

Gender Development

Erica S. Weisgram, Ph.D.

Course Information:

- PSY 490: Seminar (Subtitle: Gender Development)
- Prerequisites: 110, 200, 300, AND CONS INSTR; 27 CR IN PSYCH
- Texts: Gender Development (Blakemore, Berenbaum, & Liben, 2009)
- Course Website: D2L

Instructor Information:

- Erica Weisgram, Ph.D.
- Email: Erica.Weisgram@uwsp.edu
- Office Hours: 2-3TTh,1-2W by appointment, D235 Science

UWSP Capstone Experience in the Major Learning Outcomes:

A capstone experience is either a single seminar or a broader culminating experience designed to be offered near the completion of a student's program of study. It is meant to provide students the opportunity to make connections between the key learning objectives of their majors and the General Education Program Outcomes, and to consider how their educations have prepared them for the world beyond the university.

To fulfill this requirement, students will:

- Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.
- Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond

To fulfill the requirements outlined above, students enrolled in *Gender Development* will:

- Complete a research proposal that reviews and integrates literature from gender, developmental, and social psychology (and possibly cognitive and/or physiological psychology depending on the topic chosen) and uses research methods and statistic skills to design a study that answers a research question.
- Demonstrate high-level writing skills to be honed through iterative writing assignments and professional speaking abilities to be developed through oral presentations related to research in the field of gender development.

Course Description and Objectives

The field of *Gender Development* is at the intersection of many areas of psychology including, but not limited to, gender, developmental, and social psychology. We will investigate major topics in the field of gender development broadly and also examine current research in the field. To investigate research questions in Gender Development scientifically, psychologists must use the scientific method including: developing a theory, constructing a testable hypothesis, collecting data, and drawing conclusions. In this course, students will examine of the steps in the research process including reviewing the literature, identifying research questions, designing a study that answers the research question, and analyzing the data as appropriate to the research design. Students will complete an APA style research report. By actively engaging with course

material through in-class discussions, readings of original research, and writing assignments, students will gain a comprehension of and appreciation for the scientific study of Gender Development.

At the conclusion of this semester, students will be able to:

- Identify and discuss major topics and themes in Gender Development.
- locate and evaluate journal articles in the field
- summarize journal articles in writing and present the research to colleagues in class
- synthesize previous research and identify areas in which more work is needed
- develop a detailed and testable hypothesis
- write an APA style research report

Course Requirements

This course will include 325 points:

- Exams (midterm and final, 75 points each, 150 points total)
- Research Report Draft—Introduction and Methods (25 points)
- Research Report Draft—Results and Discussion (20pts)
- Research Proposal Final Project (50 points)
- Journal Article Summaries (10 points each, 20 points total)
- Oral Presentations summarizing current research (15 points each, 30 points total)
- Oral Presentation on Research Project (30 points)

Exams. There will be two exams: one given at midterm and one at the end of the semester with the last exam taking place during finals week. All exams will cover material presented in lecture, articles, presentations, and the textbooks. Exams will be multiple choice, short answer, and essay in nature. If a student is unable to take the exam on the scheduled date for a University-Approved Reason (with documentation), arrangements may be made *beforehand* to take a make-up the exam at another time. All No Shows (students who do not notify the instructor of an absence before the exam) who do not have documentation of illness or accident on that day will receive a 0 on the exam and will not be allowed to take the test at an alternate time. Exams will not be comprehensive. Final exams will be given on the date scheduled by the Registrar's office, without exception.

Final APA Style Research Project. The goal of this course is to conduct a research project on a topic related to gender development. This task includes writing an APA style paper that includes the following sections:

Title Page, Abstract, Introduction, Method, Participants, Procedure, Measures
Results, Discussion, References, Tables and/or Figures

We will spend time in class learning about each section of the paper (e.g., how to construct a method section, how to write an introduction) and discussing the specifics of this project. While some of the work here will be done in groups (e.g., developing an idea, collecting articles, collecting data), all of the writing of this project will be done on an individual basis. Drafts for the paper will be turned in midway through the semester, and peer reviews of others' work will also be used in order to make these papers as high in quality as they can possibly be. Late papers will not receive full credit. **Papers will be turned in on Canvas by 11:59 pm the night that is indicated on the syllabus.**

Drafts. Drafts of the research paper will be turned prior to the final draft. The purpose of these drafts will be to give students feedback on the content and style of their writing, thus improving the result of the final paper. To ensure that students are putting their best efforts into completing these drafts, the drafts will be graded. In addition, a component of the final paper grade will be how much student has responded to feedback on these drafts. It is in students' best interests to make these drafts as complete and high in quality as possible. Late papers will not receive full credit. **Papers will be turned in on Canvas by 11:59 pm the night that is indicated on the syllabus.**

