

PSY317H5S – Gender and Sexual Development

Tuesday 3:00pm – 5:00pm AND Thursday 3:00pm – 4:00pm

Room Location: DH 3000 (Deerfield Hall)

Contact Information

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Office Hours: Thursdays from 4:00-5:00pm
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Teaching Assistant:

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Course Description

This course examines gender and sexual development with an emphasis on cognitive, social and cultural processes. Topics include gender stereotypes, roles, and identity, psychological gender and sexual orientation differences, sexuality across the lifespan and atypical expressions of gender and sexuality.

Course Materials

Readings for this course include journal articles and book chapters available for download from the University of Toronto Library. The core reading material is listed according to the course schedule. Additional readings available online will be assigned throughout the course and will consist of popular media (e.g., newspaper and magazine articles).

Course Evaluation

Term Test 1: 26%

Term Test 2: 24%

Written Assignment: 25%

Group Presentations: 15%

Group Participation: 5%

Class Participation: 5%

Course Webpage

The website associated with this course is accessible via <http://portal.utoronto.ca>

Note: You don't need to create a new login for Blackboard; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Blackboard. If you have any general questions regarding Blackboard, please visit the following help site: <http://www.portalinfo.utoronto.ca/content/information-students>

IMPORTANT COURSE POLICIES **PLEASE READ**

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Students are to submit original supporting documentation (e.g., medical certificates, verification of extenuating circumstances form, etc.) to the Psychology Academic Counselor or drop it in the drop box located outside the Psychology office, Deerfield Hall, 4th Floor. Students have up-to one week from the date of the missed test to submit request. Late submissions will NOT be considered without a letter of explanation specifying and documenting the reasons for the lateness.

Medical certificates or physician's notes must be completed by the Physician and MUST include the statement "This Student [name] was unable to write the test on [date(s)] for medical reasons". This documentation must show that the physician was consulted within one the day of the missed term test. A statement merely acknowledging a report of illness made by the student to the physician is NOT acceptable. For further information on this procedure please see: <http://www.utm.utoronto.ca/psychology/undergraduate-studies/missed-testslate-submissions>

If you missed your test/assignment deadline for a reason connected to your registered disability, please be advised that the department will accept documentation supplied by the UTM AccessAbility Resource Centre.

IMPORTANT: The Department of Psychology verifies the authenticity of medical certificates by contacting medical offices. Students are NOT to make any changes or alteration to completed medical certificates. Students who submit forged or altered documentation are subject to severe academic penalties.

If your request is approved by the department, a make-up test will be offered. You will receive an email when a make-up date has been arranged. The department will try to give 2-3 days notice of make-up date, however this is sometimes not possible. **Be prepared for the make-up.**

Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

Original supporting documentation (e.g., medical certificates, verification of extenuating circumstances form, etc.) must be submitted to the Psychology Academic Counselor or dropped off in the drop box located outside the Psychology office Deerfield Hall, 4th Floor. Students are expected to submit requests to the Department before the last day of the term, unless demonstrably serious reasons prevent them from doing so. In the event

of an illness, medical certificates or doctor's notes must confirm that student was ill on the due date of the assignment (for a one-day extension). For a longer extension, documentation must specify the full duration during which academic work could not be carried out.

For extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions>

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847. <http://www.utm.utoronto.ca/accessability/>

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Academic Honesty and Plagiarism

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Academic Integrity website: <http://www.utm.utoronto.ca/academic-integrity/students>.

- Common trends in academic offences:
- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids
- Altering medical certificates and UofT documents

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism. <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. If questions arise after reading the material on the website, consult your instructor.

Plagiarism will not be tolerated.

Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before.

