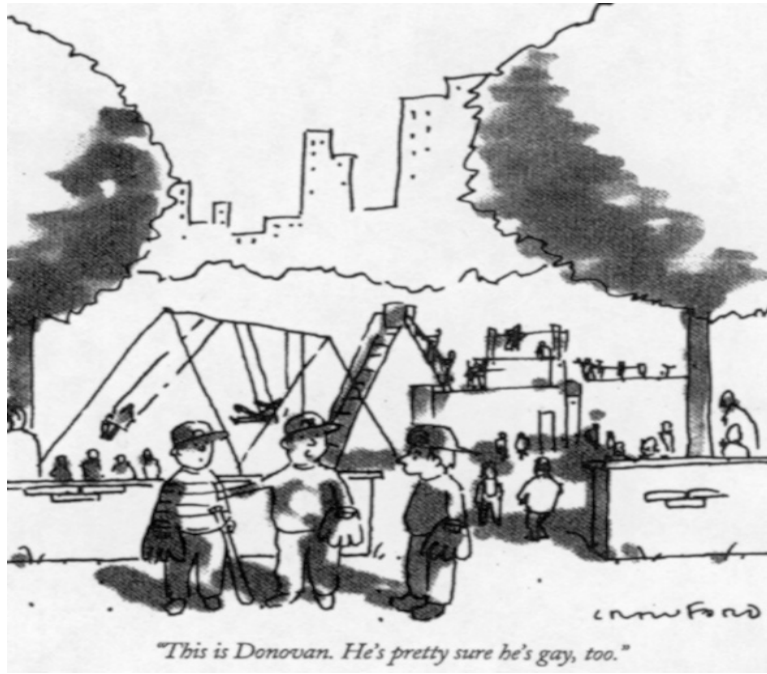


What is Sexual Orientation?
Issues in Sexuality
Psychology 3845
Spring 2015



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Class Time: Monday & Wednesday 3:00-4:15
Classroom: AH116

Prerequisite: Psychology 2840 AND one additional 2000-level course (3.0 credit hours) in Psychology or Neuroscience.

Course Description:

In this class, we will explore the question: “*What is sexual orientation?*” As such, what concerns us here is not what *causes* different sexual orientations. Rather, we will be concerned with how to more accurately identify what the term “sexual orientation” encompasses, so that we can then characterize the component parts of this phenomenon in as precise a manner as possible. This will allow us to understand the various ways in which

sexual orientation manifests. Some of the questions we will be addressing include: How can we measure sexual orientation and how do the different measures relate to one another? What is sexual arousal, sexual attraction, sexual behavior, and sexual orientation identity and how are these concepts related? How do sexual orientation identities vary historically and cross-culturally? Does sexual orientation exist in isolation from other aspects of one's behavior and psychology? Are the sexual orientations of men and women mirror opposites or do we need different conceptual frameworks for thinking about sexual orientation in men and women? Are the sexual orientations of men and women categorical or do they exist on a continuum? Are the sexual orientations of men and women stable or fluid over their lifespan? Can sexual orientation be changed via some sort of intervention? Is sexual orientation about lust or love? What is love? Does attraction and arousal to particular sexed bodies encompass the totality of one's sexual orientation? How do we characterize the sexual orientation of individuals whose peak sexual arousal results from unusual objects or activities? Can sexual orientation be directed toward oneself? Does asexuality exist?

Required Readings:

You will be required to read peer-reviewed academic articles, as well as, scholarly book chapters and popular essays. These readings have been carefully chosen to maximize your engagement and learning, while minimizing your workload. Most are conceptual in scope. They must be read before each class in order for lectures and discussions to function properly. Some of the readings are linked to websites. All of the other readings can be found in your course-pack.

Course Assessment:

Written Assignments: There will be three written assignments pertaining to the course material. These written assignments will not ask the students to simply regurgitate information. Rather, as per the University calendar section 9.b.3 (p. 86), "*Students may be expected to apply what has been taught in the course to new situations, to analyze different examples, or to synthesize original responses to questions that remain within the realm of fairness, even though the particular applications, examples or circumstances may not have been explicitly addressed in course lectures and readings.*"

All of the written assignments require that you do one additional reading on your own time. Instructions pertaining to the written assignments will be presented in class.

