



# ST. JEROME'S UNIVERSITY

## St. Jerome's University in the University of Waterloo

Department of Psychology

Psychology 318: *Psychosexual Organization*

January–April 2021 (#4281)

### REMOTE DELIVERY

#### 1.0 LAND ACKNOWLEDGEMENT

I respectfully acknowledge that St. Jerome's University and the University of Waterloo sit on the traditional land of the Attawandaron, Anishnaabeg, and Haudenosaunee peoples. The universities are situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on both sides of the Grand River.

#### 2.0 INSTRUCTOR INFORMATION

Instructor: BJ Rye, PhD  
Phone: 519 884-8111 x 28219  
Office Hours: send an email requesting an audio or video appointment  
Email: [bjrye@uwaterloo.ca](mailto:bjrye@uwaterloo.ca)

TA: Lori Atack; Email: [la2atack@uwaterloo.ca](mailto:la2atack@uwaterloo.ca)  
TA: Jessica Lee; Email: [c259Lee@uwaterloo.ca](mailto:c259Lee@uwaterloo.ca)

Warning: At times, the content in this course may be graphic and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

#### 3.0 COURSE DESCRIPTION

A detailed examination of concepts related to the formation of gender identity and psychosexual organization. The "Nature-Nurture" debate will be explored as well as gay and lesbian identity and consciousness throughout the life cycle. Prerequisites: Psychology 211 or 236.

#### 4.0 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. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. A note on 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. **Please include the course name or your name in the e-mail subject heading.**

## 5.0 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, transgender, trans, and gender dysphoria as well as issues surrounding homosexuality, bisexuality, and heterosexuality will be explored. Also, intersexuality and hermaphroditism will be addressed.

## 6.0 LEARNING OUTCOMES

*Cognitive Learning Outcomes:* By the end of this course, you should 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, be able to read a piece of research and critically analyze it such that you identify the strengths, weaknesses, and biases. Thus, you will be able to evaluate the validity of the argument and the worth of the piece of work
- critically evaluate research, social norms, and personal thoughts and feelings with respect to sexual minority groups.

*Affective Learning Outcomes:* The course is designed such that you should be ...

- aware of the struggles as well as 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.

**7.0 REQUIRED TEXTS** Available through the library on electronic course reserves.

## 8.0 COURSE REQUIREMENTS AND ASSESSMENT

Task	Percentage of Grade	Date Due
Test 1Ⓢ	15%	February 2 (24-hour frame)
Test 2Ⓢ	15%	March 2 (24-hour frame)
Test 3Ⓢ	15%	April 13-16
Test 4Ⓢ	15%	During Exam Period Apr 17-26
Critical Analysis #1★	20%	February 23
Critical Analysis #2★	20%	March 30
Psychology Research Participation – potential bonus of up to 3% ‡		

Ⓢ Test DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded).

★ specific references – assigned (see reading list).

‡ While it is theoretically possible to earn 103% in this class, only a grade of 100% can be recorded.

## 9.0 LEARNING ASSESSMENT CRITERIA

Paper Format: All papers submitted shall be written in the style of the American Psychological Association. In particular, the papers should be double-spaced with one-inch margins and use 12-point Times New Roman font. Include a title page with the title of your paper/assignment, your name, your student number, the date submitted, and the course number. Include a running head with a short title 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 the process easier and fair for all concerned. The quality of your work is the primary determinant of your grade.

Late assignments are penalized by 5% per day. Papers submitted later than the assigned time are considered a day late and weekend days count, as well. The exact papers to be critiqued are assigned (i.e., you do not choose your own paper to critique).

*Critique of a scholarly article:* An article critique is a critical analysis and critique of the assigned papers. The assignment is to be written in a scholarly, academic format.

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 of you who are not familiar with writing critiques and critical analysis papers (Girden & Kabacoff, 2011, might be of value here). The paper should not exceed 4 to 5 pages of text (i.e., approximately 7 with title and reference pages); again, 12-point Times New Roman Font, typed, double-spaced, with 1-inch margins. Consult the intranet webpage for more critique-related information.

