



UNIVERSITY OF CALIFORNIA
SANTA CRUZ

DEPARTMENT OF PSYCHOLOGY

QUEER INTIMACIES
PSYC 159S
Summer 2024

GENERAL COURSE INFORMATION

Meeting Time and Place	Tuesdays & Thursdays, 1:00-4:30pm Jack Basking Engineering, Room 372
Instructor	Phillip L. Hammack, Ph.D. (he/him/his) Professor of Psychology Director of the Sexual & Gender Diversity Laboratory Office hours: Tuesday/Thursday, by appointment
Communication	Email: hammack@ucsc.edu (typical response time 24-48 hours, no email on evenings after 5pm, weekends, or holidays) Instagram: @phil_hammack (here I post information about my research and share queer-related events on campus and in Santa Cruz) X: @philhammack (here I post information about my research and share research of others doing work on sexual and gender diversity) Website: www.philhammack.com (here I have information about my training and background and access to most of my publications)

Course Description

The twenty-first century has been a time of expansion in cultural and scientific understandings of gender, sexuality, and relationships. This course examines the new science of intimate diversity through the lens of queer theory and empirical social science research (primarily in psychology, sociology, and media/communication studies). We critically interrogate normative assumptions about intimacy grounded in cultural myths about gender and sexuality that privileged institutions such as heterosexuality and monogamy in the prior century. We review research on polyamory and other forms of consensual nonmonogamy, kink/fetish/BDSM relationships, sex work, casual intimacy, techno/robot/AI intimacy, chosen families, flexibility and fluidity in intimate desire, and intimate experiences of those who identify as lesbian, gay, transgender, genderqueer/nonbinary, asexual, pansexual, bisexual, and queer.

Pedagogy & Learning Objectives

The seminar format is interactive and semi-structured. The objectives of the course are for students to develop skills in the following domains:

- (1) **Close reading and textual interpretation.** Seminar discussions will focus on the texts we read. Students are encouraged to bring specific reactions and questions to the discussion. For more complex theoretical readings and empirical studies, we will focus on interpreting the texts. (Evaluation method: Reading Analysis Memos)
- (2) **Applying academic ideas and research to personal narrative.** Students are encouraged to make links between texts and personal narratives (*either* of the student, someone known to them, or a narrative produced by generative artificial intelligence) and are encouraged to express these links in both seminar discussion and essays. (Evaluation method: Reading Analysis Memos and Personal Narrative Essays)
- (3) **Communication skills in academic argumentation and discussion.** Students are encouraged to actively participate in seminar discussion. The seminar format is semi-structured and relies upon students' own interests related to the texts. (Evaluation method: Engagement Assessment)
- (4) **Writing for critical analysis, reflection, and synthesis.** Students will develop writing skills in critical analysis, reflection, and synthesis through the required essay assignments. (Evaluation method: Personal Narrative Essays)

See the Appendix for information about evaluation and assessment methods for the course learning objectives.

The Seminar Space

The seminar space is intended to be a *safe, judgment-free* zone in which students feel empowered to share their ideas and experiences related to intimate diversity. We will seek to cultivate a “brave” space where we recognize the challenges and opportunities of talking openly about issues of power, privilege, and oppression (see [this excellent resource](#) for more information about brave spaces in academic settings). Though there may be configurations of relationships that you do not understand or that disrupt your preconceived notions of intimacy, the goal of the seminar is to *learn* about the diverse ways in which humans construct intimate relationships. I ask that you be open to this challenge and avoid making moral judgments of this diversity. I ask that you approach new ideas, concepts, and experiences with curiosity and an open mind. To ensure a space that feels safe for all students, I ask that you *respect the privacy* of your colleagues by not discussing the views or experiences of specific students outside the seminar space without their consent.

Please note that it is not possible to record any aspect of the seminar discussion to ensure privacy, respect confidentiality, and implement the course pedagogy. For the same reasons, it is also not possible to audit the course. All seminar participants must be enrolled in the course for credit.

