

ST. JEROME=S UNIVERSITY

WATERLOO

CANADA

Department of Psychology

Psychology 318
Psychosexual Organization
January-April 2005

1.0 CALENDAR DESCRIPTION

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

Prerequisites: Psychology 211 or permission of the instructor. This course counts as an Advanced Psychology course (Social Science) for Psychology Majors.

2.0 COURSE INFORMATION

Instructor: BJ Rye, PhD

Office and Phone Number: Office: Room 2019 - St. Jerome=s Administration Building
884-8110 x 219

E-mail: bjrye@uwaterloo.ca

Days and Time of Lectures: Tuesdays & Thursdays; 1:00-2:25 pm

Location: St Jerome=s Room 3027

Office Hours: Tuesdays 3:00-4:00 pm or by appointment

Teaching Aides:	Nadia Palarchio	nipalarchio@hotmail.com
	Amanda Chalmers	spitisgood@hotmail.com
	884-8111 x 231	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 AScreeniebeenie@hotmail.com@ with subject headings of AHelp@ are deleted as these are usually spam. It is more appropriate for a student to use her/his

University of Waterloo account: Astudent@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.

Teaching Aides prefer email as the primary method of communication.

Do not email or telephone asking for grades. Grades are not released over the telephone or internet.

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.

3.0 TEXTBOOKS

Savin-Williams, R.C., & Cohen, K. M. (1996). *The lives of lesbians, gays, and bisexuals: Children to adults*. Fort Worth: Harcourt Brace.

Course Notes: compilation of readings - available at the bookstore

3.5 RECOMMENDED BOOKS

Troyka, L.Q. (1999). *Handbook for writers (2nd Canadian Edition)*. Scarborough, ON: Prentice Hall Allyn & Bacon.

Wiederman, M.W. (2001). *Understanding sexuality research*. Stamford, CT: Wadsworth.

4.0 COURSE OBJECTIVES

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 CLASS FORMAT AND EVALUATION

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
Critique and Analysis of a Paper	25%	1 February (at the beginning of lecture)
Sexual Orientation Briefing Paper	15%	17 February (at the beginning of lecture)
Mid-Term Test	30%	1 March
Final Test	30%	April 8-21

t 2 specific references from the course book - to be discussed in class

6.0 COURSE REQUIREMENTS

Article Summary and Critique: February 1 due at the beginning of the lecture

This assignment is a critical analysis and critique of a research paper -- assigned during class time. The assignment is to be written in a scholarly, academic format. You are advised to consult the selection in the course package entitled: AChapter 8: Article Critiques@ by Scott et al. from *The Psychology Student Writers Manual*. **This chapter was used to create the grading key for this assignment.**

Key Components in your Critical Analysis must include:

- ___ Thesis
 - identifying research question/goal & not simply quoting hypothesis
 - clarity of presentation & importance
- ___ Methods
 - appropriate methodology
 - comments on implementation
 - alternative suggestions
 - sample
- ___ Evidence of thesis support
 - evidence presented
 - strengths & weaknesses
 - commentary on how well thesis was supported
- ___ Contribution to the literature
 - builds, adds, & relates
- ___ Recommendations
 - benefits and importance & significance

Additionally, your article critique should address the following questions:

- \$ Was the research design adequate or appropriate for the research question?
 - \$ Was the design descriptive, experimental, quasi-experimental, or correlational?
 - \$ Was the design cross-sectional or longitudinal?
- \$ Who were the participants?
 - \$ How were they recruited and what was the incentive for their participation?
 - \$ To what degree might the sample be biased? Are the results generalizable?
- \$ What were the questions or measures used in the research?
 - \$ How motivated were respondents to provide accurate data?
 - \$ Did the questions ask for information the respondents were reluctant or unable to provide accurately?
 - \$ What scales were used and what might these actually measure?
 - \$ How might the wording of questions or the conditions under which the data we gathered have influenced the response?
- \$ What do the results mean?
 - \$ How strong were the relationships between variables or how large were the differences between groups?
 - \$ Were any of the summary statistics (e.g., percentages, means, relationships) presented in a way that could be misleading?
 - \$ Were the conclusions warranted given the research design, participants, and measures?

From Weideman (2001, p. 40)

More detail is provided in the course book as to the components of a critical analysis.

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 Areal@ world? Consulting additional *Research Report Writing* books might be of value for those who are not familiar with writing critiques and critical analysis papers. In the course package, there is a chapter on writing a critical analysis of research that will be useful in this exercise. Further, *Handbook for writers* (recommended text) includes a chapter (#5) that describes techniques and skills necessary to write a good critique.

Each paper should not exceed 4-5 written pages (i.e., approximately 7 with title and reference pages) B 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. 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= University Library. In addition, the SJU library has APA style software B should you wish to consult it. APA style is also discussed in *Handbook for writers*. Penalties are imposed for late papers (5% per day).

Sexual Orientation Briefing Paper due **February 17** at the *beginning of the lecture*

This is a 2-page written paper (typed, double-spaced, 12 point times-roman font, approximately 500-700 words). There will be a penalty for exceeding this prescribed page length. Penalties are imposed for late papers (5% per day). The paper should be written in a formal manner such that colloquialisms, conversational tone, and common language are avoided (Exception: unless the language is essential to the paper such as an illustration of a key point).

