

IN307: ADVANCED ELECTIVE SEMINAR:

THE SEARCH FOR THE GAY GENE

Winter 2010 - 2 credits each competence

Meets: Thursdays, January 7 – March 11, 2009, 6:00-9:00 p.m.
Location: Loop Campus (Room TBA)

Faculty: Donald L. Opitz, Ph.D.
Office: 1453 Lytton Building, 14 E. Jackson Blvd. (Loop Campus)
Hours: Before and after class, or by appointment
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Course Description

In the mid-1990s, news reports announced the discovery of the "gay gene"—though the geneticists conducting the research disavowed any such discovery. The media sensation signaled the very *possibility* of establishing a genetic basis for sexual orientation as well as raising difficult questions concerning the uses of genetic knowledge. This course will engage students in interdisciplinary analysis of progress in late-20th century scientific research on sexual orientation, especially studies of twins, brain structure, genetic linkages, and birth-order. In examining the actual research reports, students will be challenged to identify the limitations of the research methods, sources of bias, and variance among the definitions of sexual orientation. The course will then encourage students to place the modern research within broader historical and ethical contexts in which to draw conclusions about the potential beneficial and deleterious applications of the studies. "The search for the gay gene" will thus serve as an opportunity to critically reexamine the (re)construction of sexual orientation within modern science.

Learning Experience

The heart of this course's learning experience will be student-led / student-initiated seminar discussions on readings and further learning resources. Discussions may be supplemented with presentations by the instructor and guests. Critical analysis of readings and persuasive writing will also be emphasized. Online activities will be offered in Blackboard, <http://oll.depaul.edu/>.

Prerequisites

LL300: Research Seminar

Course Materials

All required readings for this course will be made available at the DePaul Libraries' eReserve website for this course: <http://library.depaul.edu/Find/CourseReserves.aspx>. Although not required, a highly recommended reference text is Vernon Rosario, *Homosexuality and Science: A Guide to the Debates*, Santa Barbara: ABC-CLIO, 2002. (This is available in the library's Lincoln Park Reference Section.)

About the Instructor

Donald Opitz is an Assistant Professor at SNL, where he teaches courses addressing primarily Scientific World and Lifelong Learning competencies. He received his Ph.D. in the history of science from the University of Minnesota and B.S. in physics and mathematics from DePaul University. His teaching and research interests include topics in the history of 19th-century British science, science and religion, science and gender, and science education.

Competences

E-1: Can analyze and explain major historical and contemporary scientific research programs investigating the nature of sexual orientation.

1. Can identify and define the research question posed in particular studies.
2. Can explain and compare the research methodologies employed in the studies.
3. Can evaluate the possibilities and limitations of the methods.
4. Can articulate a perspective on the nature of sexual orientation based on an analysis of the research.

E-2: Can apply ethical reasoning in assessing the uses of scientific research on sexual orientation.

1. Can explain a real or potential use of scientific research on sexual orientation.
2. Can identify and define a relevant ethical framework for assessing the use.
3. Can apply criteria from that framework for making a judgment on the use.
4. Can articulate a perspective on the use of research on sexual orientation based on an ethical analysis.

Learning Outcomes

Students who satisfactorily complete this course will have demonstrated their ability to:

- Critically assess scientific studies on sexual orientation in terms of the research methodology used, biases, and ethical implications.
- Explain major trends in the scientific research on sexual orientation between the 19th and 20th century.
- Make ethically-based decisions on questions involving the application of scientific research concerning sexual orientation.

In addition to these outcomes, students will develop their skills in core competencies of collaboration, communication, critical inquiry, experiential learning, and decision-making.

Assignments and Assessment

Detailed instructions and rubrics will be provided separately.

<i>Due</i>	<i>Assignment and Description</i>	<i>Learning Outcomes</i>	<i>Points</i>
Each class	<p>Class Participation (See Policy on Attendance) Opportunities to participate include seminar discussions, small-group and paired discussions, Blackboard discussions, and collaborative class presentations.</p>	<ul style="list-style-type: none"> • The course's Advanced Elective competencies, developed by articulating one's ideas and taking into consideration the ideas of others. • Effective oral communication and presentation skills. • Effective collaborative learning. 	300
To be determined	<p>Presentation on Class Topic Once during the course students will be responsible for leading discussion on the topic for the week. Students may be assigned to work as part of a team. Presentation styles may vary.</p>	<ul style="list-style-type: none"> • The course's Advanced Elective competencies, developed by focused analysis of one of the course's primary topics and presenting on this topic in a discussion setting. • Effective oral communication and presentation skills. • Effective collaborative learning. 	100

