

Psychology 350A: The Psychology of Human Sexuality
Section 202
Winter Term 2, 2015-2016



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Class Time	Wednesdays, 16:00-18:30
Classroom	Earth Sciences Building, Room 1013
Office hours	Wednesdays, 14:45-15:45
Class Website	UBC Connect
Course Text	LeVay, S., Baldwin, J., & Baldwin, J. (2015). <i>Discovering Human Sexuality: Third Edition</i> . Sunderland, MA: Sinauer Associate, Inc.

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Office Hours	By appointment – email the TAs to schedule.	

COURSE DESCRIPTION

This course provides a broad, interdisciplinary overview of the rich and complex field of the psychology of human sexuality, covering relevant theory, research, and cultural facets. Topics include:

- a brief history
- sex education
- anatomy, physiology, and sexual response
- sexual behaviour
- relationships
- attractiveness and body image
- atypical sexual preferences
- commercial sex

The course will dispel some of the many myths about human sexuality, and it's my hope that it will encourage introspection and challenge you to think critically about sexuality. The class will focus on the science that forms the foundation of what is currently understood about human sexuality, and its application to daily life.

Classes will largely be in lecture format with occasional multimedia presentations and guest talks. Lectures will reflect the content of the course textbook; however, **information presented in class will often not be covered in the textbook and vice versa**. For this reason, it is essential that you attend class and read the assigned sections of your textbook if you want to receive a good grade. Material covered in lectures, in the PowerPoint slides, and in the textbook is all fair game for the exams. **This includes information that is discussed in class, but is not included in the PowerPoint slides or in the textbook**. You are also responsible for any in-class announcements.

Atypical Course Content and Trigger Warnings

Because Psychology 350A is a course on human sexuality, we will be covering material that you would not encounter in most undergraduate courses. Content, language, and images will at times be explicit. Additionally, we will be discussing topics such as rape fantasies, eating disorders, pedophilia, and sexual violence. These topics can cause some students substantial emotional and psychological discomfort. I do my best to present these topics in a sensitive way. It is helpful for students to read ahead in the provided slides in preparation for the topics to be covered. I will not be providing trigger warnings throughout the course as almost all topics that we will cover have the potential to upset individual students. However, I will provide warnings for particular slide images. If you think that the course content may interfere with your learning and performance on exams, I encourage you to consider other psychology courses instead of 350A.

COURSE WEBSITES

UBC Connect

UBC Connect will be used to post announcements, slides, and grades. It is your responsibility to regularly check the UBC Connect page for announcements and the most current class information. Also, you need to register your iClicker through the UBC Connect page for the course.

The Unofficial Course Blog

The blog is used to post content related to sex and sexuality (currently there are over 1,000 posts to peruse, dating back to 2010). This content will not be required for the course. The blog is for your interest and entertainment (I hope!). I encourage you to use *Like* button as a means of providing feedback, and the *Comment* feature to discuss the posted content or to ask questions. When you comment, you can use your name or post anonymously. If you'd like to follow the blog, you can set up an RSS feed. I also encourage you to email me finds and contributions to post that you think the class would like.

Each Thursday, I will publish a *Thursday Mail* post. This is for you to ask any questions related to the class, or to the topic of human sexuality. I may also introduce a topic related to the week's classes for discussion. As anonymous commenting is enabled, I encourage you to use the *Thursday Mail* to ask questions that you may not feel comfortable asking in class. I will either answer the questions directly in the comments section, or will respond during the following class.

I will be checking the course blog frequently and will respond to comments in as timely a manner as possible. Comments will be moderated before being posted, so your comments may take some time before they appear on the blog. This is to protect against spam, and disrespectful or otherwise inappropriate comments.

EVALUATION

Midterm Exam 1	32½%
Midterm Exam 2	32½%
Final Exam	32½%
iClicker Participation	3%

Exams

The midterm exams will take place in class, and the final exam will be scheduled during the April exam period. Exams, which will **not** be cumulative, will be comprised of multiple choice, fill-in-the-blank, and written style questions.

