



# THE UNIVERSITY OF BRITISH COLUMBIA

## Psychological Aspects of Human Sexuality I PSYO 354-3 / Winter Term II, 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 TIME** Monday 14:30–13:50  
This is the same time as the scheduled class, but the course material will be presented primarily asynchronously except for the midterm exams and a few virtual discussions conducted with Zoom. **Go to Zoom in Canvas for access.**

I will be setting up other office times that will be more accessible for those of you in distant time zones, if requested.

Please go to this site to learn how to set you time zone for this class <https://students.canvas.ubc.ca/how-to-update-your-canvas-time-zone/> . If the times I post for my office are not convenient, others may be arranged individually.

### TEACHING ASSISTANTS

Samantha Maki [Lead TA], B.A. Psychology Student [UBCO]  
Contact info: [smaki01@mail.ubc.ca](mailto:smaki01@mail.ubc.ca)

Maya Pilin, B.A. (Hon.) [U of Ottawa], M.A. [UBCO], Psychological Science Ph.D. Student [UBCO]  
Contact info: [pilinm@mail.ubc.ca](mailto:pilinm@mail.ubc.ca)

Cassidy Wallis, B.A. (Hons.) [Western], M.A. [UBCO], Psychological Science Ph.D. Student [UBCO]  
Contact info: [wallisca@mail.ubc.ca](mailto:wallisca@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* (6<sup>th</sup> Canadian ed.). Toronto, Canada: Pearson Education of Canada.

This link will take directly to the Bookstore to purchase the electronic version of the book.  
PSYO 354

[https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=240&Course=PSYO+354+101&frame=YES&t=permalink](https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller_id=240&Course=PSYO+354+101&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 purchased it for PSYO 353 last term. 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.

**[You must also connect the book to this particular class by clicking on this link](#)**

<https://console.pearson.com/enrollment/tjkphc> . If you do not connect your text to this course [PSYO 354], any quizzes you take in Revel will not be recorded. You can do this any time after January 1, 2021.

## ARTICLES

In addition, there are 11 articles and associated study questions which form part of the course material; 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
- 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
- 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

In addition, please attend to the student learning outcomes given in the textbook since the exam will include material from the lectures [including the embedded videos], the articles, and the text.

## 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]. Part of my virtual office time can also be used for general discuss based on student submitting suggested topics/issue associated with the course material.

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.

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 that are to be completed based on dates in the syllabus.

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 the due date stated for that material in the syllabus. For example, Week 3 module which is due on January 25<sup>th</sup> will be available to you on January 18<sup>th</sup> at 2:30 p.m. PST. You will, however, be able to read the text and the articles in advance of the assigned dates and complete the associated quizzes before the due dates.

I am using a simple system to name my files based on the week and the lecture number. For example, W3-L1 translates to Week 3 – Lecture 1. Similarly, W3-L1 Q1 represents the Canvas quiz question linked to Week 3 – Lecture 1, whereas W4-L1 Survey: Casual sex is associated with Week 4 – Lecture 1 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 at 2:30 p.m. & Wednesday at 11:30 a.m., 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. I recommend that you turn on your Canvas notifications to “Notify Immediately” for announcements. This can be done by going to Account>Notifications, scroll down to “Announcement” and change this setting to “Notify Immediately” or “Daily Summary.” You will need to ensure that the email used for this notification process is one that you check frequently. 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](mailto:jan.cioe@ubc.ca)** so that I can use the *Reply* function from your email. For the same reason, please email the TAs at the email addresses provided above. I do **not** check the Canvas mail system so please use the address provided. You can typically expect a response within 24 hr, 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 [9%]*

In order to encourage you to read the articles in a timely fashion, there will be quizzes on the assigned articles worth 9% 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’s module / 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. Please follow the due dates on the syllabus as each quiz will be due on that day at 2:30 p.m. 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.

