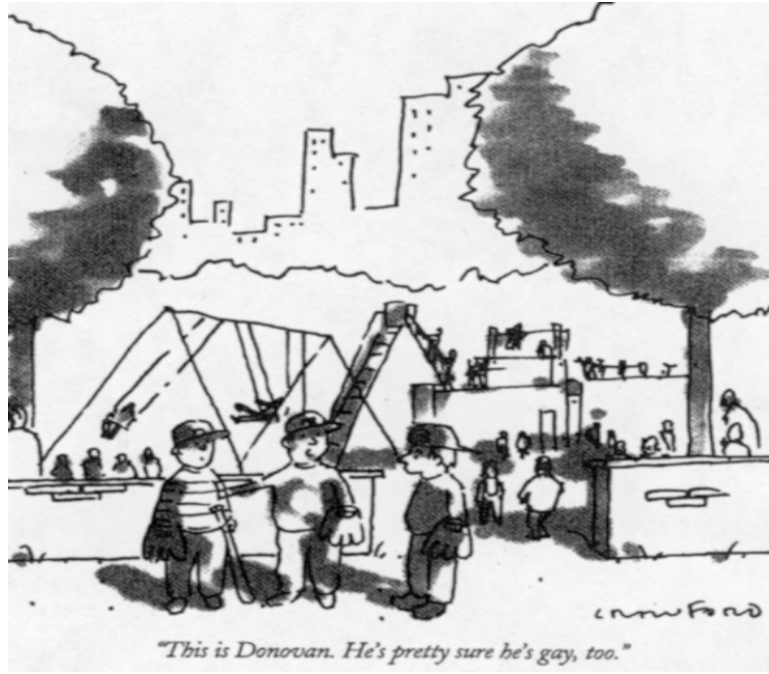


Sex & Gender Diversity
Psychology 3845
Spring 2011



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Class Time: Tuesday and Thursday 3:05-4:20pm
Classroom: AH118

Prerequisite: Psyc 2850

Course Description:

In this class, we will explore the question: “*What is sexual orientation?*” As such, what concerns us here is *not* why one sexual orientation or another exists. 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 accurate a manner as possible. Some of the questions we will be addressing include: How can we measure sexual orientation? What is sexual arousal, sexual attraction, sexual behavior and sexual orientation identity and how are they related? Does male bisexuality

exist? Are women more sexually fluid than men? Is sexual orientation about lust or love? What is love? Does everyone have a sexual orientation? Can sexual orientation change on its own, or can it be changed via some sort of intervention? 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? How do sexual orientation identities vary historically and cross-culturally? Where do sexual orientation identities come from and why do they even exist?

Required Readings:

You will be required to read peer-reviewed academic articles, as well as, scholarly book chapters. These have been carefully chosen to maximize your engagement and learning and minimize your workload. Most are conceptual in scope. They must be read before each class in order for lectures and discussions to function properly. Readings marked with an asterisk (*) in the reading schedule below can be found on the course Moodle page. Some of the readings are linked to websites. All other readings can be obtained from the University of Lethbridge library system.

Evaluation:

- Assignment #1: maximum 3 pages. 20% (February 9th).
- Assignment #2: maximum 3 pages. 20% (February 16)
- Assignment #3: maximum 5 pages. 40% (April 23 by 4:00 pm in Psychology Dropbox, in hallway by Psychology Department Office, D866)
- 5 Pop Quizzes: 20% (4% each)

All assignments must be typed and double-spaced, and must not exceed the page limits stated above. All assignments should have a cover page with your name, ID#, and the title of the reading. References should be listed using APA style. Pop quizzes will be multiple choice, fill in the blank, and/or short answer.

Assignment #1:

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

Question: Is Matteson bisexual? Justify your response using evidence from the readings cover in Weeks 2-4.

Assignment #2:

Required Reading: 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>

Questions: How are men on the DL different from and similar to men who undergo reparative therapy? How do the DL men described by Denizet-Lewis illustrate the difference between “doing” and “being” gay? How do they illustrate the idea that individuals strive to construct “coherent selves”?

Assignment #3:

Required Reading: *Califia, P. (1994). Gay men, lesbians, and sex: Doing it together. IN: *Public Sex: The Culture of Radical Sex*. Pittsburgh: Cleis Press. pp. 183-189.

Question: How would you characterize Califia’s sexual orientation? Justify your response by referring to the various components of sexual orientation that we have discussed throughout the course. I encourage students to learn about Califia using other sources.

Bonus Marks

Participation in Department of Psychology studies (maximum 2%):

After your final grade has been calculated, you can have an additional 2% added onto your final grade. This will give you an opportunity to experience how psychological research is conducted. A list of potential studies in which you can participate will be listed on the course’s Moodle webpage approximately two weeks after the start of the course (an email will be sent by the Department Assistant when the studies are on-line). The url for the studies will be <http://psychleth.sona-systems.com>. Your username will be your name that you use to login to your uleth email but the password will be psyc3845a until you change it. Because research studies start up throughout the semester, additional projects may be listed through the course.

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) The lectures, readings, and films will deal frankly with controversial issues pertaining to sexuality. The course content may be sexually explicit. This content may make some people uncomfortable and, as such, unable to follow lectures, complete assignments or even attend classes. Such individuals should seriously reflect upon this possibility before committing 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 (see Section 6.b.I of the University Calendar)

(4) 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 amongst themselves during lectures it disrupts instructional activities and, consequently, I will respond accordingly. On this note, please turn your cell phones off prior to the beginning of the lecture. Please do not use the internet during lectures.

