

# ST. JEROME'S UNIVERSITY

WATERLOO

CANADA

Department of Psychology

Psychology 318

*Psychosexual Organization*

September–December 2008

## 1.0 CALENDAR DESCRIPTION

A detailed examination of concepts related to the formation of gender identity and psychosexual orientation. The “Nature-Nurture” debate will be explored as well as gay and lesbian identity and consciousness throughout the life cycle.

*Prerequisites:* Psychology 211 or 236 or permission of the instructor. This course counts as an Advanced Psychology course (Social Science) for Psychology Majors. This course satisfies a “Theory” requirement within the Sexuality, Marriage, and Family Studies Academic Plans.

## 2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Office and Telephone Number:	Office: Room 2019 - St. Jerome's Administration Building 884-8111 x 28219
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	Tuesdays & Thursdays; 2:30-3:50 pm
Location:	St Jerome's Room 2017
Office Hours:	Tuesdays 4:00-5:00 pm or by appointment
Teaching Aides:	884-8111 x28256                      St. Jerome's                      Room 2021

## 2.5 CORRESPONDENCE

Students using email or the telephone to contact the professor or T.A **must** include their given and last names, student number, and course in which they are enrolled. Teaching Aides prefer email as the primary method of communication.

Anonymous emails will be ignored. As well, email from obtuse user names such as “Screeniebeenie@hotmail.com” with subject headings of “Help” are deleted as these are usually spam. It is more appropriate for a student to use her/his University of Waterloo account: “student@uwaterloo.ca.” Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages.

**Please include the course name or your name in the e-mail subject heading.**

Do not email or telephone asking for grades; grades are not released this way. Email etiquette: It is appropriate for students to begin an email with a “salutation” and end their email with a “closing.” Simply typing a demand or a question is rude.

**Cell phone/Text Messaging/Instant Messenger/Facebook - Turn off and/or refrain from use during class. Disruptive use of devices will result in confiscation/bans.**

### 3.0 REQUIRED READINGS

Course Notes: compilation of readings - available at the bookstore

### 3.5 RECOMMENDED RESOURCE BOOKS

Girden, E.R. (1996). *Evaluating research articles from start to finish*. Thousand Oaks, CA: Sage.

### 4.0 COURSE OVERVIEW

This course is designed to be an investigation into various concepts and issues surrounding psychosexual organization -- such as, gender identity, sexual identity, and sexual orientation. Specifically, sexual identity development and progression, as well as gender issues and gender identity will be discussed. Transsexualism, transvestism, transgenderism, and gender identity disorder as well as issues surrounding homosexuality, bisexuality, and heterosexuality will be explored. Also, intersexuality and hermaphroditism will be addressed.

### 5.0 LEARNING OUTCOMES

#### *Cognitive Learning Outcomes:*

This course is designed such that you will be able to...

- identify, list, recognize, and define key issues & major controversies in the Psychology of Sexual Minorities
- recognize and understand major psychological theories by applying them to sexual minority groups
- understand the role of research within this field and be able to read a piece of research & analyze it critically such that you identify the strengths, weaknesses, and biases in the research. Thus, you will be able to evaluate the validity of the argument and the worth of the piece of work.

