



**a place of mind**

**THE UNIVERSITY OF BRITISH COLUMBIA**

**PSYO 354: Psychological Aspects of Human Sexuality II**  
**Winter Term 2, 2018-19**

**INSTRUCTOR:** Evanya Musolino, B.A. (Hons) [Western University],  
M.A. [Carleton University],  
Psychological Science Ph.D. Candidate [UBCO]

**OFFICE:** ASC 281/ ASC 285

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**OFFICE HOURS:** Tuesday & Thursday from 2:00PM – 3:00PM

**TEXTBOOKS**

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

In addition, there is a set of journal articles with corresponding study questions on Canvas. You are expected to read these and be able to answer questions during class and on the examinations.

**NOTE: Additional readings may be assigned - it is your responsibility to stay up to date. All notices will be posted on Canvas and/ or e-mailed to you.**

**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 heavily on empirical research.

**LEARNING OUTCOMES**

By the end of the semester, some of the things that you, as a student, should be able to do include:

- discuss the nature of sex and sexuality from multiple perspectives
- 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
- 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 potentially guest speakers. I will use a variety of teaching techniques to encourage you to actively participate including *i>clicker technology*. This means that you are **expected to bring your clicker to each class** since your responses will count toward your final grade.

## 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 provide real-time answers to questions posed during class, and you will be graded on your responses. 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 8<sup>th</sup>). Please register your clicker through the Canvas course website for PSYO 354 [<http://canvas.ubc.ca>].

## COMMUNICATIONS

I will be relying heavily on Canvas and email to communicate with you. If you wish to send me an e-mail, please use the e-mail address: [evanya.musolino@ubc.ca](mailto:evanya.musolino@ubc.ca)

## EVALUATION

### *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 which will assess whether you have read the journal articles that I have assigned [I am NOT using the quizzes for textbook readings].

You can access these quizzes on Canvas by clicking on the Assessments hotlink on the extreme left. 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, 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 will identify all the issues covered by the quizzes.

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 of your final grade.

### ***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. This component is worth 7% of your final grade and will be based on 90% of the questions asked; this means that failing or not taking several of the in-class quizzes will not necessarily impact your grade. If I were to ask 40 questions in total, you would get the full 7 marks if you 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.

### **SUMMARY OF EVALUATION**

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. 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].

### **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.

### **MISSED EXAMINATIONS**

In-class examinations **MUST** be written during the designated times; no alternative exam will be available. If you miss the midterm exam for a legitimate reason, as governed by UBC's Academic Concession Policy, you may have the grade from the midterm shifted to the final exam.

### **FINAL EXAMINATIONS**

The examination period for Term 2 is April 8-26. Except in the case of examination clashes and hardships 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.

## **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. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and harsh sanctions are imposed.

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 should be forewarned that there will be consequences.

## **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.

## **UBC OKANAGAN OMBUDS OFFICE**

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

Web: [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

## **UBC OKANAGAN EQUITY AND INCLUSION OFFICE**

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 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.

Location: UNC 227C; telephone: 250.807.9291; email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca);

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

## **HEALTH & WELLNESS**

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

## **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: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca).

## **SVPRO**

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain

your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call us at 250.807.9640

## **IIO**

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: [director.of.investigations@ubc.ca](mailto:director.of.investigations@ubc.ca) or by calling 604.827.2060 or online by visiting [investigationsoffice.ubc.ca](http://investigationsoffice.ubc.ca).

**DATE****LECTURE TOPICS & READINGS**

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Jan 3

**Lecture 1****Topic:** Course Overview and Sexual Behaviour**PowerPoint:** #1 and #2

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). Human sexuality in a world of diversity (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 189-197). Toronto, Canada: Pearson.

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Jan 8

**Lecture 2****Topic:** Sexual Behaviour**PowerPoint:** #2

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). Human sexuality in a world of diversity (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 189-197). Toronto, Canada: Pearson.

R1. Ellis, B., & Symons, D. (1990). Sex differences in sexual fantasy: An evolutionary psychological approach. *Journal of Sex Research*, 27, 527-555.

Jan. 10

**Lecture 3****Topic:** Sexual Behaviour**PowerPoint:** #2

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). Human sexuality in a world of diversity (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 189-197). Toronto, Canada: Pearson.

R2. Kaestle, C. E., & Allen, K. P. (2011). The role of masturbation in healthy sexual development: Perceptions of young adults. *Archives of Sexual Behaviour*, 40, 983-994.

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Jan. 15

**Lecture 4****Topic:** Sexual Behaviour**PowerPoint:** #2

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). Human sexuality in a world of diversity (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 197-211). Toronto, Canada: Pearson.

Jan. 17

**Lecture 5****Topic:** Sexual Behaviour**PowerPoint:** #2

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). Human sexuality in a world of diversity (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 197-211). Toronto, Canada: Pearson.

- R3. Levin, R. J. (2007). Sexual activity, health and well-being – the beneficial roles of coitus and masturbation. *Sexual and Relationship Therapy*, 22(1), 135-148.

