

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: Canvas

Instructor Information:

- Erica Weisgram, Ph.D.
- Email: Erica.Weisgram@uwsp.edu
- Office Hours: 11-12 MW ~~D235 Science~~—via Zoom
 - <https://wisconsin-edu.zoom.us/j/9847901005?pwd=Vml6UEFkNS82bkQzUkdldng1VmVyUT09>
 - Meeting ID: 984 790 1005
 - Passcode: 3462883

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 project 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 statistics 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 340 points:

- Exams (100 pts)
- Research Report Draft—Introduction and Methods (25 points)
- Research Report Draft—Results and Discussion (25pts)
- Research Report Final Project (50 points)
- Journal Article Summaries (2 x 25 points)
- Oral Presentations summarizing current research (2 x 25 pts)
- Participation/Discussion Questions (40pts; 5pts each x 8; best 8 of 10)

Exams. There will be two exams given throughout the semester with the last exam taking place during finals week. All exams will cover material presented in lecture, films, and the textbook. **The two exams will be multiple choice and short answer/essay in nature.** If a student is unable to take the exam on the scheduled date for a University-Approved Reason (with documentation or notice from the Dean of Students office), 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) 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 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.**

Journal Article Summary. Students will be the "experts" on **TWO** studies to be presented to the class. Students will summarize a journal article, worth 25 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.

Oral Presentations of Current Research. Students will be the "experts" on **TWO** study 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.

Discussions. Students will participate in at least 8 (of 10 possible) discussions across the course when their peers are presenting.

Final Course Grades

The total number of points possible for this course is 360

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

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! Also, the class periods will be used for practicing concepts and skills and working with your group members to complete the research project.

Course Timetable

	General Topic	General Reading	Articles for Presentation	Presenter
Week 1-2 9/2-9/10	Introduction/History	Blakemore et al. Chapter 1	None	None
Week 3 9/13-9/17	Research in Gender Development	Dinella (2018)	Research Designs Reading a Journal Article Doing Presentations in Psychology Project Information Writing in Psychology	
Week 4 9/20-9/24	Theories	Blakemore et al. Chapter 8	1. King et al. (2020; Exp. 1) 2. Halim et al. (2014) 3. Wong and Hines (2015) 4. Davis and Hines (2021)	

Week 5 9/27-10/1	Biological Approaches	Hines et al. (2015)	5. Spencer et al (2021)	
			6. Beltz et al. (2011)	
			7. Spencer et al. (2017)	
			8. Hasset et al. (2008)	
Week 6 10/4-10/8	Peers	Blakemore Chapter 11 (pp. 305-323)	9. MacMullin et al (2021)	
			10. Bennet et al. (2020)	
			11. Spinner et al. (2018)	
			12. Vollet et al 2020	
Week 7 10/11-10/15	Parenting	Blakemore et al. Chapter 10 (271-297)	13. Farr & Patterson (2017)	
			14. Kerr et al. (2021)	
			15. Kollmayer et al. (2018)	
			16. Weisgram & Bruun (2018)	
Week 8 10/18-10/22	Toys and Play	Cherney (2018)	17. Weisgram et al. (2014)	
			18. Li & Wong (2016)	
			19. Boe & Woods (2018)	
			20. Wong & Yeung (2019)	
Week 9 10/25-10/29	MIDTERM 10/25	INTRO/METHOD REVIEW AND HELP 10/27	INTRO/METHOD DUE 10/29	
Week 10 11/2-11/6	Children's Media	Blakemore et al. Chapter 12	21. Coyne 2021	
			22. Walsh & Leaper 2020	
			23. Kirsch & Murnen 2015	
			24. England et al. (2011)	
Week 11 11/9-11/13	Research in Gender Development	Analyzing Data	Writing a Results and Discussion	
Week 12 11/16-11/20	STEM (Science, Tech, Engineering, Math)	Master (2021)	25. Master et al. (2016)	
			26. Eaton et al 2020	
			27. Leaper & Starr (2019)	
			28. Robnett & Leaper (2014)	

Week 13 11/23-11/30	Intersectionality	Shields	29. Rogers & Meltzoff	
			30. Yeung & Wong (2018)	
			31. Seaton & Tyson (2019)	
			32. Rogers, Scott, Way (2015)	
Week 14 11/30-12/4	PROJECTS	MEET WITH Dr. WEISGRAM	RESULTS/DISCUSSION DRAFT DUE 11/25	
Week 15 12/7-12/11	Transgender Children	Olson & Gulgoz (2018) Diamond (2020)	33. Fast & Olson 2018	
			34. Olson & Enright (2018)	
			35. Olson et al. 2016	
			36. Gugloz et al (2020)	
FINALS WEEK	FINAL EXAM			

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool if unvaccinated](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.