



THE UNIVERSITY  
OF BRITISH COLUMBIA

**Psychological Aspects of Human Sexuality I**  
**PSYO 353-3 [Sec 002] / Winter Term I, 2021-22**  
**Online**

- 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 11:00–12:30  
This is the same time as the scheduled class [Class 11:00-14:00], but the course material will be presented primarily asynchronously except for the midterm exams and maybe a few virtual discussions conducted with Zoom via Canvas.
- I also have student time from 9:30–11:00 on Tuesday and Thursday for my face-to-face section of this class so I should be available for a zoom chat if there is no one in my physical office.
- If the times I have posted are not convenient, others may be arranged individually.
- 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](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)
- Brittany Alcott, B.A. Psychology Student [UBCO]  
Contact info: [alcott@student.ubc.ca](mailto:alcott@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* (6<sup>th</sup> 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/dl7elw> . If you do not connect your text to this course [PSYO 353- Sept 2021 ONLINE], 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 7<sup>th</sup>, 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.

## 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, 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.

## 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
- employ 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 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 student time may also be used for general discussions based on students 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.

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 20 will be available to you on September 13 at 8:00 a.m. PST with the due date for assessments due one week after the syllabus date [i.e., September 27<sup>th</sup> at 8:00 a.m. PST]. The timeline shifts somewhat around the term 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-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. Term examinations will be completed online during the **scheduled course time** (i.e., Tuesday 11:00 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. Canvas also does not maintain a string so it can be hard for me to reference 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, 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 / 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 8:00 a.m. on the Monday of the week assigned, except for the first two weeks of classes.** 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 353- Sept 2021 ONLINE with Revel at <https://console.pearson.com/enrollment/dl7elw>. 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 20<sup>th</sup> 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 [i.e., Monday morning before 8:00 a.m. PST]**.

***Class Quizzes/Surveys/Discussions [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 by 8:00 a.m. on Monday morning**. Surveys may often be broken down into gender which will require you to complete **one** of the same titled surveys (e.g., W5-L1 Survey: Pubic grooming MEN s3 & 4; W6-L1 Survey: Pubic grooming WOMEN s1 & 2; W6-L1 Survey: Pubic grooming NON-BINARY s3 & 4). You will not lose marks for the other genders that you did not complete; as long as you complete one you will gain full marks. There is also often an opportunity to participate by selecting a noncommittal option [e.g., Rather not answer].

***Discussions/Assignments [5%]***

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. 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.

***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 8:00 a.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 20<sup>th</sup> at 8:00 a.m. PST, but it available to you the prior Monday [i.e., January 13<sup>th</sup>] at 8:00 a.m. PST. So, if you immediately start the content

of the Week 3 module you will have until January 27<sup>th</sup> at 8:00 a.m. PST 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 13% 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 80 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 [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	9%
Revel Text's Quizzes	9%
Class Quizzes/Surveys	7%
Discussions	5%
Term Exam I	13%
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:**

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 at 8:00 a.m. PST 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 received 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.

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 term exam. Students who miss a term 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 term exam shifted to the cumulative Final Exam.



## FINAL EXAMINATIONS

The final 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-hour 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, 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.**

### ***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>]. 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>

### **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](http://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  
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DATE	TOPIC & READINGS
Week 1 Sept 7	<p data-bbox="375 338 889 367"><b>Course outline and structure [W1-L1]</b></p> <p data-bbox="375 411 943 441"><b>Perspectives in sexuality [W1-L2; W1-L3]</b></p> <p data-bbox="433 485 1468 625">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. 1, pp. 1–33). Toronto, Canada: Pearson Education of Canada.</p> <p data-bbox="526 632 1273 661">Revel – Section 1 [all; includes assigned quizzes in Revel]</p> <p data-bbox="433 667 1373 697"><b>ABBERATION:</b> Revel quizzes due <b>date September 20<sup>th</sup> before 8:00 a.m.</b></p> <p data-bbox="433 741 1468 846">A1. Sewell, K. K., &amp; 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. <a href="https://doi.org/10.1080/00224499.2014.888389">https://doi.org/10.1080/00224499.2014.888389</a></p> <p data-bbox="433 890 1346 919"><b>ABBERATION:</b> Article quiz due <b>date September 20<sup>th</sup> before 8:00 a.m.</b></p>
Week 2 13	<p data-bbox="375 968 1130 997"><b>Historical overview [W2-L1, W2-L2, W2-L3, &amp; W2-L3]</b></p> <p data-bbox="433 1041 1500 1146">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. <a href="http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/220770033?accountid=14656">http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/220770033?accountid=14656</a></p> <p data-bbox="433 1220 1346 1249"><b>ABBERATION:</b> Article quiz due date <b>September 20<sup>th</sup> before 8:00 a.m.</b></p> <p data-bbox="375 1293 1468 1323">[Last day to withdraw <b>without</b> a W on your record and full refund of tuition Sept. 20]</p>
Week 3 20	<p data-bbox="375 1377 1000 1407"><b>Historical overview [W3-L1, W3-2, &amp; W3-L3]</b></p> <p data-bbox="375 1451 1000 1480"><b>Sex research - A critical examination [W3-L4]</b></p> <p data-bbox="433 1524 1479 1665">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. 2, pp. 34–60). Toronto, Canada: Pearson Education of Canada.</p> <p data-bbox="526 1671 1247 1701">Revel Section 2 [all; includes assigned quizzes in Revel]</p> <p data-bbox="526 1707 932 1736"><b>Due before 8:0 a.m. on the 20th</b></p>

