



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Psychological Aspects of Human Sexuality II PSYO 354, Winter Term 2, 2017-18

INSTRUCTOR:	Jan Cioe, Ph.D., M.A. [UWO], M.Phil. [Cantab], R.Psych.
OFFICE:	ASC285 / EME4161
CONTACT:	250-807-8732 (office); jan.cioe@ubc.ca ; 250-763-1225 (home)
OFFICE HOURS:	Tuesday & Thursday 11:00-11:30; 14:00-14:30 [most of the time]; Wednesday 16:30-17:00. If these times are not convenient, others may be arranged.
GRADUATE TEACHING ASSISTANTS:	Evanya Musolino, B.A. (Hons.) [Western], M.A. [Carleton], Psychological Science Ph.D. Student [UBCO] Contact info: evanyamusolino@gmail.com Crystal Mundy, B.Sc. (Hons., Forensic Specialization) [UBCO], M.A. [UBCO], Clinical Psychology Ph.D. Student [UBCO] Contact info: crystalmundy@alumni.ubc.ca <i>Please allow 24 hr during the week before you expect a reply; on weekends, it may be longer.</i>

TEXTBOOKS

Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5th Canadian ed.). Toronto, Canada: Pearson Education of Canada.

If you purchased a copy of the text from the Bookstore, you will also have an access code for MySearchLab. This will give you access, through the Internet, to an electronic version of the text as well as additional study aids [e.g., chapter summary and practice MC tests]; this material is **not** required, but may be helpful.

In addition, there is a set of readings that contains selected articles with study questions; you are expected to be able to answer these questions during class discussions as well as on the exams. The URLs for these readings are available on Canvas.

NOTE: Additional readings may be assigned after the commencement of the course; it is your responsibility to ensure that you are aware of all assigned material. All notices will be available on Canvas or will be emailed to you, so please check these sources regularly.

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.

LEARNING 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
- discuss the nature of solitary sexual behaviours with respect to the roles they play within sexuality, including the motivations involved as well as their specific manifestations
- explain the dilemma associated with determining what constitutes *problematic* sexual fantasies
- compare and contrast male and female preferences/behaviours/experiences with respect to solitary sexual activity
- describe the historical reaction to non-partnered sexual behaviour, including how to control its adverse outcomes
- articulate how the psychological and physical contexts impact the experience of sexual arousal/pleasure
- describe in detail the range of behaviours engaged in a social-sexual interaction for heterosexual, bisexual, and homosexual individuals
- identify, compare, and contrast the various approaches and techniques involved in sexual intercourse [and its variants], including their advantages and disadvantages
- explain the role that sexuality plays within marriage/ongoing relationships, as well as the factors that impact its frequency and the level of satisfaction attributed to it
- discuss the nature of extradyadic sexuality including the reasons for it, its prevalence, psychological predictors, and the variations in definition
- discuss the nature of sexual dysfunctions from a diagnostic, etiological, personal, and treatment perspective
- explain, in detail, the physiological processes associated with STIs, as well as the range of disorders discussed in the text; this includes factors associated with their spread and risks of contraction
- explain how attraction and love [in its various forms] relate to interpersonal sexual relations and the theoretical explanations for this constructs

- discuss the nature of sexual orientation with particular emphasis on attitudes, stereotypes, lifestyle [including the process of *coming out*], and explanations for the range of manifestations
- discuss atypical sexual behaviour from the DSM-5's perspective, measurement problems, models of etiology, and treatment considerations
- discuss the nature of sexual violence [especially as targeted towards women] from the legal, social/cultural, and personal [i.e., victim/survivor's] perspectives
- explain the nature of sexually explicit material and the research associated it [including its variants] as well as the commercialization of sex
- 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 actively participate 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, which 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, therefore, 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 can access the material through Canvas; 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; if you prefer to contact the teaching assistants for help, just email them. If my posted office hours are not convenient, we can arrange for suitable alternative times.

Study guides and strategies that may aid you in various aspects of this course [and others] are also available on the web at <http://www.studygs.net/>.

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). Preparing for the cumulative Final Exam and doing the term paper will require additional time!