Academic Integrity

Violations of academic integrity include plagiarism (“the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own”; *Oxford English Dictionary*) and the submission of work authored by another person or a machine (i.e., artificial intelligence). Violations of academic integrity will result in immediate expulsion from the course and a grade of F.

Students are expected to work on all assignments and complete all course readings independently. Evidence that students have worked on assignments collaboratively will be considered a violation of academic integrity. Students may work with professional staff such as Learning Support Services (<https://lss.ucsc.edu/>) or professional translation services when English is not the first language. However, the use of such services must be documented in advance by a written statement from support services explaining the nature of their services. Such documentation must be emailed to the instructor (hammack@ucsc.edu). Collaboration with professional support in this context is not considered a violation of academic integrity.

Please note that students may be disciplined for selling, preparing, or distributing course notes for any commercial purpose, whether or not the student took the notes. The unauthorized sale of course notes (and handouts, readers or other course materials) is a violation of campus policies and state law, and it may also constitute copyright infringement subject to legal action.

Disability Information

Any student who thinks she/he/they may need an accommodation based on the impact of a disability should contact the instructor privately to submit an Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. 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.

Please note that the accommodation to record seminar discussions cannot be made due to the course design and the need to maintain confidentiality.

Access to Course Readings

Articles and book excerpts are posted on the Canvas website for the course.

SCHEDULE OF SEMINAR MEETINGS & READINGS

Week 1A. Introduction to the Course

7/30 (Tuesday) Barker, M., & Scheele, J. (2016). *Queer: A graphic history*. Icon. (Selections available as PDF on Canvas.)

Hammack, P. L., Frost, D.M., & Hughes, S.D. (2019). Queer intimacies: A new paradigm for the study of relationship diversity. *Journal of Sex Research*, 56, 556-592.
<https://doi.org/10.1080/00224499.2018.1531281>

Week 1B. Gay & Lesbian Intimacies in the 21st Century

8/1 (Thursday) Moore, M. R. (2006). Lipstick or Timberlands? Meanings of gender presentation in Black lesbian communities. *Signs*, 32(1), 113-139. <https://doi.org/10.1086/505269>

Diamond, L. M. (2017). Three critical questions for future research on lesbian relationships. *Journal of Lesbian Studies*, 21(1), 106-119. <https://doi.org/10.1080/10894160.2016.1143756>

Duran, A., Rodriguez, F., & Patrón, O. E. (2020). Queer love in the lives of gay Latino men in college. *International Journal of Qualitative Studies in Education*, 33(9), 905-920.
<https://doi.org/10.1080/09518398.2019.1687957>

Ferguson, A. L., Johnson, M., Rose, B., Landrum, D., & Beauduy, G. (2024). A narrative inquiry of longevity within Black same-gender loving male romantic relationships. *Journal of LGBTQ Issues in Counseling*, 18(2), 125-142. <https://doi.org/10.1080/26924951.2024.2319352>

8/4 (Sunday) Reading Analysis Memo 1: Due by 11:59pm.

Week 2A. Transgender & Genderqueer Intimacies

8/6 (Tuesday) Gunby, N., & Butler, C. (2023). What are the relationship experiences of in which one member identifies as transgender? A systematic review and meta-ethnography. *Journal of Family Therapy*, 45, 167-196. <https://doi.org/10.1111/1467-6427.12409>

Murchison, G. R., Eiduson, R., Agénor, M., & Gordon, A. R. (2023). Tradeoffs, constraints, and strategies in transgender and nonbinary young adults' romantic relationships: The Identity Needs in Relationships Framework. *Journal of Social and Personal Relationships*, 40(7), 2149-2180.
<https://doi.org/10.1177/02654075221142183>

Griffiths, D. A., & Armstrong, H. L. (2024). "They were talking to an idea they had about me": A qualitative analysis of transgender individuals' experiences using dating apps. *Journal of Sex Research*, 61(1), 119-132. <https://doi.org/10.1080/00224499.2023.2176422>

