

PSYC 104H: Sexual Identity and Society

University of California, Santa Cruz - Summer Session 1, 2022

<p>Instructor Dan Copulsky he/they dcopulsk@ucsc.edu</p>	<p>Office Hours Social Sciences 2, room 206 In-person hours TBD Or by appointment over Zoom</p>
<p>Class Meetings Tuesdays & Thursdays, 1 pm – 4:30 pm Natural Science Annex, Room 103 <i>Graded Attendance</i></p>	<p>Film Screenings Fridays, 2 pm – 4 pm Location TBD <i>Optional Attendance – See Description</i></p>

Course Description

Addresses sexual and gender identity diversity in social, historical, and political context. Highlights current social justice issues and cultural ideologies related to sexual and gender identity diversity. Discusses social and scientific activism for sexual liberation; gay and lesbian identities and communities; sexuality beyond binaries and categories (e.g., bisexuality, pansexuality); asexuality; kink/fetish; transgender identities and sexualities; sexual fluidity and heteroflexibility; and queer sexual ethics and politics.

- 5-Credit Upper-Division Course in Social Psychology
- Required Prerequisite: PSYC 100 (or permission from the instructor)
- General Education Code: TA (Textual Analysis)

Learning Objectives

- Understand the ways that sexual identities are diverse, multi-faceted, fluid, and shaped by intersections with other parts of our experiences.
- Identify the ways that social forces (like media and laws) and historical context can both liberate and regulate sexual identity.
- Develop higher order reading skills, learning to read closely and attentively, to pay attention to detail, and to grasp the larger arguments and fuller implications of the texts.
- Practice ability to think independently, to understand and analyze the ideas of others, and to make a persuasive argument.
- Demonstrate critical thinking and interpretive skills, learning to think rigorously and analytically as well as imaginatively and creatively about written texts.
- Integrate course concepts and connect them to the personal experiences of students and people you know.
- Recognize that both research psychology and clinical psychology fields have real implications for the well-being of individuals and society.

Graded Coursework

Item	Number	Each	Total
Attendance	10 classes	1%	10%
Participation	10 classes	1%	10%
Reading Quizzes	9 quizzes	3%	27%
Films	4 screenings/quizzes	3%	12%
Short Papers	5 papers	7%	35%
Final Presentation	1 presentation	6%	6%
Total			100%

Final Grades

Percentage	Letter Grade	P/NP Grade
Over 97.0%	A+	Pass
93.0% – 96.9%	A	Pass
90.0% – 92.9%	A-	Pass
87.0% – 89.9%	B+	Pass
83.0% – 86.9%	B	Pass
80.0% – 82.9%	B-	Pass
77.0% – 79.9%	C+	Pass
73.0% – 76.9%	C	Pass
70.0% – 72.9%	C-	Pass
67.0% – 69.9%	D+	No Pass
63.0% – 66.9%	D	No Pass
60.0% – 62.9%	D-	No Pass
Under 59.9%	F	No Pass

Coursework

<p style="text-align: center;">Attendance (10%)</p> <p>Because we only meet ten times, it's important to attend every class you can. Absences will be excused for sickness or emergencies. Please don't come to class if you're sick! Please email me as soon as possible if you won't be in class.</p>	<p style="text-align: center;">Participation (10%)</p> <p>Participation in class activities and discussions is also an important part of this class. If you miss class, you'll be able to make-up participation by watching the Lecture Capture recording and doing additional work on your own to show your engagement with the course material.</p>
<p style="text-align: center;">Readings (see right)</p> <p>Please complete the assigned readings before each class. Daily readings are a foundation for the lecture material and discussions in our class meetings. Please see the Course Schedule and Reading Details for more information about the readings. Our readings focus on academic journal articles, and all readings are posted to Canvas.</p>	<p style="text-align: center;">Reading Quizzes (27%)</p> <p>Reading quizzes are due at noon on class days, so I have a chance to review the results and you have a chance to take a break before our 1 pm class. These quizzes are designed to check that you read the articles attentively and give you credit for doing this work. My intent with quiz questions is not to be tricky. Reading quizzes are open book and should be completed independently. By taking the reading quiz, you are also affirming that you have completed the readings. You can take 3 attempts at each quiz.</p>
<p style="text-align: center;">Films (12%)</p> <p>You can earn credit for the films by either attending the weekly screening with the class or by watching the film on your own and completing the film quiz. If you watch on your own, please view the film before our Tuesday class meeting, when we'll talk about it. Please see the Course Schedule and Film Details for more information about the films, including where you can watch them. If you are unable to join a film screening and cost is a barrier to accessing the films, please let me know. If you have concerns about film content, please also let me know.</p>	<p style="text-align: center;">Film Quizzes (see left)</p> <p>Film quizzes are designed to check that you watched the film and give you credit for doing this work. My intent with quiz questions is not to be tricky. Film quizzes are open note and should be completed independently. By taking the film quiz, you are also affirming that you have watched the film. You can take 3 attempts at each quiz.</p>

