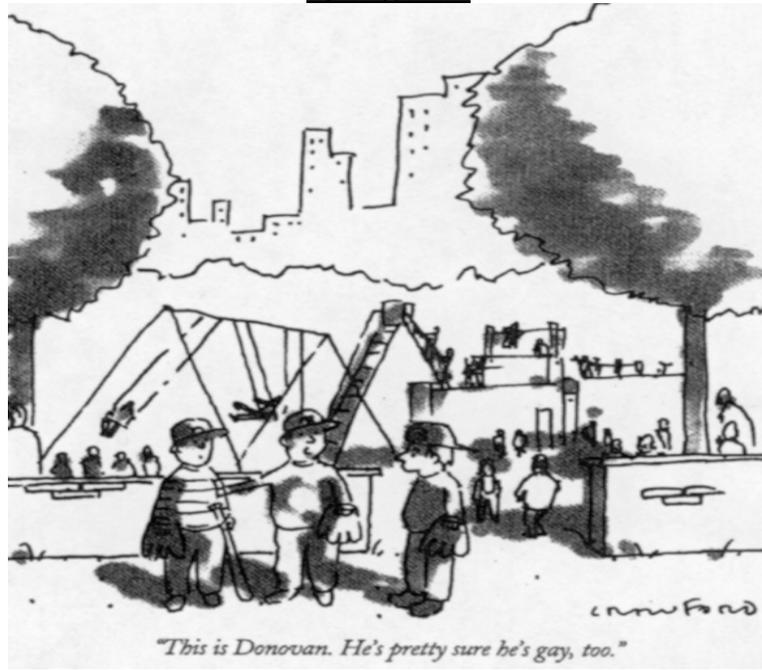


**Issues in Sexuality**  
**-Unravelling Sexual Orientation-**  
**Psychology 3845 A**  
**Spring 2019**



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**Office Hours:** ½ hour after each class and by appointment. Additional availability after exams will be announced.

**Class Time:** MW 13:00-14:15  
**Classroom:** B660

**Course Description:**

In this class, we will examine the phenomenon of sexual orientation in an evidence-based manner. In doing so, we will employ broad inter-disciplinary and comparative perspectives. The readings reflect this approach and, as such, are highly eclectic. Some of the questions we will address in this class include: *What is sexual orientation? What factors influence the development of sexual orientation identity? How is same-sex sexuality expressed in different cultures? How do different cultures react to same-sex sexuality? How prevalent are different sexual orientation? Do same-sex attracted individuals occur in all cultures? Is sexual*

*orientation an isolated trait or does it reliably co-occur with other characteristics? How are male and female patterns of sexual attraction and arousal expressed? Is homosexuality a recent invention? Can sexual orientation be learned and unlearned? Do biological factors influence homosexuality?*

### **Required Readings:**

For many of the classes, I assign sections from the following peer review article:

Bailey, M.J., Vasey, P.L., Diamond, L., Breedlove, M., Vilain, E. & Epprecht, M. (2016). Sexual orientation, controversy and science. *Psychological Science in the Public Interest*, 17, 45-101.

By the end of the course, you will have read most of this article. In addition, in some classes, I assign chapters pertaining to male homosexuality from the following book:

Bailey, J.M. (2003). *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*. Joseph Henry Press: Washington, D.C.

Students enrolled in the class will receive a free pdf copy of this book. Additional scholarly articles, book chapters and popular essays, as well as short videos and podcasts, have also been assigned. Copies of these (or links to them) can be found on the course's Moodle webpage. The readings have been carefully chosen to maximize your engagement and learning, while minimizing your workload. They should be read before each class for you to get the most out of the lectures. Failure to read the assigned readings will compromise your success in the course.