1st Writing Assignment: 20% (due February 11)

2nd Writing Assignment: 25% (due March 9)

3rd Writing Assignment: 30% (due March 30)

Tests: There will be two tests that will be comprised of short answer questions pertaining to the course material. Again, students will not be asked to simply regurgitate information. Rather, they will be asked questions that require them to integrate information from the different topics covered in each class.

Test 1: 10% (February 11)

Test 2: 15% (April 15)

Course Policies:

(1) The following ranges will be employed in assigning grades in this course:

A+	≥ 89.5	B-	69.5-73.4	D	50-56.4
A	84.5-89.4	C+	66.5-69.4	F	≤ 49.9
A-	79.5-84.4	C	63.5-66.4		
B+	76.5-79.4	C-	59.5-63.4		
B	73.5-76.4	D+	56.5-59.4		

In accordance with the University of Lethbridge Calendar,

A = Excellent

B = Good

C = Satisfactory

D = Poor

F = Fail

(2) This course will deal frankly with controversial issues pertaining to sexuality. Much of the course content is sexually explicit. This content may shock some people and make them uncomfortable. Consequently, such people may be unable to follow lectures, complete assignments or even attend classes. Such individuals should seriously reflect upon this possibility before they commit to taking this optional course.

(3) Given the controversial nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others viewpoints is perfectly fine (even encouraged!); being disrespectful towards others is not tolerated (see Section 6.b.I of the University Calendar).

(4) Students in this course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

As per the University Calendar, Section 6.h.I.: *“When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.”*

When students talk among themselves during classes it disrupts instructional activities and, consequently, I will respond accordingly by asking the student(s) to be quiet. If the student(s) continue to talk I will ask them to leave the class. If the disruption continues in a second class, I will notify the Dean, who will then take the appropriate action.

(6) All questions pertaining to the course material must be asked during class or on the Moodle discussion board for the course. Do not email the instructor or the teaching assistant privately with such questions. Posting questions on Moodle or asking them in class ensures that we do not answer the same question multiple times and, in addition, everyone in the class benefits from the information. Students are allowed to post questions on the discussion board once per day. Posts should be written using correct grammar and spelling. Responses will be posted to questions once per day. Responses to posted questions will cease at 5pm on the day before a test is scheduled.

(7) The teaching assistant will be available to meet with you and discuss your written assignment or test results. The teaching assistant is not available to meet with students about their test results outside of scheduled office hours. Therefore, students who wish to meet with the teaching assistant should plan their schedules accordingly. Students who wish to meet with the teaching assistant to discuss their results should come prepared with specific questions and explain why they think there might be a problem with a particular question (i.e., I think I should have gotten a mark for this *because* on page XX of the assigned reading, it says “XXXX”). If students meet with the teaching assistant as part of a fishing expedition for marks (i.e., “I think I should have gotten a mark for this! Tell me why I didn’t!”), then the TA will simply ask them why they think they should have gotten a mark.

(8) Students can write missed tests if they provide documentation from a doctor stating that they were ill on the day the test was scheduled and that their test performance would have been seriously affected by this illness. The documentation must have the doctor’s name, address and phone number. Non-medical reasons for missed exams (i.e., a death in the family) must also be supported with appropriate documentation. With respect to these personal issues, students can email the teaching assistant directly who will then communicate this information to the instructor and the appropriate accommodations will be made. If you email the TA be sure to include your course number in the subject line. Missed tests for which students are unable to provide appropriate documentation will be assigned a zero.

(9) My course notes/powerpoint presentations will not be provided to students.

(10) Additional work will not be assigned for those who wish to improve their grades.

(12) I will not change the weighting of the writing assignments or the tests if you do better on one of them compared to the other(s).

(13) If you miss any of the films shown in class, they cannot be borrowed from the instructor and there will not be a second screening.

(14) As per the University calendar section 9.b.4 (p. 87), you are expected to monitor your university email for messages pertaining to this course.

(15) Please do not use the internet during lectures and please turn your cell phones off prior to the beginning of the lecture.