Girden, E.R., & Kabacoff, R. (2011). *Evaluating research articles from start to finish (3rd ed.)*. Thousand Oaks, CA: Sage.

*Critique of Popular Opinion newspaper article.* We often read popular culture writings by experts in the field which express their opinion on a particular domain of sexuality, particularly psychosexual organization topics. Do we critique or critically assess what the author is actually saying? Often, we lazily rely on their expertise (e.g., "they have a degree in this area so they must be right" or "they work in this area so they must know what they are talking about") rather than really considering if their opinion is based on the scientific research versus their own attitudes/thoughts/biases.

For this assignment, you are asked to read a popular-press blog, assigned by the instructor (below), and critique the merits of the argument(s) presented by the author. How does the author's opinion compare with the scholarly, social science research in this area? Does the scholarly research within the social science field wholeheartedly support the author's perspective OR is the research equivocal OR is the body of research actually counter to what the author is saying?

This assignment requires that you access scholarly, academic literature - available through the University of Waterloo Library (You can speak to Tim Ireland [tireland@uwaterloo.ca](mailto:tireland@uwaterloo.ca) -who is the Psychology Librarian- or Lorna Rourke [lerourke@uwaterloo.ca](mailto:lerourke@uwaterloo.ca) -who is the SJU Librarian- who can help you find resources) - and determine what the state of the literature for the topic of the blog.

This assignment is **not** asking you for your opinion on the issue nor asking you if you like or dislike the thesis of either the blog or the conclusions drawn from scholarly research publications. Rather, what is asked of you is that you assess whether the author's position is supported by and reflects the findings of the social science research. If the author references another piece (e.g., a primary source such as an

experiment; a secondary source such as a review article; or a tertiary source such as a magazine article, a blog, or a newspaper article), it would be worthwhile to look at the actual cited source. This assignment requires you to seek out research papers addressing the topic in the blog, which can be located online at the UW library (some are posted in Learn), so you can compare and contrast the academic to the online blog. You are expected to have a strong, primary-source, research-based rationale for whether you think the opinion expressed by the author is actually what social scientists in the field would conclude, as well [or not].

In general, we expect that a student would focus on the larger topic of the piece; the main thesis or major argument put forth by the expert author (i.e., what is their point, is it supported wholeheartedly, is the scientific literature conflicted, or is there little-to-no support for the author)? And, focus should be on: has the author supported their opinion with research or was there misrepresentation?

Please write your paper in an academic format; it will follow APA format and be approximately 1500-2000 words of text (excluding reference page and title). Double space the paper and use Time-Roman 12-point font with standard margins. Include only your student identification number on the assignment for grading purposes. We use a blind grading process.

News piece to be discussed:

<https://nationalpost.com/news/canada/canadas-teen-transgender-treatment-boom-life-saving-services-or-dangerous-experimentation>

*Tests:*

Students will be tested on assigned articles and chapters as well as lectures. These tests include multiple choice questions and **may** include written responses. Students will be informed of the format prior to the test. These tests are not meant to be cumulative, per se, although some questions might require base knowledge from earlier module reading (e.g., the Nelson chapter topics apply throughout the course).

*Release of Grades:*

Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding “when will the grades be posted?” We endeavor to complete the grading as quickly as possible. Regarding the Final Exam: grades will not be posted prior to the end of the examination period (i.e., as per Policy 46, Appendix).

