



THE UNIVERSITY OF BRITISH COLUMBIA

Psychological Aspects of Human Sexuality II PSYO 354-101 / Winter Term II, 2024-25

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], Hon. B. A. [U of T], R.Psych. (Retd) [You may call me Jan (“Yawn”) or Dr. Cioe (pronounced as Dr. “C” “O”), Sir]; he/him/his

CLASS Wednesday & Friday 2:00–3:20 p.m. SCI 333

OFFICE: ART 320

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

STUDENT TIME: Tuesday & Thursday 12:30–1:30;
Wednesday & Friday 1:00–1:45 & 3:30–4:00
If these times are not convenient, others may be arranged.
I prefer face-to-face, but we can also connect via Zoom during these times, or others, if pre-arranged.

Check out this video on how to approach faculty and the benefits of doing so during student time / office hours.
<https://learningcommons.ubc.ca/student-toolkits/interacting-with-profs/>

TEACHING ASSISTANTS: Toria Violo [Lead TA], Hon. B.A. [Mount Royal University], PhD Clinical Psychology Student [UBCO]
Contact info: toria.violo@ubc.ca

Nima Haji Nia, Hon. B.Sc. Psychology Student [UBCO]
Contact info: nimahaji@student.ubc.ca

Please allow up to 24 hours for a response on weekdays; responses may take longer during weekends.

TEXTBOOKS

Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., Hamilton, L. D., McKay, A., & Milhausen, R. (2025). *Human sexuality in a world of diversity* (7th Canadian ed.). Toronto, Canada: Pearson Education of Canada.

This textbook [\$65.90] is part of the Revel system and should be purchased through the Bookstore to get the reduced UBCO price. Use this link and it will take you directly to the Bookstore.

<https://the.bookstore.ubc.ca/books/course-search>

The Revel system offers you an electronic version of the textbook that can be accessed on all your devices. Please note that the access code is valid for one user only. If you prefer a physical copy, you can also purchase a printed, 3-ring version of the textbook for an additional \$39.99 through Pearson. The printed book will be shipped directly to your home within 7 days. I will be using Revel to supplement our class, so I recommend purchasing the electronic version of the textbook instead of using an older paper version. Revel Support is available at <https://www.pearsonhighered.com/revel/students/support/index.html>.

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

<https://console.pearson.com/enrollment/3uqpsu> and selecting PSYO 354 2024-25. 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 class on January 10th, 2025.

ARTICLES

In addition, there is a set of **10 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. Please note that these transfers may take up to a week after you complete your quiz—please be patient and check in with us if your Canvas grades have not been updated 7 days after the quiz's deadline. If you are new to the system, check out <https://students.canvas.ubc.ca/>; see also the Canvas FAQ on the last link.

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 (a) set up an iClicker Reef account and (b) add a course to your iClicker

account. In the Canvas PSYO 354 course, you will find an iClicker Cloud Sync link on left side of the 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. 10 before 2:00 p.m.]. If you enrol in the class after January 10th, 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.

Please check to ensure that what you see on your devices is being properly transferred to Canvas—we have had an issue with this last semester. A number of students thought they were synched, but they were not. I try to upload those grades shortly after class—if they are not there 24 hr after class, let me know so I can fix it.

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].

If you are sick, you should not come to class; you will be excused from the clicker questions for that day. You will not be penalized for missing clicker questions when excused. I prorate the clicker mark calculation dependent on excused absences; if there are 50 questions and you are excused for 6, I divide your total score by 44—not 50.

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. 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.

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 gay 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 these constructs
- discuss the nature of sexual orientation / identities 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 coercion / 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 [including its variants] and the research associated with it, as well as the commercialization of sex in its various forms
- answer multiple choice questions, fill-in-the-blank, 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 monitor whether you participate, but it will not record the specific answers you provide. 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. If you have been excused from class and the clicker questions, I prorate the clicker mark calculation dependent on excused absences. If there are 50 questions and you are excused for 6, I divide your total score by 44—not 50.

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 connect the book to this particular class by clicking on**

this link <https://console.pearson.com/enrollment/3uqpsu> and select PSYO 354 2024-25 in order to use the quizzes. 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 2:00 p.m. PST on 2025.01.22; 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 2025.01.24 before start of class. If you find an error in a Revel quiz question [it has happened 😞], take a screenshot and email it to us so we can either clarify or change the grade.

