

# ST. JEROME'S UNIVERSITY

WATERLOO CANADA

Department of Psychology

Psychology 318:  
*Psychosexual Organization*  
September–December 2013

## 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:	<a href="mailto:bjrye@uwaterloo.ca">bjrye@uwaterloo.ca</a>
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 Aide:	519 884-8111 x28256 SJU Room 2021 Clark Amistad <a href="mailto:camistad@uwaterloo.ca">camistad@uwaterloo.ca</a>

**Warning:** At times, the content in this course may be graphic and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

## 3.0 TECHNOLOGY IN THE CLASSROOM

Cellular telephones, smart phones, and similar devices are prohibited in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away during lectures and examinations. Students who ignore this ban and use these types of devices during lectures will be ejected from the classroom.

If students wish to use computers (e.g., laptops, tablets) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student signing a contract agreeing that s/he will use the computing device to take notes and for course-related activities (e.g., visiting “Learn”). Non-lecture-related use of computers is banned as it is disruptive to the instructor and other students. Students who are “surfing” (e.g., checking email, facebook, and the like) will be ejected from the classroom.

Using an experimental design, Sana, Weston & Cepeda (2013) found that students who multitask (e.g., surf non-course related websites on a computer) during lectures had poorer quality lecture notes and performed 11% lower on a test of comprehension of lecture content. Further, those who students who were in the view of a multitasking peer scored 17% lower on a comprehension test compared to students who were NOT in view of a multitasking peer. This means that people who are “surfing” are distracting those who are not in such a way as to decrease others’ performance on a lecture-related test, thus justifying a ban on such activities.

Sana, F., Weston, T., & Cepeda, N.J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

### 3.1 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. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. 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. **Please include the course name or your name in the e-mail subject heading.**

**4.0 REQUIRED READING:** Coursewares package.

### 5.0 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.

### 6.0 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).

### 7.0 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>
Class Quizzes	15%	<b>During lectures</b>
Critical Analysis #1 ★	15%	<b>1 October</b> (at the beginning of lecture)
Mid-Term Test	20%	<b>22 October</b>
Critical Analysis #2 ★	25%	<b>14 November</b> (at the beginning of lecture)
Final Test	25%	<b>5-20 December</b>
Psychology Research Participation – potential bonus of up to 4% ★		

★ specific references - to be discussed in class. While it is theoretically possible to earn 104% in this class, only a grade of 100% can be recorded. NOTE: EXAM DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded). **Note: travel plans are NOT a valid request for examination accommodation.** Please wait until the final exam schedule is published before you make end-of-term travel arrangements.

## 7.1 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 10	
Basic Concepts	Sept 12	Hunter; Drescher
Typical Genital Development	Sept 17	Nelson & Robinson
<i>Module 1: Intersex</i>		
Intersexuality & Atypical Genital Development	Sept 29	Mazur et al.
Androgen Insensitivity Syndrome	Sept 24	Liao
Other Intersex Conditions	Sept 26	Zucker
Intersex Video	Oct 1	
<b>CRITICAL ANALYSIS PAPER #1 DUE</b>	<b>Oct 1</b>	
<i>Module 2: Transgender</i>		
Transgender Introduction	Oct 3	Cohen-Kettenis
Gender Identity Disorder	Oct 8	Johnson; Ettner
Sex Reassignment Surgery	Oct 10	McHugh; Cantor
Issues	Oct 15	Matt Smith letter
Research	Oct 17	Bockting & Coleman
<b>MIDTERM TEST</b>	<b>Oct 22</b>	
<i>Module 3: Sexual Orientation</i>		
Concepts & Incidence	Oct 24	Green
Theories	Oct 29	Ellis
• psychological	Oct 31	Cohen & Savin Williams
• psycho-biological	Nov 5	Igartua
Identity Formation	Nov 7	Eliason & Schope
• coming out	Nov 12	Savin Williams
<b>CRITICAL ANALYSIS PAPER #2 DUE</b>	<b>Nov 14</b>	
• youth	Nov 14	Mcalister; Bradford
• heterosexual identity		
• bisexual identity	Nov 19	Lingiardi & Nardelli; Ashley, Jean & Safin
• stigma management		
Same-Sex Families	Nov 21	Barber; Gartrell
Attitudes toward LGBT /Queer	Nov 26	Hegarty & Massey; Herek
Course Conclusion	Nov 28	Riggle et al. Simoni & Walters
<b>FINAL EXAM</b>	<b>Dec 5-20</b>	

## 7.2 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 **1 OCTOBER** and #2 due **14 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.

#### 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. These may also include short answer or essay-style questions.

A mid-term exam will occur on **22 OCTOBER** and a final exam will take place during the final exam period (**DECEMBER 5-20**) and the date will be set by the Registrar's Office. These exams will cover material from the classes as well as assigned readings. Class attendance is critical for good performance in this course.