(16) If students need to talk about some sexual or gender related issues that are troubling them, I strongly recommend they make an appointment with the counselors at the student-counseling center. The Student Counseling Office can be found in Turcotte Hall (TH218). The number at the counseling center is 317-2845. The website is: <<http://www.uleth.ca/counselling/>>.

Reading & Assignment Schedule

WEEK 1

Jan. 7: *Introduction to the course*

At the end of today's class you will be given instructions on how to complete Written Assignment #1

WEEK 2

Jan. 12: *What is sexual orientation?*

In today's class we will talk about what we mean when we use the term "sexual orientation." This will involve decomposing the component parts that make up the thing we call "sexual orientation" so that we can better understand how those component parts work.

Read: LeVay, S. (2010). What is sexual orientation? Chapter 1 in: *Gay, Straight and the Reason Why: The Science of Sexual Orientation*. Oxford: Oxford University Press.

Jan. 14: *Sexual Orientation is not an isolated trait;*

In today's class we will continue our discussion about what we mean when we use the term "sexual orientation." We will discuss evidence indicating that sexual orientation is not an isolated trait. We will also discuss the possibility that sexual orientation has an aversion component.

Read: Bailey, J. M. (2003). Gay Femininity. Chapter 4 in: *The Man Who Would Be Queen*, pp. 61-84. Washington, DC.: Joseph Henry Press.

Read: Freund, K., Langevin, R. & Zajac, Y. (1974). Heterosexual aversion in homosexual males: A second experiment. *British Journal of Psychiatry*, 125: 177-180.

WEEK 3

Jan. 19: ***Sexual orientation identities***

In this class, we will explore the idea that sexual orientation identities are social constructs that vary historically and cross-culturally. In doing so, we will critically assess the extent to which sexual orientation identities can inform us about an individual's sexual orientation.

Read: Weinberg, T. S. (1978). On “doing” and “being” gay: Sexual behavior and homosexual male self-identity. *Journal of Homosexuality*, 4: 143-156.

Read: Denizet-Lewis, B. (2010). Double lives on the down low. IN: *American Voyeur*, pp. 211-238. NY: Simon & Schuster, Inc. This copy of this book chapter can also be found at: <http://www.nytimes.com/2003/08/03/magazine/double-lives-on-the-down-low.html>

Jan. 21: ***Sex differences in genital arousal***

In this class we will learn about sex differences in genital arousal and what these tell us about sexual orientation in men and women. In doing so, we will critically examine the claim that women might not have a sexual orientation.

Read: Bailey, J. M. (2008). What is sexual orientation and do women have one? In: *Contemporary Perspectives on Lesbian, Gay, and Bisexual Identities (Nebraska Symposium on Motivation)*, Hope, D.A. (ed.), pp. 43-64. New York: Springer.

WEEK 4

Jan. 26: ***Does male bisexuality exist?***

In this class we will critically examine the debate concerning whether male bisexuality exists. In doing so, we will inform our thinking about whether male sexual orientation is categorical or continuous.

Read: Rosenthal, A. M., Sylva, D., Safron, A., & Bailey, J. M. (2012). The male bisexuality debate revisited: Some bisexual men have bisexual arousal patterns. *Archive of Sexual Behavior*, 41: 135-147.

Jan. 28: ***What does sexual orientation orient?***

In this class we will examine the relationship between lust and love and, in doing so, hone our thinking about what counts as sexual orientation. We will also critically evaluate Diamond's claim that women are “sexually fluid.”

Read: Diamond, L.M. (2003). What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire. *Psychological Review*, 110: 173-192.

WEEK 5

Feb. 2: *What is love?*

In this class we will critically examine the manifold ways that love manifests. In doing so, we will refine our thinking the types of love that might be related to sexual orientation and the types of love that might be unrelated to sexual orientation.

Read: Sternberg, R.J. (1988). Triangulating love. In: *The Psychology of Love*, Sternberg, R.J. & Barnes, M.L. (eds.), pp. 119-138. New Haven, CT: Yale University Press.

Feb. 4: *Can sexual orientation be changed?*

In this class we will discuss whether sexual orientation can be changed via some sort of intervention. In doing so, we will inform our thinking about whether sexual orientation is stable or fluid.

