

Human Development 336 – Gender Across the Lifespan, Spring 2008  
Course # 5827 (HUMDEV) #5878 (WOST): MW 2:00 – 3:15 MAC 217

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Course Web Site: Students registered for this course will have access to the course D2L site.

Office Hours: MW: 9:00 – 11:00; TTh: 11:00 – 12:00 and by appointment. These hours may be interrupted by various university-related commitments. If you are coming from out of town, please check with me before coming in.

### Course Description

Being a male or a female is a central feature of one's self definition. But what does being male or female really mean to individuals, and in the larger social context? The search for the answer to this question requires that one travel along the path of human development, from infancy to old age, since the meaning of gender is affected by the many changes that occur over the lifespan. These questions form the major challenges of this course, which focuses on what it means to be male and female (or a variant of these two categories of gender) from a developmental perspective. We take a multidisciplinary approach in our examination of these issues, with emphasis upon the psychological, sociological, and biological influences upon gender development.

Course Goals: Upon completion of this course, students should be able to...

1. Arrive at an understanding of the many factors that serve to differentiate individuals along the lines of gender, and to examine the evidence that either dispels or supports common assumptions about gender differences during the lifespan.
2. Become familiar with current research and theory on the development of gender.
3. Critically analyze the assumptions and research methodologies of traditional modes of inquiry in psychology, sociology, and biology and to reformulate these within a nonsexist perspective.
4. Learn how to think like a gender development researcher, by observing and analyzing aspects of gender development.
4. Incorporate the perspectives of diverse ethnic, cultural, and racial backgrounds in our understanding of gender development.
5. Gain personal insight as to how you arrived at your present concept of gender for yourself and others, and how your gender identity and social expectations may change with your future developmental tasks.
6. Understand and use APA style.
7. Work toward fulfilling the following General Education Student Learning Outcomes:
  - communicating effectively through writing. This course will provide the opportunity for you to practice and improve your writing skills.

- developing a fundamental understanding of the cause and effects of stereotyping by examining the effects of gender stereotyping on human development.
8. Work toward fulfilling the following Learning Outcomes of Human Development as they apply to the study of gender development:

#### Primary Outcomes

- Understand and be able to apply key components of cultural diversity (e.g., social class, ethnicity, gender, sexual orientation).
- Learn to evaluate alternative approaches to promoting optimal human development.
- Use library facilities and computerized databases (e.g., PsychINFO) to locate pertinent information.
- Present material effectively in class participation and in individual and group oral presentations.
- Conceptualize the field in terms of the complexity or reciprocal biopsychosocial interactions.

#### Secondary Outcomes

- Have the ability to critically assess the merits of basic and applied research
- Have the ability to accurately interpret and use such research
- Understand the ethical issues involved in research
- Use APA style effectively when writing papers

Prerequisites: Hum Dev 210 or Psych102 or Soc C D 241

#### Textbooks:

Bem, S.L. (1998). *An unconventional family*. New Haven, CT: Yale University Press.

Colapinto, J. (2000). *As nature made him*. New York: Harper Collins.

Galliano, G. (2003). *Gender: Crossing boundaries*. Belmont, CA: Wadsworth/Thomson.

Any manual, handbook, pamphlet or handout on APA (American Psychological Association) style. The Fifth Edition is the most recent version, and we will be following this format. For those of you who are seriously considering becoming a Human Development or Psychology major, you may want to consider purchasing the *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). A document on the fifth edition of APA style entitled, "Psychology with Style" may also be accessed via the course D2L site. There also is a link to the American Psychological Association, which has some useful information about APA Style.

**Additional Readings:** Accessed via the course D2L site.

Etaugh, C.A. & Bridges, J.S (2004). Later adulthood: Interpersonal issues. In *The psychology of women: A lifespan perspective*. Boston: Pearson.

Hantover, J. P. (1978) The Boy Scouts and the validation of masculinity. *Journal of Social Issues, 34*, 184-195.

Maccoby, E. E. (1990). Gender and relationships: A developmental account. *American Psychologist, 45*, 513-520.

Strough, J., Leszczynski, J.P., Neely, T.L., Flinn, J.A., & Margrett, J. (2007). From adolescence to later adulthood: Femininity, masculinity, and androgyny in six age groups. *Sex Roles, 57*, 385-396.

Thompson, E. H. (2001). Older men as invisible men in contemporary society. In D. Vannoy (Ed.). *Gender mosaics: Social perspectives* (pp. 473-485). Los Angeles: Roxbury Publishing.

Wright, T. (2007). On Jorge becoming a boy: A counselor's perspective. *Harvard Educational Review, 77*, 164-186.

**Optional Reading:** Accessed via the course D2L site:

Berenbaum, S.A. (2006). Psychological outcome in children with disorders of sex development: Implications for treatment and understanding of typical development. *Annual Review of Sex Research, 17*, 1 – 38.