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Week 4 27	<p><b>Sex research - A critical examination [W4-L1, W4-L2, &amp; W4-L3]</b></p> <p>A3. Abbey, A., Pegram, S. E., Woerner, J., &amp; 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(1), 87–99. <a href="https://doi.org/10.1037/vio0000078">https://doi.org/10.1037/vio0000078</a></p> <p><b>Due date for Article quiz September 27 by 8:00 a.m.</b></p>
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30	<b>NO CLASS</b> —"National Day for Truth and Reconciliation"
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Week 5 Oct 4	<p><b>Exam 1: All material to date starting at 11:00 a.m. [Kelowna time]</b></p>
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<b>Friday Oct 8</b>	<p><b>Biological foundations—Structure &amp; function [Male]</b> <b>[W5-L1, W5-L2, &amp; W5-L3]</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. 3 (part), pp. 86–103). Toronto, Canada: Pearson Education of Canada. Revel Section 3.6–3.9</p>
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Week 6 11	<p><b>Biological foundations—Structure &amp; function [Female]</b> <b>[W6-L1, W6-L2, &amp; W6-L3]</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. 3 (part), pp. 62–85). Toronto, Canada: Pearson Education of Canada. Revel Section 3 [the rest: 3.1–3.5 quiz; including Chapt. 3 quiz]</p> <p>A4. Burri, A. V., Cherkas, L., &amp; Spector, T. D. (2010). Genetic and environmental influences on self-reported G-spots in women: A twin study. <i>Journal of Sexual Medicine</i>, 7(5), 1842–1852. <a href="https://doi.org/10.1111/j.1743-6109.2009.01671.x">https://doi.org/10.1111/j.1743-6109.2009.01671.x</a></p> <p><b>Biological foundations – Sexual arousal [W6-L4 &amp; W6-L5]</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. 4, pp. 105–131). Toronto, Canada: Pearson Education of Canada. Revel Section 4 [all including Revel quizzes]</p>
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Week 7  
18 **Biological foundations -- Genetics / neurophysiological mechanisms** **W7-L1**

- 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>

**Biological foundations—Endocrinology** **W7-L2**

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., 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>

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Week 8  
25 **Biological foundations—Menopause / Male Endocrinology & Intersex**  
**W8-L1 & W8-L2**

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., Chapt. 5 [part], pp. 133–139). Toronto, Canada: Pearson Education of Canada.

Revel Section 5.1

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**Week 9**  
**Nov 1** **Exam 2: Only material from Oct. 7 – Nov. 2 [i.e., since the first term exam]**

**Friday**  
**Nov 5** **Reproduction** **W9-L1 & W9-L2**

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., Chapt. 10, pp. 262–290). Toronto, Canada: Pearson Education of Canada.

Revel Section 10 [all]

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Week 10  
MID-  
TERM  
BREAK

**Midterm Break** in conjunction with Remembrance Day [no class]

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**Week 11** **Reproduction [W11-L1]**

15

**Birth Control [W11-L2, W11-L3, & W11-L4]**

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., Chapt. 11, pp. 292–321). Toronto, Canada: Pearson Education of Canada.

Revel Section 11 [all]

- 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. 20<sup>th</sup> due date for Research Activity-Paper for SONA bonus marks option instead of participating in research studies]**

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**Week 12** **Psychosexual development**

22

**[W12-L1 & W12-L2]**

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., Chapt. 5, pp. 139–158). Toronto, Canada: Pearson Education of Canada.

Revel Section rest of 5 [5.2–5.4 including Chapt 5 quiz]

- 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>



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Week 13 **Psychosexual development [W13-1, W13-L2, & W13-L3]**  
29

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

Revel Section 15 [all; quizzes]

- 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>

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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* (6<sup>th</sup> Canadian ed., Chapt. 12, pp. 323–352). Toronto, Canada: Pearson Education of Canada.

Revel Section 12 [all]

- 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>

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Dec.  
10-22

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