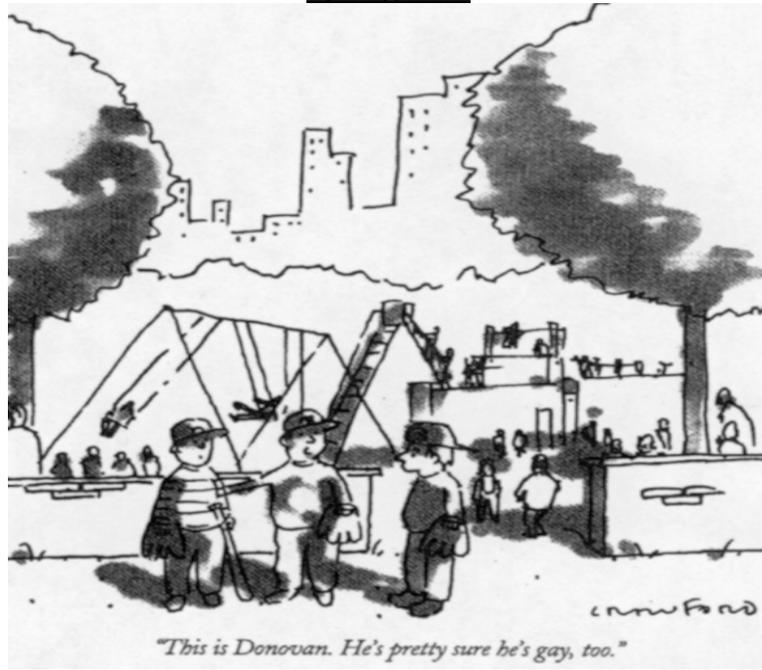


**Issues in Sexuality**  
**-Unravelling Sexual Orientation-**  
**Psychology 3845 A**  
**Spring 2018**



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**Office Hours:** ½ hour after each class. Additional availability after exams will be announced.

**Class Time:** MW 1500-1615  
**Classroom:** C640

**Course Description:**

In this class, we will examine the phenomenon of sexual orientation in an evidence-based manner. In doing so, we will employ a broad inter-disciplinary and cross-cultural perspective. The readings reflect this approach and, as such, are highly eclectic. Some of the questions we will address in this class include: *What is sexual orientation? Does homosexuality occur in all cultures? How does culture influence the expression of homosexuality? Can animals be gay? Is homosexuality a historically recent invention? How does sexual orientation work in men and women? Why are some people gay and others straight?*

## **Required Readings:**

For many of the classes, I assign sections from the following peer review article:

Bailey, M.J., Vasey, P.L., Diamond, L., Breedlove, M., Vilain, E. & Epprecht, M. (2016). Sexual orientation, controversy and science. *Psychological Science in the Public Interest*, 17, 45-101.

By the end of the course, you will have read most of this article. In addition, in some classes, I assign chapters pertaining to male homosexuality from the following book:

Bailey, J.M. (2003). *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*. Joseph Henry Press: Washington, D.C.

Students enrolled in the class will receive a free pdf copy of this book. Additional scholarly book chapters and popular essays, as well as two short videos and one radio broadcast, have also been assigned. Copies of these (or links to them) can be found on the course's Moodle webpage. The readings have been carefully chosen to maximize your engagement and learning, while minimizing your workload. They should be read before each class for you to get the most out of the lectures. Failure to read the assigned readings will compromise your success in the course.

## **Course Assessment:**

**Tests (100%):** There will be four tests pertaining to the course material. These tests may be comprised of essay, short answer, and/or multiple-choice questions. Beyond simply regurgitating information, as per the University calendar section 8.b.3 (p. 75), "*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:** January 24 (20%)  
**Test 2:** February 26 (25%)  
**Test 3:** March 21 (25%)  
**Test 4:** April 11 (20%)

**Writing Assignment (10%):** There will be two writing assignments. Each will be two-pages (maximum) in length, double-spaced, with 12-point New York Times font. At the beginning of each writing assignment state the questions and then present your response to the question.

**Writing Assignment 1:** January 17 (5%)  
**Writing Assignment 2:** March 14 (5%)

## **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 run from January 17 to April 14, 2018.

**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. 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](mailto: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 5.h.1.: *“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”* (p. 72). 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) I encourage you to ask all questions pertaining to the course material *during* class. This ensures that the same questions are not answered multiple times and, in addition, everyone in the class benefits from the information.