### ***Revel Text’s quizzes [9%]***

Text readings will be assessed using the questions in Revel associated with the relevant chapters/sections. You **must** register into PSYO 354 2020-21 Term 2 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 January 25<sup>th</sup> before 2:30 p.m. PST; 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.

### ***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. You have 2 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. Surveys may often be broken down into gender which will require you to complete **one** of the same titled surveys (e.g., W2-L2 Survey3: First masturbated-Women, W2-L2 Survey4: First masturbated-Men, W2-L2 Survey4: First masturbated-Non-Binary). You will not lose marks for the other genders that you did not complete, but as long as you complete one you will gain full marks. There is also often an opportunity to participate by selecting a noncommittal options [e.g. Rather not answer].

***Discussions/Assignments [4%]***

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. There are rubrics to guide your answers.

***Due dates for Class Quizzes/Surveys and Discussions/Assignments***

All of graded assignments are generally due one week after the date that they are released on Canvas, which can be found on the syllabus (Mondays at 2:30 p.m. PST). Each module will be released one week before the syllabus due date. For example, the Week 3 module is scheduled for Week 3 on Monday, January 25<sup>th</sup> at 2:30, but it is available to you the prior Monday [i.e., January 18<sup>th</sup>] at 2:30 p.m. PST. So if you immediately start the content of the Week 3 module you will have until January 25<sup>th</sup> at 2:30 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 of the midterm exams and the Final Exam.

***Open-book Exams [71%]***

There are two midterm exams; each midterm exam will cover a discrete portion of the material, and they are worth 14% and 21%, 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 36% of the course grade. These exams must be written at the specified time based on the Kelowna time zone PST.

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 75 min for each midterm exam and 150 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. Your answers will be checked for plagiarism and accessing unauthorized sites used a variety of techniques including Turnitin.

***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 through Canvas 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	9%
Revel Text's Quizzes	9%
Class Quizzes/Surveys	7%
Discussions	4%
Term Exam I	14%
Term Exam II	21%
Final Cumulative Exam	<u>36%</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:**

Students must have completed PSYO 353.

Under some circumstances, students who do not have this prerequisite 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 graded 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>] will 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 April 12–27. 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. Exams are to be written based on the Kelowna time zone (PST).

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 during the exam, including your notes and the material on our Canvas site. 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]. You are to work independently; communication with other students (written, text, verbal, etc.) is **not permitted** and will constitute Academic Misconduct. Your answers will be checked for plagiarism and accessing unauthorized sites used a variety of techniques including Turnitin. 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> ].

## **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>

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

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. 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, educational programs, discrimination or harassment please contact the EIO.

**UNC 216** 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.

**UNC 337** 250.807.9270

email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca)

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

## STUDENT LEARNING HUB

The Student Learning Hub is your go-to resource for **free** learning support—now **online** and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include **tutoring in math, sciences, languages, and writing**, as well as **dedicated learning support** to help you develop skills and strategies for **academic success**. Don't wait—successful learners access support early and often. For more information, visit [students.ok.ubc.ca/hub](https://students.ok.ubc.ca/hub) or contact [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca).

## OFFICE OF THE OMBUDSPERSON FOR STUDENTS

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

## SAFEWALK

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

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

## USEFUL CONTACTS

**THESE ARE ALL UBC 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](mailto:psychology.okanagan@ubc.ca)  
 Dean's Office [Students] [fass.students.ubco@ubc.ca](mailto:fass.students.ubco@ubc.ca) [BA]  
[fos.students.ubco@ubc.ca](mailto:fos.students.ubco@ubc.ca) [BSc]

### Places to Refer Students

Psychology Program Advisor - Jan Cioe 78732 ASC285  
[jan.cioe@ubc.ca](mailto: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](mailto:drc.questions@ubc.ca)  
 Psychology Course Union ART281  
[ubcopsyc@gmail.com](mailto: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](mailto:terina.mailer@ubc.ca)

