

## UMBC UGC New Course Request: PSYC 444: Psychology of Sexual Orientation & Gender Identity

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Proposed Effective Date: 2/1/16

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### COURSE INFORMATION:

Course Number(s)	PSYC 444
Formal Title	Psychology of Sexual Orientation & Gender Identity
Transcript Title (≤30c)	Psyc Sex Orien & Gender Iden
Recommended Course Preparation	n/a
Prerequisite	Completion of PSYC 311 with a C or better OR completion of GWST 210 and PSYC 100 and either GWST 300, PSYC 356, or PSYC 357, all with a C or better.
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input checked="" type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION:

Survey and critique of psychological research in the areas of sexual orientation and gender identity, covering operational definitions/scientific methods, history of sexual orientation and gender in the mental health field, cause theories, developmental issues across the life span, discrimination and violence, and mental health issues.

### RATIONALE FOR NEW COURSE:

- Why is there a need for this course at this time? This course is designed to expand the Psychology Departments 400-level course offerings, and to fulfill a requirement for the Psychology Department's new Diversity and Inclusion Concentration. (An application is also being submitted for this course to be offered as a cross-listing with the Gender and Women's Studies Department, as to be included in the course offerings that meet requirements for the Critical Sexuality Studies Minor).
- How often is the course likely to be taught? At least once per academic year.
- How does this course fit into your department's curriculum? PSYC 444 will meet the 400-level elective requirement for the B.A. and B.S. major options, and will meet a requirement for the Diversity and Inclusion concentration.
- What primary student population will the course serve? PSYC 444 will serve junior and senior psychology majors who seek to get a depth of instruction in a topic that is related to many contemporary controversies and legislative efforts, who need to fulfill their 400-level elective requirement in psychology, and/or who seek to have a well-rounded foundation in diversity-related issues. PSYC 444 will also potentially serve GWST students, SOWK students, and students in other majors with a particular interest in this topic.
- Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? Because there are few textbooks available in the field of psychology and sexual orientation/gender identity, the course readings depend heavily on reading original empirical articles, and challenging theoretical articles. Students will need a solid foundation in evaluating empirical research (PSYC 311) or will need to have prior experience with academic inquiry in the area of sexuality and gender (GWST 210) along with a basic foundation in psychology (PSYC 100), thus the course is less appropriate for a 100-300 level course.

- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). PSYC 311 provides instruction in empirical research methods and evaluation which will give students practice reading and critiquing empirical articles in psychology. PSYC 100 provides a more basic overview of research methods, but GWST 210 provide an additional level of preparation in topics of sexual orientation and gender identity, as well as qualitative and feminist research methods on these topics (which students who have taken only PSYC 311 are unlikely to have been exposed to). The two kinds of preparation are both valuable for the course, and will likely lead to differences in approach between students with the different prerequisites. The first several readings of PSYC 444 are intended to provide necessary background for the students coming from the different backgrounds (e.g., an introduction to terminology and language of sexual orientation for those with only PSYC 311, an introduction to empirical research methods for those with GWST 210/PSYC 100), and to bridge gaps in knowledge. It is expected that the differences in background/prerequisites will lead to animated and fertile discussions of course readings across students from different disciplines while maintaining a high level of academic rigor.
- g) Explain the reasoning behind the P/F or regular grading method. Students will have the option to audit the class or take a pass-fail option, but the course would not count towards the upper-level psychology elective credit unless regular grading is used.
- h) Provide a justification for the repeatability of the course. Not applicable

**ATTACH COURSE OUTLINE (mandatory):**

## **PROPOSED COURSE OUTLINE PSYC 444: Psychology of Sexual Orientation & Gender Identity**

**Proposed Textbook:**

Patterson, C.J., & D’Augelli, A.R. (Eds.) (2013). Handbook of psychology and sexual orientation. New York: Oxford University Press. (Called “Textbook” in Course Schedule below)

In addition, supplemental readings will be assigned, as indicated below

**Proposed Course Schedule:**

The course is proposed to meet face-to-face two times weekly, for 75-minute class periods. Dates listed are for Spring 2016.

