THE SCIENCE OF SEXUAL ORIENTATION

SNC 193: Liberal Studies Scientific Inquiry (non-SNL) (4 cr. hrs.)

SW 193: Scientific World, S2X competence* (SNL) (2 cr. hrs.)
*additional competence may be negotiated with instructor

IN 307: Advanced Elective Seminar, E1, E2 competencies (SNL) (4 cr. hrs.)

Meets: Thursdays, 6:00 – 9:00 p.m., Sept. 8 through Nov. 10
Location: Loop Campus, TBA
Faculty: Donald L. Opitz, Ph.D.
Office: 1431 Daley Building, 14 E. Jackson Blvd.
Hours: Thursdays 5:00 – 6:00 p.m. and by appointment
Phone: 312-362-6426
Email: dopitz@depaul.edu

Course Description
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation.

Learning Experience
This course will consist of seminar discussions, lectures, student-led presentations, and collaborative activities. Critical analysis of readings, engagement with multimedia resources, and explanatory, scientific writing will also be emphasized.

Prerequisites
All sections: LSP 120 / LL 205 Quantitative Reasoning
IN 307 section only: LL 300 Research Seminar

Course Materials

Learning Outcomes
Students who satisfactorily complete this course will have demonstrated their ability to:
Understand and appreciate the interrelationships among science, technology, and math within sexual orientation research (SI, E1).

Understand and appreciate the role of science in society and in their lives through consideration of the ethical and social impacts of research on sexual orientation (SI, E2).

Understand the major principles guiding modern scientific thought and demonstrate a mastery of the science content knowledge concerning the nature of sexual orientation (SI, S2X).

Understand the nature of science, technology, and mathematics by critically analyzing the methods, results, and conclusions in studies of sexual orientation (SI, S2X).

Know that science, technology, and math serve as mechanisms of inquiry into the nature of sexual orientation among humans and animals (SI, S2X).

In addition to these outcomes, students will develop their skills in collaboration, explanatory writing, critical inquiry, and ethical thinking.

Assignments and Assessment
Detailed instructions and rubrics will be provided separately.

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<thead>
<tr>
<th>Due</th>
<th>Assignment and Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>All students</td>
<td>Class Participation <em>(See Policy on Attendance)</em> Include seminar discussions, small-group and paired discussions, D2L discussions, and in-class activities.</td>
<td>200</td>
</tr>
<tr>
<td>To be assigned</td>
<td>Class Discussion Leadership Assigned discussion leaders (one or two per class) will raise questions for engaging the class in discussion on the session's topic.</td>
<td>100</td>
</tr>
<tr>
<td>Nov. 3 class &amp; Nov. 10 class</td>
<td>Oral Presentations on Projects Brief in-class oral presentations on students' projects using PowerPoint.</td>
<td>100</td>
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<tr>
<td>Nov. 3 class &amp; Nov. 10 class</td>
<td>Midterm and Final Examinations Short-essay, take-home examinations to encourage mastery of content and development of explanatory writing skills. The examination requirements vary depending on students’ enrolled sections.</td>
<td>400</td>
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<tr>
<td>SNC 193 students</td>
<td>Experimental Study Project <em>Stage I:</em> identify research questions and select research design. <em>Stage II:</em> describe data. <em>Stage III:</em> full report.</td>
<td>200</td>
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<tr>
<td>IN 307 students</td>
<td>Analytical Essay Project Either an integrative, expository essay or ethical analysis on one of the course topics, utilizing course texts.</td>
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<tr>
<td>SW 193 students</td>
<td>Experiential Learning Project Report on a site visit, scientist interview, film viewing, review of a website, or other experiential activity. (Select from a list.)</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
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DEPAUL UNIVERSITY

Policy on Late Work
Any missed assignment or work submitted late will merit no credit unless an arrangement was negotiated with the instructor prior to the due date. Unforeseen, documented emergencies are exceptions. All negotiated late submissions are subject to a grade reduction of 5% for each weekday that elapses following the due date, until the date of submission.

Policy on Attendance
DePaul University anticipates that all students will attend all class meetings of this course. Attendance is essential to success in this class. If an emergency or extenuating circumstance necessitates an absence, students must inform the instructor as soon as possible. NO CREDIT CAN BE AWARDED FOR ASSIGNMENTS MISSED DUE TO AN UNEXCUSED ABSENCE.

Grading
The total points possible are:

<table>
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<tbody>
<tr>
<td>100</td>
<td>Discussion leadership</td>
</tr>
<tr>
<td>100</td>
<td>Oral presentation on project</td>
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<tr>
<td>200</td>
<td>Class participation</td>
</tr>
<tr>
<td>200</td>
<td>Project</td>
</tr>
<tr>
<td>200</td>
<td>Midterm Examination</td>
</tr>
<tr>
<td>200</td>
<td>Final Examination</td>
</tr>
<tr>
<td>1000</td>
<td>Total</td>
</tr>
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To assign grades, the following grading scale and University grading standards will be used. (Any partial points will be rounded up to the nearest whole point.)

