



PSYCHOLOGY 350a: The Psychology of Human Sexuality

Section: 951
Summer Session 2, 2015

“Science by itself has no moral dimension. But it does seek to establish truth. And upon this truth morality can be built.”

-William Masters

WHAT IS THIS COURSE ABOUT?

This course will focus on understanding human sexuality from a biopsychosocial perspective. In other words, we will look at the biological, physiological, behavioural, psychological, and sociological aspects of human sexuality. We will also examine cross-cultural viewpoints, but the main content of the course will focus on a North American perspective. Much of what we understand about human sexuality is based in layman knowledge, bias, and opinion. In this course, you will learn to think critically about human sexuality, based on the best available research evidence. The information in the course will be examined through an empirical lens, with the overarching goal of fostering critical thinking skills. By the end of this course, students will:

- Have a fundamental knowledge base in the area of human sexuality.
- Understand human sexuality from a multidisciplinary perspective.
- Be exposed to different viewpoints and practices in human sexuality.
- Be able to critically examine information about human sexuality from an informed, scientific standpoint.

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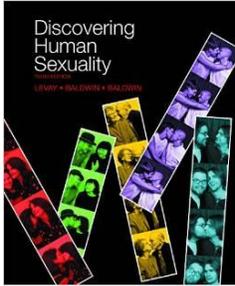
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Topic	Page
Course Materials	2
Grading Components and Policies	2
Departmental Grading Policies	4
Important Class Policies and Guidelines	5
Class Atmosphere and Sensitive Content	6
Academic Misconduct	7
What You Need to do to be Successful in this Course	8
Course Calendar	9

Lecture Time/Room: Monday and Wednesday; 4-7pm; Buchanan A201

COURSE MATERIALS



1.) **Discovering Human Sexuality 3rd edition** by Simon LeVay, Janice Baldwin and John Baldwin (ISBN: 978-1-60535-275-6). This textbook is accompanied by a (free) companion website that includes study questions, activities, flashcards, animations, chapter summaries and quizzes. The supplemental materials can be found [here](#). This link can also be found on the back of the front cover of your textbook.

➤ **Please note: you should not use previous editions of this textbook.**



2.) **iClicker:** We will be using an iClicker for in-class polls, as well as for testing knowledge of course material. Please bring your iClicker to every class and register your iClicker via UBC Connect.

3.) **Connect Course Website:** We will be using [UBC Connect](#) for course updates, announcements, discussions, grade postings, course readings, and other relevant course information. You will be required to contribute to online discussions (see Grading Components and Policies below) and to keep apprised of course information via the Connect website. I will frequently post course updates and announcements via the Announcements Link. I will also post supplemental readings, links, videos, powerpoints and other material in folders by topic area/lecture date. You can access your grades through the My Grades link.

GRADING COMPONENTS AND POLICIES

Component	Value
Midterm Exam	45%
Final Exam	50%
Course Engagement (iClicker)	2%
Course Engagement (Discussion Posts)	3%

Exams

Midterm Exam: The midterm exam will consist of multiple choice and long answer questions. The midterm is scheduled for Monday, July 27th. The midterm exam must be written on the day it is scheduled, unless you experience a medical emergency. **A medical emergency will be the only allowable exception.** In the case of a medical emergency you must inform the Instructor within 12 hours of the exam and provide a doctor's note with a contact phone number so it can be verified. **If**

you miss the midterm, you cannot make it up and your final exam will comprise 95% of your grade. Being excused from an examination is at the sole discretion of the Instructor.

Final Exam: The University will schedule the final exam date sometime during the week of August 17-21. The final exam will be cumulative but will focus primarily on the 2nd part of the course. The final exam will consist of multiple choice and long answer questions. **The final exam must be written on the day it is scheduled unless you experience a medical emergency.** If you miss the final exam, you will be given Deferred Status and must consult with Arts Advising about re-writing the exam.