Galupo, M. P., Pulice-Farrow, L., Clements, Z.A., & Morris, E.R. (2019). "I love you as both and I love you as neither": Romantic partners' affirmations of nonbinary transgender individuals. *International Journal of Transgenderism*, 20, 315-327.
<https://doi.org/10.1080/15532739.2018.1496867>

Week 2B. Bisexual & Pansexual Intimacies

- 8/8 (Thursday) Hayfield, N., Campbell, C., & Reed, E. (2018). Misrecognition and managing marginalisation: Bisexual people's experiences of bisexuality and relationships. *Psychology & Sexuality*, 9(3), 221-236. <https://doi.org/10.1080/19419899.2018.1470106>
- Filice, E., Johnson, C. W., & Parry, D. C. (2023). Unicorns on the digital range: Bisexual persons' experiences of geo-social networking application use. *Journal of Bisexuality*, 23(1), 50-79. <https://doi.org/10.1080/15299716.2022.2124214>
- Baierl-Kwok, C., & Rostosky, S. S. (2023). When worlds collide: The romantic relationship experiences of bisexual-identifying Asian American men. *Personal Relationships*, 30(3), 731-755. <https://doi.org/10.1111/perc.12496>
- 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>
- 8/11 (Sunday) Reading Analysis Memo 2: Due by 11:59pm.
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Week 3A. Flexibility & Fluidity in Intimate Desire

- 8/13 (Tuesday) Hoy, A., & London, A. S. (2018). The experience and meaning of same-sex sexuality among heterosexually identified men and women: An analytic review. *Sociology Compass*, 12, e12596. <https://doi.org/10.1111/soc4.12596>
- Savin-Williams, R. C. (2023). Sexual and romantic spectrums: Mostly straights and mostly gays/lesbians. *Current Opinion in Psychology*, 48. <https://doi.org/10.1016/j.copsyc.2022.101503>
- Grave, R., Pinho, A. R., Marques, A. M., & Nogueira, C. (2023). Changeable sexualities and fluid masculinities: The intersections of sexual fluidity with hegemonic masculinity. *Sexualities*. <https://doi.org/10.1177/13634607231152426>
- Rupp, L. J., Taylor, V., & Miller, S. D. (2022). Learning to be queer: College women's sexual fluidity. In *Introducing the new sexuality studies* (pp. 579-590). Routledge.
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Week 3B. Polyamory & Consensual Nonmonogamies

- 8/15 (Thursday) Sheff, E. (2020). Polyamory is deviant—but not for the reasons you may think. *Deviant Behavior*, 41(7), 882-892. <https://doi.org/10.1080/01639625.2020.1737353>
- Flicker, S. M., Sancier-Barbosa, F., Moors, A. C., & Browne, L. (2021). A closer look at relationship structures: Relationship satisfaction and attachment among people who practice hierarchical and non-hierarchical polyamory. *Archives of Sexual Behavior*, 50, 1401-1417. <https://doi.org/10.1007/s10508-020-01875-9>
- Sandbakken, E. M., Skrautvol, A., & Madsen, O. J. (2022). "It's my definition of a relationship, even though it doesn't fit yours": Living in polyamorous relationships in a mononormative culture. *Psychology & Sexuality*, 13(4), 1054-1067. <https://doi.org/10.1080/19419899.2021.1982755>

Astle, S., Langin, K., Anderson, J. R., & Moors, A. C. (2024). Understanding relationship labels: A content analysis of consensual non-monogamous relationship agreements. *Sexuality & Culture*, 28(2), 710-732. <https://doi.org/10.1007/s12119-023-10141-8>

8/16 (Friday) Essay 1: Due by 11:59pm.

8/18 (Sunday) Reading Analysis Memo 3: Due by 11:59pm.