#### *Affective Learning Outcomes:*

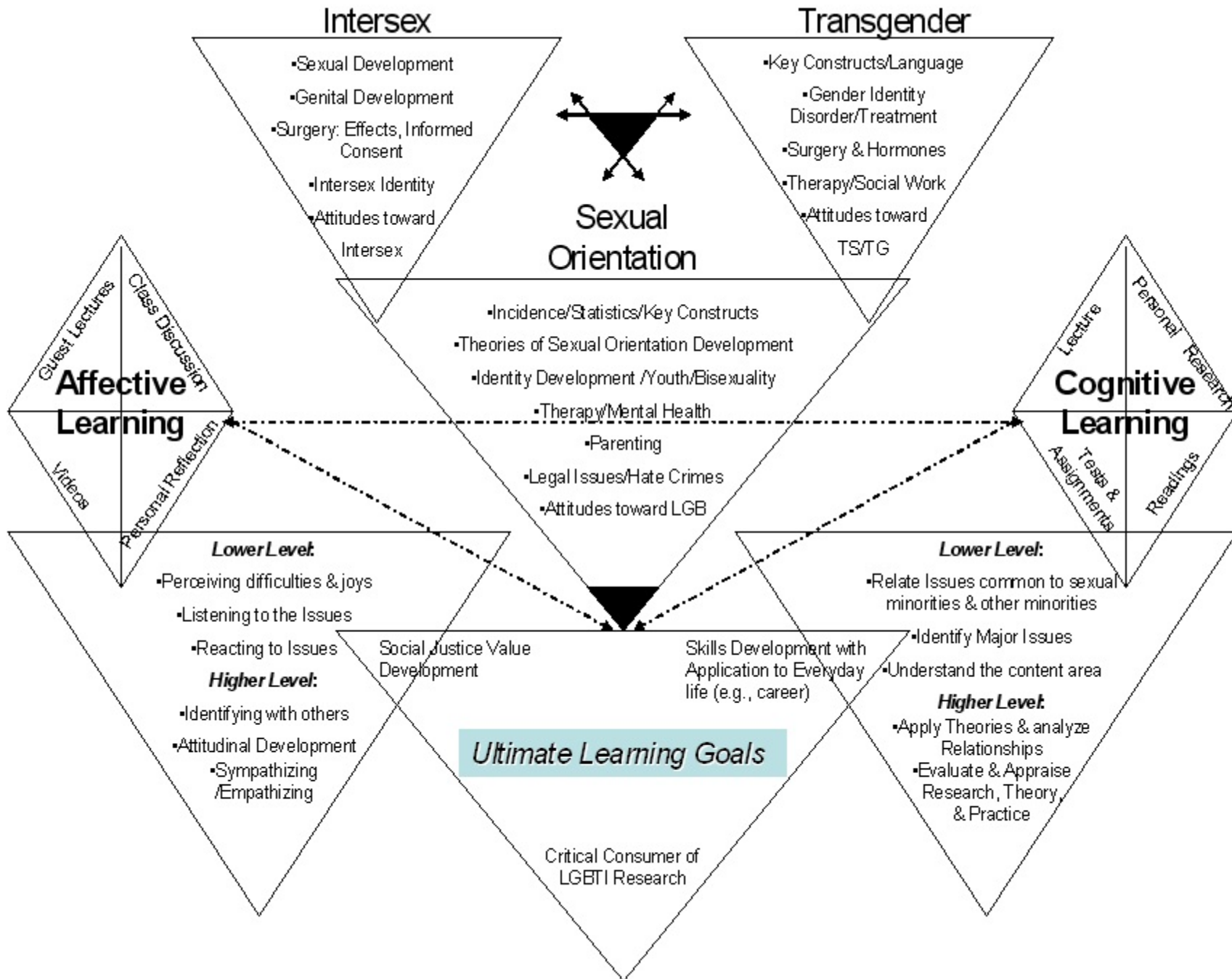
This course is designed such that you will be ...

- aware of the struggles as well as the joys of being a sexual minority group member
- become sensitive to the exclusions of sexual minorities in mainstream cultures
- sympathize, empathize, and/or identify with sexual minorities on a personal level
- use the information & experience and apply it in your everyday life and your work-life; thus you may be energized and empowered for your personal social justice activities (whether we recognize it or not, we are always participating in various forms of social justice activities).

### 6.0 LEARNING FORMAT AND LEARNING ASSESSMENT

The course will involve lectures, class discussion, film presentations, and guest speakers. Students are expected to attend class and participate in classroom discussions and exercises.

