

PSYC 140H: SEXUAL IDENTITY AND SOCIETY

Department of Psychology, UC Santa Cruz
Summer 2024, Session 2

General Course Information

Class Meetings

July 29 – August 30 | Tuesday and Thursdays, 1:00 – 4:30 PM | Crown Classroom 208

Instructor

Logan L. Barsigian | Pronouns: they/them | lbarsigi@ucsc.edu

Office Hours

Day/time: Wednesdays, 1:00 – 2:00 PM (or by appointment)
Location: [Social Sciences 2](#), Room 201 or Zoom (link provided in Canvas)

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.

Course Learning Outcomes

After completing this course, students should be able to:

- 1) Demonstrate an understanding of diverse sexual and gender identities in the contemporary US
- 2) Analyze and interpret psychological research regarding sexual and gender diversity, and apply these interpretations to contemporary social issues
- 3) Articulate and critique the role of psychology and related disciplines in shaping personal, community, and societal understandings of sexual and gender diversity

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- 4) Apply psychological research on sexual and gender diversity to lived experience in personal, familial, and community contexts
- 5) Apply course learning to a contemporary social justice issue regarding sexual and/or gender diversity

Required Materials

All course readings will be provided on Canvas. Be sure to check the Module for each course meeting ahead of time to access the linked readings.

Assignments & Grading

<p>Reading Annotations: 17% <i>Due: 12pm Tuesdays and Thursdays (one hour before class)</i></p>	<p>In-class Engagement: 23% <i>Due: during each class meeting</i> (Attendance: 5%; Participation: 18%)</p>
<p>Reflection Papers: 20% <i>Due: Monday, August 5th at 12pm (Paper 1) and Monday, August 19th at 12pm (Paper 2)</i> Length: 1-2 pages each</p>	<p>Research Project: 40%</p> <ul style="list-style-type: none"> 1) Annotated Bibliography (10%) <i>Due: Monday, August 12 at 11:59pm</i> Length: 2-3 pages 2) Research Proposal Paper (25%) <i>Due: Tuesday, August 27 at 11:59pm</i> Length: 5-7 pages (excluding references) 3) Mini Presentation (5%) <i>Due: Thursday, August 29th (during class)</i> Length: 3 minutes

Assignment Descriptions

Reading Annotations: 17%

Due: 12pm Tuesdays and Thursdays (one hour before class)

You will have several assigned readings to complete before each class meeting. As you read, complete at least one annotation on each reading in Hypothesis. The annotation should show substantial, thoughtful engagement with the reading. This could take the form of a question about a key aspect of the reading, making a connection with lecture content or another reading in this class, and/or responding to a classmate's annotation. Your annotation should be approximately one paragraph long (about 4-5 sentences).

Note: Each reading annotation assignment is worth 1 point. There are 19 readings and your lowest 2 grades will be dropped, for a total of 17 points for the full course.

In-class Engagement: 23%

Due: during each class meeting

(Attendance: 5%; Participation: 18%)

Your learning in this course relies heavily on your engagement during class meetings, including during lectures and group activities. You will receive .5 attendance points for each class meeting you attend, but the majority of your engagement grade will be from participation, including during group activities that will be assigned during class.

Note: Participation is worth 2 points per class meeting and your lowest participation grade will be dropped, for a total of 18 points for the full course. This does NOT apply to attendance points. Please let me know as soon as possible if you need to miss class. Absences may be excused in case of illness or emergencies.

Reflection Papers: 20%

Due: Monday, August 5th at 12pm (Paper 1) and Monday, August 19th at 12pm (Paper 2)

Length: 1-2 pages each (double-spaced, 12-pt Times New Roman, APA style)

The goal of these brief reflection papers is to integrate your learning across multiple aspects of the course and connect that learning with your knowledge from outside the course. For each paper, you should integrate two components from the course (e.g., readings, lecture, in-class activities) and one component from outside the course (e.g., a previous course you've taken, a news article, or something from your personal experience). The focus of the paper may be applying course knowledge to something outside the course, or vice-versa. However, the paper must demonstrate an understanding of key concepts from the course material.

