



THE UNIVERSITY OF BRITISH COLUMBIA

Psychological Aspects of Human Sexuality I PSYO 353-3 / Winter Term I, 2020-21

INSTRUCTOR	Jan Cioe, Ph.D. [UWO], M.A. [UWO], M.Phil. [Cantab], Hon. B.A. [U of T], R.Psych. [You may call me Jan (“Yawn”) or Dr. Cioe (pronounced as Dr. “C” “O”), Sir]
OFFICE	ASC 285 [but I am really working from home]
CONTACT	250-807-8732 (office—not that useful since I don’t check it); 250-763-1225 (home land line); jan.cioe@ubc.ca [email]
OFFICE HOURS	Monday 13:30-15:00 This is the same time as the scheduled class, but the course material will be presented primarily asynchronously except for the midterm exams and maybe a couple of virtual discussions conducted with Zoom.

Zoom Office with Passcode 577964

<https://ubc.zoom.us/j/65794078200?pwd=KzVkMFdNMzhDL1dUU2tpVWFecHRKdz09>

I will be setting up other office times that will more accessible for those of you in distant time zones; there will be a survey for grades to encourage you participate in the Student Time Zone feature of Canvas [W1-L1 Survey: Where are you? - Time Zone]. If the times I post for my office are not convenient, others may be arranged individually.

TEACHING ASSISTANTS

Maya Pilin [Lead TA], B.A. (Hon.) [U of Ottawa], M.A. [UBCO],
Psychological Science Ph.D. Student [UBCO]
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Cassidy Wallis, B.A. (Hons.) [Western], M.A. [UBCO], Psychological
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Samantha Maki, B.A. Psychology Student [UBCO]
Contact info: smaki01@mail.ubc.ca

TEXT

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

Psy 353. 001

https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=240&Course=PSYO+353.001&frame=YES&t=permalink

This textbook [\$80.50] is part of the REVEL system. Use the link above and it will take you directly to the Bookstore [<https://shop.bookstore.ubc.ca/t-campus-ebookstore-okanagan.aspx>]. 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 one year so you will be able to continue using it if you take PSYO 354 next term. If you are planning on taking P354 in 2022, you will need to contact Pearson Canada and provide proof of purchase so that your access to the electronic text can be re-activated. You may also purchase a printed, 3-ring version of the text when you buy the electronic version for an additional \$39.99 from Pearson; the text will be shipped to you within 7 days directly to your home. I will be using REVEL to supplement the class so you are advised to purchase the electronic form of the text rather than trying to use an older paper version of the text.

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

WARNING RE: CONTENT

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

CANVAS

I am using UBC's Learning Management System [Canvas] to give you access to material, to communicate with you, and to assess you. I will also be using the REVEL quiz system and

those marks will be transferred to your Canvas Gradebook eventually. If you are new to the system, check out <https://students.canvas.ubc.ca/>; see also the Student Guide to Canvas Tips.

LEARNING OBJECTIVES

The main 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
- reflect on your own sense of sex and 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
- utilize 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
- describe the mechanisms and processes involved in sexual arousal with particular emphasis on the Human Sexual Response Cycle
- explain 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
- 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
- evaluate the key concepts in academic articles based on the principles of science
- integrate material from a variety of sources [e.g., text, lectures, & articles] into coherent answers to questions on the topics covered in this course

FORMAT

This course will be taught primarily using voice-over Kaltura PowerPoint lectures in combination with discussions, videos, and guest speakers. I am using a primarily online

asynchronous format with the occasional optional virtual discussion class. I will try to keep you actively involved in the learning process through a variety of teaching techniques [discussion, assignments, quizzes, and my smartass comments/humour].

Since lectures will often include reference to the assigned reading material, 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 since there are online assessments with due dates linked to the lectures. There are quizzes for grade for both the text and the assigned articles.

Participation in class will be assessed in various ways via Canvas. 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.

