SYLLABUS (FALL 2018)

PSYC 376: The Social Psychology of Human Sexuality

Days/Time: Monday/Thursday: 1:00PM – 2:20 PM

Location: ECS 125

Instructor: Dr. John Sakaluk (He/Him/His) (professor.sakaluk@gmail.com)

Office/Office Hours: Cornett A240 (see office hours schedule)

Teach Assistant: Julie Prud’homme (She/her/hers) (julieprudhomme@uvic.ca)

Office/Office Hours: COR A057 (by appointment)

Required Texts:
  1st editions may be available, but buyer beware regarding discrepancies between the 1st and 2nd edition.

Meeting Policy
I am only available to meet for class purposes during my office hours. In order to ensure that everyone will have opportunities to meet with me during them, I have tried to mix up my week-to-week availability, rotating through different days/times so that no one will be consistently disadvantaged (i.e., because of a reoccurring class during office hours). See the Office Hours Schedule for details.

Email Policy
I will respond to emails regarding the class in batches at my professor.sakaluk@gmail.com email: one batch Monday afternoon and again Thursday afternoon (approx. 3PM – 4PM). Please plan accordingly if you need to get in touch with me via email regarding questions/concerns about class content and/or course organization. Emergency-related emails (i.e., medical, family, personal, etc.,) should be directed to my UVic account (sakaluk@uvic.ca) to which I will respond more dynamically.

Course Description
The field of sexual science is fundamentally interdisciplinary, lying at the intersection of medical science, social science, and humanities. Psychology is one broad lens through which human sexuality can be scientifically studied. In this course, we will adopt an even narrower focus: viewing human sexuality through a social psychological perspective.

We will first learn about the history of human sexuality as a field of scientific inquiry, and review some of the features (e.g., topics, risks, methodology) that make sexual science unique. We will then proceed to detail what a social psychological perspective on sexuality can offer, and what makes it different from related fields (e.g., other areas of psychology and sociology). From then on, through the bulk of the class, we will learn about the primary social-psychological theories applied to human sexuality and core empirical findings in various areas of social psychological/sexuality inquiry.
### Evaluation and Grading Policy

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>Oct. 25</td>
<td>150</td>
<td>~23%</td>
</tr>
<tr>
<td>Sexual Science Op-Ed</td>
<td>Nov. 5, 22, 29</td>
<td>200</td>
<td>~31%</td>
</tr>
<tr>
<td>Test 1</td>
<td>Oct. 4</td>
<td>100</td>
<td>~15%</td>
</tr>
<tr>
<td>Test 2</td>
<td>Oct. 29</td>
<td>100</td>
<td>~15%</td>
</tr>
<tr>
<td>Test 3</td>
<td>Dec. 3</td>
<td>100</td>
<td>~15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>650</td>
<td>100%</td>
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</table>

The final letter grade in the course will be based on a total rounded percent score. For example 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

A+ = 90 – 100  
B+ = 77 – 79  
C+ = 65 - 69  
F = 0 - 49

A = 85 - 89  
B = 73 – 76  
C = 60 – 64  
A- = 80 - 84  
B- = 70 – 72  
D = 50 - 59

Students are expected to familiarize themselves with the Important Course Policy Information (attached).

It is important to note that I do not accept late work, unless accompanied by the appropriate formal documentation.

**Research Paper**

Students will write a research paper (10-15 pages) on a sexuality-related topic of their choosing. Students will need to describe the sexuality-related phenomenon they are writing about, and explain what **two** different social psychological theories/perspectives would offer to its study (e.g., interesting insights, predictions/hypotheses, etc.,). More details will be provided on this assignment later on the course website.

**Sexual Science Op-Ed**

Students will also write an op-ed (~600 words) on a sexuality-related topic of broad interest (e.g., something contemporarily topical, myth-busting common misconceptions, etc.). The Op-Ed (vs. the Research Paper) will weight writing style components (e.g., accessibility, humor, conciseness) much more heavily, as it is intended for an entirely different kind of audience (i.e., non-academic). More details will be provided on this assignment later on the course website.