<b>Task</b>	<b>Percentage of Grade</b>	<b>Date Due</b>
Participation assignments	10%	Assigned during class
Test #1	20%	<b>16 October</b>
Critique of a Scholarly Article (specific reference required)	25%	<b>30 October</b> (at the beginning of lecture)
Group Essay: Observational Study of Homonegativity on Campus	20%	<b>13 November</b> (at the beginning of lecture)
Test #2	25%	<b>27 November</b>



## 6.1 LEARNING ASSESSMENT CRITERIA

### Group Research Essay: due **13 November** at the beginning of the lecture

This assignment will take the form of an observational experiment. For this assignment, students will be assigned to groups of 5 or 6 students. The observational experiment will be assigned to the group. Students will run the study by collecting data, analyzing it, and writing up an APA style research report with the group members listed as authors of the one report. Each student will submit a sealed envelope indicating group participation rates. More detail will be provided in an assignment sheet.

### Article Critique: due **30 October** due at the beginning of the lecture

This assignment is a critical analysis and critique of Burn et al., 2005 (in your Courseware Text). The assignment is to be written in a scholarly, academic format. As this may be a novel assignment for students, there will be a workshop/presentation given demonstrating what a good article critique is like (**14 October**).

In your paper, summarize whether or not the article you are reviewing is a good piece of research. Critique the scientific merit of the paper. What can we learn from this article? What were the major research findings and the implications for the “real” world? Consulting additional *Research Report Writing* books might be of value for those who are not familiar with writing critiques and critical analysis papers.

Each paper should not exceed 4-5 written pages (i.e., approximately 7 with title and reference pages) – typed, double-spaced, 1 inch margins, using 12-point font (Times Roman preferred). **There will be a penalty for exceeding this prescribed page length.** The title page should include the title of your work and the paper analyzed, your name, student number, date, and course number. Do not put your name in the header within the body of the paper; your student number will be sufficient. The reference section should include all works that you cited in the body of your paper (i.e., do not include books or papers that you consulted but did not cite). Citation, reference, and writing format should follow American Psychological Association style. The APA writing manual is available at St. Jerome’s University Library. In addition, the SJU library has APA style software – should you wish to consult it. APA style is also discussed in *Handbook for writers*. Penalties are imposed for late papers (5% per day).

### Term Tests:

A mid-term exam will occur on **16 October** and a final test will take place on **27 November**. These tests will cover material from the classes as well as assigned readings. The exam content may include questions from the lectures, guest speakers, and films. Class attendance is critical for good performance in this course. Tests include multiple choice items and written answer questions.

### Participation Assignments: (assigned randomly during class)

This will take various forms: one-minute summaries, for example, responding to a video that was presented in class. Alternatively, this may take the form of small group discussion with submitted “Minutes” of the discussion. There could be some more objective questions to which students may be asked to complete (e.g., a ‘quiz’). There may be take-home assignments.

### Release of Grades:

When tests are graded, the results will be posted on the Psychology bulletin board between offices 2016 and 2018. Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding “when will the grades be posted?” We endeavour to complete the grading as quickly as possible. Regarding the Final Exam: Policy 19, Section III of the University of Waterloo prohibits final exam grades from being posted prior to the end of the examination period. Grades will not be posted prior to the end of the examination period.

**UW Policy 19 - Access To and Release of Student Information**

<http://secretariat.uwaterloo.ca/Policies/policy19.htm> (See section 3)