Week 4A. Kink/Fetish/BDSM

FILM CONTENT ADVISORY:
Representations of consensual & nonconsensual power exchange in sex, sexual violence

8/20 (Tuesday) Film Screening: *Love and Leashes* (2022, Director: Hyeon-jin Park, 1hr 57min)

Cascalheira, C. J., Ijebor, E. E., Salkowitz, Y., Hitter, T. L., & Boyce, A. (2023). Curative kink: survivors of early abuse transform trauma through BDSM. *Sexual and Relationship Therapy*, 38(3), 353-383. <https://doi.org/10.1080/14681994.2021.1937599>

Pearson, A., & Hodgetts, S. (2023). "Comforting, reassuring, and...hot": A qualitative exploration of engaging in bondage, discipline, domination, submission, sadism and (sado)masochism and kink from the perspective of autistic adults. *Autism in Adulthood*, 6(1), 25-35. <https://doi.org/10.1089/aut.2022.0103>

Hammack, P. L., & Wignall, L. (2024). "Be dog have fun": Narratives of discovery, meaning, and motivation among members of the pup subculture. *Sexuality & Culture*. <https://doi.org/10.1007/s12119-024-10242-y>

Li, S. (2024). The psychology of kink: A cross-sectional survey investigating the association between adult attachment style and BDSM-related identity choice in China. *Archives of Sexual Behavior*, 53(6), 2269-2276. <https://doi.org/10.1007/s10508-024-02829-1>

Week 4B

8/22 (Thursday) **Part 1 – Asexual Intimacies**

Tessler, H. (2023). Aromanticism, asexuality, and relationship (non-)formation: How a-spec singles challenge romantic norms and reimagine family life. *Sexualities*. <https://doi.org/10.1177/13634607231197061>

Higginbottom, B. (2024). The nuances of intimacy: Asexual perspectives and experiences with dating and relationships. *Archives of Sexual Behavior*, 53(5), 1899-1914. <https://doi.org/10.1007/s10508-024-02846-0>

Part 2 – Sex Work

Stewart, T. J. (2023). "Dear higher education, there are sex workers on your campus": Rendering visible the realities of U.S. college students engaged in sex work. *Journal of Diversity in Higher Education*, 16(4), 397-409. <https://doi.org/10.1037/dhe0000351>

Jones, A. (2023). 'People need to know we exist!': An exploratory study of the labour experiences of transmasculine and non-binary sex workers and implications for harm reduction. *Culture, Health & Sexuality*, 25(1), 48-62. <https://doi.org/10.1080/13691058.2021.2018500>

8/25 (Sunday) Reading Analysis Memo 4: Due by 11:59pm.

Week 5A

8/27 (Tuesday) **Part 1 – Casual Intimacies**

Olmstead, S. B., McMahan, K. D., & Anders, K. M. (2024). “It is a purposefully ambiguous term”: Examining emerging adults’ definitions of hooking up and how they vary by sex/gender and educational background. *Archives of Sexual Behavior*, 53(7), 2711-2725. <https://doi.org/10.1007/s10508-024-02911-8>

Segovia, A. N., Maxwell, J. A., DiLorenzo, M. G., & MacDonald, G. (2019). No strings attached? How attachment orientation relates to the varieties of casual sexual relationships. *Personality and Individual Differences*, 151, 109455. <https://doi.org/10.1016/j.paid.2019.05.061>

Part 2 – Techno/Robot/AI Intimacies

Film Screening: *Her* (2013, Director: Spike Jonze, 2hr 6min)

Brandtzaeg, P. B., Skjuve, M., & Følstad, A. (2022). My AI friend: How users of a social chatbot understand their human–AI friendship. *Human Communication Research*, 48(3), 404-429. <https://doi.org/10.1093/hcr/hqac008>

Oravec, J. A. (2022). Love, sex, and robots: Technological shaping of intimate relationships. In *Good robot, bad robot: Dark and creepy sides of robotics, autonomous vehicles, and AI* (pp. 91-123). Springer. https://doi.org/10.1007/978-3-031-14013-6_4

Week 5B. Chosen Families

8/29 (Thursday) Film Screening: *Paris is Burning* (1990, Director: Jennie Livingston, 1hr 18min)

