BE REGISTERED BY START OF CLASS**

12	<b>Historical overview I</b>
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17	<b>Historical overview II</b>
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R2. Newhouse, D. (1998). Magic and joy: Traditional Aboriginal views of human sexuality. *The Canadian Journal of Human Sexuality*, 7, 183-187.  
<http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/220770033?accountid=14656>

[Last day to withdraw **without** a W on your record and full refund of tuition]

19	<b>Sex research - A critical examination</b>
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Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 2, pp. 34-60). Toronto, Canada: Pearson Education of Canada.

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24	<b>Historical overview III: Guest lecture—Sex and the Sixties [Dr. Doug Owram]</b>
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26	<b>Sex research - A critical examination</b>
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R3. Abbey, A., Pegram, S. E., Woerner, J., & Wegner, R. (2018). Men's responses to women's sexual refusals: Development and construct validity of a virtual dating simulation of sexual aggression. *Psychology of Violence*, 8, 87-99. <https://doi.org/10.1037/vio0000078>

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**Oct 1 Biological foundations—Structure & function [Male]**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 3 (part), pp. 86-103). Toronto, Canada: Pearson Education of Canada.

**3 Biological foundations—Structure & function [Female]**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 3 (part), pp. 62-85). Toronto, Canada: Pearson Education of Canada.

R4. Burri, A. V., Cherkas, L., & Spector, T. D. (2010). Genetic and environmental influences on self-reported G-spots in women: A twin study. *Journal of Sexual Medicine*, 7, 1842-1852. doi:10.1111/j.1743-6109.2009.01671.x

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**8 Biological foundations – Sexual arousal**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 4, pp. 105-131). Toronto, Canada: Pearson Education of Canada.

R5 Fahs, B., & Plante, R. (2017). On ‘good sex’ and other dangerous ideas: Women narrate their joyous and happy sexual encounters. *Journal of Gender Studies*, 26, 33-44. doi:10.1080/09589236.2016.1246999

**10 Biological foundations – Genetics / neurophysiological mechanisms**

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**15 Biological foundations—Endocrinology**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 3 [part], pp. 79-84). Toronto, Canada: Pearson Education of Canada.

**17 Biological foundations—Endocrinology**

R6 Grebe, N. M., Emery Thompson, M., & Gangestad, S. W. (2016). Hormonal predictors of women's extra-pair vs. in-pair sexual attraction in natural cycles: Implications for extended sexuality. *Hormones and Behavior*, 78, 211-219. doi:10.1016/j.yhbeh.2015.11.008

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22 **Biological foundations—Anomalies**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 5 [part], pp. 133-139). Toronto, Canada: Pearson Education of Canada.

24 **Exam 1: All material to date**

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29 **Reproduction**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 10, pp. 262-290). Toronto, Canada: Pearson Education of Canada.

31 **Reproduction**

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Nov 5 **TAKE UP THE RESULTS OF THE EXAM**

7 **Birth Control**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 11, pp. 292-321). Toronto, Canada: Pearson Education of Canada.

**[Nov. 8<sup>th</sup> is last day to withdraw using Student Services Centre]**

**[Nov. 8<sup>th</sup> due date for Research Activity-Paper for SONA bonus marks option instead of participating in research studies]**

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12 **Midterm Break** in conjunction with Remembrance Day [no class]

14 **Birth Control**

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19 **Birth Control**

R7. Davis, K. C., Schraufnagel, T. J., Kajumulo, K. F., Gilmore, A. K., Norris, J., & George, W. H. (2014). A qualitative examination of men's condom use attitudes and resistance: 'It's just part of the game'. *Archives of Sexual Behavior*, 43, 631-643. doi:10.1007/s10508-013-0150-9

**21 Psychosexual development – Gender identity / roles**

- Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 5, pp. 139-158). Toronto, Canada: Pearson Education of Canada.
- R8. Wright, P. J., Arroyo, A., & Bae, S. (2015). An experimental analysis of young women's attitude toward the male gaze following exposure to centerfold images of varying explicitness. *Communication Reports*, 28(1), 1-11. doi:10.1080/08934215.2014.915048

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**26 Psychosexual development – Gender roles**

- R9. Crawford, M., & Popp, D. (2003). Sexual double standard: A review and methodological critique of two decades of research. *Journal of Sex Research*, 40, 13-26. doi:10.1080/00224490309552163
- R10. Blumberg, E. S. (2003). The lives and voices of highly sexual women. *The Journal of Sex Research*, 40, 146-157. doi:10.1080/00224490309552176

**28 Psychosexual development**

- Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6<sup>th</sup> Canadian ed., Chapt. 12, pp. 323-351). Toronto, Canada: Pearson Education of Canada.
- R11. Simon, L., & Daneback, K. (2013). Adolescents' use of the internet for sex education: A thematic and critical review of the literature. *International Journal of Sexual Health*, 25, 305-319. doi:10.1080/19317611.2013.823899
- R12. de Graaf, H., Vanwesenbeeck, I., Woertman, L., & Meeus, W. (2011). Parenting and adolescents' sexual development in western societies: A literature review. *European Psychologist*, 16(1), 21-31. doi:10.1027/1016-9040/a000031

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Dec. **Exam 2 - ALL material to date**  
2-17 **May include Saturday exams**

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