#### In Class Quizzes:

Students are expected to read assigned articles and chapters as the course progresses as well as attend classes. The quiz component of the grade is meant to facilitate these two goals. These will typically take the form of short quizzes that usually address the readings but may also include lecture content.

#### 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., end of April).

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

## **8.0 POLICY REGARDING ILLNESS OR ACCOMMODATION\***

Students are entitled to a rescheduling of tests 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.**

**Telephone calls from a health care provider is also not acceptable to warrant a missed examination. Paper documentation is required.** 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](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](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Exam Regulations** are available at:

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

## 9.0 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:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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](#).

**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. For students who decide to file a grievance, students should refer to [Policy 70 – Student Petitions and Grievances](#). In such a case, contact Dr. Scott Kline ([scott.kline@uwaterloo.ca](mailto:scott.kline@uwaterloo.ca)), Associate Dean of St. Jerome’s University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 71 – Student Discipline or Policy 70 – Student Petitions and Grievances if a ground for an appeal can be established. In such a case, contact Dr. John Rempel ([jrempel@uwaterloo.ca](mailto:jrempel@uwaterloo.ca)), Appeals Officer of St. Jerome’s University.

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity website (Math):** <https://math.uwaterloo.ca/math/current-undergraduates/regulations-and-procedures/cheating-and-student-academic-discipline>

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academic-integrity/>

**Note for students with disabilities:** The [AccessAbility Services \(AS\) Office](#), 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 AS Office at the beginning of each academic term.

## 10.0 EXAM PROCEDURES & OTHER INFORMATION

- \* Photo identification is necessary for examinations.
- \* Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations. These devices are turned off during class and during the exams.
- \* Baseball caps should not be worn during examinations or worn backward; eyes must be visible.
- \* Do not communicate with anyone during the examinations except invigilators or the course instructor.
- \* Bags, books, and coats must be under desks or off to the sides; aisles must be kept clear.
- \* 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, drinks, muffins, & other food to class, please dispose of empty cups, tins, wrappers, crumbs, etc. outside of the classroom. Please help keep the classroom neat & clean!
- \* Audio/Videotaping of lectures is prohibited.

## 11.0 Research Experience Marks - Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

### Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

### *Educational focus of participation in research*

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

### *How to participate?*

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

### INSTRUCTIONS/DATES/DEADLINES: [How to log in to Sona and sign up for studies](#)

\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. \*\*\*

More information about the REG program is available at: [REG Participants' Homepage](#)

### Student Computer Contract

Below are policies that will regulate student use of computers in the classroom (SJU2009) during lecture (Psych 318). These rules have been designed to keep our computer and classroom functioning at the highest of standards. In order to be permitted to use computers and other such devices, please read the following and sign below.

**I will not access, download, or distribute any materials or access any website that is unrelated to the course content during the lecture while I am in the classroom.**

I will not use a computer or like device for inappropriate purposes. Inappropriate purposes include (but are not limited to) such non-course-related activities as “surfing” internet websites (e.g., facebook, twitter), reading and/or writing personal email, or audio/video recording of the lectures. The computer will be used for two expressed purposes: (1) taking notes (in lieu of paper-and-pencil note-taking) and (2) accessing course slides via the intranet “Learn” course website.

- **Students must abide by their signed contracts.**
- **The use of the computer is a privilege, not a right.**
- **If this contract is broken, the student will be ejected from the remainder of that class, and the student’s privilege to use a computer (or like device) during lectures will be revoked.**

I have read the “Student Computer Contract” above. By signing below, I fully agree with and understand the content of this contract. If I breach any rules, I understand my privilege to use a computer or similar device during the lectures will be revoked.

Signed: \_\_\_\_\_

Student ID # : \_\_\_\_\_

Student (Print Name): \_\_\_\_\_

Date:

Professor: \_\_\_\_\_

Date:

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Signed: \_\_\_\_\_

Student ID # : \_\_\_\_\_

Student (Print Name): \_\_\_\_\_

Date:

Professor: \_\_\_\_\_

Date:



## Reading List – Psychology 318

- Hunter, S. (2005). Concepts, identities, and terms. [Chapter 1] *Midlife and older LGBT adults: Knowledge and affirmative practice for the social services*, (pp. 23-34), Binghamton, NY: Haworth.
- Drescher, J. (2012). What's in your closet? Chapter 1 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 3-15). Washington, DC: American Psychiatric Publishing.
- Nelson, E.D. (2010). Biological, psychological, and social-psychological perspectives. [Chapter 2] *Gender in Canada* (4th ed.), (pp. 38-69). Toronto: Pearson.
- Mazur, T., Colman, M., & Sandberg, D.E. (2007). Intersex: Definition, examples, gender stability, and the case against merging with transsexualism Chapter 12 In R. Ettner, S., Monstrey & A.E. Eyler (Eds.). *Principles of transgender medicine and surgery*, (pp. 235-260). NY: Haworth.
- Liao, L.-M. (2007). Toward a clinical-psychological approach to address the heterosexual concerns of intersexed women. Chapter 18 In V. Clarke & E. Peel (Eds.). *Out in Psychology: Lesbian, gay, bisexual, trans and queer perspectives* (pp. 391-408) West Sussex, England: Wiley.
- Zucker, K. (2006). Gender identity and intersexuality. In S.E. Sytsma (Ed.), *Ethics and intersex* (pp. 165-181). The Netherlands: Springer.
- Cohen-Kettenis, P. T. (2007). Gender identity disorders in children and adolescents. Chapter 13 In R. Ettner, S., Monstrey & A.E. Eyler (Eds.). *Principles of transgender medicine and surgery*, (pp. 261-279). NY: Haworth.
- Johnson, K. (2007). Transsexualism: Diagnostic dilemmas, transgender politics and the future of transgender care. Chapter 21 In V. Clarke & E. Peel (Eds.). *Out in Psychology: Lesbian, gay, bisexual, trans and queer perspectives* (pp. 445-464). West Sussex, England: Wiley.
- Ettner, R. (2006). The etiology of transsexualism. Chapter 1 In R. Ettner, S., Monstrey & A.E. Eyler (Eds.). *Principles of transgender medicine and surgery*, (pp. 1-14). NY: Haworth.
- McHugh, P. (2004). Surgical sex. *First Things*, 147, 34-38.
- Cantor, J., (personal communication) email to Dr. BJ Rye, November 26, 2004.
- Smith, M. (personal communication) Letter to Grandparents.
- Bockting, W., & Coleman, E. (2007). Developmental stages of the transgender coming-out process: Toward an integrated identity. Chapter 9 In R. Ettner, S., Monstrey & A.E. Eyler (Eds.). *Principles of transgender medicine and surgery*, (pp. 185-208). NY: Haworth.
- Green, J. (2003). Centering: An alternative perspective. *Journal of Bisexuality*, 3, 278-285.
- Ellis, L. (1996). Theories of homosexuality. In R. Savin-Williams and K. Cohen (Eds.), *The Lives of lesbians, gays, and bisexuals*. (pp. 11-34). NY: Harcourt-Brace.
- Cohen, K.M., & Savin-Williams, R.C. (2012). Coming out to self and others: Developmental milestones. Chapter 2 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 17-32). Washington, DC: American Psychiatric Publishing.
- Igartua, K. (2012). Identity problem. Doctor, am I gay? Identity problems associated with homoeroticism. Chapter 22 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 255-263). Washington, DC: American Psychiatric Publishing.
- Eliason, M.J. & Schope, R. (2007). Shifting sands or solid foundation? Lesbian, gay, bisexual, and transgender identity formation. Chapter 1 in I.H. Meyer & M.E. Northridge (Eds.). *The health of sexual minorities: Public health perspectives on lesbian, gay, bisexual, and transgender populations*. (pp. 1-). New York, NY: Springer.

Savin-Williams, R.C. (2005). Who's gay (Chapter 2) in *The new gay teenager*. Cambridge, MA: Harvard University Press.

Macalister, H. E. (2003). In defense of ambiguity: Understanding bisexuality's invisibility through cognitive psychology. *Women and Bisexuality: A Global Perspective*, 3(1), 23-32.

Bradford, M. (2004). The bisexual experience: Living in a dichotomous culture. *Journal of Bisexuality*, 4, 8-23.

Lingiardi, V. & Nardelli, N. (2012). Partner relational problem. Listening beyond homo-ignorance and homo-prejudice. Chapter 19 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 223-229). Washington, DC: American Psychiatric Publishing.

Ashley, K., Jean, D., & Safin, D. (2012). Bereavement. Bereaved, bothered, and bewildered. Chapter 20 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 231-237). Washington, DC: American Psychiatric Publishing.

Barber, M.E. (2012). LGBT parenting. Chapter 4 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 59-70). Washington, DC: American Psychiatric Publishing.

Gartrell, N. (2012). Parent-child relational problem. When the kids are all right, but the parents are not: Coparenting in planned LGBT families. Chapter 18 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 215-221). Washington, DC: American Psychiatric Publishing.

Hegarty, P., & Massey, S. (2006). Anti-homosexual prejudice ... as opposed to what? Queer theory and the social psychology of anti-homosexual attitudes. *Journal of Homosexuality*, 52(1-2), 47-71.

Herek, G. M. (2009). Hate crimes and stigma-related experiences among sexual minority adults in the United States: Prevalence estimates from a national probability sample. *Journal of Interpersonal Violence*, 24(1), 54-74.

Riggle, E. D. B., Whitman, J. S., Olson, A., Rostosky, S. S., & Strong, S. (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology: Research and Practice*, 39(2), 210-217.

Simoni, J. M., & Walters, K. L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality*, 41(1) 157-172.