### **Course Assessment:**

**Tests (85%):** There will be three tests pertaining to the course material. These tests may be comprised of essay, short answer, and/or multiple-choice questions. Beyond simply regurgitating information, as per the University calendar section 8.b.3 (p. 75), "*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.*"

**Test 1:** (30%)

**Test 2:** (40%)

**Test 3:** (15%)

**Writing Assignments (15%):** There will be three writing assignments. Each will be two-pages (maximum) in length, double-spaced, with 12-point New York Times font. At the beginning of each writing assignment state the assigned question and then present your response to the question. Please hand in hard copies of your assignments *in class* on the day they are due.

**Writing Assignment 1 (due Jan. 21):** (5%)

You will be required to read:

Matteson, D. (1991). Bisexual feminist man. In: *Bi Any Other Name: Bisexual People Speak Out*, L. Hutchin & L. Kaahumanu (eds.), pp. 43-50. New York: Alyson Publications.

**Writing Assignment 2 (due Jan. 28):** (5%)

You will be required to watch the documentary film, *Paradise Bent: Boys will be Girls in Samoa*, during Class 4 on January 16.

**Writing Assignment 3 (March 18):** (5%)

You will be required to 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.

**Bonus Grades**

You can obtain a total of 2% in bonus grades in the following manner:

- 2% for participation in studies being conducted within the Department of Psychology.

**Extra Credits for Research Participation:**

This course provides students with an opportunity to get involved as a participant in ongoing research projects. If you volunteer to be a participant, each project usually requires about one hour of your time. In recognition of the value of your data, and in recognition that you are learning something about the discipline of psychology beyond that of the typical classroom environment, an extra credit of 1 to 2% for each study (variable) in which you participate will be added to your final course percentage. MAXIMUM EXTRA CREDIT = 2%. These extra credits are added after all grade cutoffs have been established for course work (see Grading Scheme), such that students who choose not to participate are not disadvantaged.

**Directions for Participation:** Following add/drop, you will receive an email to your U of L account with your Login name and password. It is IMPORTANT that you keep this information. The first time you login to the Sona System you will use your user name and the password [psyc3845a]. Once you have signed in you may change your password (recommended). Please go to <http://psychleth.sonasystems.com> and sign in as soon as you receive notification to do so.

**Note:** There will be no transfer of credits between courses. If you are registered in another course that offers credits, a second email will be sent to you with a different email and password. Sign up in the course to which you want your credits to be assigned. Further studies and timeslots will be added throughout the semester, please keep checking, but remember that participation is on a first-come basis. Note that there is no guarantee that all students will be able to achieve the maximum credit. If you experience problems with the Sona System, or you have inquiries regarding participation in studies regarding research participation should be directed to Ms. Leanne Wehlage-Ellis at [wehlage@uleth.ca](mailto:wehlage@uleth.ca).

### **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 *optional* 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 5.h.1.: *“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”* (p. 72). 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.

(5) I encourage you to ask all questions pertaining to the course material *during* class. This ensures that the same questions are not answered multiple times and, in addition, everyone in the class benefits from the information.

(6) The teaching assistant will be available to meet with you and discuss your 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. 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.

(7) 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.

(8) My powerpoint presentations will be provided to students on the course’s Moodle webpage.

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

(10) 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).

(11) 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.

(12) As per the University calendar section 8.b.4 (p. 75), you are expected to monitor your university email for messages pertaining to this course.

(13) As per the University calendar section 9.m (p. 78), my lectures cannot be recorded without my permission. If my permission is given, then it will be “...*solely for the purpose of personal study by the student and does not convey any right to duplicate the recording.*”

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

(15) 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 Anderson Hall (AH153). The number at the counseling center is 403-317-2845. The website is:  
<<http://www.uleth.ca/counselling/content/about> />.

## Reading & Assignment Schedule

### WEEK 1

**Class 1: Introduction to the course  
(Jan. 7)**

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. Retrieval from: <http://www.gretachristina.com/arewe.html>

**Class 2: What is sexual orientation?  
(Jan. 9)**

Read: Pages 45-52 (from top of p. 45 up to *How prevalent is nonheterosexual orientation?*) in Bailey et al. (2016).

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.

