

# Chapter 12: gender roles



biological sex physical characteristics that define male/female gender the features that society associates with or considers appropriate for men and women

ON CHAPTER 12: GENDER ROLES SPECIFICALLY FOR YOU FOR

ONLY \$13.90/PAGE Order Now Males and Females DNA and

differences females-xx

males-yx

-different hormone balances and reproductive capacity

-males grow more and females live longer and are less susceptible to

physical disorders Gender Roles patterns of behavior that females/males

should adopt in a particular society (varies by culture) Gender

Stereotypes Generated by gender role norms

-overgeneralized, largely inaccurate beliefs about what each sex is like ex:

men never ask for directions Societal Norms Across Cultures Womens 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 action Communality orientation 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/mother Agency

(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

harm Hyde: Research on gender differences said it was more accurate to

focus on similarities

-men and women and boys and girls are more alike than different Average

differences/similarities between men and women 1. Females sometimes

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display greater verbal abilities 2. Males are better at spatial activities

-males and females perform similarly on standardized tests

3. Girls have greater memory ability

4. Males are more aggressive (both physically and verbally)

5. Before birth and throughout childhood males are more physically active and developmentally vulnerable

6. Girls are more compliant and cooperative with adults

7. Females are more nurturant and empathetic \*\*There are ranges between groups and in groups! Gender Conformity gender/norms and stereotypes effect how we perceive ourselves and others

-genders conform to gender roles by pursuing common vocations and lifestyles

-occupations and family work tend to be gender segregated Infant:

Differential Treatment differences 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 differ The 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/toys Gender typing the way children may not yet acquire awareness of their biological sex but they understand the motives, values, patterns of behaviors that their culture considers appropriate for members of their gender Gender Differences should not be attributed to...

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biological causes because it could be caused by differences in the way males/females are perceived and raised  
Children learn gender stereotypes when they become aware of their gender identities

ex: as early as age 3 girls knew that they play with barbies and boys play with trucks  
Gender Stereotypes: age 4-6 Children expressed positive emotions at the thought of holding gender stereotypic adult jobs -rigidity about these stereotypes is especially high during preschool years  
Gender Segregation- children begin to favor same sex playmates as early as 30-36 months and it increases during elem. school

-partly due to incompatibility between girls/boys play styles

-children who insist most strongly on these boundaries tend to be popular and socially competent  
Boys: Gender Role-boys tend to face stronger pressures to adhere to the gender-role expectations

Adolescents: Gender Roles and Stereotypes-return to intolerance about gender roles and violations

-experience gender intensification (puberty and pressure to be liked by the opp. sex)  
Biosocial Theory-Money and Erhardt

-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 stick  
Social Learning Theory-children learn gender identities, preferences and behaviors through 2 processes

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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 games
- Cognitive Theory-Kohlberg
- 2 themes
1. Children must acquire certain understandings about gender before they will be influenced by their social experiences
  2. children engage in self socialization
- Self-Socialization(Cognitive theory)children actively socializing themselves rather than being passive targets of social influence
- Information-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 acquire 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 it is consistent with their schema
- Adults: Gender Roles and Changes-adults fill their agentic and communal roles throughout their lives and the roles become more distinct in marriage/parenthood
- Androgyny
- Shiftwomen and men retain their gender-typed qualities and add qualities
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traditionally 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