

Required Readings:

LeVay, S. (2016). *Gay Straight and the Reasons Why: The Science of Sexual Orientation*.

You will be required to read LeVay's (2016) book. In addition, I have assigned a number of peer-reviewed academic articles, 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 should be read before each class in order for you to get the most out of the lectures and discussions. Some of the readings are linked to websites. If there are any further readings that cannot be found online or in the LeVay book, then I will distribute them to you.

Course Assessment:

Tests: There will be four tests pertaining to the course material. These tests may be comprised of essay, short answer or multiple choice questions. Beyond simply regurgitating information, as per the University calendar section 9.b.3, "*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: February 6 (35%)

Test 2: March 1 (20%)

Test 3: March 22 (30%)

Test 4: April 5 (15%)

Bonus Grades

You can obtain a total of 2% in bonus grades in the following manner:

- 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.

Note: 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.

(5) *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.

(6) 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. 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.

(7) 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.

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

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

(10) 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).

(11) 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.

(12) 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.

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

(14) 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. 9: Introduction to the course

Reading: Christina, G. (1992). "Are we having sex now or what?" In: *The Erotic Impulse: Honoring the Sensual Self*, Steinberg, D. (ed.). pp. 24-29. New York: G.P. Putnam's Sons.
<http://www.gretachristina.com/arewe.html>

Jan. 11 Defining sexual orientation

Readings: LeVay (2016): Chapter 1 (*What is sexual orientation?*)

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

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. (Read: pp. 119-132).

WEEK 2

Jan. 16 Measuring sexual orientation/Childhood & Adulthood Correlates of Sexual Orientation

Readings: LeVay, S. (2016): Chapters 4 & 5 (*Childhood/Characteristics of Gay and Straight Adults*)

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

Bailey, J. M. (2003). Gay Masculinity. Chapter 5 in: *The Man Who Would Be Queen*, pp. 85-102. Washington, DC.: Joseph Henry Press.

Jan. 18

Sexual Orientation Identities

Readings:

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

Fadermann, 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.

WEEK 3

Jan. 23

The Prevalence of Sexual Orientations

Readings:

Schuvaloff, G. (1976, September). Gay life in Russia. *Christopher Street*, pp. 14-22.

Jan. 25

Reading:

What makes human sexual orientation unique?

Mooallem, J. (2010). Can animals be gay? *New York Times*.
http://www.nytimes.com/2010/04/04/magazine/04animals-t.html?pagewanted=all&_r=0

Reading:

Is homosexuality a cross-cultural universal?

Miller, N. (1992). Egypt: in the realm of the polymorphous perverse. Chapter 2 in: *Out in the World: Gay and Lesbian Life from Buenos Aires to Bangkok*, pp.67-92. New York: Vintage Books.

WEEK 4

Jan. 30

Sex and sexual orientation differences in sexual arousal

Readings:

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.

Chivers, M.L., Seto, M.C., & Blanchard, R. (2007). Gender and sexual orientation differences in sexual response to sexual activities versus gender of actors in sexual films. *Journal of Personality and Social Psychology*, 93: 1108-1121.

Feb. 1 **Bisexuality**

Reading: Rosenthal, A. M., Sylva, D., Safron, A., & Bailey, J. M. (2012). The male bisexuality debate revisited: Some bisexual men have bisexual arousal patterns. *Archives of Sexual Behavior*, 41, 135–147.

WEEK 5

Feb. 6 **Test 1 (35%)**

Feb. 8 **Psychoanalytic & Behaviorist perspectives**

Readings: LeVay (2016): Chapters 2 (*Why We Need Biology*)

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. 13 **Can sexual orientation be socialized?**

Read: Bailey, J. M. (2003). Princess Danny. Chapter 1 in: *The Man Who Would Be Queen*, pp. 3-15. Washington, DC.: Joseph Henry Press.

Read: Bailey, J. M. (2003). Growing Pains. Chapter 2 in: *The Man Who Would Be Queen*, pp. 16-38. Washington, DC.: Joseph Henry Press.

Feb. 15 **Film: *One Nation Under God***

WEEK 7

****READING WEEK****
Enjoy!

WEEK 8

Feb. 27 **Film: *Changing our Minds: The Story of Dr. Evelyn Hooker***

March 1 **Test 2 (20%)**

WEEK 9

March 6

Reading:

Hormones

LeVay (2016): Chapters 3 & 6 (*Outline of a Theory/Hormones*)

March 8

The fraternal birth order effect

Reading:

LeVay (2016): Chapters 10 (*The Older Brother Effect*)

WEEK 10

March 13

Genes & Evolution

Reading:

LeVay (2016): Chapter 7 (*The role of genes*)

March 15

The brain/The body

Reading:

LeVay (2016): Chapters 8 & 9 (*The Brain/The Body*)

WEEK 11

March 20

Film: *Survival of the Fabulous*

March 22

Test 3 (30%)

WEEK 12

March 27

Some dissent voices from history, sociology, and anthropology

Readings:

Norton, R. (2010). *F*ck Foucault: How Eighteenth-century homosexual history validates the essentialist model*. Paper presented at the UCLA Mellon Sawyer Seminar "Homosexualities, From Antiquity to Present," (pp. 1-65). Los Angeles, California. Available at: <http://rictornorton.co.uk/fuckfouc.pdf>

Whitam, F.L. (1983). Culturally invariable properties of male homosexuality: Tentative conclusions from cross-cultural research. *Archives of Sexual Behavior*, 12, 207–226.

March 29

Guest Lectures from my graduate students on their cross-cultural research in Canada, Samoa, and among the Istmo Zapotec of Oaxaca

Readings:

LeVay (2016): Chapters 11 & 12 (Beyond Gay & Straight/Conclusions)

WEEK 13

April 3

Film: *Brainwashed: Gay/Straight*

April 5

Test 4 (15%)