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Due	Assignment and Description	Learning Outcomes	Points
Before each class session (Submit in Blackboard)	Reaction Papers Reaction papers are a means by which to engage in critical analysis of the arguments presented by the texts' authors. Reactions should identify the author's main thesis or question and assess the effectiveness of the author's argument and conclusions. The reactions should also explain whether you agree/disagree with the conclusions.	<ul style="list-style-type: none"> • The course's Advanced Elective competencies, developed by articulating one's ideas in writing and critically assessing the ideas of the authors. • Effective written communication skills 	400
Finals week class session (Submit in Blackboard)	Final Position Paper Based on the course readings, students will write a persuasive paper that states a position on one of the pro/con issues of the course and support that position with a well-argued logic that draws perspectives and evidence from the course readings. This is not intended to be a research paper and, therefore, the paper should not draw heavily on sources other than the assigned readings.	<ul style="list-style-type: none"> • The course's Advanced Elective competencies, developed by articulating one's ideas in writing and critically assessing the ideas of the authors. • Effective written communication skills. • Effective use of ethical reasoning in making decisions. 	200
Total			1000

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. (Documented emergencies are exceptions.) All negotiated late submissions are subject to a grade reduction of 5% for each business day for which the submission is late.

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 circumstances necessitate 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 for each competence are:

- 100 Presentation on class topic
- 300 Class participation
- 400 Reaction papers
- 200 Final position paper
- 1000 Total

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

The following University grading standards will be used in assessing participation and assignments:

- 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 D.) **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, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term. The student must request this grade from the instructor by submitting the form, "Contract for the Issuance of an Incomplete (IN) Grade," available on the SNL Web site. 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 SNL 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 SNL or the University from taking further action, including dismissal and/or criminal or civil prosecution. See <http://studentaffairs.depaul.edu/handbook/index.html>.

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:

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- 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. For a three-hour class period, that translates to 6 hours of outside work each week.

Resources for Student Writers

DePaul University's Writing Centers offer resources for student writers through on-site and online services. Visit the Loop Writing Center in 1620 Lewis Center, call 312-362-6726, email wcenter@depaul.edu, or go to <http://condor.depaul.edu/~writing/>. Writing resources tailored for SNL students are also available at <http://snl.depaul.edu/writing/index.html>.

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 at the beginning of the course. Needs will be addressed in cooperation with the Office of Students with Disabilities, 773-325-7290 or 773-325-7296 (TTY); or the Productive Learning Strategies Program (PLuS), 773-325-1677.

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. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Adult & Suburban Student Services

The Office of Adult & Suburban Student Services provides resources to address adult students' unique needs and to help with managing student life at DePaul. On-site staff members are available at the Adult Student Center, 11017 DePaul Center (Loop); phone: 312-362-6216.

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. See <http://studentaffairs.depaul.edu/handbook/index.html>.

Complaints Regarding Grades, Teaching, or Advising

Students with complaints about grades, teaching, or advising should first try to resolve the issue with the faculty or staff member involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Associate Dean of SNL, 200 Lewis Center, 312-362-8001.

