

DEVELOPMENT OF GENDER ROLES IN CHILDREN (PSY 36500)

SPRING 2013

INSTRUCTOR: Dr. Elaine Blakemore

OFFICE: Neff 388G

OFFICE HOURS: 1:00 - 2:00 p.m. T, W, Th, and by appointment.

TELEPHONE: 481-6400 **EMAIL:** blakemor@ipfw.edu

TEXTBOOK: Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2009). *Gender development*. New York: Taylor & Francis Group, Psychology Press.

READINGS: Assigned readings will be in Reserves Express, linked from Blackboard.

WEBSITE: <http://users.ipfw.edu/blakemor/psy365.html>, or access Blackboard through my.ipfw.edu or <http://new.ipfw.edu/elearning/>.

GENERAL EDUCATION GOALS

This course meets the General Education Area VI (Inquiry and Analysis) requirement for non psychology majors. The general education goals that will be met in this class are below

1. To be familiar with the important modes of human thought that are the foundations of science and social behavior.
2. To possess effective foundation skills:
 - To read, write, and speak with comprehension, clarity, and precision.
 - To identify substantive knowledge and disciplinary methods.
 - To develop information literacy skills.
 - To reason quantitatively.
3. To demonstrate the ability to think critically and to solve problems using the foundation skills:
 - To evaluate your ideas and the ideas of others based upon disciplined reasoning.
 - To understand the traditions that have formed one's own and other cultures.
 - To be able to articulate your ideas in appropriate media.
4. To complete a research/creative project outside the student's major discipline that requires synthesizing knowledge and applying skills gained.

COURSE GOALS

1. To gain a knowledge of the theory and research concerning children's gender development.
2. To appreciate biological, cognitive, and social influences on children's gender development.
3. To understand the research processes and findings in this area, and to critically evaluate those research findings.
4. To understand the implications for children's and eventually adults' lives of growing up as a boy or a girl.

ATTENDANCE: Your attendance is expected at all class meetings, and you are responsible for all material missed due to your absence. You will gain required attendance points for being present during discussions, and extra credit will be available for exceptional overall attendance.

DISABILITY STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the website for SSD at www.ipfw.edu/ssd.

MAKEUP EXAMS: Exams will be given on the dates listed in the syllabus. You may take a makeup only if (1) you notify me in advance of the exam of your **serious** illness or other emergency, (I may require verification from a physician, etc.) and, (2) you take the exam within one week of the date given unless you are hospitalized. I expect makeups to be infrequent. You must make an appointment with the department secretary to schedule a makeup exam, (481-6403; petersej@ipfw.edu).

REQUIREMENTS:

1. **Exams:** Three 50-point exams based on the text and lectures. Total = 3 X 50 = 150 points
2. **Final Exam:** One 75-point final exam based on the text and lectures. A portion of the final will be comprehensive. Total = 75 points
3. **Discussion Attendance:** Attendance at four discussions = 8 points
4. **Discussion Reports:** Four 15-point discussion-article written reports. Total = 4 x 15 = 60 points
5. **Participation:** In-class participation, especially during discussion = 17 points
6. **Online Discussion:** Electronic discussion in Blackboard = 20 points
7. **Paper:** Term paper or research proposal = 100 points

TOTAL POINTS: 150 + 75 + 8 + 60 + 17 + 20 + 100 = 430 (plus any extra credit)

FINAL GRADES: Your final grade will be based on total points. Final grades will be assigned as follows:

A	387 - 430 points	(90% or better)
B	344 - 386 points	(80-89%)
C	301 - 343 points	(70-79%)
D	258 - 300 points	(60-69%)
F	257 and below	(less than 60%)

Plus and minus grades may be assigned to students who are near the top or bottom of the ranges for each grade.

EXTRA CREDIT (34 points available)

1. Attendance during lecture: Ten extra credit points are available for perfect attendance (not counting the first day of class) for lecture days. Attendance on discussion days and exam days will not be used for this purpose. Seven points will be earned for missing only one day; five for missing two days; three for missing three days; two for missing four days; one for missing five days. In order to gain the attendance points you should arrive on time and remain for the entire class period. (10 points)
2. Attendance at fifth and sixth discussion = 2 points for each (4 points)
3. Fifth discussion report = 15 points
4. Third discussion topic = 5 points

DISCUSSIONS (8 points)

Six times during the semester have been set aside for discussions of assigned readings. The readings can be found in Reserves Express (linked inside Blackboard, and also on the library's web page). There will be from two to five articles assigned each time (some may be very short). You are responsible for reading **all assigned articles** for that date if you are attending that discussion. These readings will not be specifically covered on the exams, although you may use the information to answer essay questions when appropriate.