I am using a paced release of material in an effort to provide you with some structure for this online delivery. Each module, with all of its content and assessments, will be opened one week prior to date stated for that material in the syllabus. For example, Week 3 module which is scheduled for September 21 will be available to you on September 14 at 1:30 pm with the due date for assessments due one week after the syllabus date [i.e., September 28th at 1:30 pm]. The timeline shifts somewhat around the midterm exams and the Final Exam. You will, however, be able to read the text and the articles in advance of the assigned dates.

I am using a simple system to name my files based on the week and the lecture number. For example, W3-L1a translates to Week 3 – Lecture 1a. Similarly, W3-L1a q1 represents the Canvas quiz question linked to Week 3 – Lecture 1a, whereas W4-L1b Survey: Validity of measure is associated with Week 4 – Lecture 1b and is a graded survey.

You should be prepared to spend *a minimum* of 9 hours per week on learning the course content (e.g., voice-over Kaltura PowerPoints, text chapters, articles, quizzes, surveys, assignments, and discussions). Preparing for the exams is in addition to this time.

REQUIREMENTS FOR ONLINE DELIVERY

In order to engage with this online course, you are required to **have a laptop or desktop computer and a stable internet connection**. While the lectures will be pre-recorded and posted, this course also includes live activities (assigned and moderated virtual discussion groups) which will require a microphone; a camera is recommended, but not required. Examinations will be completed online during the **scheduled course time** (i.e., Monday 1:30 pm & Wednesday at 2:00 pm, PST). Please email me if you do not have any of these requirements.

COMMUNICATIONS

I will be relying heavily on Canvas and will frequently use Announcements to communicate with you, so you will need to have access to the internet. Material that I want you to have will be available on Canvas, as will your grades.

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. I do

not check the Canvas mail system so please use the address provided. You can typically expect a response within 24 hrs, but it may be longer on the weekends.

EVALUATION

The Faculty of Arts and Social Sciences 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>).

Article quizzes [8%]

In order to encourage you to read the articles in a timely fashion, there will be quizzes on the assigned articles worth 8% of your course grade. You are to complete a short quiz through Canvas to provide me with evidence that you have read the papers that I have assigned. The quizzes will be in the week / lecture page as a hotlink, but you can also access them 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 completed. There will be 5 multiple choice or true/false questions per article which you will have to respond to within a tight time limit [5 min]; 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 article, 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 article will identify all the issues covered by the quizzes. I do not expect you to have completely “studied” the article to the degree necessary for the 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 raise questions that 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., with 5 questions, you need to get at least 3 correct]. The quizzes must be completed by the due dates to earn full marks; these quizzes are to be completed by 1:30 pm on the Monday of the week assigned. Failure to complete the quiz by the associated due date will result in a failing grade for that quiz. The correct answers will be available immediately after the due date and will be accessible for only one week after that date. I will base the grade for this component on 11 out of the 12 articles [i.e., if you pass 11 article quizzes you will receive full marks for this component].

Revel Text’s quizzes [10%]

Text readings will be assessed using the questions in REVEL associated with the relevant chapters/sections. Register with REVEL at <https://console.pearson.com/enrollment/cz9kqz>. These quizzes have various numbers of points associated with them; the module quiz [section of text] are each worth 3 pts whereas the Chapter Quiz is worth 5 pts per question. You have three tries to complete these quizzes; the second and third attempts, however, reduce the grade available progressively. As with the articles, these quizzes have specified due dates; failure to complete the quiz by the associated due date will result in a failing grade for that quiz. Because there may be students joining later, I made the due date for Chapters 1 & 2 September 28th before 1:30 pm; you are strongly advised to do the quiz after you finish reading the relevant section of the text. This is to avoid getting jammed up at the deadline. The deadline for the rest of the REVEL quizzes will align with the assigned date for the text

reading. Your mark on this component will be based on 90% of the possible points. Consequently, if there were 300 points available, you will earn full marks for this component if you scored 270 or higher [$300 \times .90 = 270$].

