ST. JEROME'S UNIVERSITY

WATERLOO CANADA

Department of Psychology

Psych 236: *A Psychological Analysis of Human Sexuality*

May - June 2014

1.0 CALENDAR DESCRIPTION

This course will examine psychological and social psychological theories and empirical investigations of human sexuality. *Prerequisite*: Psychology 101/121R. *Antirequisites:* SMF 204

2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Telephone and Office:	519 884-8111 x 28219 St. Jerome's Room 2019
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	Tuesdays & Thursdays; 2:00 pm -5:00pm
Location:	St Jerome's Room 2017
Office Hours:	Tuesdays 1:00-2:00 pm or by appointment
Teaching Aide:	519 884-8111 x28256 St. Jerome's Room 2021

Warning: At times, the content in this course may be graphic and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

Advisement: This course is a "BLOCK" course - meaning that the material for a full-term's course is condensed into half a term. For the purposes of planning your time, treat this course as equivalent to two courses.

3.0 TEXTBOOK

Hyde, J.S., DeLamater, J.D., & Byers, E.S. (2012). *Understanding human sexuality*, *5th Canadian edition*. Toronto: McGraw-Hill Ryerson.

4.0 TECHNOLOGY IN THE CLASSROOM

Cellular telephones, smart phones, and similar devices are ***prohibited*** in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away during lectures and examinations. Students who ignore this ban and use these types of devices during lectures will be ejected from the classroom.

If students wish to use computers (e.g., laptops, tablets) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student signing a contract agreeing that s/he will use the computing device to take notes and for course-related activities (e.g., visiting "Learn"). Non-lecture-related use of computers is banned as it is disruptive to the instructor and disruptive to other students. Students who are "surfing" (e.g., checking email, facebook, and the like) will be ejected from the classroom.

Using an experimental design, Sana, Weston & Cepeda (2013) found that students who multitask (e.g., surf non-course related websites on a computer) during lectures had poorer quality lecture notes and performed 11% lower on a test of comprehension of lecture content. Further, those who students who were in the view of a multitasking peer scored 17% lower on a comprehension test compared to students who were NOT in view of a multitasking peer. This means that people who are "surfing" are distracting those who are not in such a way as to decrease others' performance on a lecture-related test, thus justifying a ban on such activities.

Sana, F., Weston, T., & Cepeda, N.J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education, 62*, 24-31.

5.0 CORRESPONDENCE - include the course name or your name in the e-mail subject heading.

Students using email or the telephone to contact the professor or T.A. ***must*** include their given and last names, student number, and course in which they are enrolled. Anonymous emails are ignored. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. A note on email etiquette: It is appropriate for students to begin an email with a "salutation" and end their email with a "closing." Simply typing a demand or a question is rude.

6.0 COURSE OBJECTIVES

This course is an introduction to the scientific study of human sexuality. Material in this course is drawn from areas such as biology, sociology, medicine, and anatomy but we will concentrate on the psychological and social aspects of human sexuality. The psychological study of human sexuality has both theoretical and applied implications. Topics that may be covered during the course include theoretical perspectives on sexuality, sex research ethics, anatomy, hormones, conception and birth, contraception and abortion, dysfunctions, gender issues, arousal and communication, attraction and love, sexual orientation, STIs and AIDS, erotica and pornography, sexual coercion, and sexual variation.

7.0 LEARNING OUTCOMES

Learning Outcomes:

• identify, define, and describe critical topics & controversies in the psychology of human sexuality
• recognize and understand major social and psychological theories and be able to apply them to various sexuality topics
• understand the role of research - methodology and findings - in this field
• aid in practical understanding and application of sexuality information in one's everyday life; enhance affective learning such that students are more comfortable with sexuality & related topics.