\*\*\*Matteson Writing Assignment #1 distributed\*\*\*\*

### WEEK 2:

**Class 3: Sexual orientation identities  
(Jan. 14)**

Read: Denizet-Lewis, B. (2010, August 3). Double lives on the down low. *New York Times Magazine*. Retrieval from: <http://www.nytimes.com/2003/08/03/magazine/double-lives-on-the-down-low.html>

Reprinted in: *American Voyeur: Dispatches from the Far Research of Modern Life* (pp. 211-238). New York: Simon & Schuster.

Read: Faderman, L. (1993). Nineteenth-century Boston marriage as a possible lesson for today. In: *Boston Marriages*, Rothblum, E.D. & Brehony, K.A. (eds.), pp. 29-42. Amherst, MA: University of Massachusetts Press.

**Class 4: How is same-sex sexuality expressed in different cultures?  
(Jan. 16)**

Read: Pages 64-68 (from *Sexual orientation across culture and history* up to *Homosexuality in non-human animals*) in Bailey et al. (2016).

Read: Whitam, F. L. (1992). Bayot and callboy in the Philippines. In S. O. Murray (Ed.), *Oceanic Homosexualities* (pp. 231–248). New York: Garland.

**WEEK 3:**

**Class 5: *Paradise Bent: Boys will be Girls in Samoa* (documentary film; 50 minutes)  
(Jan. 21) Class discussion**

Read: Labi, N. (2007). Kingdom in the closet. *The Atlantic*. Retrievable from: <https://www.theatlantic.com/magazine/archive/2007/05/the-kingdom-in-the-closet/305774/>

\*\*\*Matteson Writing Assignment #1 due\*\*\*

\*\*\*Mageo Writing Assignment #2 distributed\*\*\*

**Class 6: How prevalent are different sexual orientations?  
(Jan. 23) Is homosexuality cross-culturally universal?**

Read: Pages 52-54 (from *How prevalent is nonheterosexual orientation?* up to *Sex differences in category-specific sexual arousal*) in Bailey et al. (2016).

Read: Dreger, A. (2012, December 4). Where masturbation and homosexuality do not exist. *The Atlantic*. Retrievable from: <https://www.theatlantic.com/health/archive/2012/12/where-masturbation-and-homosexuality-do-not-exist/265849/>

**WEEK 4:**

**Class 7: Childhood correlates of same-sex sexuality  
(Jan. 28)**

Read: Pages 57-58 (from *Development and Psychological Correlates of Sexual Orientation* to *Adult Gender Nonconformity*) in Bailey et al. (2016).

Read: Bailey, J.M. (2003). Princess Danny, & Growing Pains. Chapters 1 & 2 in: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 1-38. Joseph Henry Press: Washington, D.C.

**Class 8: Sexual attraction and arousal in monosexual males**  
**(Jan. 30)**

Read: Pages 54-56 (from to *Sex differences in category-specific sexual arousal to Sexual fluidity*) in Bailey et al. (2016).

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. (Read pages 43-50 up to *Sexual Arousal Patterns vs. the Kinsey Scale: The Case of Male Bisexuality*)

\*\*\*Mageo Writing Assignment #2 due\*\*\*

**WEEK 5:**

**Class 9: Test 1 (30%)**  
**(Feb. 4)** (Material in classes 1-7)

**Class 10: Sexual attraction and arousal in monosexual females**  
**(Feb. 6)**

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. (Read pages 53-61 from *Measurement of Female Genital Arousal onward*)

**WEEK 6:**

**Class 11: *Living with Pride: Ruth Ellis @ 100* (documentary film; 60 min)**  
**(Feb. 11)**

**Class 12: Female bisexuality**  
**(Feb. 13)**

Read: Page 56 (section on *Sexual Fluidity*) in Bailey et al. (2016).

Read: Semenyna, S. W., Belu, C. F., Vasey, P. L., & Honey, P. L. Not straight and not straightforward: Sexual orientation, sociosexuality, and Dark Triad traits among women. *Evolutionary Psychological Science*, 4, 24-37.