The discussions will have small and large group components. Students will be assigned to small groups and will remain in their group throughout the semester. Students will be assigned roles in the small groups, and those roles will vary from one discussion to the next. After the small group activity, there will be a large group discussion in which the class will hear from all the small groups. You will earn 2 points for each discussion you attend, for a total of 8 points for attending four discussions, and with 4 extra-credit points available if you choose to attend five or six.

REPORTS FOR DISCUSSION ARTICLES (60 points)

All the written reports must be prepared in advance of the discussion and turned in immediately following the discussion in class. Students must attend the discussion in order to turn in the reports. The reports should be double-spaced, typed, using a word processor. **I will not accept untyped reports, nor will I accept reports from students who did not attend that discussion, regardless of the circumstances.** Each report is worth a maximum of 15 points, but will be graded according to its quality. It is expected that students will attend four discussions and turn in four reports for a possible 60 points. Students may attend a fifth discussion and turn in a fifth report for extra credit.

The written reports will have two components. First, there is to be a 300-word (400 word maximum please!) summary of **all the articles** assigned for that day (total of all articles; not 300 words per article). The second component will depend on the role you have been assigned for that discussion. Each person's written report will consist of the summary plus the part (questions, main points, passages, or connections – see below) related to their role. These are the roles:

Discussion Director: This person facilitates and directs the small group discussion. In advance of the discussion, the person is to generate five questions to facilitate discussion of the assigned reading. The person also is to encourage the other group members to participate and to present their prepared material. In addition to the summary described above, this person's report will consist of five questions of moderate length about the article or articles. Everyone must serve in this role once, and students are responsible for attending on the day that they are assigned in this role, or for finding a substitute (switching with another member of the group) for that day's discussion. The discussion director will also be responsible for presenting the small group's discussion to the class. Only one person per small group will be assigned to this role for each discussion.

Summarizer: While everyone will need to write a summary, this person will also need to prepare a written list of the four or five main points of the reading(s). The small group discussion could begin with the summarizer presenting these points. There will be only one summarizer in a group for any discussion.

Passage Director: This person picks four or five specific passages to which to direct the group for discussion. In addition to their summary, for each of the chosen passages, the person will be required to include in the written report: the passage, a page citation and paragraph number, and a reason for choosing each passage. There may be more than one passage director in a group.

Connector: This person generates four or five connections between specific aspects of the reading and other readings, courses, or experiences. In addition to the summary, this person's written report will describe each of these connections. There may be more than one connector in a group.

CLASS PARTICIPATION (17 points)

Students are expected to participate regularly in the small group discussions. To a lesser extent, everyone is also expected to participate in the whole class discussion, particularly while they are serving as their small group's discussion director. I also value student participation in the form of questions and answers to my questions during lectures. Meaningful participation is not just quantity, however. This portion of the grade will also take quality of participation into account. If a person participates so frequently and excessively that others cannot take part, that will result in a lower grade for this portion. The grading scale for class participation is as follows:

- 16 - 17: Frequent high quality participation.
- 13 - 15: Reasonably regular, high quality participation.
- 9 - 12: Less regular, but good quality participation.
- 7 - 8: Infrequent, but good quality participation
- 5 - 6: Regular, but low quality participation, or infrequent participation of average quality.
- 3 - 4: Infrequent and poor participation, or very frequent aversive, intrusive, or inappropriate participation.
- 1 - 2: Almost no participation
- 0: No participation, ever.

I will determine this grade with three sources of information. First, I will tentatively assign a grade to each student. Second, I will ask you to assign yourself a grade, and third, I will ask every member of the small groups to assign grades to the other group members. You will be asked to sign these grade assignments, but they will be kept confidential. Students will be informed about my assignment and the average of the fellow group members' assignments. They will not be told who gave them which score. Please be fair and thoughtful in grade assignment to yourself and to others. I will determine the final score, but students may request a discussion about it if they feel it doesn't accurately reflect their participation.

ELECTRONIC DISCUSSION (20 points)

Over the course of the semester you are expected to contribute messages (or topics) to the bulletin board in Blackboard. You may not earn more than 10 points in any single grading period (period between exams). This ensures that you will spread your messages across the semester. You may post more messages, however, you may only earn 10 points per grading period.

