

HD 3840
GENDER AND SEXUAL MINORITIES
Autumn, 2016

<http://blackboard.cornell.edu>

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Human Development

Office Hours: *TBD*

Goals for Course

This course offers a unique opportunity to apply the basic tenet that human development is excruciatingly complex and thus cannot be understood from the perspective of a single discipline. Topics covered in this course emanate from clinical and developmental psychology, psychiatry, genetics, sociology, social history, education, anthropology, women's studies, social policy, ethnic minority studies, and so forth. Only from these multiple perspectives can one gain a sense of the multidimensional nature of the lives and lifestyles of gender and sexual minority individuals.

Despite decades of misinformation and stereotypes that have cast gender and sexual minority individuals in a simplistic manner, the reality of their lives is far more complex. For example, lesbians, gays, and bisexuals form solid, traditional relationships and engage in sexual experimentation; create families and lead single lives; are highly religious and atheist/agnostic; serve in the military and in subversive organizations; exist in every ethnic and racial community; are conservative and liberal, Republican and Democrat. Both gender and sexual-minority students and their allies benefit from recognizing these facts as well as that which constitutes typical or "normative" development. The growing constituency of allies especially contributes to the health and resiliency of gender and sexual-minority students and includes therapists who help those struggling with their sexuality yet are too frightened to seek a "gay" therapist; educators who challenge conventional sex education curriculums; physicians who do not assume that all patients are heterosexual with heterosexual ailments or that they are simplistically male/female with masculinity and femininity issues; and legislators who ensure the safety and fair treatment of all regardless of their gender and sexual orientation and identity.

There would be less need to teach courses on gender and sexual minorities if such topics were regularly integrated into appropriate university courses. Yet, even if this material were, a need would still exist for courses that exclusively focus on their lives because they legitimate a field of study; promote scholarship and service; and assist students to develop a sense of identity, community, and history.

The task of educators is to challenge, using the best scientific inquiry, misconceptions that are all too readily embraced by the general population. The best way to challenge stereotypes is to provide multiple and consistent evidence to the contrary—through traditional academic means of study and discourse as well as reflection on personal experiences. Through this exposure students experience gender and sexual minorities as both unlike anyone who has ever lived and

just like everyone who is alive. To this end, students are encouraged to examine their fears and prejudices and to identify their reasons for embracing or rejecting these sentiments.

Although the historic struggles faced by gender and sexual minorities are not identical to those of women, ethnic/racial minorities, or other oppressed people, the profound commonalities are discussed in class. Thus, this course affords the opportunity to bridge multiple struggles of oppression, whether they are internally or externally derived.

Code of Academic Integrity

Each student in HD 3840 is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Neither shall a student assist or allow another student to submit work that is not her or his own.

Instructors must strictly enforce Cornell's Academic Integrity code. Specifically, this means monitoring student work very carefully for violations. All of the work you hand in for this class should be: 1) independently-conceived and written, and composed in your own words, not those of your sources; 2) reflective only of your own, original thinking, not a joint product of discussions with your friends in the class or written/extensively edited by your parents; 3) written for this class only; that is, you may not submit a paper (in whole or in part) you have written or are writing for another class.

The best strategy for minimizing violations is for you to understand what the university considers to be academic integrity violations. Please reread the Cornell Academic Integrity Code carefully. A list of violations can also be found in the Human Ecology Student Guide (and in the student guides for other colleges as well). The Academic Integrity Handbook can also be found on the web (<http://cuinfo.cornell.edu/Academic/AIC.html>).

Accommodations for Disabilities

Students requesting academic accommodations are required to provide a Faculty Notification Letter from Student Disability Services (SDS) to the professor at least 2 weeks before accommodations are expected to begin. This letter verifies that the student is registered with SDS and specifies accommodations.

Readings

Because of the sweeping nature of the content for the course, rather than expecting students to purchase a litany of texts, readings for the semester will be provided as electronic PDFs through the course website. READINGS ARE SUBJECT TO CHANGE as the semester unfolds in order to accommodate student interests, backgrounds, and academic trajectories. All modifications to course reading assignments will occur at least one week prior to the respective lecture, and will be reflected on the course website.

Course Content Topics & Reading Assignments

Wednesday, Aug. 24

Course Overview
Structure
Evaluation
Content

Monday, Aug. 29

Preamble: Cognition and Categorization

Neurophilosophy

“If we want to understand minds, we must understand brains.” –Patricia Churchland

Cognition and categorization

How cognition of categories works

Natural categories

When categories fail

READINGS:

Logothetis, N. K., & Sheinberg, D. L. (1996). Visual object recognition. *Annual review of neuroscience*, 19(1), 577-621.