Research Project: 40%

(see breakdown and due dates below)

Psychology and related disciplines (such as psychiatry) have played a major role in shaping public understandings of sexual and gender diversity throughout the past century. A key goal in this course is to learn about how psychology has approached sexual and gender diversity in the past and present, so that you can better understand how psychology can better serve sexually and gender diverse people and communities in the future. Thus, the purpose of this Research Proposal assignment is to help you deepen your knowledge on a key course topic, continue practicing your skills at analyzing and interpreting psychological research, and apply both to solving real-world social justice issues regarding sexual and gender diversity.

Note: Your final paper will only propose this potential study; you do not need to carry it out. It may be helpful to review your notes from PSYC 100 regarding research design and the structure of research papers. I will also briefly review APA style and the structure of research papers in class.

1) Annotated Bibliography: 10%

Due: Monday, August 12 at 11:59pm

Length: 2-3 pages (double-spaced, 12-pt Times New Roman, APA style)

The Annotated Bibliography assignment is designed to help you clarify your ideas for the Research Proposal, including the general topic, the articles from the course you will use, and at least two additional articles that you have found that relate to your topic. More detailed instructions for this assignment can be found on Canvas, and we will also review them in class.

2) Research Proposal Paper: 25%

Due: Tuesday, August 27 at 11:59pm

Length: 5-7 pages, excluding references (double-spaced, 12-pt Times New Roman, APA style; no title page needed)

Your research proposal paper will build on your annotated bibliography. It should provide a concise introduction to your chosen topic and related social justice issue, review several related articles, and propose a psychology research study to help address the social justice issue. We will go over paper requirements in more detail during class.

3) Mini Research Presentation: 5%

Due: Thursday, August 29th during class

Length: 3 minutes

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During our final class meeting, each student will give a brief presentation describing their proposed research project. This should be done in non-academic language, as though you were explaining to members of the public why your proposed project is important. However, it should still follow a clear structure and cover the main points outlined in your written proposal. Presentations will be grouped together based on topic, but each student will give their presentation (and be graded) individually.

Final Grade Calculation

Percentage	Letter Grade	P/NP Grade
97.0% or higher	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
59.9% or lower	F	No Pass

Course Schedule (subject to change)

Date	Topics	To-Do List	Due
Week 1			
Tues, July 30	Introduction	Just attend class!	N/A
Thurs, Aug 1	Sexual Science, Sexual Identity, and Intersectionality <i>Last Day to Add/Swap Courses</i>	Reading annotations	12pm
Week 2			
<i>Mon, Aug 5</i>	<i>Last day to drop class (with tuition reversal)</i>	Reflection Paper 1	12pm
Tues, Aug 6	Gay and Lesbian identities	Reading annotations	12pm
Thurs, Aug 8	Bisexual and Pansexual identities	Reading annotations	12pm
Week 3			
Mon, Aug 12		Annotated Bibliography	11:59pm
Tues, Aug 13	Queer Identity, Sexual Fluidity & Mostly Straight/Gay Identities	Reading annotations	12pm
Thurs, Aug 15	Trans and non-binary identities and sexualities	Reading annotations	12pm
Week 4			
<i>Sun, Aug 18</i>	<i>Last day to request "W" grade (no tuition reversal)</i>		
Mon, Aug 19		Reflection Paper 2	12pm

Tues, Aug 20	Polyamory, Non-Monogamy, and Kink/BDSM	Reading annotations	12pm
Thurs, Aug 22	Asexual Spectrum Identities & Kink/BDSM (continued) <i>Guest Lecture: Daniel Copulsky</i>	Reading annotations	12pm
Week 5			
Tues, Aug 27	Digital technologies and sexual identity <i>Guest Lecture: Dr. Abigail Walsh</i>	Reading annotations Research Proposal	12pm 11:59pm
Thurs, Aug 29	Sexual identity, mental health & resilience <i>Mini Research Presentations</i>	Reading annotations Mini Research Presentation	12pm During class

