

ST. JEROME'S UNIVERSITY

WATERLOO CANADA

Department of Psychology
Psychology 318
Psychosexual Organization
September-December 2009

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. This course counts as an Advanced Psychology course (Social Science) for Psychology Majors and a “Theory” requirement within the Sexuality, Marriage, and Family Studies Academic Plans.

2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Telephone and Office:	519 884-8111 x 28219 St. Jerome's Room 2019
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	Tuesdays & Thursdays; 2:30am-3:50pm
Location:	St Jerome's Room 3027
Office Hours:	Tuesdays 4:00-5:00 pm or by appointment
Teaching Aide:	519 884-8111 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. 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. 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; computer use may be banned during lectures.

If ANY student is caught using Text Messaging/Instant Messenger/Facebook/the like during class, ALL Computers will be banned from the classroom.

3.0 REQUIRED READINGS

Hope, D. A. (2009). *Contemporary perspectives on lesbian, gay, and bisexual identities* (the 54th Annual Nebraska Symposium on Motivation, Lincoln, Nebraska). New York, Springer. [electronic resource: HQ76.25]

Course Notes: compilation of readings - available at the bookstore / some used should be available

3.5 RECOMMENDED RESOURCE BOOKS

Girden, E.R. (2001). *Evaluating research articles from start to finish* (2nd Ed). Thousand Oaks, CA: Sage. [Q180.55.E9 G57 2001]

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 disorders of sexual development 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:

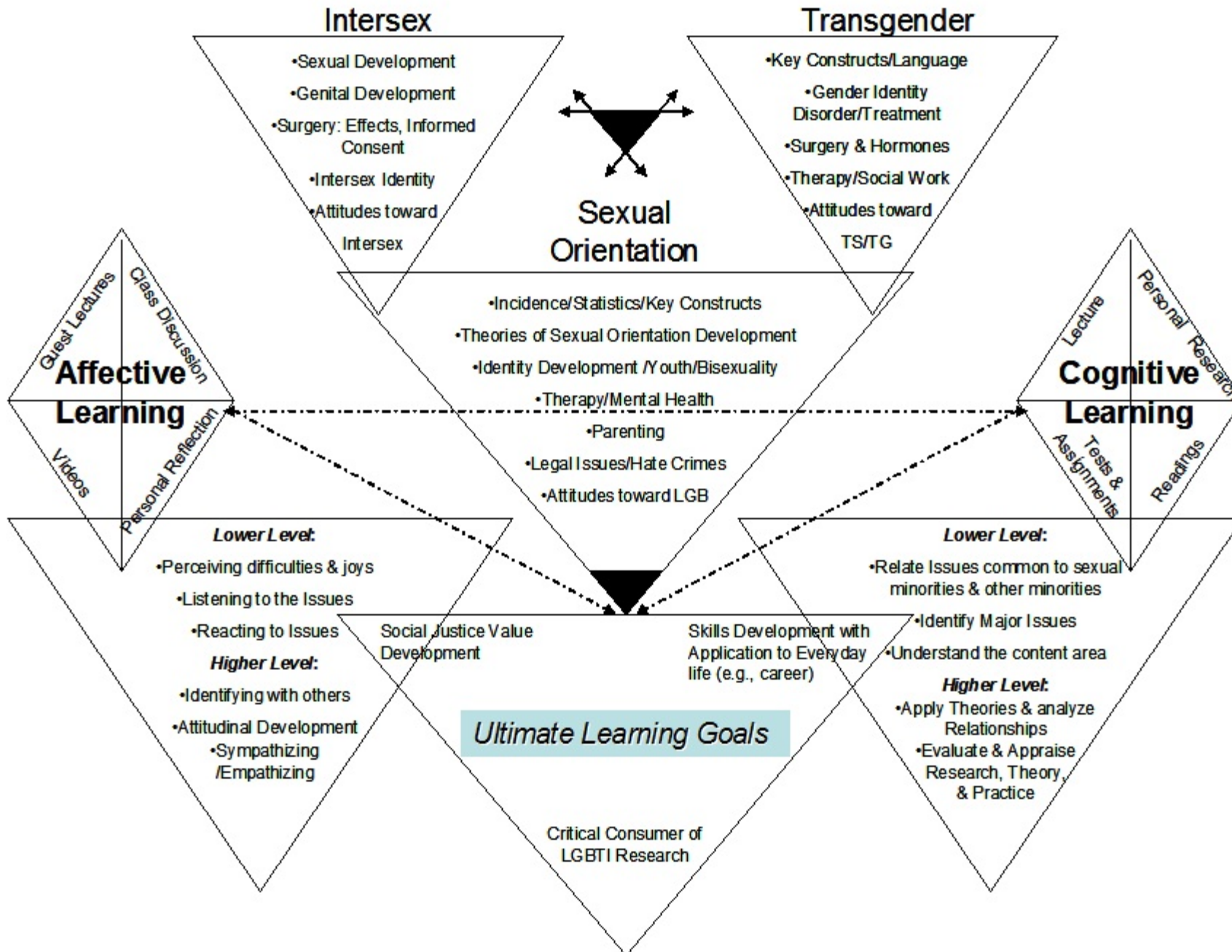
This course is designed such that you will be ...

