

**Sex & Gender Diversity**  
**Psychology 3845**  
**Spring 2011**



**Instructor:** Dr. Paul L. Vasey  
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**Office Hours:** after class or by appointment

**Teaching Assistant:** Deanna Forrester  
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**Office:** D853  
**Office Hours:** Tuesday, 4:45 – 5:45pm; Thursday 1:30 – 2:30pm  
(following the tests the TA will also be available Friday 10am-12pm).

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

**Seminar Description:**

Sexual orientation is the subject of much emotional public debate. Rarely is this debate grounded by any of the scholarly research that has been conducted on the topic. In this seminar, we will explore the question: “*What is sexual orientation and how does it work?*” As such, what concerns us here is 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? Why are genital arousal and subjective sexual arousal not concordant in some people, and especially in women? Can sexual orientation change on its own, or can it be changed via some sort of intervention? What is the relationship between love and sexual desire? What is love? What is the relationship between love (and hate) and sexual desire? 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 and satisfaction results from unusual objects, activities, or locations? How do sexual orientation identities develop and why? Does everyone have a sexual orientation? Are sexual preferences different from sexual orientation and, if so, how?

In addition, a secondary, but ultimately related question that we will address is “*How does sexual orientation work?*” As such, we will examine how various proximate factors such as genes, hormones, neurobiology, learning, socialization, and culture influence sexual orientation. We will also explore whether atypical sexual interests are disordered, non-pathological, or even adaptive. These questions will be examined in light

of various definitions of sexual orientation.

**Prerequisite:** Psyc 2850

**Required Readings:**

LeVay, Simon (2010). *Gay, Straight and the Reason Why: The Science of Sexual Orientation*. Oxford: Oxford University Press.

In addition, you will be required to read peer-reviewed academic articles and scholarly book chapters. These have been carefully chosen to maximize your engagement and learning and minimize your workload. Most are conceptual in scope, not empirical. They must be read before the seminar in order for lectures and discussions to function properly.

Required readings that are available from the course Courseware/WebCT library are identified in the course schedule with an asterisk (\*). The course Courseware/WebCT library can be accessed by logging in with your uleth webmail username and password here: <https://courseware.uleth.ca/webct/logonDisplay.dowebct>

Readings that are not marked with an asterisk are available from the university's online library system. You are responsible for obtaining these readings yourself. If you do not know how to use the online library system then you should go to the main information desk in the library and ask for instructions on how to do so.

**Evaluation:**

Test 1: 30% (Feb. 8).

Test 2: 15% (March 3)

Test 3: 40% (March 31)

Test 4: 15% (April 14)

Test will be composed of short answer and essay questions. There will be no multiple-choice or fill in the blank questions.

**Bonus Marks**

**Participation in Department of Psychology projects (maximum 2%):**

After your final grade has been calculated, you can have an additional 2% added onto your final grade if you have participated in some research projects in the Department of Psychology that pertain to *sexuality or sex/gender differences*. This might include a cognitive psychology experiment investigating sex differences in perception or a study on genital arousal, to name only a few examples. This will give you an opportunity to experience how psychological research is conducted. A list of potential projects in which you can participate will be listed on the seminar's Courseware (WebCT) page approximately two weeks after the start of the course. Because research projects start up throughout the semester, additional projects may be listed through the course. The url for Psychology Studies Participant Recruitment is <http://psychleth.sona-systems.com>. Your username is the same as the name used in your uleth email (e.g., john.smith). The password for the site will be mailed to you after the add/drop date for 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 biological sex, gender diversity and sexuality. Much of the course content is 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)

(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 WebCT discussion board for the course.* Do not email the instructor or the teaching assistant with such questions. Questions posed on the WebCT discussion board will be answered by the teaching assistant in consultation with the Instructor. Students are allowed to post questions on the WebCT discussion board **once per day**. WebCT posting should be written in with correct grammar and spelling. If WebCT postings are written in text-speak (e.g., Hey! i want 2 no R u assignin Ch. 2 4 da test?) we will not respond to them. The teaching assistant will check and respond to WebCT 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 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 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!” or “Why is this wrong?!”), then **we will deduct one additional mark** from the student’s test for each such question they pose and to which we respond, *unless a legitimate error on our part has been made*.

