

Syllabus for Psych 231:

Psychology of Human Sexuality

Spring Semester 2005, University of New Mexico

Psychology 231, section 1, call number 20074

Tuesdays and Thursdays, 2:00 pm to 3:15 pm

Dane Smith Hall Room 125

Instructor: Geoffrey Miller, Ph.D., UNM Psychology Assistant Professor

Teaching Assistant: To be announced

This syllabus will be crucial to your success in this course. Read this whole syllabus before the second class session (Jan. 20) – you will be quizzed on its contents. Keep it accessible, and refer to it regularly throughout the course!

This syllabus includes the following sections:

- 1. Overview of course content**
- 2. Textbooks**
- 3. Instructor and Teaching Assistant**
- 4. Class mates**
- 5. Class rules**
- 6. The course's distinctive intellectual challenges**
- 7. Grades**
- 8. Quizzes (about 30 in total, 70% of grade)**
- 9. Video analysis reports (3, due on Feb. 24, April 7, May 5: 30% of grade)**
- 10. Extra credit report opportunity**
- 11. How to ace this course**
- 12. Key dates and course schedule**

1. Overview of course content:

Sexuality is central to our lives. It leads to our most important relationships – with lovers, spouses, and children. It drives much of our social-networking and status-seeking behaviour. It evokes our strongest passions -- lust, love, jealousy, heartbreak, despair, and hope.

This course introduces the psychology of human sexuality in its evolutionary, physiological, reproductive, and social context. We'll explore:

- the evolutionary origins of sexual reproduction and of male-female differences;
- diverse forms of sex in other species and theories of sexual selection;
- sex in human prehistory and across history and cultures;
- the history and methods of sex research in relation to animal behavior research, social psychology, evolutionary, and cross-cultural psychology;
- the diversity of human sexuality – sexual promiscuity, deviance, dysfunctions,

coercion, incest, prostitution, pornography, and homosexuality;
sexual differentiation, development, and anatomy;
the nature of physical and psychological attractiveness; and
sexual morality, communication, and relationships.

2. Texts for this course:

Three required textbooks:

(1) **Human Sexuality in a World of Diversity (6th edition)** (2005) by Spencer A. Rathus, Jeffrey S. Nevid, & Lois Fichner-Rathus. New York: Pearson, ISBN 0-205-45384-8.

Paperback, about \$67.25 new from UNM Bookstore. This is the best-written, most up-to-date, most evolutionarily-oriented textbook on human sexuality. The textbook package that I've negotiated with the publisher includes a GradeAid Workbook with practice tests, and a CD-ROM with VideoWorkshop/Student Learning Guide.

(2) **Dr. Tatiana's sex advice to all creation** (2003) by Olivia Judson. New York: Owl Books, ISBN 0-805-06332-3.

Paperback, \$14 new from UNM Bookstore, or used copies online from Amazon, Ebay, etc. This is a popular science best-seller about sexuality across different animal species – very readable, entertaining, and provocative, by an Oxford evolutionary biologist.

(3) **The Mating Mind** (2001) by Geoffrey Miller. New York: Anchor Books, ISBN 0-385-49517-X. Paperback, \$15 new from UNM Bookstore, or used copies online from Amazon, Ebay, etc. This is my popular science book on the evolution of human sexuality; we'll read some of the chapters.

Total cost of required textbooks is about \$96. You get three books plus a GradeAid Workbook and a CD-ROM Learning Guide for about the same cost as one mainstream hardbound human sexuality textbook, which are usually \$90 to \$100.

One optional novel (for extra-credit 2-page report):

(4) **Trine Erotic** (2002) by Alice Andrews. New York: Vivisphere. ISBN 1-587-76121-1.

Paperback, about \$15 from UNM Bookstore (should be available by late January), or \$12.75 from Amazon.com. An excellent novel concerning sex and romance, with explicit evolutionary and behavioral science themes.

3. Instructor and Teaching Assistant:

Instructor: Geoffrey Miller

Assistant Professor
Psychology, Logan Hall 160, UNM, Albuquerque, NM 87131-1161, USA
(505) 277-1967 (office voice/fax)
gfmiller@unm.edu <http://www.unm.edu/~psych/faculty/gmiller.html>

Office hours: 11 am to noon, Tuesdays, Psych. Dept., Logan Hall 160 (ground floor)
If you can't make office hours and you have a question, please call or email.

Instructor background:

I was born in 1965 in Cincinnati Ohio, went to Columbia University in New York for a B.A. in biological psychology (1987), and to Stanford University in California for a Ph.D. in experimental psychology (1993). After that, I did research in England at the University of Sussex, University College London, and the London School of Economics, with one year spent in Munich at a Max Planck Institute, and one semester as a visiting professor at UCLA in California. My British wife Rosalind is a science television documentary producer, and a Ph.D. student in behavior genetics at the Institute of Psychiatry in London. We have an 8 year old daughter, Atalanta.

I'm very happy to be at UNM, since it's the world's leading center for evolutionary research on human nature and human sexuality. My research includes work on human mate choice, individual differences in social and sexual strategies, and courtship tactics.

I've published about 40 research papers and given about 90 scientific talks around the world. If you want, you can read some of my papers on my website:
<http://www.unm.edu/~psych/faculty/gmiller.html>

My lab group includes five PhD students: Yann Klimentidis, Laura Dane, Chris Jenkins, Josh Tybur, and Ilanit Tal. They work on lots of different projects, and we sometimes take Psych 499 research students, so let me know if you're interested in research opportunities.