Reading Schedule

Thursday, August 1

Hammack, P. L., Mayers, L., & Windell, E. P. (2013). Narrative, psychology and the politics of sexual identity in the United States: From “sickness” to “species” to “subject.” *Psychology & Sexuality*, 4(3), 219–243. <https://doi.org/10.1080/19419899.2011.621131>

Ferguson, A. (2021). Intersectional Approaches to Queer Psychology. In K. L. Nadal & M. R. Scharrón-del Río (Eds.), *Queer Psychology* (pp. 15–32). Springer International Publishing. https://doi.org/10.1007/978-3-030-74146-4_2

Tuesday, August 6

Hammack, P. L. (2018). Gay Men’s Identity Development in the Twenty-First Century: Continuity and Change, Normalization and Resistance. *Human Development*, 61(2), 101–125. <https://doi.org/10.1159/000486469>

Ben Hagai, E. (2023). Changes in Lesbian identity in the 21st century. *Current Opinion in Psychology*, 49, 101508. <https://doi.org/10.1016/j.copsyc.2022.101508>

Wilson, B. D. M. (2009). Black lesbian gender and sexual culture: Celebration and resistance. *Culture, Health & Sexuality*, 11(3), 297–313. <https://doi.org/10.1080/13691050802676876>

Thursday, August 8

Galupo, P., Taylor, S. M., & Cole, D. (2019). “I Am Double The Bi”: Positive Aspects of Being Both Bisexual and Biracial. *Journal of Bisexuality*, 19(2), 152–168. <https://doi.org/10.1080/15299716.2019.1619066>

Hayfield, N., & Křížová, K. (2021). It’s Like Bisexuality, but It Isn’t: Pansexual and Panromantic People’s Understandings of Their Identities and Experiences of Becoming Educated about Gender and Sexuality. *Journal of Bisexuality*, 21(2), 167–193. <https://doi.org/10.1080/15299716.2021.1911015>

Tuesday, August 13

Worthen, M. G. F. (2023). Queer identities in the 21st century: Reclamation and stigma. *Current Opinion in Psychology*, 49, 101512. <https://doi.org/10.1016/j.copsyc.2022.101512>

Katz-Wise, S. L. (2015). Sexual fluidity in young adult women and men: Associations with sexual orientation and sexual identity development. *Psychology & Sexuality*, 6(2), 189–208. <https://doi.org/10.1080/19419899.2013.876445>

Savin-Williams, R. C. (2022). Sexual and romantic spectrums: Mostly straights and mostly gays/lesbians. *Current Opinion in Psychology*, 48, 101503. <https://doi.org/10.1016/j.copsyc.2022.101503>

Thursday, August 15

Galupo, M. P., Henise, S. B., & Mercer, N. L. (2016). “The labels don’t work very well”: Transgender individuals’ conceptualizations of sexual orientation and sexual identity. *International Journal of Transgenderism*, 17(2), 93–104. <https://doi.org/10.1080/15532739.2016.1189373>

Eisenman, S. R., & Rogers, L. O. (2024). Narratives of Racially/Ethnically Diverse Genderqueer & Non-binary Identities in the U.S. Context of Trans*normativity and Whiteness. *Emerging Adulthood*. <https://doi.org/10.1177/21676968241261105>

Tuesday, August 20

Klesse, C. (2014). Polyamory: Intimate practice, identity or sexual orientation? *Sexualities*, 17(1–2), 81–99. <https://doi.org/10.1177/1363460713511096>

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>

Thursday, August 22

Copulsky, D., & Hammack, P. L. (2023). Asexuality, Greysexuality, and Demisexuality: Distinctions in Desire, Behavior, and Identity. *The Journal of Sex Research, 60*(2), 221–230.
<https://doi.org/10.1080/00224499.2021.2012113>

Sloan, J. (2015). Ace of (BDSM) clubs: Building asexual relationships through BDSM practice. *Sexualities, 18*(5–6), 548–563. <https://doi.org/10.1177/1363460714550907>

