



# Course Outline

PSYC1029

Psychobiology of Sex, Love and Attraction

School of Psychology

Faculty of Science

T2, 2021

Last updated: 13/05/2021 3:13 PM

# 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr Kathryn Baker	<a href="mailto:k.baker@unsw.edu.au">k.baker@unsw.edu.au</a>	Mon-Fri 10 am to 4 pm in person Mathews Bld or online by appointment. Available for drop-in consultation online 3-3:30 pm each Wednesday during term.	Email
Lecturers	Dr Kelsey Zimmermann Dr Kathryn Baker Professor Rick Richardson	<a href="mailto:k.zimmermann@unsw.edu.au">k.zimmermann@unsw.edu.au</a> <a href="mailto:k.baker@unsw.edu.au">k.baker@unsw.edu.au</a> <a href="mailto:r.richardson@unsw.edu.au">r.richardson@unsw.edu.au</a>	Mon-Fri 10 am to 4 pm via email	Email

# 2. Course information

<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	None
<b>Teaching times and locations:</b>	Online (see: <a href="#">PSYC1029 Timetable</a> ).

## 2.1 Course summary

What is love, why do we feel it, and what does it do to our body and brain? Many people believe that love is an ethereal force that engulfs the mind. Psychologists and biologists have a different view – that attraction and love are encoded by hormones and other chemicals activating brain systems of reward and connections with others. Yet, we all agree that sex, love, and attraction exert powerful effects on our lives by shaping our romantic partnerships, our desire to reproduce, and how we parent our offspring.

In this course you will be introduced to the study of sex, love, and attraction in humans and other animals from a broad-based perspective including comparative, psychobiological, cross-cultural, and evolutionary approaches. Along the way, you will learn about physiological, behavioural, cognitive, and social factors involved in sex, love, and attraction. An emphasis of the course is placed on evolutionary concepts and how these could be used to interpret sex, love, and attraction. This course will enable you to gain a better understanding of evolutionary psychology and apply principles from this discipline to examine various issues related to sex, love, and attraction such as relationships, sexual behaviour, social monogamy, paternity, parenting, and menopause.

## **2.2 Course aims**

This course aims to introduce students to the study of sex, love, and attraction in humans and other animals from a broad-based perspective including comparative, psychobiological, cross-cultural, and evolutionary approaches.

## **2.3 Course learning outcomes (CLO)**

At the successful completion of this course the student should be able to:

1. Identify psychobiological and evolutionary concepts and principles and use them to explain issues and influences of sex, love, and attraction.
2. Appraise relevant literature and synthesise research findings to develop understanding of sex, love, attraction, and other theoretical issues.
3. Apply critical thinking skills and draw on empirical evidence from psychological science to examine physiological, behavioural, evolutionary, cognitive, and social factors involved in sex, love, and attraction.
4. Apply effective written communication skills to elaborate and advance scientific arguments.

## 2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1	Lectures, discussion groups, quizzes, online activities/podcasts /videos	Lectures, discussion groups, quizzes, online activities/videos, podcasts					Quizzes, discussion group questions, essay, final exam
2	Lectures, discussion groups, quizzes, online activities, videos/podcasts	Lectures, discussion groups, quizzes, online activities/podcasts /videos					Quizzes, online activities, essay, final exam.
3			Lectures, discussion groups, quizzes, online activities/podcasts/ videos			Lectures, discussion groups, quizzes, online activities/videos/ podcasts	Quizzes, discussion group questions, essay, final exam.
4					Online activities, discussion groups		Essay, discussion group questions

## **3. Strategies and approaches to learning**

---

### **3.1 Learning and teaching activities**

The lecture content of this course is presented entirely online. The format of the lectures will involve PowerPoint slides with accompanying audio. In addition, PDF slides of the lectures will be made available. Students should both listen to the lectures and write separate notes to maximise their understanding and retention of the material. The lectures will be made available at the start of each week and will be left online for the duration of the course. This will allow students to go through the lectures at their own pace. While it will not be monitored directly, all students are encouraged to listen to the lectures in the week in which they are set. The content of this course is extensive and at times complex; students who do not stay up to date with course material each week will likely find it difficult to prepare for assessment tasks and exams due to the cumulative nature of the content.

The Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

Throughout the term, five Discussion Questions will be made available. Students will be expected to prepare a response to the Discussion Question and post this response to the small Discussion Group they have been allocated to. In addition, students are expected to respond to some of the posts made by their fellow group members (i.e., to engage in a "discussion"). These Discussion Question online activities are designed to prepare students for engaging with material presented in lectures the following week, and help students develop critical thinking and written communication skills.