8.0 LECTURE AND CLASS SCHEDULE

Tentative *Sequence of Topics and Readings*:	Textbook	Date
Introduction	Chapter 1	May 6
Theories in Sexuality Research	Chapter 2	May 6 & 8
Perspectives & Research in Sexuality	Chapter 3	May 8
Sexual Anatomy	Chapter 4	May 13
Physiology of Sexual Arousal & Response	Chapter 9	May 13
Attraction & Love	Chapter 12	May 15
Reproduction	Chapter 5 (pp 98-107), 6, & 7	May 20 & 22
Test 1 .. . . . . Chapters & Topics from:	1, 2, 3, 4, 5, 6, 7, 9, & 12	**May 27**
Sexual Differentiation	Chapter 5 (107-123)	May 29
Psychosexual Organization	Chapter 13 & 14	May 29 & June 3
Sex for Sale: Sex Trade & Sexually Explicit Materials	Chapter 17	June 5
Sexually Transmitted Infections (STIs)	Chapter 8	June 5 & 10
Atypicality & Dysfunction	Chapter 15 & 18	June 12 &17
No class on June 19	no class	no class
Sexual Coercion	Chapter 16	Independent Study*
Test 2. . . . . Chapters & Topics from:	5, 8, 13, 14, 15, 16, 17, & 18	**June 24**

Independent Study
Students are responsible for material in the text book that is not covered during the lecture. Some of the textbook is assigned as "Independent Study," meaning that students are to read chapters that will not be discussed in class.

8.1 LEARNING ASSESSMENT CRITERIA

Tests and Final Exam: Format: The tests will consist entirely of multiple choice questions. Alternative formats (i.e., short answer or essay) are not available. Extra assignments or research are not offered to boost student grades. Student grades are not changed arbitrarily upon request. Questions may be designed to test not only a surface understanding of concepts learned in class, but also a deeper understanding and the ability to apply those concepts. There is novel material in the textbook, in the class lectures, as well as overlap between the two. Typically and very roughly, about 20% of material is unique from the text book, about 30% of material is unique from lecture, and about 50% of material is an overlap of the two. Note: this is a very rough estimate.

The instructor will attempt to provide a test "blueprint" - a scheme that describes the composition of the test prior to the test. Please do not email asking "when will the test blueprint be posted". It is posted as soon as

it is completed.

Release of Grades: Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding "when will the grades be posted?" We endeavour to complete the grading as quickly as possible. Regarding the Final Exam: Policy 19, Section 3 of the University of Waterloo prohibits final exam grades from being posted prior to the end of the examination period. Grades will not be posted prior to the end of the examination period (i.e., April 26).

UW Policy 19 - Access To and Release of Student Information

http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-19

8.2 LEARNING FORMAT AND LEARNING ASSESSMENT

The course will primarily involve lectures, but class discussion, film presentations, and guest speakers may also be a component of this course. Students are expected to attend class and participate in classroom discussions and exercises.

Course overheads will be posted on the Learn website. These are meant to facilitate learning and note-taking in the class. These are not a substitute for class attendance. In fact, these notes may make little sense without class attendance. These are not "stand-alone" notes.

Task Percentage of Grade Date Due

Test #1 50% . . . . . **Tuesday May 28**

Test #2 50%. . . . . **Tuesday June 18**

NOTE: TEST DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded). **Note: travel plans are *NOT* a valid request for test accommodation**.

9.0 POLICY REGARDING ILLNESS OR ACCOMMODATION

Students are entitled to a rescheduling of exams for legitimate medical or compassionate reasons or based on religious grounds. However, **it is the student's responsibility** to inform the instructor ***prior*** to the test, to discuss the make-up (typically during the next exam period), and to provide acceptable documentation to support a medical, compassionate, or religious claim. Students who were ill who contact the instructor ***after*** the exam has been written will generally NOT be granted a make-up exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test. This requires formal documentation for the period of non-contact.

The student must provide an ***official illness certificate*** on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was **impossible** for the student to write the exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS *NOT* AN ACCEPTABLE MEDICAL CERTIFICATE. Telephone calls from a health care provider is also not acceptable to warrant a missed examination. Paper documentation is required.** A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. It is recommended that, if one is attending a non UW-Health Services health care provider, the student print a copy of the Illness Verification Form and bring it to the appointment:

http://info.uwaterloo.ca/infoheal/_StudentMedicalClinic/VIF.html

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines, medication that is impeding studying), you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from University of Waterloo policy: If a student completes an exam while ill, the grade stands). The student must write a make-up exam. The make-up exam may differ in format from the original exam. Additional accommodation information is available at:

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Exam Regulations are available at:
http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf

10.0 OTHER ACADEMIC INFORMATION

ACADEMIC INTEGRITY:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

In the current course, academic misconduct includes, but is not limited to, allowing someone to look at one's test, looking at another student's test, obtaining information about the test prior to the test, removing or taking a test out of the classroom, duplicating a test, and sharing information about a test with a student who has not taken the test.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

11.0 EXAM PROCEDURES & OTHER INFORMATION

* Because of the nature of our classroom, student will wait outside of the class while the instructor and proctors set-up the room for the tests.