Course Engagement:

- **iClicker:** We will be using the iClicker to generate data in class. The benefit of these polls is twofold: 1.) We will be able to observe the opinions and behaviours of a large student sample; 2.) The exercise provides in vivo practice with reading graphical representations of data. The information you provide through the iClicker responses is anonymous and your responses will not be accessed by anyone. There are no correct answers for these polls. In order to receive marks for this engagement component, you must answer at least 75% of the questions posed for 90% of the classes with iClicker questions. There will be no partial grades for this component.
- **Discussion Posts:** Discussion Posts will be used so we can explore topics more thoroughly. Large classes do not allow for as much one-to-one discussion, so I will be posting discussion questions through the Connect Course Website where you can engage in discussing a topic with your fellow classmates. I will post a discussion topic every week (6 total). You can contribute to the conversation by posting a response for any topic **but you must contribute to at least 3 discussion posts during the course to receive full grades for this Course Engagement component (i.e., one percent awarded for each post, up to 3%).** It is expected that your contributions will provide something thoughtful, insightful, interesting, or innovative to the discussion. You should aim to write approximately a paragraph (4-5 sentences) for each post. You are not required to comment on other student's post, but you are encouraged to use these forums to engage in an interactive communication platform with your classmates. **You are required** to respond if someone asks you a direct question. As with a face-to-face conversation, it is rude to ignore a question directed specifically to you. Students are expected to respond to questions directed at them on a specific topic, as long as the questions are posted prior to the end of the week.
- **In class discussions:** During class, you will be asked to engage with the students around you in discussions about various topics. Although this is not a graded aspect of the course, it is expected that you will take the opportunity to have lively and thought provoking discussions with your fellow classmates.

DEPARTMENTAL GRADING POLICIES

In order to have equity among courses and sections, the Department sets guidelines for how grades should be distributed. As a whole, classes at the 300-level will have varying levels of performance but generally have a mean score ranging from 66-70% (SD=13). In other words, for adequate performance in this class, you should expect to score in this range.

If the class mean does not fall in this range, instructors SCALE grades. Grades will be scaled higher or lower depending on the class performance. Scaling is done to prevent external variables such as instructor style (too easy or too difficult) or course content (too easy or too difficult) from having a significant effect on student grades. If there is a need to scale grades, the scaling will be done after all of the components have been scored. A grade is not considered final until it appears on your academic record. I will keep you apprised of the class averages after each component is scored so you have an idea about how the class is performing as a whole.

The following shows the letter grade corresponding to percentage points for UBC:

Grade	Percentage	Grade	Percentage
A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

Please Note:
No grades will be discussed
via email.

UBC's Guidelines for Grading and Reporting Grades

The Faculty of Arts outlines a framework for how grades should be allocated at UBC. This framework outlines the level of performance that is expected at a quality post-secondary institution such as UBC. As detailed in the [Grading Guidelines](#), "Grading policies should attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course, and students in other courses."

Grading Criteria

- Exceptional performance (A- to A+): strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- Competent performance (B- to B+): evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
 - Typical class average

- Adequate performance (D to C+): understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.
- Inadequate performance (F): little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

No grades will be discussed via email. If you have a problem or a question about your grade, please make an appointment to come speak with the instructor or stop by during office hours.

IMPORTANT CLASS POLICIES AND GUIDELINES

Attendance and timely arrival: Attendance in this class is not mandatory but attending class will greatly enhance your learning experience. I hope to make this course as informative and interesting as possible; this is my job. Your job is to be engaged with the course material and with your classmates. Please arrive on time for class. It is disrespectful to your Instructor and fellow classmates to interrupt the class once it begins.

Food and drinks: Food and drinks are permitted in class but please be mindful of the types of food you bring to class (e.g., noisy, stinky). Please also be mindful of common allergies such as nuts, fish and shellfish when bringing food to class.

Electronic devices: You may bring a laptop to class for note taking, but refrain from checking your email and browsing the Internet. Browsing the Internet is distracting for your fellow classmates and for you. Research has shown that distraction in the form of web browsing lowers course grades for students. Cellular phones must be set to silent in class.

Communication with the Instructor and TA:

- a.) I will generally stay after class for the purposes of brief consultation, though there may be times when staying after class is not possible.
- b.) When sending an email to the instructor or TA, please use the subject heading PSYC 350a. Emails will be responded to within 48 hours, except on weekends or in special circumstances. If you have multiple or complex questions, consult with me after class or make an appointment to see the Instructor or TA.
- c.) Most questions can be directed to the TA (e.g., grades) but if you have questions about course content, please see the Instructor.
- d.) Prior to contacting the Instructor or TA, please consult the Q & A Forum on UBC Connect. Students should post non-urgent questions here where other students can respond. Answers will also be posted by the TA in response to questions that may be pertinent to the class.

Access & Diversity: If you require academic accommodations, you can make an appointment to see a Diversity Advisor and by following the procedures outlined [here](#).

