

SYLLABUS
PSYCHOLOGY 3AC3: HUMAN SEXUALITY
Department of Psychology, Neuroscience, and Behaviour
McMaster University
Winter Term 2012

Course time and location: TWF 12:30pm in MDCL 1102

Professor:

Dr. J. M. Ostovich

Email: Use *Avenue* email system (emails must originate from your own *Avenue* account).

Phone: *Do not phone me.*

Office: PC-415A

Office hours: TBA; monitor announcements section of website for cancellations, changes, and extra hours.

Teaching Assistants:

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Please note: This syllabus – including scheduling, topic order, topics themselves, and assessment strategy – is subject to change. You will be informed of any changes in class and on our *Avenue to Learn* website.

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Course Description. The purpose of this course is to introduce you to research and theory on human sexual attitudes and behaviours. We will discuss sexuality mainly from evolutionary and social psychology perspectives. Our main topics will be: sex drive; evolutionary perspectives on mate choice; attraction/attractiveness; love; and non-normative sexuality.

Readings.

Required: You will read several articles. Some of these are listed in your syllabus; others may be announced on *Avenue to Learn* as we go.

Recommended for students with no evolutionary psychology background: Buss' *The Evolution of Desire* and/or Dawkins' *The Selfish Gene*. I did not requisition these from the bookstore, but they're easy to find.

E-mail Policy: E-mails regarding course content must originate from your *Avenue to Learn* account, and must be sent to my *Avenue* account. Note that *Avenue* and *mcmaster.ca* cannot yet "talk" to one another. Emails not sent to me exactly as described here *will not get to me!!!*

If for some reason you cannot get onto *Avenue*, then emails to me must be sent from your *designated McMaster e-mail account* (and, obviously, must go to mine, since *Avenue* will reject *mcmaster.ca* emails; my Mac address is jmostovich@mcmaster.ca).

Email sent from third-party providers (e.g., hotmail, cogeco, google) will be ignored. McMaster has this policy for *two important reasons*: (1) to ensure that we know with whom we are communicating; and (2) to teach the professional use of e-mail. *Remember*: E-mails to your professors are professional communications. They should (1) include correct spelling and punctuation, (2) have an *informative subject line*, and (3) be brief.

Website Policy: You are expected to check our course website on *Avenue to Learn* regularly for announcements, updates, discussion board postings, and other valuable information. It is *your responsibility* to keep up with the information provided on this site.

Use of the website's **discussion boards** is strongly encouraged, and, in the case of non-private inquiries (e.g., questions about course content and the running of this course, but *not* emails reporting illness or other private matters) is *preferred to email communication*, due to my high volume of email from 700+ students per term. Questions asked on the discussion boards allow other students with the same questions the chance to see the answer (and therefore not have to ask the question themselves). Discussion board questions also provide a learning experience for students who wish to answer these questions themselves.

Please see the top of each discussion board for *directions on how to use the board*. Posts that ignore these directions will be deleted. The professor reserves the right to *ban* students from the course website if they use the board inappropriately (e.g., posting inappropriate comments). This will involve lost access to slides and other important course information.

Finally, students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Policy re. the Recording of Lectures. No student is permitted to record lectures in this class, unless they have CSD documentation that they require this service due to disability (e.g., dyslexia, injury). Those with permission to record lectures **may not share** their recording with others. Any infraction of this policy will be harshly dealt with.

Why do I have this policy? In the real world, you will not have the luxury of recording the things your boss or colleagues tell you! You must learn to listen effectively to the right things, or you will have difficulties. Note-taking gives you practice in this very important real-world skill.

Assessment. Your final mark will be based on two midterms (MT1@20%; MT2@35%) and one final (@45%). Midterm 1 is closer to a quiz than to a midterm (and may have a time limit of about 30-40 minutes, rather than the full 50 minutes), as it is based on only about 3 weeks' worth of material. The other midterm will be standard length. The tests will be *non-cumulative* (*exception*: running themes in the course, such as being able to define sex drive), and will cover lecture materials *and* assigned readings, *even* readings not discussed in class.

Please see the schedule, below, for assessment dates.

NB: The instructor reserves the right to alter the evaluation scheme if circumstances warrant (e.g., TA loss).

