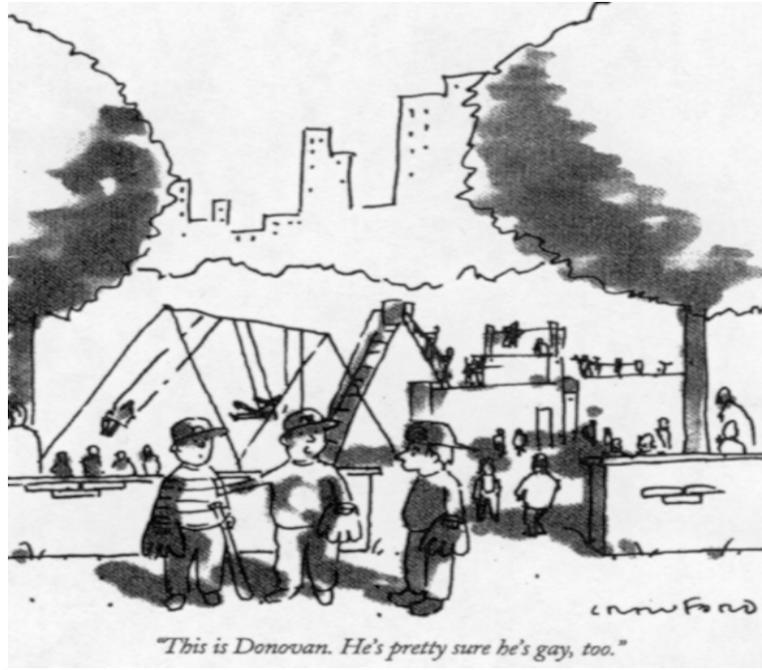


What is Sexual Orientation?

Issues in Sexuality

Psychology 3845A

Spring 2016



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Class Time: Monday & Wednesday 3:00-4:15

Classroom: C610

Prerequisite: Psyc 2840 or 2850

Course Description:

In this class, we will explore the question: “*What is sexual orientation?*” As such, what concerns us here is not what *causes* different sexual orientations. Rather, we will be concerned with how to more accurately identify the *structure* of sexual orientation. We will examine *properties* that are *common* across different sexual orientations. We will also examine several *dimensions* that are *common* to all sexual orientations *but vary* depending on the particular sexual orientation under investigation. By deconstructing the component

parts of sexual orientation, we will be better able to understand the various ways in which it manifests.

Required Readings:

You will be required to read peer-reviewed academic articles, as well as, scholarly book chapters and popular essays. These readings have been carefully chosen to maximize your engagement and learning, while minimizing your workload. Most are conceptual in scope. They must be read before each class in order for lectures and discussions to function properly. Some of the readings are linked to websites. Other readings can be found in your course-pack. If there are any further readings that cannot be found online or in the coursepack, then I will distribute them to you.

Course Assessment:

Tests: There will be four tests that will be comprised of short answer questions pertaining to the course material. Beyond simply regurgitating information, as per the University calendar section 9.b.3 (p. 86), “*Students may be expected to apply what has been taught in the course to new situations, to analyze different examples, or to synthesize original responses to questions that remain within the realm of fairness, even though the particular applications, examples or circumstances may not have been explicitly addressed in course lectures and readings.*”

Test 1: 25% (February 1)

Test 2: 25%* (February 29)

Test 3: 35%** (March 30)

Test 4: 15%*** (April 13)

* For Test 2, you are required to read the following book chapter on your own time:

Read: Matteson, D. (1991). Bisexual feminist man. In: *Bi Any Other Name: Bisexual People Speak Out*, L. Hutchin & L. Kaahumanu (eds.), pp. 43-50. NY: Alyson Publications.

One of the questions on Test 2 will be: What evidence is there that Matteson’s sexual orientation *cannot* be accurately characterized as bisexual? Justify your response by referring to the various components of sexual orientation that we have discussed up to this point in the course. In other words, you must support your answer with evidence. Note that this question asks you to argue from a particular position, even if you do not agree with that position.

** For Test 3, you are required to read the following book chapter on your own time:

Read: Money, J. (1986). The lovemap of asphyxiophilia. In: *Lovemaps*. (pp. 227-248. NY: Irvington.

One of the questions on Test 3 will be: What is the sexual orientation of the “young man” Money (1986) interviews? Justify your response by referring to the various components of sexual

orientation that we have discussed up to this point in the course. In other words, you must support your answer with evidence

*** For Test 4, you are required to read the following book chapter on your own time:

Read: Califia, P. (1994). Gay men, lesbians, and sex: Doing it together. IN: *Public Sex: The Culture of Radical Sex*. Pittsburgh: Cleis Press. pp. 183-189.