- 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.

Task	Percentage of Grade	Date Due
Participation assignments	10%	Assigned during class
Critique of a Scholarly Article (specific reference required)	25%	October 6 (at the beginning of lecture)
In-class Test #1	20%	October 27
Service Learning/Reflective Essay	20%	November 24 (at the beginning of lecture)
• Ally Training (see UW-ACE for assigned date/time):		Sept 30 (Wednesday) 6pm Oct 2 (Friday) 10am Oct 4 (Sunday) 3pm
In-class Test #2	25%	December 3



7.0 LECTURE AND CLASS SCHEDULE:

<u><i>Tentative Sequence of Topics and Readings</i></u>	Date	Readings
Introduction	15 Sept	Hunter
Basic Concepts & Typical Genital Development	17 Sept	Nelson & Robinson
<i>Module I:</i>		
• Critique Workshop	22 Sept	Stone
• Assignment #2 Discussion	24 Sept	
• Intersexuality: introduction	29 Sept	Mazur, Colman, & Sandberg
• AIS	1 Oct	Liao
• Other Intersex Conditions	1 Oct	Zucker
• Intersex Video Analysis: Hermaphrodites Speak	6 Oct	Critique Due: 6 October (beginning of class)/Girden
<i>Module II: Transgender</i>		
• Sex-Reassignment Surgery	8 Oct	Cohen-Kettenis
• Gender Identity Disorder	13 Oct	Johnson
• Film: Brandon Teena	15 Oct	Ettner
• Transgender Issues	20 Oct	McHugh/Cantor reply/Matt Smith letter
• Transgender Research	22 Oct	Bockting & Coleman Green (from J of Bisexuality)
Mid-Term Test 27 October		
<i>Module III: Sexual Orientation:</i>		
• Key Concepts & Incidence	29 Oct & 3 Nov	Sullivan (Key Concepts)
• Theories surrounding Sexual Orientation	5 & 10 Nov	Savin-Williams/Nebraska (Key Concepts) Ellis (Theory)
• Identity Formation:		Bailey/Nebraska (Identity Formation)
• The Coming Out Process .	12 Nov	Eliason & Schope (Identity)
• Heterosexual Identity	17 Nov	Riggle, et al. (Identity)
• Stigma Management	17 Nov	Bradford (Bisexuality)
• Bisexuality★		Macalister (Bisexuality) Savin-Williams & Cohen (Youth)
• Gay & Lesbian Youth	19 & 24 Nov	Rothblum/Nebraska (Families) Patterson/Nebraska (Families)
• Lesbian & Gay Families	24 Nov	Herek/Nebraska (Attitudes)
• Attitudes toward Gays & Lesbians	26 Nov	Herek, Cogan, & Gillis (Hate Crimes)
• Hate Crimes★		Goldfried/Nebraska (Conclusion)
• Conclusion	1 Dec	Simoni & Walters (Conclusion)
Service Learning Reflection Paper (due at the beginning of lecture) 24 November		
In-Class Test 2 3 December		

★ 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. This material will be included on exams.

8.0 LEARNING ASSESSMENT CRITERIA

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.

Article Critique: due **6 October** due at the beginning of the lecture. This assignment is a critical analysis and critique of STONE (2009) in the Coursewares package. 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.

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 (Girden might be of value here).

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 manual is available at the library). Penalties are imposed for late papers (5% per day commencing on the due date).

Term Tests: Two terms tests will occur on **27 October and 3 December**. 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 a few written answer questions.

