



THE UNIVERSITY OF BRITISH COLUMBIA

Psychological Aspects of Human Sexuality II PSYO 354, Winter Term II, 2021-22

I would like to acknowledge that UBC Okanagan is situated in the territory of the Syilx Okanagan Nation and their peoples. I would also like to acknowledge that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

INSTRUCTOR: Jan Cioe, Ph.D. [UWO], M.A. [UWO], M.Phil. [Cantab], R.Psych. [You may call me Jan (“Yawn”) or Dr. Cioe (pronounced as Dr. “C” “O”), Sir], he/him/his

OFFICE: ASC 285

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

STUDENT TIME: Monday, Tuesday, Wednesday, & Thursday 9:30–10:30 a.m.
If these times are not convenient, others may be arranged.
We can also connect via Zoom during these times.

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

Anne Tseu, B.A. (Hons) [Mount Royal University], M.A. Clinical Psychology [UBCO], Clinical Psychology Ph.D. Student [UBCO]
Contact info: anne.tseu@ubc.ca

Please allow 24 hr during the week before you expect a reply; on weekends, it may be longer.

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>

TEXTBOOKS

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 [\$66] is part of the Revel system and should be **purchased through the Bookstore to get the reduced UBCO price.** 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 cannot access Revel without purchasing the electronic text.

You must also connect the book to this particular class by clicking on this link

<https://console.pearson.com/enrollment/cu5b5v> and access PSYO 354- Jan 2022 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 January 11, 2022.

If you need help, check out these Revel student resources:

<https://www.pearsonhighered.com/revel/students/support/>

ARTICLES

In addition, there is a set of **12 articles** and associated study questions; you are expected to be able to answer these questions 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 in-person 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 354 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., Jan. 13 before 8:00 a.m.]. If you enrol in the class after January 13th, 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].

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. 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.

LEARNING OBJECTIVES

The learning objective of this course is to provide a comprehensive and academic overview of the area of human sexuality from a biopsychological, behavioural, and psychosocial perspective. This course will focus 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
- discuss the nature of extradyadic sexuality 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, fill-in-the-blank, a matching 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 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.

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.

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 included in this component.

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 354-Jan 2020 Face-to-Face with Revel at <https://console.pearson.com/enrollment/cu5b5v>. 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 8.1-8.4 [Chapters] before 8:00 a.m. PST on 22.01.25; 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 8.5 & Chapter 8 Quiz due 22.01.27 before start of class.

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 25% of the final grade and Exam 2 [final exam] is worth 45% 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 65.1% 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 80.1% 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 90.1% 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 Quizzes	10%
Class Quizzes/Surveys	10%
Midterm Exam	25%
Final Cumulative Exam	<u>45%</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

Students must have completed PSYO 353 [or received permission from me]. Under some circumstances, students who do not have this prerequisite may be admitted to the course. Students without required prerequisites who do not obtain permission from me may not be given credit for the course. 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.

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 three-day [3] grace period on each graded component, up to a maximum of three [3] times—no questions asked, but you do need to request these grace periods.** 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 EXAMINATION

The examination period for Term 2 of Winter 2021–22 is December 14–29; Saturday and Sunday exams are possible. 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 a myriad of 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 a 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:

<http://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 NUMBERS SO THEY START WITH 250-80****Very Important Numbers**

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

Contacts for Students

Marla MacDonald, Psychology Secretary	79258	ART 321
Trudy Kavanagh, Associate Dean [Students]	78754	ASC 449

Places to Refer Students

Psychology Program Advisors		
Jan Cioe	78732	ASC285
Academic Advising	79100	UNC 207
Disability Resource Centre	79263	UNC 227
Psychology Course Union		ART281
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
Liz Hilliard, Manager, Campus Life	79012	UNC 329B
Terina Mailer, Senior Academic Advisor	78726	UNC 207D

Lec #	DATE	TOPIC & READINGS
1	Jan. 11	<p>Syllabus & Sexual behaviour: Solitary sexual behaviour [Fantasy] 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. 8, pp. 209–220). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: Intro, 8.1, & 8.2</p> <p style="text-align: center;">Q 8.1 & 8.2 due 22.01.25 before start of class, but normally quiz is due when text reading assigned; 3 pts for module quiz questions</p>
2	13	<p>Sexual behaviour: Solitary sexual behaviour [Fantasy/ nocturnal orgasm/ masturbation] A1. Ellis, B., & Symons, D. (1990). Sex differences in sexual fantasy: An evolutionary psychological approach. <i>Journal of Sex Research</i>, 27(4), 527–555. https://doi.org/10.1080/00224499009551579</p>
3	18	<p>Sexual behaviour: Solitary sexual behaviour [Masturbation] A2. Kaestle, C. E., & Allen, K. P. (2011). The role of masturbation in healthy sexual development: Perceptions of young adults. <i>Archives of Sexual Behavior</i>, 40, 983–994. https://doi.org/10.1007/s10508-010-9722-0</p>
4	20	<p>Sexual behaviour: Social [Masturbation cont'd/ Petting] 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. 8, pp. 220–234). Toronto, Canada: Pearson Education of Canada. [NOTE: Last day to withdraw without a W is Jan. 21st.] REVEL SECTION: Rest of 8</p> <p style="text-align: center;">Q 8.3, 8.4, & 8.4 due 22.01.25 before start of class [extended time to complete]; 3 pts for module quiz</p>