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
1/26 (Tue)	Syllabus, Introduction, Etiquette/ Language Overview	
1/28 (Thu)	Unit 1: Research Methods	<p><u>Blackboard reading:</u> An “orientation” to the terminology of sexual orientations and gender identities (course dictionary &amp; links)</p> <p><u>Blackboard reading:</u> Arao, B. &amp; Clemens, C. (2013). From brave spaces to safe spaces: A new way to frame dialogue around diversity and social justice. In: L. M. Landreman (Ed.), <i>The Art of effective facilitation: Reflections from social justice educators</i> (pp. 135-150). Sterling, VA: Stylus Publishing, LLC.</p>
2/2 (Tue)		<p><u>Blackboard reading:</u> Murphy, J. (2015). Operational definitions, research sampling, and sexual orientation. (unpublished)</p> <p><u>Blackboard reading:</u> Sullivan, G. &amp; Losberg, W. (2003). A study of sampling in research in the field of lesbian and gay studies. <i>Journal of Lesbian and Gay Social Services</i>, 15(1-2), 147-162.</p> <p><u>Textbook reading:</u> Ch 6 (Demographic perspectives on sexual orientation)</p>

2/4 (Thu)	Unit 2: Sexual & Gender Identities	<p><u>Blackboard reading:</u> Nagoshi, J.L., Nagoshi, C.T., Terrell, H.K., &amp; Brzuzy, S. (2014). The complex negotiations of gender roles, gender identity, and sexual orientation among heterosexual, gay/lesbian, and transgender individuals. <i>Journal of Ethnographic and Qualitative Research</i>, 8, 205-221.</p> <p><u>Textbook reading:</u> Ch 1 (Concepts of female sexual orientation)</p>
2/9 (Tue)		<p><u>Blackboard reading:</u> Moreira, A.D., Halkitis, P.N., &amp; Kapadia, F. (2015). Sexual identity development of a new generation of emerging adult men: The P18 cohort study. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 2(2), 159-167.</p> <p><u>Textbook reading:</u> Ch 3 (Bisexual identities)</p>
2/11 (Thu)		<p><u>Textbook reading:</u> Ch 4 (Transgender identities: Research and controversies)</p> <p><u>Blackboard reading:</u> Hinderliter, A. (2013). How is asexuality different from hypoactive sexual desire disorder? <i>Psychology &amp; Sexuality</i>, 4(2), 167-178.</p>
2/16 (Tue)		<p><u>Writing in Class &amp; Article Review Paper:</u> Importance of audience in writing assignments for the semester, review of rubric for Article Review Paper, team discussion of topic ideas, grading practice</p>
2/18 (Thu)		<p><u>Textbook reading:</u> Ch 20 (Race and ethnicity among lesbian, gay, and bisexual communities)</p> <p><u>Blackboard reading:</u> Jaspal, R. (2012). 'I never faced up to being gay': Sexual, religious, and ethnic identities among British Indian and British Pakistani gay men. <i>Culture, Health, &amp; Sexuality</i>, 14(7), 767-780.</p>
2/23 (Tue)	Unit 2: Cause, Pathologizing, and Change in Sexual Orientation	<p><u>Blackboard reading:</u> Overby, L.M. (2014). Etiology and attitudes: Beliefs about the origins of homosexuality and their implications for public policy. <i>Journal of Homosexuality</i>, 61(4), 568-587.</p> <p><u>Blackboard reading:</u> Vsn Gelder, L. (1991). The "born that way" trap. <i>Ms. Magazine</i>, 86-87.</p>
2/25 (Thu)		<p><u>Blackboard reading:</u> De Block, A., &amp; Adriaens, P.R. (2013). Pathologizing sexual deviance: A history. <i>Journal of Sex Research</i>, 15(3-4), 276-298.</p> <p><u>Blackboard reading:</u> Davy, Z. (2015). The DSM-5 and the politics of diagnosing transpeople. <i>Archives of Sexual Behavior</i>, 44(5), 1165-1176.</p> <p><u>Textbook reading:</u> Ch 5 (Biological foundations of sexual orientation)</p>
3/1 (Tue)		<p><u>Blackboard reading:</u> Martin, K.A. (2009). Normalizing heterosexuality: Mothers' assumptions, talk, and strategies with young children. <i>American Sociological Review</i>, 74(2), 190-207.</p> <p><u>Blackboard reading:</u> Grace, A.P. (2008). The charisma and deception of reparative therapies: When medical science beds religion. <i>Journal of Homosexuality</i>, 55(4), 545-580.</p>
3/3 (Thu)		<p><u>Blackboard reading:</u> Spitzer, R.L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. <i>Archives of Sexual Behavior</i>, 32(5), 403-417.</p> <p><u>Blackboard reading:</u> Spitzer, R.L. (2003). Reply: Study results should not be dismissed and justify further research on the efficacy of sexual reorientation therapy. <i>Archives of Sexual Behavior</i>, 32(5), 469-472.</p>

