

ST. JEROME'S UNIVERSITY

WATERLOO CANADA

Department of Psychology

Psychology 318
Psychosexual Organization
September–December 2012

1.0 CALENDAR DESCRIPTION

A detailed examination of concepts related to the formation of gender identity and psychosexual organization. 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.

2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Office and Phone Number:	SJU Room 2019 and 519 884-8111 x 28219
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	Tuesdays & Thursdays; 2:30-4:00 pm
Location:	St Jerome's Room 2009
Office Hours:	Thursdays 1:00-2:00 pm or by appointment
Teaching Aides:	519 884-8111 x28231 SJU Room 2021 Carling Mashinter cmashint@uwaterloo.ca

3.0 TEXTBOOK

Coursewares package.

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

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:

By the end of this course, you should 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 in this field, be able to read a piece of research and critically analyze it such that you identify the strengths, weaknesses, and biases. Thus, you will be able to evaluate the validity of the argument and the worth of the piece of work.
- critically evaluate research, social norms, and personal thoughts and feelings with respect to sexual minority groups.

Affective Learning Outcomes:

The course is designed such that you should 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; 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
Critical Analysis #1★	15%	4 October (at the beginning of lecture)
Mid-Term Test	20%	23 October
Critical Analysis #2★	25%	15 November (at the beginning of lecture)
Ally Action Paper	10%	29 November
Final Test	30%	6-20 December

★ specific references - to be discussed in class

6.1 LECTURE AND CLASS SCHEDULE:

★ As we may not have time to 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.

Topic	Date	Readings
<i>Introduction</i>		
Introduction	Sept 11	Hunter
Basic Concepts	Sept 13	Nelson & Robinson
Typical Genital Development	Sept 18	
<i>Module 1: Intersex</i>		
Intersexuality & Atypical Genital Development	Sept 20	Mazur et al.
Androgen Insensitivity Syndrome	Sept 25	Liao
Other Intersex Conditions	Sept 27	Zucker
Intersex Video	Oct 2	
CRITICAL ANALYSIS PAPER #1 DUE	Oct 4	
<i>Module 2: Transgender</i>		
Transgender Introduction	Oct 4	Johnson
Gender Identity Disorder	Oct 9	Ettner; Cohen-Kettenis
Sex Reassignment Surgery	Oct 11	McHugh; Cantor
Issues	Oct 16	Matt Smith letter
Research	Oct 18	Bockting & Coleman
TEST	Oct 23	
<i>Module 3: Sexual Orientation</i>		
Concepts & Incidence	Oct 25	Green
Theories	Oct 30	Savin Williams (Nebraska)
• psychological	Nov 1	Ellis
• psycho-biological	Nov 6	Bailey (Nebraska)
Identity Formation	Nov 8	Eliason & Schope
• coming out	Nov 13	Rothblum (Nebraska)
CRITICAL ANALYSIS PAPER #2 DUE	Nov 15	
• youth	Nov 15	Savin-Williams & Cohen
• heterosexual identity		Mcalister
• bisexual identity	Nov 20	Bradford
• stigma management		Riggle et al.
Same-Sex Families	Nov 22	Patterson (Nebraska)
Attitudes toward LGBT /Queer	Nov 27	Herek (Nebraska); Herek et al.
Course Conclusion	Nov 29	Godfried (Nebraska); Simoni & Walters
ALLY ACTION PAPER DUE	Nov 29	
FINAL EXAM	Dec 6-20	

6.2 LEARNING ASSESSMENT CRITERIA

Format: All papers submitted shall be written in the style of the American Psychological Association. In particular, the papers should be double-spaced with one-inch margins and use 12-point Times New Roman font. Include a title page with the title of your paper/assignment, your name, your student number, the date submitted, and the course number. Include a running head with a short title but do not include your name in the running head. Please do not use formatting "tricks" to make your paper appear shorter or longer than it actually is. Rather, concentrate on writing a high-quality paper and expressing ideas clearly and concisely. You are required to follow a given format and to keep within limits because this makes the process easier and fair for all concerned. The quality of your work is the primary determinant of your grade.

Article Critique: A Critical Analysis #1 due **4 OCTOBER** and #2 due **15 NOVEMBER** at the beginning of the lectures (i.e. 2:30 pm). Hard copies are required. Electronic submission of papers will not be accepted. Late assignments are penalized by 5% per day. Papers submitted later than the beginning of the lecture are considered a day late and weekend days count, as well.