## 10.0 COURSE SCHEDULE

<i>Sequence of Topics and Readings:</i>	Readings	Weeks 1-12
<b>Module 1: Development and Intersex</b>		
Basic Concepts	Hunter; Drescher; Muñoz et al.; Schneider et al; LGBT Concerns Committee; Webb et al.	Week 1 Jan 15
Typical Genital Development	Nelson	Week 1 Jan 15
Intersex, Atypical Genital Development, Androgen Insensitivity Syndrome	Mazur et al.; Liao	Week 2 Jan 22
Other Intersex Conditions	Zucker; Liao & Simmonds	Week 3 Jan 29
<b>TEST 1 – Module 1 (15%)</b>		<b>February 2</b>
<b>Module 2: Transgender</b>		
Introduction	Glicksman; Mizock et al.; Carabez et al.; Meier & Harris	Week 4 Feb 5
Gender Dysphoria; Nonbinary	De Vries & Cohen-Kettenis; Stewart	Week 5 Feb 12
<b>ESSAY 1 – (20%)</b>		<b>February 23</b>
Identity Development	Sánchez & Vilian; Bockting & Coleman	Week 6 Feb 26
<b>TEST 2 – Module 2 (15%)</b>		<b>March 2</b>
<b>Module 3: Sexual Orientation</b>		
Concepts & Incidence	Alford-Harkey & Haffner; Ellis	Week 7 March 5
Theories & Identity Formation	Cohen & Savin-Williams; Sánchez & Pankey	Week 8 March 12
<b>ESSAY 2 – (20%)</b>		<b>March 30</b>
Coming Out, Youth, & Identity theory	Eliason & Schope; Savin-Williams	Week 9 Mar 19
Family & Attitudes	Patterson; Herek	Week 10 Mar 26
Conclusion	Riggle et al.; Simoni & Walters	Week 11 April 1
<b>TEST 3 – Module 3 (15%)</b>		<b>April 13</b>
<b>TEST 4 – Module 3 (15%)</b>	<b>During the Exam Period – April 17-27 (scheduled by the registrar)</b>	

## 11.0 COURSE POLICIES

Extra assignments or research are not offered to boost student grades. Re-weighting of course components is not an option. Student grades are not changed arbitrarily upon request.

### A) Extension of Deadlines

For this course, I am adopting a No-Excuses-Needed Extension Policy for the essays:

- Every assignment has a Regular Deadline. If you *need* an extension then, you may have an Extended Deadline of two days from the originally scheduled deadline. (e.g., Essay#1 Feb 23 → Feb 25 11:59 pm; Essay#2 Mar 30 → April 1). There will be a 5% per [any portion of the] day -weekends/holiday counted- penalty for late submissions of essays after the extended deadline.
- Students do not need to ask for a the 2-day extension, they can just take it. However, there are no extensions beyond the extended deadline. There are no extensions for tests.
- This policy does not apply to the tests; test dates and times are final. If you miss a test, and you have documentation to support your claim for a re-write (see information regarding documentation below), there will be a make-up test scheduled later.

### B) Missed Tests

Students are entitled to a rescheduling of tests for legitimate medical or compassionate reasons or based on religious grounds (note: these types of requests must be made within the first two weeks of the course). However, it is the student's responsibility to inform the instructor prior to the test, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim.

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., "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. Telephone calls from a health care provider are also not acceptable to warrant a missed examination. Paper documentation is required. A non-UW-Health Services note must contain the same information that is available on the UW Health Services Illness

Verification form. Take the form with you if you are attending an external clinic:

<https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic>

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, impairing dysmenorrhea), you should contact your instructor and the Academic Counselling Office (and/or Accessibility Services 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 (from the University of Waterloo website: 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. Additional accommodation information is available at: [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

The same process holds for compassionate or religious claims; you will need to support your claim with a letter, which contains the same information contained in an Illness Verification Form (i.e., due to

religious/mental health/extreme circumstance reasons, it was impossible for the student to write the test at the scheduled time) written by your clergy person/therapist/social worker, etc. Included would be contact information for that professional. For mental health or personal issues, you are encouraged **strongly** to make an appointment with **Lindsay Thompson, MSW, RSW - St. Jerome's Wellness Coordinator, [lindsay.thompson@uwaterloo.ca](mailto:lindsay.thompson@uwaterloo.ca)**

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; anxiety; medication that is impeding studying; impairing dysmenorrhea), you should contact your instructor, your Academic Counselling Office (and/or Accessibility Services Office), and Lindsay Thompson 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 (from the University of Waterloo website: if a student completes an exam while ill, the grade stands).

Mental Health Resources: On Campus - services are available only online or by phone.