3/8 (Tue)		<p><u>Blackboard reading</u>: Drescher, J. (2015). Can sexual orientation be changed? <i>Journal of Gay &amp; Lesbian Mental Health</i>, 19(1), 84-93.</p> <p><u>Blackboard reading</u>: Spitzer, R.L. (2012). Spitzer reassesses his 2003 study of reparative therapy of homosexuality. <i>Archives of Sexual Behavior</i>, 41(4), 757.</p>
3/10 (Thu)		<p><u>Blackboard reading</u>: Bradley, S.J., &amp; Zucker, K.J. (1997). Gender identity disorder: A review of the past 10 years. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 36(7), 872-880.</p> <p><u>Blackboard reading</u>: Pickstone-Taylor, S.D. (2003). Children with gender nonconformity. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 42(3), 266.</p> <p><u>Blackboard reading</u>: Bradley, S.J., &amp; Zuker, K.J. (2003). Drs. Bradley and Zucker reply. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 42(3), 266-268.</p> <p><u>Blackboard reading</u>: Istar Lev, A. (2013). Gender dysphoria: Two steps forward, one step back. <i>Clinical Social Work Journal</i>, 41, 288-296.</p>
3/15 & 3/17 SPRING BREAK		
3/22 (Tue)		<p><u>Blackboard reading</u>: Flentje, A., Heck, N.C., &amp; Cochran, B.N. (2014). Experiences of ex-gay individuals in sexual reorientation therapy: Reasons for seeking treatment, perceived helpfulness and harmfulness of treatment, and post-treatment identification. <i>Journal of Homosexuality</i>, 61(9), 1242-1268.</p> <p><u>Blackboard reading</u>: Dickinson, T., Cook, M., Playle, J., &amp; Hallett, C. (2012). 'Queer' treatments: Giving a voice to former patients who received treatments for their 'sexual deviations.' <i>Journal of Clinical Nursing</i>, 21, 1345-1354.</p>
3/24 (Thu)		<u>Article Review Paper</u> : Peer review & feedback on draft of Article Review Paper Part 1 submission.
3/29 (Tue)	Unit 4: Lifespan Development and Sexual Orientation	<p><u>Textbook reading</u>: Ch 7 (The sexual identity development and health of lesbian, gay, and bisexual adolescents: An ecological perspective)</p> <p><u>Textbook reading</u>: Ch 8 (Emergent adulthood in lesbian and gay lives: Individual development, life course, and social change)</p>
3/31 (Thu)		<p><u>Textbook reading</u>: Ch 12 (Same-sex romantic relationships)</p> <p><u>Blackboard reading</u>: Riggs, D.W., von Doussa, H., &amp; Power, J. (2015). The family and romantic relationships of trans and gender diverse Australians: An exploratory survey. <i>Sexual and Relationship Therapy</i>, 30(2), 243-255.</p>
4/5 (Tue)		<p><u>Textbook reading</u>: Ch 16 (Sexual orientation and family lives)</p> <p><u>Blackboard reading</u>: Fulcher, M., Sutfin, E.L., Chan, R.W., Scheib, J.E., &amp; Patterson, C.J. (2006). Lesbian mothers and their children: Findings from the contemporary families study. In: A.M. Omoto &amp; H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 281-299). Washington, D.C.: American Psychological Association.</p>
4/7 (Thu)		<p><u>Textbook reading</u>: Ch 9 (Sexual orientation, middle adulthood, and narratives of transition and change)</p> <p><u>Textbook reading</u>: Ch 10 (Sexual orientation and aging in Western society)</p>

