

PSY420H1 S

Social Psychology Seminar

Winter 2024 Syllabus

Course Meetings

PSY420H1 S

Section	Day & Time	Delivery Mode & Location
LEC0301 The Psychology of Human Sexuality	Tuesday, 12:00 PM - 2:00 PM	In Person: SS 1078

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Geoff MacDonald

Email: geoff.macdonald@utoronto.ca

Office Hours and Location: Thursdays 3:00-4:00, SS 4010

Additional Notes: I will respond as quickly as possible to email inquiries, although I do not answer email on weekends.

Course Overview

Examination in depth of a limited topic within social psychology. Content in any given year depends on instructor. Course capacity is limited to 20 students and enrolment priority is given to PSY Specialists and Research Specialists.

Sexuality is a topic of growing interest in psychology. Although sexual selection is arguably the strongest driver of human evolution and the management of sexual needs is deeply intertwined with cultural practices, psychology has left many fundamental questions regarding human sexuality largely unanswered. This course will survey multiple issues including sexual orientation, sexual pleasure, gender, race, culture, fantasy, infidelity, and technology. Please be aware that we will be covering some very sensitive material.

Course Learning Outcomes

Prerequisites:

PSY202H1/ECO220Y1/SOC252H1/STA221H1/PSY202H5/STA221H5/PSYC08H3/STAB27H3/STAC32H3, and PSY220H1/PSY220H5/PSYB10H3/SOC213H1

Corequisites: None

Exclusions: PSY420H5/PSYD12H3/PSYD15H3/PSYD16H3

Recommended Preparation: None

Credit Value: 0.5

Course Materials

All readings can be found through the university library.

Marking Scheme

Assessment	Percent	Details	Due Date
Class Facilitation	25%	In weeks not led by Dr. MacDonald, students will lead a class discussion. The session will begin with up to 30 minutes spent recapping the assigned reading. The presenters will then lead a class discussion. Students who are not presenting will provide feedback and a suggested grade. Your final grade will consist 50% of the average class grade and 50% from me. Presenters must make an appointment to discuss their presentation with me as a group at least one week before their presentation!	No Specific Date
Final Paper	25%	The final paper involves proposing a new research idea based on course material. This paper should be a research proposal with an introduction, methods, hypothesized results, and discussion. The topic does not have to be the same as your presentation. The final paper should be a maximum of 10 double-spaced pages.	2024-04-02

Assessment	Percent	Details	Due Date
Thought Paper	30%	Each student will submit 3 thought papers over the course of the term. Thought papers should be 2 double spaced pages and should explore critiques, related ideas, or thoughts about potential new research (thought papers should not be summaries of the reading). Thought papers can address only one of the week's readings, but better grades will go to those who integrate both readings. Thought papers are due at the start of that week's class.	No Specific Date
Participation	20%	Each student is expected to contribute something every class. This class is meant to be a safe place to try out ideas, so participation grades will be based less on the quality of students' contributions, but more on getting involved (but not overinvolved) at least a little each week. want to see respectful engagement with the class each session from everyone. I will also be taking attendance. Participation grade will also include the constructiveness of your feedback to class facilitators. You should submit your comments to me within 24 hours after class.	No Specific Date

Late Assessment Submissions Policy

Thought papers are due at the START OF CLASS on the due date. Late thought papers will not be accepted. The late penalty for the final paper is 5% per working day (Monday-Friday).

Course Schedule

Week	Description
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Week 1 Jan. 9	Organizational meeting. No reading.
Week 2 Jan. 16	Sexual Orientation Bogaert, A. F., & Skorska, M. N. (2020). A short review of biological research on the development of sexual orientation. <i>Hormones and Behavior</i> , 119, 104659. Khan, S. (2015). Not born this way. <i>Aeon</i> . https://aeon.co/essays/why-should-gay-rights-depend-on-being-born-this-way
Week 3 Jan. 23	What is good sex? Kleinplatz, P. J., Ménard, A. D., Paquet, M. P., Paradis, N., Campbell, M., Zuccarino, D., & Mehak, L. (2009). The components of optimal sexuality: A portrait of "great sex." <i>The Canadian Journal of Human Sexuality</i> , 18, 1-13. Vowels, L. M., Vowels, M. J., & Mark, K. P. (2022). Identifying the strongest self-report predictors of sexual satisfaction using machine learning. <i>Journal of Social and Personal Relationships</i> , 39(5), 1191-1212.
Week 4 Jan. 30	Gender and Sexual Desire Frankenbach, J., Weber, M., Loschelder, D. D., Kilger, H., & Friese, M. (2022). Sex drive: Theoretical conceptualization and meta-analytic review of gender differences. <i>Psychological Bulletin</i> , 148(9-10), 621. Van Anders, S. M., Herbenick, D., Brotto, L. A., Harris, E. A., & Chadwick, S. B. (2022). The heteronormativity theory of low sexual desire in women partnered with men. <i>Archives of Sexual Behavior</i> , 51(1), 391-415.
Week 5 Feb. 6	***note this class will be held online: *** https://utoronto.zoom.us/my/gmacdonalduoft Singlehood and Sexuality Park, Y. & MacDonald, G. (2022). Single and partnered individuals' sexual satisfaction as a function of sexual desire and activities: Results using a sexual satisfaction scale demonstrating measurement invariance across partnership status. <i>Archives of Sexual Behavior</i> , 51, 547–564. Stijelja, S., & Mishara, B. L. (2023). Psychosocial characteristics of involuntary celibates (Incels): A review of empirical research and assessment of the potential implications of research on adult virginity and late sexual onset. <i>Sexuality & Culture</i> , 27(2), 715-734.
Week 6 Feb. 13	Sexual Fantasy Birnbaum, G. E. (2007). Beyond the borders of reality: Attachment orientations and sexual fantasies. <i>Personal relationships</i> , 14(2), 321-342. Lindley, L. M., Anzani, A., Prunas, A., & Galupo, M. P. (2022). Sexual fantasy across