CLASS ATMOSPHERE AND SENSITIVE CONTENT

Students enrolled in a Human Sexuality course should be aware of what the course involves in order to make an informed decision about taking the course. Outlined here is information about what is involved and expected from students who take this course:

Content and Language: We will be describing and discussing many topics that are informative and interesting but please be aware that some of the content may be sensitive, triggering, uncomfortable, or embarrassing. This content includes topics such as reproductive anatomy, paraphilias, gender identity and orientation, cross-cultural sexual practices, sexual coercion, sexually transmitted infections, atypical sexual preferences and commercial sex. This content will be addressed in an educational manner, but includes explicit terminology, images, films and discussions. If a particular topic makes you uncomfortable, please notify the instructor to discuss potential alternatives.

Respect and safety: The atmosphere in this class is one of mutual respect and safety. While there may be different views, it is critically important that class members treat each other with respect and make others feel safe to express divergent or opposing viewpoints. Respect for your fellow classmates is conveyed through your language, behaviour (including gestures, body language, discussion postings), and tone. **Disrespectful conduct will not be tolerated in any form and you may be asked to leave if you engage in disrespectful behaviour.**

Personal and interactional boundaries: There will be opportunities in class to share your personal experiences, and to ask and answer questions about human sexuality. In this class, you will be asked to respond to poll questions about human sexuality through iClicker polls. You always have the option to refrain from answering any personal questions that you do not feel comfortable answering. When discussing personal material, please be mindful of over-disclosure, keeping in mind the class is an academic environment. Also please be respectful of your fellow classmates and respect boundaries when it comes to discussing personal information.

Exploration of sensitive material: In this course, we will be exploring many topics that may elicit strong reactions or have personal relevance. The purpose of this class is to present knowledge, empirical research, diverse viewpoints, topical issues, and accurate information about human sexuality. When describing and discussing these topics, there is no implied advocacy or alignment with the topic. For example, we will be discussing pedophilia, necrophilia and violent sexual coercion. Discussion of these topics does mean the Instructor, TA, or authors of the textbook are supporting these behaviours. In a similar realm, it is expected that students will be able to explore sensitive topics through discussion, without judgment.

Personal reactions: Some of the material in this course may lead to triggering or adverse reactions. If you are experiencing an adverse reaction, you are encouraged to contact the Instructor or TA. If you require support, UBC offers counselling services to students. Information about counselling services can be found [here](#) or by calling 604-822-3811.

If you have any questions or need more information about academic misconduct, please see your Instructor or TA.

ACADEMIC MISCONDUCT

Students are responsible for being informed about the policies and procedures around academic misconduct at UBC.

What is academic misconduct?

Academic misconduct includes, but is not limited to:

- 1.) Cheating, including such actions as:
 - a. Using materials (paper or electronic) in exams that are not permitted;
 - b. Copying from another student during an exam;
 - c. Providing assistance to another student during an exam;
 - d. Falsifying any material subject to academic evaluation.
- 2.) Plagiarism, including such actions as:
 - a. Using another person's words from printed material without giving them credit;
 - b. Copying ideas or information from a webpage without crediting the source;
 - c. Submitting another student's assignment, paper or project as your own.
- 3.) Submitting the same, or substantially the same, essay, presentation, or assignment more than once.
- 4.) Impersonating someone on an exam.
- 5.) Submitting false documents to an instructor (e.g., a fake doctor's note).

Why can happen if I engage in academic misconduct?

Academic misconduct is a serious offense at a post-secondary institution and can lead to failing an assignment, failing a course, or expulsion from the university. It is not worth the potential consequences to engage in academic misconduct because it can ruin your university career and subsequent job prospects.

Why is academic honesty so important?

When you register at UBC, you initiate a contract with the University that stipulates: "I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same."

Within an academic environment, high value is placed on knowledge, ideas, invention, information and discovery. The academic system is a place where individuals are encouraged to acquire and develop the skills to be critical thinkers. Stealing someone's ideas in this context is no different than stealing someone's money or possessions. In as such, it is extremely disrespectful to your fellow colleagues to engage in any form of academic misconduct.

WHAT YOU NEED TO DO TO BE SUCCESSFUL IN THIS COURSE

Keep up with reading: In a summer course, the expectation is that you will undertake the amount of course work in 6 weeks that you would normally accomplish in a full term of regular session. This essentially means that one month of a regular course occurs in a 2 week period. For most courses, you should expect to be investing 2-3 hours for every hour of class time. Given that we have 6 hours of class time per week, you should expect to devote at least 12 hours to this course outside of class time. In order to be successful, it is imperative that you keep up with the reading. It will be very difficult to catch up if you procrastinate with the readings.