4/12 (Tue)	Unit 5: Discrimination & Violence	<u>Textbook reading:</u> Ch 17 (Attitudes about sexual orientation)  <u>Textbook reading:</u> Ch 19 (Sexual orientation, victimization, and hate crimes)
4/14 (Thu)		<u>Blackboard reading:</u> Rabelo, V.C., & Cortina, L.M. (2014). Two sides of the same coin: Gender harassment and heterosexist harassment in LGBQ work lives. <i>Law and Human Behavior</i> , 38(4), 378-391.  <u>Blackboard reading:</u> Meyer, D. (2010). Evaluating the severity of hate-motivated violence: intersectional differences among LGBT hate crime victims. <i>Sociology</i> , 44(5), 980-995.
4/19 (Tue)		<u>Blackboard reading:</u> Edwards, K.M., Sylaska, K.M., Barry, J.E., Moynihan, M.M., Banyard, V.L., Cohn, E.S..... Ward, S.K. (2015). Physical dating violence, sexual violence, and unwanted pursuit victimization: A comparison of incidence rates among sexual-minority and heterosexual college students. <i>Journal of Interpersonal Violence</i> , 30(4), 580-600.
4/21 (Thu)	Unit 6: Physical & Mental Health	<u>Blackboard reading:</u> Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J.... Zucker, K. (2011). Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. <i>International Journal of Transgenderism</i> , 13, 165-232. (excerpt).  <u>Blackboard reading:</u> Davey, A., Bouman, W.P., Arcelus, J., & Meyer, C. (2014). Social support and psychological well-being in gender dysphoria: A comparison of patients with matched controls. <i>Journal of Sexual Medicine</i> , 11(12), 2976-2985.
4/26 (Tue)		<u>Textbook reading:</u> Ch 13 (Lesbian & bisexual women's physical health)  <u>Textbook reading:</u> Ch 14 (Gay men's health and the theory of cultural resilience)
4/28 (Thu)		<u>Textbook reading:</u> Ch 15 (Sexual orientation and mental health)  <u>Blackboard reading:</u> Safren, S.A., & Pantalone, D.W. (2006). Social anxiety and barriers to resilience among lesbian, gay, and bisexual adolescents. In: A.M. Omoto & H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 55-72). Washington, D.C.: American Psychological Association.
5/3 (Tue)		<u>Blackboard reading:</u> Cochran, S.D., & Mays, V.M. (2006). Estimating prevalence of mental and substance-using disorders among lesbians and gay men from existing national health data. In: A.M. Omoto & H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 143-166). Washington, D.C.: American Psychological Association.  <u>Blackboard reading:</u> Skagerberg, E., Parkinson, R., & Carmichael, P. (2013). Self-harming thoughts and behaviors in a group of children and adolescents with gender dysphoria. <i>International Journal of Transgenderism</i> , 14(2), 86-92.
5/5 (Thu)		<u>Blackboard reading:</u> American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. <i>American Psychologist</i> , 67(1), 10-42.  <u>Blackboard reading:</u> Shelton, K., & Delgado-Romero, E.A. (2013). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. <i>Psychology of Sexual Orientation and Gender Diversity</i> , 1(S), 59-70.
5/10 (Tue)	Intersection of Science & Politics	

### Assessment of Knowledge & Skills:

Course grades will include:

- Reading Quizzes: the quizzes cover assigned readings, and are taken on-line (with open book/article) prior to the class in which we will work with that topic.
- Attendance, participation & teamwork: the course will be taught using a modified team-based learning format (no in-class quizzes, as would be part of traditional team-based learning). Students will be held accountable for participation and the in-class work products of their teams.
- Writing assignments: the course will be submitted for consideration as a Writing Intensive-designated course (to meet GEP WI requirements). Writing assignments will be completed throughout the semester, with class time provided to discuss the writing process and assignments. Grading rubrics will be provided in advance for every assignment, and student feedback includes the students' performance on each aspect of the rubric as well as comments within the documents on writing components, style, and effectiveness.

Assignments will include the following:

- ❖ *Movie review* (approximately 3 pages): Students will complete an academic review of an assigned movie, linking the topics portrayed in the movie to the course.
- ❖ *Campus & community resources paper* (approximately 3 pages): Students will identify and review either a campus resource or a local community resource that addresses a problem or need identified in the course materials.
- ❖ *Blog post on an empirical article* (approximately 2 pages): In lay language, students will summarize a recently published empirical article of their choice on a topic related to sexual orientation/gender identity. The goal of this "paper"/blog post is to translate scientific information into lay language for the consumption/education of the public on new issues in sexual orientation/gender identity science. Students will receive editing feedback, and will have the opportunity to re-write/re-visit their papers for resubmission. The strongest papers will be posted on a publically available course blog.
- ❖ *Article review paper* (final is approximately 10 pages): Students will choose a topic/theme, and then review the current state of the empirical research on that topic, covering at least 4 empirical articles. Drafts of portions of the paper will be completed throughout the semester, with instructor feedback, with the opportunity to re-write those portions prior to submission as part of the final Article Review Paper.