FILM CONTENT ADVISORY: Homophobia, transphobia & transphobic violence, derogatory language
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Hailey, J., Burton, W., & Arscott, J. (2020). We are family: Chosen and created families as a protective factor against racialized trauma and anti-LGBTQ oppression among African American sexual and gender minority youth. *Journal of GLBT Family Studies*, 16(2), 176-191. <https://doi.org/10.1080/1550428X.2020.1724133>

Jackson Levin, N., Kattari, S. K., Piellusch, E. K., & Watson, E. (2020). “We just take care of each other”: Navigating ‘chosen family’ in the context of health, illness, and the mutual provision of care amongst queer and transgender young adults. *International Journal of Environmental Research and Public Health*, 17, 7346. <https://doi.org/10.3390/ijerph17197346>

8/30 (Friday) Essay 2: Due by 11:59pm.

APPENDIX: Evaluation Information

Evaluation for the course will be based on three factors which correspond to the course learning objectives:

(1) **Evidence of close reading and textual interpretation** (20% of final letter grade). Approximately every week, students will submit a Reading Analysis Memo (4 memos total) in which they select one reading from the prior 1-week period and complete a memo describing its key content. (A sample is posted on the Canvas site for the course.) The memo has three components:

- **Statement of the main point or key findings:** In 1-2 sentences, describe the central argument, main point, or key findings discussed in the reading.
- **Topical index:** In alphabetical order/index format, list all topics of interest covered in the reading and indicate on what pages the topics are discussed.
- **Link to personal narrative:** In no more than 3 sentences, describe how this reading connects to a personal narrative—*either* your own or to someone known to you. (If you describe someone else’s narrative, omit any identifying information by using pseudonyms and provide a statement at the end of the memo that the person is aware and consents.)

REVISION/RESUBMISSION: Students are encouraged to revise and resubmit any memos, integrating the feedback the instructor provides. Revisions can be accepted anytime throughout the quarter, no later than Friday, August 30, 11:59pm.

The memo will receive one of six possible narratives and be assigned a letter grade accordingly:

Narrative	Letter Grade	Numeric Equivalent
The memo reveals exceptional engagement with the reading. It accurately summarizes the main point or key findings, provides an especially comprehensive topical index, and offers a particularly insightful connection to personal narrative.	A+	100
The memo reveals an excellent level of engagement with the reading. It accurately summarizes the main point or key findings, provides a comprehensive topical index, and offers a coherent connection to personal narrative.	A	95
The memo reveals a good level of engagement with the reading. There are problems with 1 of the following: the main point or key findings, the topical index, or the connection to personal narrative.	B	85
The memo reveals an acceptable level of engagement with the reading. There are problems with 2 of the following: the main point or key findings, the topical index, or the connection to personal narrative.	C	75
The memo reveals an unacceptable level of engagement with the reading. It does not summarize the main point or key findings accurately, fails to provide an acceptable topical index, and does not offer an acceptable level of connection to personal narrative.	F	65
The memo was not submitted.	F	0

- (2) **Evidence of engagement** with the texts and ideas in the seminar (20% of final letter grade).

NOTE ABOUT SEMINAR ATTENDANCE: Expectations for attendance may be reduced if you are sick or experience an illness or injury. Please submit written documentation from a medical authority via email to the instructor in such instances. Students may then provide written responses to discussion questions to receive credit for engagement for any meetings they miss due to illness or injury.

EVALUATION RUBRIC: The raw percentage of attendance for seminar meetings will be calculated.

As an incentive to participate actively, those whose level of engagement is noted as particularly high may receive up to 3 extra points on their final grade calculation.

1 extra point	The student occasionally stood out as a highly active participant in seminar discussions.
2 extra points	The student frequently stood out as a highly active participant in seminar discussions.
3 extra points	The student consistently stood out as a highly active participant in seminar discussions.