One of the questions on Test 4 will be: How would you characterize Califia's sexual orientation? Justify your response by referring to the various components of sexual orientation that we have discussed throughout the course. In other words, you must support your answer with evidence. I encourage students to learn about Califia using other sources.

Bonus Grades

You can obtain a total of 4% in bonus grades in the following manner:

- 2% for “tweeting” about what you learned in this course on Twitter. If you choose to do so, you must use the hashtag #Vaseysexclass and include @Vaseylab @LJPetterson in your tweets. Use the following schedule to post your tweets:

Tweet 1: January 6-February 21

Tweet 2: February 22-April 13

- 2% for participation in studies being conducted within the Department of Psychology.

Extra Credits for Research Participation:

This course provides students with an opportunity to get involved as a participant in ongoing research projects. If you volunteer to be a participant, each project usually requires about one hour of your time. In recognition of the value of your data, and in recognition that you are learning something about the discipline of psychology beyond that of the typical classroom environment, an extra credit of 1 to 2% for each study (variable) in which you participate will be added to your final course percentage. MAXIMUM EXTRA CREDIT = 2%. These extra credits are added after all grade cutoffs have been established for course work (see Grading Scheme), such that students who choose not to participate are not disadvantaged.

Directions for Participation: Following add/drop, you will receive an email to your U of L account with your Login name and password. It is IMPORTANT that you keep this information. The first time you login to the Sona System you will use your user name and the password [psyc3845a]. Once you have signed in you may change your password (recommended). Please go to <http://psychleth.sonasystems.com> and sign in as soon as you receive notification to do so. Studies will then become available on January 14, 2016.

NB: There will be NO transfer of credits between courses. If you are registered in another course that offers credits, a second email will be sent to you with a different email and password. Sign up in the course to which you want your credits to be assigned. Further studies and timeslots will be added throughout the semester, please keep checking, but remember that participation is on a first-come basis. Note that there is no guarantee that all students will be able to achieve the maximum credit. The last date to participate in studies is April 15, 2016. If you experience problems with the Sona System, or you have inquiries regarding participation in studies regarding research participation should be directed to Ms. Leanne Wehlage-Ellis at wehlage@uleth.ca.

Course Policies:

(1) The following ranges will be employed in assigning grades in this course:

A+	≥ 89.5	B-	69.5-73.4	D	50-56.4
A	84.5-89.4	C+	66.5-69.4	F	≤ 49.9
A-	79.5-84.4	C	63.5-66.4		
B+	76.5-79.4	C-	59.5-63.4		
B	73.5-76.4	D+	56.5-59.4		

In accordance with the University of Lethbridge Calendar,

A = Excellent

B = Good

C = Satisfactory

D = Poor

F = Fail

(2) This *optional* course will deal frankly with controversial issues pertaining to sexuality. Much of the course content is sexually explicit. This content may shock some people and make them uncomfortable. Consequently, such people may be unable to follow lectures, complete assignments or even attend classes. Such individuals should seriously reflect upon this possibility before they commit to taking this optional course.

(3) Given the controversial nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others viewpoints is perfectly fine (even encouraged!); being disrespectful towards others is not tolerated (see Section 6.b.I of the University Calendar).

(4) Students in this course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

As per the University Calendar, Section 6.h.I.: *“When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.”* When students talk among themselves during classes it disrupts instructional activities and, consequently, I will respond accordingly by asking the student(s) to be quiet. If the student(s) continue to talk I will ask them to leave the class. If the disruption continues in a second class, I will notify the Dean, who will then take the appropriate action.

(6) All questions pertaining to the course material must be asked during class or on the Moodle discussion board for the course. Do not email the instructor or the teaching assistant privately with such questions. Posting questions on Moodle or asking them in class ensures that we do not answer the same question multiple times and, in addition, everyone in the class benefits from the information. Students are allowed to post questions on the discussion board once per day. Posts should be written using correct grammar and spelling. Responses will be posted to questions once per day. Responses to posted questions will cease at 5pm on the day before a test is scheduled.

(7) The teaching assistant will be available to meet with you and discuss your test results. The teaching assistant is not available to meet with students about their test results outside of scheduled office hours. Therefore, students who wish to meet with the teaching assistant should plan their schedules accordingly. Students who wish to meet with the teaching assistant to discuss their results should come prepared with specific questions and explain why they think there might be a problem with a particular question (i.e., I think I should have gotten a mark for this *because* on page XX of the assigned reading, it says “XXXX”). If students meet with the teaching assistant as part of a fishing expedition for marks (i.e., “I think I should have gotten a mark for this! Tell me why I didn’t!”), then the TA will simply ask them why they think they should have gotten a mark.