This is my fourth year as an assistant professor at UNM, and this is the first time I've taught this course. I've previously taught Psych 271 (Social Psychology) twice, and Psych 342 (Evolution, Brain, and Behavior) twice. My average ICES scores have been in the 5.7 to 5.8 range (on the 1 to 6 scale where 5 means 'very good' and 6 means 'excellent'). I hope to do at least that well in this course.

Teaching Assistant: To be announced

Psychology, Logan Hall, Office: Logan Hall
University of New Mexico, Albuquerque, NM 87131-1161, USA
Office phone:
Office hours:

4. Classmates

Your classmates deserve your civility, respect, and cooperation. Many UNM students have worked very hard to get to this university, work very hard to get the grades and pay the tuition to stay here, and have many conflicting responsibilities, such as part-time work, children, spouses, elderly parents, volunteer work, sports, etc. A substantial

proportion of UNM students are the first members of their families to attend higher education, and/or learned English as a second language, and/or come from New Mexico towns that have fewer than 1,000 inhabitants.

Sexuality is an especially sensitive area that people care about passionately. There will be a wide range of sexual attitudes, preferences, orientations, and moral beliefs among your fellow classmates. When we have class discussions about any class topic, please try to remember this diversity: some students are virgins, and some have a lot of sexual experience. Some students are straight, and others are gay, lesbian, or bisexual. Some have conservative or religious values, and others have liberal or secular values. Some have experienced rape, sexual coercion, harassment, stalking, childhood sexual abuse, sexually transmitted infections, abortion, divorce, or other sexual traumas.

Please appreciate the sacrifices that your classmates have made to attend UNM, and the diversity that they bring to this class, and allow them to learn as much as they can. To help with this, there are some class rules listed below, which I try to enforce strictly.

5. Class rules:

Do not arrive late. The regular in-class quizzes start at 2:00 pm, not 2:05 pm. It is best to have a seat by 1:55. Learn how long you'll need to find parking.

Do not leave early. Do not start to pack up your notes and books before 3:15 pm, unless we're clearly finished with class early. Exceptions: if you let me know before class that you will need to leave, or you have a genuine emergency.

Do not talk to other students in class while I'm lecturing. If someone else around you talks too much, please let me know!

Do not eat or chew gum in class. Safely sealed drinks (e.g. coffee cups with lids or water bottles) are OK to bring.

Do not wear hats, caps, or sunglasses in class. I need to see your eyes to know if you're paying attention.

Turn off mobile phones when in class. Nobody else wants to hear your phone. If your phone rings, I will answer it, and you will probably be embarrassed.

Exceptions: if you must remain available for a child or other dependent, please let me know in advance, and get a phone with a silent vibrating call alert.

Do not come to class if you are too tired, ill, injured, depressed, hung over, etc. to pay attention properly. Get your rest and stay healthy. Come to class well-fed with a decent lunch that will not make you suffer a hypoglycemic blood sugar crash half-way through class. Your brain needs a good, steady supply of protein and complex carbohydrates. Non-resident tuition in Fall 2004 at UNM is about \$6,250 for 12 credit-hours, which means each 30-lecture 3-credit course like this costs \$1,560, and each lecture costs about \$50. If hard-working people can pay \$50 for each lecture I give, you should be able to afford \$5 for a decent lunch.

If you are a parent: If you need to bring a baby or young child to class occasionally, that's ok, but please see me as soon as possible. Breast-feeding in class is fine, since we're mammals. I try to run a family-friendly class, and will make every effort to accommodate you, but we must also reach agreement about what to do if the

child disrupts the class too much.

If you are on a UNM sports team, please let the TA know in advance when you will need to miss classes and quizzes due to travel and sports events.

If you have a disability, I will make every effort to accommodate your needs. Please see me or the TA in office hours or send an email explaining your situation. If you have a disability, the UNM Accessibility Office is good at organizing assistive technology, reading and note-taking services, and so forth; see <http://www.unm.edu/~as/#Service>

6. The course's distinctive intellectual and emotional challenges

Warning: This course includes detailed lectures, readings, and films about explicit topics. It covers not just consensual long-term heterosexual relationships, but also short-term affairs, infidelity, and jealousy; sexual harassment, stalking, coercion, and rape; sexual anatomy and physiology; masturbation, oral sex, and anal sex; conception, pregnancy, and birth; sex in other species with strange mating systems; sex in other cultures that practice polygyny, polyandry, or sexual slavery; sexually-transmitted infections; pornography and prostitution; gay and lesbian sex; and unusual sexual preferences. If you are not comfortable learning about these topics in an open-minded scientific way, this may not be the right course for you.

This course presents some striking new theories and data about sex, which is one of the most emotionally-charged, controversial areas of human behavior, culture, and morality. Sometimes, the behaviors, data, or theories that we learn about may upset you in some way. This can mean a couple of things. Perhaps the course material is pushing your intellectual boundaries, leading you to question received wisdom, making you confront your biases and assumptions, clarifying conflicts between different ideological positions, or broadening your imagination. All of these are good things that I want to promote – they are the very purpose of a liberal arts education at a university. Or, perhaps I have presented the course material in an insensitive and upsetting way that needs to be acknowledged and changed. This is a bad thing that I want to avoid. To know when I am broadening your minds versus needlessly upsetting your emotions, I need your honest feedback, both positive and negative.

If you are genuinely offended or upset by my presentation of any of the course content, please talk to me in my office hours, call, or email me, and we'll try to resolve things positively.

