

The University of British Columbia
FMST 316
Section 102
Human Sexuality – Reel Representations
Course Syllabus

Class IN PERSON: September 14 - November 30, Tuesdays, 6-9pm

Location: Buchanan A 202

Instructor: Dr. Brandy Wiebe (they/she)

E-mail: brandy.wiebe@ubc.ca

Assignments will not be accepted by email.

Office: ANSO 156

Office Hours: Tuesdays 12:30-1:30pm in person or by virtual appointment

TA: Victoria Barclay

TA Email: barclayv@student.ubc.ca

TA Office Hours: Wednesdays 1:30-2:30

Office: in person location TBD or by virtual appointment

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Description:

In this course we will explore a range of issues, debates and understandings of human sexuality from a primarily social psychological perspective. Using both the readings and a number of feature length films we will examine popular representations of human sexuality and our own values while expanding our knowledge of the various physical, emotional and social aspects of human sexuality. This class will include both theoretical and empirical explorations of topics encompassed by the theme of human sexuality. Discussion and debate will be central to this course so students will have a chance to reflect on their own values, attitudes and experiences in relation to class materials from various sources, lecture content and other students.

NOTE: All films contain adult content including explicit sexuality and language.

In six of the classes we will view a feature length film followed by approximately 60-90 minutes of lecture and discussion time. If there is insufficient time for a break after the film students will need to decide for themselves when to take this break during the screening. All other classes will consist of lecture, discussion and debate.

Course Readings:

Ryan, Christopher and Cacilda Jetha (2012) *Sex at Dawn: How We Mate, Why We Stray, and What It Means For Modern Relationships*. Harper Perennial.

AND

Woodford, Michael et al, "Contemporary Heterosexism on Campus and Psychological Distress Among LGBTQ Students: The Mediating Role of Self-Acceptance," *American Journal of Orthopsychiatry* Online First Publication: August 2014: 1-21. **Or TBA**

Course Evaluation, Due Dates and Description:

Exam 1: **30% in class** Tuesday, October 19

Exam 2: **30% in class** Tuesday, November 16

Critical Paper One: **20% Due via Canvas** Tuesday, October 26 **by 6pm**

Critical Paper Two: **20% Due via Canvas** Tuesday, November 30 **by 6pm**

SEE END PAGE FOR DIFFERENCES IF WE TRANSITION ONLINE DUE TO COVID

Exam 1, 30% Tuesday, Oct 19 in class

This exam will consist of short answer questions and a long answer question for *Sex at Dawn*. It covers PART ONE-THREE of *Sex at Dawn* and all class materials (including films) from classes 1-5. Instructions for the long answer question will be released on Canvas the week prior to each exam. Preparation according to these instructions are MANDATORY. Discussion time will be held in Class 4, so ensure readings are done.

Exam 2, 30% Tuesday, Nov 16 in class

This exam will consist of short answer questions and a long answer question for *Sex at Dawn*. It covers PART FOUR AND FIVE of *Sex at Dawn*, the TBA journal article and all class materials (including films) from classes 7-9. Instructions for the long answer question will be released on Canvas the week prior to each exam. Preparation according to these instructions are MANDATORY. Discussion time will be held in Class 8, so ensure readings are done.

Critical Paper, 2 x 20%, Due via Canvas Tuesday, Oct 26 and Tuesday, Nov 30 by 6pm

Must not exceed 3 double spaced pages plus bibliography (12 pt Times New Roman font)

The goal of this assignment is for you to critically engage with a human sexuality-related topic that interests you. Choose one of the three films we screened in classes 2-5 for the first paper and one of the three films from classes 7-11 and use it as an idea-springboard from which you may explore any sexuality-related topic you chose. Use **at least 1 peer-reviewed academic resource** (excluding the assigned textbook) to critically explore and expand upon the topic you chose. It may be an issue, theme or debate in academic research on sexuality.

In this formal essay please include:

Introduction (4 marks)

- Why is your topic important?
- Why did you personally choose this topic?
- Discuss the 'common sense' assumptions that people make about your topic
- Provide a clear thesis statement (This paper will explore...)

Critically explore your topic using academic sources (10 marks)

- Include at least 1 peer-reviewed academic journal article **published since 2005** (or book chapters-only if passed by Dr. Wiebe). Do not include 'Sex at Dawn.'
- Provide an *integrated* discussion of your academic source(s) to reflect on the topic you chose. An exploratory academic paper is similar to a critical literature review.

This is the most important part of the essay. **This is a critical exploration of academic research on a topic NOT a film review or analysis, a reiteration of class materials or an opinion paper!!**

Conclusions (3 marks)

- Include a paragraph reflecting on how the research you conducted affected your view of this topic in light of the materials we have covered in class. In relation to class materials, how did your research make you think about human sexuality differently?

Style (3 marks)

- Reference in any style you are comfortable with but you must be consistent and thorough in its usage and you **MUST include year and page for all in text references** (both direct and indirect). If your chosen style does not already do this simply adapt it.
- Writing skills (spelling, grammar, readability, etc.)
- Presented in a professional manner

Be sure to proofread your paper before handing it in!

Take notes to keep track of the information you gather so as not to plagiarize.