An article critique is a critical analysis and critique of the assigned papers. The assignment is to be written in a scholarly, academic format. At your option, you may co-author the assignments with a classmate; in this event, both students will receive the same grade.

In your paper, discuss 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 of you who are not familiar with writing critiques and critical analysis papers (Girden & Kabacoff, 2011, might be of value here). The paper should not exceed 4 to 5 pages of text (i.e., approximately 7 with title and reference pages); again, 12-point Times New Roman Font, typed, double-spaced, with one inch margins.

Girden, E.R., & Kabacoff, R. (2011). *Evaluating research articles from start to finish (3rd ed.)*. Thousand Oaks, CA: Sage.

Ally Reflection paper due **29 November** at the at the beginning of the lecture (i.e. 2:30 pm). Hard copies are required. Electronic submission of papers will not be accepted. Late assignments are penalized by 5% per day. Papers submitted later than the specified time are considered a day late.

This assignment is based on principles of experiential education which is defined as "purposefully engaging learners in the direct experience and focussing reflection in order to increase knowledge, develop skills, and clarify values" (American Association of Experiential Education). This course component involves two distinct parts: (1) completing of an independent ALLY action, and (2) a brief (3-4 pages of text without title page, references, tec.) reflection paper. **At your option, you may co-author the paper with a classmate; in this event, both authors will receive the same grade.** The student is responsible for devising and enacting an activity that demonstrates the student's status as an ally to members of a sexual minority group. The paper will demonstrate your growth as an individual as a result of course content, your affective course learning, and enacting the ally action. In this paper, you are expected to address the following: (1) how have I grown as a person due to my experience?, (2) how has my ally experience contributed to my academic experience?, (3) how has the material I learned in class influenced my approach to and understanding of this ally experience?, (4) how has my ally experience influenced my understanding of the course material?, and (5) how has my ally 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 the ally experience, and on how well you demonstrate your personal growth as a result of participation in this task. 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", but you should not use incomplete sentences, colloquial language, or "stream of consciousness" writing.

Midterm and Final Exams:

Format: The midterm test and final exam will consist primarily or entirely of multiple choice questions. Questions may be designed to test not only a surface understanding of concepts learned in class, but also a deeper understanding and the ability to apply those concepts. One or both of these may also include short answer or essay-style questions designed to evaluate deep learning.

A mid-term exam will occur on **23 OCTOBER** and a final exam will take place during the final exam period (**DECEMBER 6-20**) and the date will be set by the Registrar's Office. These exams will cover material from the classes as well as assigned readings. Some readings are from the course text book while others are in the Coursewares package. Class attendance is critical for good performance in this course.

Release of Grades:

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 3 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 (i.e., December 20).

UW Policy 19 - Access To and Release of Student Information
<http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-19>

7.0 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. 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:

http://info.uwaterloo.ca/infoheal/_StudentMedicalClinic/VIF.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 (from the University of Waterloo website: If a student completes an exam while ill, the grade stands). The student must write a make-up exam. The make-up exam may differ in format from the original exam. Additional accommodation information is available at:

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Exam Regulations are available at:
<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>

8.0 OTHER ACADEMIC INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: All students registered in courses at St. Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs 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, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under St. Jerome's University Academic Discipline Policy and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.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. In such a case, contact the St. Jerome's University Grievance Officer. Read St. Jerome's University Handbook, Section 4, item 8, www.sju.ca/faculty_staff/SJU_handbook/grievance_policy.html (under revision).

Appeals: A student may appeal the finding and/or penalty in a decision made under St. Jerome's University Academic Discipline Policy or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome's University Appeals Officer. Read St. Jerome's University Handbook, Section 6.4, www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html (under revision).

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

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.

9.0 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.
- * 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. **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 over the telephone or internet. A note on 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.
- * Photo identification is necessary for examinations.
- * Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations. Please turn these devices off during class and during the exams.
- * Baseball caps should not be worn during examinations or must be worn backward; eyes must be visible.
- * Do not communicate with anyone during the examinations except invigilators or the course instructor.
- * If you have an **official** final exam conflict (2 exams at the same time), you must inform the instructor at least a week prior to the exam.
- * Note that vacation plans are **NOT** a valid request for examination 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 through the Student Success Office (**519 888-4567, Ext. 84410**), the teaching aides, or the instructor **prior** to their next exam.
- * 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!