The suggested videos to watch and analyze are mostly rated R, because most good adult dramas that portray evolutionarily relevant behaviors usually include some sex, violence, and strong language. Please try to remember that the more emotionally intense a human behavior is, the more important it is to understand scientifically – especially if we want to improve our lives and our society.

7. Grades

Your grade for this course will depend on three types of assessment:

- **Quizzes.** There will be about 30 in total, one in each class. They will determine 70% of your overall grade, and are described in section 7 below
- **Video analysis reports.** There will be 3 in total, due on Feb. 24, April 7, and May 5. They will determine 30% of your overall grade, and are described in section 8 below.
- **Extra credit opportunities.** These may include writing a two-page analysis of the optional text *Trine Erotic* by Alice Andrews, answering questionnaires in class, or other opportunities to be announced later.

So you can know how well you are doing, every quiz grade and video analysis report grade will be posted on the WebCT site for this class as soon as the grade is entered in our records. For this to work, you must sign up for a UNM Net ID by Thursday January 27, if you do not already have one. This will make you 'visible' on the course Web CT site so your grades can be entered there. If you do not have a UNM Net ID, please log on from any computer with internet access (e.g. at any UNM computer pod) and look at this website: <http://webct.unm.edu/home/student/loginHelp.html>. Follow the instructions there.

Final grades will be determined based on a fairly generous grade curve. In my previous large undergraduate courses, the average grade has typically been in the B to B+ range.

8. Quizzes

Exams cause too much anxiety. They do not help students to stay on top of the readings and the lecture material. They encourage rote memorization and last-minute cramming. This course has no exams. No midterm; no final. Instead, it has a lot of little quizzes that will add up to determine most of your grade.

At the beginning of every class, there will be a short, 8-minute quiz that includes 8 multiple-choice questions. They begin with the second class on Thursday, January 20. By the end of the semester, you will have taken about 30 quizzes, and performance on these will determine 70% of your final grade.

Thus, each quiz is worth only about 2% of your course grade. Do not panic if you miss a few. The quizzes will be added together at the end of the semester and there will be a grading curve such that even if you miss a few quizzes, you will be able to get a very good grade in the course.

Why quizzes?

Quizzes will encourage regular, prompt attendance, so you actually get the benefits out of being at a real university with real students and a real live professor – rather than just reading the textbook at home, or watching psychology videos.

You'll know how well you're doing in the class all the way through the semester. There won't be the usual uncertainty and anxiety about that. Instead, you'll be getting immediate, accurate feedback about whether you're understanding the textbook and the lectures, so you can modify your study style if you are not happy with your grades.

Multiple choice does not mean mindless. Some of the questions will require

critical thinking, imagination, and a good understanding of how to apply the course content to new situations.

Mid-term and final exams give unfair advantages to students who cope better with high-stress situations. Quizzes are fairer, and more accurately reflect knowledge rather than just stress-coping ability.

Taking lots of little quizzes rather than two big exams provides a more accurate, reliable assessment of how well you really know the material. With two big exams, if you happen to break up with a boyfriend/girlfriend the night before the midterm, and get a cold before the final exam, you might do poorly for excusable reasons. With lots of quizzes, you might feel rotten for a few of them, but all the other students will too on some of them, so it all evens out more fairly.

Details about the quizzes:

Each quiz will cover the previous class lecture and the readings assigned for that day of class. If you keep up with the reading assignments and pay attention in class, you will do well on the quizzes. If you miss a class, you lose in two ways: you get a zero for that day's quiz, and you'll also have trouble with the quiz in the following class, since about half of its questions will cover the lecture material that you missed. This makes class attendance very important.

Quizzes will be graded on a 0 to 10 scale. You will get a minimum of 2 points just for showing up and taking the quiz, even if you get all of the answers wrong. This rewards regular attendance. Then you will get one additional point for each right answer on the 8 questions. There is no penalty for guessing. If you show up late for class, you will not have as much time to take the quiz, or you may miss the quiz completely. This should encourage prompt, regular attendance.

The quiz questions will range from very easy to very hard. Most of the questions should be very easy if you have kept up with assigned readings and attended lectures. There may be a couple of questions that require a bit of thought, and which I do not expect most students to get right. If you consistently get 7 or 8 out of 10 on the quizzes, you are doing very well, and would probably get at least a B in the course.

The multiple-choice quizzes will be computer-graded by CIRT. For each quiz, you will receive two pieces of paper: one question sheet with the day's quiz questions, and one answer sheet for marking your name, the last four digits of your student ID number, and your answers. You can write on the question sheet if that helps you to figure out the right answers, but the question sheets will not be collected; you should keep them.

On the answer sheet for each day's quiz, you MUST fill in the circles to identify your NAME and you're the last four digits of your STUDENT ID NUMBER. If you do not fill both of these in, you will not get any credit for the quiz because we will not know whose answer sheet we are grading. You must mark your answers (as A, B, C, D, or E) in the first 8 answer rows on the form. If you mark your answers in the wrong rows, the marking computer will not be able to read them properly, and this will harm your quiz grade. Please bring a number 2 pencil to every class in order to mark your quiz answers on the answer sheet. We will bring a few extra pencils to each class, but not enough for everyone.

Quizzes will be open-book. You can refer to the textbooks or to your notes if

you want. However, since you will only one minute to answer each question, you will probably not be able to find the right answers if you have not read the textbook assignments ahead of class, and if you did not attend the previous class. The open-book policy is to minimize rote memorization and maximize your ability to apply ideas from the course to real-life and hypothetical situations. Most real jobs are also “open-book” – but you’ll need to know where to look to quickly find the information you need, whether you go into medicine, law, business, research, or whatever.