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 70 marks toward the course grade. You will have 75 min for the midterm exam and 150 min for the Final Exam. Both exams will have a multiple-choice component and an essay questions component [choice from among two options].

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 need to request that grace period each time before the deadline.** Additional grace periods may be given, but you must meet with me to discuss the situation and to set a schedule for completion of further work. If you anticipate a problem meeting a deadline because of a health issue, you can also contact me by email to request an Academic Concession extension <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession> . Late assignments without a grace period or an extension will receive a grade of 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

FINAL EXAMINATION

The examination period for Term 2 of Winter 2024–25 is April 11–21; 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 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. Exams 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 of your degree and follow the University's policies on out-of-time exams.

- For the BA, see <https://fass.cms.ok.ubc.ca/wp-content/uploads/sites/131/2020/06/Out-of-time-examination-FASS.pdf>
- For BSc, see <https://science.cms.ok.ubc.ca/wp-content/uploads/sites/128/2020/06/Out-of-time-examination-FoS.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/> , <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/1-expectations-academic-integrity> , and <https://academicintegrity.ubc.ca/>

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 the following:

- 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 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: <https://students.ok.ubc.ca/health-wellness/student-health-clinic/>

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 <https://students.ok.ubc.ca/academic-success/learning-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 |

<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 | ART 320 |
| | 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 | |

Lec # DATE TOPIC & READINGS

W1-L1 Discussion: Introduce yourself to the class; W1-L1 Quiz: Syllabus Course outline ASAP, but no later than 25.01.22

- 1 Jan. 8 Syllabus & Sexual behaviour: Solitary sexual behaviour [Fantasy]**
 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. 8, pp. 209–220). Toronto, Canada: Pearson Education of Canada.
 REVEL SECTION: Intro., 8.1, & 8.2

Q 8.1 & 8.2 due 25.01.22 [EXCEPTION]: Normally, before start of class; 3 pts for module quiz questions

NOTE: Journal prompts are not assigned and will not be viewed

- 2 10 Sexual behaviour: Solitary sexual behaviour [Fantasy/ nocturnal orgasm/ masturbation]**
 A1. Ellis, B., & Symons, D. (1990). Sex differences in sexual fantasy: An evolutionary psychological approach. *Journal of Sex Research*, 27(4), 527–555.
<https://doi.org/10.1080/00224499009551579>
A1 due 25.01.22 [EXCEPTION]: Normally, before start of class
-

- 3 15 Sexual behaviour: Solitary sexual behaviour [Masturbation]**

- 4 17 Sexual behaviour: Social [Masturbation cont'd/ Petting]**
 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. 8, pp. 220–234). Toronto, Canada: Pearson Education of Canada. **[NOTE: Last day to withdraw without a W is Jan. 17th.]**
 REVEL SECTION: Rest of 8

Q 8.3 & 8.4 due 25.01.22 [EXCEPTION]: Normally, before start of class; 3 pts for module quiz

Lec # DATE TOPIC & READINGS

- 5 22 Sexual behaviour: Social [Petting cont'd]**
 A2. Herbenick, D., Patterson, C., Beckmeyer, J., Gonzalez, Y. R. R., Luetke, M., Guerra-Reyes, L., Eastman-Mueller, H., Valdivia, D. S., & Rosenberg, M. (2021). Diverse sexual behaviors in undergraduate students: Findings from a campus probability survey. *Journal of Sexual Medicine*, 18(6), 1024–1041. <https://doi.org/10.1016/j.jsxm.2021.03.006>

DUE TODAY – All assignments due the day the content is identified in the Syllabus

- 6 24 Sexual behaviour: Social [Intercourse]**
 A3 Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. *Review of General Psychology*, 16(2), 161–176. <https://doi.org/10.1037/a0027911>

**Revel Q8.5 & Chapter 8 Quiz due today, before start of class –
 Chapter quizzes worth 5 pts vs. 3 pts for Module quiz**

- 7 29 Sexual behaviour: Patterns [Casual & coupled]**
 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. 336–352). Toronto, Canada: Pearson Education of Canada.
 [NOTE: I had assigned this section also in P353.]
 REVEL SECTION: 12.3, 12.4, & 7.2 Hooking up

Revel Q 12.3 & 12.4 before start of class [7.2 quiz later]