The midterms will be scored a **0** unless you experience a medical emergency, in which case you must: **(1) inform me before the scheduled exam times and; (2) provide a doctor's note**. The note must detail the medical emergency and must provide the physician's telephone number so that a follow-up phone call can be made. I may request that you consult with Arts Advising and provide documentation. **There will be no make-up midterm exams**. If you miss a midterm exam due to a medical emergency, your other exams will determine your term mark.

If you miss the final exam due to a medical emergency, you will be required to consult with Arts Advising to be given Deferred Standing status. You will then write the make-up final exam during the Deferred Standing exam period (July, 2016).

Exams will not be rescheduled because of work, academic workload, holidays, or for any other reason.

Please do not ask. Do not schedule flights home during the final exam period before the final exam schedule has been released by the registrar. I will not reschedule your final exam because you booked your flight for a date earlier than the officially scheduled final exam.

Please contact me prior to the exams if you will be writing your exams at the Disability Resource Centre/Access and Diversity Office.

Attendance

I will not be taking attendance; I leave the responsibility of attendance up to you. As university students, you should be responsible for your own academic development. Keep in mind, though, that I will be entirely unsympathetic to those students who miss class and then do poorly on exams. The same is true for students missing announcements about important dates that have been re-scheduled, and changes in the topics covered.

iClicker Participation

Three marks will be offered for iClicker participation. Throughout each class, iClicker questions will be embedded in the PowerPoint slides. They are primarily intended to encourage you to reflect upon your understanding of the issue at hand, and your attitudes, opinions, and beliefs. Marks will be awarded in the following manner:

Percentage of Questions Answered	Marks Awarded at End of Term
0%	0
1-33%	1
34-66%	2
67-100%	3

Psychology Department's Position on Academic Misconduct

"Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see the UBC Calendar."

Marks and Scaling

The Department of Psychology has a policy in place to insure that class averages and distribution of marks for all courses are within specified ranges. Instructors are required to scale grades if their class averages and/or distribution of marks do not fall within those ranges. The following guidelines are provided by the department:

Class Performance	Mean	SD	% A	% A+B	% Fail
Good	70	13	22	56	6
Average	68	13	18	50	8
Weak	66	13	14	44	11

POLICY ON ELECTRONIC DEVICES

Increasingly, students are using electronic devices (e.g., laptops, tablets, smart phones, etc.) while in class. Recent research has shown that the use of electronic devices has a substantial negative impact on students' grades. The temptation to multi-task or use electronic devices to surf the web, watch videos, visit social networking sites, email, etc. is too great, and draws attention away from class. The negative impact is not only experienced by the device users themselves; the distraction of electronic devices also negatively affects the grades of those students sitting near device users. **If you choose to use electronic devices in class, please sit in the back three rows of the classroom.**

TOPICS AND SCHEDULE

TOPIC	READINGS
History and Sexual Education	Chapter 1
Anatomy and Physiology	Chapter 2 Chapter 3
Sexual Motivation, Desire, Arousal, and Response	Chapter 5: 137, 139-153
Sexual Fantasies and Behaviour	Chapter 6 Chapter 5: 138
Attraction and Relationships	Chapter 5: 123-137 Chapter 7
Atypical Sexual Interests	Chapter 13
Commercial Sex	Chapter 17

It's difficult to predict the pace at which we'll move through the course material, as the amount of class discussion will affect the schedule. I will keep the class informed of upcoming topics and which topics will be covered on the exams. Make sure to also check the class website for updates.

January 6 – January 27	Section 1
February 3	Midterm 1
February 3 – March 2	Section 2
March 9	Midterm 2
March 9 – April 6	Section 3

Other important dates:

January 18 – Last day to drop courses without a "W" on your academic record.
February 12 – Last day to withdraw from course with a "W".