You may not talk with other students during the quiz, and you may not copy their answers. No peeking, no cheating. Violations will be subject to the normal university procedures and penalties.

Immediately after each quiz, I will reveal the correct answers, which you can mark on your question sheet if you want. CIRT should be able to grade your quizzes fairly quickly, so you should also be able to look up your grade on the WebCT system within a few days of each quiz

No particular quiz matters very much. You can miss a few and still get an A. But if you miss most of them or do badly on them, your grade will be poor. Final grades will be determined by a fairly generous grading curve, and in the past, most students have received a higher final grade than they expected based on the percentage correct that achieved on their quizzes.

9. Video analysis reports

I want you to be able to apply ideas from the course to understand how human sexuality works in real life. But how can I assess this? We don’t share the same experiences, so I can’t see whether you really understand your sexual experiences and relationships in a deeper way from learning this course material. Well, in modern society, one way we can share the same experience is by watching the same video. This gives us some common reference points – common characters, behaviors, and relationships – that you can write about in the light of what you have learned about human sexuality. You’ve probably watched a total of about 15,000 hours of television before coming to UNM, so I expect your ‘video literacy’ should be well developed, and your ability to interpret and to critically analyze what you watch should be well-honed.

Video analysis reports are short, concise, thoughtful reactions to videos that I will suggest as relevant to particular parts of the course. You will buy or rent these somewhere and watch them wherever you have access to a VCR or DVD machine and a television (probably at home, whenever it’s convenient for you.)

Each report will be a maximum of ONE PAGE, with no more than 600 words on that page. They must be printed out from a computer on standard white 8½ by 11 inch paper. You must print them out single-spaced in 11 point font in font type “Arial” (which I prefer) or “Times New Roman”, with one-inch margins at top, bottom, and sides. If you don’t print your reports single-spaced, you won’t be able to fit your 600 words on one page, and I will only read one page. Do not use smaller font, weird font, or any print color other than black. Do not use colored or scented stationary.

At the top of the paper you must put the following information exactly as it is shown below:

Human sexuality theme(s) X(Y, Z, etc) in:

The title of the video you are analyzing:

By your name, last four digits of your student ID number, your email address, your phone number

For example,

Women's cursed ovarian Bastille in:

Nine Months

By Stewie Griffin, 9154, familyguy@unm.edu, 976-6969

You will turn in three (3) video analysis reports for this course:

the first on Thurs Feb. 24, related to lectures 1-10 and their readings

the second on Thurs April 7, related to lectures 11-20 and their readings

the third on Thurs May 5, related to lectures 21-30 and their readings

Each report will be graded on a scale of 0 to 10. You will get a minimum of two points if you turn in a report in the required format, on time, that demonstrates to my satisfaction that you watched the video attentively. You will get more points if you show that you can interpret characters, behaviors, and relationships from the video in the light of new things you have learned in this class. I will give 10 full points very rarely, if you turn in an exceptionally interesting, creative, thoughtful, and knowledgeable report. If you consistently get 7 or 8 points on the video reports, you are doing very well.

What is a video analysis report?

It is NOT a summary of the plot, or a review of the movie, or a record of your emotional reactions to the movie, or random associations inspired by the movie.

It is a way for you to show me how you can apply ideas and insights from class to understand human nature in new and deeper ways. Movies include lots of characters, behaviors, and relationships. Do not write about all of them. Choose just one or two as your focus. Talk about how a sex researcher might interpret the character's thoughts, feelings, actions, strategies, interests, and relationships. Use the ideas, terms, and theories from the readings and lectures – not just to show that you know what they mean, but to show how they can help you understand real human life.

For each report, you will be able to pick from a list of six recent, high-quality, well-acted films that are widely available in video rental stores. They are mostly recent films, but there are a few older classics. For each report, I will try to include a range of films that appeal to the range of students in this course, including both sexes, different personality types, and different interests. However, because the best films for illustrating human sexuality content are often serious adult dramas with some sex, violence, and/or strong language, and because most serious adult dramas are rated "R", most of the films are rated "R". I hope that's OK with you.

All of the videos listed below should be widely available on both VHS and DVD, including from local video rental stores Blockbusters and Hollywood Video (at the south-west and south-east corners respectively of Central & Girard). They are also available through online rental services such as Netflix (c. \$20/month for all the videos/DVDs you want, max 3 out at a time, via mail – www.netflix.com). Many of

them can also be bought new or used from outlets such as Hastings.

I recommend that you watch each video twice, or maybe only once if you've already seen the movie in the theaters. A second viewing often helps a lot in understanding the nuances of character motivation and behavior. It also decreases your chances of making serious errors of interpretation. The best tactic would be to watch the video once, and make some notes immediately afterwards about possible themes and events to write about. Then, a few days later, watch the video again, and make much more detailed notes that you can use in writing your first draft.

In these reports I expect you to show a university-level mastery of English writing, including not just good grammar, spelling, and composition, but the ability to grab me with your first sentence, to fascinate me by the end of your first paragraph, to get to your main point quickly and clearly, and to support it with well-reasoned arguments and insights.

Do NOT turn in a first draft – something you dashed off the night before it was due. I want a polished report that has been developed and improved over at least a week. I expect you to have done a good outline, a first draft, a revision of your first draft (perhaps with the help of a class-mate or friend), a thorough proof-reading for grammar, spelling, and clarity, and a letter-perfect final version. This is not too much to ask for a one-page report.