Read: Beckstead, L. (2001). Cures versus choices: Agendas in sexual reorientation therapy. *Journal of Gay and Lesbian Psychotherapy*, 5: 87-115.

Read: Harryman, D.D. (1991). With all thy getting, get understanding. In: *Peculiar People: Mormons and Same-sex Orientation*, R. Schow, W. Schow & M. Raynes (eds.) pp. 23-35. Salt Lake City: Signature Books.

WEEK 6

Feb. 9: *Can sexual orientation be changed?*

In today's class we will watch a documentary film on reparative therapy for homosexuality. This will inform our thinking about whether highly motivated individuals who want to change their sexual orientation can do so.

Film: *One Nation Under God*

Feb. 11: *Writing Assignment #1 due*
Test 1

WEEK 7

READING WEEK
Enjoy!

In the second half of the course we will begin to critically assess whether sexual orientation is simply about being attracted to men or women or, whether sexual orientation is characterized by other relevant dimensions.

WEEK 8

Feb. 23: *Erotic Target Location Errors*

Most people's sexual interests are directed toward other individuals. In today's class we will learn about how the sexuality of some individuals is self-directed and how this impacts their sexual orientations.

Read: Lawrence, A.A. (2007). Becoming what we love: Autogynephilic transsexualism conceptualized as an expression of romantic love. *Perspectives in Biology and Medicine*, 50: 506-520.

Read: Lawrence, A.A. (2009). Anatomical autoandrophilia in an adult male. *Archives of Sexual Behavior*, 38: 1050-1056

Feb. 25: *Asexuality*

Most individuals exhibit some pattern of sexual interest. In this class we will critically assess the claim that asexuals express no sexual interest in others and what this means in terms of their sexual orientations or lack thereof.

Read: Bogaert, A. (2012). To masturbate or not to masturbate. In: *Understanding Asexuality* (pp. 55-66). Rowman & Littlefield: Lanham, Maryland.

Read: Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2014). Sexual fantasy and masturbation among asexual individuals. *Canadian Journal of Human Sexuality*, 23: 89-95.

Read: Teddy Miller (2005). Masturbating A's: What do you think about when you are masturbating?
<http://www.asexuality.org/en/topic/9980-masturbating-as-what-do-you-think-about-when-masturbating/>

At the end of today's class you will be given instructions on how to complete Written Assignment #2

WEEK 9

March 2: ***Erotic Activity Orientations***

Because most people engage in conventional (“vanilla”) sexual activity, we typically don’t think about sexual orientation having an activity component. In today’s class we will discuss sexual masochism, sexual sadism and preferential rape to learn about some of the ways in which an individual’s erotic activity orientations can be organized.

Read: Seto, M. C., Lalumière, M. L., Harris, G. T., & Chivers, M. L. (2012). The sexual responses of sexual sadists. *Journal of Abnormal Psychology*, 121, 739–753.

March 4: ***Erotic Activity Orientations***

In today’s class, we will watch a documentary about “pony play” a form of BDSM that incorporates equestrian gear. In watching this film, I would like you to think about how defining sexual behavior primarily in terms of penetrative sex may limit our understand of sexual orientation.

Film: *Born in a Barn*

WEEK 10

March 9: ***Erotic Activity Orientations***

In today’s class, we continue our exploration of erotic activity orientations by focusing on feederism--a fat fetish subculture that eroticizes eating, gaining weight, being fed and feeding.

Read: Christina, G. (1992). Are we having sex now or what? In: *The Erotic Impulse: Honoring the Sensual Self*, Steinberg, D. (ed.), pp. 24-29. New York: G.P. Putnam’s Sons. This copy of this book chapter can also be found at: <http://www.gretachristina.com/arewe.html>

Read: Terry, L.L. & Vasey, P.L. (2011). A case report of feederism in a women. *Archives of Sexual Behavior*, 40: 639-645.

Film: *Fat Girls and Feeders*

Writing assignment #2 due

March 11: *Erotic Age Orientation*

Because most people are attracted to adults, we typically don't think about how sexual orientation has an age dimension. In today's class we will learn about the various ways in which an individual's erotic age orientation can be organized.