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: LGBTQ support services Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website

Information on COVID & UW: <https://uwaterloo.ca/coronavirus/>

### *C) Collaboration*

There is no group work in this course; all work must be completed by the individual student.

Collaborating on assignments, tests, etc., is considered cheating and is an academic offense.

### *D) Intellectual Property*

Students should be aware that this course contains the intellectual property of the instructor, as well as intellectual property of Pearson Publishing. There is also intellectual property belonging to a guest lecturer and some to TAs. This property may include (but not limited to):

- PowerPoint slides, handouts
- Lecture content, both spoken and written (includes any audio or video recording)
- Questions from various types of assessments (e.g., assignments, quizzes, tests)
- All course material is protected by copyright (e.g., any work authored by the instructor, guest lecturer, or TA or used by the instructor, guest lecturer, or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

**IMPORTANT: Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes, assignments, test questions to an**

**online repository such as Course Hero OneClass) is considered theft of intellectual property, copyright violation, and subject to disciplinary sanctions as described in Policy 71 – Student Discipline (or even legal prosecution).** Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know.

Please read the article in *Res Controversa, Vol 1(3)*, p. 2 available on the Learn website under Course Information. Ignorance of the law is not an excuse.

## 12.0 IMPORTANT DATES

<i>Important dates for Winter 2021 term</i>	
<i>Note: Dates have been revised due to COVID-19</i>	
<b>Event / Activity (Students)</b>	<b>Date</b>
Co-op work term duration	Monday, January 4 to Friday, April 23
<b>Classes begin</b>	Monday, January 11
Last day to add a class	Friday, January 22
Last day to drop a class, no penalty	Friday, January 29
Reading Week - no course work due	Saturday, February 13 to Sunday, February 21
<b>Additional scheduled pause</b> - no course work due	March 15-16
Last day to drop, receive a WD grade	Tuesday, March 30
Student Course Perception Survey	TBA - delayed
Good Friday - Holiday - University Closed	Friday, April 2
<b>Lectures end</b>	Wednesday, April 14 - FRIDAY schedule
Make-up day for Good Friday	
<b>Pre-exam/assessment study days</b>	Thursday, April 15 and Friday, April 16
Last day to drop, receive WF grade	Friday, April 16
<b>Final exam/assessment period</b>	Saturday, April 17 to Monday, April 26, including Sunday April 18

## 13.0 OTHER ACADEMIC INFORMATION

**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. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]



**Instructor Comment on Academic Integrity:** In several areas of the course outline, the phrase “on your honour” is used. This means that you are being trusted to act according to the rules. Behaviour such as collaborating on written assignments is strictly prohibited. The written work submitted is to be produced by you solely. While there are no proctors prohibiting collaboration with others during tests, this behaviour is prohibited. The tests are meant to be closed-book – meaning students are not to access their notes, the textbook, or the internet in order to aide responding to test items. The test will be written such that, if students did consult with the textbook, notes, internet, or other people, it may prohibit them from completing the test items within the specified time frame. Students are reminded that the aforementioned behaviors are a violation under University of Waterloo Policy 71 [see below under Discipline].

**Academic freedom at the University of Waterloo:** Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Given that this course addresses controversial and sensitive topics, I am compelled to address a domain of freedom of speech called Academic Freedom. Sometimes topics discussed in this course are troubling or the perspective presented is problematic for people. Various areas of the course have the potential to offend or disturb different students (e.g., over the years, students have objected to or criticized material presented in almost every component in this curriculum - including but not limited to biological discussions of sex, psychological constructions of gender, different orientation labels, some of the medicalization). We are all free to hold our own opinions and we are free to disagree with one another. While we may disagree in our opinions on various topics, as an instructor, I require you to acquire knowledge and fundamentals underlying this course.

*What does Academic Freedom entail generally?*

Academic freedom is the freedom to teach and conduct research in an academic environment. Academic freedom is essential to the social role of universities in a democratic society; universities are committed to free inquiry and unfettered examination as well as communicating findings within society. Faculty must have liberty to take intellectual risks, discuss controversial topics, and engage in debate in their teaching, research, and scholarship – without fear of censorship, retaliation, or reprisal. Faculty and students have the right to express their views and disagree with each other. In teaching, instructors can discuss course topics in relation to any field of knowledge or historic period. Academic freedom means that the belief systems of politicians, administrators, members of the public, and so forth, cannot be imposed on students or faculty.