Class Schedule – This schedule may change with advance notice

Date	Topic and Description	Readings Due (eReserves)	Assignment Due
1/7	Introduction to the controversy and the questions of the course	Recommended: <ul style="list-style-type: none"> • Doyle, 2005 (census) • Soble, 2006, I: 468-76 	
1/14	The medicalization of homosexuality: The emergence of the categories and concepts of homosexuality in the late 19 th century	Required: <ul style="list-style-type: none"> • Rosario, 2002, Ch. 2 Recommended: <ul style="list-style-type: none"> • Dreger, 1998 • Foucault, 1976 	Reaction 1
1/21	Definitions of sexual orientation: Major approaches in the scientific literature, from behavioral emphases to operational measures	Required: <ul style="list-style-type: none"> • Sell, 1997 • Terry, 2000 Recommended: <ul style="list-style-type: none"> • Kinsey, 1948, Ch. 21 	Reaction 2
1/28	Heterosexist bias in research: Strategies for identifying and avoiding "heterosexist" bias and the consequences of bias.	Required: <ul style="list-style-type: none"> • Herek, et al., 1991 Recommended: <ul style="list-style-type: none"> • Longino, 1990, esp. Ch. 4 • Reiss, 1993 	Reaction 3
2/4	Brain studies: Particularly the work of LeVay on the structure of the hypothalamus.	Required: <ul style="list-style-type: none"> • LeVay, 1991 Recommended: <ul style="list-style-type: none"> • LeVay, 1996, esp. Ch. 5-7 	Reaction 4
2/11	Twin studies: Particularly the work of Bailey & Pillard.	Required: <ul style="list-style-type: none"> • Bailey & Pillard, 1991 Recommended: <ul style="list-style-type: none"> • Bailey, 2000 	Reaction 5
2/18	Molecular studies: genetic linkages: Particularly the work of Hamer and associates.	Required: <ul style="list-style-type: none"> • Hamer, et al., 1993 • Hu, et al., 1995 Recommended: <ul style="list-style-type: none"> • Hamer & Copeland, 1994 	Reaction 6
2/25	Birth-order studies: Particularly the work of Blanchard illustrating an epidemiological method.	Required: <ul style="list-style-type: none"> • Blanchard, 2001 Recommended: <ul style="list-style-type: none"> • Blanchard, 1997 	Reaction 7
3/4	Reviews and critiques of the research: Scientific reviews and critiques of the main strands of research of the 1990s, raising both methodological and ethical questions.	Required: <ul style="list-style-type: none"> • Byne, 1994 • LeVay & Hammer, 1994 • Rosario, 2002, pp. 187-97 Recommended: <ul style="list-style-type: none"> • Mustanski, et al., 2002 	Reaction 8
3/11	The ethics and uses of scientific research on sexual orientation: An overview of the ethical issues involved, raising the question about whether research should be done.	Required: <ul style="list-style-type: none"> • CRG, 2003 • Schüklenk, et al., 1997 • Sullivan, 1998 • Stein, 1999, Ch. 9 Recommended: <ul style="list-style-type: none"> • Epstein, 2003 	
3/18	Final Position Papers Due in Blackboard		

Required Readings (all are available in DePaul Libraries' eReserves):

- Bailey, J. M., & Pillard, R. C. (1991). A Genetic-Study of Male Sexual Orientation. *Archives of General Psychiatry*, 48(12), 1089-1096.
- Blanchard, R. (2001). Fraternal Birth Order and the Maternal Immune Hypothesis of Male Homosexuality. *Hormones and Behavior*, 40, 105-114.
- Byne, W. (1994). The Biological Evidence Challenged. *Scientific American*(May), 50-55.
- Council for Responsible Genetics. (2003). Do Genes Determine our Sexuality? Retrieved February 9, 2009, from <http://www.genewatch.org>
- Hamer, D. H., Hu, S., Magnusson, V. L., Hu, N., & Pattatucci, A. M. L. (1993). A Linkage between DNA Markers on the X Chromosomes and Male Sexual Orientation. *Science*, 261(July 16), 321-327.
- Herek, G. M., Kimmel, D. C., Amaro, H., & Melton, G. B. (1991). Avoiding Heterosexist Bias in Psychological Research. *American Psychologist*, 46(9), 957-963.
- Hu, S., Pattatucci, A. M. L., Patterson, C., Li, L., Pulker, D. W., Cherney, S. S., et al. (1995). Linkage between Sexual Orientation and Chromosome Xq28 in Males but Not in Females. *Nature Genetics*, 11, 248-256.
- LeVay, S. (1991). A Difference in Hypothalamic Structure between Heterosexual and Homosexual Men. *Science*, 253, 1034-1037.
- LeVay, S., & Hamer, D. H. (1994). Evidence for a Biological Influence in Male Homosexuality. *Scientific American*(May), 44-49.
- Rosario, V. (2002). *Homosexuality and Science: A Guide to the Debates*. Santa Barbara: ABC-CLIO.
- Schüklenk, U., Stein, E., Kerin, J., & Byrne, W. (1997). The Ethics of Genetic Research on Sexual Orientation. *The Hastings Center Report*, 27(4), 6-13.
- Sell, R. L. (1997). Defining and Measuring Sexual Orientation: A Review. *Archives of Sexual Behavior*, 26(6), 643-658.
- Stein, E. (1999). *The Mismeasure of Desire: The Science, Theory, and Ethics of Sexual Orientation*. New York: Oxford University.
- Sullivan, A. (1998, July 26). They've Changed, So They Say. *The New York Times*, p. 15.
- Terry, J. (2000). 'Unnatural Acts' in Nature: The Scientific Fascination with Queer Animals. *GLQ: A Journal of Gay & Lesbian Studies*, 6(2), 151-193.