Test-Taking Policy. Electronics must stay in your bag, turned off. If a phone rings or vibrates during a test, you will be penalized **5%** off your *final grade in the course*. The only things allowed on your desk and/or outside of your bag during testing sessions are pens, pencils, erasers, something to drink if needed, tissues if needed, and your student ID.

Missed Tests: McMaster has adopted a self-report tool, the McMaster Student Absence Form (MSAF), to be used to report some (but not all) absences. Please make yourself familiar with the ins and outs of using this form by going to <http://www.mcmaster.ca/health/> and <http://www.mcmaster.ca/msaf/>.

The MSAF *cannot* be used in the following situations:

- (1) when the request for relief of missed work is for non-medical reasons (e.g. religious holidays, personal reasons, athletic events as a student athlete, etc)
- (2) for a medical situation that lasts for more than 5 days, or
- (3) for a second or subsequent time in a term, or
- (4) for a major piece of work (worth 30% or more; *note that Mac has allowed MSAF's for assessments worth 30%, despite this rule, so you may use MSAF for psych2C03 midterms*)
- (5) for the final exam.

The MSAF can be used, once per term, if you are absent from the university for a medical reason lasting fewer than 5 days. Longer absences or absences due to non-medical reasons must be reported to your Faculty or Program office, with documentation. Note that relief from term work may not necessarily be granted.

Within 2 working days of a missed test, you must (1) send your MSAF to jmostovich@mcmaster.ca and (2) email me at Avenue to arrange a make-up test for the work you have missed (make-up tests are held one week after the original test, during class time; watch our website for details). No requests for special consideration will be accepted after two weeks' time has elapsed (i.e., you will receive a mark of zero on the missed midterm).

If you miss the make-up test, then you must *immediately* (within 2 days of the make-up test date) report your absence to your Faculty or Program office, and *immediately* (within 2 days) contact me; otherwise, you will receive a mark of zero on the missed work. If you follow these directives and have provided an acceptable excuse for having missed the make-up, then you will receive some reasonable accommodation.

NB: If you miss both midterms and their makeups, then you will fail this course (you cannot have a 100% final). You are advised to seek academic counseling if this happens to you.

Final Grade Calculations. Your final grade will be converted to a letter grade, according to the following scheme:

<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>
90-100 (A+)	77-79 (B+)	67-69 (C+)	57-59 (D+)
85-89 (A)	73-76 (B)	63-66 (C)	53-56 (D)
80-84 (A-)	70-72 (B-)	60-62 (C-)	50-52 (D-)
			0-49 (F)

Note: The instructor reserves the right to adjust final marks up or down, depending on overall performance in the course. Students *who do not pass the cumulative final*, or whose final exam mark is their *lowest mark* in the course, will *not* have their mark adjusted up under any circumstances.

Note as Well: I do *not* do favours for one student that I do not also do the whole class. Your final mark is your final mark, unless a marking or mathematical error has been made. Special favours to one student are unfair to the multitude of students who neither ask for nor get those same favours. Therefore, if you are concerned about your final mark, it is your responsibility to visit with me or with one of your TA's, well in the advance of the final exam, for study help.

Academic Integrity: You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g., a grade of zero (0) on an assignment, loss of course credit with a notation on the transcript (“grade F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is *your* responsibility to understand what constitutes academic dishonesty. For information on academic dishonesty, please refer to Mac’s Academic Integrity Policy, at <http://www.mcmaster.ca/academicintegrity>.

How to Do Well in This Course

Tests will be comprised of some mix of multiple choice (MC), true-false (T/F), fill-in-the-blanks, and written responses. Items will be a mixture of fact-based questions (e.g., “what was the finding?” or “what is the definition of X?” or “what was the main argument of reading Y?”), conceptual questions (e.g., “what does the finding mean?” or “why is this particular finding important?” or “how do you know that the interpretation of this finding is correct?”), and applied (e.g., “given what you know about topic A, how would a person behave in situation B?” or “Person X did Y. Why?”).

Please keep in mind that there is little readings-related support for what we will be discussing in class. Testing will focus very heavily on lecture content, but readings *will be tested*, even if I don’t explicitly address them in class. In order to do well in this class, *you must attend lecture*, and *you must do the readings!*

IMPORTANT DATES, TOPICS, AND READINGS

Basic structure of the course. On page 5, you will find a list of topics (and associated readings) that I expect to cover this term. This syllabus *does not contain exact dates* other than those associated with tests. I do this in order to allow us flexibility in timing of topics. I will keep you updated on where you should be in your readings in class, and on the announcements section of our website.