Class Quizzes/Surveys [7%]

I will be using Canvas to conduct a number of quizzes that are integrated into the class presentations through the voice-over Kaltura PowerPoints. At the moment, there are 63 pts associated with this evaluation; you have 1 min for the quiz questions and no limit for the survey questions. I will be using the quiz 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 or articles assigned for that day. This component is worth 7% of your final grade. These questions will be marked individually. They will be available for a limited time [typically one week after the Kaltura PowerPoint lecture has been released] so it is important that you review the Kaltura PowerPoint lecture and respond to the questions or surveys within that time period. Ideally, you would do these as you progress through the Kaltura PowerPoint, but that might not always be possible so you have one week to complete them following the syllabus date. Your mark on this component will be based on 90% of possible points available.

Discussions/Assignments [7%]

There will also be graded Discussions/Assignments conducted through Canvas on a variety of topics. They are identified in the Week-by-Week schedule and vary from week to week. Discussions involve providing appropriate posts as well as commenting on others' posts, whereas Assignments will be your reflections/comments on an issue. Your mark on this component will be based on 90% of possible points available. Currently, there are 38 pts associated with this evaluation.

Due dates for Class Quizzes/Surveys and Discussions/Assignments

All of graded assignments are generally due one week after the posted date in the syllabus at 1:30 pm. Each module will be released one week before the syllabus date. For example, the Week 3 module is scheduled for Week 3 on Monday, September 21 at 1:30, but it available to you the prior Monday [i.e., September 14] at 1:30 pm. So if you immediately start the content of the Week 3 module you will have until September 28 at 1:30 to have all the graded assignments completed. If you miss the deadline you will get zero for that graded work. The correct answers will be available immediately after the due date and will be accessible for only one week after that date. The timing changes somewhat because the midterm exams and the Final Exam.

Open-book Exams [70%]

There are two midterm exams; each midterm exam will cover a discrete portion of the material and they are worth 14% and 19%, respectively, of the course grade. The end of semester Final Exam, however, is cumulative (i.e., it will cover all assigned material included in the lectures and readings as indicated on the course syllabus/schedule). The cumulative Final Exam is worth 35% of the course grade. These exams must be written at the specified time based on the Kelowna time zone.

These three exams are open-book and are run through Canvas Quiz so you may access any of the course materials in Canvas, in Revel, and in your own notes during the exam. It is important to realize, however, that you will not have the time to look up the majority of the answers. You should prepare for these exams as if you had to do them under supervised conditions within the time limit, so studying for them will be necessary if you wish to succeed. You will have 80 min for each midterm exam and 180 min for the Final Exam.

You are **not** to use any search engines or other programs except for the program you used to construct your notes [e.g., Word]. Nor are you to communicate with anyone – you are to work independently. If you violate these conditions you have engaged in academic misconduct and will be subject to the consequences articulated in the Academic Integrity section below.

Technical Issues During Examinations

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. I and/or TAs will be available during all examinations via Zoom [posted as a Canvas announcement] should you encounter technical difficulties. It is your responsibility as a student to ensure that any technical issues are reported to me **immediately**. If you cannot connect with me or the TAs via Zoom, please document the issue or technical concern via a screenshot. This is the only circumstance in which it is appropriate to document (i.e., screenshot) exam material. Failing to report technical issues in a timely manner, may result in the issue not being resolved and may negatively impact your grade.

Summary

Article Quizzes	8%
Revel Text's Quizzes	10%
Class Quizzes/Surveys	7%
Discussions	7%
Term Exam I	14%
Term Exam II	19%
Final Cumulative Exam	<u>35%</u>
TOTAL	100%

Sona Bonus Marks

Bonus marks [up to 2%] are available to students who participate in psychological research through the volunteer subject pool via online studies. 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. 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. 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 Sona module].

