Course time and location: TWF 12:30 in MDCL/1102
Course email address: psy3ac3@mcmaster.ca (use for all administrative emails, e.g., MSAFs, SAS stuff, notifications of absence from midterms)

Professor:
Dr. J. M. Ostovich
Email: jmostovich@mcmaster.ca (use for personal correspondence only, e.g. questions about course materials); never use the Avenue mail system to contact me or TAs.
Phone: Do not phone me.
Office: PC-415A
Office hours: Tuesdays, 2-3pm.

Teaching Assistants:
Aimee Battcock (battcoae@mcmaster.ca)
Kelyn Montano (montak@mcmaster.ca)
Victoria Stead (steadvi@mcmaster.ca)
Jenna Traynor (traynoj@mcmaster.ca)

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. If there are no announcements, assume no changes.

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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. Most 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 must originate from a valid McMaster account. Note that *Avenue* and *mcmaster.ca* cannot "talk" to one another. That is, *Avenue* will reject *mcmaster.ca* emails, and vice versa. Therefore, emails from *Avenue* must go to *Avenue* only, and emails from *mcmaster.ca* must go to *mcmaster.ca* only. I recommend that you **never send an email from the Avenue system:** that way, all emails will reach their destination. 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).

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:** If you feel that recording lectures will help you perform optimally in the course, then feel free to do so. You are especially encouraged to record lectures if you find my pacing a bit fast. **HOWEVER:** Consider the lectures *copyrighted material*: you cannot post recordings anywhere online, including on our *Avenue* website.

**Evaluation.** Your final mark will be based on two midterms and one cumulative final exam. Tests will cover lecture materials and assigned readings, even readings not discussed in class. Midterm 1 will be worth 20% of your final mark, Midterm 2 will be worth 35%, and the final exam will be worth 45% (see dates under “schedule”).

The tests will combine multiple-choice and very short answer items (definitions, brief explanations, fill in the blanks). Test items are designed to be challenging. They will assess your knowledge of details (key terms, definitions, data/results of studies and experiments) and your conceptual understanding of research and theories presented in the course. Rote memorization of the material will be not enough for most students to get more than a D or C in the course.

**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 eat or drink if needed, tissues if needed, and your student ID.

Missed Tests: Report your absence to McMaster right away!! Email psy3ac3@mcmaster.ca right away, too (this is where the MSAF goes, as well – not to my personal account). “Right away” means within 2 days of your absence. Otherwise, accommodations may not be granted. (Note: Make-up tests are held one week after the original test, during class time; hence the need for speedy communication re. absences.) 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). There is no possibility of shifting the value of midterm 2 to the final exam. Therefore, unless you’re lying under something heavy or have a long flu or mono (or similar horrible illness), make sure you write midterm 2 when scheduled!

How to report an absence: The McMaster Student Absence Form (MSAF) can 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/. Note that you cannot, for Midterm 2, enter a value of 29% for the MSAF: you must, for tests worth more than 29%, visit your Associate Dean’s office with documentation.

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, regardless of how it is reported.

What if you miss the make-up test? If you miss the make-up test due to a prolonged illness or prolonged family crisis (or similar), then you must report your absence for both the test and its make-up to your Faculty or Program office; otherwise, you will receive a mark of zero on the missed work. If you can provide an acceptable excuse for having missed the make-up, then we will find some way of assessing you (if midterm 1, then the value of that can be placed on the final exam; if midterm 2, then you must write this test, given its high value, and we will design an alternate version of it for you). 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 (and to drop the course) if this happens to you.

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

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<thead>
<tr>
<th>Percentage (Grade)</th>
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<th>Percentage (Grade)</th>
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<tr>
<td>90-100 (A+)</td>
<td>77-79 (B+)</td>
<td>67-69 (C+)</td>
<td>57-59 (D+)</td>
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<tr>
<td>85-89 (A)</td>
<td>73-76 (B)</td>
<td>63-66 (C)</td>
<td>53-56 (D)</td>
</tr>
<tr>
<td>80-84 (A-)</td>
<td>70-72 (B-)</td>
<td>60-62 (C-)</td>
<td>50-52 (D-)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>0-49 (F)</td>
</tr>
</tbody>
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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](http://www.mcmaster.ca/academicintegrity).

**How to Do Well in This Course**

Tests will be comprised of some mix of multiple choice (MC), fill-in-the-blanks, and brief 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?” or “what is the key term used to describe A?”), 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 questions (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!

Check out our Avenue to Learn website for an FAQ with more details on what you can do to optimize your performance in this course.

**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 the 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 (these factoids aren’t important at all for the purposes of this course).

For more tips on reading articles, see: http://arts.uwaterloo.ca/~sspencer/psych253/readart.html

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. There are two ways of doing this.

First (and easiest): Configure Google Scholar to search our (Mac) library for links to articles. Google the articles in Scholar (e.g., by copying and pasting the article title into Scholar). Follow the link!

Second (more old-fashioned): Go to the McMaster Library website. Once there, 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”, then, search for the article by authors’ names. If there’s only one author (which can lead to many many results), you might also narrow the date-range to within a year of publication (scroll down for this function). Be sure that you’ve spelled everything correctly and configured your search correctly (e.g., select “author” if you’re searching by author!).

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): Wednesday 28 January during class time, location TBA (makeup to be held on 4 Feb)
Midterm 2 (topic 5): Friday 6 March during class time, location TBA (makeup to be held on 13 Mar)
Final Exam (cumulative): To be scheduled by the Registrar’s office

Schedule of Topics and Readings

Topic 1. Introduction to the study of human sexuality.
- Hatfield on Golden Fleece Awards (posted on Avenue to Learn under “Readings”)

Topic 2. What is sex?


**Topic 4. Erotic plasticity.**


**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 memorizing the details – you’ll learn those in class.*


- **Women:**
  - *Economist* article on disease rates and women’s desire for masculine vs. feminine men (posted on Avenue to Learn)

- **Men:**
  - Bering on the sperm displacement hypothesis (posted on Avenue to Learn).

**Topic 6. The Social Psychology Approach**

- Newcomb. (1956). The prediction of interpersonal attraction. *American Psychologist, 11*(11), 575-586. *Tip: This is a really old article, interesting because it presents very early views on attraction. Read for understanding, but (a) keep in mind lecture information that updates Newcomb’s perspective, and (b) don’t worry if it doesn’t all make perfect sense – again, it’s really old! The point is to give you context.*

- Dion, Berscheid, & Walster. (1972). What is beautiful is good. *Journal of Personality and Social Psychology, 24*(3), 285-290. *Tip: This is a relatively difficult article. Read it for understanding, skipping over difficult statistical stuff if you need to.*

**Topic 7. Love**
- 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 (if you read it before lecture, then lecture will be very easy for you).*

**Topic 8. Non-Normative Sexuality 1: Homosexuality**
- Bailey. (2009). What is sexual orientation and do women have one? (posted on Avenue to Learn)
- Kunzig on the biology of homosexuality (posted on Avenue to Learn)