

PSY317H5S – Gender and Sexual Development

Lecture: Tuesday and Thursday 2:00pm – 4:00pm

Room Location: NE 3110 (New North Building)

Tutorial: Tuesday and Thursday 4:00pm – 5:00pm

Room Location: NE 3160 or NE 3125 (New North Building)

Contact Information

Diana Peragine

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Office Hours: Tuesdays from 5:30 pm - 6:30 pm
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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: 30%

Term Test 2: 20%

Written Assignment: 20%

Group Presentations: 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 Quercus; 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 Quercus. If you have any general questions regarding Quercus, please visit the following help site:

<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

IMPORTANT COURSE POLICIES **PLEASE READ**

Special Consideration Process for Missed Term Work

Students who require special consideration for missed term work due to circumstances beyond their control (e.g. illness or an accident, etc) can request that the department grant them special consideration. You must present your case to the Department (**not the Instructor**) by completing an online Special Consideration Request. The request can be submitted using the online form at

<https://utmapp.utm.utoronto.ca/SpecialRequest>.

Students can **NOW** formally self-declare an absence (of up to 3 consecutive days) from academic participation. This declaration must be performed on **ACORN**, and replaces* the previous procedure of submitting a Verification of Illness or Injury form that has been endorsed by one of the following licensed practitioners: dentist; nurse/nurse practitioner; physician/surgeon; psychologist; psychotherapist; or social worker; registered and licensed in the Province of Ontario. **Declare your absence on ACORN on the day of or the day after the first date of absence.**

If you require accommodation for missed term work due to medical illness or injury lasting **more than 3 days**, you must then use the standard [Verification of Illness or Injury form](#) signed by a licensed practitioner. This form is to be brought to Jodie Stewart, Academic Counsellor located in the Psychology Office (Deerfield Hall, 4th Floor) or dropped in the drop-box located outside the Psychology Office.

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

You have up to three (3) days from the date of the missed test or assignment due date to submit your request online. (**late requests will NOT be considered without a "letter of explanation" as to why the request is late**).

You will receive a decision of your request from the department via email. You can also check your status by logging into the Special Consideration on-line form. <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Note: It is your responsibility to ensure your email account is working and able to receive emails. Claims that a departmental decision was not received will **NOT** be considered as a reason for further consideration. Contact the Academic Counsellor should you NOT receive notification of your decision within 2 weeks of submission.

Missed Test Course Policy

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.**

IMPORTANT NOTES AND POLICIES

- You may declare a maximum of (**TWO**) absences (and up to three days in duration for each absence) per course, per term, using the "Self-Declaration of Student Illness" process on **ACORN**.

- The department is responsible for deciding what academic accommodations (if any) will be made.
- It is your responsibility to follow the appropriate procedures and submit requests for special consideration on time. Failure to do so may result in your request being DENIED.
- False statements and/or documentation will be treated as Academic Offences and handled accordingly.

For further information on this process please see:

<http://www.utm.utoronto.ca/psychology/undergraduate-studies/missed-tests/late-submissions>

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
July 2	Introduction to the course INTRODUCTION TO GENDER DEVELOPMENT	CLASS 1 READINGS
July 4	Topic selection for group presentations and instructions on presentation style and delivery ORIGINS OF GENDER DIFFERENCES	CLASS 2 READINGS
July 9	GENDER AND SCHOOLING	CLASS 3 READINGS
July 11	GENDER BIAS	CLASS 4 READINGS
July 16	GENDER DYSPHORIA	CLASS 5 READINGS
July 18	EMERGENCE OF SEXUALITY	CLASS 6 READINGS ASSIGNMENT DUE
July 23	PEDOPHILIA AND ITS TREATMENT (Lecture, Documentary, Discussion)	CLASS 7 READINGS
July 25	TERM TEST 1	
July 30	SEXUAL PREFERENCE	CLASS 9 READINGS
August 1	GROUP PRESENTATIONS	
August 6	SEXUALITY AND TRANSITIONAL YOUTH	CLASS 11 READINGS
August 8	TERM TEST 2	

COURSE READING LIST

CLASS 1 (July 2)

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

CLASS 2 (July 4)

Wong, W. I., & VanderLaan, D. P. (2018). 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. In press.

CLASS 3 (July 9)

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.

CLASS 4 (July 11)

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.

CLASS 5 (July 16)

de Graaf, N. M., Giovanardi, G., Zitz, C., & Carmichael, P. (2018). Sex ratio in children and adolescents referred to the gender identity development service in the UK (2009–2016). *Archives of Sexual Behavior*, 47, 1301-1304.

CLASS 6 (July 18)

Choukas-Bradley, S., Goldberg, S. K., Widman, L., Reese, B. M., & Halpern, C. T. (2015). Demographic and developmental differences in the content and sequence of adolescents' ideal romantic relationship behaviors. *Journal of Adolescence*, 45, 112-126.

CLASS 7 (July 23)

Seto, M. C. (2012). Is pedophilia a sexual orientation? *Archives of Sexual Behavior*, 41(1), 231-236.

CLASS 8 (July 25)

None

CLASS 9 (July 30)

Savin-Williams, R. C., Joyner, K., & Rieger, G. (2012). Prevalence and stability of self-reported sexual orientation identity during young adulthood. *Archives of Sexual Behavior*, 41(1), 103-110.

CLASS 10 (August 1)

None

CLASS 11 (August 6)

Vrangalova, Z. (2015). Does casual sex harm college students' well-being? A longitudinal investigation of the role of motivation. *Archives of Sexual Behavior*, 44(4), 945-959.

CLASS 12 (August 8)

None