Week	DATE	TOPIC & READINGS
1	Jan. 11	<p><b>Course structure [W1-L1]</b></p> <p><b>Sexual behaviour: Solitary sexual behaviour [W1-L2/4]</b>  Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 8, pp. 209–220). Toronto, Canada: Pearson Education of Canada.  REVEL SECTION: Intro, 8.1, &amp; 8.2</p> <p><b>Q 8.1 &amp; 8.2 due 20.01.18 before 2:30 pm.</b></p> <p>A1. Ellis, B., &amp; Symons, D. (1990). Sex differences in sexual fantasy: An evolutionary psychological approach. <i>Journal of Sex Research</i>, 27(4), 527-555.  <a href="https://doi.org/10.1080/00224499009551579">https://doi.org/10.1080/00224499009551579</a></p>
2	18	<p><b>Sexual behaviour: Solitary sexual behaviour [W2-L1/4]</b>  A2. Kaestle, C. E., &amp; Allen, K. P. (2011). The role of masturbation in healthy sexual development: Perceptions of young adults. <i>Archives of Sexual Behavior</i>, 40(5), 983–994.  <a href="https://doi.org/10.1007/s10508-010-9722-0">https://doi.org/10.1007/s10508-010-9722-0</a></p> <p><b>Sexual behaviour: Social</b>  Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 8, pp. 220–234). Toronto, Canada: Pearson Education of Canada. [NOTE: Last day to withdraw without a W is Jan. 15<sup>th</sup>.]  REVEL SECTION: Rest of 8</p> <p><b>Q 8.3–8.5 due 20.01.18 before 2:30 p.m.</b></p>
3	25	<p><b>Sexual behaviour: Social [W3-L1/5]</b>  A3. 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.  <a href="https://doi.org/10.1080/14681990601149197">https://doi.org/10.1080/14681990601149197</a></p>

Week	DATE	TOPIC & READINGS
	25	Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6 <sup>th</sup> Canadian ed., Chapt. 12, pp. 332–335). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.] REVEL SECTION: 12.2 [Adolescent Sexual Behaviour only]  <b>Chapter 8 Quizzes due 20.01.25 before 2:30 p.m.</b>
<b>4</b>	Feb. 1	<b>Midterm exam 1 - all material from Jan. 11<sup>th</sup> to date</b>
	Wed. Feb. 3	<b>Sexual behaviour: Patterns [W4-L1]</b> Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., & Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6 <sup>th</sup> Canadian ed., Chapt. 12, pp. 336–352). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.] REVEL SECTION: 12.3 & 12.4  A4 Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. <i>Review of General Psychology, 16</i> (2), 161–176. <a href="https://doi.org/10.1037/a0027911">https://doi.org/10.1037/a0027911</a>  <b>Q 12.3 &amp; 12.4 before 2:30 p.m.</b>
<b>5</b>	8	<b>Sexual behaviour: Patterns [W5-L1/2]</b> A5. Julian, K. (2019, March). The sex recession. <i>The Atlantic Monthly, 323</i> (2), 7–9. <a href="http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/2188533379?accountid=14656">http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/2188533379?accountid=14656</a> A6. 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, 40</i> (5), 971–982. <a href="https://doi.org/10.1007/s10508-011-9771-z">https://doi.org/10.1007/s10508-011-9771-z</a>

Week	DATE	TOPIC & READINGS
6	15-19	<b>No classes: Family Day &amp; Reading Break</b>
7	22	<p><b>Sexual dysfunctions &amp; treatment</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 13, pp. 353–385). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 13 [all]</p> <p><b>Q 13.1–13.3, &amp; Chapter 13 Quiz due before 2:30 p.m.</b></p>
8	Mar. 1	<p><b>Sexually transmitted infections</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 14, pp. 386–418). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 14 [all]</p> <p><b>Q 14.1–14.7, &amp; Chapter 14 Quiz due before 2:30 p.m.</b></p>
9	8	<p><b>Attraction and love</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 6, pp. 160–181; Chapter 7, pp. 182–208). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 6 &amp; 7 [all]</p> <p><b>Q 6.1–6.3, Q 7.1–7.7 plus Chapter 6 &amp; 7 Quizzes due before 2:30 p.m.</b></p> <p>A7. Schützwohl, A., Fuchs, A., McKibbin, W., &amp; Shackelford, T. (2009). How willing are you to accept sexual requests from slightly unattractive to exceptionally attractive imagined requestors? <i>Human Nature</i>, 20(3), 282–293.  <a href="https://doi.org/10.1007/s12110-009-9067-3">https://doi.org/10.1007/s12110-009-9067-3</a></p>
10	15	<b>Midterm exam 2 - all material from Jan. 27<sup>th</sup> to date</b>

Week	DATE	TOPIC & READINGS
	Wed. Mar. 17	<p><b>Sexual orientation</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> 6<sup>th</sup> Canadian ed., Chapt. 5, pp. 139–146) <b>AS WELL AS</b> (6<sup>th</sup> Canadian ed., Chapt. 9, pp. 235–261). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 5.2 &amp; 9 [all]</p> <p><b>Q 9.1–9.6, Chapter 9 Quiz, &amp; Q5.2 due before class</b></p> <p>A8. Meyer-Bahlburg, H., Ehrhardt, A. A., Rosen, L. R., &amp; Gruen, R. S. (1995). Prenatal estrogens and the development of homosexual orientation. <i>Developmental Psychology</i>, 31(1), 12–21. <a href="https://doi.org/10.1037/0012-1649.31.1.12">https://doi.org/10.1037/0012-1649.31.1.12</a></p>
11	22	<p><b>Atypical sexual behaviour</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 16, pp. 441–467). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 16 [all]</p> <p><b>Q 16.1–16.5, &amp; Chapter 16 Quiz due 2:30 p.m.</b></p> <p><b>[Mar 19<sup>th</sup>: Last day to withdraw with a W from Student Services Portal.]</b></p>

Week	DATE	TOPIC & READINGS
12	29	<p><b>Atypical sexual behaviour</b></p> <p>A9. Hébert, A., &amp; Weaver, A. (2014). An examination of personality characteristics associated with BDSM orientations. <i>Canadian Journal of Human Sexuality, 23</i>(2),106–115.  <a href="https://doi.org/10.3138/cjhs.2467">https://doi.org/10.3138/cjhs.2467</a></p> <p><b>Sexual coercion</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt.17, pp. 468–506). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 17 [all]</p> <p><b>Q 17.1–17.11, &amp; Chapter 7 Quiz due before 2:30 p.m.</b></p> <p>A10. Struckman-Johnson, C., &amp; Struckman-Johnson, D. (2003). Tactics of coercion: When men and women won't take no for an answer. <i>The Journal of Sex Research, 40</i>(1), 76–86.  <a href="https://doi.org/10.1080/00224490309552168">https://doi.org/10.1080/00224490309552168</a></p> <p>A11. Adams-Curtis, L. E., &amp; Forbes, G. B. (2004). College women's experiences of sexual coercion. <i>Trauma, Violence &amp; Abuse, 5</i>(2), 91–122.  <a href="https://doi.org/10.1177/1524838003262331">https://doi.org/10.1177/1524838003262331</a></p>
5		<b>NO CLASS – EASTER MONDAY</b>
13	Wed. Apr. 7	<p><b>Commercial sex</b></p> <p>Text. Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., McKay, A., &amp; Milhausen, R. (2020). <i>Human sexuality in a world of diversity</i> (6<sup>th</sup> Canadian ed., Chapt. 18, pp. 462–488). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 18 [all]</p> <p><b>Q 18.1, 18.2, &amp; Chapter 8 Quiz before 2:30 p.m.</b></p>

Week	DATE	TOPIC & READINGS
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	Apr 16-29	<b>FINAL EXAM PERIOD - All material since Jan. 11<sup>th</sup>, 2021 [may include Saturdays]</b>
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