Jan. 22

**Lecture 6**

**Topic: Sexual Behaviour**

**PowerPoint: #2**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 8, pp. 197-211). Toronto, Canada: Pearson.

- R4. Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. *Review of General Psychology*, 16(2), 161-176.

Jan. 24

**Lecture 7**

**Topic: Sexual Behaviour**

**PowerPoint: #2**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 12, pp. 304-325). Toronto, Canada: Pearson.

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Jan. 29

**Lecture 8**

**Topic: Sexual Behaviour**

**PowerPoint: #2**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 12, pp. 304-325). Toronto, Canada: Pearson.

- R5. Mark, K., Janssen, E., & Milhausen, R. (2011). Infidelity in heterosexual couples: Demographic, interpersonal, and personality-related predictors of extradyadic sex. *Archives of Sexual Behaviour*, 40, 971-982.

Jan. 31

**Lecture 9**

**Topic: Sexual Behaviour**

**PowerPoint: #2**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 12, pp. 304-325). Toronto, Canada: Pearson.

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Feb. 5

**Lecture 10**

**Topic: Sexual Dysfunctions & Treatment**

**PowerPoint: #3**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016).

*Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 13, pp. 326-355). Toronto, Canada: Pearson.

- R6. Fruhauf, S., Gerger, H., Schmidt, H. M., Munder, T., & Barth, J. (2013). Efficacy of psychological interventions for sexual dysfunction: A systematic review and meta-analysis. *Archives of Sexual Behaviour*, 42, 915-933.

Feb. 7

**Lecture 11**

**Topic:** Sexual Dysfunctions & Treatment

**PowerPoint:** #3

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 13, pp. 326-355). Toronto, Canada: Pearson.

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Feb. 12

**Midterm Exam – all material from Jan. 3 will be tested [inclusive]**

Feb. 14

**Lecture 12**

**Topic:** Sexually Transmitted Infections

**PowerPoint:** #4

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 14, pp. 356-385). Toronto, Canada: Pearson.

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Feb. 18-22

**No Classes: Reading Week Break**

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Feb. 26

**Review Midterm Exam**

Feb. 28

**Lecture 13**

**Topic:** Sexually Transmitted Infections

**PowerPoint:** #4

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 14, pp. 356-385). Toronto, Canada: Pearson.

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Mar. 5

**Lecture 14**

**Topic:** Attraction & Love

**PowerPoint:** #5

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 6, pp. 152-168; Chapt. 7, pp. 169-188). Toronto, Canada: Pearson.

Mar. 7

**Lecture 15**

**Topic: Attraction & Love**

**PowerPoint: #5**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 6, pp. 152-168; Chapt. 7, pp. 169-188). Toronto, Canada: Pearson.

R7. Schutzwahl, A., Fuchs, A., McKibbin, W., & Shackelford, T. (2009). How willing are you to accept sexual requests from slightly unattractive to exceptionally attractive imagined requestors? *Human Nature*, 20, 282-293.

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Mar. 12

**Lecture 16**

**Topic: Sexual Orientation**

**PowerPoint: #6**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 9, pp. 212-238). Toronto, Canada: Pearson.

Mar. 14

**Lecture 17**

**Topic: Sexual Orientation**

**PowerPoint: #6**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 5, pp. 132-137). Toronto, Canada: Pearson.

R8. Meyer-Bahlburg, H., Erhardt, A. A., Rosen, L. R., & Gruen, R. S. (1995). Prenatal estrogens and the development of the homosexual orientation. *Developmental Psychology*, 31, 12-21.

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Mar. 19

**Lecture 18**

**Topic: Atypical Sexual Behaviour**

**PowerPoint: #7**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 16, pp. 405-428). Toronto, Canada: Pearson.

Mar. 21

**Lecture 19**

**Topic: Atypical Sexual Behaviour**

**PowerPoint: #7**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 16, pp. 405-428). Toronto, Canada: Pearson.

R9. Hebert, A., & Weaver, A. (2014). An examination of personality characteristics associated with BDSM orientations. *Canadian Journal of*

Mar. 26

**Lecture 20**

**Topic: Sexual Coercion**

**PowerPoint: #8**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 17, pp. 429-461). Toronto, Canada: Pearson.

R10. Struckman-Johnson, C., & Struckman-Johnson, D. (2003). Tactics of coercion: When men and women won't take no for an answer. *The Journal of Sex Research, 40*, 76-86.

Mar. 28

**Lecture 21**

**Topic: Sexual Coercion**

**PowerPoint: #8**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 17, pp. 429-461). Toronto, Canada: Pearson.

R11. Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion. *Trauma, Violence, & Abuse, 5*, 91-122.

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Apr. 2

**Lecture 22**

**Topic: Commercial Sex**

**PowerPoint: #8**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., & McKay, A. (2016). *Human sexuality in a world of diversity* (5<sup>th</sup> Canadian ed., Chapt. 18, pp. 462-488). Toronto, Canada: Pearson.

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. *Sexual Addiction & Compulsivity: The Journal of Treatment and Prevention, 19*, 168-180.

Apr. 4

**Lecture 23**

**Topic: Commercial Sex**

**PowerPoint: #8**