**7.0 LECTURE AND CLASS SCHEDULE:**

<i>Tentative Sequence of Topics and Readings</i>	<b>Date</b>	<b>Readings</b>
Introduction	9 Sept	Hunter
Typical Genital Development	11 Sept	Nelson & Robinson
<i>Module I: Intersexuality: introduction</i> . . . . .	16 Sept	
• atypical genital development. . . . .	16 Sept	Mazur, Colman & Sandberg
• types & incidence. . . . .	16 Sept	
• genital surgery. . . . .	18 Sept	Liao Zucker
• Intersex Identity. . . . .	18 Sept	
• Intersex Video Analysis. . . . .	23 Sept	
<i>Module II: Transgender</i>		
• Gender Identity Disorder & Prevalence. . . . .	25 Sept	Cohen-Kettenis
• Sex-Reassignment Surgery. . . . .	25 Sept	Johnson Ettner
• Attitudes toward People who are Transgender. . . . .	30 Sept	McHugh/Cantor reply Matt Smith letter
• Hate Crimes: Brandon Teena. . . . .	2 Oct	Bockting & Coleman
• Working with People who are Transgender. . . . .	7 Oct	Green (from J of Bisexuality)
• Introduction to Sexual Orientation . . . . .	9 Oct	Review Nelson & Robinson (introduction)
• Critique Workshop. . . . .	14 Oct	Girden
<b>Mid-Term Test</b> . . . . .		<b>16 October</b>
<i>Module III: Sexual Orientation:</i>		Sullivan (introduction)
• Key Concepts & Incidence. . . . .	21 Oct	*Burn et al. (heterosexism)*
• Theories surrounding Sexual Orientation. . . . .	23 & 28 Oct	Bem (theory) Bell, Weinberg, & Hammersmith (theory) Ellis (theory)
• Therapy with LGBT people and related Mental Health Issues★		Chapter 25- Haldeman (therapy) APA Guidelines (therapy)
• Identity Formation: The Coming Out Process. . . . .	30 Oct & 4 Nov	Riggle, et al. (mental health/identity) Eliason & Schope (identity) Heatherington & Lavner (identity: coming out) Kertzner (identity adult coming out)
• Bisexuality★		Bradford (bisexuality) Macalister (bisexuality)
• Gay & Lesbian Youth. . . . .	6 & 11 Nov	Savin-Williams & Cohen (adolescents) Patterson x2 (families)
• Lesbian & Gay Families. . . . .	13 Nov	Israel & Mohr (attitudes) Herek (attitudes: stigma)
• Attitudes toward Gays & Lesbians. . . . .	18 Nov	Elliot & Bonauto (legal)
• Legal Issues of Sexual Orientation★		Herek, Cogan, & Gillis (hate crimes)
• Hate Crimes. . . . .	20 Nov	
• Conclusion. . . . .	25 Nov	Simoni & Walters
<b>In-class Final Test</b> . . . . .		<b>27 November</b>
<b>Group Essay</b> (beginning of class) . . . . .		<b>13 November</b>
<b>Article Critique</b> (beginning of class)	Burn et al.	<b>30 October</b>

★ As we will not cover all topics in class, some are assigned as “independent study” meaning that the student is expected to read about the issue without a concurrent lecture.

## COURSE ACADEMIC POLICIES

### 8.0 POLICY REGARDING ILLNESS OR ACCOMMODATION\*

Students are entitled to a rescheduling of exams or an extension of deadlines for legitimate medical or compassionate reasons or based on religious grounds. However, **it is the student's responsibility** to inform the instructor **prior** to the test, to arrange a timely make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim (see University of Waterloo Calendar). Students who were ill who contact the instructor **after** the exam has been written will generally NOT be granted a make-up exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test. This requires formal documentation for the period of non-contact.

The student must provide an **official illness certificate** on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was **impossible** for the student to write the exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS NOT AN ACCEPTABLE MEDICAL CERTIFICATE.** A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form (see the University of Waterloo Calendar):

[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines; medication that is impeding studying), you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (e.g., If a student completes a test while ill, the grade stands). The student must write a make-up test. The make-up test may differ in format from the original test.