Course Policies:

For COVID policies see:

On September 1st, the BC Centre for Disease Control issued an updated guidance document for the postsecondary sector clarifying some of the policies around the mask and vaccine mandates. Please see:

http://www.bccdc.ca/Health-InfoSite/Documents/COVID_public_guidance/Public_Health_Guidance_Campus.pdf

[Please note that this is just a summary set of guidelines.](#)

and

[the PHO Order on Face Coverings \(COVID-19\).](#)

and

[On September 2nd, the Provincial Health Officer released updated orders. Please see:](#)

<https://www2.gov.bc.ca/gov/content/covid-19/info/restrictions>

Plagiarism is a serious, punishable offense and will not be tolerated.

Deadlines and Exam: These dates are firmly set and can only be negotiated in the case of unforeseen events (illness, funerals, etc). Documentation is required in the case of a missed exam or late paper. With documentation alternative arrangements will be discussed with the student. Without documentation late assignments will receive a deduction of **10% per day late (Saturday and Sunday 10% each)** and missed exams will be given a mark of 0.

Late submission will not allow time for comprehensive feedback to be given.

Late assignments will not be accepted more than 7 days after their due date.

Submission of assignments: Papers assignments will be submitted as a *hard copy* in class. E-mails will not be accepted. Papers not given to me in person **MUST** be date and time stamped and submitted to the Main Office in ANSO. Assignments slipped under my door will not be accepted.

'Early Alert':

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Student Needs:

This course welcomes folks with physical and learning disabilities. If you require any assistance please speak with Dr. Wiebe early in the semester, so that efforts can be made. The Disability Resource Centre in Brock Hall is available for further consultation and resource provision.

Course Overview and Readings:

Sept 14 -Class One: Introduction, Theoretical Orientations and Key Historical Ideas

Sept 21 - Class Two: Understanding and Researching Human Sexuality

Film: 'Kinsey' (2004)

Sept 28 - Class Three: The Body Performed

Film: 'Moonlight' (2016)

Related movies for further interest: 'Get Out' (2017)

Thriller, Racialized Black Bodies

Oct 5 - Class Four: Attraction and Orientation

Oct 12 - Class Five: Romantic Sexual Relationships

Film: 'Her' (2013)

Related movies for further interest: 'Saving Face' (2004)
Rom Com, Asian American Lesbians
'Professor Marston and the Wonder Women' (2017)
Bio Pic, Creator of Wonder Woman's Polyamorous Family

Oct 19 - Class Six *Midterm Exam 1*

Oct 26 - Class Seven: Ability, Spirituality and Sexuality

Critical Paper One due before class

Film: 'The Sessions' (2012)

Nov 2 - Class Eight: All Things Reproductive/Not and STIs

Nov 9 - Class Nine: Sexual Coercion

Film: 'The Piano' (1993)

Related movies for further interest (Trigger Warnings!!):
'Moxie' (2021)
Contemporary Intersectional treatment of Gender Inequality
'Dance Me Outside' (1994)
Canadian Indie, Violence against Indigenous Women
'Perks of Being a Wallflower' (2012)
Comedy-Drama, Male Sexual Assault
'Nannette' (2018)
Australian Anti-Comedy Special, Violence against Queer Women

Nov 16 - Class Ten *Midterm Exam 2*

Nov 23 - Class Eleven: Sexual Communication IF ONLINE: PAPER WORKSHOP

Film: 'Bringing Sexy Back' Queer Eye: We're in Japan! (2019)

Related movies for further interest: 'The Feels' (2018)
Sexual Communication in Lesbian context

Nov 30 - Class Twelve: Further Debate and Discussion

Critical Paper Two due before class

IF WE ARE FORCED ONLINE DUE TO COVID WE WILL MAKE THE FOLLOWING ADJUSTMENTS

WE WILL HAVE SYNCHRONOUS CLASS ONLINE VIA ZOOM THROUGH CANVAS

IF WE TRANSITION BEFORE OCTOBER 20 COURSE EVALUATION WILL BE:

Online Participation: **10%** ***

Exam 1: **20% via Canvas** Tuesday, October 19 **LONG ANSWER ONLY**

Exam 2: **20% via Canvas** Tuesday, November 16 **LONG ANSWER ONLY**

Critical Paper One: **25% Due via Canvas** Tuesday, October 26 **by 6pm**

Critical Paper Two: **25% Due via Canvas** Tuesday, November 30 **by 6pm**

IF WE TRANSITION AFTER OCTOBER 20 COURSE EVALUATION WILL BE:

Online Participation: **5%** ***

Exam 1: **30% in class** Tuesday, October 19

Exam 2: **20% via Canvas** Tuesday, November 16 **LONG ANSWER ONLY**

Critical Paper One: **20% Due via Canvas** Tuesday, October 26 **by 6pm**

Critical Paper Two: **25% Due via Canvas** Tuesday, November 30 **by 6pm**

Online Class Participation, 5 or 10%

This 5 or 10% will primarily be based on Canvas' internal ranking of students' participation as either Low, Moderate or High. Beyond that there is a small amount of wiggle room to acknowledge the people who have participated in the class in a way that fostered conversation and contributed to the group's well being. The inverse of this also applies.

This 5 or 10% is included not to penalize people who are uncomfortable speaking out in class but to encourage a space where everyone's input can be respectfully heard and actively encouraged. You will have multiple opportunities and ways to contribute to class discussion. Paramount in this classroom is the respect and dignity of all people involved.