Oral Presentation of Research Project. As psychologists, we often present the results of our studies in multiple formats such as journal articles, oral presentations, and poster presentations. In groups, students will be asked to give an oral presentation (15 minutes) summarizing previous research, their research question, their hypotheses, their method, and results/discussion. In addition, students will be asked to illustrate how this research advances the field of gender development. If a student is unable to give the presentation on the scheduled date for a University-Approved Reason (with documentation), arrangements may be made *beforehand* to give the presentation at another time within a week of the scheduled time. All No Shows (students who do not notify the instructor of an absence before the presentation) who do not have documentation of illness or accident on that day will receive a 0 on the presentation and will not be allowed to give the presentation at an alternate time.

Journal Article Summary. Students will be the "experts" on two studies to be presented to the class. Students will summarize 2 journal articles throughout the course, worth 20 points total (10 points each). In these summaries, students will review the theory, methods, and results of the journal articles as well as provide a thoughtful evaluation and reaction. Summaries should be 1 page (single-spaced) in length (**must be less than 700 words** to get full credit), thus you should be concise. In addition, students will summarize the important points of the study in 5 "sound bites" or bullet points of 200 characters or less. These journal article summaries will be first turned into the instructor for feedback and then distributed as a study guide for their peers.

Oral Presentations of Current Research. Students will be the "experts" on two studies to be presented to the class. One way in which students will present this research is by giving a 10-15 minute oral presentation summarizing a current study in the field of Gender Development. Students are to introduce the purpose and background of the study, lay out the hypotheses of the authors, describe the methods of the study in detail, describe the results and conclusions of the authors, as well as critiquing the study and developing discussion questions that furthers ideas researched in the article. The students will also briefly suggest a follow-up study to the study they are currently presenting. Oral presentations will be graded on the content, style, visual presentation and speaking abilities of the presenter.

Final Course Grades

The total number of points possible for this course is 325

Therefore, final grades will be determined as follows:

A: 93%-100%	C: 73%-76%
A-: 90%-92%	C-: 70%-72%
B+: 87%-89%	D+: 67%-69%
B: 83%-86%	D: 60%-66%
B-: 80%-82%	F: 0%-59%
C+: 77%-79%	

Course Policies

- Students should arrive to class on time with cell phones turned off. Any students found to be text messaging during class will be asked to leave until they are finished.
- Students should read the appropriate readings assigned in the text and reserve readings before attending class
- Students should be open-minded to learning new information
- Students should demonstrate respect and professionalism toward fellow students and the instructor throughout the course

Course Communication

E-mail will be the official mode of communication for this course. Students should feel free to e-mail the instructor at any point with questions about course content. Students can generally expect a prompt response. (However, e-mails sent past 5pm may not be read until the next business day.) When e-mailing, please put "PSY 490" in the subject line to prevent being sorted into Junk Mail by the e-mail filter.

Academic Dishonesty

Academic dishonesty of any form (i.e., cheating, plagiarism, etc.) will not be tolerated. If a student is participating in any dishonest behavior, they will receive a "0" for the assignment or exam. It is important to uphold the academic integrity of this institution. Additional information about the consequences of academic dishonesty can be found in the Course Catalog:

<https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. Please consult this website if you have any questions or concerns about academic plagiarism:

<http://library.uwsp.edu/guides/vrd/plagiarism.htm>

Students with Disabilities

Students with disabilities will be appropriately accommodated. Please see Disability Services (<https://www.uwsp.edu/disability/Pages/default.aspx>) for further information and contact the instructor within the first two weeks of class.

Student Rights and Responsibilities

Information about student rights and responsibilities can be found at:

<http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

Withdrawal from Courses

Feb. 5 is the last day to drop a 16-week course without a grade. April 8th is the last day to drop a 16-week course/Last day to withdraw from school. See Registration and Records for more information:

<http://www.uwsp.edu/reg-rec/>

Frequently Asked Questions

Do I need Psych 300 before enrolling?

Yes, you will be asked to drop the class if you have not previously had PSY 300.

I've heard this class could be hard. How can it be easier?

You can make the class easier for yourself by (a) reading the textbook/readings as we go along and (b) attending and paying attention in every single class period. Also, the class periods will be used for practicing concepts and skills and working with your group members to complete the research project. Missing one class can be really critical!