CONNECT 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 provide answers to questions 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 9:30 a.m. on January 9th).

Please register your clicker through the Canvas course website for PSYO 354 [<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.

You must register your clicker in Canvas using the link—if have a clicker registered in Connect, you must still register in Canvas because these are separate databases. If you have clickers that you are no longer using, please remove them.

Canvas is a new system at UBC and if you have not used Canvas before, 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 or 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 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%

Exams-plus-paper Model

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 "count" a portion of the questions. 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 20% of the final grade and Exam 2 is worth 35% for a total of 55 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.

Major term paper

There will be one major term paper worth 30% of the final grade, but you will submit a full and polished first version [10%] which will generate feedback and then a final revised paper [20%] that has incorporated the feedback. This will be a library research paper of 2,000 words (± 200 , **not** counting the references or title page) in APA format [e.g., use 12-pt Times New Roman font, 1" margins, etc.]; you also need to report the number of words on your title page. The length matters: Shorter papers will be penalized, as will longer papers. This paper will examine the relevant research literature in the field in order to argue a properly constituted thesis; the paper must include primary sources [i.e., minimum of 15 original research articles]. Papers must be written according to the American Psychological Association format as provided in the class handout. Essay topics are to be submitted to Evanya Musolino via e-mail [evanyamusolino@gmail.com] no later than 9:30 a.m. on February 1st. Suggested topics can be found on Canvas in the Handouts and additional resources folder.

All written material will be assessed both for content and expression. We expect grammatically correct work. If your work is not up to standard, we will refuse to accept it until it is appropriately presented; there will be a reduction in grade if this happens of up to 25%. Although we expect all work to be your own, this does not mean that you should not have colleagues proofread your work in order to identify errors. The UBC policy on plagiarism will be followed [see the following website for a more extensive discussion: http://www.arts.ubc.ca/Plagiarism_Avoided.373.0.html]. We believe that it is essential that you are able to express your ideas effectively.

If you were selected for this option, essay topics are due by February 1st – submit to Evanya Musolino by email [see Canvas for possible topics in Essay module].

Turnitin

Both versions of the term paper must be typed and submitted electronically to Turnitin as well as printed and submitted to me at the beginning of class on the day that it is due. Failure to hand in both an electronic copy and a hard copy will result in a penalty in the form of a grade reduction. The hard copy will be marked and passed back to you in class. To access the Turnitin program you go to <http://www.turnitin.com/static/home.html> where you must create a user file [top right corner of screen]. It will ask you if you are a student or instructor, and obviously you say *student*. You then go through the step-by-step process to create your profile. You will need to have a valid email account to set up a profile; you can get a UBC account if you do not have your own already set up [ensure that if you have personal, non UBC account, that you forward emails from your UBC

account to the personal one so that you get the messages I send]. You will also need to have the Class ID [i.e., 17012220] and the password [i.e., psyo354-18] to complete the process. **You must create a profile and you must submit your paper to Turnitin; failure to do so will mean that your paper will not be marked.**

Turnitin stores personal information (first name, last name, email address) of our students in the United States which makes that information available to various authorities under the *Patriot Act*. During the registration process, you will be asked to provide formal consent to the storage of your personal information in the U.S. If you are concerned about having information stored in the U.S., use an alias (fake name, student number, etc.) to create the Turnitin account. If you choose this option, you must let us know what alias you are using. You should submit your paper early enough so that you can evaluate if you have inadvertently used material from other sources without proper acknowledgement. I would suggest at least 3 days prior to the submission deadline for the initial version of the paper [i.e., **February 27th**] and your final term paper [i.e., **March 29th**] before the start of class. The papers need to be in Turnitin when we commence our marking on the due dates. If you have any problems setting this up contact **Evanya Musolino [evanyamusolino@gmail.com] or me.**

Summary

Readings' Quizzes	8%
In-class Clickers Quizzes	7%
Midterm Exam	20%
Final Cumulative Exam	35%
Major Paper	<u>30%</u>
TOTAL	100%