The Study Group Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material and develop written communication skills.

Researching and Writing skills resources will help students understand the important features of scientific writing and will show students how to conduct research by finding journal articles. These resources are designed to help students develop effective researching and writing skills required for the essay. Other resources will provide students with strategies for note taking to assist active learning with lecture content.

Topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a tri-weekly basis. Timely completion of the quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

### **3.2 Expectations of students**

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date. All students must read the Course Outline, Course Information Slides, and Instructions for Online Course Completion documents. Following this, students are required to complete the Course Information Quiz to demonstrate their understanding of course administration information.

Although this is an online course, it is expected that students dedicate the same amount of time each week to studying for this course as they would for an 'on-campus' course.

Given that the course content and some assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content.

The Moodle forum should be the first line of contact with the Course Co-ordinator (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed online or via email, such matters can only be discussed during in person (via Teams, Zoom etc.) appointments with the Course Coordinator.

The final exam for this course will take place online during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be unavailable when the final exam is to occur.

Students registered with Equitable Learning Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, and be aware of the UNSW Code of Conduct for students. In that regard, it is absolutely mandatory that all students in the course treat the staff, other students in the course, and the material in a respectful way. Offensive, rude, and/or disrespectful language/comments will not be tolerated.

## 4. Course schedule and structure

This typically consists of approximately 2 hours of online lecture material and 1-2 hour of online activities each week. In addition, students are expected to take an additional 6-7 hours of study to engage in self-determined study to complete assessments, readings, and exam preparation each week.

Week	Lecture topic/s	Online activities	Live Zoom consultation Wednesday 3pm (Sydney Time)	Self-determined activities
<b>Week 1</b> 31/5/2021	<b>In the Beginning</b> Lecture 1.1: Introduction to course and to Evolutional Psychology Lecture 1.2: Weird Sex Lecture 1.3: Different Strokes for Different Folks: Mating Strategies	Course Information Quiz Videos on mating strategies of kangaroos and praying mantis Research and writing skills resources	Meet the Course Convenor, Kathryn Baker. Introduction to the Course and Moodle page.	Exam prep
<b>Week 2</b> 7/6/2021	<b>It's a Man's World</b> Lecture 2.1: Is Bigger Better? Lecture 2.2: Sperm Wars	Online Discussion Question Reading Video on flatworm mating	Meet Rick Richardson for a Q&A about Week 1&2 lecture material.	Exam prep
<b>Week 3</b> 14/6/2021	<b>It's a Woman's World</b> Lecture 3.1: Female Anatomy Lecture 3.2: In Search of the Orgasm Lecture 3.3: Are You Experienced: Learning and Sex	Online Quiz for Weeks 1-3 material Readings Podcast	Open discussion	Exam prep
<b>Week 4</b> 21/6/2021	<b>Attraction</b> Lecture 4.1: Simply Irresistible Lecture 4.2: Chemical Romance	Online Discussion Question Readings Time management resources Essay instructions & marking rubric	Time management and goal-setting for the essay	Exam prep
<b>Week 5</b> 28/6/2021	<b>Desire for Variety</b> Lecture 5.1: The Spice of Life? Lecture 5.2: Consequences of a Desire for Variety	Online Discussion Question Reading	Open discussion about the essay question and repeat of goal-setting if required.	Exam prep Essay prep

<b>Week 6</b> 5/7/2021	<b>Flex week</b>			
<b>Week 7</b> 12/7/2021	<b>Love</b> Lecture 6.1: A Crazy Little Thing called Love Lecture 6.2: Addicted to Love Lecture 6.3: Bad Love	Online Quiz for Weeks 4-7 material Readings Podcast on Heartbreak and online activity Critical thinking worksheet	Critical thinking worksheet relevant for essay research	Exam prep Essay prep
<b>Week 8</b> 19/7/2021	<b>The Brain</b> Lecture 7.1: Sex on the Brain Lecture 7.2: Sexual dimorphism Lecture 7.3: Love on the Brain	Online Discussion Question Readings Podcast on Our Sexy Brain	Open discussion and repeat of critical thinking worksheet	Exam prep Essay prep
<b>Week 9</b> 26/7/2021	<b>Age and Culture: Effects on Sex, Love, and Attraction</b> Lecture 8.1: Cross-cultural Impacts on Sex, Love, and Attraction Lecture 8.2: Menopause	Online Discussion Question Reading Essay due Friday 11:59pm	Open discussion	Exam prep Essay prep
<b>Week 10</b> 2/8/2021	<b>Parenting</b> Lecture 9.1: The Parental Bond Lecture 9.2: Motherhood Lecture 9.3: Fatherhood	Online Quiz for Weeks 8-10 material Readings	Open discussion	Exam prep

