

PSY410H5S

Special Topics in Developmental Psychology

Friday 12:00 pm – 3:00 pm

Online Synchronous

Course Delivery

ONLINE VIA QUERCUS

Online synchronous classes will be accessible through links posted on the course Quercus page. Term tests will be delivered on Quercus.

Learn Anywhere Guide for Students

<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>

University of Toronto tech [requirements for online learning](#)

Contact Information

Diana Peragine

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Office hours: Virtual via Zoom

Tuesdays 1:00-2:00pm

A link to office hours will be provided on the course Quercus page.

(Be sure to register for a UTM Zoom account at <https://utoronto.zoom.us>)

Teaching Assistant:

Lindsey Thurston

lindsey.thurston@utoronto.ca

Course Description

- This course will provide an in-depth examination of current issues and hot topics in developmental psychology. Readings will provide historical and theoretical background as well as highlight current and significant research in a number of topic areas. This course is a seminar class. As such, you are expected to attend every class and to participate actively in class discussions.
- This year's special topic is *gender and sexuality*, focusing on biocultural, social, and cognitive perspectives on gender development, emergent sexuality in childhood and adolescence, formation of sexual preferences, and atypical expressions of gender and sexuality.

Learning Outcome

By the end of this course, you should be able to:

- Describe the major concepts, principles, and theoretical approaches in the study of gender and sexuality
- Understand how experiential and biological factors interact to shape gender and sexual development
- Explain how empirical findings can support or refute psychological theories
- Communicate clearly and concisely in written and oral formats
- Explore interests in the psychology of gender and sexuality through independent inquiry and research
- Demonstrate an understanding of ethical issues in research and practice linked to gender and sexual well-being of children and adolescents
- Connect foundational principles of gender and sexual development to modern-day real-world applications
- Foster a strategy of lifelong inquiry for engaged citizenship

Reading Material

Readings for this course include journal articles and book chapters available for download from the University of Toronto Library and the course Quercus page. The core reading material is listed according to the course schedule.

Course Evaluation

Term Test 1: 20%

Term Test 2: 20%

Written Assignment: 30%

Group Presentation: 15%

Group Participation: 5%

Class Participation: 10%

Course Webpage

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

Note: You don't need to create a new login for Canvas; 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 Canvas. If you have any general questions regarding Canvas, please visit the following help site:

<https://library.utm.utoronto.ca/faculty/canvas>

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>.

Important note: Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

If your request is approved by the department a make-up test will be required.

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.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

Missed final exams or 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> and follow their procedures.

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

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. 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/>

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or

other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Academic Honesty and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

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 more than 25% 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.

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.

Course Outline

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.

Date	Topic	Assignments
Week 1 (January 15, 2021)	Introduction to the Course; Core Concepts; (Re) Defining Sex and Gender	Class 1 Readings
Week 2 (January 22, 2021)	<i>Nature, Meet Nurture</i> : Intersections of Biology and Culture in Gender Development	Class 2 Readings
Week 3 (January 29, 2021)	<i>Parents, Playthings, and Prejudice, Oh My!</i> Agents of Gender Socialization	Class 3 Readings
February 1, 2021	Written Assignment Research Question Due – Submitted via Quercus	Assignment Due
Week 4 (February 5, 2021)	<i>"Little Gender Detectives"</i> : Cognitive Perspectives on Gender Development	Class 4 Readings
Week 5 (February 12, 2021)	Term Test #1 (On Quercus): All material from Jan 15 to Feb 12	
Week 6 (February 19, 2021)	Reading Week (No Lecture)	
February 22, 2021	Written Assignment Annotated Bibliography Due – Submitted via Quercus	Assignment Due
Week 7 (February 26, 2021)	<i>To Virginity and Beyond</i> : Emerging Sexuality in Childhood and Adolescence	Class 7 Readings
Week 8 (March 5, 2021)	<i>Out of the Closet, Into the Mainstream</i> : Current Topics in Sexual Orientation Development	Class 8 Readings
Week 9 (March 12, 2021)	Group Presentations	
Week 10 (March 19, 2021)	Group Presentations	
Week 11 (March 26, 2021)	Gender Dysphoria in Childhood and Adolescence	Class 11 Readings
March 31, 2021	Written Assignment Due – Submitted via Quercus	Assignment Due
Week 12 (April 9, 2021)	Lifespan Approaches to Sexual Offending and Paraphilias	Class 12 Readings
Week 13 (April 12, 2021)	Term Test #2 (On Quercus): All material from Feb 26 to Apr 9	

COURSE READING LIST

CLASS 1 (January 15)

Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, 74(2), 171–193.