(5) *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 with such questions. Questions posed on the Moodle discussion board will be answered by the teaching assistant in consultation with the Instructor. Students are allowed to post questions on the Moodle discussion board **once a day**. The teaching assistant will check and respond to Moodle questions **once** a day. Questions received after this will be answered the following day, unless it is a day on which a test falls. We will not respond to question about tests on the day of the test.

(6) Following tests the teaching assistant will be available to meet, discuss your test results and show you the correct answers. See the teaching assistant office hours for available meeting times. The teaching assistant is not available to meet with students about their test results outside of these scheduled times. 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 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 assistants 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 hand in late assignments if they provide documentation from a doctor stating that they were ill on the day of the assignment was due (and sick on the subsequent days prior to them handing in the assignment) and that their performance would have been seriously affected by this illness. If a student was the exclusive caregiver of a family member that was ill, then they must provide a doctors note stating this. Documentation must have the doctor’s name, address and phone number. Non-medical reasons for handing in a late assignment (i.e., a death in the family) must also be supported with appropriate documentation.

With respect to these 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 and use correct grammar and spelling.

(8) My course notes/powerpoint presentations will not be provided to students. I will, however, send students selected slides from my powerpoint presentations that contain graphics. In such cases, I will notify students in class that such a slide will be emailed to them. I reserve the right to decide which slides will be emailed to students in this manner.

(9) I do not provide study guides.

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

(11) I will not change the weight of the assignments if you do better on one in comparison to the other(s).

(12) 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.

(13) If students need to talk about some personal issues that are troubling them I strongly recommend they make an appointment with the councilors at the student-counseling center. The Student Counseling Office can be found in TH 218. The number at the counseling center is 317-2845. The website is: < <http://www.uleth.ca/counselling/>>.

Reading & Assignment Schedule

**WEEK 1: Introduction to the course
(Jan 12)**

**WEEK 2: What is sexual orientation?
(Jan 19)**

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.

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

Read: *Bailey, J. M. (2003). Gay Femininity. Chapter 6 in: *The Man Who Would Be Queen*, pp. 61-84. Washington, DC.: Joseph Henry Press.

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

**WEEK 3: Sex differences in sexual orientation
(Jan 26)**

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: *Diamond, L.M. (2012). The desire disorder in research on female sexual orientation: Contributions of Dynamical Systems Theory. *Archive of Sexual Behavior* (in press).

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* (in press).

**WEEK 4: What does sexual orientation orient? Lust and Love
(Feb 2)**

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

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.

**WEEK 5: Can sexual orientation be changed?
(Feb 9)**

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.

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

Matteson assignment due
20%

WEEK 6: Sexual Orientation Identities
(Feb 16)

Read: Hammack, P.L. (2005). The life course development of human sexual orientation: An integrated paradigm. *Human Development*, 48: 267-290.

Read: *Fadernann, 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.

Read: Asthana, S. & Oostvogels, R. (2001). The social construction of male ‘homosexuality’ in India: Implications for HIV transmission and prevention. *Social Science & Medicine*, 52 (5): 707-721.

WEEK 7: Reading Week
(Feb 23)

WEEK 8: Movie night and discussion
(March 1)

Denizet-Lewis assignment #2 due
20%

WEEK 9: Are erotic target location errors sexual orientations?
(March 8)

Read: Lawrence, A.A. (2009). Erotic Target Location Errors: An underappreciated paraphilic dimension. *Journal of Sex Research*, 46: 194-
| [215.](#)

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: *Elliot, C. (2004). Amputees by choice. Chapter 9 in: *Better than Well: American Medicine Meets the American Dream*, pp. 208-236. New York: W.W. Norton & Company.
A version of this chapter can be found under the title “A New Way to Be Mad” at: <http://www.theatlantic.com/magazine/archive/2000/12/a-new-way-to-be-mad/4671/1/>

WEEK 10 **Can sexual orientations be directed toward unusual activities?**
(March 15)

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

Read: *Seto, M.C., Lalumière, M.L., Harris, G.T., Chivers, M.L. The sexual arousal of sexual sadists: A phallometric study.

Read: *Harris, G.T., Lalumière, M.L., Seto, M.C., Rice, M.E., & Chaplin, T.C. (2012). Explaining the sexual arousal of rapists to rape stories: The contribution of sex, nonconsent and violence with injury. *Archives of Sexual Behavior*. (in press)

Read: Shealy, B. (2007). It's not easy being a frotteur. *The Onion*, Oct. 24.
http://www.theonion.com/content/opinion/its_not_easy_being_a_frotteur

Week 11 **Can sexual orientation be directed toward unusual objects?**
(March 22)

Read: *Seto, M. (2012). Is pedophilia a sexual orientation? *Archives of Sexual Behavior*. (in press)

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

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.

WEEK 12 Asexuality
(March 29)

Read: Brotto, L.A., Knudson, G., Inskip, J., Rhodes, K. & Erskine, Y. (2010). Asexuality: A mixed-methods approach. *Archives of Sexual Behavior*, 39: 599-618.

Read: Brotto, L. A., & Yule, M. A. (2010). Physiological and subjective sexual arousal in self-identified asexual women. *Archives of Sexual Behavior*. doi: [10.1007/s10508-010-9671-7](https://doi.org/10.1007/s10508-010-9671-7).

WEEK 13 Film night & discussion
(April 5)

WEEK 14: No class
(April 12)

Work on your final assignments. Instructor and TA available for meeting with students in their offices.

Califia final assignment due April 23

