GENDER

Learning Outcomes:

At the end of this chapter, students are expected to:

- defined "gender" and identify the three frameworks sociologists use to examine this concept;
- discussed some of the ways that gender shapes individuals, social interaction, and institutions.

“System of Social Practices” - working definition of Gender (as cited by Ridgeway and Smith-Lovin in Wharton, 2005)

- This system creates and maintains gender distinctions and it “organizes relations of inequality on the basis of (these distinctions).
- gender involves the creation of both differences and inequalities.

Three features of the working definition of gender

01 a process as a fixed state;

02 occurs at all levels of the social structure;

03 its importance in organizing relations of inequality

Importance of Studying Gender (Wharton 2005):

1. It shapes the identities and behavioral dispositions of individuals;
2. It shapes social interaction;
3. Organizes social institutions.

Three Frameworks used in Understanding the concept of Gender:

1. Individualist Approach
2. Interactionist Approach
3. Institutional Approach

Individualist Views of Gender

- views gender as a set of individual traits, abilities, or behavioral dispositions and attempts to understand how women and men differ in those areas.
- explores how women and men become gendered

How do children come to understand themselves as female or male?

How is it that people take on characteristics seen as socially appropriate for their gender?

It suggests that women and men are "hard-wired" for certain characteristics during their prenatal and perhaps even postnatal development.

1t says that these differences result from people's efforts to comply with social roles.

Gender Role Socialization

- process through which people become **gendered.**
- processes through which individuals t**ake on gendered qualities and characteristics and acquire a sense of self.**
- People learn what their society expects of them as males or females
- They will be assessed in part on the basis of whether they are “appropriately” masculine or feminine.

Two-sided process:

01 On one side is the target of socialization, such as a newborn, who encounters the social world through interactions with parents and caretakers.

02 The agents of socialization – the individuals, groups, and organizations who pass on cultural information.

Agents of Gender Role Socialization

1. Family
2. School
3. Media
4. Peers

FAMILY

https://www.philstar.com/lifestyle/health-and-family/2018/06/09/1823073/filipino-families-invited-see-why-family-gift

MANIPULATION

- Boys and girls are handled differently.

CHANNELING / CANALIZATION

- people direct children's attention to gender-appropriate objects - choice of **TOYS**

VERBAL APPELLATION

- Words used to tell children what they are:

- **Words used in what are expected of them:**
  - **"boys don't cry"**
  - **"girls do not climb trees"**

ACTIVITY EXPOSURE

- children familiarized with gender appropriate TASKS:
- Girls expected and encouraged to:

Help mother in household tasks

Take care of younger siblings

- **Boys are allowed and encouraged to play or work outside the home**

How does the school influence gender role?