Selecting a Model

If you wish to opt for the Exams-plus-papers model, you will need to access the Assessment function in Canvas—hotlink on the extreme left. You must do so **between 6:00 p.m. on Friday, January 19th and 9:30 a.m. the 22nd.** Given the marking load associated with the Exams-plus-papers model, we must limit the number of students who select this model to a maximum of 20 students on a first-come-first-served basis [i.e., the first 20 students who sign-up **after 6:00 p.m. 2018.01.19**]. You will receive a mark in your My Grades [hotlink on the extreme left] confirming that you have selected the Exams-plus-papers model, but this does **not** guarantee a spot since we will need to determine who were among the first 20 based on time. If no first version of the term paper is submitted by the deadline [**Feb. 22nd**] you have declared for the exams-based model. Further, once a first version of the paper has been submitted, you are committed to the exams-plus-papers model and are required to submit a second, final version.

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

Students must have completed PSYO 353 [or received permission from me]. Under some circumstances, students who do not have this prerequisite may be admitted to the course. Students without required prerequisites 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 2 of Winter 2017-18 is April 9-24. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hr 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 http://www.ubc.ca/okanagan/ikbarberschool/_shared/assets/outoftimefinalexamrequest6255.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 <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959#11230> and <http://library.ok.ubc.ca/wrs/aim/>

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:

<http://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 Web: www.ubc.ca/okanagan/equity

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 | 604-822-6149 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: <http://security.ok.ubc.ca/welcome.html>

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	ASC 285
Barb Rutherford	78734	ART 318
Academic Advising	79100	UNC 207
Disability Resource Centre	79263	UNC 227
Psychology Course Union		ART 281
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

Lec #	DATE	TOPIC & READINGS
1	Jan. 4	<p>Sexual behaviour: Solitary sexual behaviour</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 8, pp. 189-197). Toronto, Canada: Pearson Education of Canada.</p>
2	9	<p>Sexual behaviour: Solitary sexual behaviour</p> <p>R1. Ellis, B., & Symons, D. (1990). Sex differences in sexual fantasy: An evolutionary psychological approach. <i>Journal of Sex Research</i>, 27, 527-555. doi:10.1080/00224499009551579</p>
3	11	<p>Sexual behaviour: Solitary sexual behaviour</p> <p>R2. Kaestle, C. E., & Allen, K. P. (2011). The role of masturbation in healthy sexual development: Perceptions of young adults. <i>Archives of Sexual Behavior</i>, 40, 983-994. doi:10.1007/s10508-010-9722-0</p>
4	16	<p>Sexual behaviour: Social</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 8, pp. 197-211). Toronto, Canada: Pearson Education of Canada. [NOTE: Last day to withdraw without a W is Jan. 17th.]</p>
5	18	<p>Sexual behaviour: Social</p> <p>R3. Levin, R. J. (2007). Sexual activity, health and well-being—the beneficial roles of coitus and masturbation. <i>Sexual and Relationship Therapy</i>, 22(1), 135-148. doi:10.1080/14681990601149197</p> <p>NOTE: SIGN UP FOR TERM PAPER ON JANUARY 19TH – after 6 P.M.</p>
6	23	<p>Sexual behaviour: Social</p> <p>R4. Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. <i>Review of General Psychology</i>, 16(2), 161-176. doi:10.1037/a0027911</p>

Lec #	DATE	TOPIC & READINGS
7	25	<p>Sexual behaviour: Patterns</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 12, pp. 304-325). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.]</p>
8	30	<p>Sexual behaviour: Patterns</p> <p>R5. Mark, K., Janssen, E., & Milhausen, R. (2011). Infidelity in heterosexual couples: Demographic, interpersonal, and personality-related predictors of extradyadic sex. <i>Archives of Sexual Behavior</i>, 40, 971-982. doi:10.1007/s10508-011-9771-z</p>
9	Feb 1	<p>Sexual behaviour: Patterns</p> <p>Essay topics submitted to Evanya Musolino by this date for those doing the paper option.</p>
10	6	<p>Sexual dysfunctions & treatment</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 13, pp. 326-355). Toronto, Canada: Pearson Education of Canada.</p> <p>R6. Frühauf, S., Gerger, H., Schmidt, H. M., Munder, T., & Barth, J. (2013). Efficacy of psychological interventions for sexual dysfunction: A systematic review and meta-analysis. <i>Archives of Sexual Behavior</i>, 42, 915-933. doi:10.1007/s10508-012-0062-0</p>
11	8	<p>Sexual dysfunctions & treatment</p>
	12-16	<p>No classes: Family Day & Reading Break</p> <p>[Feb. 16th: Last day to withdraw with a W from Student Services Portal.]</p>