Service Learning/Reflective Essay: due **2 April** at the beginning of the lecture (late penalties as above). Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (ETR Associates, servicelearning.org). It is different from volunteering but a bit akin to that – that is, students will perform service work within the Gay/Lesbian/Bisexual community (i.e., via GLOW). This course component involves four distinct activities: (1) completion of the GLOW ALLY training program, (2) participation in a group that will provide service work for GLOW, and (3) completion of an independent ALLY action, and (4) a brief (3 to 5 pages of text without title page, references, etc.) reflection paper that outlines her or his service learning experience in relation to course material. Grades for the assignment will be determined by amount and quality of participation in each aspect of the assignment as well as an evaluation of the final reflection paper. We anticipate that this assignment will take about 10 hours of action work (outside of class time), excluding the actual writing of the paper.

The second component of the assignment involves providing an active service to the Queer community. Each student will be assigned to a group of 5 to 10 students in the class and each group will provide an active service to be determined in conjunction with the GLOW executive. This component will be coordinated and supervised by Gaurav Pokharel (gaurav_89@hotmail.com and gpokhare@uwaterloo.ca through UW-ACE). Each student will be expected to contribute to the project; however, a group may decide how best to partition the workload among members. Students are to report their hours & activities through UWACE.

The third component of the assignment is an independent ALLY activity. Each student is responsible for devising an activity that enacts the principles learned in ALLY training (that is, the activity reflects the students status as an ALLY). You are to devise an appropriate activity on your own, drawing on class material, ALLY training, and/or your service learning participation.

The final component of the assignment is a reflection paper. Each student will write a brief (3 to 5 page) reflection paper that demonstrates your growth as an individual as a result of participating in the service learning assignment. In this paper, you are expected to describe your reaction to each of the three active components (i.e., ALLY training, service work, and ALLY activity). Describe what you did during the service work component and integrate your service learning with class material and/or independent academic research into Queer issues. While writing the paper, keep the following questions in mind: (1) How have I grown as a person due to my service learning?, (2) How has my service learning contributed to my academic experience?, (3) How has the material I learned in class influenced my approach to this service learning?, (4) How has this service learning influenced my understanding of the class material?, and (5) How has my service learning experience affected how I will interact with others in the future? Your grade will be based on how well you demonstrate the interaction between class material and service learning, and on how well you demonstrate your personal growth as a result of participation in this project. NOTE: While a reflection paper is, by nature, a personal assignment and the use of “I” language is appropriate, you are expected to write a formal paper, not a blog or an informal chat. To clarify, you may say that “I felt that this assignment contributed to my growth as a person by exposing me to the diversity of the Queer community”, you should not use incomplete sentences, colloquial language, or “stream of consciousness” writing. Your task is to write a paper in APA style that reflects your experience.

COURSE ACADEMIC POLICIES

9.0 POLICY REGARDING ILLNESS OR ACCOMMODATION/RESCHEDULING OF EXAMS*

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 or after an assignment is due 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

If you miss an exam or assignment deadline because of a family emergency such as a death, you must provide a copy of the death certificate and funeral/memorial announcement or card. 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. The make-up exam will be scheduled by the instructor. If you miss an exam, and fail to make it up, you will receive an INC for the course. At the discretion of the instructor, make-up exams will occur during the final exam period or during the Winter 2010 Psych 318 session exams.

Exam Regulations are available at:

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

The following are NOT valid reasons for rescheduling an exam: travel plans (athletic or personal), missing the bus or ride to campus, work overload (a student may have multiple exams in a single day), sleeping in/alarm clock problems, forgetting one has an exam or that one is registered in the course.

Note for Students with Disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. Students who register with the Office for Persons with Disabilities 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: 519 888-4567 ext. 35082.

10.0 POLICY ON CHEATING & ACADEMIC MISCONDUCT

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Students are urged to read the section on Academic Integrity in the Academic Calendar.

[Check www.uwaterloo.ca/academicintegrity/ for more information.]

Cheating will not be tolerated; students are referred to the university policy on scholastic offences. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a minimum of zero (0%) on that exam

Discipline: A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. For typical penalties check Guidelines for the Assessment of Penalties, <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>. When in doubt, please contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>. The following procedure is suggested: In the first instance, all appeals of a grade should be made to the course instructor (informal consultation). If the student is dissatisfied 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 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. More information can be obtained from the St. Jerome’s Student Appeals Officer or the Ombudsperson’s Office (519 888-4567 x32402).

10.0 OTHER INFORMATION

- If you wish to ask a sensitive question anonymously, write your question and leave it on the instructor’s table.
- “Visitors” must be approved by the instructor in advance & should observe silently.
- Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the instructor *prior* to their next exams. The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW.
d3mackay@uwaterloo.ca <http://www.adm.uwaterloo.ca/infocs/>
- 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: 519 888-4567 ext. 33528; lnesbitt@uwaterloo.ca