Messages (up to 15 of the 20 points)

Messages are worth one point each. They should be longer than one sentence, and will generally be one to two paragraphs in length. You can earn up to 15 of the 20 points available with messages, but not more than 15. Messages can be original posts or replies to other people's posts or topics. They can be about lectures, readings, videos, other people's topics, or any other issues related to class content (including personal experiences, observations, etc.). There are rules of etiquette for posting messages available in Blackboard. Please read them and follow them throughout the semester.

Topics (up to 10 of the 20 points + possible extra credit)

You are required to turn in at least one discussion topic. For each topic, you should locate information about research on some topic related to the gender development of children or adolescents, and fitting in to the general subject matter of the unit currently under study. It must be based on scientific research, and not typically from websites for parents or the general public, unless they clearly reference scientific work. The first topic is due by February 12th, and the second topic by April 19th. If you want to do a third, extra credit topic, the second topic must be posted by March 21st, and the third by April 22nd. You cannot post an extra credit topic unless you meet the February 12th and March 21st deadlines for the first and second topics. If you don't make the February 12th deadline, you will be limited to one topic and no extra credit for topics.

You should (1) Provide this information in some detail, including referencing where you found it (including a URL if the information came from the web), (2) say what you think about it, and (3) encourage others to participate in discussion of your topic.

You should submit this information to me in a Word document (attached to an email in Blackboard), not shorter than 300 words, and I will post it and indicate the name of the student who sent it (your name). Each topic is worth 5 points (and will be graded based on its quality).

The grading criteria will include the length and depth of the posting, the degree to which it is based on scientific information, and (to a lesser degree), grammar and spelling. If it will be worth less than 5 points, I will tell you what it will earn before I post it, and you may redo it (one time; returned within two days from the time I send the message) for more points before I post it.

TERM PAPER OR RESEARCH PROPOSAL (100 points)

All students are required to hand in an 8- to 10-page, double-spaced, typed paper. The paper should be a term paper (literature review of a particular topic), or a research proposal (literature review plus proposed new research project). The paper should be typed using a 12-point proportional font such as Times New Roman (not Courier please). The content of the paper (excluding the title page or the references) should range between 2500 and 3500 words. Longer papers are often of higher quality than shorter ones, but by no means is that always the case.

The paper will be done in a series of stages, each with its own deadline, and with its own points to be earned toward the total grade for the paper. The paper will be graded on both content and writing style.

The content of the paper should focus on some aspect of children's or adolescents' gender development viewed from a scientific perspective. Because of the emphasis on the scientific, it is important that any points made should be referenced by appropriate sources. That is, when you make a point, back it up with research. A high quality paper will not contain comments of a personal nature.

Each paper must have a minimum of seven scholarly references (journal articles and scholarly books or book chapters – no “popular press” books, newspaper or magazine articles). More than seven references would often make a stronger paper, but not necessarily. There are three basic types of scholarly articles, books, or book chapters that you can use as sources: empirical research (the description of one or more studies done by that author or authors), reviews which summarize empirical research by many people other than the author of the review article, and theoretical writings which organize and make sense of empirical research. You will probably find the first kind of source easiest to use, and the last most difficult. If you are uncertain if a source is appropriate, ask me. I will need to approve all of your sources as one of the steps in the paper, but you should feel free to ask well in advance of that time. Copies of the first pages of all articles and the title pages of books used as references must be attached to the paper at the time it is turned in (first draft and final paper both).

Papers must follow APA style for the citation of sources in the body of the paper, and for the preparation of the reference page. Also consistent with APA style, please use gender-neutral language (e.g., don't use words like “mankind,” and don't use the pronoun “he” when referring to a person of indeterminate gender; instead, try to rewrite the sentence using the plural “they”). An abstract is not necessary for the term paper, but it is for the research proposal. See Blackboard for more details about APA style, and about term papers and research proposals.

Papers must be your own work, and must have been written for this class only. Plagiarism, in which you use another person's work and take credit for it without citing the source, is considered to be academic dishonesty, and will result in a grade of zero for the paper. Please consult the handout on plagiarism in Blackboard.