Thorpe, S. J., & Fabre-Thorpe, M. (2001). Seeking categories in the brain. *Science*, 291(5502), 260-263.

Wednesday, Aug. 31; Wednesday, Sept. 7; Monday, Sept. 12

Foundations of Gender and Sex

Sex versus gender

Sex as categories of bodies

Gender as categories of behavior

Biological essentialism versus social constructionism

Views from biological essentialism

Views from social constructionism

READINGS:

Chapter 3: Of Molecules and Sex

Fausto-Sterling, A. (2012). *Sex/gender: Biology in a social world*. Routledge.

Hassett, J. M., Siebert, E. R., & Wallen, K. (2008). Sex differences in rhesus monkey toy preferences parallel those of children. *Hormones and behavior*, 54(3), 359-364.

Berenbaum, S. A., & Hines, M. (1992). Early androgens are related to childhood sex-typed toy preferences. *Psychological Science*, 3(3), 203-206.

Butler, J. (2003). Performative acts and gender constitution. *Performance*. Ed. Philip Auslander, 4, 97-110.

Wednesday, Sept. 14; Monday, Sept. 19; Wednesday, Sept. 21

Sexual Minorities

Sexual orientation

Sexual identities

Etiology

Psychodynamic theory

Social theories

Biological theories – e.g., twin studies

Prenatal development theories

Does it matter?

Lesbians

Gays

Bisexuals

Bisexual identity

Stability over time

Eroticism vs. emotional attachment

Prevalence

Kinsey vs. recent data

Queer theory and its beginnings

READINGS:

LeVay, S. (1991, August). A difference in hypothalamic structure between heterosexual and homosexual men. *American Association for the Advancement of Science*.

Diamond, L. M. (2003). What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire. *Psychological review*, 110(1), 173.

Sedgwick, E. K. (1990). *Epistemology of the closet*. Berkeley. University of California Press, 171, 133.

Monday, Sept. 26; Wednesday, Sept. 28

Historic Variations

History of the gay/lesbian movement

Before Stonewall

After Stonewall

READINGS: TBD

[Monday October 3: Prelim #1]

Wednesday, Oct. 5

Social Developmental and Coming Out

Coming out models: First feelings to integration

Developmental trajectories (DDT)

Families

Coming out to family members: When, how, why, why not

Parental reactions & coping mechanisms

READINGS:

Stockton, K. B. (2009). *The queer child, or growing sideways in the twentieth century*. Duke University Press. (*Selections*)

Diamond, L. M. (2003). New paradigms for research on heterosexual and sexual-minority development. *Journal of Clinical Child and Adolescent Psychology*, 32(4), 490-498.

Murray, H. (2012). *Not in this family: Gays and the meaning of kinship in postwar North America*. University of Pennsylvania Press. (*Selections*)

Wednesday, Oct. 19

Romantic Relationships

Nature & stability of adolescent same-sex romantic relationships

Adult romantic relationships

Parenting

READINGS:

Marks, L. (2012). Same-sex parenting and children's outcomes: A closer examination of the American psychological association's brief on lesbian and gay parenting. *Social Science Research*, 41(4), 735-751.

The Cultural Cognition of Gay and Lesbian Parenting, from The Cultural Cognition Project at Yale Law School.

Monday, Oct. 24; Wednesday, Oct. 26

Intersectionalities and culture: gender, sex, culture, and race

Lecture guest: *TBD*

Cultural Variations: Lecture guests, *TBD*

Ethnic and racial sexual-minorities

Negotiating multiple identities

Identity-rejecting: Men on the "down-low"

READINGS:

Johnson, E. P. (2011). *Sweet tea: Black gay men of the South*. Univ of North Carolina Press. (*Selections*)

Monday, Oct. 31; Wednesday, Nov. 2

Gender minorities

Disambiguation: Cross dressing, Drag, Transvestite, Transgender, Transsexual, Intersex

DSM definitions and history

Etiology

Surgery

Social and political incorporation

Gender minorities and the law

Non-binary gender and culture

READINGS:

Diamond, L. M., Pardo, S. T., & Butterworth, M. R. (2011). Transgender experience and identity. In *Handbook of identity theory and research* (pp. 629-647). Springer New York.