Course Timetable

	General Topic	General Reading	Articles for Presentation	Presenter
Week 1 (Jan. 23)	Introduction/History	Blakemore et al. Chapter 1	None	None
Week 2 (Jan. 28, 30)	Theories of Gender Development	Blakemore et al. Chapter 8	1. Weisgram (2016)	
			2. Coyle & Liben (2016)	
			3. Martin & Dinella (2012)	
			4. Halim et al. (2014)	
Week 3 (Feb. 4, 6)	Biological Approaches	Hines et al. (2015)	5. Pasterski et al. (2011)	
			6. Pasterski et al. (2015)	
			7. Beltz et al. (2011)	
			8. Wong et al. (2013)	
Week 4 (Feb. 11, 13)	Research in Gender Development	Dinella (2018)	Feb. 11: Project Information	Feb. 13: Writing in Psychology
Week 5 (Feb. 18, 20)	Peers	Blakemore Chapter 11 (pp. 305-323)	9. Martin et al. 2011	
			10. Gobel et al. (2012)	
			11. Gupta et al. (2013)	
			12. Martin et al. (1999)	
Week 6 (Feb. 25, 27)	Parenting	Blakemore et al. Chapter 10 (271-297)	13. Friedman et al. (2007)	
			14. Endendijk et al. (2014)	
			15. Farr et al. (2018)	
			16. Fulcher et al. (2008)	
Week 7 (Mar. 4, 6)	Toys and Play	Cherney (2018)	17. Weisgram et al. (2014)	
			18. Todd et al. (2016)	
			19. Li & Wong (2016)	
			20. Sherman & Zurbriggen (2014)	
Week 8 (Mar 11, 13)	Midterms	March 11: Catch-up Day	March 13: Midterm Exam	March 15: Research Proposals Due
Spring Break (Mar. 18, 20)				

Week 9 (Mar. 25, Mar. 27)	Children's Media	Blakemore et al. Chapter 12	21. Coyne et al. (2016)	
			22. Coyne et al. (2017)	
			23. Ward et al. (2016)	
			24. England et al. (2011)	
Week 10 (Apr. 1, 3)	Research in Gender Development		April 1: Writing a Results and Discussion	April 3: Work day
Week 11 (Apr. 8, 10)	Sexualization of Girls	APA Report pp. 1-34	25. Stone et al. (2015)	
			26. Graff et al. (2013)	
			27. Graff et al. (2012)	
			28. Starr & Ferguson (2012)	
Week 12 (April 15,17)	STEM (Science, Tech, Engineering, Math)	Liben & Coyle (2014)	29. Robnett & Leaper (2013)	
			30. Simon et al. (2016)	
			31. Master et al. (2016)	
			32. Leaper et al. (2012)	
Week 13 (April 22, 24)	Intersectionality	Shields (2008)	33. Bowleg (2013)	
		April 26: Results & Discussion Due	34. Leavall et al. (2012)	
			35. Settles (2006)	
			36. Santos & VanDaalen (2016)	
Week 14 (April 29, May 1)	Transgender and Gender Nonconforming Children	Hyde et al. (2018)	37. Olson et al. (2015)	
			38. Tate et al. (2012)	
			39. Olson et al. (2016)	
			40. Durwood et al. (2017)	
Week 15 (May 6, 8)	ORAL PRESENTATIONS	May 11: Final Papers Due		
FINAL EXAM DAY	5/15/2019 Wed. 12:30-2:30			

General Readings:

- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S., (2009). *Gender development*. New York: Psychology Press.
- Hines, M., Constantinescu, M., & Spencer, D. (2015). Early androgen exposure and human gender development. *Biology of Sex Differences*, 6 (3), 1-10.
- Dinella, L. M. (2018). Research methods in studying gender and toy preferences. In E.S. Weisgram and L. M. Dinella (Eds.), *Gender-typing of children's toys: Causes, consequences, and correlates* (Chapter 2). Washington, DC: American Psychological Association.
- Cherney, I. D. (2018). Characteristics of masculine and feminine toys and gender differentiated play. In E.S. Weisgram and L. M. Dinella (Eds.), *Gender-typing of children's toys: Causes, consequences, and correlates* (Chapter 2). Washington, DC: American Psychological Association.
- American Psychological Association. (2008). *Report of the APA Task Force on the sexualization of girls*. Washington, DC: American Psychological Association.
- Liben, L. S., & Coyle, E. F., (2014). Developmental interventions to address the STEM gender gap: Exploring intended and unintended consequences. In L. S. Liben & R. S. Bigler (Eds.), *The role of gender in educational contexts and outcomes* (pp. 77-115). *Advances in Child Development and Behavior* (J. B. Benson, Series Ed., Vol. 47). New York: Elsevier.
- Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex Roles*, 59, 301-311.
- Olson, K. R. (2016). Prepubescent transgender children: What we do and do not know. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55, 155-156.
- American Psychological Association (2016). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70, 832-864.