In the real-life jobs you get after graduation, you will probably have to do lots of things similar to writing reports like this – presenting concise, to-the-point analyses of situations in the light of your expert knowledge. This may be a much more useful skill to learn than the sorts of literary criticism essays you may be used to writing in English Composition courses.

When referring to characters in your report, please use the proper character name (e.g. “The Bride”), not the actor’s name (e.g. “Uma Thurman”) or some descriptive shorthand (e.g. “She whose Katana-Sword Proficiency is Unparalleled”). To look up the proper character names, freeze-frame at the end credits and write down the names, or go to amazon.com’s or IMDB’s web page for the film and look under “Cast list”, or go to the film’s own web site. I recommend using www.google.com to search the net efficiently.

Video choices. The video choices below give information about the film’s date, stars, director, content rating, and average quality rating on the ‘Internet Movie Database’ (www.imdb.com) out of 10 points (the higher the better), and the average quality rating on Netflix (www.netflix.com) out of 5 stars (the higher the better). To find out more about your possible choices, please visit websites such as imdb.com, netflix.com, and amazon.com.

Video Report 1 (due Thursday Feb. 24): The possible topics include those from lectures 1-10: sexual evolution, sexual selection theory, fitness indicators, prehistoric mating, sexually transmitted infections, male-female conflict, evolutionary arms races, sexual coercion, harassment, rape, and incest. Write on one of these six film choices:

The Accused (1988). Courtroom drama about rape. Stars Jodie Foster, Kelly McGillis. Dir: Jonathan Kaplan. Rated R. IMDB 7.1; Netflix 4.5

- Dogville** (2003). Stars Nicole Kidman (as Grace Mulligan), Lauren Bacall (as Ma Ginger), James Caan (as The Big Man). Directed by Lars von Trier. R. IMDB 8.1; Netflix 4.0.
- The Fast Runner** (Atanarjuat) (2001). Eskimo romance/adventure. Starring Natar Ungalaaq (as Atanarjuat), Sylvia Ivalu (Atuat), Peter-Jenry Arnatsiaq (Oki), Lucy Tulugarjuk (Puja). Directed by Zacharias Kunuk. Rated R. IMDB 7.3; Netflix 4.5.
- The Last Seduction** (1994). Romantic thriller. Stars Linda Fiorentino, Peter Berg, Bill Pullman. Dir: John Dahl. Rated R. IMDB 7.2; Netflix 4.0.
- Monster** (2003). Crime drama about lesbian prostitute. Stars Charlize Theron, Christina Ricci. Dir: Patty Jenkins. Rated R. IMDB 7.4; Netflix 4.5.
- Secretary** (2002). A sado-masochistic relationship in a lawyer's office. Stars James Spader, Maggie Gyllenhaal. Dir: Steven Shainberg. Rated R. IMDB 7.2; Netflix 4.5.

Video Report 2 (due Thursday April 7): The possible topics include those from lectures 11-20: different perspectives on human sexuality, history and methods of sex research, sexual selection for human body traits, female and male anatomy, sexual differentiation, gender, homosexuality, physical attractiveness, romantic love, monogamy, and sexual development in children and teenagers. The film choices are:

- American Beauty** (1999). Sexual drama in contemporary suburbia. Stars Kevin Spacey, Annette Bening, Thora Birch, Wes Bentley, Mena Suvari. Dir: Sam Mendes. Rated R. IMDB 8.5; Netflix 5.0.
- Angels in America** (2003). Excellent six-hour HBO drama mini-series about gay life and AIDS in mid-1980s New York. Stars Al Pacino, Meryl Streep, Emma Thompson. Dir: Mike Nichols. Not rated (would be R). IMDB 8.2; Netflix 5.0. Note: since this is so long, you'll get 2 bonus points if you do your report on this.
- Boys Don't Cry** (1999). Drama about sex and gender roles. Stars Hilary Swank, Chloe Sevigny, Peter Sarsgaard. Dir: Kimberly Pierce. Rated R. IMDB 7.6; Netflix 4.5.
- Breast Men** (1997). Under-rated medical drama about the development of breast implant surgery. Stars David Schwimmer, Chris Cooper. Dir: Lawrence O'Neil. Rated R. IMDB 5.6; Netflix 3.5.
- Thirteen** (2002). Growing up too fast in Los Angeles. Stars Evan Rachel Wood, Holly Hunter, Nikki Reed. Directed by Catherine Hardwicke. Rated R. IMDB 7.0; Netflix 4.0
- Vanilla Sky** (2001). Science fiction romantic drama. Stars Tom Cruise, Penelope Cruz, Cameron Diaz. Dir: Cameron Crowe. IMDB 6.9; Netflix 3.5.

Video Report 3 (due Thursday May 5): The possible topics include those from lectures 21-30: foreplay, copulation, arousal, aphrodisiacs, orgasm, promiscuity, sperm competition, sexual dysfunctions, sexual morality, sexual communication, verbal

courtship, contemporary relationships, marriage, divorce, paraphilias, pornography, and prostitution.

