Psychology 350A: The Psychology of Human Sexuality
Section 001
Winter Term 1, 2018-2019

Instructor: Jason Winters, PhD
Office: Ponderosa Commons East (Audain Arts Centre), Room 4035
Email: jwinters@psych.ubc.ca
Class Time: Wednesdays, 16:00-18:30
Classroom: West Mall Swing Space, Room 122
Office hours: Wednesdays, 14:45-15:45
Class Website: UBC Canvas

Teaching Assistants: Arezoo Shahnaz, Natalie Brown
arezoo.shahnaz@psych.ubc.ca, natalie.bellmanbrown@psych.ubc.ca
Kenny Building, Room 1001, Kenny Building, Room TBA

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 WEBSITE

UBC Canvas

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

EVALUATION

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam 1</td>
<td>32½%</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>32½%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>32½%</td>
</tr>
<tr>
<td>iClicker Participation</td>
<td>3%</td>
</tr>
</tbody>
</table>

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, 2019).

**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.

**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:

<table>
<thead>
<tr>
<th>Percentage of Questions Answered</th>
<th>Marks Awarded at End of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>1-33%</td>
<td>1</td>
</tr>
<tr>
<td>34-66%</td>
<td>2</td>
</tr>
<tr>
<td>67-100%</td>
<td>3</td>
</tr>
</tbody>
</table>

**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:
   1. falsification of any material subject to academic evaluation, including research data;
   2. use of or participation in unauthorized collaborative work;
   3. 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:

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Mean</th>
<th>SD</th>
<th>% A</th>
<th>% A+B</th>
<th>% Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>70</td>
<td>13</td>
<td>22</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>Average</td>
<td>68</td>
<td>13</td>
<td>18</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Weak</td>
<td>66</td>
<td>13</td>
<td>14</td>
<td>44</td>
<td>11</td>
</tr>
</tbody>
</table>
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 rows of the classroom.**

TOPICS AND SCHEDULE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Sexual Education</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sexual Motivation, Desire, Arousal, and Response</td>
<td>Chapter 5: 135, 137-152</td>
</tr>
<tr>
<td>Sexual Fantasies and Behaviour</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 5: 135-137</td>
</tr>
<tr>
<td>Attraction and Relationships</td>
<td>Chapter 5: 123-135</td>
</tr>
<tr>
<td></td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Commercial Sex</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>Atypical Sexual Interests</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5 – September 26</td>
<td>Section 1</td>
</tr>
<tr>
<td><strong>October 3</strong></td>
<td>Midterm 1</td>
</tr>
<tr>
<td>October 3 – October 24</td>
<td>Section 2</td>
</tr>
<tr>
<td><strong>October 31</strong></td>
<td>Midterm 2</td>
</tr>
<tr>
<td>October 31 – November 28</td>
<td>Section 3</td>
</tr>
</tbody>
</table>

**Other important dates:**
- September 21 – Last day to drop courses without a “W” on your academic record.
- October 12 – Last day to withdraw from course with a “W”.