Paper Stages, Deadlines, and Points

1. **Topic:** You must inform me on email (inside or outside Blackboard) about the topic of your term paper by no later than **Thursday, February 21**. It may be done earlier. Your topic must be approved by me; I will approve topics in writing on email. Do not proceed unless you have clearance from me that your topic is acceptable. You will earn five points toward your paper by meeting this deadline. If you meet the deadline, but your topic is unacceptable, you will still earn the points but you will need to choose another topic, which will need to be cleared with me by Thursday, February 28.
2. **References:** You will need to locate your references and have them approved by me by no later than **Tuesday, March 19**. On March 19 (or earlier) you are to turn in a reference page prepared in APA style. You may turn it in on March 19 in class, or any time until the end of that day. You may send an attached MS Word or pdf file by midnight, or you may bring it to the Psychology Department Office in Neff 388 by 5:00 p.m. A sample reference page will be available in an APA style handout in Blackboard. There are five available points for meeting the deadline; five points for having no errors in APA style; and ten points for the quality and number of your sources. If you lose points for quality and number of sources, or for APA style errors, you may improve those scores by making appropriate changes to the draft and/or final version of your paper. You may add some additional references or substitute others for your paper, but in general, I expect that this list of references will consist of the major sources for your paper.
3. **Outline:** You must turn in an outline of your paper (one to two pages, standard outline format with topics I, II, III, etc. and subtopics A, B, C, etc.) by **Tuesday, March 19** (same guidelines as in point 2). The outline turned in on time will earn five points.
4. **First Draft of Paper:** The first draft (typed as described above) of your paper is due by 12 noon on **Tuesday, April 9¹** in class or in the Psychology Department Office in Neff 388 by 4:30 p.m. You will need to turn it in in person because I will need the copies of the first pages of your references (see above). I will return these drafts to you with comments by Tuesday, April 16. You will earn five points for meeting this deadline. If you do not meet the deadline, you may not turn in the paper for comments. This version of the paper will be graded in the same way that the final version will be. If you are satisfied with the score you receive on this draft, you do not need to turn in a further version of the paper.

¹If you want to turn it in sooner, I will get it back to you in a week. You may only turn it in one time for comments.

5. Final Paper: The paper is due by 4:30 p.m. on **Friday, May 3**. It may be turned in during class earlier that week, or to the Psychology Department Office in Neff 388 by 4:30. **With the final paper you must turn in your first draft, the grading sheet from your first draft, and copies of all references (see above).** Ask our secretary to stamp it with the date and time if you don't hand it directly to me. I will not accept untyped papers, and late papers will lose two points for each school day late.

The 100 points available for the paper will be divided as follows:

Meeting topic deadline (2/21)	5
Meeting reference deadline (3/19)	5
Quality of sources	10
Outline turned in on time (3/19)	5
First draft turned in on time (4/9)	5
Content (quality and quantity)	45
Clarity and organization	10
Grammar/spelling/paragraphing, etc.	5
Proper citation of sources in the body of the paper	5
APA style on the reference page	5
TOTAL	100

COURSE OUTLINE

Date	Topic	Reading
Jan. 15, 17	Introduction	Ch. 1
Jan. 22	History	Ch. 2
Jan. 24, 29	Biological Foundations	Ch. 3
Jan. 31	DISCUSSION	
Feb. 5	Biological Foundations, cont'd	
Thursday, February 7		
EXAM I		
Feb. 12	Gender Differences I	Ch. 4
Feb. 14	DISCUSSION	
Feb. 19, 21	Gender Differences II	Ch. 5
Feb. 21	<i>Paper topic due</i>	
Feb. 26	Biological Theories	Ch. 6
Feb. 28	DISCUSSION	
Mar. 5	Biological Theories, cont'd	
Thursday, March 7		
EXAM II		
Mar. 19	Social Theories	Ch. 7
Mar. 19	<i>Paper outline and references due</i>	
Mar. 21	DISCUSSION	
Mar. 22	<i>Last day to withdraw</i>	
Mar. 26	Social Theories, cont'd	
Mar. 28	Cognitive Theories	Ch. 8
Apr. 2	Theories, cont'd	
Apr. 4	DISCUSSION	
Apr. 9	The Cognitive Self	Ch. 9
Apr. 9	<i>First draft of paper due</i>	
Thursday, April 11		
EXAM III		
Apr. 16	Family	Ch. 10
Apr. 18	DISCUSSION	
Apr. 23	Peers	Ch. 11
Apr. 25	Media	Ch. 12
Apr. 30	School	Ch. 13
May 2	Conclusions	Epilogue
May 3	<i>Final version of paper due</i>	
Tuesday, May 7 (10:30)		
FINAL EXAM		