- Boogie Nights** (1997). Drama about 1970s porno industry. Stars Mark Wahlberg, Heather Graham, Julianne Moore. Dir: Paul Thomas Anderson. Rated R. IMDB 7.6; Netflix 4.5.
- Chocolate** (2000). Sex, love, chocolate, and gypsies in 1950s France. Stars Juliette Binoche, Johnny Depp, Alfred Molina, Carrie-Anne Moss. Dir: Lasse Hallstrom. Rated R. IMDB 7.3; Netflix 4.0.
- Eternal Sunshine of the Spotless Mind** (2004). Contemporary science-fiction. Stars Jim Carey, Kate Winslet, Elijah Wood. Dir: Michel Gondry. Rated R. IMDB 8.6; Netflix 5.0.
- Lost in Translation** (2003). Romance and alienation in Tokyo. Stars Scarlett Johansson, Bill Murray. Dir: Sophia Coppola. Rated R. IMDB 8.0; Netflix 4.5.
- Quills** (2000). Historical drama about the Marquis de Sade. Stars Kate Winslet, Geoffrey Rush, Michael Caine. Dir: Philip Kaufman. Rated R. IMDB 7.3; Netflix 4.0.
- The People vs. Larry Flynt.** (2001). Biographical drama about pornographer. Stars Woody Harrelson, Courtney Love, Edward Norton. Dir: Milos Foreman. IMDB 7.2; Netflix 4.0.

On the following page is an example of a pretty good video analysis report that should give you some idea what I am looking for.

Male strategies for displaying fitness, status, and sensitivity in:

Pretty Woman (starring Julia Roberts as Vivian and Richard Gere as Edward)

By Geoffrey Miller, (student ID number), gfmiller@unm.edu, 277-1967

In *Pretty Woman*, business tycoon Edward Lewis shows that in sexual courtship, people must use a wide range of both conventional and innovative self-presentation strategies to display their fitness indicators to best advantage. Edward's main challenge is to combine his conventional, well-polished displays of competence and status with new tactics for appearing romantically likable. To demonstrate his status, it was sufficient for Edward to maintain the standard businessman image: dressing in Armani suits, being driven around in a white limo, and sponsoring charity polo games. He embodies all the status-projection strategies mentioned in class: displaying status artifacts (the Lotus Elise, the penthouse suite at the Regent Beverly Wilshire Hotel, the constant cell-phone calls, the business entourage), conspicuous consumption (buying Vivian elegant clothes, loaning her the \$250,000 necklace, flying her to San Francisco on a private jet for an evening), basking in the reflected glory of being friends with a U.S. Senator, and demonstrating supreme confidence in his body language and facial expressions. Likewise, to demonstrate his physical courage and dominance, it was enough to face down Hollywood drug dealer Carlos and his thugs.

However, to become more likable, to demonstrate his kindness and sensitivity to Vivian as a potential good provider and good parent, Edward had to become much more innovative in his self-presentation, treading the fine line between overly obvious sensitivity-displays (which would have been hard to accept) and overly subtle signals

(which might have gone unnoticed). For example, to overcome Vivian's suspicion that he was a heartless profit-seeker, Edward had to stage a performance of his musical sensitivity – a late-night session of soulful piano-playing in the hotel lounge – hoping that Vivian would wander down and appreciate his virtuosity. Likewise, he has to convert an ostensibly status-oriented event – enjoying opening night at the opera from a private box – into a credible demonstration of his own musical romanticism, and of his sensitive mentorship of Vivian's emerging taste for the good life.

Edward also had to combine his usual competence-displays with a new set of vulnerability-displays, including projecting modesty by admitting his incompetence with the Lotus Elise's manual transmission, revealing troubled family dynamics by admitting his hatred of his recently deceased father, and emphasizing that both he and Vivian make their livings by “fucking people for money”. This psychological loosening-up is symbolized by Edward shedding his formal suits in favor of relaxed leisure wear for horse-riding and barefoot picnics.

Ultimately, to win Vivian's heart, Edward must reject three major aspects of his previous life and learn to play new social roles with courage and panache. First, he must reject his persona as a business vulture who buys and breaks up companies with no compassion for their founders or workers, by keeping intact the company founded by aging ship-building magnate James Morse. Second, he must reject the associated habits and social relationships of that business-robot persona, overcoming Vivian's fears about his workaholicism by taking an unprecedented day off work, and her fears about the company he keeps by punching and firing his long-time lawyer friend Philip Stuckey after Stuckey tries to rape Vivian. Third, he must reject his self-image as a man “hopeless at relationships” – after a failed marriage and a recent break-up with his New York girlfriend – through making a grand romantic gesture for Vivian: climbing her fire escape despite his fear of heights, to deliver a bouquet of roses symbolic of his willingness to marry her. *Pretty Woman* offers hope that, like Edward, we can break free of our loneliness by breaking free of our habitual status-signalling strategies.

Suggestions for writing the video analysis reports

In the three previous undergraduate lecture courses in which I have assigned video analysis reports, the most common content problems were:

- Too much plot summary. Just mention characters, scenes, or plot developments briefly – specifically enough that we know which one you mean, but not in so much detail that you spend many sentences summarizing what happened.
- Not enough reference to specific psychology ideas from text and lectures – many students started out with a good title and thesis statement, but then lost their focus halfway through the report, drifting off into plot summary or character evaluation.
- Inappropriate or ‘throwaway’ use of psychology terms without making it clear how they're relevant to the film or whether you really know what they mean. Don't define the terms, but do use them properly in context. Then support your claims with specific details from the film.
- Not enough supporting details from the film to justify your claim that a particular social psych idea is relevant to some character, scene, or plot theme.
- Not enough specific behaviors by specific characters being mentioned to justify your generalizations. Note: in my one-page example analysis of Pretty Woman (see

above), I included at least 25 specific examples of self-display tactics by the “Edward Lewis” character; many students included only 2 or 3 specific details from their films.