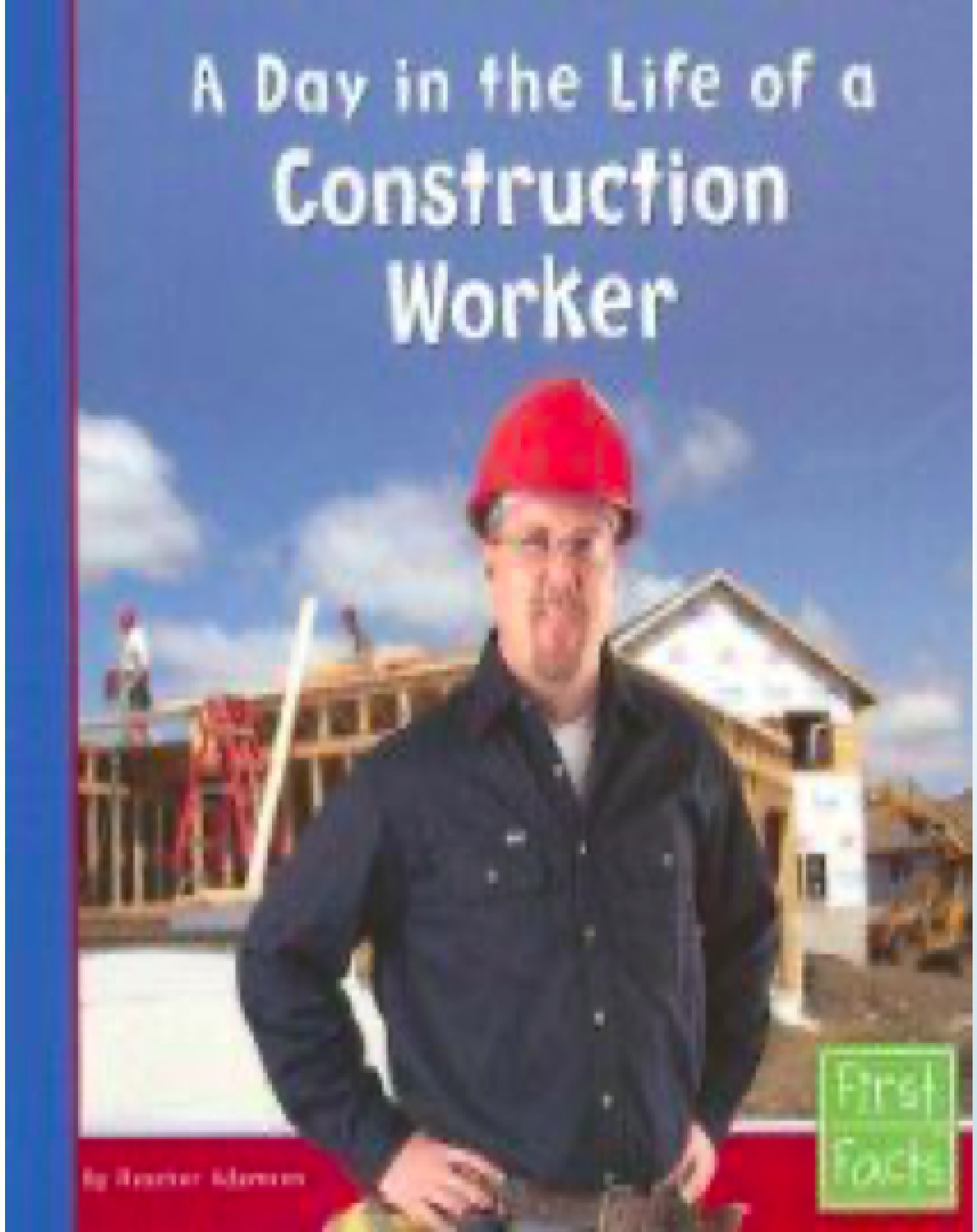
➢ **Schools reinforce sexist concepts:**