<p style="text-align: center;">Short Papers (35%)</p> <p>One short paper is assigned each week. Each paper will be about 2 pages long. Topics are listed below, and more details about each paper assignment will be provided on an assignment sheet and reviewed in class. Papers should be your own original work, created for this class. Papers are due at 5pm on Fridays. *This deadline is automatically extended until 9am the following Monday morning for the first 4 papers.</p>	<p style="text-align: center;">Final Presentation (6%)</p> <p>During our last class session, students will give a 3- to 5-minute presentation of their 5th paper, which will be a Creative Project. More details about this presentation will be provided on an assignment sheet and reviewed in class.</p>
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Week	Short Paper Topics
1	Why Are You Taking This Class?
2	Textual Analysis Memo
3	Personal Narrative
4	Research or Policy Proposal
5	Creative Project

Course Policies

Late Work

Five weeks goes fast, and I encourage you to stay on top of your assignments. If you need more time on something, please let me know. If you're falling more than a week behind on anything, plan to have a conversation with me. Because grades are due on a tight timeline, also plan to have a conversation with me if you're falling behind on any work for the last week of class.

Incompletes

An "[Incomplete](#)" is a way to take extra time beyond the end of a term to complete the assigned work for a course. Taking an incomplete in the class will only be an option if you are earning a passing grade based on the first 4 weeks of material by the end of week 5 (Friday, July 22).

Accommodations

If there are things I can do to help you thrive in this class, I'd love to discuss this with you. If you have accommodations from the [Disability Resource Center](#) that would benefit you in this class, please confirm that I've received your DRC letter.

Course Schedule

Week 1	
Tuesday, June 21 - Introduction	
<i>Nothing to do before our first class!</i>	Attend: <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Thursday, June 23 - Straight and Gay Identities	
Before class... Read: <ul style="list-style-type: none"> • Reynolds, 2015 (19 pages) • Young & Meyers, 2005 (6 pages) Take: <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> 	Attend: <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Friday, June 24	
Turn in: <ul style="list-style-type: none"> • Short Paper 1 <u>by 5 pm*</u> <i>Why Are You Taking This Class?</i> 	<u>Film 1 Option 1-</u> Attend: <ul style="list-style-type: none"> • Film screening, 2 pm – 4 pm <i>But I'm a Cheerleader! (1999)</i>

Week 2	
Tuesday, June 28 - Bi and Pansexual Identities	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Flanders et al., 2017 (20 pages) • Galupo et al., 2014 (25 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> <p><u>Film 1 Option 2-</u></p> <p>Watch:</p> <ul style="list-style-type: none"> • <i>But I'm a Cheerleader!</i> (1999) <p>Take:</p> <ul style="list-style-type: none"> • Film Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Thursday, June 30 - Asexual Identities	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Winer et al., 2022 (23 pages) • Cowan & LeBlanc, 2018 (13 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Friday, July 1	
<p>Turn in:</p> <ul style="list-style-type: none"> • Short Paper 2 <u>by 5 pm*</u> <i>Textual Analysis Memo</i> 	<p><u>Film 2 Option 1-</u></p> <p>Attend:</p> <ul style="list-style-type: none"> • Film screening, 2 pm – 4 pm <i>Disclosure (2020)</i>

Week 3	
Tuesday, July 5 - Trans and Nonbinary Identities	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Zimman, 2009 (28 pages) • Barsigian et al., 2020 (18 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> <p><u>Film 2 Option 2-</u></p> <p>Watch:</p> <ul style="list-style-type: none"> • <i>Disclosure (2020)</i> <p>Take:</p> <ul style="list-style-type: none"> • Film Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Thursday, July 7 - Sex Research	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Macapagal et al., 2017 (17 pages) • Greaves et al., 2017 (12 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm <i>Guest presenter: Sam Hughes, Qualitative Methods and the Origins of BDSM, 3:45 – 4:30 pm</i>
Friday, July 8	
<p>Turn in:</p> <ul style="list-style-type: none"> • Short Paper 3 <u>by 5 pm*</u> <i>Personal Narrative</i> 	<p><u>Film 3 Option 1-</u></p> <p>Attend:</p> <ul style="list-style-type: none"> • Film screening, 2 pm – 4 pm <i>Kinsey (2004)</i>