A note on the readings. Extra readings may be assigned as we go (it is your responsibility to keep track of added content by checking *Avenue* often). Plan carefully so that you do not find yourself “cramming” the readings at the last minute. I will not always explicitly discuss a given reading *but read and learn all readings anyway*.

How to read journal articles. You will be reading two types of articles.

First, you will read several review/theoretical articles. These tend not to present original research, but instead discuss and evaluate ideas. The best way to approach these is to ask yourself, about once per paragraph or section, questions such as: “what is the argument in this paragraph/section? Is it supported? Why or why not? What are the implications of this argument for the grand scheme of this topic?”.

Second, you will read several research articles. These present original research, and can be intimidating for students who are not used to reading methods and results sections. Not to worry! You should certainly read these sections, but don’t drive yourself nuts trying to memorize (or even understand) every detail. The best way to approach these is to be able to answer the following questions when you’re done reading: “why was this study done?”, “how was it done?”, “what (broadly!) was found?”, “how does this research relate to our course?”. The answers to these types of questions are *far* more important than remembering that the authors did a *t*-test or had 293 participants (which aren’t important at all for the purposes of this course).

How to find your readings. First, look at the citation. The order of what you see is: Author. (Date). Title. *Journal name*, volume(issue), pages.

Second, find the article. My method (but you may have one you like better): Go to the McMaster Library website (<http://library.mcmaster.ca/>). Click on the “Articles/ Databases” tab, and then type “PsychInfo” into the box. Then, select “Scholars Portal Interface”. This will bring you to a typical search page. Here, click on “Advanced Search”. The best way to find an article is to enter the authors’ names. If there’s only one author, you might also narrow the date-range to within a year of publication (look under the search box for this function). Example: For your first article, by Cecil et al., you would select “author” in the right-hand drop-down menu for all three rows, and type “Cecil” in row 1, “Bogart” in row 2, and “Wagstaff” in row 3. With this many authors, you need not specify a date. Note that there are “AND”s between rows, but “OR”s between columns – you want “AND”. The only article that pops up when you do this is the correct article. If nothing comes up, check your spelling and that you’ve specified “author” for each row.

A note on dates and deadlines. The instructor and university reserve the right to modify elements of the course during the term. The university may change dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Test dates.

Midterm 1 (topics 1-4): Tuesday 24 January

Midterm 2 (topic 5): Tuesday 13 March

Final Exam (main focus topics 6-9; but cumulative as well): To be determined by Registrar.

Schedule of Topics and Readings

Topic 1. Introduction to the study of human sexuality.

- Hatfield on Golden Fleece Awards (posted in entirety on *Avenue to Learn*)

Topic 2. What is sex?

- Cecil, Bogart, Wagstaff, Pinkerton, & Abramson. (2002). Classifying a person as a sexual partner: The impact of contextual factors. *Psychology and Health*, 17(2), 221-234.
- Medley-Rath (2007). Am I still a virgin?": What counts as sex in 20 years of *Seventeen*. *Sexuality & Culture: An Interdisciplinary Quarterly*, 11(2), 24-38.

Topic 3. Sex drive and its correlates.

- Baumeister, Catanese, & Vohs. (2001). Is there a gender difference in strength of sex drive? Theoretical views, conceptual distinctions, and a review of relevant evidence. *Personality and Social Psychology Review*, 5(3), 242–273. *Tip: This is a long review article. Read for its main points; don't try to memorize every detail.*
- Simpson & Gangestad. (1991). Individual differences in sociosexuality: Evidence for convergent and discriminant validity. *Journal of Personality and Social Psychology*, 60, 870-883. *Tip: Get the gist of what sociosexual orientation refers to here, but don't try to memorize every detail.*
- Ostovich & Sabini. (2004). How are sociosexuality, sex drive, and lifetime number of sex partners related? *Personality and Social Psychology Bulletin*, 30(10), 1255-1266.
- Clark. (2006). Are the correlates of sociosexuality different for men and women? *Personality and Individual Differences*, 41, 1321–1327.