(8) Students can write missed tests if they provide documentation from a doctor stating that they were ill on the day the test was scheduled and that their test performance would have been seriously affected by this illness. The documentation must have the doctor’s name, address and phone number. Non-medical reasons for missed exams (i.e., a death in the family) must also be supported with appropriate documentation. With respect to these personal issues, students can email the teaching assistant directly who will then communicate this information to the instructor and the appropriate accommodations will be made. If you email the TA be sure to include your course number in the subject line. Missed tests for which students are unable to provide appropriate documentation will be assigned a zero.

(9) My course notes/powerpoint presentations will not be provided to students.

(10) Additional work will not be assigned for those who wish to improve their grades.

(12) I will not change the weighting of the writing assignments or the tests if you do better on one of them compared to the other(s).

(13) If you miss any of the films shown in class, they cannot be borrowed from the instructor and there will not be a second screening.

(14) As per the University calendar section 9.b.4 (p. 87), you are expected to monitor your university email for messages pertaining to this course.

(15) Please do not use the internet during lectures and please turn your cell phones off prior to the beginning of the lecture.

(16) If students need to talk about some sexual or gender related issues that are troubling them, I strongly recommend they make an appointment with the counselors at the student-counseling

center. The Student Counseling Office can be found in Turcotte Hall (TH218). The number at the counseling center is 317-2845. The website is: <<http://www.uleth.ca/counselling/>>.

Reading & Assignment Schedule

WEEK 1

Jan. 6: *Introduction to the course*

WEEK 2

Jan. 11 & 13: *What is sexual orientation?*

In this week's classes we will talk about what we mean when we use the term "sexual orientation." We will begin with a working definition of sexual orientation. We will then discuss various indices that can be used to measure sexual orientation. We will also discuss the prevalence of different sexual orientations and the distinctions between love and lust.

Read: Diamond, L.M. (2004). Emerging Perspectives on distinctions between romantic love and sexual desire. *Current Directions in Psychological Science*, 13, 116-119

Read: LeVay, S. (2010). What is sexual orientation? Chapter 1 in: *Gay, Straight and the Reason Why: The Science of Sexual Orientation*. Oxford: Oxford University Press.

Read: Sternberg, R.J. (1988). Triangulating love. In: *The Psychology of Love*, Sternberg, R.J. & Barnes, M.L. (eds.), pp. 119-138. New Haven, CT: Yale University Press.

WEEK 3

Jan. 18 & 20: *Cultural and historical influences on the expression of sexual orientation*

We will explore the idea that sexual orientation identities are social constructs that vary historically and cross-culturally. In doing so, we will critically assess the extent to which sexual orientation identities can inform us about an individual's sexual orientation.

Read: Fademmann, L. (1993). Nineteenth-century Boston marriage as a possible lesson for today. In: *Boston Marriages*, Rothblum, E.D. & Brehony, K.A. (eds.), pp. 29-42. Amherst, MA: University of Massachusetts Press.

Read: Denizet-Lewis, B. (2010). Double lives on the down low. IN: *American Voyeur*, pp. 211-238. NY: Simon & Schuster, Inc.
<http://www.nytimes.com/2003/08/03/magazine/double-lives-on-the-down-low.html>

WEEK 4

Jan. 25: *Finishing up on lecture material from January 11-20*

Jan. 27: Film: *Paradise Bent*

WEEK 5

Feb. 1: **Test 1 (material covered January 11-27)**

Feb. 3: *Properties of sexual orientation*
In today's class we will discuss some of the properties that appears to be common across different sexual orientation.

Read: Beckstead, L. (2001). Cures versus choices: Agendas in sexual reorientation therapy. *Journal of Gay and Lesbian Psychotherapy*, 5: 87-115.

Read: Harryman, D.D. (1991). With all thy getting, get understanding. In: *Peculiar People: Mormons and Same-sex Orientation*, R. Schow, W. Schow & M. Raynes (eds.) pp. 23-35. Salt Lake City: Signature Books.

WEEK 6

Feb 8: *Sexual orientation is not an isolated trait*
In today's class we will discuss developmental aspects of sexual orientation which suggest that it is not an isolate trait

Read: Bailey, J. M. (2003). Gay Femininity. Chapter 4 in: *The Man Who Would Be Queen*, pp. 61-84. Washington, DC.: Joseph Henry Press.

Feb. 10: Film: *One Nation Under God*

WEEK 7

READING WEEK

Enjoy!

WEEK 8

Feb. 22: *(More) sex differences in sexual orientation*
In this class we will learn about sex differences in genital arousal and what these tell us about sexual orientation in men and women. In doing so, we will critically examine the claim that women might not have a sexual orientation.