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 or entry into other courses.

MISSED ASSIGNMENTS/EXAMS

It should be noted that if the date specified for completing assignments is missed, the mark for that assignment will be zero unless prior approval has been given. In-class examinations **must** be written during the designated times; no alternative exam will be available. You need to contact me if you miss a midterm exam.

Students who miss a midterm exam 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 marks from that midterm exam shifted to the cumulative Final Exam.

FINAL EXAMINATIONS

The examination period for Term 1 of Winter 2020-21 is December 7-22. Students are 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. This option is also available in the case of examination clashes and hardships (three or more formal examinations scheduled within a 23 hr 59 min period) or unforeseen events. 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. Exam are to be written based on the Kelowna time zone.

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://fass.cms.ok.ubc.ca/wp-content/uploads/sites/131/2020/06/Out-of-time-examination-FASS.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., academic 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>

Just to be clear, students who do not do their own work are violating the principle of academic integrity. 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.

If you have any questions about how academic integrity applies to this course, please talk to me.

Academic Integrity Examination Policies for Open-Book Exams

The examinations in this course are all open-book, so you may have access to any of the course materials, including your notes and text, during the exam. It is important to realize, however, that you will likely not have enough time to look up the majority of the answers. Accessing video recordings of the lectures is not recommended due to time constraints. You should prepare for these exams as if you had to do them under supervised conditions so studying for them will be necessary if you wish to succeed.

You are **not** to use any search engines or other programs except for the program you used to construct your notes [e.g., Word]. Nor are you to communicate with anyone – you are to work independently. If you violate these conditions you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section [<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959>]. Communication with other students (written, text, verbal, etc.) is also **not permitted** and will constitute Academic Misconduct.

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 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 | 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: <https://security.ok.ubc.ca/safewalk/>

USEFUL CONTACTS

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

Very Important Numbers

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

<https://it.ok.ubc.ca/welcome.html>

Contacts for Students

Marla MacDonald, Psychology Secretary 79258 ART 321
psychology.okanagan@ubc.ca
 Dean's Office [Students] fass.students.ubco@ubc.ca [BA]
fos.students.ubco@ubc.ca [BSc]

Places to Refer Students

Psychology Program Advisor - Jan Cioe 78732 ASC285
jan.cioe@ubc.ca
 Academic Advising 79100 UNC 207
<https://students.ok.ubc.ca/academic-success/academic-advising/contact/>
 Disability Resource Centre 79263 UNC 227
drc.questions@ubc.ca
 Psychology Course Union ART281
ubcopsyc@gmail.com
 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
<https://faculty.canvas.ubc.ca/for-students/>
 Liz Hilliard, Manager, Campus Life 79012 UNC 329B
<https://ok.ubc.ca/student-life/>
 Terina Mailer, Senior Academic Advisor 78726 UNC 207D
terina.mailer@ubc.ca