Taken or adapted from Cary Nelson’s *Defining Academic Freedom*, American Association of University Professors as well as from Universities Canada’s *Statement on Academic Freedom*.

<https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>

<https://www.univcan.ca/media-room/media-releases/statement-on-academic-freedom/>

In short, Academic Freedom is based on two key principles, as articulated by the UK organization, Academics for Academic Freedom (<https://www.afaf.org.uk/afaf-statement/>):

- (1) that academics, both inside and outside the classroom, have unrestricted liberty to question and test received wisdom and to put forward controversial and unpopular opinions, whether or not these are deemed offensive, and
- (2) that academic institutions have no right to curb the exercise of this freedom by members of their staff, or to use it as grounds for disciplinary action or dismissal.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCAproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCAproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check the Guidelines for the Assessment of Penalties, <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>.

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCAproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAproved.pdf).

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

**Turnitin.com:** Text matching software (Turnitin®) is used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## 14.0 OPTIONAL RESEARCH PARTICIPATION

### Sona Participation and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

#### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THIS TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles

- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***How to participate?***

**Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:**

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.

- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

### Reading List – Psychology 318 – Winter 2021

**Critique of Popular news piece - Essay #1 (Due February 23):** <https://nationalpost.com/news/canada/canadas-teen-transgender-treatment-boom-life-saving-services-or-dangerous-experimentation>

**Article Critique – Essay #2 (Due March 30):** Lindsey, A., King, E., Gilmer, D., Sabat, I., & Ahmad, A. (2020) The benefits of identity integration across life domains. *Journal of Homosexuality*, 67(8), 1164-1172, doi: 10.1080/00918369.2019.1607683

**Hunter, S. (2005). Concepts, identities, and terms. [Chapter 1] *Midlife and older LGBT adults: Knowledge and affirmative practice for the social services*, (pp. 23-34), Binghamton, NY: Haworth.**

**Drescher, J. (2012). What's in your closet? Chapter 1 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 3-15). Washington, DC: American Psychiatric Publishing.**

**Muñoz, V., Nadal, K., Davidson, J., Perry, J.R., & Singh, A. (2014). *Answers to your questions about transgender people, gender identity, and gender expression* (2<sup>nd</sup> ed). Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/transgender.pdf>.**

**Schneider, M., Bockting, W.O., Ehrbar, R.D., Lawrence, A.A., Rachlin, K.L., & Zucker, K.J. (2006). *Answers to your questions about individuals with intersex conditions*. Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/intersex.pdf>**

**LGBT Concerns Committee, American Psychological Association (APA) (2008). *Answers to your questions for a better understanding of sexual orientation & homosexuality*. Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/orientation.pdf>**

**Webb, A., Matsuno, E., Budge, S., Krishnan, M., & Balsam, K. (n.d. 2017). *Non-binary gender identities*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/non-binary-facts.pdf>**

**Nelson, E.D. (2010). Biological, psychological, and social-psychological perspectives. [Chapter 2] *Gender in Canada* (4th ed.), (pp. 38-69). Toronto: Pearson.**

**Mazur, T., Gardner, M., Cook, A.M., & Sandberg, D.E. (2016). Disorders of sexual development (DSD): Definitions, syndromes, and differentiation from transsexualism Chapter 13 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 222-249). NY: Routledge.**

**Liao, L.-M. (2007). Toward a clinical-psychological approach to address the heterosexual concerns of intersexed women. Chapter 18 In V. Clarke & E. Peel (Eds.). *Out in Psychology: Lesbian, gay, bisexual, trans and queer perspectives* (pp. 391-408) West Sussex, England: Wiley.**

**Zucker, K. (2006). Gender identity and intersexuality. In S.E. Sytsma (Ed.), *Ethics and intersex* (pp. 165-181). The Netherlands: Springer.**