TEXTBOOKS depict stereotype roles

- females as mothers, housewives, or well-behaved girls

- males as fathers, workers or naughty adventurous little boys

American Housewife
STORIES
HELEN ELLIS


A Day in the Life of a
Construction
Worker
First
Facts

- **Education - steered field of study for:**

Females - nursing, secretarial, hotel management, banking & finance

Males - politics, science, engineering

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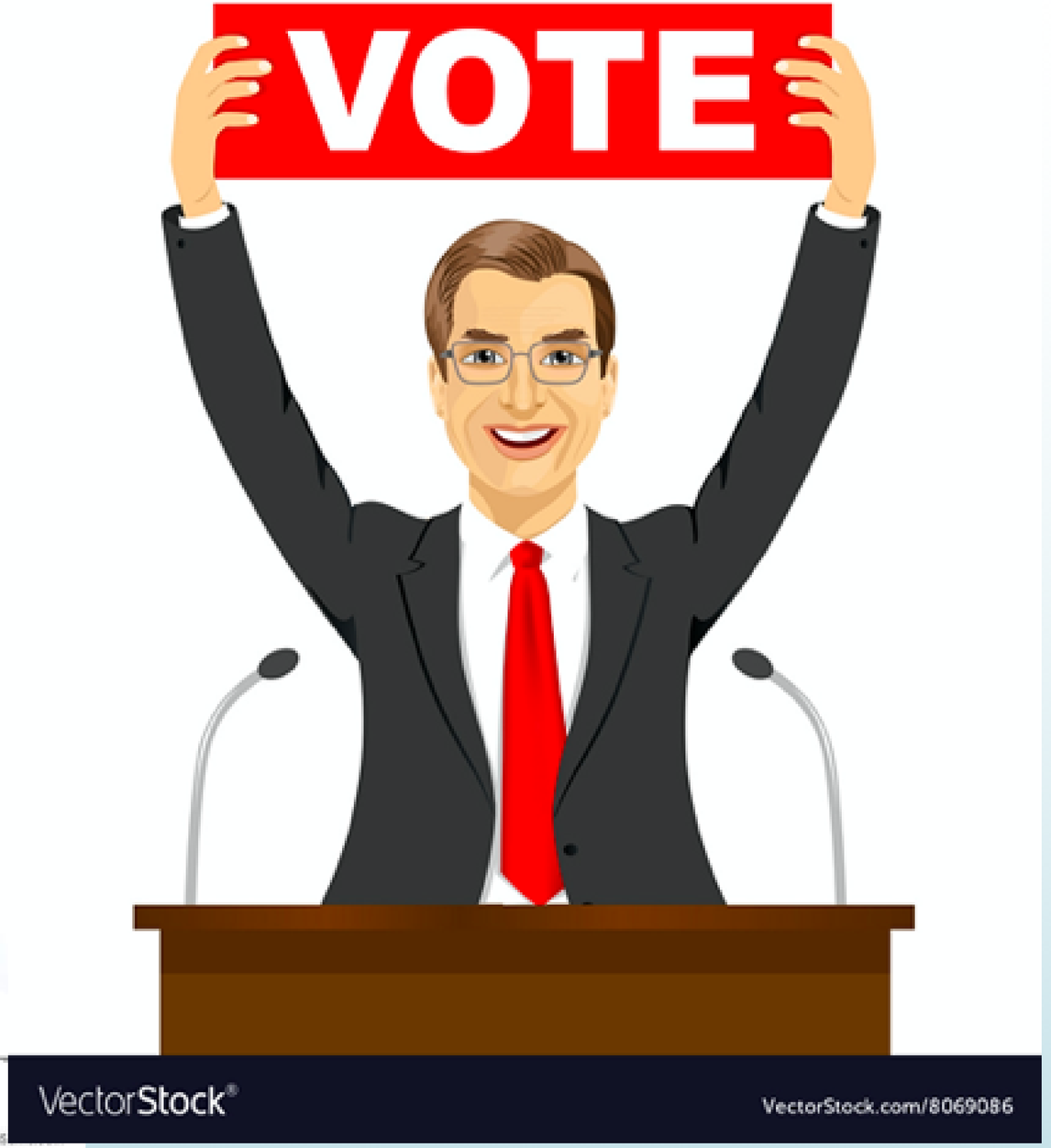
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How does the media influence gender role?

- Media portray different images of women that often have negative connotations.
- Women = housewives, loving mothers and wives, martyrs, victims, mistresses or scheming and wicked villains,
- Men = strong, determined, courageous and principled.

Snow White
AND THE SEVEN DWARFS

THE LITTLE
MERMAID

Disney
FROZEN

Walt Disney
Sleeping Beauty
50TH ANIVERSARY

Walt Disney's
MASTERPIECE
CINDERELLA

Disney's
Tangled

PEERS

- Peer interactions also contribute to gender socialization. Children tend to play with same-gender peers. Through these interactions, they learn what their peers expect of them as boys or girls.
- These lessons may be direct, such as when a peer tells the child that a certain behavior is or is not "appropriate" for their gender. They can also be indirect, as the child observes same and other gendered peers' behavior over time.

Theories of Gender Role Socialization

Three (3) major theories of Socialization (Bem 1983; Stockard and Johnson 1992):

1. Social Learning
2. Cognitive Development
3. Identification Theory (Psychoanalytic)

- Other theories of Socialization include Sociological theories such as:

1. Mead's Development of the Self
2. Cooley's Looking Glass Self

A. Social Learning Theory

It asserts that gender roles are learned through the reinforcements that children receive (positive and negative), for engaging in gender-appropriate and gender-inappropriate behavior (Mischel 1970 as cited in Wharton, 2005).

Acknowledges that learning takes place through observation and modeling (Bandura and Walters 1963)

Social Learning Theory

This approach reflects a view of the socialization process “from the outside.”