Week 4	
Tuesday, July 12 - Kink/BDSM Identities	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Hughes & Hammack, 2019 (21 pages) • Simula, 2012 (24 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> <p><u>Film 3 Option 2-</u></p> <p>Watch:</p> <ul style="list-style-type: none"> • <i>Kinsey (2004)</i> <p>Take:</p> <ul style="list-style-type: none"> • Film Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm
Thursday, July 14 - Nonmonogamous Identities	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Barker, 2005 (15 pages) • Klesse, 2014 (19 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm • <i>Guest presentation: Center for Positive Sexuality, 1:15 – 2:00 pm</i>
Friday, July 15	
<p>Turn in:</p> <ul style="list-style-type: none"> • Short Paper 4 <u>by 5 pm*</u> <li style="padding-left: 20px;"><i>Research or Policy Proposal</i> 	<p><u>Film 4 Option 1-</u></p> <p>Attend:</p> <ul style="list-style-type: none"> • Film screening, 2 pm – 4 pm <li style="padding-left: 20px;"><i>Shortbus (2006)</i>

Week 5	
Tuesday, July 19 - Sex Work and Clinical Work	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Sprankle et al., 2018 (8 pages) • Iman et al., 2009 (51 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> <p><u>Film 4 Option 2-</u></p> <p>Watch:</p> <ul style="list-style-type: none"> • <i>Shortbus</i> (2006) <p>Take:</p> <ul style="list-style-type: none"> • Film Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm <i>Guest presenter: Professor Sarah Burnette Hemphill, psychotherapist and licensed clinical social work, 1:00 – 4:00 pm</i>
Thursday, July 21 - Beyond Identity	
<p>Before class...</p> <p>Read:</p> <ul style="list-style-type: none"> • Hammack et al., 2019 (38 pages) • Iantaffi et al., 2018 (24 pages) <p>Take:</p> <ul style="list-style-type: none"> • Reading Quiz <u>by noon</u> 	<p>Attend:</p> <ul style="list-style-type: none"> • Class, 1 pm – 4:30 pm <p>Present:</p> <ul style="list-style-type: none"> • 3- to 5-minutes on Creative Project
Friday, July 22	
<p>Turn in:</p> <ul style="list-style-type: none"> • Short Paper 5 <u>by 5 pm</u> <i>Creative Project</i> 	

Film Details

<p>Film 1: <i>But I'm a Cheerleader!</i></p> <ul style="list-style-type: none"> • 1999, director Jamie Babbit • Satirical romantic teen comedy • Free Streaming or VHS at Library 	<p>Film 2: <i>Disclosure: Trans Lives on Screen</i></p> <ul style="list-style-type: none"> • 2020, director Sam Feder • Documentary • Netflix, \$10 for 1 month membership
<p>Film 3: <i>Kinsey</i></p> <ul style="list-style-type: none"> • 2004, director Bill Condon • Biographical drama • \$4 on Amazon, YouTube, and more • DVD at Library 	<p>Film 4: <i>Shortbus</i></p> <ul style="list-style-type: none"> • 2006, director John Cameron Mitchell • Erotic comedy-drama • \$4 on Google Play or Vudu • DVD at Library

Reading Details

Week 1

- Reynolds, C. (2015). "I am super straight and I prefer you be too": Constructions of heterosexual masculinity in online personal ads for "straight" men seeking sex with men. *Journal of Communication Inquiry*, 39(3), 213-231. <https://doi.org/10.1177/0196859915575736>
- Young, R. M., & Meyer, I. H. (2005). The trouble with "MSM" and "WSW": Erasure of the sexual-minority person in public health discourse. *American Journal of Public Health*, 95(7), 1144–1149. <https://doi.org/10.2105/AJPH.2004.046714>

