

Psychology 350A: The Psychology of Human Sexuality
Section 001
Winter Term 1, 2016-2017



Instructor Jason Winters, PhD
Office Ponderosa Commons East, Room 4035
Email jwinters@psych.ubc.ca
Class Time Wednesdays, 16:00-18:30
Classroom Neville Scarfe Building, 100
Office hours Wednesdays, 14:45-15:45
Class Website UBC Connect
Course Text LeVay, S., Baldwin, J., & Baldwin, J. (2015). *Discovering Human Sexuality: Third Edition*. Sunderland, MA: Sinauer Associate, Inc.

Teaching Assistants Kirstie Kellman-McFarlane Ali Zokol
kirstie.kellman.mcfarlane@gmail.com ali.zokol@gmail.com
Kenny Building, Room 2011 Kenny Building, Room TBA
Taeh Haddock
taehaddock@psych.ubc.ca
Kenny Building, Room 3502

TA 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
- 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, 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 some 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.

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 December 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 (summer, 2017).

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

Academic Misconduct (from the UBC Calendar)

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1. Cheating, which may include, but is not limited to:
 - I. falsification of any material subject to academic evaluation, including research data;
 - II. use of or participation in unauthorized collaborative work;
 - III. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
 - IV. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
 - V. dishonest practices that breach rules governing examinations or submissions for academic evaluation.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.
3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.
5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.
6. Falsifying or submitting false documents, transcripts, or other academic credentials.
7. Failing to comply with any disciplinary measure imposed for academic misconduct.

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
Commercial Sex	Chapter 17
Atypical Sexual Interests	Chapter 13

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.

September 7 – September 28	Section 1
October 5	Midterm 1
October 5 – October 26	Section 2
November 2	Midterm 2
November 2 – November 30	Section 3

Other important dates:

September 20 – Last day to drop courses without a "W" on your academic record.

October 14 – Last day to withdraw from course with a "W".