## Course Requirements:

**Writing Emphasis: Because this is a writing emphasis course, your written assignments will be evaluated both on content and quality of writing. In addition to the content, therefore, your grades will be based on the organization and development of ideas, clarity of expression, coherence between sentences and paragraphs, and proper use of English.**

1. **Exams:** There will be three exams (each worth 15% each of the final grade). The final will be noncumulative. Exams will consist of multiple choice, short answer, and essay questions. Questions on the exam come from material in the lectures, discussions, and readings. All material covered in class and in the readings is fair game for the exams. Approximately 1 week prior to each exam, study guide questions will be sent via the class website.
2. **Project:** Each student will be required to complete a project from the project guidelines list. Students may work individually or in a group (three maximum). Students who elect to work in a group will be evaluated as a group and individually (a brief individual evaluation will be required). The final project will be presented in a Power Point presentation. A proposal (worth 5% of the grade) will be required before commencing the project. Guidelines will be forthcoming. The total project will be worth 30% of the final grade (5% proposal, 20% project and writeup, 5% presentation).
3. **Worksheets:** You will be expected to complete 5 worksheets found on the course D2L site prior to discussion of the related readings. These worksheets are due during class time and should be typed. You will be graded on a scale of 0-4 for these responses, where 4 = excellent, 3 = very good, 2 = adequate, 1 = not adequate, 0 = not completed. (20% of final grade)
4. **Class Participation (5% of grade):** For this course, you are asked to be an active learner. This means attending classes, participating in class discussions and activities, taking accurate and complete notes, and attentively reading the assignments. Your contributions to in-class discussion will be valued and so noted. Although there are no penalties for missing most classes, there are classes that require attendance. These are for all exams, dates that assignments are due, and the day that the project presentation is due. **Any student who misses approximately one-third or more class sessions (10) will receive a failing grade for the course.** In addition, 6 additional points will be added on to the class participation grade or to the third exam score at the end of the semester for perfect attendance. The **ONLY** excused absence for this extra credit option is a school-related function A sign-up sheet will be passed around at the beginning of each class.

### 5. Grading:

Based on 100 points:

A = 90 – 100;	BC = 75- 79;
AB = 86 – 89;	C = 65 – 74;
B = 80 – 85;	CD = 60 – 64;
D = 59.9 – 55;	F = 54.9 or less

### Class Policies

1. Honor Code: All work for this course is based upon the assumption that students are applying the highest standards of academic honesty and integrity. In order to affirm this practice, I am requiring that **all written work** include the following statement, which must be signed and dated. Your affirmation should appear on the back side of the last page of your paper. Papers without this affirmation will not be graded

**"I affirm that this paper reflects my own work and writing."**

*Signature, Date*

2. Attendance is expected for each class session (see section on "Class Participation").
3. You are expected to hand in all work on time at the beginning of class. **Points will be deducted for work that is turned in late (after a specified deadline, without a valid, pre-approved deadline).** Makeup exams will not be given except for extreme circumstances.
4. No handwritten work will be accepted.
5. If you are having problems at any point in time with the above requirements, please don't hesitate to see me.
6. Please turn off cell phones, beepers and other noisy electronic devices during class.
7. As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

**COURSE SCHEDULE AND READINGS\***

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS/ COMMENTS</b>
January 23	▪ Introduction to Gender Development	--	Bring in a picture
Jan 28 – Jan 30	▪ Gender Stereotypes and the Study of Gender Development	Galliano (Chapters 1 & 2) Reading: Strough et al.	Project Guidelines
Feb 4 – Feb 6	▪ Theories of Gender Development	Galliano (Chapter 3)	
Feb 11 – Feb 13	▪ The Case for Nature	Galliano (Chapter 4)	Discussion of Worksheet #1 (Feb 11) Project Organization
Feb 18 – Feb 20	Exam 1 (Feb 18) Work on Project Outline		
Feb 25 – Feb 27	▪ The Case of David Reimer	Colapinto (Preface pp. xi – xvii) & Part 1; pp. 1 - 110)	Optional Reading: Berenbaum (2006)
March 3 – March 5	▪ The Case of David Reimer	Colapinto (Part 2; pp. 111- 195 Part 3; pp. 199 – 271 Epilogue	Discussion of Worksheet #2 (March 3)
March 10 – March 12	▪ Life Span Gender Development	Galliano (Chapter 5; pp. 90-98) Reading: Maccoby Reading: Wright	
<b>SPRING BREAK March 15 – March 23</b>			

DATE	TOPIC	READINGS	ASSIGNMENTS/ COMMENTS
March 24 –March 26	<ul style="list-style-type: none"> <li>Life Span Gender Development</li> </ul>	Galliano (Chapter 5; pp. 98-114) Reading: Hantover Reading: Etaugh & Bridges Reading: Thompson (2001)	Discussion of Worksheet #3 (March 26)
March 31 – April 2	<ul style="list-style-type: none"> <li>Gender and Education</li> </ul>	Galliano (Chapter 9)	
April 7 – April 9	Exam 2 (April 7) <ul style="list-style-type: none"> <li>Work on Project</li> </ul>	Begin reading Bem (Chapters 1, 2, &3)	
April 14 – April 16	<ul style="list-style-type: none"> <li>The Effects of Nurture: One Family's Story</li> </ul>	Bem (Chapters 4 & 5) Bem (Chapters 6,7 & 8)	Discussion of Worksheet #4 (April 16)
April 21 – April 23	<ul style="list-style-type: none"> <li>Gender and Sexuality</li> <li>Gender and the Media</li> </ul>	Galliano (Chapter 8) Reading: Rieger et al. (2008)	
April 28 – April 30	<ul style="list-style-type: none"> <li>Gender and the Media</li> <li>Project Work – April 30</li> </ul>	Galliano (Chapter 13)	Discussion of Worksheet #5 (April 28)
May 5 – May 7	<ul style="list-style-type: none"> <li>Presentation of Projects</li> </ul>		
May 12	<ul style="list-style-type: none"> <li>Wrap-up of Gender Development</li> </ul>		
Friday, May 16	Exam 3		3:30 – 5:30

\*Schedule may be revised during semester