	gender identity: A qualitative investigation of differences between cisgender and non-binary people's imagery. <i>Sexual and Relationship Therapy</i> , 37(2), 157-178.
Week 7 Feb. 27	<p>Culture and Sexuality</p> <p>Abdolmanafi, A., Farvid, P., Tilley, P. M., & Dadashi, A. (2022). "Men's Power can be overridden by women's sexual power": Married women's talk about gender and sexuality in contemporary Iran. <i>Sexuality & Culture</i>, 26(1), 136-153.</p> <p>Chen, F. (2017). Gender, sexuality, and social change in contemporary China. <i>Sexuality & Culture</i>, 21, 953-975.</p>
Week 8 March 5	<p>Race and Sexuality</p> <p>Ocampo, A. C., & Soodjinda, D. (2016). Invisible Asian Americans: The intersection of sexuality, race, and education among gay Asian Americans. <i>Race Ethnicity and Education</i>, 19, 480-499.</p> <p>Spell, S. A. (2017). Not just black and white: How race/ethnicity and gender intersect in hookup culture. <i>Sociology of Race and Ethnicity</i>, 3, 172-187.</p>
Week 9 March 12	<p>Relationships and Sexuality</p> <p>Beaulieu, N., Brassard, A., Bergeron, S., & Péloquin, K. (2022). Why do you have sex and does it make you feel better? Integrating attachment theory, sexual motives, and sexual well-being in long-term couples. <i>Journal of Social and Personal Relationships</i>, 39(12), 3753-3774.</p> <p>Muise, A., & Goss, S. (2023). Does Too Much Closeness Dampen Desire? On the Balance of Closeness and Otherness for the Maintenance of Sexual Desire in Romantic Relationships. <i>Current Directions in Psychological Science</i>, 09637214231211542.</p>
Week 10 March 19	<p>Infidelity</p> <p>Esther Perel, Rethinking Infidelity: https://www.ted.com/talks/esther_perel_rethinking_infidelity_a_talk_for_anyone_who_h as_ever_loved?language=en</p> <p>Warach, B., & Josephs, L. (2021). The aftershocks of infidelity: a review of infidelity-based attachment trauma. <i>Sexual and Relationship Therapy</i>, 36(1), 68-90.</p>
Week 11 March 26	<p>Sex and Technology</p> <p>Hanson, K. R., & Locatelli, C. C. (2022). From sex dolls to sex robots and beyond: A narrative review of theoretical and empirical research on human-like and personified sex tech. <i>Current Sexual Health Reports</i>, 14(3), 106-117.</p> <p>Vaillancourt-Morel, M. P., Rosen, N. O., Willoughby, B. J., Leonhardt, N. D., & Bergeron, S. (2020). Pornography use and romantic relationships: A dyadic daily diary study. <i>Journal of Social and Personal Relationships</i>, 37, 2802-2821.</p>
Week	Commercial Sexuality

12 April 2	<p>Upadhyay, S. (2021). Sugaring: Understanding the world of sugar daddies and sugar babies. <i>The Journal of Sex Research</i>, 58(6), 775-784.</p> <p>Mellor, A., & Benoit, C. (2023). Understanding the Diversity of People in Sex Work: Views from Leaders in Sex Worker Organizations. <i>Social Sciences</i>, 12(3), 191.</p>
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Policies & Statements

Late/Missed Assignments

Thought papers are due at the **START OF CLASS** on the due date. Late thought papers will not be accepted. The late penalty for the final paper is 5% per working day (Monday-Friday).

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material

appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Quercus Info (if using)

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Questions About Grades

You must wait for at least 48 hours following the return of an assignment/assessment before bringing a grade concern to me or the t.a.; this time is useful for thinking through your concern and making sure you can articulate clearly what that concern is. Additionally, grade concerns

must be brought to my attention within 14 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.