Read: Seto, M. (2012). Is pedophilia a sexual orientation? *Archives of Sexual Behavior*, 41:231-236.

Read: Silva, D. C. (1990). Pedophilia: An autobiography. In J. R. Feierman (Ed.), *Pedophilia: Biosocial dimensions* (pp. 464–487). New York: Springer-Verlag.

WEEK 11

March 16: *Was Michael Jackson an autohebeophile?*

In today's class we will integrate some of the information about erotic target location errors and erotic age orientation and in doing so, learn about how these different dimensions of sexual orientation can intersect.

Read: Bailey, J.M. (2009). Was Michael Jackson a pedophile? *Science 2.0*
http://www.science20.com/j_michael_bailey/was_michael_jackson_pedophile

Read: Bailey, J.M. (2009). Michael Jackson: Erotic Identity Disorder? *Science 2.0*
http://www.science20.com/j_michael_bailey/michael_jackson_erotic_identity_disorder

*At the end of today's class you will be given instructions on how to complete
Written Assignment #3*

March 18: *Asphyxiophilia*

In today's class we will work together to analyze Money's (1986) case study of a "young man" who engages in self-strangulation while masturbating. Our goal will be to characterize, as fully as possible, the sexual orientation of the "young man."

Read: Money, J. (1986). The lovemap of asphyxiophilia. In: *Lovemaps*. (pp. 227-248). NY: Irvington.

WEEK 12

March 23: ***Erotic Species Orientation***

Most people (indeed, most animals!) are sexually interested in members of their own species. Consequently, we don't typically think about sexual orientation having a species dimension. In today's class we will learn about some of the atypical ways in which an individual's erotic species orientation can be organized.

Read: Miletski, H. (2005). Is zoophilia a sexual orientation? A study. In: *Bestiality and zoophilia: Sexual relations with animals*, A.M. Beetz & A.L. Podbersck (eds.), pp. 82-97. Ashland: Purdue University Press.

Read: Earls, C.M. & Lalumière, M.L. (2008). A case study of preferential bestiality. *Archives of Sexual Behavior*, 38: 605-609.

March 25: ***Erotic Species Orientation***

In today's class we will watch a documentary film on zoophiles. One of the exceptional things about this documentary is that the interviewees talk openly about the sexual aspects of their paraphilia. For this reason, this documentary is particularly valuable and worth viewing.

Film: *Animal Passions*

WEEK 13

March 30 ***The cisgender male sexual partners of fa'afafine***

In today's class we will discuss recent Vasey lab research, which examines the sexual orientation of masculine men who engage in sexual interactions with fa'afafine. Are these men bisexual? Gynephilic? Androphilic? During our discussion we will consider whether culture influences the frequency with which male bisexuality occurs and the form it takes.

Read: Petterson, L.J, Dixson, B.J., Little, A.C. & Vasey, P.L.
Viewing time measures of sexual orientation in Samoan cisgender men who engage in sexual interactions with fa'afafine. *PLoS ONE*. (You will be provided with a link to this article).

Writing Assignment #3 is due

April 1: Gynandromorphophilia
Peak sexual attraction to feminized males challenges how we typically think about sexual orientation. Are such individuals sexually attracted to women or to men or to both? Or, do we need some other entirely different conceptual framework for thinking about their sexual orientation?

Read: Blanchard, R., & Collins, P. I. (1993). Men with sexual interest in transvestites, transsexuals, and she-males. *Journal of Nervous and Mental Disease, 181*, 570–575.

WEEK 14

April 6: Holiday (Easter Monday)

April 8: ***Transgendered male androphilia***
In today's class we will watch a film on Samoan fa'afafine. In screening this documentary for you, my aim is to show you a culture in which transgendered male androphilia predominates. In doing so, you should think about how confining our options for sexual orientation to androphilic/gynephilic/bisexual might be limiting.

Film: *Paradise Bent: Boys will be Girls in Samoa*

WEEK 15

April 13: ***Skype with Dr. Katherine Frank***
Dr. Katherine Frank is the author of the book, "Plays Well in Groups: A Journey Through the World of Group Sex." Dr. Frank will discuss her book and the implications of her research for our understanding of sexual orientation.

April 15: *Test 2*