Course Outline

DATE	TOPIC	ACTION
Jan 4	Introduction to the course	
Jan 9	INTRODUCTION TO GENDER DEVELOPMENT	WEEK 1 READINGS
Jan 11	Topic selection for group presentations	
Jan 16	ORIGINS OF GENDER DIFFERENCES	WEEK 2 READINGS
Jan 18	Tutorial on presentation style and delivery	
Jan 23	GENDER AND SCHOOLING	WEEK 3 READINGS
Jan 25	Group presentations	
Jan 30	GENDER BIAS	WEEK 4 READINGS
Feb 1	Group presentations	
Feb 6	GENDER DYSPHORIA IN CHILDREN AND ADOLESCENTS	WEEK 5 READINGS
Feb 8	Group presentations	
Feb 13	TERM TEST 1	
Feb 15	Group presentations	
Feb 20 and 22	READING WEEK—NO CLASS	
Feb 27	EMERGENCE OF SEXUALITY: PART 1	WEEK 6 READINGS
Mar 1	Group presentations	
Mar 6	EMERGENCE OF SEXUALITY: PART 2	WEEK 7 READINGS
Mar 8	Group presentations	
Mar 13	SEXUAL PREFERENCE: PART 1	WEEK 8 READINGS
Mar 15	Group presentations	
Mar 20	SEXUAL PREFERENCE: PART 2	WEEK 9 READINGS ASSIGNMENT DUE
Mar 22	Group presentations	
Mar 27	SEXUALITY AND TRANSITIONAL YOUTH	WEEK 10 READINGS
Mar 29	Group presentations	
Apr 3	TERM TEST 2	

COURSE READING LIST

WEEK 1

Del Guidice, M. (2017). Pink, blue and gender: An update. *Archives of Sexual Behavior*, 46, 1555-1563.

Del Guidice, M. (2015). Gender differences in personality and social behavior. *International Encyclopedia of the Social and Behavioral Sciences, Second Edition*, 750-756.

van Anders, S. M., Schudson, Z. C., Abed, E. C., Beischel, W. J., Dibble, E. R., Gunther, O. D.,... Silver, E. R. (2017). Biological sex, gender, and public policy. *Policy Insights from the Behavioral and Brain Sciences*, 4, 194-201.

WEEK 2

Martin, C. L., & Ruble, D. N. (2010). Patterns of gender development. *Annual Review of Sex Research*, 61, 353-381.

WEEK 3

Liben, L. S. (2015). Probability values and human values in evaluating single-sex education. *Sex Roles*, 72, 401-426.

Wang, M.-T., Eccles, J. S., & Kenny, S. (2013). Not lack of ability but more choice: Individual and gender differences in choice of careers in science, technology, engineering, and mathematics. *Psychological Science*, 24, 770-775.

WEEK 4

Halim, M. L. D. (2016). Princesses and superheroes: Social-cognitive influences on early gender rigidity. *Child Development Perspectives*, 10, 155-160.

Olson, K. R., & Enright, E. A. (2017). Do transgender children (gender) stereotype less than their peers and siblings? *Developmental Science*. e12606.

Shutts, K., Kenward, B., Falk, H., Ivegran, A., & Fawcett, C. (2017). Early preschool environments and gender: Effects of gender pedagogy in Sweden. *Journal of Experimental Psychology*, 162, 1-17.

WEEK 5

van der Miesen, A. I. R., Hurley, H., & de Vries, A. L. C. (2016). Gender dysphoria and autism spectrum disorder: A narrative review. *International Review of Psychiatry*, 28, 70-80.

Zucker, K. J., & VanderLaan, D. P. (2016). The self in gender dysphoria: A developmental perspective. In M. Kyrios, S. Bhar, G. Doron, M. Mikulincer, R. Moulding, and M. Nedeljkovic (Eds.), *The self in understanding and treating psychological disorders* (pp. 222-232). Cambridge: Cambridge University Press.

WEEK 6

Josephs, L. (2015). How children learn about sex: A cross-species and cross-cultural analysis. *Archives of Sexual Behavior, 44*, 1059-1069.

WEEK 7

Ingham, R. (2005). 'We didn't cover that at school': Education *against* pleasure or education *for* pleasure? *Sex Education, 5*, 375-388.

Peter, J., & Valkenburg, P. M. (2016). Adolescents and pornography: A review of 20 years of research. *Journal of Sex Research: Annual Review of Sex Research, 53*, 509-531.

WEEK 8

Hoffmann, H. (2017). Situating human sexual conditioning. *Archives of Sexual Behavior, 46*, 2213-2229.

Li, G., Kung, K. T. F., & Hines, M. (2017). Childhood gender-typed behavior and adolescent sexual orientation: A longitudinal population-based study. *Developmental Psychology, 53*, 764-777.

WEEK 9

Diamond, L. (2008). Female bisexuality from adolescence to adulthood: Results from a 10-year longitudinal study. *Developmental Psychology, 44*, 5-14.

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487.

WEEK 10

Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hook-up culture: A review. *Review of General Psychology, 16*, 161-176.