DATE	TOPIC & READINGS
Week 1 Sept 9	Course outline and structure [W1-L1]
Week 2 14	<p data-bbox="375 457 979 487">Perspectives in sexuality [W2-L1a; W2-L1b]</p> <p data-bbox="433 527 1474 667">Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6th Canadian ed., Chapt. 1, pp. 1-33). Toronto, Canada: Pearson Education of Canada.</p> <p data-bbox="526 674 1300 743">REVEL – Section 1 [all; includes assigned quizzes in Revel] Revel quizzes due date September 21st before 1:30 pm</p> <p data-bbox="433 785 1474 919">R1. Sewell, K. K., & Strassberg, D. S. (2015). How do heterosexual undergraduate students define having sex? A new approach to an old question. <i>Journal of Sex Research</i>, 52, 507-516. doi:10.1080/00224499.2014.888389</p> <p data-bbox="433 926 1333 961">ABBERATION: Article quiz due date September 21st before 1:30 pm</p> <p data-bbox="375 1003 935 1033">Historical overview [W2-L2a & W2-L2b]</p>
Week 3 21	<p data-bbox="375 1083 1200 1113">Historical overview [W3-L1a, W3-L1b, W3-L2a, & W3-L2b]</p> <p data-bbox="433 1155 1474 1331">R2. Newhouse, D. (1998). Magic and joy: Traditional Aboriginal views of human sexuality. <i>The Canadian Journal of Human Sexuality</i>, 7, 183-187. http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/220770033?accountid=14656</p> <p data-bbox="433 1337 1344 1402">ABBERATION: Article quiz due date September 21st before 1:30 pm [Last day to withdraw without a W on your record and full refund of tuition Sept. 21]</p>
Week 4 28	<p data-bbox="375 1451 1438 1480">Sex research - A critical examination [W4-L1a, W4-L1b, W4-L2a, & W4-L2b]</p> <p data-bbox="433 1522 1474 1703">Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6th Canadian ed., Chapt. 2, pp. 34-60). Toronto, Canada: Pearson Education of Canada. REVEL Section 2 [all; includes assigned quizzes in Revel]</p> <p data-bbox="433 1745 1474 1921">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. <i>Psychology of Violence</i>, 8, 87-99. https://doi.org/10.1037/vio0000078</p> <p data-bbox="433 1927 1133 1957">Due date for Article quiz September 28 by 1:30 pm.</p>

Week 5**Oct 5 Exam 1: All material to date starting at 1:30 pm [Kelowna time]****7 Biological foundations—Structure & function [Male]
[W5-L1a, W5-L1b, & W5-L1c]**

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

REVEL Section 3.6-3.9

Week 6**12 Thanksgiving – no class, but marked assignments are due by 1:30 pm this day.****14 Biological foundations—Structure & function [Female] [W6-L1a & W6-L1b]**

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

REVEL Section 3 [the rest: 3.1-3.5 quiz]

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

Week 7**19 Biological foundations – Sexual arousal [W7-L1a, W7-L1b, W7-L2a, & W7-L2b]**

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

REVEL Section 4 [all including Revel quizzes]

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

Biological foundations – Genetics / neurophysiological mechanisms

Week 8**26 Biological foundations—Endocrinology [W8-L1a & W8-L1b]**

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

REVEL Section 3.4 [you also had this in Lecture 3's text readings]

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

Week 9**Nov 2 Biological foundations—Intersex [W9-L1a & W9-L1b]**

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

REVEL Section 5.1

4 **Exam 2: Only material from Oct. 7 – Nov. 2 [i.e., since the first term exam]**

Week 10**9 Reproduction [W10-L1a & W10-L1b]**

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

REVEL Section 10 [all]

11 **Midterm Break** in conjunction with Remembrance Day [no class]
[Nov. 13th is last day to withdraw using Student Services Centre]

Week 11**16 **Reproduction [W11-L1a]******18 **Birth Control [W11-L2a, W11-L2b, & W11-L2c]****

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

REVEL Section 11 [all]

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

[Nov. 20th due date for Research Activity-Paper for SONA bonus marks option instead of participating in research studies]

Week 12**23 **Psychosexual development******[W12-L1a, W12-L1b, W12-L1c, W12-2a, W12-L2b, & W12-L2c]**

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6th Canadian ed., Chapt. 5, pp. 139-158). Toronto, Canada: Pearson Education of Canada.

REVEL Section rest of 5 [5.2-5.4 plus review, writing, & quiz]

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

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

Week 13 **Psychosexual development [cont'd] [W13-L1a & W13L-1b]**
30

Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). *Human sexuality in a world of diversity* (6th Canadian ed., Chapt. 12, pp. 323-352). Toronto, Canada: Pearson Education of Canada.

REVEL Section 12 [all]

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

Dec.
7-22

Exam 3 - ALL material to date -- May include Saturday exams