Week 2

- Flanders, C. E., LeBreton, M. E., Robinson, M., Bian, J., & Caravaca-Morera, J. A. (2017). Defining bisexuality: Young bisexual and pansexual people's voices. *Journal of Bisexuality*, 17(1), 39–57. <https://doi.org/10.1080/15299716.2016.1227016>
- Galupo, M. P., Davis, K. S., Gryniewicz, A. L., & Mitchell, R. C. (2014). Conceptualization of sexual orientation identity among sexual minorities: Patterns across sexual and gender identity. *Journal of Bisexuality*, 14(3–4), 433–456. <https://doi.org/10.1080/15299716.2014.933466>
- Winer, C., Carroll, M., Yang, Y., Linder, K., & Miles, B. (2022). "I didn't know ace was a thing": Bisexuality and pansexuality as identity pathways in asexual identity formation. *Sexualities*, 136346072210854. <https://doi.org/10.1177/13634607221085485>
- Cowan, T., & LeBlanc, A. (2018). Feelings under dynamic description: The asexual spectrum and new ways of being. *Journal of Theoretical and Philosophical Psychology*, 38(1), 29–41. <https://doi.org/10.1037/teo0000076>

Week 3

- Zimman, L. (2009). 'Other kind of coming out': Transgender people and the coming out narrative genre. *Gender and Language*, 3(1), 53–80. <https://doi.org/10.1558/genl.v3i1.53>
- Barsigian, L. L., Hammack, P. L., Morrow, Q. J., Wilson, B. D. M., & Russell, S. T. (2020). Narratives of gender, sexuality, and community in three generations of genderqueer sexual minorities. *Psychology of Sexual Orientation and Gender Diversity*, 7(3), 276–292. <https://doi.org/10.1037/sgd0000384>
- Macapagal, K., Coventry, R., Arbeit, M. R., Fisher, C. B., & Mustanski, B. (2017). “I won’t out myself just to do a survey”: Sexual and gender minority adolescents’ perspectives on the risks and benefits of sex research. *Archives of Sexual Behavior*, 46(5), 1393–1409. <https://doi.org/10.1007/s10508-016-0784-5>
- Greaves, L. M., Barlow, F. K., Lee, C. H. J., Matika, C. M., Wang, W., Lindsay, C.-J., Case, C. J. B., Sengupta, N. K., Huang, Y., Cowie, L. J., Stronge, S., Storey, M., De Souza, L., Manuela, S., Hammond, M. D., Milojev, P., Townrow, C. S., Muriwai, E., Satherley, N., ... Sibley, C. G. (2017). The diversity and prevalence of sexual orientation self-labels in a New Zealand national sample. *Archives of Sexual Behavior*, 46(5), 1325–1336. <https://doi.org/10.1007/s10508-016-0857-5>

Week 4

- Hughes, S. D., & Hammack, P. L. (2019). Affirmation, compartmentalization, and isolation: Narratives of identity sentiment among kinky people. *Psychology & Sexuality*, 10(2), 149–168. <https://doi.org/10.1080/19419899.2019.1575896>
- Simula, B. L. (2012). Does bisexuality ‘undo’ gender? Gender, sexuality, and bisexual behavior among BDSM participants. *Journal of Bisexuality*, 12(4), 484–506. <https://doi.org/10.1080/15299716.2012.729430>
- Barker, M. (2005). This is my partner, and this is my ... partner’s partner: Constructing a polyamorous identity in a monogamous world. *Journal of Constructivist Psychology*, 18(1), 75–88. <https://doi.org/10.1080/10720530590523107>
- Klesse, C. (2014). Polyamory: Intimate practice, identity or sexual orientation? *Sexualities*, 17(1–2), 81–99. <https://doi.org/10.1177/1363460713511096>

Week 5

- Iman, J., Fullwood, C., Paz, N., Daphne, W., & Hassan, S. (2009). Girls do what they have to do to survive: Illuminating methods used by girls in the sex trade and street economy to fight back and heal: A participatory research study of resilience and resistance. *Young Women’s Empowerment Project*. <https://ywepchicago.files.wordpress.com/2011/06/girls-do-what-they-have-to-do-to-survive-a-study-of-resilience-and-resistance.pdf>
- Sprankle, E., Bloomquist, K., Butcher, C., Gleason, N., & Schaefer, Z. (2018). The role of sex work stigma in victim blaming and empathy of sexual assault survivors. *Sexuality Research and Social Policy*, 15(3), 242–248. <https://doi.org/10.1007/s13178-017-0282-0>
- Hammack, P. L., Frost, D. M., & Hughes, S. D. (2019). Queer intimacies: A new paradigm for the study of relationship diversity. *The Journal of Sex Research*, 56(4–5), 556–592. <https://doi.org/10.1080/00224499.2018.1531281>
- Iantaffi A & Barker M-J (words), Scheele J (illustrations), & van Anders SM (ideas), 2018. *Mapping your sexuality: From sexual orientation to sexual configurations theory*. <https://www.queensu.ca/psychology/van-anders-lab/SCTzine.pdf>