Recommended Readings

- Bailey, J. M. (2000). Genetic and Environmental Influences on Sexual Orientation and Its Correlates in an Australian Twin Sample. *Journal of Personality and Social Psychology*, 78(7), 524-536.
- Blanchard, R. (1997). Birth Order and Sibling Sex Ratio in Homosexual versus Heterosexual Males and Females. *Annual Review of Sex Research*, 8, 27-67.
- Doyle, R. (2005). Gay and Lesbian Census. *Scientific American*(March), 28.
- Dreger, A. D. (1998). *Hermaphrodites and the Medical Invention of Sex*. Cambridge, MA: Harvard University.
- Epstein, S. (2003). Sexualizing Governance and Medicalizing Identities: The Emergence of "State-Centered" LGBT Health Politics in the United States. *Sexualities* 6(2): 131-71.
- Foucault, M. (1976). *A History of Sexuality*. New York: Random House.
- Hamer, D., & Copeland, P. (1994). *The Science of Desire: The Search for the Gay Gene and the Biology of Behavior*. New York: Simon & Schuster.
- Kinsey, A. C., Pomeroy, W. B., & Martin, C. E. (1948). *Sexual Behavior in the Human Male*. Philadelphia: W. B. Saunders.

- LeVay, S. (1996). *Queer Science: The Use and Abuse of Research into Homosexuality*. Cambridge, MA: MIT Press.
- Longino, H. E. (1990). *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry*. Princeton: Princeton University.
- Mustanski, B. S., Chivers, M. L., & Bailey, M. J. (2002). A Critical Review of Recent Research on Human Sexual Orientation. *Annual Review of Sex Research*, 13(2), 89-140.
- Reiss, I. L. (1993). The Future of Sex Research and the Meaning of Science. *The Journal of Sex Research*, 30(1), 3-11.
- Soble, A. (Ed.). (2006). *Sex from Plato to Paglia: A Philosophical Encyclopedia*. Westport, CT: Greenwood Press.

Further Readings

- Bagemihl, B. (1999). *Biological Exuberance: Animal Homosexuality and Natural Diversity*. New York: St. Martin's Press.
- Bancroft, J. (1999). Sexual Science in the 21st Century: Where are We Going? A Personal Note. *Journal of Sex Research*, 36, 226-229.
- Bayer, R. (1987). *Homosexuality and American Psychiatry: The Politics of Diagnosis*. Princeton: Princeton University.
- Brookey, R. A. (2002). *Reinventing the Male Homosexual: The Rhetoric and Power of the Gay Gene*. Bloomington, IN: Indiana University.
- Bullough, V. L. (1994). *Science in the Bedroom: A History of Sex Research*. New York: Basic Books.
- Davidson, A. I. (1987). Sex and the Emergence of Sexuality. *Critical Inquiry*, 14(1), 16-48.
- Duberman, M. (1997). *A Queer World: The Center for Lesbian and Gay Studies Reader*. New York: New York University.
- Ellis, H. (1896). Sexual Inversion in Men. *Alienist and Neurologist*, 17, 115-150.
- Ellis, H., & Symonds, J. A. (1897). *Sexual Inversion*. London: Wilson & Macmillan.
- Epstein, S. (1996). *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkeley: University of California.
- Eskridge, W. N., Jr., & Stein, E. (1998). Queer Clones. In M. C. Nussbaum & C. R. Sunstein (Eds.), *Clones and Clones: Facts and Fantasies about Human Cloning* (pp. 95-113). New York: Norton.
- Fausto-Sterling, A. (1992). *Myths of Gender: Biological Theories about Women and Men*. New York: Basic Books.
- Fausto-Sterling, A. (1999). *Sexing the Body: How Biologists Construct Human Sexuality*. New York: Basic Books.
- Gonsiorek, J. C., & Weinrich, J. D. (Eds.). (1991). *Homosexuality: Research Implications for Public Policy*. Newbury Park, CA: Sage Publications.
- Greenberg, D. F. (1988). *The Construction of Homosexuality*. Chicago: University of Chicago.
- Irvine, J. M. (2005). *Disorders of Desire: Sex and Gender in Modern American Sociology* (Rev. & expanded ed.). Philadelphia: Temple University.
- Jones, J. H. (1997). *Alfred C. Kinsey: A Public/Private Life*. New York: W. W. Norton.
- Kallman, F. J. (1952). Twin and sibship studies of overt male sexuality. *American Journal of Human Genetics*, 4, 136-146.
- Katz, J. N. (1995). *The Invention of Heterosexuality*. New York: Dutton.
- Kinsey, A. C., Pomeroy, W. B., & Martin, C. E. (1948). *Sexual Behavior in the Human Male*. Philadelphia: W. B. Saunders.
- Kinsey, A. C., Pomeroy, W. B., Martin, C. E., & Gebhard, P. H. (1953). *Sexual Behavior in the Human Female*. Philadelphia: W. B. Saunders.