Articles for presentation:

- Weisgram, E. S. (2016). The cognitive construction of gender stereotypes: Evidence for the dual pathways model of gender differentiation. *Sex Roles*, 75, 301-313.
- Coyle, E. F., & Liben, L. S., (2016). Affecting girls' activity and job interests through play: The moderating roles of personal gender salience and game characteristics. *Child Development*, 87, 414-428.
- Martin, C., & Dinella, L. M. (2012). Congruence between gender stereotypes and activity preference in self-identified tomboys and non-tomboys. *Archives of Sexual Behavior*, 41, 599-610.

- Halim, M. L., Ruble, D. N., Tamis-LeMonda, C. S., Zosuls, K. M., Lurye, L. E., & Greulich, F. K. (2014). Pink frilly dresses and the avoidance of all things "girly": Children's appearance rigidity and cognitive theories of gender development. *Developmental Psychology, 50*, 1091-1101.
- Pasterski, V., Geffner, M. E., Brain, C., Hindmarsh, P., Brook, C., & Hines, M. (2011). Prenatal hormones and childhood sex segregation: Playmate and play style preferences in girls with congenital adrenal hyperplasia. *Hormones and Behavior, 59*(4), 549-555.
- Beltz, A. M., Swanson, J. L., & Berenbaum, S. A. (2011). Gendered occupational interests: Prenatal androgen effects on psychological orientation to Things versus People. *Hormones and Behavior, 60*(4), 313-317.
- Pasterski, V., Zucker, K. J., Hindmarsh, P. C., Hughes, I. A., Acerini, C., Spencer, D., & Neufield, S., & Hines, M. (2015). Increased cross-gender identification independent of gender role behavior in girls with congenital adrenal hyperplasia: Results from a standardized assessment of 4- to 11-year-old children. *Archives of Sexual Behavior, 44*(5), 1363-1375.
- Wong, W. I., Pasterski, V., Hindmarsh, P. C., Geffner, M. E., & Hines, M. (2013). Are there parental socialization effects on the sex-typed behavior of individuals with congenital adrenal hyperplasia? *Archives of Sexual Behavior, 42*, 381-391.
- Martin, C. L., Fabes, R., Hanish, L., Leonard, S., & Dinella, L.M. (2011). Experienced and expected similarity to same-gender peers: Moving toward a comprehensive model of gender segregation. *Sex Roles, 65*, 421-434.
- Goble, P., Martin, C., Hanish, L. D., & Fabes, R. A. (2012). Children's gender-typed activity choices across preschool social contexts. *Sex Roles, 67*, 435-451.
- Gupta, T., Way, N., McGill, R. K., Hughes, D., Santos, C., Jia, Y., ... & Deng, H. (2013). Gender-typed behaviors in friendships and well-being: A cross-cultural study of Chinese and American boys. *Journal of Research on Adolescence, 23*, 57-68.
- Martin, C., Fabes, R. A., Evans, S. M., & Wyman, H. (1999). Social cognition on the playground: Children's beliefs about playing with girls versus boys and their relations to sex segregated play. *Journal of Social and Personal Relationships, 16*(6), 751-771.
- Farr, R. H., Bruun, S. T., Doss, K. M., & Patterson, C. J. (2018). Children's gender-typed behavior from early to middle childhood in adoptive families with lesbian, gay, and heterosexual parents. *Sex Roles, 78*, 528-541.
- Friedman, C., Leaper, C., & Bigler, R. S. (2007). Do mothers' gender-related attitudes or comments predict young children's gender beliefs? *Parenting: Science and Practice, 7*, 357-366.
- Fulcher, M., Sutfin, E. L., & Patterson, C. J. (2008). Individual differences in gender development: Associations with parental sexual orientation, attitudes, and division of labor. *Sex Roles, 58*, 330-341.