- (3) **Evidence of critical analysis, reflection, and synthesis** (60% of final letter grade). Students will complete two essays in which concepts from the course are applied to a presentation and analysis of a personal narrative. There are 4 prompt options:

Option 1. Apply the concepts from readings, films, and seminar discussions to a presentation and analysis of your personal narrative of experience in relationships.

Option 2. Apply the concepts from readings, films, and seminar discussions to a presentation and analysis of the personal narrative of someone known to you, such as a friend or family member. If you select this option, you must provide a statement at the end of the essay that the person is aware you are writing about their narrative for a class assignment and that they consent to you doing so, with any identifying information omitted.

Option 3. Apply the concepts from readings and seminar discussion to the narrative of a character depicted in one of the films we watched. (Note that this option can only be chosen for Essay 2, since all films are being screened in the second half of the course.)

Option 4. Use any generative AI platform (e.g., ChatGPT) to create a personal narrative related to one of our modules. For example, you could instruct the platform to generate a story about a transgender person navigating a new romantic relationship, a married couple deciding to explore kink or polyamory, or someone who discovers they may be asexual and are not sure how to have intimate relationships. Construct an essay in which you compare and contrast the themes discussed in the seminar on the specific module with themes that emerge in the AI-generated narrative. Identify points of overlap with the course content, as well as any areas we discussed that did not appear in the generated narrative. If you select this option, you must include the specific prompt you input, the platform you used, and the actual generated narrative as appendices to your essay.

Guidelines for all essays:

- Essays may range from 3-5 double-spaced pages (excluding title and reference pages and any appendices).
- Essay 1 covers material from the first half of the seminar.
- Essay 2 covers material from either the second half of the seminar, or material that spans the entire seminar. Essay 2 may not focus solely on material in the first half of the seminar.
- Use at least 3 readings from the syllabus for each essay. Do not omit relevant readings on a topic.
- Essays must follow APA formatting in all aspects.
- No outside material beyond course readings or materials presented in seminar meetings may be used (i.e., no references to other texts or to websites or films not screened in the course).
- See the sample essay on Canvas.
- All essays must be submitted through the Canvas course website.

REVISION/RESUBMISSION: Students are encouraged to revise and resubmit Essay 1 if they desire a different narrative evaluation, integrating the feedback the instructor provides. Revisions can be accepted anytime throughout the quarter, no later than Friday, August 30, 11:59pm.

EVALUATION RUBRIC FOR ESSAYS:

Narrative	Letter Grade	Numeric Equivalent
The essay reveals exceptional mastery of key ideas from the course and the student's ability to apply these ideas to a personal narrative. The essay possesses a clear organizational structure and very effectively uses course materials to support its claims. There are no errors in writing composition.	A+	100
The essay reveals excellent mastery of key ideas from the readings and seminar discussions and the student's ability to apply these ideas to personal narrative. The essay possesses a clear organizational structure and effectively uses textual evidence from the readings to support its claims. Errors in basic writing composition are extremely rare.	A	95
The essay reveals good mastery of key ideas from the readings and seminar discussions and the student's ability to apply these ideas to personal narrative. The effectiveness of the essay is undermined by problems with one of the following: (1) organizational structure, (2) use of textual evidence, or (3) errors in basic writing composition.	B	85
The essay reveals adequate engagement with ideas from readings and seminar discussions. The effectiveness of the essay is undermined by problems with two of the following: (1) organizational structure, (2) use of textual evidence, or (3) errors in basic writing composition.	C	75
The essay reveals inadequate evidence of engagement with ideas from readings and seminar discussions. The essay suffers from problems with organizational structure, the use of textual evidence, and errors in basic writing composition.	F	65
The essay was not submitted.	F	0

FINAL GRADE CALCULATION

Final grade equation

$$\text{Final grade} = .2*(\text{AVG}[\text{reading memo}]) + .2*(\text{AVG}[\text{engagement}]) + .6*(\text{AVG}[\text{essay 1, essay 2}]) + \text{extra points for high engagement}$$

Letter grade numeric equivalents for final grades

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60