

Psychology 377

Developmental Seminar: Gender Development

Fall, 2010

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Wednesday 10:00 - 11:30
Thursday 11:30 - 12:15
Friday & Tuesday by appointment only.

If none of these times are convenient for you, other times can be arranged by appointment. Please feel free to e-mail or call me.

Class Time: Tuesday & Thursday (8:55 – 10:05)

Class Room: PPHAC 103

Course Requirements

I. Student Presentations:

The class will be separated into several groups (for topics see below). Each of you will be responsible for seeking additional material on your assigned topic. Your group should become the “mini experts” on the topic for the day. Each group will present their topic to the class. Be sure to stress between 3-5 points that are critical to your topic. Build your presentation around those points. Remember that you are TEACHING this material.

When you present information for the rest of the class, keep your points in mind. Note that active listeners learn more than passive listeners. Feel free to use multi-media equipment with which you are familiar. As you prepare this information, realize that you may entertain if you wish but entertainment should enhance the points that you are making rather than be your sole purpose. Remember, too, that you need to work cooperatively. You are not merely having a conversation with your classmates but are TEACHING them information that only your group has mastered.

Grading will be based on the ability of both you as an individual and your group to present the material in a clear and orderly fashion; to show thorough knowledge of all of the material; to disseminate the information in an engaging manner; to be clear and correct in your explanations; to be able to answer questions from the class; and to gather information that goes beyond the "required" readings.

Topics:

Key Players

Describing differences and similarities between males and females

Theoretical Perspectives

II. Discussion Leader:

During the organizational meeting, each person will sign up to be a co-leader for one of the seminar meetings on a topic related to the social agents of gender development.

Responsibilities: Leaders will be responsible for planning the discussion of a week's topic. As discussion leaders, it is not necessarily your responsibility to explain the readings to others or review the important points of each paper. Instead, your job is to provide some initial framework that seems sensible for discussing the topic and to guide discussion from that point forward. Perhaps you might begin by presenting an initial framework to highlight common (or divergent) themes that run throughout the readings. Or you might choose to highlight differences in the questions, methods, and conclusions contained in the different readings. There are no right or wrong ways to do this. The goal is to provide structure and direction for fellow students during discussion.

You should anticipate leading for about 1 hour. Leaders are required to share with the instructor their plan for presentation, at least 2 days before their assigned day. Sharing can be done via a conversation with the instructor, or via an email message (verify the message has been received).

Each discussion leader must select and distribute one reading on their topic to the class at least one week before their scheduled class. In a one-page paper you must describe the thesis of the reading you selected (in your own words) and present 2-3 thoughtful points you would like to make about the readings. *Some examples of points you might make include:* how the readings made you rethink one of the readings we have previously discussed; how the readings made you think differently about your own experience with gender issues; why a certain point in the readings is pivotal to our understanding of gender; how and why you disagree with the approach taken in the readings. Include 2-3 questions to get discussion going in class.

III. Gender Identity Paper:

According to *Dictionary.com*, the following are accepted definitions of **gender identity**:

1. gender identity *n.* A person's sense of being male or female, resulting from a combination of genetic and environmental influences.

[Source](#): *The American Heritage® Stedman's Medical Dictionary*
Copyright © 2002, 2001, 1995 by Houghton Mifflin Company. Published by Houghton Mifflin Company.

2. gender identity *n.* The totality of physical and behavioral traits that are designated by a culture as masculine or feminine.

[Source](#): *Merriam-Webster Medical Dictionary*, © 2002 Merriam-Webster, Inc.

3. gender identity *n.* Your identity as it is experienced with regard to your individuality as male or female; awareness normally begins in infancy and is reinforced during adolescence.

[Source](#): *WordNet* ® 2.0, © 2003 Princeton University

We can see from these definitions that “gender identity” is not determined solely by biological forces. Although one’s “physical traits” as male or female are biologically determined, one’s “behavioral traits” are generally accepted to be a result of one’s culture or environment. But, what are these social forces? How do they affect us as individuals? Is their influence positive or negative, or both? How have we, as individuals and a society, dealt with these forces? These are the kinds of questions you will be addressing in this essay, as you attempt to write an **extended definition** of gender identity—one that goes far beyond what *Dictionary.com* has to offer.

THE ASSIGNMENT

Write an essay of **extended definition** that explains all aspects of “gender identity” as you come to understand them through your own personal experience, and through our class discussions of the readings so far. Discuss how “gender identity” is formed in American society, the effects/consequences of “gender identity” on individuals and society, and the ways individuals and society have reacted to or dealt with these effects/consequences. Be sure to use examples from the articles and from your personal experience as necessary to support your claims. Include a discussion of the way in which gender identity develops across time.

IV. Differential Aggression Assignment:

Overview

This paper is based on the first three chapters of either the Simmons or Garbarino books you have been assigned. Your paper must answer as completely as possible each of the questions listed below. The questions require you to think carefully about the themes from the chapters. The paper must be at least two-pages in length.