**Liao, L.-M., & Simmonds, M. (2014). A values-driven and evidence-based health care psychology for diverse sexual developments. *Psychology & Sexuality*, 5(1), 83-101.**

**Glicksman, E. (2013, April). Transgender today. *APA Monitor*, 44(4), 36. <http://www.apa.org/monitor/2013/04/transgender.aspx>**

**Mizock, L., Mougianis, E., & Meier, C. (n.d.) *Gender diversity and transgender identity in adolescents*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/transgender-adolescents.pdf>**

- Carabez, R., Pellegrini, M., Mankovitz, A., Eliason, M., & Scott, M. (2015). Does your organization use gender inclusive forms? Nurses' confusion about trans\* terminology. *Journal of Clinical Nursing, 24*, 3306-3317.
- Meier, C., & Harris, J. (n.d.). *Gender diversity and transgender identity in children*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/transgender-children.pdf>
- De Vries, A.L.C., & Cohen-Kettenis, P. T. (2016). Gender dysphoria in children and adolescents. Chapter 11 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 180-209). NY: Routledge.
- Stewart, J. (2017). Academic theory. Chapter 4. In C. Richards W.P. Bouman, & M.-J. Barker (Eds.) *Genderqueer and non-binary genders*, (pp. 53-72). London: Palgrave. DOI 10.1057/978-1-137-51053-2\_4 [https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL\\_WTL/5ob3ju/alma9951256083505162](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/5ob3ju/alma9951256083505162)
- Sanchez, F., & Vilain, E. (2013). Transgender identities: Research and controversies (Chapter 4). In C.J. Patterson & A.R. D'Augelli (Eds.). *Handbook of psychology and sexual orientation*, (pp. 42-54). NY: Oxford University Press.
- Bockting, W., & Coleman, E. (2016). Developmental stages of the transgender coming-out process: Toward an integrated identity. Chapter 8 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 137-158). NY: Routledge
- Alford-Harkey, M., & Haffner, D.W. (2014). *Bisexuality* (pp. 18-21, 25-26) Westport, CT: Religious Institute.
- Ellis, L. (1996). Theories of homosexuality. In R. Savin-Williams and K. Cohen (Eds.), *The lives of lesbians, gays, and bisexuals*. (pp. 11-34). NY: Harcourt-Brace.
- Cohen, K.M., & Savin-Williams, R.C. (2012). Coming out to self and others: Developmental milestones. Chapter 2 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 17-32). Washington, DC: American Psychiatric Publishing.
- Sánchez, F., & Pankey, T. (2017). Essentialist views on sexual orientation and gender identity. Chapter 2 In K.A. DeBord, A. R. Fischer, K.J. Bieschke, & R.M. Perez (Eds). *Handbook of sexual orientation and gender diversity in counseling and psychotherapy* (pp. 51-74). Washington, DC: American Psychological Association.
- Eliason, M.J. & Schope, R. (2007). Shifting sands or solid foundation? Lesbian, gay, bisexual, and transgender identity formation. Chapter 1 in I.H. Meyer & M.E. Northridge (Eds). *The health of sexual minorities: Public health perspectives on lesbian, gay, bisexual, and transgender populations*. (pp. 1-). New York, NY: Springer.
- Savin-Williams, R.C. (2005). Who's gay (Chapter 2) in *The new gay teenager*. Cambridge, MA: Harvard University Press.
- Patterson, C.J. (2013). Sexual orientation and family lives (Chapter 16). In C.J. Patterson & A.R. D'Augelli (Eds.). *Handbook of psychology and sexual orientation*, (pp. 223-236). NY: Oxford University Press.
- Herek, G. M. (2016). The social psychology of sexual prejudice. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (2nd ed., pp. 355–384). New York, NY: Psychology Press.
- Riggle, E. D. B., Whitman, J. S., Olson, A., Rostosky, S. S., & Strong, S. (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology: Research and Practice, 39*(2), 210-217.
- Simoni, J. M., & Walters, K. L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality, 41*(1), 157-172.