Ensure that you are grammatically correct. Some common grammatical errors include: use of contractions (e.g., do not use don=t), confusing then versus than, dangling prepositions, the spelling of definitely, and misplaced modifiers (e.g., verb-splitting). APA format is also required.

The issue to be addressed will be: Adoption by same-sex couples in Canada: Does it help, hinder, or have no impact on society?

The student must seek out scientific research in the area. He/She must then present the research and discuss it in relation to the issue. The student will conclude by discussing how the research can shape public opinion, how it contradicts public opinion, and whether the research was compelling or not vis-a-vis the issue.

Students must submit copies of the research cited in their brief (5 or 6 articles). The research must take the form of a primary source. Do not use secondary or tertiary resources (i.e., **do not cite textbooks or studies described in text books B go to the original study**). Secondary sources include chapters cited in textbooks. Students should consult academic databases such as ERIC, Sociofile, PsychInfo, and MedLine in order to locate appropriate resources. **The Internet (World Wide Web) IS NOT a primary source. Occasionally, a journal article is available on-line but usually, internet sources are not peer reviewed and are not empirical. DO NOT CITE or USE THE INTERNET as your PRIMARY SOURCE.**

Midterm and Final Exams:

A mid-term exam will occur on **March 1** and a final exam will take place during the final exam period (**April 8-21**) and the date will be set by the registrar. 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. 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 short written answer questions.

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 Awhen

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 (i.e., April 21).

UW Policy 19 - Access To and Release of Student Information

<http://www.adm.uwaterloo.ca/infosec/Policies/policy19.pdf>

7.0 LECTURE AND CLASS SCHEDULE B *Tentative Sequence of Topics and Readings:*

Topic	Readings	Date
Introduction		4 Jan
Sexual Development over the Life Span	§ Chapter 2 of Savin-Williams & Cohen	6 Jan
Gender Issues	§ Chapter 3 of Savin-Williams & Cohen § Nelson & Robinson - Chapter 2: Biological, Psychological, & Social Psychological Perspectives	11 & 13 Jan
Gender Development	§ Colapinto - John/Joan & Book Review	18 & 20 Jan
Issues of Intersexuality	§ Holmes - Queer Cut Bodies § Cameron - Caught in Between § Diamond & Sigmundson - Management of Intersexuality § Wilson & Reiner - Management of Intersex § Howe - Intersexuality: What should care providers do now?	25 & 27 Jan 1 Feb
Article Critique	****Due at the beginning of the lecture (late penalty incurred)****	1 Feb
Issues of Transgender	§ Bocking & Coleman - A comprehensive approach to the treatment of gender dysphoria § Mallon - Knowledge for practice with transgendered person § Ettner - Etiology of gender dysphoria § McHugh article/Cantor reply § Matt S. letter	3, 8, & 10 Feb
Sexual Orientation Briefing Paper	*Due at the beginning of the lecture (late penalty incurred)*	17 Feb
Theories of Sexual Orientation	§ Chapter 1 of Savin-Williams & Cohen § Bem - Exotic Becomes Erotic § Bell, Weinberg, & Hammersmith - Sexual Preference § APA Guidelines for Psychotherapy for LGB clients	15 & 17 Feb
Mid-Term Test		1 March
Coming Out Process	§ Chapter 5 & 10 of Savin-Williams & Cohen § Chapter 19 & 11 in Savin-Williams & Cohen	3 & 8 March
Gay & Lesbian Youth	§ Chapter 7 & 9 in Savin-Williams & Cohen	10 March
Lesbian & Gay Parents	§ Chapter 12 & 13 of Savin-Williams & Cohen § APA Monitor: Same-sex parenting § APA Policy Statement on same-sex families	15 March
Legal Issues of Sexual Orientation		17, 22, & 24 Mar

Topic	Readings	Date
Hate Crimes Perpetrated Against Gays & Lesbians	§ Chapter 8 of Savin-Williams & Cohen	29 & 31 Nov
Conclusion		5 April

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 (Page 1:8-9 in the 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., Asevere@ or Amoderate@ 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 (Page 1:8 in the University of Waterloo Calendar):

<http://www.healthservices.uwaterloo.ca/menu/hs/illness.htm>

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 (Page 1:8-9 in the University of Waterloo Calendar. 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.

Exam Regulations are available at:

http://www.adm.uwaterloo.ca/infoucal/UW/exam_reg.html

9.0 POLICY ON CHEATING & ACADEMIC MISCONDUCT*

Students are urged to read the section on Scholastic Offenses in the Academic Calendars (Policy 71: page 14 of the St. Jerome's University Calendar and page 1:10 of the University of Waterloo Calendar). 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/policy71.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/policy70.htm.

Pertinent to this course, examples of cheating on an exam could include viewing another person's exam paper, allowing another person to look at your exam paper, or bringing a >cheat= or >crib= sheet with information written on it into the exam. A claim that "you didn't know it was wrong" will not be accepted as an excuse

The penalties for a student guilty of a scholastic offense include refusal of a passing grade on the exam, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

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 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 in the St. Jerome=s University Calendar page 17-18 or the University of Waterloo Calendar page 1:11). 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 2128, 888-4567 x2402).

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 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: 3 exams scheduled within 24 hours is **NOT** considered an official conflict.
- 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.
- AVisitors@ 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.

*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.

- 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. 2655**), the teaching aides, or the instructor ***prior*** to their next exam(s). The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW. d3mackay@nh1adm.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!

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