Topic 4. Erotic plasticity.

- Hyde & Durik. (2000). Gender differences in erotic plasticity – evolutionary or sociocultural forces? comment on Baumeister (2000). *Psychological Bulletin*, 126(3), 375-379.
- Andersen, Cyranowski, & Aarestad. (2000). Beyond artificial, sex-linked distinctions to conceptualize female sexuality: Comment on Baumeister (2000). *Psychological Bulletin*, 126(3), 380-384.
- Baumeister, Catanese, Campbell, & Tice. (2000). Nature, culture, and explanations for erotic plasticity: Reply to Andersen, Cyranowski, and Aarestad (2000) and Hyde and Durik (2000). *Psychological Bulletin*, 126(3), 385-389.

Topic 5. The Evolutionary Approach

- Overarching themes:
 - Buss & Schmitt. (1993). Sexual Strategies Theory: An evolutionary perspective on human mating. *Psychological Review*, 100(2), 204-232. *Tip: This is a long theoretical article that supports what we'll be learning in class. Read it before we begin the evolution section, but don't worry about the details – you'll learn those in class.*
 - Schmitt. (2003). Universal sex differences in the desire for sexual variety: Tests from 52 nations, 6 continents, and 13 islands. *Journal of Personality and Social Psychology*, 85(1), 85-104. *Ditto tip above.*
 - Gallup & Frederick. (2010). The science of sex appeal: An evolutionary perspective. *Review of General Psychology*, 14(3), 240-250.
- Women:
 - Buss & Shackelford. (2008). Attractive women want it all: Good genes, economic investment, parenting proclivities, and emotional commitment. *Evolutionary Psychology*, 6(1), 134-146.
 - Hanko, Master, & Sabini. (2004). Some evidence about character and mate selection. *Personality and Social Psychology Bulletin*, 30(6), 732-742.
 - Gangestad, Simpson, Cousins, Garver-Apgar, & Christensen. (2004). Women's preferences for male behavioral displays change across the menstrual cycle. *Psychological Science*, 15(3), 203-207.
 - *Economist* article on disease rates and women's desire for masculine vs. feminine men (posted in entirety on *Avenue to Learn*)
- Men:
 - Singh & Singh. (2011). Shape and significance of feminine beauty: An evolutionary perspective. *Sex Roles*, 64, 723-731.
 - Haselton & Gildersleeve. (2011). Can men detect ovulation? *Current Directions in Psychological Science*, 20(2), 87-92.
 - Bering on the sperm displacement hypothesis (posted in entirety on *Avenue to Learn*).

Topic 6. The Social Psychology Approach

- Newcomb. (1956). The prediction of interpersonal attraction. *American Psychologist*, 11(11), 575-586.
- Dion, Berscheid, & Walster. (1972). What is beautiful is good. *Journal of Personality and Social Psychology*, 24(3), 285-290.
- Murray, Griffin, Derrick, Harris, Aloni, & Leder. (2011). Tempting fate or inviting happiness? Unrealistic idealization prevents the decline of marital satisfaction. *Psychological Science*, 22(5), 619-626.

Topic 7. Love

- Dutton & Aron. (1974). Evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30(4), 510-517.
- Galperin & Haselton. (2010). Predictors of how often and when people fall in love. *Evolutionary Psychology*, 8(1), 5-28. *Tip: This is a long theoretical article – skim it for its main arguments and support thereof.*
- Sternberg. (1986). A triangular theory of love. *Psychological Review*, 93(2), 119-135. *Tip: We'll be discussing this model in some detail. Use this article for support.*

Topic 8. Non-Normative Sexuality 1: Homosexuality

- Bem. (1998). Is EBE theory supported by the evidence? Is it androcentric? A reply to Peplau et al. (1998). *Psychological Review*, 105(2), 395-398.
- Zietscha, Morleya, Shekara, et al. (2008). Genetic factors predisposing to homosexuality may increase mating success in heterosexuals. *Evolution and Human Behavior*, 29, 424–433.
- Kunzig on the biology of homosexuality (posted in entirety on *Avenue to Learn*)

Topic 9. Non-Normative Sexuality 2: Paraphilias

- Wise. (1985). Fetishism – etiology and treatment: A review from multiple perspectives. *Comprehensive Psychiatry*, 26(3), 249-257.