(7) Students can write missed tests if they provide documentation from a doctor stating that they were ill on the day of the test 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 doctor’s note stating this. Documentation must have the doctor’s name, address and phone number. Non-medical reasons for missed tests (i.e., a death in the family) must also be supported with appropriate documentation.

With respect to these and other personal issues, students can email the teaching assistant directly <deanna.forrester@uleth.ca> 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. Messages that are incomprehensible due to bad spelling and grammar will be deleted without a response.

(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 that are not available in the textbook. 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 will 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 tests if you do better on one compared 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 sexual or gender related 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/ross/counselling/index.html>>.

### **Reading, Quiz & Assignment Schedule**

**\* = Reading available on Courseware (WebCT) course page.**

#### **January 11:**

Introduction to the course

#### **January 13:**

Read: LeVay book (Chapter 1)

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>

#### **January 18:**

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

#### **January 20:**

\*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.

#### **January 25:**

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.

#### **January 27:**

Read: \*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.

#### **February 1:**

Read: \*Bogaert, A. (2006). Toward a conceptual understanding of asexuality. *Review of General Psychology*, 3: 241-250.

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.

**February 3:**

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

Read: Denizet-Lewis, B. (2010). Double lives on the down low. IN: *American Voyeur*, pp. 211-238. NY: Simon & Schuster, Inc.  
<http://www.nytimes.com/2003/08/03/magazine/double-lives-on-the-down-low.html>

**February 8:**

**\*\*\*Test 1\*\*\***

**30% (on material covered from January 13-February 3)**

**February 10:**

Read: LeVay book (Chapter 2)

**February 15:**

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.

**February 17:**

Film: *One Nation Under God*

**February 22 & 24: READING WEEK**

**March 1:**

Read: \*Gonsiorek, J. C. (1991), The empirical basis for the demise of the illness model of homosexuality. In: *Homosexuality: Research Implications for Public Policy*, ed. J. C. Gonsiorek & J. D. Weinrich. Newbury Park, CA: Sage, pp. 115-136.

**March 3:**

Film: *Changing Our Minds: The Story of Dr. Evelyn Hooker*

**March 8**

**\*\*\*Test 2\*\*\***

**15% (on material covered from February 10-March 3)**

**March 10:**

Read: LeVay book (Chapter 3)

**March 15:**

Read: LeVay book (Chapter 4, 5)

**March 17:**

Read: LeVay book (Chapter 6, 7)

**March 22:**

Read: LeVay book (Chapter 8, 9)

**March 24:**

Read: LeVay book (Chapter 10, 11)

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

**March 29:**

**\*\*\*Test 3\*\*\***

**40% (on material covered from March 10-March 24)**

**March 31:**

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.

**April 5:**

Film: *Animal Passion*

**April 7:**

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: \*Bloom, A. (2002). Conservative men in conservative dresses. In: *Normal* (pp. 49-98). New York: Random House.

**April 12:**

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

Read: Denizet-Lewis, B. (2010). Boy crazy. IN: *American Voyeur*, pp. 151-174. NY: Simon & Schuster, Inc.  
[http://www.bostonmagazine.com/articles/boy\\_crazy/](http://www.bostonmagazine.com/articles/boy_crazy/)

Read: Bailey, J.M. (2009). Was Michael Jackson a pedophile? *Science 2.0*  
[http://www.science20.com/j\\_michael\\_bailey/was\\_michael\\_jackson\\_pedophile](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](http://www.science20.com/j_michael_bailey/michael_jackson_erotic_identity_disorder)

**April 14:**

**\*\*\*Test 4\*\*\***

**15% (on material covered from April 5-12)**