**Exam Regulations** are available at:

<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>

### 9.0 POLICY ON CHEATING & ACADEMIC MISCONDUCT\*

Students are urged to read the section on Scholastic Offenses in the Academic Calendars. All students registered in courses at the University of Waterloo and its Federated University and Affiliated Colleges are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offence, or who need help in learning how to avoid offences (e.g., plagiarism, cheating), or about "rules" for group work / collaboration should seek guidance from the course professor, TA, academic advisor, the appropriate St. Jerome's departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. For information on categories of offences and types of penalties, students should refer to Policy #71, Student Academic Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71Sept2008.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71Sept2008.htm) Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accord with Policy #70, Student Grievance, [www.adm.uwaterloo.ca/infosec/Policies/policy70Sept2008.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70Sept2008.htm)

Examples of cheating on a test could include viewing another person's test paper, allowing another person to look at your test paper, or bringing a 'cheat' or 'crib' sheet with information written on it into the test. A claim that "you didn't know it was wrong" will not be accepted as an excuse. Related to the written assignments, the penalty for plagiarism (e.g., copying someone else's paper or substantive parts thereof, having someone write the paper for you, or unauthorized collaboration) will be enforced strictly. The penalties for a student guilty of a scholastic offense include refusal of a passing grade on the test, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

The Office of Academic Integrity's website ([www.uwaterloo.ca/academicintegrity](http://www.uwaterloo.ca/academicintegrity)) contains detailed information on UW policy for students and faculty. Also available is an Academic Integrity Tutorial (<http://www.lib.uwaterloo.ca/ait/>), specifically designed to help students recognize and avoid common errors, such as plagiarism and improper citing of sources.

## 10.0 PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS\*

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be made to the course instructor. If the student is not satisfied, the written appeal should then be sent to the Departmental Chair (Dr. John Rempel) or appropriate authority. If the formal response of the department is considered unsatisfactory to the student, he/she may then initiate a hearing before a tribunal established at the Faculty or University level (see Policy 70, Academic Grievances, Type 1). More information regarding appeals can be obtained by contacting the St. Jerome's Student Appeals Officer or the Ombudsperson's Office (Student Life Centre, Room 3401, 888-4567 x32402).

## 11.0 OTHER INFORMATION

- ◆ If you wish to ask a sensitive question anonymously, write your question on a piece of paper and leave it on the instructor's table. Anonymous emails are ignored.
- ◆ Photo identification is necessary for tests.
- ◆ Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during tests. Please turn these devices off during class and during the tests.
- ◆ Baseball caps should not be worn during tests or must be worn backward; eyes must be visible.
- ◆ Do not communicate with anyone during the tests except invigilators or the course instructor.
- ◆ *A final exam will be scheduled. This is 'in case' class is cancelled on 27 November & will be used for make-up tests.*
- ◆ Note that vacation plans are **NOT** a valid request for test/assignment accommodation.
- ◆ No ancillary assignment requests will be granted; that is, students who are dissatisfied with their grades will not be given an extra assignment (e.g., an essay) to increase their grades.
- ◆ "Visitors" must be approved by the instructor in advance & should observe silently.
- ◆ If you are requesting an accommodation through the Office for Persons with Disabilities, please ask for this accommodation at the beginning of the term.
- ◆ Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (888-4567, Ext. 32655), the teaching aides, or the instructor ***prior*** to their next test/assignment. The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW. [d3mackay@uwaterloo.ca](mailto:d3mackay@uwaterloo.ca) <http://www.adm.uwaterloo.ca/infocs/>
- ◆ Students who register with the Office for Persons with Disabilities (Needles Hall 1132) should provide the instructor with the forms/documentation as early in the term as possible. If you think you may have a learning disability or if you have a physical disability, please contact Rose Padacz the Office for Persons with Disabilities: 888-4567 ext. 35082
- ◆ If you bring coffee & other drinks and/or muffins & other food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket or recycle bin outside of the classroom. Please help keep the classroom neat & clean!
- ◆ Counselling Services - Lorraine Nesbitt: 888-4567 ext. 33528; lnesbitt@uwaterloo.ca

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\*Portions of these sections were taken from the following sources: Academic Calendars of St. Jerome's University and the University of Waterloo, as well as from Academic handbooks of the University of Western Ontario. Thanks to Heather Stevens who created the syllabus template.