Questions

1. After reading the chapter, what do you think are the most important points made by the author about the theme? Summarize these main points in two or three sentences. Then, explain how the author supports these main points about the theme. Concisely describe key details presented by the author in the chapters that illustrate his/her main points about the theme you've just summarized. Explain how these details are used to support the author's points about the theme. Describe what the author has to say, but do not comment on his/her arguments at this point in the paper.

2. What are the strong features of the author's points in relation to the theme? Which points related to the theme do you think the author supports well with specific details? What leads you to conclude that these points are the author's strongest? Explain. What are the weak features of the author's arguments? Which points related to the theme do you think the author supports poorly? What leads you to conclude that these points are the author's weakest? Explain.

3. How would you apply what you have learned about the theme in the readings to current events happening more broadly--locally, nationally, and internationally? Use the theme from the chapters and readings and connect it to or relate it to events happening in today. These events should be something you have heard on the radio, seen on television, read in a newspaper or magazine, or seen on the web. Make sure you clearly describe the event and then explain the connection you see between the event and the theme.

V. Observation Project:

This project provides an opportunity for you to link child development theories regarding gender to an actual child's behavior.

a. Observation: Each of you will select a child to observe within your assigned age level. You are to observe the child 3-4 times for a minimum period of 30 minutes each time. You are to keep a **written observation log (Transcript)** of your visits and turn this in. You may videotape, take photographs or gather artifacts to capture behavior and/or characteristics that will benefit your documentation. The parents or caregivers may be able to provide you with background information on the child that may inform you of additional environmental influences in the child's life. Observation formats and methods will be reviewed in class. Remember the permission form must be signed prior to beginning your observations.

Observation Groups for Project 2

- Project 2A Infancy (½ male & ½ female)
- Project 2B Early Childhood (½ male & ½ female)
- Project 2C Middle Childhood (½ male & ½ female)

b. Compare and Contrast: The second portion of this assignment involves you comparing and contrasting how two or more theorists (see chapters 6, 7, 8, and 9) would interpret your observations of the child. You are to consider the theorist's views on the domains of development and their views in terms of the gender issues we have discussed all semester. In addition, locate a minimum of three professional articles, which addresses the age group of the child observed and incorporate information from the articles in your compare & contrast paper.

Do the articles support or refute the perceptions of the theories you are comparing and contrasting? What theories do you believe the author is using as a foundation for their article? After completing a draft of your compare and contrast paper discuss your views with your group to see if your peers agree or disagree. Include your peers' input in the conclusion of your paper.

c. Reflections: Write a reflection on the observation process. How did the project impact your schema of child development? How did the project impact your schema of male and female children? What role do you see child observation playing in your future work with children?

d. Class Presentation: As a group you will prepare and deliver a PowerPoint presentation on your collective observations. The presentation will need to include highlights from your child observation, information you found as you identified research relevant to the age group and on the relevance of the theorists views which you considered when writing your Reflection and Research. You are encouraged to be creative in your presentation and make your presentation involve active learning strategies for your audience.

VI. Attendance and Class Participation:

Your attentive presence and prepared participation in the classroom are important both for a successful course and for your successful completion of the course. It is assumed and expected that you will attend class, complete the readings in advance of class, and come prepared to participate actively and thoughtfully in class. You will receive a class participation grade for each and every class session. Students will help to determine their class participation grade by completing a class participation assessment form at the end of each class session.

Evaluation

Your grades for this course will be determined according to your performance on the following assignments:

Discussion Leader (Agents)	15%
Student Presentations	15%
Observational Assignment	20%
Differential Aggression Project	15%
Gender Identity Paper	15%
Class Participation	20%

Policy on Plagiarism:

The Moravian College faculty has become increasingly concerned by the problem of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly from a published work without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service, and so on. The policy of the department is that the student must keep all note cards and rough drafts on a paper until the grade is assigned. The instructor may request these materials, along with the source materials, at any time. Evidence of plagiarism will be dealt with in accordance with the College policy on academic honesty, copies of, which are available at the departmental secretary's desk.

Required Readings:

- (BBL) Blakemore, J.E.O., Berenbaum, S.A., & Liben, L.A. (2009), *Gender Development*. Psychology Press, New York.
- (RR) The journal articles listed below will be placed on reserve in Reeves Library.

Course Outline

(Outline subject to change at the discretion of the instructor)

Aug. 31 (T)

Organizational Meeting: Introductions and *Syllabus Review*

Sept. 2 (Th)

The Many Components of Sex and Gender

BBL Chapter 1 and Chapter 4 (pages 70-74)

Sept. 7 (T)

Children's Gender Development: Are gender roles desirable for children?

