



THE UNIVERSITY
OF BRITISH COLUMBIA

Psychological Aspects of Human Sexuality I
PSYO 353-3 [Sec. 001] / Winter Term I, 2021-22
In-Person

NOTE THAT UNDER THE CURRENT REGULATION FROM DR. HENRY, EVERYONE IS REQUIRED TO WEAR A NON-MEDICAL MASK IN DOORS [THAT INCLUDES CLASSROOMS]. TWICE WEEKLY RAPID COVID TESTING IS ALSO REQUIRED UNLESS YOU HAVE BEEN EXEMPTED BECAUSE OF YOUR VACCINATION STATUS.

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

CONTACT 250-807-8732 (office);
250-763-1225 (home land line); jan.cioe@ubc.ca [email]

STUDENT TIME Tuesday & Thursday 9:30-11:00
I will be available in my office for face-to-face interactions or we can set up a Zoom meeting if you prefer [I prefer face-to-face ☺]

TEACHING ASSISTANTS [There may be more; if so, I will let you know]

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

Maya Pilin, B.A. (Hon.) [U of Ottawa], M.A. [UBCO], Psychological Science Ph.D. Student [UBCO]
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Brittany Alcott, B.A. Psychology Student [UBCO]
Contact info: ealcott@student.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.

This textbook [\$65.50] is part of the Revel system and should be purchased through the Bookstore to get the reduced UBCO price. Use the link above and it will take you directly to the Bookstore [<https://shop.bookstore.ubc.ca/t-campus-ebookstore-okanagan.aspx>]; you want the “**CLONE OF Revel for Human Sexuality in a World of Diversity, Sixth Canadian Edition, 6/e.**” Revel 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 2023, 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.

You must also connect the book to this particular class by clicking on this link <https://console.pearson.com/enrollment/ayagh7> and access PSYO 353- Sept 2021 Face-to-Face. If you do not connect your text to this course, any quizzes you take in REVEL will not be recorded. You can do this any time, but it should be before classes start on September 7th, 2021.

ARTICLES

In addition, there is a set of 12 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.

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, but not immediately since we need to manually transfer them from Revel to Canvas. If you are new to the system, check out <https://students.canvas.ubc.ca/>; see also the Student Guide to Canvas Tips.

CANVAS REGISTRATION of iClicker Cloud

The iClicker Cloud is a response system that allows you to respond to questions I pose during synchronous classes, and you will be graded on those responses. There is no additional cost to use this technology.

The student version of iClicker Cloud is called iClicker Reef. Follow [the instructions in this student guide](#) to (1) set up an iClicker Reef account and (2) add a course to your iClicker account. In the Canvas PSYO 353 course, you will find an iClicker Cloud Sync link on left side course menu – you will need this link to complete step 2.

I expect to use the iClicker Cloud in every class, so sign in to this account before the start of class—you are responsible for having it functional when you need it. In order to receive credit, you need to register your iClicker account before the second class [i.e., Sept. 9 before 8:00 a.m.]. If you enrol in the class after September 9th, register your iClicker account as soon as possible. Let me know when you registered late so that I can adjust the marks for the clicker questions you missed.

Bring your device [smartphone, tablet, laptop] to every class to use iClicker. During class [follow the steps in the student guide](#) to join a class session [third bullet] and to participate in iClicker activities [fourth bullet].

iClicker activities fall under the provisions of our campus academic honesty policy [see Academic Integrity for more details].

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

In addition, please attend to the student learning outcomes given in the Revel 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 lectures in combination with discussions, videos, and possibly guest speakers. I will try to keep you actively involved in the learning process through a variety of teaching techniques [iClicker quizzes, pair shares, and my smartass comments/humour]. We can use the specified student time for general discussions based on students submitting suggested topics/issue associated with the course material. We might do this face-to-face or virtually if there are more than 3 students who want to participate.

Participation in class will be assessed in various ways. I am, of course, available to answer any questions you might have during student time, as are the teaching assistants. If my posted student times 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.

You should be prepared to spend *a minimum* of 6 hours per week on learning the course content (e.g., text chapters, articles, quizzes, assignments, and discussions) outside of formal class time. Preparing for the exams is in addition to this time.

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 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. Canvas also does not maintain an email string so it can be hard for me to know exactly what the context is for your question or comment. 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, or Department norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the Registrar, Faculty, or Department.

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

Article quizzes [10%]

In order to encourage you to read the articles in a timely fashion, there will be quizzes on the assigned articles worth 10% 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 can be accessed in Canvas by clicking on the Assessments hotlink on the extreme left as well as in the Article Quizzes module. There is a practice quiz which will not count toward your course grade, 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. The correct answers will be available immediately after the due date.

Revel Text’s quizzes [10%]

Text readings will be assessed using the questions in Revel associated with the relevant chapters/sections. You **must** register into PSYO 353-Sept 2021 Face-to-Face with Revel at <https://console.pearson.com/enrollment/ayagh7> . 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 Revel Section [Chapters] 1 September 21st before 8:00 a.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 so Revel Section 2 is due on September 23rd before 8:00 a.m.

Class Clicker Quizzes, Surveys, Canvas Quiz [10%]

I will be using iClicker Cloud [free software for UBC students] in class to conduct a number of quizzes and anonymous surveys for which you will receive credit if you participate—iClicker Cloud will track if you answered, but not what your answer was. It will also tell me where you are so you cannot use this program if you are not in the room.

I will be using the clicker responses to help keep you engaged during the lecture by breaking up the lecture with quiz questions on the material that I had recently covered or that was covered in the text readings for that day. I encourage you to discuss your possible answer with your colleagues in the room near you. This component is worth 10% of your final grade. These quizzes will be marked individually; the sum of the correct responses along with your participation in the surveys will be used to calculate your grade for this component. 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.

There is also a Canvas quiz based on the content of the syllabus that will be including in this component.

Discussions/Assignments [5%]

There will 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. They must be completed by the due date in Canvas. 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.

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 [midterm exam] is worth 22% of the final grade and Exam 2 [final exam] is worth 43% for a total of 65 marks toward the course grade. You will have 75 min for the midterm exam and 150 min for the Final Exam.

Given that some students may need to adjust to my style of examination and the associated expectations to earn your grade, I have a system that will enable you to substitute the percentage attained on the cumulative final exam based on the degree of improvement from the midterm exam. Here are the conditions under which I will use your final exam mark instead of your midterm mark:

1. IF your midterm grade is 65% or lower, you will need to raise your final exam grade compared to the midterm by at least 15 points
2. IF your midterm grade is between 65% and 80%, you will need to raise final exam your grade compared to the midterm by at least 10 points
3. IF your midterm grade is between 80% and 90%, you will need to raise your final exam grade compared to the midterm by at least 5 points
4. IF your midterm grade is between 90% and 95%, you will need to raise your final exam grade compared to the midterm by at least 3 points
5. IF your midterm grade is above 95%, you will need to raise your final exam grade compared to the midterm by at least 1 point

Summary

Article Quizzes	10%
Revel Text's Quizzes	10%
Class Quizzes/Surveys	10%
Discussions/Assignments	5%
Midterm Exam	22%
Final Cumulative Exam	<u>43%</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. 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.

LATE/MISSED ASSIGNMENTS & EXAMS

Points for graded components may not be made up. All assignments are due before the start time of class on the due date. There is a two-day [2] grace period on each graded component, up to a maximum of three [3] times—no questions asked. Unless granted an extension, you will receive a score of zero after using the grace period three [3] times. If you anticipate a problem meeting a deadline, you can also contact me by email to request an extension. If, at the end of the grace period, your work is not been submitted, you must meet with me within three [3] days to discuss the situation and set a schedule for completion or receive a zero.

In-class examinations **must** be written during the designated times; no alternative exam will be available. You need to contact me if you miss the Midterm Exam. Students who miss the Midterm Exam for legitimate reasons governed by UBC's Academic Concession Policy will have the marks from that Midterm Exam shifted to the cumulative Final Exam.

[See <http://www.calendar.ubc.ca/Okanagan/index.cfm?tree=3,48,0,0>]

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 27-hr [new] inclusive 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>

INCLUSIVE LEARNING ENVIRONMENTS

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, skin colour, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

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.

iClicker activities fall under the provisions of our campus academic integrity policy. Students must **not** engage in academic misconduct while participating in iClicker activities. This includes, but is not limited to.

- Checking in while not physically in class
- Having another student check you into class
- Answering polling questions while not physically in class
- Looking at other students' devices while answering anonymous polling
- Using more than one iClicker remote or account at a time

Any student found to be in violation of these rules will lose their iClicker points for the entire term and may be reported to the Dean for student 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>

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

Web: 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

Web: 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 or contact 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 | 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 7 & 9	<p>Course outline and structure</p> <p>W1-L1 Discussion: Introduce yourself to the class DUE SEPT 14 by 8:00 a.m.</p> <p>W1-L1 Quiz: Syllabus / Course outline DUE SEPT 14 by 8:00 a.m.</p> <p>Perspectives in sexuality</p> <p>W1-L2 Assignment: Reflection on sex & sexuality: BEFORE Due Sept 21 by 8:00 a.m. – but it would be good if you did this before Sept 7</p> <p>W1-L2 Assignment: Reflection on sex & sexuality: AFTER Due Sept 21 by 8:00 a.m.</p> <p>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>Revel – Section 1 [all; includes assigned quizzes] ABBERATION: Revel quizzes due date Sept 21 before 8:00 a.m.</p> <p>A1. 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(2), 507–516. https://doi.org/10.1080/00224499.2014.888389</p> <p>ABBERATION: Article quiz due date Sept 21 before 8:00 a.m.</p>
Week 2 14 & 16	<p>Historical overview</p> <p>A2. Newhouse, D. (1998). Magic and joy: Traditional Aboriginal views of human sexuality. <i>The Canadian Journal of Human Sexuality</i>, 7(2), 183–187. http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/220770033?accountid=14656</p> <p>ABBERATION: Article quiz due date Sept 21 before 8:00 a.m.</p>
<p>[Last day to withdraw without a W on your record and full refund of tuition Sept. 20]</p>	

Week 3 Historical overview

21

23 **Sex research - A critical examination**

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. 2, pp. 34–60). Toronto, Canada: Pearson Education of Canada.

Revel Section 2 [all; includes assigned quizzes]

Due Sept 23 before 8:0 a.m.

Week 4 Sex research - A critical examination

28

A3. Abbey, A., Pegram, S. E., Woerner, J., & Wegner, R. (2018). Men's responses to women's sexual refusals: Development and construct validity of a virtual dating simulation of sexual aggression. *Psychology of Violence*, 8(1), 87–99.

<https://doi.org/10.1037/vio0000078>

Due date for Article quiz Sept 28 by 8:00 a.m.

30 **NO CLASS-** “National Day for Truth and Reconciliation”

Week 5 Biological foundations—Structure & function [Men]

Oct 5

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 [quizzes]

W5-L1 Discussion: ideal penis size?

Biological foundations—Structure & function [Women]

7

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 quizzes; including Chapt 3 quiz]

A4. 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(5), 1842–1852.

<https://doi.org/10.1111/j.1743-6109.2009.01671.x>

Week 6 Biological foundations – Sexual arousal

12

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 quizzes]

14 Biological foundations -- Genetics / neurophysiological mechanisms

A5 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(1), 33–44.

<https://doi.org/10.1080/09589236.2016.1246999>

Week 7 Biological foundations—Endocrinology

19

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 had this in Week 6’s text readings, so no quiz]

A6 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.

<https://doi.org/10.1016/j.yhbeh.2015.11.008>

21 Biological foundations—Menopause / Male Endocrinology & Intersex

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 [quiz]

Week 8

26

Midterm Exam: All material from Sept. 7 – Oct. 21

28

Reproduction

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; quizzes]

Week 9 Reproduction

Nov 2 W9-L1 Discussion: Infertility's impact

4 **Review of Midterm Exam**

Week 108-12 **Midterm Break** in conjunction with Remembrance Day [no classes]

Week 11 Birth Control

16

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; quizzes]

18

A7. 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.

<https://doi.org/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 Psychosexual development

23 & 25

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 quizzes, including Chapt. 5 quiz]

Week 13 Psychosexual development

30

- A8. 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.
<https://doi.org/10.1080/08934215.2014.915048>
- A9. Crawford, M., & Popp, D. (2003). Sexual double standard: A review and methodological critique of two decades of research. *Journal of Sex Research*, 40(1), 13–26.
<https://doi.org/10.1080/00224490309552163>

Dec 2 A10. Blumberg, E. S. (2003). The lives and voices of highly sexual women. *The Journal of Sex Research*, 40(2), 146–157.
<https://doi.org/10.1080/00224490309552176>

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. 15, pp. 419–440). Toronto, Canada: Pearson Education of Canada.

Revel Section 15 [all; quizzes]

Week 14 Psychosexual development [cont'd] [W14-L1 & W14-L2]

Dec 7

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; quizzes]

A11. 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(4), 305–319.
<https://doi.org/10.1080/19317611.2013.823899>

A12. 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. <https://doi.org/10.1027/1016-9040/a000031>

Dec.
10-22

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