**Tests (x3)**

Students will complete three written tests (the first is worth more than the second). Tests will be non-cumulative, and will consist of multiple choice, fill-in-the-blank, matching, and short-answer questions.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource,
strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

A Note on Self-Care
Remember to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [https://www.uvic.ca/services/counselling/](https://www.uvic.ca/services/counselling/)

Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. [http://www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [https://www.uvic.ca/services/cal/](https://www.uvic.ca/services/cal/). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [https://www.uvic.ca/services/indigenous/students/programming/elders/index.php](https://www.uvic.ca/services/indigenous/students/programming/elders/index.php)

Child Care and Child-Friendly Policy
*The following text has been adapted from Dr. Melissa Cheyney (2018):*

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!
### Tentative Schedule of Dates*
*Topics/dates subject to change at my discretion pending class progress*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1    | Thu., Sep. 6  | • Course Intro  
• Ground Rules                                                          |                              |
<p>| 2    | Mon., Sep. 10 | • GUEST LECTURE: Dr. Nathan Lachowsky: “The Fallacy of ‘Hard to Reach’ Populations: A Community-Based Program of Sexual Health Research” |                              |
| 2    | Thu., Sep. 13 | • History of Sexual Science                                              | • Chapter 2                  |
| 3    | Mon., Sep. 17 | • Uniqueness's of Sexual Science                                         |                              |
| 3    | Thu., Sep. 20 | • What Can Social Psychology Offer Sexual Science?                        |                              |
| 4    | Mon., Sep. 24 | • Sexual Anatomy and Response                                             | • Chapters 3 and 4           |
| 4    | Thu., Sep. 27 | • Sexual Identities                                                      | • Chapter 6                  |
| 5    | Mon., Oct. 1  | • Sexual Orientation and Fluidity                                        |                              |
| 5    | Thu., Oct. 4  | Test 1                                                                   |                              |
| 6    | Mon., Oct. 8  | NO CLASS (THANKSGIVING)                                                  |                              |
| 6    | Thu., Oct. 11 | JOHN AWAY @ CONFERENCE                                                   |                              |
| 7    | Mon., Oct. 15 | • Gender and Sexuality: The Rise of Evolutionary Perspectives            |                              |
| 7    | Thu., Oct. 18 | • Gender and Sexuality: Challenging Gender Differences Perspectives       | • Chapter 5                  |
| 8    | Mon., Oct. 22 | • Gender and Sexuality: Normative Perspectives                            |                              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Thu., Oct. 25</td>
<td>• Sexual Motivation: Is It More Complicated than We Think? &lt;br&gt; • Research Papers due (11:59 PM) &lt;br&gt; • Chapter 1</td>
</tr>
<tr>
<td>9</td>
<td>Mon., Oct. 29</td>
<td>Test 2</td>
</tr>
<tr>
<td>9</td>
<td>Thu., Nov. 1</td>
<td>• Relational Perspectives 1: What and Why? &lt;br&gt; • Chapter 8</td>
</tr>
<tr>
<td>10</td>
<td>Mon., Nov. 5</td>
<td>Workshop Op-Eds: Brainstorming</td>
</tr>
<tr>
<td>10</td>
<td>Thu., Nov. 8</td>
<td>JOHN AWAY @ CONFERENCE</td>
</tr>
<tr>
<td>11</td>
<td>Mon., Nov. 12</td>
<td>NO CLASS (READING WEEK)</td>
</tr>
<tr>
<td>11</td>
<td>Thu., Nov. 15</td>
<td>• Relational Perspectives 2: Sexual Relationship Typologies</td>
</tr>
<tr>
<td>12</td>
<td>Mon., Nov. 19</td>
<td>• Relational Perspectives 3: Attachment and Sexuality</td>
</tr>
<tr>
<td>12</td>
<td>Thu., Nov. 22</td>
<td>Workshop Op-Eds: Critiques and Editing</td>
</tr>
<tr>
<td>13</td>
<td>Mon., Nov. 26</td>
<td>• Pornography: Facts and Fictions</td>
</tr>
<tr>
<td>13</td>
<td>Thu., Nov. 29</td>
<td>• Attempting to Understand Sexual Violence &lt;br&gt; • Op-Eds due &lt;br&gt; • Chapter 14</td>
</tr>
<tr>
<td>14</td>
<td>Mon., Dec. 3</td>
<td>Test 3</td>
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Prerequisites
Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements
For more information see pages 313-317 of the UVic Calendar September 2018.

Registration Status
Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2018, p. 48-50)

- What to do if you miss the final exam scheduled during the formal exam period
  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
  OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- What to do if you miss an exam other than one scheduled during the formal exam period
  Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- What to do if you require additional time to complete course requirements
  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
  OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic Integrity
https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#,
p. 45-47, UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) (https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson's office: https://uvicombudsperson.ca/tips/plagiarism/
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/