**WEEK 7:**     **Reading Week**  
**(Feb. 18**  
**& 20)**

**WEEK 8:**     **Male bisexuality**  
**Class 13:**  
**(Feb. 25)**

Read:         Pages 59-61 (from to *Bisexuality to Causes of Sexual Orientation*) in Bailey et al. (2016).

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. (Read pages 50-53 from *Sexual Arousal Patterns vs. the Kinsey Scale: The Case of Male Bisexuality to Measurement of Female Genital Arousal*)

Read:         Denizet-Lewis, B. (2014, March 20). The scientific quest to prove bisexuality exists. *New York Times Magazine*. Retrievable from:  
<https://www.nytimes.com/2014/03/23/magazine/the-scientific-quest-to-prove-bisexuality-exists.html>

**Class 14:**     ***Out of the Past* (documentary film; 70 minutes)**  
**(Feb. 27)**

Read:         Brewster, H. (2014, June). Outcasts. *The Walrus*. Retrieved from:  
<https://thewalrus.ca/outcxwasts/>

**WEEK 9:**  
**Class 15:**     **Is homosexuality a recent invention?**  
**(March 4)**

Read:         Norton, R. (2010). *F\*ck Foucault: How Eighteenth-century Homosexual History Validates the Essentialist Model*. Paper presented at the UCLA Mellon Sawyer Seminar “Homosexualities, From Antiquity to Present,” Los Angeles, California (65 pages). Retrieved from: <http://rictornorton.co.uk/fuckfouc.pdf>

**Class 16: Can homosexuality be learned and unlearned?  
(March 6)**

Read: Pages 80-89 (from *The Social Environment* up to *Acknowledgements*) in Bailey et al. (2016).

Read: Bailey, J.M. (2003). The boy who would not be a girl, Chapter 3. In: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 39-54. Joseph Henry Press: Washington, D.C.

Read: Topol, S.A. (2017, August). Sons and daughters: The village where girls turn into boys. *Harper's Magazine*.

\*\*\*Harryman Assignment #3 distributed\*\*\*

**WEEK 10:**

**Class 17: *Changing Our Minds: The Story of Dr. Evelyn Hooker* (documentary film; 75 minutes)  
(March 11)**

Listen: Spiegel, A. (2002). 81 words. *This American Life* (radio broadcast; 59:18 min).  
Retrievable from:  
<https://www.thisamericanlife.org/radio-archives/episode/204/81-words>

**Class 18: Adult correlates of homosexuality  
(March 13)**

Read: Bailey, J.M. (2003). Gay Femininity & Gay Masculinity. Chapters 4 & 5 in: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 57-102. Joseph Henry Press: Washington, D.C.

Read: Schuvaloff, G. (1976, Sept.). Gay life in Russia. *Christopher Street*, pp. 14-22.

**WEEK 11:**

**Class 19: *Gay Sex in the 70s* (documentary film; 71 minutes)  
(March 18)**

\*\*\*Harryman Assignment #3 due\*\*\*

**Class 20: Test 3 (40%)  
(March 20)** (Material in classes 8, 10-19)

## **WEEK 12:**

**Class 21:     The biology of homosexuality**  
**(March 25)**

Read:       Pages 68-80 (from *Homosexuality in Animals* up to *The Social Environment*) in  
Bailey et al. (2016).

**Class 22     *Brainwashed – Gay/Straight* (documentary film; 38 minutes)**  
**(March 27)   Class discussion**

Read:       Swidey, N. (2015, August 23). What makes people gay? (an update). *The Boston  
Globe*. Retrievable from:  
<http://www.bostonglobe.com/magazine/2015/08/22/what-makes-people-gay-update/8Mos2MXHvX5JsxP7AzW9RJ/story.html>

## **WEEK 13**

**Class 23     Class discussion**  
**(April 1)**

**Class 24     Test #3 (15%)**  
**(April 3)     (Material in classes 21-23)**