- A+ n/a
- A 930-1000
- A- 900-929
- B+ 870-899
- B 830-869
- B- 790-829
- C+ 770-789
- C 730-769
- C- 700-729
- D+ 670-699
- D 650-669
- D- n/a
- F 0-649

The following University grading standards will be used in assessing students’ work:
- A Accomplished the stated objectives of the course in an EXCELLENT manner
- B Accomplished the stated objectives of the course in a VERY GOOD manner
- C Accomplished the stated objectives of the course in a SATISFACTORY manner
- D Accomplished the stated objectives of the course in a POOR manner
- F Did NOT accomplish the stated objectives of the course
- PA Passing achievement in a pass/fail course. (Grades A through C-) Students who take this course pass/fail must request this option from the instructor by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.
- W Automatically recorded when the student’s withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Policy on Incompletes
An Incomplete (IN) grade may be issued to a student who has completed a satisfactory record of work (typically at least three-quarters of the assigned work), but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is unable to complete the course requirements by the end of the term. The student must request this grade from the instructor. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will automatically
convert to an F grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the college Exceptions Committee’s permission.

**Academic Integrity Policy**

Violations of academic integrity include but are not limited to the following categories: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the University’s academic resources, alteration or falsification of academic records, and academic misconduct. Conduct that is punishable under the Policy may, at the instructor’s discretion, result in sanctions that include a grade of F for the assignment or the entire course and do not preclude further University action, including dismissal and/or criminal or civil prosecution.

**Plagiarism**

Plagiarism is a major violation of academic integrity involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgment.

**Workload Expectations**

For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class.

**Resources for Student Writers**

The DePaul University Center for Writing-Based Learning offers resources for student writers through on-site and online services. See [http://condor.depaul.edu/~writing/](http://condor.depaul.edu/~writing/).

**Disability Accommodations**

Any student needing an accommodation in this course due to a documented disability is asked to bring this to the instructor’s attention. Needs will be addressed in cooperation with the Office of Students with Disabilities, [http://studentaffairs.depaul.edu/studentswithdisabilities/](http://studentaffairs.depaul.edu/studentswithdisabilities/), or the Productive Learning Strategies Program (PLuS), [http://studentaffairs.depaul.edu/plus/](http://studentaffairs.depaul.edu/plus/).

**Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. For further information, see [CII@depaul.edu](http://CII@depaul.edu).

**DePaul Code of Student Responsibility**

The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. For the complete code, see the student handbook online at [http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg50.html](http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg50.html).
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Description</th>
<th>Readings Due</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 9/8   | Overview: What is the science of sexual orientation? | **Recommended:**  
  - Soble, 2006, I: 468-76 |  |
| 9/15  | Definitions, Methods, Theories  
  From psychoanalytical theories to learning theories to biological studies | **Required:**  
  - LeVay, Ch. 1-3  
  - Griffitt & Hatfield  
  **Recommended:**  
  - Herek, et al., 1991  
  - Sell, 1997  
  - Kinsey, 1948, Ch. 21 | Responses to discussion questions (see D2L) |
| 9/22  | Childhood, Adult Development  
  Behavioral differences among children and adults, especially gender-variant or gender non-conforming traits. | **Required:**  
  - LeVay, Ch. 4-5 | Responses to discussion questions |
| 9/29  | The Role of Sex Hormones  
  Research on hormones and different developmental stages.  
  Hormonal theories. Anatomical “markers” in correlation studies. | **Required:**  
  - LeVay, Ch. 6 | Take-Home Midterm Exam (due in D2L)  
  Responses to discussion questions |
| 10/6  | The Role of Genes  
  Studies of twins and siblings.  
  Family lineages. Genome scans and genetic linkages. | **Required:**  
  - LeVay, Ch. 7  
  **Recommended:**  
  - Hamer/Copeland, 1994 | Stage 1 of Project (D2L)  
  Responses to discussion questions |
| 10/13 | Brain and Anatomical Studies  
  Structural and functional differences among humans and animals. The hypothalamus and brain activity studies. Pheromone studies. Body differences. | **Required:**  
  - LeVay, Ch. 8-9  
  **Recommended:**  
  - LeVay, 1996, 5-7 | Responses to discussion questions |
| 10/20 | The Older Brother Effect  
  Birth order among brothers and correlations with sexual orientation.  
  Experimental results and hypothesized causes. | **Required:**  
  - LeVay, Ch. 10  
  **Recommended:**  
  - Blanchard, 2001 | Stage 2 of Project (D2L)  
  Responses to discussion questions |
| 10/27 | Assessment and Critiques  
  Making sense of the main lines of research and future directions.  
  Critiques and debates. | **Required:**  
  - LeVay, Ch. 11  
  **Recommended:**  
  - Byne, 1994  
  - LeVay & Hammer, 1994 | Responses to discussion questions |
| 11/3  | Ethical Arguments, Pro and Con  
  Ethics of the pursuit of research.  
  Ethical arguments pro and con for potential uses of science in manipulating human sexual orientation. | **Required:**  
  - Stein, 1999, Ch. 9  
  - Greenberg & Bailey  
  **Recommended:**  
  - Murphy, 1997 | Stage 3 of Project (D2L)  
  Responses to discussion questions  
  Project presentations |
| 11/10 | Student Project Presentations | No reading required | Project Presentations |
| 11/17 | NO CLASS MEETING – Final Take-Home Examinations Due in D2L |  |  |
Required Readings List:


Recommended Readings List:


Further Readings List:


