

**St. Jerome's University at the University of Waterloo**  
**Department of Psychology**  
**PSYCH 318 – Winter 2011**  
**Psychosexual Organization**  
**Monday and Wednesday 11:30 to 1:00**  
**SJU 2009**

**Instructor:** Glenn J. Meaney  
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**Office Hours:** Monday and Wednesday 11:30 to 1:00  
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### **Course Description**

A detailed examination of concepts related to the formation of gender identity and psychosexual orientation. The course will explore the contributions of “nature” and “nurture” to the development of sexual identity and the consciousness of sexual minority identity.

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. Issues to be discussed include the development and progression of gender identity, gender issues, transsexualism, transvestism, transgenderism, gender identity disorder, homosexuality, bisexuality, heterosexuality, intersexuality, and disorders of sexual development.

Prerequisites: Psychology 211 or 236.

Note: This course may be used to satisfy program requirements in Psychology or Sexuality, Marriage, and Family Studies.

### **Learning Objectives**

**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 in 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
- Critically evaluate research, social norms, and personal thoughts and feelings with respect to sexual minority groups

**Affective learning outcomes.** This course is designed such that you will be ...

- aware of the struggles and 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).

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. To avoid confusion, all correspondence related to the course can be conducted through the course website on UW-ACE – This is the best way to ensure that your messages are received and read.

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

Do not email or telephone asking for grades. Grades will be made available as efficiently as possible.

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.

### Required Texts

PSYCH 318: Psychosexual Organization Readings [Available electronically or in paper form through course reserves].

Hope, D. A. (2009). *Contemporary perspectives on lesbian, gay, and bisexual identities (the 54th Annual Nebraska Symposium on Motivation, Lincoln, Nebraska)*. New York, NY: Springer. [Available electronically through course reserves].

Pendragon, D.K. (2010). Coping behaviors among sexual minority female youth. *Journal of Lesbian Studies*, 14(1), 5 – 15.

### Supplementary Texts (Not Required)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. [Available on course reserves at St. Jerome’s Library].

Girden, E.R. (2001). *Evaluating research articles from start to finish* (2<sup>nd</sup> Ed). Thousand Oaks, CA: Sage. [Available on course reserves at St. Jerome’s Library].

### IClickers (Required)

IClickers will be used for most participation assignments and are available at the book store. The book store sells IClickers for around \$42.00 and will buy them back for around \$20.00. If you already have an IClicker, it is not necessary to purchase another. Further information about IClickers and how they are used in the course will be given on the first day of classes.

### Evaluation Summary

Assignment	Due Date	Weight
Critical Analysis	January 31 <sup>st</sup> at 5:00 pm	25%
Test 1	February 16 <sup>th</sup> in class	20%
Ally Reflection Paper	March 31 <sup>st</sup> at 5:00 pm	20%
Final Exam	April 8 <sup>th</sup> to April 21 <sup>st</sup>	25%
Participation	Assigned randomly during class	10%

**Note: Late assignments will be assessed a penalty of 5% per day.**

*Psychology 318 Tentative Lecture and Reading Schedule*

Topic	Date	Readings
Introduction	January 5 <sup>th</sup>	Hunter
Basic Concepts	January 10 <sup>th</sup>	Nelson & Robinson
Typical Genital Development		
Critical Thinking	January 12 <sup>th</sup>	
Ally Action		
<b>Module 1: Intersex</b>		
Intersexuality	January 17 <sup>th</sup>	Mazur, Colman & Sandberg
Androgen Insensitivity Syndrome	January 19 <sup>th</sup>	Liao
Other Intersex Conditions	January 24 <sup>th</sup>	Zucker
Intersex Video Analysis	January 26 <sup>th</sup>	
<b>Critical Analysis Due</b>		<b>January 31<sup>st</sup> @ 5:00 pm</b>
<b>Module 2: Transgender</b>		
Transgender Introduction	January 31 <sup>st</sup>	Johnson
Gender Identity Disorder	February 2 <sup>nd</sup>	Ettner McHugh
Sex Reassignment Surgery	February 7 <sup>th</sup>	Cantor reply Matt Smith letter
Transgender Issues	February 9 <sup>th</sup>	Bockting & Coleman
Transgender Research	February 14 <sup>th</sup>	Green
<b>Test 1</b>		<b>February 16<sup>th</sup></b>
<b>Reading Week</b>	<b>February 21 to 25</b>	<b>No Lectures</b>
<b>Module 3: Sexual Orientation</b>		
Key Concepts and Incidence	February 28 <sup>th</sup> March 2 <sup>nd</sup>	Sullivan Savin Williams (Nebraska)
Theories surrounding Sexual Orientation	March 7 <sup>th</sup> March 9 <sup>th</sup>	Ellis
Identity Formation	March 14 <sup>th</sup> March 16 <sup>th</sup> March 21 <sup>st</sup>	Bailey (Nebraska)
Coming Out		
Heterosexual Identity		
Stigma Management		
Bisexuality (Independent Study)		Bradford Macalister
Gay & Lesbian Youth		
Lesbian & Gay Families	March 23 <sup>rd</sup>	Rothblum (Nebraska) Patterson (Nebraska)
Attitudes toward Gays & Lesbians	March 28 <sup>th</sup>	Herek (Nebraska)
Hate Crimes	March 30 <sup>th</sup>	Herek, Cogan, & Gillis
<b>Ally Reflection Paper Due</b>		<b>March 31<sup>st</sup> @ 5:00 pm</b>
The Final Lecture	April 4 <sup>th</sup>	Godfried (Nebraska) Simoni & Waters

**Assignments and Tests****Written Assignments**

**Format.** The article critique and ally reflection paper should be written in the style of the American Psychological Association (5<sup>th</sup> edition and 6<sup>th</sup> edition are equally acceptable). In particular, the papers should be double-spaced with one-inch margins and using 12-point Times New Roman font. Include a title page with the title of your paper, your name, your student number, the date submitted, and the course number. Include a running head with the title (or short title) of the paper and page numbers (according to APA style), 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 things easier for all of us. But the quality of your work is the primary determinant of your grade.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Submissions.** Both assignments can be submitted through UW-ACE drop boxes. Drop boxes will become available (under the “Lessons” tab) a week before the assignment is due and will close at 5:00 pm (UW-ACE time) on the due date. Late assignments may be submitted in hard copy directly to the course instructor or to the front desk at St. Jerome’s University. If you submit an assignment at the front desk, ensure that it is stamped with the submission time and signed by the person who accepts your assignment. An email submission through UW-ACE is also required, but late penalties will be assessed based on your paper submission. All late assignments will be penalized at 5% per day.

**Article critique (due September 31<sup>st</sup> @ 5:00 pm).** This assignment is a critical analysis and critique of Pendragon (2010; available on course reserve). The assignment is to be written in a scholarly, academic format. As this may be a novel assignment for students, there a lecture will be given early in the term explaining the elements of a good article critique.

Pendragon, D.K. (2010). Coping behaviors among sexual minority female youth. *Journal of Lesbian Studies*, 14(1), 5 – 15.

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 who are not familiar with writing critiques and critical analysis papers (Girden, 2001, might be of value here). The paper should not exceed 4 or 5 pages of text (i.e., approximately 7 with title and reference pages) – typed, double-spaced, 1 inch margins, using 12-point font (Times Roman).

Girden, E.R. (2001). *Evaluating research articles from start to finish* (2<sup>nd</sup> Ed). Thousand Oaks, CA: Sage.

**Ally reflection paper (due November 30<sup>th</sup> at 5:00 pm).** This assignment is based on principles of experiential education which is defined as “purposefully engaging learners in direct experience and focussed reflection in order to increase knowledge, develop skills, and clarify values” (American Association of Experiential Education). This course component involves two distinct parts: (1) completion of an independent ALLY action, and (2) a brief (3-to-4 pages of text without title page, references, etc.) reflection paper. The student is

responsible for devising and enacting an activity that demonstrates the student's status as an ally to members of sexual minorities and then drawing on class material or independent research to write a reflection paper. The paper will demonstrate your growth as an individual as a result of participating in the ALLY training and enacting the ally action. In this paper, you are expected to describe Address the following questions: (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 class 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.

### **Participation Assignments**

Most participation assignments will take the form of 1, 2, or 3 multiple choice questions based on assigned readings and presented at the beginning of class. Responses to the assignments will be collected using IClickers. On occasion, participation assignments may take other forms, such as small group discussions with submitted minutes, short essays, or analysis of films presented in class. Class attendance is a necessary, but not sufficient, condition to obtain participation grades for each class.

### **Midterm Test and Final Exam**

**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 tests may also include an essay question designed to evaluate deep learning.

**Exceptional circumstances.** If you will miss the test or the final exam due to exceptional circumstances (e.g., sick, hospitalized, bereaved, etc.), it is your responsibility to inform the instructor of the circumstances and to provide appropriate documentation before the date of the test. Requests for make-up tests will generally not be granted if requested after the test date or without appropriate documentation. If the exceptional circumstance renders you incapable of contacting the instructor before the test date (i.e., you were incapacitated), requests for a make-up may be granted. For further information, see section 9.0 of the course academic policies (attached).

**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](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. *Make-up dates are scheduled at the discretion of the instructor (e.g., Fall 2010 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/](http://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 Coordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW ([d3mackay@uwaterloo.ca](mailto:d3mackay@uwaterloo.ca); <http://www.adm.uwaterloo.ca/infoc>)
- 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](mailto:lnesbitt@uwaterloo.ca)