- Too much focus on the main character’s situation or motivations, without connecting that character analysis to your psychology points and themes – e.g. whole paragraphs discussing Verbal’s story-telling skill in The Usual Suspects, or Eugenia Alabaster’s incestuous yearnings in Angels and Insects. Only discuss these if you illuminate them with specific evolutionary psychology and specific behaviors.

The most common writing problems were:

- Title and thesis statement were too vague to keep your essay well-focused throughout
- Poor organization of ideas, without a clear, logical progression from one paragraph to the next.
- Misspelling character names, mis-identifying characters, or failing to mention specific characters when they would be useful examples of some social psych point you’re making.
- Need to vary sentence length and structure more. Use a variety of sentence types to keep things interesting. You should have some 3 to 5 word sentences for emphasis, and maybe some that are much longer when you are conveying a complex idea.
- Too many run-on sentences that could be chopped up into shorter, stronger pieces.
- Failure to proof-read carefully, to check spelling, grammar, sentence structure.

10. Extra credit opportunity: 2-page report on *Trine Erotic* due April 26.

If you like novels, sex, and evolutionary psychology, you should enjoy this optional text by Alice Andrews. You can get up to 20 points of extra credit (equivalent to a perfect score on two quizzes, or up to 5% of your total course grade) for writing a two-page ‘novel analysis report’ on this book. Use the same format as for a video analysis report (e.g. single-spaced, 11-point Arial font, standard heading). As with the video reports, do not try to cover everything in the novel. Choose one or two themes, characters, or relationships as your focus. Since the novel is composed of different stories and sub-stories, you can focus on just one or a few – ideally, compare and contrast some themes, characters, and relationships across different sections of the novel. Be sure to read the whole novel though, since it has a complex structure and many themes that run through the whole. This novel report can be up to two pages, about 1200 words. It will be due Tuesday, April 26.

11. How to ace this course

It should be easy to get a terrific grade in this class, if you attend class, read the readings, do the video reports on time, and think about what you are learning. If you read the textbook assignments and listen closely to the lectures, you will probably do very well on the quizzes. If you watch the videos attentively and polish your rough drafts into

good final versions, you will probably do very well on the video analysis reports. I love giving A's to students who learn a lot and who think about their lives and relationships in new ways by learning evolutionary psychology.

On the other hand, if you treat this course as a soft option, you will do badly. If you skip lectures, fail to do your assigned readings, and do last-minute video reports, you will get a disappointing grade. I am not at all afraid to give a C, D, or F to someone who deserves one. Nor can I be talked out of giving the appropriate grade by a last-minute appearance in my office hours.

You will get a lot of ongoing feedback in this course: about 30 quiz grades, and 3 video report grades. These will all be available on WebCT. If you find that you are coming to class and doing the work, but are not doing as well on these as you would wish, please see me or the TA to discuss how you can do better. We will be glad to help.

Here are some key things to do, in order to excel in this course:

Get a three-ring binder and keep everything related to the course in it, including this syllabus, any course handouts, all of your graded quizzes and video analysis reports, and your own notes on the readings, lectures, and in-class exercises.

Read the readings on time, when you're awake, lucid, and attentive. Read them before the class when they'll be discussed. Take notes on them. Digest them. Be ready to ask some reasonable questions about the readings in class.

After watching the video you choose, give yourself at least a week to do each video analysis report. Don't leave them to the last minute. Watching the video twice, with a couple of days in between viewings, can be very useful in picking up nuances of character and behavior. 5-day video rentals make this easy.

Come to my office hours and to the T.A.'s office hours. Ask me questions. Get my feedback. Show me you care!

Note: University can be stressful. It is very common for students (and faculty!) to experience anxiety, depression, and other psychological problems. There is no shame in this; the silly thing is not to get help if you need it. If you have any problems that are interfering with your studies or your life, please do not hesitate to seek help from any of the following resources:

AGORA – the UNM Crisis Center (open 24 hours): 277-3013

Student Health Center (including Counseling and Therapy Services): 277-3136

Psychiatric Emergency Services (open 24 hours): 272-2920 or 247-1121

UNM Psychiatric Consultants: 272-4763

UNM Family Practice Center, Psychiatry Department: 272-2223

12. Key Dates and Course Schedule

Spring Semester 2005 key dates:

Classes begin: January 18, Tuesday

Quizzes begin: **Jan. 20, Thursday**

Registration ends: Jan 28, Friday

Last day to change grading options: Feb. 11, Friday

Video report #1 due: Feb. 24, Thursday
Last day to drop course w/o grade: Feb. 25, Friday
Spring Recess: March 13-20, Sunday-Sunday
Video report #2 due: April 7, Thursday
Last day to withdraw from course: April 15, Friday
Extra-credit novel report due April 26, Tuesday
Video report #3 due: May 5, Thursday
Last class, last quiz: May 5, Thursday
Last day of UNM classes: May 7, Saturday
Final exams for other UNM classes: May 7-14, Saturday-Saturday

Course schedule: List of assignments, readings, and topics for each class

No assignments before the first class

1: Jan. 18 Tuesday **Introduction to the course**

Before the second day of class (Jan 20):

Read this syllabus carefully

Buy textbooks from UNM bookstore

Read Judson Chapter 13: Wholly virgin, pp. 212-232

Read Judson Chapter 12: Eve's testicle, pp. 187-211

Get your UNM Net ID if you don't already have one by Jan 27

Prepare for the first quiz at the beginning of this class, which will cover the information in this syllabus, and the Judson readings.