- Klassen, A. D., Williams, C. J., & Levitt, E. E. (1989). *Sex and Morality in the U. S.: An Empirical Inquiry under the Auspices of the Kinsey Institute*. Middleton, CT: Wesleyan University.
- Koertge, N. (Ed.). (1981). *The Nature and Causes of Homosexuality: A Philosophic and Scientific Inquiry*. New York: Haworth Press.
- Lacqueur, T. (1990). *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge, MA: Harvard University.
- Lewontin, R. C., Rose, S., & Kamin, L. J. (1984). *Not in our Genes: Biology, Ideology, and Human Nature*. New York: Pantheon Books.
- McKnight, J. (1997). *Straight Science? Homosexuality, Evolution and Adaptation*. New York: Routledge.
- McWhirter, D. P., Sanders, S. A., & Reinisch, J. M. (Eds.). (1990). *Homosexuality/Heterosexuality: Concepts of Sexual Orientation*. New York: Oxford University.
- Meyerowitz, J. (2002). *How Sex Changed: A History of Transsexuality in the United States*. Cambridge, MA: Harvard University.
- Mondimore, F. M. (1996). *A Natural History of Homosexuality*. Baltimore, MD: Johns Hopkins University.
- Murphy, T. (1997). *Gay Science: The Ethics of Sexual Orientation Research*. New York: Columbia University.
- Murphy, T. (Ed.). (2000). *Reader's Guide to Lesbian and Gay Studies*. Chicago: Fitzroy Dearborn Publishers.
- Nye, R. A. (1989). Sex Difference and Male Homosexuality in French Medical Discourse, 1800-1930. *Bulletin of the History of Medicine*, 63, 32-51.
- Reiss, I. L. (2006). *An Insider's View of Sexual Science since Kinsey*. Lanham, MD: Rowman & Littlefield.
- Robinson, P. (1976). *The Modernization of Sex: Havelock Ellis, Alfred Kinsey, and William Masters and Virginia Johnson*. New York: Harper & Row.
- Rosario, V. (1999). Rise and Fall of the Medical Model: The Pathologization of Homosexuality from 1881 to 1973. *The Harvard Gay & Lesbian Review*, 6(4), 31-34.
- Rosario, V. (2000). Gay Genes: Analyzing the Evidence of Experience. *Gender and Psychoanalysis*, 5(3), 209-219.
- Rosario, V. (2002b). Science and Sexual Identity. *Journal of the History of Medicine and Allied Sciences*, 57, 79-85.
- Rosario, V. (Ed.). (1997). *Science and Homosexualities*. New York: Routledge.
- Roughgarden, J. (2009). *Evolution's Rainbow: Diversity, Gender and Sexual Identity in Nature and People*. 2nd edn. Berkeley: University of California.
- Russett, C. E. (1989). *Sexual Science: The Victorian Construction of Womanhood*. Cambridge, MA: Harvard University.
- Schüklenk, U., & Ristow, M. (1996). The Ethics of Research into the Cause(s) of Homosexuality. *Journal of Homosexuality*, 31(3), 5-30.
- Sommer, V., & Vasey, P. L. (Eds.). (2006). *Homosexual Behaviour in Animals: An Evolutionary Perspective*. Cambridge: Cambridge University.
- Stein, E. (Ed.). (1992). *Forms of Desire: Sexual Orientation and the Social Constructionist Controversy* (2nd ed.). New York: Routledge.
- Stoller, R. J., & Herdt, G. H. (1985). Theories of Origins of Male Homosexuality: A Cross-Cultural Look. *Archives of General Psychiatry*, 42(4), 399-404.
- Vreeland, C. N., Gallagher III, B. J., & McFalls Jr., J. A. (1995). The Beliefs of Members of the American Psychiatric Association on the Etiology of Male Homosexuality: A National Survey. *Journal of Psychology*, 129(5), 507-517.
- Whitehead, N., & Whitehead, B. (1999). *My Genes Made Me Do It! A Scientific Look at Sexual Orientation*. Lafayette, LA: Huntington House Publishers.