* Photo identification is necessary for tests.

* Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during tests. These devices are banned from the class and during the exams.

* Baseball caps should not be worn during examinations or worn backward; eyes must be visible.

* Do not communicate with anyone during the examinations except invigilators or the course instructor.

* Bags, books, and coats must be under desks, off to the sides, or on empty seats; aisles must be kept clear.

* Note that vacation plans are NOT a valid request for examination accommodation.

* No ancillary assignment requests will be granted; that is, students who are dissatisfied with their grades will not be given an extra assignment (e.g., an essay) to increase their grades.

* "Visitors" must be approved by the instructor in advance & should observe silently.

* Audio/Videotaping of lectures is prohibited.

* If you are requesting an accommodation through the Office for Persons with Disabilities, please ask for this accommodation at the beginning of the term.

* Students who are concerned about or dissatisfied with their academic achievement should seek advice from the Student Success Office (519 888-4567, Ext. 84410), the TAs, or the instructor prior to their next test. http://uwaterloo.ca/student-success/. The Student Success office offers one-on-one success coaching (appointment necessary - usually a week wait), multiple choice workshops (sign up on-line), and drop-in study sessions (M-Th noon-2pm and 2pm-4pm)

* If a student misses a class, the student is responsible for obtaining notes and information from the missed lecture (e.g., from another student). The instructor does not "share" notes beyond what is posted on the course website. Further, the instructor does not "re-teach" if a student misses material. This does not mean that questions of clarification or elaboration will not be addressed; however, vague questions that are indicative of lack of class attendance or lack of attention will not be addressed. It is recommended - strongly - that if a student wishes to obtain lecture notes, this is done in close proximity to the missed class (and perhaps in person). Students who, just prior to an exam, email classmates asking "can anyone supply me with notes for lecture X?" often do not receive a favourable response from their peers.

* If you bring coffee, drinks, muffins, & other food to class, please dispose of empty cups, tins, wrappers, crumbs, etc. outside of the classroom. Please help keep the classroom neat & clean!

12.0 RESEARCH EXPERIENCE MARKS - INFORMATION AND GUIDELINES

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.
Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

Participation in Psychology Research
Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research
To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

1. Purpose or objectives of the study
2. Dependent and independent variables
3. Expected results
4. References for at least two related research articles
5. Provisions to ensure confidentiality of data
6. Contact information of the researcher should the student have further questions about the study
7. Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?
Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies
**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****
More information about the REG program is available at: REG Participants' Homepage

BJ Rye's Statement on Tests and Studying

Firstly, I would like to assure you that I take test construction very seriously. While creating a test, I attempt to ensure equal representation of topics on the exams including representative questions that are composed from text, lecture, and a combination of the two, and I attempt to create test questions that assesses higher order thinking (i.e., more conceptual, application, and synthesis-type questions). Sometime questions are lower-order (recall and recognition - basically rote); for sexual anatomy, for example, it is hard to be particularly conceptual. Thus, the test is a fair representation of the course content and is testing at a university level. This speaks to the validity of the test.

A statistical assessment of the test involves looking at the distribution of grades. First, I examine whether the test scores are normally distributed or even skewed a little in the "A" direction (this would be desirable). If the test scores were skewed in the "F" direction, then this would indicate a relatively poor test (or alternatively, a poor group of students, but I do not think that this is the case). Generally, our test scores were relatively normally distributed. This means that the distribution of grades looks pretty much like a "bell" curve. Rarely do I perform statistical adjustments to test scores (i.e., "Bell curving" tests).