Tuesday, August 27

Penfold, A., Callaghan, P., & Urry, K. (2024). Online communities and identity: Experiences of LGBTQIA+ emerging adults engaging with LGBTQIA+ online content during the COVID-19 pandemic. *Psychology of Popular Media. https://doi.org/10.1037/ppm0000529*

Lopez-Leon, G., & Casanova, S. (2023). “Those are the Spaces Where I Feel Seen and Fully Understood”: Digital Counterspaces Fostering Community, Resistance, and Intersectional Identities Among Latinx LGBTQ+ Emerging Adults. *Journal of Adolescent Research. https://doi.org/10.1177/07435584231165993*

Thursday, August 29

Parmenter, J. G., Gao, S., Khan, N. S., Lê, D., Staton, D., & Galupo, M. P. (2024). “My healing journey gives back to my communities”: Experiences of intersectional resilience and liberation among queer and trans Black, Indigenous, and People of Color. *Psychology of Sexual Orientation and Gender Diversity. https://doi.org/10.1037/sgd0000750*

Additional Information and Policies

Late policy

Due to the fast pace of a summer course, it is important to remain on track by submitting assignments on time. If you anticipate needing more time for an assignment, please let me know 24 hours before the deadline so that we can discuss options. In the case of an emergency, please contact me as soon as you can.

Academic Integrity and Generative AI Policy

All written assignments in this class should be your own original work. This means not copying work written by another person or through an artificial intelligence (AI) service and submitting it as your own, and/or taking credit for their ideas. If you have questions about whether

something might violate the principles of academic integrity, please feel free to ask me during office hours.

Course Accessibility

If you believe you may need an accommodation based on the impact of a disability, please contact the Disability Resource Center (DRC) at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations. If you have already submitted your DRC letter, please confirm that I have signed for it, and feel free to check in with me throughout the course if that would be helpful.

Campus Resources

All-Gender Restrooms

A list of [all-gender restrooms](#) for the UCSC campus is maintained by the Lionel Cantú Queer Center. All-gender restrooms are available in the Crown Administration Building on the first floor. In Social Sciences 2 (where office hours are held), there is an all-gender restroom located on the first floor.

Center for Advocacy, Resources, and Empowerment (CARE)

[CARE](#) provides free and confidential support to those impacted by sexual assault, intimate partner/domestic violence, stalking, or sexual harassment. Confidentiality means CARE Advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. The only exceptions are instances of child abuse, elder or dependent abuse and imminent harm to self or others. You can reach an advocate at (831) 502-2273 or care@ucsc.edu.

Disability Resource Center

The [Disability Resource Center \(DRC\)](#) provides a variety of services and accommodations to help students with disabilities succeed academically, including note-taking assistance, exam accommodations, assistive technology, and more.

Resource Centers

The [UCSC Resource Centers](#) offer counter-spaces for students who are queer, trans, nonbinary, womxn, and people of color, as well as impact institutional policies and campus climate. The Resource Centers engages the broader campus on issues and challenges facing our communities, and provide programs, physical spaces, and services to foster student's academic, personal, and professional growth, through community-based leadership development.

More about each center:

[African American Resource and Cultural Center \(AARCC\)](#)

[American Indian Resource Center](#)

[Asian American/Pacific Islander/Southwest Asian & North African Resource Center](#)

[Chicanx Latinx Resource Center \(El Centro\)](#)

[Lionel Cantú Queer Center](#)

[Womxn's Center](#)

Slug Support

Slug Support provides many resources for students experiencing challenges, including financial challenges. UCSC's Slug Support Program is comprised of a team of case managers who work directly with students to help them develop a student-centered plan and resolve the barriers they are facing. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need. You can contact Slug Support in the following ways:

- Phoning the Dean of Students office at 831-459-4446
- Emailing the Dean of Students office at deanofstudents@ucsc.edu
- Visiting the Dean of Students office at Hahn Student Services, #245 (see current in-person hours [here](#))
- Calling the crisis line at 831-459-7003 for any urgent needs (immediate food or housing crisis or other immediate concern)