

PSYC 80100, SEX AND GENDER

City University of New York, Clinical Psychology

Margaret Rosario, Ph.D.

Office hours by appointment.

Overview

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 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 mental and physical 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 10 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.

Note. Recommended readings are identified by an asterisk.

Week 1: Introduction

Week 2: Nature v. Nurture, Biology v. Environment: The False Dichotomy

LaDoux, J. (2002). *Synaptic self: How our brains become who we are*. New York: Penguin.
Chapter 1 (pp. 1-12): The big one.

Solms, M., & Turnbull, O. (2002). *The brain and the inner world*. New York: Other Press.
Chapter 7 (pp. 217-238): Genetic and environmental influences on mental development.

Robinson, G.E., Fernald, R.D., & Clayton, D.F. (2008). Genes and behavior. *Science*, 322, 896-900.

- *Booth, A., Johnson, D.R., Granger, D.A., Crouter, A.C., & McHale, S. (2003). Testosterone and child and adolescent adjustment: The moderating role of parent-child relationships. *Developmental Psychology*, 39, 85-98.
- *DiPietro, J.A., Hilton, S.C., Hawkins, M., & Costigan, K.A. (2002). Maternal stress and affect influence fetal neurobehavioral development. *Developmental Psychology*, 38, 659-668.
- *Krendl, A.C., Richeson, J.A., Kelley, W.M., & Heatherton, T.F. (2008). The negative consequences of threat: A functional magnetic resonance imaging investigation of the neural mechanisms underlying women's underperformance in math. *Psychological Science*, 19, 168-175.

Week 3: Origins and Implications of Sex and Sex Differences I: Biology

Sherfey, M.J. (1966). The evolution and nature of female sexuality in relation to psychoanalytic theory. *Journal American Psychoanalytic Association*, 14, 28-127.

Week 4: Origins and Implications of Sex and Sex Differences II: Biology

Eckel, L.A., Arnold, A.P., Hampson, E., Becker, J.B., Blaustein, J.D., & Herman, J.P. (2008). Research and methodological issues in the study of sex differences and hormone-behavior relations. In J.B. Becker, K.J. Berkley, N. Geary, E. Hampson, J. P. Herman, & E.A. Young (Eds.), *Sex differences in the brain: From genes to behavior* (pp. 35-61). New York: Oxford University Press.

Note. This is a complicated research area that continues to receive much attention. It includes genetics, endocrinology, neuroscience (and evolution, which 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, along with the recommended review by Dick Swaab, a leader in this field, 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.

- *Swaab, D.F. (2005). The role of hypothalamus and endocrine system in sexuality. In J.S. Hyde (Ed.), *Biological substrates of human sexuality* (pp. 21-74). Washington, DC: American Psychological Association.
- *Einstein, G. (Ed.) (2007). *Sex and the brain*. Cambridge, MA: MIT Press.
- *Chung, W.C.J., De Vries, G.J., & Swaab, D.F. (2002). Sexual differentiation of the bed nucleus of the stria terminalis in humans may extend into adulthood. *Journal of Neuroscience*, 22, 1027-1033.

Week 5: Origins and Implications of Sex and Sex Differences III: Biology

Buss, D.M., & Schmitt, D.P. (1993). Sexual strategies theory: An evolutionary perspective on human mating. *Psychological Review*, 100, 204-232.

Week 6: Classical Psychoanalytic Perspective

Freud, S. The 3rd essay (1905). In Freud, S. (1962). *Three essays on the theory of sexuality*. New York: Basic.

Freud, S. The infantile genital organization of the libido (1923). In Freud, S. (1963). *Sexuality and the psychology of love*. New York: Collier.

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).

Week 7: No class; Professor at conference

Week 8: Plasticity and Libidinal Evidence

Baumeister, R.F. (2000). Gender differences in erotic plasticity. *Psychological Bulletin*, 126, 347-374.

Chivers, M.L., Rieger, G., Latty, E., & Bailey, J.M. (2004). A sex difference in the specificity of sexual arousal. *Psychological Science*, 15, 736-744.

Week 9: Neo-Freudian Perspective

Horney, K (1926/1967). The flight from womanhood: The masculinity-complex in women, as viewed by men and women. In Horney, K. (1967). *Feminine psychology*. New York: Norton (pp.54-70).

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).

Week 10: Current Dynamic Perspectives

Flax, J. (2002). Resisting woman: On feminine difference in the work of Horney, Thompson, and Moulton. *Contemporary Psychoanalysis*, 38, 257-276.

Harris, A. (2000). Gender as soft assembly: Tomboys' stories. *Studies in Gender and Sexuality*, 1, 223-250.

*Harris, A. (2005). *Gender as soft assembly*. Hillsdale, NJ: Analytic Press.

Week 11: Gender at the Cognitive Level

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106, 676-713.

Martin, C.L., Ruble, D.N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, 128, 903-933.

Alexander, G.M., & Hines, M. (2002). Sex differences in response to children's toys in nonhuman primates (*Cercopithecus aethiops sabaues*). *Evolution and Human Behavior*, 23, 467-479.

Week 12: Gender at the Interpersonal/Social and Societal Levels

Rose, A.J., & Rudolph, K.D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, 132, 98-131.

Tenenbaum, H.R., & Leaper, C. (2003). Parent-child conversations about science: The socialization of gender inequalities. *Developmental Psychology*, 39, 34-47.

Wood, W., & Eagly, A.H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin*, 128, 699-727.

*Tenenbaum, H.R., & Leaper, C. (2002). Are parents' gender schemas related to their children's gender-related cognitions: A meta-analysis. *Developmental Psychology*, 38, 615-630.

*Walsh, J.L. & Ward, L.M. (2008). Adolescent gender role portrayals in the media: 1950 to the present. In P.E. Jamieson & D. Romer (Ed.), *The changing portrayal of adolescents in the media since 1950* (pp. 132-164). New York: Oxford University Press.

*Kim, J.L, Sorsoli, C.L., Collins, K., et al. (2007). From sex to sexuality: Exposing the heterosexual script on primetime network television. *Journal of Sex Research*, 44, 145-157.

Week 13: Sex, Gender, and Health

Holden, C. (2005). Sex and the suffering brain. *Science*, 308 (5728), 1574-1577.

Egan, S.K. & Perry, D.G. (2001). Gender identity: A multidimensional analysis with implications for psychosocial adjustment. *Developmental Psychology*, 37, 451-463.

Hyde, J.S., Mezulis, A.H., & Abramson, L.Y. (2008). The ABCs of depression: Integrating affective, behavioral, and cognitive models to explain the emergence of the gender difference in depression. *Psychological Review*, 115, 291-313.

*Mendelsohn, M.E., & Karas, R.H. (2005). Molecular and cellular basis of cardiovascular gender differences. *Science*, 308 (5728), 1583-1587.

Week 14: Sex Similarities and Wrap-up

Hyde, J.S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581-592.

Hyde, J.S. (2007). New directions in the study of gender similarities and differences. *Current Directions in Psychological Science*, 16, 259-263.

*Halpern, D.F., Benbow, C.P., Geary, D.C., et al., (2007). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest*, 8, 1-51.

FINAL PAPER DUE DURING THE LAST SEMINAR