Cretella, M. A., Rosik, C. H., & Howsepian, A. A. (2019). Sex and gender are distinct variables critical to health: Comment on Hyde, Bigler, Joel, Tate, and van Anders. *American Psychologist*, 74(7): 842-844.

CLASS 2 (January 22)

Wong, W. I., & VanderLaan, D. P. (in press). Sex differences in early life: A cross-cultural perspective. In F. M. Cheung & D. F. Halpern (Eds.), *Cambridge International Handbook on Psychology of Women*. Cambridge: Cambridge University Press.

Kreukels, B. P. C., van de Grift, T. C. (in press). Gender and Sexuality in Disorders/differences of Sex Development. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

Kuhnle, U., & Krahl, W. (2002). The impact of culture on sex assignment and gender development in intersex patients. *Perspectives in Biology and Medicine*, 45(1), 85-103.

CLASS 3 (January 29)

Weisgram, E. S. (in press). Gender, Toys, and Play: How Gendered Early Experiences Shape Later Development. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

Skinner, O. D. (in press). Family Gender Socialization in Childhood and Adolescence. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

Brown, C. S., & Tam, M. J. (in press). Gender-Based Discrimination in Childhood and Adolescence. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

CLASS 4 (February 5)

Martin, C. L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13(2), 67-70.

Leaper, L. (in press). Origins and Consequences of Childhood Gender Segregation: Towards an Integrative Developmental Systems Model. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

Mehta, C. (in press). The Malleability of Gender: Conceptualizing Gender as a Contextual Variable. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY: Springer.

CLASS 5 (February 12)

None

CLASS 6 (February 26)

Li, G. (in press). Sexuality Development in Childhood. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

Fortenberry, J. D. (2014). Sexual learning, sexual experience, and healthy adolescent sex. In E. S. Lefkowitz & S. A. Vasilenko (Eds.), *New directions for child and adolescent development: Vol. 144. Positive and negative outcomes of sexual behaviors*. Hoboken, NJ: Jossey-Bass/Wiley.

Štulhofer, A., Kohut, T., & Koletić, G. (in press). Pornography Use in Adolescence and Young Adulthood. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

CLASS 7 (March 5)

None

CLASS 8 (March 12)

None

CLASS 9 (March 19)

VanderLaan, D., Skorska, M., & Coome, L. (in press). Emerging Evidence of Distinct Male Sexual Orientation Biodevelopmental Subgroups. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

Brotto, L., & Milni, S. (in press). Asexuality: When Sexual Attraction is Lacking. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

Hamilton, L. D., & Winward, S. B. (in press). Consensual Non-Monogamy from a Developmental Perspective. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

CLASS 10 (March 26)

Steensma, T. D., et al. (2013). Factors associated with desistence and persistence of childhood gender dysphoria: A quantitative follow-up study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 582-590.

Giordano, S. (2019). Importance of being persistent. Should transgender children be allowed to transition socially?. *Journal of Medical Ethics*, 45(10), 654-661.

Arnoldussen, M., et al. (2019). Re-evaluation of the Dutch approach: Are recently referred transgender youth different compared to earlier referrals? *European Child and Adolescent Psychiatry*, 1-9.

Vrouenraets, L. J., et al. (2015). Early medical treatment of children and adolescents with gender dysphoria: An empirical ethical study. *Journal of Adolescent Health*, 57, 367-373.

CLASS 11 (April 9)

Stephens, S., Roche, K., & Moss, S. (in press). A Review of Theoretical Models and Lifespan Approaches to the Study of Sexual Offending. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

Beier, K. M. (2016). Proactive strategies to prevent child sexual abuse and the use of child abuse images: The German Dunkelfeld-Project for Adults (PPD) and Juveniles (PPJ). In *Sexual Violence*. Springer, Cham.

Hsu, K. J., & Bailey, J. M. (in press). Erotic Target Identity Inversions. In D. P. VanderLaan & W. I. Wong (Eds.), *Gender and Sexuality Development: Contemporary Theory and Research*. New York, NY. Springer.

CLASS 12 (April 12)

None