West, I. (2013). *Transforming Citizenships: Transgender Articulations of the Law*. NYU Press. (*Selections*)

[Monday November 7: Prelim #2]

Wednesday, Nov. 9

Attitudes: Homophobia, Heterosexism, Transphobia

Moral cognition

Public opinion polls

Who is homophobic?

Hate crimes

Stopping homophobia

READINGS:

Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. Vintage. (*Selections*)

Cobb, M. (2006). *God Hates Fags*. NYU Press. (*Selections*)

Monday, Nov. 14

HIV/AIDS

Lecture guest: Peter Staley

A mystery virus

GRID: Gay-related immune deficiency

Ronald Reagan and the National Institutes of Health

ACT UP: silence is death

Family relationships and HIV in the 1980s

READINGS:

Kushner, T. (2014). *Angels in America: A Gay Fantasia on National Themes: Revised and Complete Edition*. Theatre Communications Group. (*Selections*)

Murray, H. (2012). *Not in this family: Gays and the meaning of kinship in postwar North America*. University of Pennsylvania Press. (*Selections*)

VIDEO:

How To Survive A Plague

Wednesday, Nov. 16

Mental Health

Effects of harassment

Sexual orientation or sexual identity as predictor?
Case history: Suicidal youth
Teens in crisis: the LGBTQ homeless youth phenomenon in the United States
Message: Weak, strong, or ordinary?

READINGS:

Drescher, J., & Byne, W. (Eds.). (2014). Treating transgender children and adolescents: An interdisciplinary discussion. Routledge. (*Selections*)

American Psychiatric Association. (2013). DSM 5. American Psychiatric Association. (*Selections*)

Monday, Nov. 21

Critical examination of interactions between orientation, culture, and identity
In-class video and discussion: TLC's *My Husband's Not Gay*

[Monday November 28: Term papers due]

Monday, Nov. 28

Treatment

Guest lecture: TBD
Reparative and conversion therapy
"Ex-gay" movement

READINGS: *TBD*

Wednesday, Nov. 30

The Ongoing Quest for Global Incorporation
Lecture guest: Samantha Ames
The fight for marriage equality: a brief history
Political battlefronts in the post-marriage equality world
LGBT Rights are Human Rights
LGBTQ Human Rights abuses
Global coalitions
Feminist theology in a multicultural world
What will you do?

VIDEO:

Secretary of State Hillary Clinton's UN address on LGBT human rights (2011)

Dates to Remember

Labor Day (No class): September 5th, 2016

Fall Break: October 11th, 2016

First Prelim: October 3rd, 2016

Second Prelim: November 7th, 2016

Paper due: November 28st, 2016

Final Exam: TBD

Evaluation

Students are to complete *at least 3* of the following 4 components, each of which is worth 33.3% of the final course grade. Students are encouraged to take all 3 exams and submit a research paper; **the lowest grade will be automatically dropped by the instructor.**

I. 10-Page Research Paper (33.3%)

Students are to select a topic of interest discussed, or to be discussed, in class or appearing in the readings and write a 10-page research paper in which the topic is explored with the aid of *scientific research*. This is not an extended essay or creative writing endeavor, but rather a scientifically-informed project that incorporates the social and biological sciences.

Please remember:

- 1) The papers must be typed, double spaced, with 1-inch margins and in 12 point font.
- 2) A minimum of 10 outside sources are expected to be used and should be referenced both in the paper and at the end of the paper (section termed "References") according to APA standards. ****Internet sources are not permitted.****
- 3) Papers are due at the beginning of class on November 28th.
- 4) For each 3 days late, a letter grade will be subtracted from the paper.

II. Two Prelim (non-comprehensive) Exams and a Comprehensive Final Exam (33.3% each)

Three multiple choice exams are given. Questions are derived from lectures, videos, and the readings.

Under no condition will a make-up exam be offered.

Therefore, *I recommend that students take all three.*

Generally, grades for each exam are determined based on the top score in class as the criterion, with:

- 90% = A range
- 80% = B range
- 70% = C range
- 60% = D range
- <59% = F

NOTE: There are *no makeup exams* in this class. Rather than the instructor assessing the merit of individual requests, the above blanket rule is instated. However, to accommodate unexpected events (e.g., family deaths, varsity events, personal illness, etc.) only three of the four assessment opportunities will count toward the final grade. I *strongly* recommend that students plan to take all three exams and write the paper and thus be in a position to drop the lowest score – including one from an unplanned missed exam.