After a test is complete, I examine the statistical qualities of the test thoroughly and often consult with my TAs about it. We attempted to determine whether there is one type of question (text, lecture, or combination) that was overly difficult [the answer should be 'no']. Further, we look at different reliability estimates. First, I examine whether the test is consistent overall. Then, we look at how each item correlated with the score on all other test items combined. Finally, we looked at how the "top" scorers and the "bottom" scorers did on each test. By looking at these three types of statistics, we assess the reliability of the test.

In short, the procedures I employed to construct the test and the test statistics help me to determine if the test is a valid and reliable assessment of student learning.

That said, I understand it must be frustrating for people who are studying very hard and are not seeing the results that they want to see. Ask yourself the following questions: am I attending class regularly and paying close attention (i.e., not daydreaming, not surfing if I am using a computer), am I reading the text book thoroughly and early enough [for appropriate retention of material], am I taking good notes, am I studying as the course is proceeding (not just a few days before a test)? If the answer is no, then you may need to change your classroom and/or study habits. If the answer to all of these questions is yes, then the way that you are studying may be not-so-effective. Perhaps you need to consult with someone at the Student Success Office where one-on-one study skills counseling is available as well as workshops and drop-in study sessions are available (https://uwaterloo.ca/student-success/). Perhaps you could set up a study group with some other students in the class. Perhaps you need to study "smarter" rather than "harder". We do not assess amount of effort or time that is put into the course. More "time" might not be the answer - a better studying strategy might be more helpful. Another suggestion is to hire a tutor; there are many people who have taken my classes and are majoring in SMF who might be helpful tutors. There are students in the class who did very well; pick their brains on what their successful studying and learning strategies are. Students who want to analyze their performance should attend test review session and attempt to determine where they went 'wrong' on the test and where they went 'right' on the test (e.g., perhaps you got all lecture-only items incorrect; this would suggest that you need to pay more attention to this area).

More micro level concerns:

1) Test forms have the same content presented in different order. This is done to discourage

cheating. The averages on the two forms are virtually the same when employing this procedure (i.e., there are not typically order effects).

2) When using sample test items, especially from the publisher's website or at the end of the textbook chapter, it is important to note that their items may be 'easier' than the ones that I write. At Canadian universities (a general statement), an "A" tends to be 80% and above; while US universities tend to grade an "A" at 90% and above. Thus, the US questions may be less difficult due to the higher numerical requirements for an "A" grade.

At the beginning of the course, I encourage you to try to improve if you have performed more poorly than you would like. I hope that you follow some of my suggestions above. If you performed well, I encourage you to keep doing what you are doing. I do have high expectations, but these expectations are not unreasonable. I find that when I hold high expectations for students, they strive to achieve toward these expectations. I will not lower my expectations to curry favour.

I hope that you all now have a greater understanding of my philosophy assessing student learning in the cognitive domain.

HOW ARE TESTS AND EXAMS GRADED?

We do not personally scan the OMR forms. That is done at CHIP. Their office is typically very busy at midterm and exam times. This can lead to a delay in grading. I should say, CHIP has been very good at the scanning in recent years. Technically, I believe that they can put us off for a business week.

We wait until we receive the exams from the Office for Persons with Disabilities before we scan the forms. This tends to delay our delivery to CHIP by two to three days. It's more cost-effective and time efficient to scan all forms at the same time.

Once the scanning is completed, we run the resultant data through a "difficult" piece of software to actually grade them. Once we get this to work, then the TA and I sit down with the physical test and assess each and every item for fairness (described above). This analysis of the test is always in the best interest of the students in the class. I never delete items that are "too easy"; I adjust for items that are too difficult, may have two answers, etc. Once we decide upon changes such as these, we have to run the test through this "difficult" software again. This part of the process takes a long time.

We also must look at the grades and spot errors where a student has indicated that s/he has form 001 but really had form 002. These students receive grades of anywhere from 15% to 25% (guessing or lower). Typically, there is at least 1 student (or more) who falls in this category. We must dig through the many scannable forms as well as the many physical tests and locate the errant student(s). Imagine how you would feel if you saw that you had a grade between 15 and 25% – a lot of panic is involved.

Often, I need to hand-calculate the grades for students who wrote make-up tests and have a slightly different final grade formulation than the rest of the class.

All of this has to be taken in the context that the TA and I may have other obligations (e.g., other exams to create and grade).

Please know that we do all of this as expediently as possible.