- A4 Tholander, M., & Tour, N. (2022). The shame of casual sex: Narratives of young Swedish women. *Women's Studies International Forum*, 93, 1–8. <https://doi.org/10.1016/j.wsif.2022.102618>

| Lec # | DATE | TOPIC & READINGS |
|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 | 31 | Sexual behaviour: Patterns [Extradyadic & post-marital] A5. 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 |
| 9 | Feb 5 | Sexual dysfunctions & treatment 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. 13, pp. 353–385). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: 13 [all] Revel Q 13.1–13.5 due before start of class |
| 10 | 7 | Sexual dysfunctions & treatment Revel Chapter 13 Quiz due before class |
| 11 | 12 | Review – if time |
| 12 | 14 | Exam 1 - all material from Jan. 8th to date |
| | 17–21 | No classes: Family Day & Midterm Break |
| 13 | 26 | Sexually transmitted infections 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. 14, pp. 386–418). Toronto, Canada: Pearson Education of Canada. REVEL SECTION: 14 [all] Revel Q 14.1–14.5 due before class |

| Lec # | DATE | TOPIC & READINGS |
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|----|----|----------------------------------------|
| 14 | 28 | Sexually transmitted infections |
|----|----|----------------------------------------|

A6 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. *Stigma and Health*, 6(2), 216–227. <https://doi.org/10.1037/sah0000230>

Revel Chapter 14 Quiz due before class

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| 15 | Mar 5 | Review Exam 1 |
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| 16 | 7 | Attraction and love |
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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. 6, pp. 160–181; Chapter 7, pp. 182–208). Toronto, Canada: Pearson Education of Canada.

REVEL SECTION: 6 & 7 [all—including 7.2 from before]

Revel Q 6.1–6.5 and Q 7.1–7.5 due before class

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|----|----|----------------------------|
| 17 | 12 | Attraction and love |
|----|----|----------------------------|

A7. 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? *Human Nature*, 20, 282–293. <https://doi.org/10.1007/s12110-009-9067-3>

Revel Chapter 6 quiz and Chapter 7 quiz due before class

Lec # DATE TOPIC & READINGS

18 14

Sexual orientation and identity

GUEST SPEAKER- Wilbur Turner

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. 9, pp. 235–261). Toronto, Canada: Pearson Education of Canada.

REVEL SECTION: 9 [all]

Revel Q 9.1–9.5 due before class

[Mar 21st: Last day to withdraw with a W from SSC Portal.]

19 19

Sexual orientation and identity

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. 139–146). Toronto, Canada: Pearson Education of Canada.

[NOTE: I had assigned this section also in P353.]

REVEL SECTION: 5.2 & 5.3 [review again from P353]

Revel Chapter 9 Quiz and Q 5.2 & 5.3 due before class

A8. Wieczorek, K., & Dobson, K. (2022). The interface of sexuality and gender with mature minor: Ethical considerations and a case illustration. *Canadian Psychology / Psychologie Canadienne*, 63(3), 313–324.

<https://doi.org/10.1037/cap0000300>

20 21

Atypical sexual behaviour

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. 16, pp. 441–467). Toronto, Canada: Pearson Education of Canada.

REVEL SECTION: 16 [all]

Revel Q 16.1–16.5 due before class

21 26

Atypical sexual behaviour

Revel Chapter 16 Quiz due before class

| Lec # | DATE | TOPIC & READINGS |
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| 22 | 28 | Sexual coercion |
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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.17, pp. 468–506). Toronto, Canada: Pearson Education of Canada.

REVEL SECTION: 17 [all]

Revel Q 17.1–17.7 due before class

A9. Struckman-Johnson, C., & Struckman-Johnson, D. (2003). Tactics of coercion: When men and women won't take no for an answer. *The Journal of Sex Research*, 40(1), 76–86. <https://doi.org/10.1080/00224490309552168>

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|----|-------|------------------------|
| 23 | Apr 2 | Sexual coercion |
|----|-------|------------------------|

A10. Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion. *Trauma, Violence & Abuse*, 5(2), 91–122. <https://doi.org/10.1177/1524838003262331>

Revel Chapter 17 Quiz due before class

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|----|---|-----------------------|
| 24 | 4 | Commercial sex |
|----|---|-----------------------|

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. 18, pp. 462–488). Toronto, Canada: Pearson Education of Canada.

REVEL SECTION: 18 [all]

Revel Q 18 [all] before class

Apr 11–21 FINAL EXAM PERIOD - All material since Jan. 8, 2025 [may include Saturdays and Sundays]