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.

Required Texts

Note. Read the required readings in the order listed. Recommended readings are identified by an asterisk. All articles are available on Blackboard.

Course Schedule and Readings
**August 27: Introduction**


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

September 10: Origins and Implications of Sex and Sex Differences I: 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. 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 consider reading Casey’s fascinating work (the 2015 article is more precise and technical than the 2008 article) and link it with Romer et al. (2017).


September 17: Origins and Implications of Sex and Sex Differences II: Biology


September 24: Classical and Current Psychodynamic Perspectives

Freud, S. Female sexuality (1931). In Sexuality and the psychology of love. New York: Collier.


October 1 and 8: No classes, per CUNY
October 15: Plasticity and Libidinal Evidence


October 22: Attitudes and Stereotypes

October 29: Sex at the Cognitive Level

November 5: Sex at the Interpersonal and Societal Levels
Note. Recall and draw out the implications of Buss and Schmitt (1993) from the fourth week of the seminar.

November 12: Sex, Gender, and Health
November 19: Sex Similarities


November 26: Transgenderism and Gender Diversity


December 3: Intersectionality and More Holistic Understandings


**December 10: Wrap-Up**

FINAL PAPER DUE DURING THE LAST SEMINAR, on DECEMBER 10.

**On Your Own: What Might Be Missing in Our Understanding?**


File: Sex&GenderF19_syllabus (revision of 8/19/19)