## 5. Assessment

---

### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
<b>Assessment 1:</b> Quizzes	3 quizzes with 12 MCQ per quiz	12% (each quiz worth 4%)	/12	Fri 11:59pm in Weeks 3, 7 and 10.
<b>Assessment 2:</b> Group Discussion questions	5 questions	10% (each worth 2%)	/5	Fri 11:59pm in Weeks 2, 4, 5, 8 and 9.
<b>Assessment 3:</b> Essay	750-1000 words	28%	/100	Fri 11:59 pm in Week 9
<b>Assessment 4:</b> Final exam	60 MCQ	50%	/60	Exam period

**Assessment 1:** The quizzes will cover all course content that is identified as being assessable content from each week, including lectures and assessable readings/other activities. Each quiz will consist of 12 multiple-choice questions, covering material from three weeks of the course. Quiz 1 will cover material from Weeks 1-3. Quiz 2 will cover material from Weeks 4-7. Quiz 3 covers material from Weeks 8-10. The quizzes are worth 12% of the total course mark. The quizzes will be made available to students by 9am on the Monday of Week 3, Week 7, and Week 10, and will need to be completed by 11:59pm on Friday in those weeks.

**Assessment 2:** The group discussion questions will involve a question/topic which students will need to comment on, in a meaningful way, in the group discussion forum (consisting of 6-9 students) to which they have been allocated. The question/topic will be released by 9am on Monday of Weeks 2, 4, 5, 8, and 9. The comment must be submitted in the forum by 11:59pm on Friday in those weeks to receive credit. Each comment will be marked out of 5 marks, worth 2%, and full credit will be awarded providing the comment demonstrates that the student has engaged in the material in a thoughtful and meaningful way. Late submissions will receive a penalty of 1 mark per day.

**Assessment 3:** A written assignment (750-1000 words) in essay format will be required for submission in Week 9. Students are required to produce a written piece of work, with appropriate supporting references, that will be submitted online via Turnitin. The full instructions for this assignment will not be released until Week 4, but students will be required to identify and analyse physiological, behavioural, evolutionary, cognitive, and/or social factors relating to a topic/issue/question relevant to the course material. From this, they will then need to draw on relevant evolutionary/psychological concepts and principles to discuss the significance of the topic/issue and its influences on our lives. The essay will be worth 28% of the total course mark. Marks and feedback will be returned to students 10 working days from the due date. Any submissions received after this date (i.e., the day when the marks are released) will not be marked and will receive a grade of 0. Brief researching and writing skills resources will be made available to provide further help to students on how to approach this essay.

**Assessment 4:** The final exam will be worth 50% of the total course mark. There will be 60 multiple choice questions drawn randomly from a larger pool. No two students will answer exactly the same questions. The examination will be 1 hour, and will assess lecture and reading material from Weeks 1-10. Students will only be able to attempt the final exam once. Further details regarding the exact time and will be released on myUNSW as they become available.

We recommend that you refer to these [Moodle System Requirements](#) to ensure that your setup has sufficient speed/stability. Loss of internet connectivity is not necessarily grounds for Special Consideration; you should refer to (and make a copy of) these instructions re [applying for Special Consideration](#) in the event of a technical failure.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

## 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 5.3 Submission of assessment tasks

**Essay:** In accordance with UNSW Assessment Policy the essay must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy. The School of Psychology Student Guide will be posted on Moodle.

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Quizzes	Automated	Automated	Online	Online
Discussion questions	Within 10 working days of due date	Markers	Online	Online
Essay	Within 10 working days of due date	Markers	Online	Turnitin
Final exam	N/A	N/A	N/A	N/A

## 6. Academic integrity, referencing and plagiarism

The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 7th edition.](#)

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and

The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	<a href="#">School of Psychology Student Guide.</a> Refer Section 4 of this outline/Moodle

<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning Centre</a> <a href="#">ELISE</a> <a href="#">Moodle System Requirements</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy</a> <a href="#">UNSW Equity, Diversity and Inclusion policy</a>
-----------------------------------	--

## 8. Administrative matters

---

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

---

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/>