BBL Chapter 1

Sept. 9 (Th)

*The History of the Study of Gender Development –
Student Presentations: Key Players*

BBL Chapter 2

Sept. 14 (T)

The Biological Foundations of Sexual Development

BBL Chapter 3 and portions of 6

Sept. 16 (Th)

Disorders of Sexual Development

BBL Chapter 3 and portions of 6

Sept. 21 (T)

Gender Development Film and Discussion

Sept. 23 (Th)

*Describing differences and similarities between males and females:
Student Presentations: Verbal Ability, Spatial Skills, and Mathematical Skills*

BBL Chapter 4

RR Corbett, C., Hill, C.H., & Rose, A. (2008). Where the Girls Are: The Facts about Gender Equity In Education. AAUW Report

Sept. 28 (T)

*Describing differences and similarities between males and females:
Student Presentations: Emotions, Mortality, and Personality Characteristics*

BBL Chapter 5

RR Golombok, S. and Hines, M. (2002). Sex Differences in Social Behavior.

Sept. 30 (Th)

Prep Time for the Differential Expression of Aggression Presentations

BBL Chapter 5

RR Garbarino, J. (1999). Lost Boys: Why Our Sons Turn Violent And How We Can Save Them. Chapters 1, 2, & 3.

Simmons, R. (2002). Odd Girl Out: The Hidden Culture Of Aggression in Girls. Chapters 1, 2, & 3.

Oct. 5 (T)

Aggression and Gender Presentations
Chapter Analysis Due

Oct. 7 (Th)

Tough Guise and Mean Girls – Video Clips and Discussion

Oct. 12 (T)

Fall Recess – No Class – Enjoy!

Oct 14 (Th)

*Contemporary Theoretical Approaches on Gender Development –
Student Presentation: Evolutionary Perspective, Social Learning Theory
and Social Role Theory*

BBL Chapters 6 & 7

Oct. 19 (T)

*Contemporary Theoretical Approaches on Gender Development-
Student Presentations: Social Construction, Cognitive Environmental
Developmental and Constructionist Approach*

BBL Chapters 7 & 8

Oct. 21 (Th)

*The Family as an Agent of Gender Development
Student Discussion Leaders:*

BBL Chapter 10

Oct. 26 (T)

*The Family as an Agent of Gender Development
Student Discussion Leaders:*

BBL Chapter 10

Oct. 28 (Th)

The Peer Group as an Agent of Gender Development
Student Discussion Leaders:

BBL Chapter 11

Nov. 2 (T)

The Peer Group as an Agent of Gender Development
Student Discussion Leaders:

BBL Chapter 11

Nov. 4 (Th)

The Media as an Agent of Gender Development:
Student Discussion Leaders:

BBL Chapter 12

Nov. 9 (T)

The Media as an Agent of Gender Development:
Student Discussion Leaders:

BBL Chapter 12

Nov. 11 (Th)

The School as an Agent of Gender Development:
Student Discussion Leaders:

BBL Chapter 13

Nov. 16 (T)

The School as an Agent of Gender Development:
Student Discussion Leaders:

BBL Chapter 13

Nov. 18 (Th)

Gender Identity Papers Due and Gender Identity Class Discussion

Nov 23 (T)

Class time for comparison of observational data for presentations
on 11/30 – 12/7

Nov. 25 (Th)

Thanksgiving – No Class – Enjoy!

Nov. 30 (T)

Infancy Observations & Theoretical Analysis Presentations

Dec. 2 (Th)

Early Childhood Observations & Theoretical Analysis Presentations

Dec. 7 (T)

Middle Childhood Observations & Theoretical Analysis Presentations

Course Evaluations and An Attempt at Closure

Student Presentations Sign-Up Sheet

1. Key Players: What contributions did these individuals make to the study of gender development?

G. Stanley Hall:

Helen Thompson Wolley:

Leta Stetter Hollingworth:

Eleanor Maccoby:

Money and Ehrhardt:

2. Describing Differences and Similarities between Males and Females:

Verbal Ability:

Spatial Skills:

Mathematical Skills:

Emotions:

Mortality:

Personality Characteristics:

Student Presentations Sign-Up Sheet

3. Theoretical Perspectives:

Evolutionary Perspective:

Social Learning Theory:

Social Role Theory:

Social Construction:

Cognitive Environmental:

Developmental and Constructionist Approach:

Discussion Leader Sign-Up Sheet

*The **Family** as an Agent of Gender Development: (10/21)*

Student Discussion Leaders:

*The **Family** as an Agent of Gender Development: (10/26)*

Student Discussion Leaders:

*The **Peer Group** as an Agent of Gender Development (10/28)*

Student Discussion Leaders:

*The **Peer Group** as an Agent of Gender Development: (11/2)*

Student Discussion Leaders:

*The **Media** as an Agent of Gender Development: (11/4)*

Student Discussion Leaders:

*The **Media** as an Agent of Gender Development: (11/9)*

Student Discussion Leaders:

*The **School** as an Agent of Gender Development: (11/11)*

Student Discussion Leaders:

*The **School** as an Agent of Gender Development: (11/16)*

Student Discussion Leaders: