

# PSY317H5F – Gender and Sexual Development

LEC0101 Tuesday and Thursday 12:00pm – 2:00pm MN 2130 (Maanjiwe nendamowinan)

PRA0101 Tuesday and Thursday 2:00pm – 3:00pm MN 2130 (Maanjiwe nendamowinan)

## Course Delivery

- In-person – Returning to Campus Summer 2022
- Learn Anywhere Guide for Students  
<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>  
University of Toronto tech [requirements for online learning](#)

## Contact Information

**Laura MacMullin**  
[laura.macmullin@utoronto.ca](mailto:laura.macmullin@utoronto.ca)

**Teaching Assistant:**  
**Ashley Kaur Dhillon**  
[ash.dhillon@mail.utoronto.ca](mailto:ash.dhillon@mail.utoronto.ca)

### Office hours:

Zoom (link on Quercus) on Wednesdays from 11am-12pm: <https://utoronto.zoom.us/j/89925456968>

(Be sure to register for a UTM Zoom account at <https://utoronto.zoom.us>.)

## Course Description

Gender and sexuality influence how we think about ourselves and relate to others. This course explores the development of these aspects with emphasis on cognitive, social and cultural processes. Topics include gender stereotypes and the emergence of gender differences, gender and education, gender bias, gender identity, sexual development in children and youth, and sexual partner preferences.

## Reading Material

All readings will be made available on Quercus.

## Learning Objectives

By the end of this course you should be able to:

- Understand various theoretical approaches to gender and sexual development
- Consider how culture and identity impacts gender and sexual development
- Apply material learned in the course to real-world applications (e.g., civic engagement)
- Critically reflect on recent research evidence regarding gender and sexual development
- Effectively communicate your knowledge through oral and written work

## Course Evaluation

Term Test 1: 25%

Presentation: 20%

Term Test 2: 25%

Tutorial participation: 5%

Thought papers: 20% (10% each)

True/False Questions: 5%

### Term Tests

Tests will consist of multiple choice, true/false, and short answer questions. Tests will be based on lecture, tutorial, student presentations, and reading material. You do not need to be able to recognize studies from the author name and date of the study alone; however, you need to be able to recognize studies based on this information alongside brief, summary information (e.g., in their 2016 paper focused on gender development, Smith and colleagues found that...).

### Thought papers

All details will be made available in the Assignments section on Quercus. Overall, throughout the course, students will complete 2 thought papers. Thought paper 1 can be written about any **individual** reading done as part of readings #1, #2, or #3 (see course reading list). Thought paper 2 can be written about any **individual** reading done as part of readings #4, #5, or #6 (see course reading list). Each of your thought papers should be **two pages, double spaced**. In your thought papers, you can discuss any of the following: what you learned from completing the reading, critiques you have of the reading, questions or reflections that emerged for you while doing the reading, and/or ideas for new research based on the reading. **Your thought papers should not just summarize the reading.**

### Presentations and True/False Questions

All details will be made available in the Assignment section on Quercus. Overall, students will select a topic from a provided list that they are interested in. The goal of the presentation is to provide an **introductory lecture** on the topic of your presentation **from a developmental perspective**. To help your fellow classmates with taking notes, each presentation must emphasize/highlight **3 main points** related to your topic. Your presentation should be 10 minutes in length. You should be prepared for 5 minutes of questions after your presentation. Each student is required to come up with three True/False questions based on their presentation that **correspond the three main points** discussed in the presentation.

Content presented during presentations will appear on the term test 2 in the form of True/False questions. Presentation slides will not be posted to the course webpage. Students are responsible for taking notes on the presentation content.

### Tutorial participation

Attending and participating in tutorials are key to succeeding in this course. The activities done in tutorial will prepare you to answer questions on the Term Tests. At the end of each tutorial, you will be given a tutorial reflection form. The form asks you to list 3 things you learned or reflection on or questioned during tutorial. You will have the final 10 minutes of each tutorial to complete the form and to hand it in to the tutorial leader.

There are 8 tutorials in this course. In order to receive full marks for the tutorial participation grade, **you need to attend and hand in a tutorial reflection forms in at least 5 tutorials**. If you attend and hand in tutorial reflection forms for at least 5 out of 8 tutorials, you will receive a grade of 5/5 for tutorial participation. If you attend less than 5 tutorials, you will receive a mark of .5 for each tutorial you did attend, and the final mark is out of 5.

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Canvas; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

## IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\*

### Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

**Important note:** Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

If your request is approved by the department, the weight of the missed test will be redistributed as follows:

Missed Term Test 1: Your other work will be reweighed, such that Term Test 2 will be worth 40% and your presentation will be worth 30%.

Missed Term Test 2: If your request is approved by the department, a make-up test will be offered. You will receive an email when a make-up date has been arranged. The department will try to give 2-3 days notice of make-up date, however sometimes this is not possible. Be prepared for the make-up.

### Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be

used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time beyond exam period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessability/>

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

### **Academic Honesty and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are

not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

**Academic Rights**

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.

- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

### **Course Outline**

***Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.***

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments due</b>
May 10	Introduction to the course  Topic selection for presentation  INTRODUCTION TO GENDER DEVELOPMENT		
May 12	GENDER AND SCHOOLING	READINGS #1	
May 17	RISK AND RESILIENCE IN TRANS YOUTH	READINGS #2	

May 19	EMERGENCE OF SEXUALITY: PART 1	READINGS #3	Thought paper #1 due via Quercus by 11:59pm EST.
May 24	<b>TERM TEST 1</b>		
May 26	EMERGENCE OF SEXUALITY: PART 2	READINGS #4	
May 31	SEXUAL ORIENTATION	READINGS #5	
June 2	STUDENT PRESENTATIONS		PowerPoint slides and T/F questions submitted via Quercus by 10am EST.
June 7	STUDENT PRESENTATIONS		
June 9	SEXUALITY AND TRANSITIONAL YOUTH	READINGS #6	Thought paper #2 due via Quercus by 11:59pm EST.
June 14	PEDOPHILIA AND ITS TREATMENT (Lecture, Documentary, Discussion)	READINGS #7	
June 16	<b>TERM TEST 2</b>		

## COURSE READING LIST

### May 10<sup>th</sup>: No readings - introduction to the course

### May 12<sup>th</sup>: READINGS #1 (due at the beginning of class on May 12<sup>th</sup>)

1. Puckett, J. A., Brown, N. C., Dunn, T., Mustanski, B., & Newcomb, M. E. (2020). Perspectives from transgender and gender diverse people on how to ask about gender. *LGBT Health, 7*, 305–311. <https://doi.org/10.1089/lgbt.2019.0295>
2. <https://www.vox.com/identities/2016/9/28/12660752/gender-binary-spectrum-queer>

### May 17<sup>th</sup>: READINGS #2 (due at the beginning of class on May 17<sup>th</sup>)

1. Bassi, M., Mateo Díaz, M., Blumberg, R. L., & Reynoso, A. (2018) Failing to notice? Uneven teachers' attention to boys and girls in the classroom. *IZA Journal of Labor Economics, 7*. <https://doi.org/10.1186/s40172-018-0069-4>  
\*\*\*NOTE: do not spend time on the specifics of the statistical analyses. Please just look for main trends in outcome measures for how they differ in boys vs. girls. Also do not worry about details in Appendix.
2. <https://www.todayparent.com/kids/school-age/gender-in-the-classroom/>

### May 19<sup>th</sup>: READINGS #3 (due at the beginning of class on May 19<sup>th</sup>)

1. Tankersley, A. P., Grafsky, E.L., Dike, J., & Jones, R. T. (2021). Risk and resilience factors for mental health among transgender and gender nonconforming (TGNC) youth: A systematic review. *Clinical Child and Family Psychology Review, 24*, 183–206. <https://doi.org/10.1007/s10567-021-00344-6>
2. Toomey, R. B., McGuire, M. K., Olson, K. R., Baams, L., Fish, J. N. (2022). Gender-affirming policies support transgender and gender diverse youth's health. <https://www.srcd.org/research/gender-affirming-policies-support-transgender-and-gender-diverse-youths-health>

### May 24<sup>th</sup>: no readings - term test 1

### May 26<sup>th</sup>: READINGS #4 (due at the beginning of class on May 26<sup>th</sup>)

1. Manning, W. D., Longmore, M. A., Copp, J., & Giordano, P. C. (2014). The complexities of adolescent dating and sexual relationships: Fluidity, meaning(s), and implications for young adults' well-being. *New Directions for Child and Adolescent Development, 2014*, 53–69. <https://doi.org/10.1002/cad.20060>



\*\*\*NOTE: there is no need to remember every major finding or number here. Do not focus time or attention on the statistical analysis. Please pay attention to the risk approach and to the variation in dating and sexual experiences in teens.

2. <https://www.pewresearch.org/internet/2015/10/01/teens-technology-and-romantic-relationships/>  
\*\*\*NOTE: only read page 1.

### **May 31<sup>st</sup>: READINGS #5 (due at the beginning of class on May 31<sup>st</sup>)**

1. <https://www.theguardian.com/culture/2020/jan/31/porn-survey-uk-teenagers-viewing-habits-bbfc>
2. <https://www.psychologytoday.com/ca/blog/sexual-intelligence/201610/kids-need-porn-literacy>

### **June 2<sup>nd</sup>: No readings – presentations**

### **June 7<sup>th</sup>: No readings – presentations**

### **June 9<sup>th</sup>: READINGS #6 (due at the beginning of class on June 9<sup>th</sup>)**

1. Eisenberg, M. E., Mehus, C. J., Saewyc, E. M., Corliss, H. L., Gower, A. L., Sullivan, R., & Port, C. M. (2018). Helping young people stay afloat: A qualitative study of community resources and supports for LGBTQ adolescents in the United States and Canada. *Journal of Homosexuality, 65*, 969–989.  
<https://doi.org/10.1080/00918369.2017.1364944>
2. <https://www.healthline.com/health/mental-health/trevor-project-research-lgbtq-youth>

### **June 14<sup>th</sup>: READINGS #7 (due at the beginning of class on June 14<sup>th</sup>)**

1. <https://cfsontario.ca/wp-content/uploads/2017/07/Consent-Toolkit.pdf>  
\*\*\*\*NOTE: only read page 1 and pages 18-33
2. <https://www.youtube.com/watch?v=zGnULTNjvks>

### **June 16<sup>th</sup>: No readings - term test 2**