

Human Development 336 – Gender Across the Lifespan, Fall 2009

Section 2 (Course # 11229): TTh 9:30 – 10:50 MAC 217

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Office Hours: MW: 9:00 – 11:00; TTh: 4:00 – 5:00 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

“Who Are You?” If you are like most people, one of your first responses would be “I am a man (woman)” or some variant of those two gender categories. But what does being male or female really mean in an individual's life, and in the larger social context? The search for the answer to this question requires travels 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. Know some of the evidence that either dispels or supports common assumptions about gender differences during the lifespan.
2. Understand how research on gender is conducted and critically analyze the assumptions and research methodologies that may lead to inaccurate conclusions about gender development.
3. Recognize when gender differences *truly* are differences and when the genders are more similar than different.
4. Become familiar with current research and theory on the development of gender.
5. Learn how to think like a gender development researcher, by observing and analyzing aspects of gender development. (A HumDev learning outcome)
6. Incorporate the perspectives of diverse ethnic, cultural, and racial backgrounds in our understanding of gender development. (A HumDev learning outcome)
7. 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.
8. Understand and use APA style. (A HumDev learning outcome)
9. 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.

10. Work toward fulfilling the following additional Learning Outcomes of Human Development as they apply to the study of gender development:

- 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.

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.

Blackmore, J.E.O., Berenbaum, S.A., & Liben, L.S. 2009. *Gender development*. New York: Psychology Press. **(Referred to as “BBL” in course schedule)**

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

Any manual, handbook, pamphlet or handout on APA (American Psychological Association) style. The Sixth 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* (6th ed.). A document on the fifth edition of APA style entitled, “Psychology with Style” may also be accessed via my website. 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.

Davidson, K. (2001). Late life widowhood, selfishness and new partnership choices: A gendered perspective. *Ageing and Society*, 21, 297-317.

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

Langer, S.J & Martin J.I. (2004) How dresses can make you mentally ill: Examining gender identity disorder in children. *Childhood and Adolescent Social Work Journal*, 21, 5-23.

Sinnott, J.D. & Shifren, K. (2001). Gender and aging (pp. 454-476. In Birren, J.E. & Schaie, K.W. (Eds.), *Handbook of the psychology of aging* (5th edition). San Diego, CA: Academic Press.

Weil, E. (2008, March 2). Teaching boys and girls separately. *New York Times Sunday Magazine*, 38-45, 84-87.

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 noncumulative exams (each worth **15%** each of the final grade). Exams will consist of multiple choice, short answer, and essay questions. Short answer and essay questions are take home questions, and will be answered on the course D2L website. 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 may be accessed via the class website.
2. **Project:** Each student will be required to complete a project from the project guidelines list. A concept paper (worth 5% of the grade) and detailed methodological proposal (worth 5% of the grade) will be required before commencing the project. Guidelines will be forthcoming. The total project will be worth **40%** of the final grade (**10% proposal, 30% project**).
3. **Discussion Cards (10% of grade):** You will be expected to complete 5 Discussion cards involving a discussion of the related readings. On the days the Discussion cards are due, bring them to class completely filled out (this is the only assignment that need not be typed). I will randomly collect 14-15 each day the Discussion cards are due, so that students will have two Discussion cards graded by the end of the semester. The names will be randomly chosen before I come to class. If your name is chosen and you are not in class, you will receive a 0 unless you have notified me in advance. The sheets will be graded on a 1 – 5 point scale.
4. **Class Participation (5% of grade):**

Your contributions to in-class discussion and group discussion will be valued and noted, earning students points every time they contribute in class.
5. **Attendance Policy:** 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. Although there are no penalties for missing most classes, there are classes that require attendance. These are for all exams and dates that assignments are due. **Any student who misses approximately one-third or more class sessions (10) will receive a failing grade for the course.** In addition, 6 extra percentage points will be added to the third exam score or to the class participation grade for perfect attendance. Since this is extra credit, in order to qualify, the **ONLY** excuse will be for a school-related function or a death in the family. A sign-up sheet will be passed around at the beginning of each class.

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 "Attendance").
3. You are expected to hand in all work on time at the beginning of class. **Points will be deducted for late work (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. Please do not text message 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*

DATE	TOPIC	READINGS	ASSIGNMENTS/ COMMENTS
Sept 3	<ul style="list-style-type: none"> Introduction to Gender Development 		Welcome to the New Semester!
Sept 8 – Sept 10	<ul style="list-style-type: none"> How We Study of Gender Development And An Example...The Media and Gender Development 	BBL Chapter 1 (pp. 2 – 10) BBL Chapter 4 (pp. 69-74) BBL Chapter 12	Bring in a picture
Sept 15 – Sept 17	<ul style="list-style-type: none"> Biological Foundations of Sex and Gender 	BBL Chapter 3	Project Guidelines
Sept 22 – Sept 24	<ul style="list-style-type: none"> Biological Foundations of Sex and Gender 	BBL Chapter 6	Discussion card #1 Due Sept 22
Sept 29 – Oct 1	Exam 1 (Sept 29) Work on Project Outline (Oct 1)		Concept paragraph due Oct 1
Oct 6 – Oct 8	<ul style="list-style-type: none"> The Case of David Reimer 	Colapinto (Preface & Parts 1 & 2)	Discussion card #2 Due Oct 8
Oct 13 – Oct 15	<ul style="list-style-type: none"> The Case of David Reimer Gender Identity Disorder and a Different View 	Colapinto (Part 3 + Epilogue Langer & Martin (2004))	Project Proposal Due-Oct 13
Oct 20 – Oct 22	<ul style="list-style-type: none"> Social & Theories of Gender Development 	BBL Chapter 2 (pp. 28-33) BBL Chapter 5 (pp. 112-118) BBL Chapter 7	Discussion card #3 Due Oct 22
Oct 27 – Oct 29	<ul style="list-style-type: none"> Cognitive Approaches to Gender Development 	BBL Chapters 8 & 9	Project Proposal Revision Due- Oct 27

Nov 3 – Nov 5	<ul style="list-style-type: none"> • Exam 2 (Nov 3) ▪ Work on Project (Nov 5) 		
Nov 10 – Nov 12	<ul style="list-style-type: none"> • The Peer Group as an Agent of Gender Development 	BBL Chapter 11 Hantover (1978)	
Nov 17 – Nov 19	<ul style="list-style-type: none"> ▪ The Family as an Agent of Gender Development 	BBL Chapter 10 Bem (Chapters 1 – 3)	
Nov 24	<ul style="list-style-type: none"> ▪ Family and Gender Development 	Bem (Chapters 4 - 8)	Discussion card #4 Due Nov 24
Thanksgiving Break Nov 26– Nov 29			
Dec 1 – Dec 3	<ul style="list-style-type: none"> • School and Gender Development 	BBL Chapter 13 Weil (2008)	Discussion card #5 Due Dec 1 Work on Projects if needed
Dec 8 – Dec 10	<ul style="list-style-type: none"> ▪ Adulthood Issues and Gender Development ▪ Wrap-up of course 	Davidson (2001) Sinnott & Schifren (2001)	All Projects Due Dec 10
Dec 16 (Weds) - Sec 1 Dec 17 (Thurs) – Sec 2	Final		10:30 – 12:30 8:00 – 10:00

*Schedule may be revised during semester