(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 powerpoint presentations will be provided to students on the course’s Moodle webpage.

(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 8.b.4 (p. 75), you are expected to monitor your university email for messages pertaining to this course.

(13) As per the University calendar section 9.m (p. 78), my lectures cannot be recorded without my permission. If my permission is given, then it will be “...*solely for the purpose of personal study by the student and does not convey any right to duplicate the recording.*”

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

(15) 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 Anderson Hall (AH153). The number at the counseling center is 403-317-2845. The website is:  
<<http://www.uleth.ca/counselling/content/about> />.

## **Reading & Assignment Schedule**

### **WEEK 1**

#### **Class 1: Introduction to the course (Jan. 8)**

Read: 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. Retrievable from:  
<http://www.gretachristina.com/arewe.html>

#### **Class 2: What is sexual orientation? (Jan. 10)**

Read: Pages 45-52 (from top of p. 45 up to *How prevalent is nonheterosexual orientation?*) in Bailey et al. (2016).

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 2:**

### **Class 3: Culture & sexual orientation (Jan. 15)**

Read: Pages 64-68 (from *Sexual orientation across culture and history* up to *Homosexuality in non-human animals*) in Bailey et al. (2016)

Read: Whitam, F. L. (1997). Culturally universal aspects of male homosexual transvestites and transsexuals. In B. Bullough, V. Bullough, & J. Elias (Eds.), *Gender blending* (pp. 189-203). Amherst, NY: Prometheus.

Watch: Olita, I. (2016). *Muxes* (documentary film; 9:23 min). NYC: Bravó. Retrievable from:  
<https://vimeo.com/196685294>

### **Class 4: Is homosexuality a cross-cultural universal? (Jan. 17)**

Read: Dreger, A. (2012, December 4). Where masturbation and homosexuality do not exist. *The Atlantic*. Retrievable from:  
<https://www.theatlantic.com/health/archive/2012/12/where-masturbation-and-homosexuality-do-not-exist/265849/>

Read: 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.

**\*\*\*Writing Assignment #1 due\*\*\*\***

## **WEEK 3:**

### **Class 5: Film: *Paradise Bent: Boys will be Girls in Samoa* (Jan. 22)**

Reading: Vasey, P.L. (2014). In the Manner of a Bad Girl. *Atrium: The Report of the Northwestern Medical Humanities and Bioethics Program*, 12, 10-11.

### **Class 6: Test 1 (20%) (Jan. 24)**

#### **WEEK 4:**

##### **Class 7: (Jan. 29)            Sexual orientation identities**

Read:            Denizet-Lewis, B. (2010, August 3). Double lives on the down low. *New York Times Magazine*. Retrievable from:  
<http://www.nytimes.com/2003/08/03/magazine/double-lives-on-the-down-low.html>

Read:            Faderman, 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.

##### **Class 8: (Jan. 31)            The prevalence of sexual orientations**

Read:            Pages 52-54 (from *How prevalent is nonheterosexual orientation?* up to *Sex differences in category-specific sexual arousal*) in Bailey et al. (2016).

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

#### **WEEK 5:**

##### **Class 9: (Feb. 5)            Childhood**

Read:            Pages 57-58 (from top of p. 57 up to *Adult gender nonconformity*) in Bailey et al. (2016).

Read:            Bailey, J.M. (2003). Princess Danny & Growing Pains. Chapters 1 & 2 In: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 3-38. Joseph Henry Press: Washington, D.C.

**Class 10**  
**(Feb. 7)**      **Adulthood**

Read:      Pages 58-59 (from *Adult gender nonconformity to Bisexuality*) in Bailey et al. (2016).

Read:      Bailey, J.M. (2003). Gay Femininity & Gay Masculinity. Chapters 4 & 5 in: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 55-102 Joseph Henry Press: Washington, D.C.

Watch:      Bliss, P. (2014). Panti's noble call at the Abbey Theatre. Speech given by Panti Bliss in Dublin, Ireland's Abbey Theatre on February 1, 2014. Retrievable from: <https://www.youtube.com/watch?v=WXayhUzWnl0>

**WEEK 6:**

**Class 11:**      **Film:** *Paris is Burning*  
**(Feb. 12)**

Read:      Conlon, E. (1995). The drag queen and the mummy. *Transition*, 65: 4-24.  
(Recommended reading)

**Class 12:**      **Film:** *Gay Sex in the 70s*  
**(Feb. 14)**

**WEEK 7:**      **Reading Week**  
**(Feb. 19**  
**& 21)**

**WEEK 8:**

**Class 13:**      **Test 2 (25%)**  
**(Feb. 26)**

**Class 14:**      **No class**  
**(Feb. 28)**

## **WEEK 9:**

### **Class 15: Is homosexuality uniquely human? (March 5) Is homosexuality a recent invention?**

Read: Pages 68-69 (from *Homosexuality in non-human animals* to *Hormones*) in Bailey et al. (2016)

Read: Mooallem, J. (2010, March 31). Can animals be gay? *New York Times Magazine*.  
Retrievable from:  
[http://www.nytimes.com/2010/04/04/magazine/04animals-t.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2010/04/04/magazine/04animals-t.html?pagewanted=all&_r=0)

Read: 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. Retrievable from:  
<http://rictornorton.co.uk/fuckfouc.pdf>

### **Class 16: Film: *Out of the Past* (March 7)**

Read: Smith, H. (2014, July 6). 2,500-year-old erotic graffiti found in unlikely setting on Aegean island. *The Guardian*. Retrievable from:  
<https://www.theguardian.com/science/2014/jul/06/worlds-earliest-erotic-graffiti-astypalaia-classical-greece>

## **WEEK 10:**

### **Class 17: Sex & sexual orientation differences in sexual arousal (March 12)**

Read: Pages 54-56 (from to *Sex differences in category-specific sexual arousal* to end of page 56) in Bailey et al. (2016).

Read: Barmak, S. (2017, May). Building a better female orgasm. *The Walrus*.  
Retrievable from:  
<https://thewalrus.ca/building-a-better-female-orgasm/>

**Class 18: Bisexuality  
(March 14)**

Read: Pages 59-61 (from *Bisexuality* up to *Causes of Sexual Orientation*) in Bailey et al. (2016).

Read: Whitam, F. L. (1992). Bayot and callboy in the Philippines. In S. O. Murray (Ed.), *Oceanic homosexualities* (pp. 231–248). New York: Garland.

Read: Denizet-Lewis, B. (2014, March 20). The scientific quest to prove bisexuality exists. *New York Times Magazine*. Retrieval from:  
<https://www.nytimes.com/2014/03/23/magazine/the-scientific-quest-to-prove-bisexuality-exists.html>

**\*\*\*Writing Assignment #2 due\*\*\***

**WEEK 11:  
Class 19 Finishing up material from classes 17 & 18  
(March 19)**

**Class 20: Test 3 (25%)  
(March 21)**

**WEEK 12:  
Classes 21: Learning and unlearning homosexuality  
(March 26)**

Read: Pages 80-86 (from p. 80 *The Social Environment* to end of p. 86) in Bailey et al. (2016)

Read: LeVay, S. (1997). The Talking Cure. Chapter 3 in: *Queer Science: The Use and Abuse of Research into Homosexuality*, pp. 67-85. Cambridge, MA: MIT Press.

**Class 22: Learning and unlearning homosexuality (con't)**  
**(March 28)**

Read: Bailey, J.M. (2003). The boy who would not be a girl. In: *The Man Who Would Be Queen: The Science of Gender Bending and Transsexualism*, pp. 39-54. Joseph Henry Press: Washington, D.C.

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.

Listen: Spiegel, A. (2002). 81 words. *This American Life* (radio broadcast; 59:18 min).  
Retrievable from:  
<https://www.thisamericanlife.org/radio-archives/episode/204/81-words>

**WEEK 13:**

**Class 23: Easter Holiday (No class)**  
**(April 2)**

**Class 24: The biology of homosexuality**  
**(April 4)**

Read: Pages 69-89 (from *Hormones* up to *The Social Environment*) in  
Bailey et al. (2016).

**WEEK 14:**

**Class 25: The biology of homosexuality (con't)**  
**(April 9)**

Read: Swidey, N. (2015, August 23). What makes people gay? (an update). *The Boston Globe*. Retrievable from:  
<http://www.bostonglobe.com/magazine/2015/08/22/what-makes-people-gay-update/8Mos2MXHvX5JsxP7AzW9RJ/story.html>

Read: Dehaas, J. (2017, September 29). Research can help combat homophobia—if LGBT activists don't shut it down. *National Post*. Retrievable from:  
<http://nationalpost.com/opinion/ai-could-be-used-to-combat-homophobia-if-lgbt-activists-dont-shut-down-the-research>

**Class 26: Final Test 4 (20%)**  
**(April 11)**