Read: Bailey, J. M. (2008). What is sexual orientation and do women have one? In: *Contemporary Perspectives on Lesbian, Gay, and Bisexual Identities (Nebraska Symposium on Motivation)*, Hope, D.A. (ed.), pp. 43-64. New York: Springer.

Feb. 24 *Gynandromorphophilia*
Peak sexual attraction to feminized males challenges how we typically think about sexual orientation. Are such individuals sexually attracted to women or to men or to both? Or, do we need some other entirely different conceptual framework for thinking about their sexual orientation?

Read: Hsu, K., Rosenthal, A., Miller, D.I., & Bailey, J.M. (2016). Who are gynandromorphophilic men? Characterizing men with sexual interest in transgender women. *Psychological Medicine*. DOI: <http://dx.doi.org/10.1017/S0033291715002317>.

WEEK 9

Feb. 29 **Test 2** (Material covered February 3 to February 24 + Matteson reading—see course assessment above)

March 2 *Self/other Erotic Orientations*
Most people's sexual interests are directed toward other individuals. In today's class we will learn about how the sexuality of some individuals is self-directed and how this impacts their sexual orientations.

Read: Lawrence, A. A. (2009). Erotic target location errors: An underappreciated paraphilic dimension. *Journal of Sex Research*, 46(2-3), 194-215.

WEEK 10

March 7: *In/animate Erotic Orientations*
Most people's sexual interests are directed toward other individuals. In today's class we will learn about how the sexuality of some individuals is directed toward inanimate objects and how this impacts their sexual orientations.

Read: Griffith, M. (2012). Something to get animated about: A brief overview of toonophilia. *Dr. Mark Giffith's blog*.
<http://drmarkgriffiths.wordpress.com/?s=+Toonophilia>

March 9 **Film:** TBA

WEEK 11

March 14: ***Erotic Activity Orientations***

Because most people engage in conventional (“vanilla”) sexual activity, we typically don’t think about sexual orientation having an activity component. In today’s class we will discuss sexual masochism, sexual sadism and preferential rape to learn about some of the ways in which an individual’s erotic activity orientations can be organized.

Read: Seto, M. C., Lalumière, M. L., Harris, G. T., & Chivers, M. L. (2012). The sexual responses of sexual sadists. *Journal of Abnormal Psychology*, 121, 739–753.

March 16: **Film:** *Fat Girls and Feeders*

In today’s class, we will continue our discussion of erotic activity orientations by learning about a sexual subculture that eroticizes eating, gaining weight and feeding.

Read: Terry, L.L. & Vasey, P.L. (2011). A case report of feederism in a women. *Archives of Sexual Behavior*, 40: 639-645.

WEEK 12

March 21 ***Erotic Age Orientation***

Because most people are attracted to adults, we typically don’t think about how sexual orientation has an age dimension. In today’s class we will learn about the various ways in which an individual’s erotic age orientation can be organized.

Read: Silva, D. C. (1990). Pedophilia: An autobiography. In J. R. Feierman (Ed.), *Pedophilia: Biosocial dimensions* (pp. 464–487). New York: Springer-Verlag.

Read: Bailey, J.M. (2009). Was Michael Jackson a pedophile? *Science 2.0*
http://www.science20.com/j_michael_bailey/was_michael_jackson_pedophile

Read: Bailey, J.M. (2009). Michael Jackson: Erotic Identity Disorder? *Science 2.0*
http://www.science20.com/j_michael_bailey/michael_jackson_erotic_identity_disorder

March 23 ***Asexuality***
Most individuals exhibit some pattern of sexual interest. In this class we will critically assess the claim that asexuals express no sexual interest in others and what this means in terms of their sexual orientations or lack thereof.

Read: Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2014). Sexual fantasy and masturbation among asexual individuals. *Canadian Journal of Human Sexuality*, 23: 89-95.

WEEK 13

March 28 Easter holiday

March 30 **Test 3** (material covered March 2 to March 23 + Money reading—see course assessment above)

WEEK 14

April 4 ***Erotic Species Orientation***
Most people (indeed, most animals!) are sexually interested in members of their own species. Consequently, we don't typically think about sexual orientation having a species dimension. In today's class we will learn about some of the atypical ways in which an individual's erotic species orientation can be organized.

Read: Miletski, H. (2005). Is zoophilia a sexual orientation? A study. In: *Bestiality and zoophilia: Sexual relations with animals*, A.M. Beetz & A.L. Podbersck (eds.), pp. 82-97. Ashland: Purdue University Press.

April 6 **Film: *Animal Passions***

WEEK 15

April 11 No class

April 13 **Test 4** (material from April 4 to April 6 + Califia reading—see course assessment above)