- Endendijk, J. J., Groeneveld, M. G., van der Pol, L. D., van Berkel, S. R., Hallers-Haalboom, E. T., Mesman, J., & Bakermans-Kranenburg, M. J. (2014). Boys don't play with dolls: mothers' and fathers' gender talk during picture book reading. *Parenting, 14*, 141-161.
- Weisgram, E. S., Fulcher, M., & Dinella, L. M. (2014). Pink gives girls permission: Exploring the roles of explicit gender labels and gender-typed colors on preschool children's toy preferences. *Journal of Applied Developmental Psychology, 35*, 401-409.
- Sherman, A. M., & Zurbriggen, E. L. (2014). "Boys can be anything": Effect of Barbie play on girls' career cognitions. *Sex Roles, 70*, 195-208.
- Todd, B. K., Barry, J. A., & Thommessen, S. A. (2016). Preferences for 'Gender-typed' Toys in Boys and Girls Aged 9 to 32 Months. *Infant and Child Development*. Advanced online publication.
- Li, R. Y. H., & Wong, W. I. (2016). Gender-typed play and social abilities in boys and girls: Are they related?. *Sex Roles, 74*, 399-410.
- Coyne, S. M., Linder, J. R., Rasmussen, E. E., Nelson, D. A., & Birkbeck, V. (2016). Pretty as a princess: Longitudinal effects of engagement with Disney princesses on gender stereotypes, body esteem, and prosocial behavior in children. *Child Development, 87*, 1909-1925.
- Coyne, S. M., Stockdale, L., Linder, J. R., Nelson, D. A., Collier, K. M., & Essig, L. W. (2017). Pow! Boom! Kablam! Effects of viewing superhero programs on aggressive, prosocial, and defending behaviors in preschool children. *Journal of Abnormal Child Psychology, 1-13*.
- Ward, L.M., Seabrook, R. C., Manago, A., & Reed, L. (2016). Contributions of diverse media to self-sexualization among undergraduate women and men. *Sex Roles, 74*, 12-23.
- England, D., Descartes, L., & Collier-Meek, M. A. (2011). Gender role portrayal and the Disney Princesses. *Sex Roles, 64*(7-8), 555-567.
- Stone, E. Brown, C. S., & Jewell, J. A. (2015). The sexualized girl: A within-gender stereotype among elementary school children. *Children Development, 86*, 1604-1622.
- Starr, C. R., & Ferguson, G. M. (2012). Sexy dolls, sexy grade-schoolers? Media & maternal influences on young girls' self-sexualization. *Sex Roles, 67*(7-8), 463-476.
- Graff, K. A., Murnen, S. K., & Krause, A. K. (2013). Low-cut shirts and high-heeled shoes: Increased sexualization across time in magazine depictions of girls. *Sex Roles, 69*, 571-582.
- Graff, K., Murnen, S. K., & Smolak, L. (2012). Too sexualized to be taken seriously? Perceptions of a girl in childlike vs. Sexualizing clothing. *Sex Roles, 66*, 764-775.

- Robnett, R. D. and Leaper, C. (2013), Friendship groups, personal motivation, and gender in relation to high school students' STEM career interest. *Journal of Research in Adolescence*, 23, 652–664.
- Simon, R. M., Wagner, A., & Killion, B. (2016). Gender and choosing a STEM major in college: Femininity, masculinity, chilly climate, and occupational values. *Journal of Research in Science Teaching*, 53, 299-323.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Computing whether she belongs: Stereotypes undermine girls' interest and sense of belonging in computer science. *Journal of Educational Psychology*, 108, 424.
- Leaper, C., Farkas, T., & Brown, C. S. (2012). Adolescent girls' experiences and gender-related beliefs in relation to their motivation in math/science and English. *Journal of Youth and Adolescence*, 41, 268-282.
- Bowleg, L. (2013). "Once you've blended the cake, you can't take the parts back to the main ingredients": Black gay and bisexual men's descriptions and experiences of intersectionality. *Sex Roles*, 68, 754-767.
- Leavell, A. S., Tamis-LeMonda, C. S., Ruble, D. N., Zosuls, K. M., & Cabrera, N. J. (2012). African American, White and Latino fathers' activities with their sons and daughters in early childhood. *Sex Roles*, 66, 53-65.
- Settles, I. H. (2006). Use of an intersectional framework to understand Black women's racial and gender identities. *Sex Roles*, 54, 589-601.
- Santos, C. E., & VanDaalen, R. A. (2016). The associations of sexual and ethnic-racial identity commitment, conflicts in allegiances, and mental health among lesbian, gay, and bisexual racial and ethnic minority adults. *Journal of Counseling Psychology*, 63(6), 668-676.
- Tate, C. C., Ledbetter, J. N., & Youssef, C. P. (2013). A two-question method for assessing gender categories in the social and medical sciences. *Journal of Sex Research*, 50(8), 767-776.
- Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, 26, 467-474.
- Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, peds-2015.
- Durwood, L., McLaughlin, K. A., & Olson, K. R. (2016). Mental Health and Self-Worth in Socially Transitioned Transgender Youth. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56, 116-123.