Attend class: We will cover some of the textbook materials in class but much of what is covered during class time will be supplemental to the textbook. The exams may draw from discussions or guest speaker content that occurred during class, which will be difficult to grasp in reading notes. Of course, sometimes life just happens and circumstances preclude attendance, but attending class regularly will greatly increase your chances of success in attaining a higher grade.

Engage with the material: A portion of the grades will be allocated based on your level of engagement with the material. This includes iClicker participation, discussion forums, and classroom discussions. Individuals who are successful in this course generally are curious and explorative when learning the content. There are some topics that will require memorization (e.g., reproductive anatomy) but much of the information will be acquired through less explicit means. Human Sexuality is a fascinating topic and it is my hope that you will find the information both educational and engaging.

Write exams when they are scheduled: Missed exams throw everyone off kilter and, although missing an exam may provide temporary relief from anxiety, it does not translate into higher grades. The final exam will be more comprehensive than the midterm exam so it is in your best interest to write the midterm as scheduled. If you miss the final exam, you will be required to go through the process of requesting Deferred Status and providing documented medical information to Arts Advising.

Friday, July 10

Last day to withdraw without a W standing

Friday, July 24, 2015

Last day for withdrawal from most Summer Session Term 2 courses with withdrawal standing of W recorded on a student's academic record.

By remaining enrolled in this course, you are agreeing to the terms and conditions detailed in the syllabus

Course Calendar¹

Date	Topic	Topics/Readings (<i>readings in italics</i> ²)	Questions to be explored
Lecture 1 Mon, July 6	Course Introduction Introduction to Human Sexuality Theories and Research in Sexuality	<ul style="list-style-type: none"> • <i>Chapter 1</i> • Introductions • Exercise/ Biopsychosocial view of human sexuality • Syllabus overview • Importance of using research to understand human sexuality and seminal researchers • Variants in cultural practices • Theories of Human Sexuality 	<ul style="list-style-type: none"> • What factors are involved in the development of our sexuality? • How is human sexuality researched? • What are some cross-cultural sexual practices that differ from North American practices? • What are the major theories of human sexuality?
Lecture 2 Wed, July 8	Male and Female Anatomy & Physiology	<ul style="list-style-type: none"> • <i>Chapter 2 and 3</i> • <i>Supplemental Reading: Female Circumcision</i> (Link posted on Connect) • Polling questions to explore class practices and beliefs • Reproductive anatomy and hormonal response for males and females • Feminine hygiene products • Perceptions of attractiveness in males and females 	<ul style="list-style-type: none"> • What are the class views/practices in sexuality? • What are the structures of the male and female reproductive anatomy? • How do hormones affect our sexual response? • How does society influence perceptions of attractiveness and sexuality?
Lecture 3 Mon, July 13	Sexual Behaviour: Attraction, Arousal, Response Love and Relationships	<ul style="list-style-type: none"> • <i>Chapter 5, 6 and 7</i> • <i>Supplemental Reading: Ellen Berscheid Article</i> • What makes us sexy? • Defining and describing orgasm: Masters and Johnson sexual response cycle • The g-spot • Female ejaculation • Relationships: <ul style="list-style-type: none"> ○ What do women/men want? ○ Theories of love <ul style="list-style-type: none"> ▪ Biological ▪ Appraisal of arousal ▪ Sternberg ▪ Gottman 	<ul style="list-style-type: none"> • What makes someone physically attractive? • What happens during orgasm? • What do men and women want in relationships? • What are the theories on love? • Are humans 'naturally' monogamous? • Can you be in love with something inanimate?

¹ This is a general outline for the course schedule but there may be changes and additions as we move through the course. For example, we may be engaged in a useful discussion that will extend a lecture topic into the next class. We will also be flexible in accommodating guest lectures.

² All readings (aside from the textbook) will be posted on Connect.