Lec #	DATE	TOPIC & READINGS
12	20	Exam 1 - all material from Jan. 4th to date
13	22	<p>Sexually transmitted infections Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 14, pp. 356-385). Toronto, Canada: Pearson Education of Canada.</p>
14	27	<p>Sexually transmitted infections</p> <p>FIRST VERSION OF TERM PAPER DUE TODAY BEFORE CLASS. Submit paper through Turnitin AND in paper form.</p>
15	Mar 1	Review Exam 1
16	6	<p>Attraction and love Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 6, pp. 152-168; Chapter 7, pp. 169-188). Toronto, Canada: Pearson Education of Canada.</p>
17	8	<p>Attraction and love R7. Schützwohl, A., Fuchs, A., McKibbin, W., & Shackelford, T. (2009). How willing are you to accept sexual requests from slightly unattractive to exceptionally attractive imagined requestors? <i>Human Nature</i>, 20, 282-293. doi:10.1007/s12110-009-9067-3</p>
18	13	<p>Sexual orientation Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 9, pp. 212-238). Toronto, Canada: Pearson Education of Canada.</p>

Lec #	DATE	TOPIC & READINGS
19	15	<p>Sexual orientation</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 5, pp. 132-137). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.]</p> <p>R8. Meyer-Bahlburg, H., Ehrhardt, A. A., Rosen, L. R., & Gruen, R. S. (1995). Prenatal estrogens and the development of homosexual orientation. <i>Developmental Psychology</i>, <i>31</i>, 12-21. doi:10.1037/0012-1649.31.1.12</p>
20	20	<p>Atypical sexual behaviour</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 16, pp. 405-428). Toronto, Canada: Pearson Education of Canada.</p>
21	22	<p>Atypical sexual behaviour</p> <p>R9. Hébert, A., & Weaver, A. (2014). An examination of personality characteristics associated with BDSM orientations. <i>Canadian Journal of Human Sexuality</i>, <i>23</i>, 106-115. doi:10.3138/cjhs.2467</p>
22	27	<p>Sexual coercion</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2013). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt.17, pp. 429-461). Toronto, Canada: Pearson Education of Canada.</p> <p>R10. Struckman-Johnson, C., & Struckman-Johnson, D. (2003). Tactics of coercion: When men and women won't take no for an answer. <i>The Journal of Sex Research</i>, <i>40</i>, 76-86. doi:10.1080/00224490309552168</p>

Lec #	DATE	TOPIC & READINGS
23	29	<p>Sexual coercion</p> <p>R11. Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion. <i>Trauma, Violence & Abuse</i>, 5, 91-122. doi:10.1177/1524838003262331</p> <p>REVISED VERSION OF PAPER DUE AT THE START OF THE CLASS ALONG WITH THE FIRST VERSION Submit paper through Turnitin AND in paper form.</p>
25	Apr 3	<p>Commercial sex</p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). <i>Human sexuality in a world of diversity</i> (5th Canadian ed., Chapt. 18, pp. 462-488). Toronto, Canada: Pearson Education of Canada.</p> <p>R12. Levin, M. E., Lillis, J., & Hayes, S. C. (2012): When is online pornography viewing problematic among college males? Examining the moderating role of experiential avoidance. <i>Sexual Addiction & Compulsivity: The Journal of Treatment & Prevention</i>, 19, 168-180. doi:10.1080/10720162.2012.657150</p>
26	5	Commercial sex
Apr 9-24		FINAL EXAM PERIOD - All material since Jan. 4th, 2018 [may include Saturdays]