Remember that from now on, there will be a quiz in every class

2: Jan 20 Thursday **The evolution of sex and the sexes**

For the third day of class (Jan 25):

Read Miller Chapter 2: Darwin's prodigy, pp. 33-67

Prepare for the second quiz, based on the last (Jan 20) lecture, and Miller Chapter 2

3: Jan 25 Tuesday **Sexual selection theory**

Read Miller chapter 4: A mind fit for mating, pp. 99-137

Deadline for getting UNM Net ID (for WebCT and email)

Prepare for the third quiz, based on the last (Jan 25) lecture, and Miller chapter 4 (and so on, for the rest of the semester...)

4: Jan 27 Thursday **Fitness indicator theory**

Read Miller Chapter 6: Courtship in the Pleistocene, pp. 177-223

5: Feb 1 Tuesday **Prehistoric mating**

Read Rathus Chapter 16: STDs, pp. 526-569

6: Feb 3 Thursday **Sexually transmitted infections**

Read Judson Chapter 4: Swords or pistols, pp. 60-75

Read Judson Chapter 8: Hell hath no fury, pp. 122-131

7: Feb 8 Tuesday **Male vs. female strategies**

Read Judson Chapter 9: Aphrodisiacs ..., pp. 132-143

Read Judson Chapter 5: How to win ..., pp. 76-92

8: Feb 10 Thursday: **Evolutionary arms races and alternative mating strategies**

Read Judson Chapter 7: Crimes of passion, pp. 105-121

Read Judson Chapter 11: The fornications of kings, pp. 169-186

9: Feb 15 Tuesday **Sexual coercion and incest across species**

Read Rathus Chapter 18: Sexual coercion, pp. 602-637

10: Feb 17 Thursday **Sexual coercion in humans**

Read Rathus Chapter 1: What is human sexuality?, pp. 1-31

Be working hard on your first video analysis report

11: Feb 22 Tuesday **Theoretical perspectives on human sexuality**

Read Rathus Chapter 2: Research methods, pp. 32-59

First video analysis report due (on A, B, or C).

12: Feb 24 Thursday **History and methods of sex research**

Read Miller Chapter 7: Bodies of evidence, pp. 224-257

13: March 1 Tues **Sexual selection and the human body**

Read Rathus Chapter 3: Female sexual anatomy, pp. 60-78 and 84-92. The sections on breast cancer (pp. 78-84), and

on menopause and menstrual problems (pp. 92-103) are optional, and will not be covered on the quiz.

14: March 3 Thurs **Female bodies**

Read Rathus Chapter 4: Male sexual anatomy, pp. 106-120 and 127-135. The section on urogenital health problems (pp. 120-127) is optional, and will not be covered on the quiz.

15: March 8 Tues **Male bodies**

Read Rathus Chapter 6: Gender identity, pp. 168-201

16: March 10 Thurs **Sexual differentiation and gender**

(no classes March 15 or 17: Spring Recess)

Read Rathus Chapter 10: Sexual orientation, pp. 288-329

17: March 22 Tues **Homosexuality**

Read Rathus Chapter 7: Attraction, pp. 202-227

18: March 24 Thurs **Physical attraction and romantic love**

Read Judson Chapter 10: Till death do us part, pp. 152-165

19: March 29 Tues **The evolution of monogamy**

Read Rathus Chapter 13: Sexuality in childhood..., pp. 424-455

20: March 31 Thurs **Sexual development**

Read Rathus Chapter 9: Sexual techniques, pp. 260-287
Be working hard on your second video analysis report

21: April 5 Tues **Foreplay and Copulation**

Read Rathus Chapter 5: Sexual arousal, pp. 136-167
Also read Judson Chapter 9: Aphrodisiacs..., just pp. 143-151
Second video analysis report due (on A, B, or C)

22: April 7 Thurs **Arousal and orgasm**

Read Judson Chapter 3: Fruits of knowledge, pp. 40-59
Read Judson Chapter 2: The expense is damnable, pp. 21-39

23: April 12 Tues **Promiscuity, sperm competition**

Read Rathus Chapter 15: Sexual dysfunctions, pp. 490-509. The section on treatment of sexual dysfunctions (pp. 509-524) is optional, and will not be covered on the quiz.

24: April 14 Thurs **Sexual dysfunctions**

Read Miller Chapter 9: Virtues of good breeding, pp. 292-294 and 306-340. The sections “Apathy as the evolutionary norm” through “Innate depravity” (pp. 294-306) are optional, and will not be covered on the quiz.

Read Judson Chapter 6: Sexual cannibals, pp. 95-104

25: April 19 Tues **Sexual morality**

Read Miller Chapter 10: Cyrano and Scheherazade, pp. 351-389. The beginning sections (pp. 341-351) are optional, and will not be covered on the quiz.

26: April 21 Thurs **Sexual communication**

Read Rathus Chapter 8: Relationships, pp. 228-259

Optional, extra-credit novel analysis report due on *Trine Erotic*

27: April 26 Tues **Contemporary courtship, romance, and love**

Read Rathus Chapter 14: Sexuality in adulthood, pp. 456-479. The sections on sex in older people and disabled people (pp. 479-488) are optional, and will not be covered on the quiz.

28: April 28 Thurs **Sexual relationships**

Read Rathus Chapter 17: Atypical sexual variations, pp. 570-601
Be working hard on your third video analysis report

29: May 3 Tues **Paraphilias**

Read Rathus Chapter 19: Commercial sex, pp. 638-663
Third video analysis report due (on A, B, or C)

30: May 5 Thurs **Last class: Sexual products and services**

(Final exams May 7-14: No final exam in this course)