

# [Chapter 12: gender roles](https://assignbuster.com/chapter-12-gender-roles/)

biological sexphysical characteristics that define male/femalegenderthe features that society associates with or considers appropriate for men and women ONCHAPTER 12: GENDER ROLES SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowMales and Females DNA and differencesfemales-xx
males-yx
-different hormone balances and reproductive capacity
-males grow more and females live longer and are less susceptible to physical disordersGender Rolespatterns of behavior that females/males should adopt in a particular society(varies by culture)Gender StereotypesGenerated by gender role norms
-overgeneralized, largely inaccurate beliefs about what each sex is like ex: men never ask for directionsSocietal Norms Across CulturesWomens role is nurturer and childbearer and it shapes their gender role norms
-communality is at the heart of these norms
Males role is orientated towards actionCommunalityorientation that emphasizes connectedness to others and includes traits of emotionality and sensitivity to others
-girls who adopt this trait will be prepared to be a wife/motherAgency (action)male orientation toward individual action and achievement
emphasized traits: dominance, independence, assertiveness, competitive,
-central for husband/father roles-providing for family and protecting from harmHyde: Research on gender differencessaid it was more accurate to focus on similarities
-men and moment and boys and girls are more alike than differentAverage differences/similarites between men and women1. Females sometimes display greater verbal abilities 2. Males are better at spatial activities
-males and femlaes perform similarly on standardized tests
3. Girls have greater memory ability
4. Males are more agressive (both physically and verbally)
5. Before birth and throughout childhood males are more physically active and developmentally vulnerable
6. Girls are more complent and cooperative with adults
7. Females are more nurrturant and empathetic \*\*There are ranges between groups and in groups! Gender Conformitygender/norms and stereotypes effect how we percieve ourselves and others
-genders conform to gender roles by pursuing common vocations and lifestyles
-occupations and family work tend to be gender segregatedInfant: Differential Treatmentdifferences between sexes at birth are small and inconsistent but they receive differential treatment soon after birth
-boys are described in masculine terms and girls are described in feminine terms ex: He is so strong, she is so adorable
-clothing, hairstyles, toys and rooms differThe Infant: Early Learning-infants learn sex categories and associate themselves where they belong
-by 18 months toddlers can understand if they are like boys or girls
-verbal proof of gender by age 2. 5-3
-with acquiring gender identities that begin to demonstrate preferences for gender appropriate activities/toysGender typingthe way children may not yet aquire awareness of their biological sex but they understand the motives, values, patterns of behaviors that their culture considers appropriate for members of their genderGender Differences should not be attributed to... biological causes because it could be caused by differences in the way males/females are perceived and raisedChildren learn gender stereotypes whenthey become aware of their gender identities
ex: as early as age 3 girls knew that they play with barbies and boys play with trucksGender Stereotypes: age 4-6Children expressed positive emotions at the thought of holding gender stereotypic adult jobs -rigidity about these sterotypes is especially high during preschool yearsGender Segregation-children begin to favor same sex playmates as early as 30-36 months and it increases during elem. school
-partly due to incompatability between girls/boys play styles
-children who insist most strongly on these boundaries tend to be popular and socially competentBoys: Gender Role-boys tend to face stronger pressures to adhere to the gender-role expectationsAdolescents: Gender Roles and Stereotypes-return to intolerence about gender roles and violations
-experience gender intensification (puberty and pressure to be liked by the opp. sex)Biosocial Theory-Money and Ernhardt
-highlights the ways biological events influence development and how early biological events and social reactions relate to gender roles
ex: Hormones, secondary sex characteristics
-these events combined with a persons self-concept as a male or female provide the basis for adult gender identity and role behavior
-labels and treatment affect gender development
-from 18 months- 3 years there is a period of time where societies label attached to the child will stickSocial Learning Theory-children learn gender identities, preferences and behaviors through 2 processes
1. Differential Reinforcement- children are rewarded for sex-appropriate behaviors -discipline differs between mother and father
-parents who show the clearest patterns of dif. reinforcement have children who are quick to label themselves
-fathers are more likely to reward childrens gender-like behavior
2. Observational Learning- children adopt the attitudes and behaviors of same-sex models
-children learn from the media-radio, tv, movies, books, video gamesCognitive Theory-Kholberg
-2 themes
1. Children must aquire certain understandings about gender before they will be influences by their social experiences
2. children engage in self socializationSelf-Socialization(Cognitive theory)children actively socializing themselves rather than being passive targets of social influenceInformation-Processing Theory-Martin and Halverson
-Gender Schema: organized sets of beliefs and expectations about males/females that influence the kinds of information children will attend to and remember
-children aquire in-group/outgroup schemas that allow them to classify some objects, behaviors and roles as appropriate for their sex
-once gender schemata are in place, children will distort new information in memory so that is is consistent with their schemaAdults: Gender Roles and Changes-adults fill their agentic and communal roles throughout their lives and the roles become more distinct in marriage/parenthoodAndrogyny Shiftwomen and men retain their gender-typed qualities and add qualities traditonally associated with the other sex
at midlife, women and men are freed from the demands of the parental imperative
-men become less active and focus on religion/family
-women become more active, dommineeing and assertive (stronger community forces)Basic Gender Identity (kholberg)(age 2-3) children can recognize themselves as male/female and behave accordinglyGender Stability (Kholberg)Age 4): the understanding that gender is stable over timeGender Consistency(5-7): children realize their sex is stable across situations
ex: can not be changes by dressing up as the opposite sex or doing opposite gender activititesWhen Do Gender Roles Become a Large Concern to Childrenpreschool