		<ul style="list-style-type: none"> ▪ Evolutionary 	
Lecture 4 Wed, July 15	Gender Identity and Gender Roles	<ul style="list-style-type: none"> • <i>Chapter 4</i> • Prenatal sexual differentiation • Sex chromosome abnormalities • Gender Dysphoria/Transgender • Gender roles (biopsychosocial perspective) • Current views on being transgendered 	<ul style="list-style-type: none"> • How does sex differentiation occur prenatally and what types of chromosomal abnormalities can occur? • What is Gender Dysphoria and what does it mean to be transgendered? • How do gender roles develop and how are they maintained?
Lecture 5 Mon, July 20	Sexual Orientation and Identity	<ul style="list-style-type: none"> • <i>Chapter 12</i> • Guest speaker: Brooklyn Zelenka <ul style="list-style-type: none"> ○ Topic: Transgenderism • Sexual orientation vs. gender identity • Prevailing theories on homosexuality <ul style="list-style-type: none"> ○ Androgen exposure or sensitivity ○ Genetics ○ Birth Order ○ Fecundity • Conversion therapy 	<ul style="list-style-type: none"> • What is the difference between sexual orientation and gender identity? • What are the prevailing theories on the origins of homosexual orientation? • What is the evidence for the effectiveness of conversion therapy? • What are the personal experiences of individuals who are transgendered/transsexual?
Lecture 6 Wed, July 22	Non-Heterosexuality	<p><i>(no readings this week)</i></p> <ul style="list-style-type: none"> • Guest Panel: Sam Stiegler; Holly Wakeman • Guest Speaker: Dr. Ryan Watson <ul style="list-style-type: none"> ○ Topic: Non-heterosexuality 	<ul style="list-style-type: none"> • What are the dimensions of sexual orientation and how might these dimensions contradict each other? • What are some of the issues currently facing the LGBT community? • What are the personal experiences of individuals who have a non-heterosexual orientation?
Mon, July 27	Midterm Exam	The Midterm Exam will cover Chapters 1-7 and Chapter 12. It will also cover materials from the lectures, supplemental readings and guest lectures.	
Lecture 7 Wed, July 29	Variations in Sexual Behaviours	<p><i>Chapter 13</i></p> <ul style="list-style-type: none"> • <i>Supplemental Reading: We're Kinky, Not Crazy</i> • Guest Speaker: Cara Dunkley <ul style="list-style-type: none"> ○ Topic: BDSM • Paraphilias • Paraphilic Disorders • Fetishism 	<ul style="list-style-type: none"> • What types of variations exist in sexual behaviours? • What is a paraphilia and what are the Paraphilic Disorders? • What are the theoretical perspectives on how paraphilias develop? • What are the treatments for paraphilias and what is the evidence for treatment effectiveness?
Mon, August	No Class: British Columbia		

3rd	Day		
Lecture 8 Wed, August 5	Sexuality Across the Lifespan	<i>Chapter 10 and 11</i> <ul style="list-style-type: none"> • Guest Speaker: Cole Brown <ul style="list-style-type: none"> ◦ Topic: Asexuality • Marriage, cohabitation, divorce • Polygamy (polygyny and polyandry) • Polyamory 	<ul style="list-style-type: none"> • What is asexuality and what are the experiences of being asexual? • What are the trends in marriage and divorce in Canada? • How do polygamous and polyandrous families function?
Lecture 9 Mon, August 10	Sexual Disorders Hypersexuality	<i>Chapter 14</i> <ul style="list-style-type: none"> • <i>Supplemental Reading: Should Hypersexual Disorder be Classified as an Addiction?</i> • Sexual Disorders (Cathy Zhang) • Hypersexuality 	<ul style="list-style-type: none"> • What is considered a ‘sexual disorder’? • What are the causes of sexual disorders? • What are the treatment options for sexual disorders? • What is hypersexual behaviour and how should it be conceptualized? • What are the biological, psychological and sociological factors that contribute to hypersexual behaviour?
Lecture 10 Wed, August 12	Sex as a Commodity Sexual Coercion	<i>Chapter 16 and 17</i> <ul style="list-style-type: none"> • <i>Supplemental Reading: Barely illegal: New prostitution laws may drive sex work underground — but can it stop it?</i> • <i>Supplemental Reading: Pornography, Sex Crime and Paraphilia</i> • Guest Speaker: Alma Mater Society of UBC Sexual Assault Support Centre <ul style="list-style-type: none"> ◦ Topic: Sexual Coercion • Canadian Prostitution laws • Effects of pornography 	<ul style="list-style-type: none"> • How many women experience sexual assault at UBC? • What resources are available at UBC if you experience sexual assault? • What are the Canadian laws around sex as a commodity? • Does pornography have negative effects such as relationship problems, negative views about women or violence against women?
Exam Week (August 17-21)	The Final Exam will cover Chapters 8-11, 13, 14, 16, and 17. It will also cover materials from the lectures, supplemental readings and guest lectures.		

Additional Readings:

The Final Exam will also cover:

Chapter 8: Fertility, Pregnancy and Childbirth

Chapter 9: Contraception and Abortion

Chapter 15 will not be tested

Acknowledgement: This syllabus was informed by course syllabi and feedback from Dr. Laurie Minz, Dr. Jason Winters and Dr. Catherine Rawn.