Sex and Gender
Course # 83403.12673
Fall, 2010

Professor: Margaret Rosario, Ph.D.
Email: mrosario@gc.cuny.edu
Day & Time: Tuesday 9:45-11:45
Office Hours: By appointment, NAC 7-221

Course Description & Objectives
Sex and gender constitute some of the most basic identities that individuals have. These identities develop early in life, are hypothesized to involve multiple determinants at various levels of analysis (e.g., biological, psychodynamic), and have profound implications for the individual’s life in their own right and given the sociocultural climate in which they unfold and are experienced. This course aims to address the identities’ determinants, development, and implications for mental and physical health and for positive adaptation. By the end of the course, the student should appreciate and understand the biopsychosocial factors underlying sex and gender, as well as the relations of those factors to health.

Requirements
Each student will select a substantive area to investigate in detail and to summarize for the seminar via an oral presentation. The student will generate a final paper that further elaborates on the area of interest or that addresses another area of concern in sex and gender. The paper must be no more than 15 double-spaced pages and adhere to APA writing style. The term paper is due at the last meeting of the seminar.

The first half of most weekly meetings will be devoted to review and discussion of the assigned readings, and the remaining half to a student’s oral presentation. For both parts of the weekly gathering (i.e., the assigned readings and oral presentations), critical evaluation of the literature and originality of ideas will be rewarded, as will class participation.

Grading
The term paper composes 60% of the final grade, the oral presentation 30%, and evaluation of the literature, originality of ideas, and class participation the remaining 10%.

Required Texts

Note. Recommended readings are identified by an asterisk.

Weekly Reading and Class Topics
August 31: Introduction


*Note.* For a more basic, fascinating, and clinically important article, which exemplifies the emerging field of epigenetics, see:

**September 14:** CUNY follows Friday schedule; thus, no class
**September 21:** Far Fund Lecture; thus, no class
**September 28:** Origins and Implications of Sex and Sex Differences I: Biology

**October 5:** Origins and Implications of Sex and Sex Differences II: Biology

*Note.* This, the biological underpinnings of sex and gender, is a complicated research area that continues to receive much attention. It includes genetics, endocrinology, neuroscience, and evolution; the latter is addressed next week. The assigned readings to date have introduced you to this vast area, including its concepts, methods, and questions of critical interest. They and the recommended reviews by Sir Michael Rutter and colleagues (2006) and Dick Swaab (2005) will allow you to broach the empirical literature. The recommended tome by Einstein is a compilation of the ground-breaking classic and current empirical work in this area. To underscore that our biological systems are not fixed except during our early and waning years, but, instead, change across the entire lifespan, the Chung article presents empirical findings on the continued sexual differentiation of the brain in adulthood. All adolescent analysts should read Casey’s article.
October 12: Origins and Implications of Sex and Sex Differences III: Biology

October 19: Classical Psychoanalytic Perspective
Freud, S. Some psychological consequences of the anatomical distinction between the sexes (1925). In Sexuality and the psychology of love (see above).
Freud, S. Female sexuality (1931). In Sexuality and the psychology of love (see above).

October 26: Plasticity and Libidinal Evidence

November 2: Neo-Freudian Perspective
Horney, K (1934/1967). The overvaluation of love: A study of a common, present-day, feminine type. In Feminine psychology (pp.182-213) (see above).

November 9: Current Dynamic Perspectives

November 16: Gender at the Cognitive Level

November 23: Gender at the Interpersonal and Societal Levels
November 30: Sex, Gender, and Health

December 7: Sex Similarities

December 14: Wrap-up
FINAL PAPER DUE DURING THE LAST SEMINAR, on DECEMBER 14.