Lec #	DATE	TOPIC & READINGS
5	25	<p>Sexual behaviour: Social [Petting cont'd]</p> <p>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. https://doi.org/10.1080/14681990601149197</p>
6	27	<p>Sexual behaviour: Social [Intercourse]</p> <p>A4 Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. <i>Review of General Psychology</i>, 16(2), 161–176. https://doi.org/10.1037/a0027911</p> <p style="text-align: center;">Revel 8.5 & Chapter 8 Quiz due 22.01.27 before start of class – Chapter quizzes worth 5 pts vs. 3 pts for Module quiz</p>
7	Feb 1	<p>Sexual behaviour: Patterns [Casual & coupled]</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. 12, pp. 336–352). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.]</p> <p>REVEL SECTION: 12.3, 12.4, & rest of section</p> <p style="text-align: center;">Q 12.3 & 12.4 before start of class</p>
8	3	<p>Sexual behaviour: Patterns [Extradyadic & post-marital]</p> <p>A5. 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</i>, 40, 971–982. https://doi.org/10.1007/s10508-011-9771-z</p> <p>A6. Julian, K. (2019, March). The sex recession. <i>The Atlantic Monthly</i>, 323, 7–9. Retrieved from http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/2188533379?accountid=14656</p>

Lec #	DATE	TOPIC & READINGS
9	8	<p>Sexual dysfunctions & treatment</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. 13, pp. 353–385). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 13 [all]</p> <p>Q 13.1, 13.2, & 13.3 due before start of class</p>
10	10	<p>Sexual dysfunctions & treatment</p> <p>Chapter 13 Quiz due before class</p>
11	15	Review – if time
12	17	Exam 1 - all material from Jan. 11th to date
	21–25	No classes: Family Day & Reading Break
13	Mar 1	Review Exam 1
14	3	<p>Sexually transmitted infections</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. 14, pp. 386–418). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 14 [all]</p> <p>Q 14.1–14.7 due before class</p>

Lec #	DATE	TOPIC & READINGS
15	8	Sexually transmitted infections Chapter 14 Quiz due before class A7 Foster, S., Carvallo, M., Lee, J., Fisher, R., & Traxler, H. (2021). An implication of impurity: The impact of feminine honor on human papillomavirus (HPV) screenings and the decision to authorize daughter's HPV vaccinations. <i>Stigma and Health</i> , 6(2), 216–227. https://doi.org/10.1037/sah0000230
16	10	Attraction and love 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 th Canadian ed., Chapt. 6, pp. 160–181; Chapter 7, pp. 182–208). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: 6 & 7 [all] Q 6.1, 6.2. & 6.3 and Q 7.1–7.7 due before class
17	15	Attraction and love R8. Schützwohl, A., Fuchs, A., McKibbin, W., & Shackelford, T. (2009). How willing are you to accept sexual requests from slightly unattractive to exceptionally attractive imagined requestors? <i>Human Nature</i> , 20, 282–293. https://doi.org/10.1007/s12110-009-9067-3 Chapter 6 and Chapter 7 quizzes due before class
18	17	Sexual orientation and identity 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 th Canadian ed., Chapt. 9, pp. 235–261). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: 9 [all] Q 9.1- 9.6 due before class [Mar 18th: Last day to withdraw with a W from Student Services Portal.]

Lec #	DATE	TOPIC & READINGS
19	22	<p>Sexual orientation and identity</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. 5, pp. 139–146). Toronto, Canada: Pearson Education of Canada. [NOTE: I had assigned this section also in P353.] REVEL SECTION: 5.2 [relevant quizzes]</p> <p>Chapter 9 Quiz and Q 5.2 due before class</p> <p>R9. Meyer-Bahlburg, H., Ehrhardt, A. A., Rosen, L. R., & Gruen, R. S. (1995). Prenatal estrogens and the development of homosexual orientation. <i>Developmental Psychology</i>, 31(1), 12–21. https://doi.org/10.1037/0012-1649.31.1.12</p>
20	24	<p>Atypical sexual behaviour</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. 16, pp. 441–467). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: 16 [all]</p> <p>Q 16.1 – 16.5 due before class</p>
21	29	<p>Atypical sexual behaviour</p> <p>R10. Hébert, A., & Weaver, A. (2014). An examination of personality characteristics associated with BDSM orientations. <i>Canadian Journal of Human Sexuality</i>, 23(2), 106-115. https://doi.org/10.3138/cjhs.2467</p> <p>Chapter 16 Quiz due before class</p>

Lec #	DATE	TOPIC & READINGS
22	31	<p>Sexual coercion</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.17, pp. 468–506). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 17 [all]</p> <p>Q 17.1–17. 11 due before class</p> <p>R11. Struckman-Johnson, C., & Struckman-Johnson, D. (2003). Tactics of coercion: When men and women won't take no for an answer. <i>The Journal of Sex Research</i>, 40(1), 76–86. https://doi.org/10.1080/00224490309552168</p>
23	Apr 5	<p>Sexual coercion</p> <p>R12. Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion. <i>Trauma, Violence & Abuse</i>, 5(2), 91–122. https://doi.org/10.1177/1524838003262331</p> <p>Chapter 17 Quiz due before class</p>
24	7	<p>Commercial sex</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. 18, pp. 462–488). Toronto, Canada: Pearson Education of Canada.</p> <p>REVEL SECTION: 18 [all]</p> <p>Q 18 [all] before class</p>
<p>Apr 14–29 FINAL EXAM PERIOD - All material since Jan. 11, 2022 [may include Saturdays and Sundays]</p>		