B. Cognitive Approaches

1. These approaches answer this question by examining how people internalize gender meanings from the outside world and then use those meanings to construct an identity consistent with them.
2. Examines the connections between sex category membership and the meanings people attach to that membership (Bem 1993; Howard 2000).
3. We can only understand socialization if we examine the parent–child relationship itself (Maccoby, 1992 as cited in Wharton, 2005)

Kohlberg's (1966) cognitive theory is based on the claim that gender learning can be explained using the principles of cognitive development. Learning about gender occurs as part of a more general psychological process of cognitive maturation.

Bem's gender schema theory

argues that in cultures like American society where gender distinctions are strongly reinforced, children learn to use gender to make sense of their experience and process new information. Through this process people acquire traits and personalities that are consistent with their understandings of themselves as male or female. They develop gender schemas.

gender schema

are cognitive structures (or lenses) that help people assimilate and organize perception. In this view, the larger social world provides the "raw material" from which gender identities are constructed and these identities, in turn, guide perception and action.

A gendered personality is both a product and a process. It is both a particular collection of masculine or feminine traits and a way of constructing reality that itself constructs those traits" (Wharton, 2005).

Two (2) Aspects of Gender Schema Perspective:

1

Gender polarization

- the belief that what is acceptable or appropriate for females is not acceptable or appropriate for males (and vice versa) and that anyone who deviates from these standards of appropriate femaleness and maleness is unnatural or immoral. Thus, leading them to think of the other gender as the “opposite sex.”

2

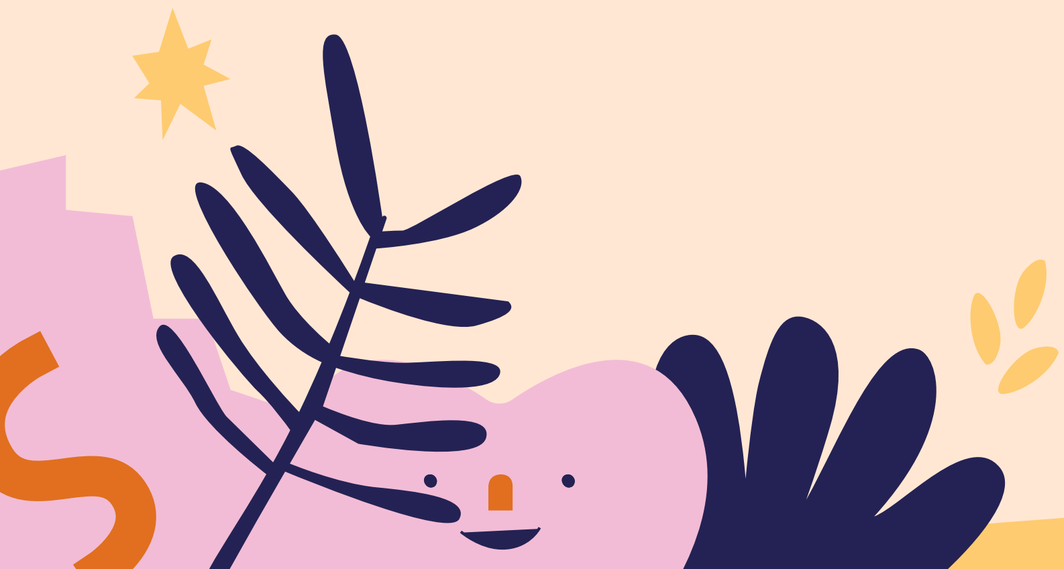
Androcentric - refers to a belief that males and masculinity are superior to females and femininity, and that males and masculinity are the standard or the norm.

3. Identification theory (Psychoanalytic Perspective)

It sees gender results from unconscious psychological processes (Chodorow 1978; Johnson 1988; Williams 1989).

Psychoanalytic theorists argue that gender identity will have a different significance for women and men.

According to Chodorow, gender identity is formed during early childhood as children develop emotional attachments to a same-sex parent or adult.



There are two (2) developmental tasks:

FORMATION OF EGO BOUNDARIES

the sense of separation between "me" and "not me" – infants become aware of themselves and others as separate beings with an ability to influence their surroundings.

FORMATION OF GENDER IDENTITY

refers to people's own sense of themselves as males or females. This awareness is helped by – perhaps even dependent upon – another kind of attachment: identification with a same-sex parent or adult.

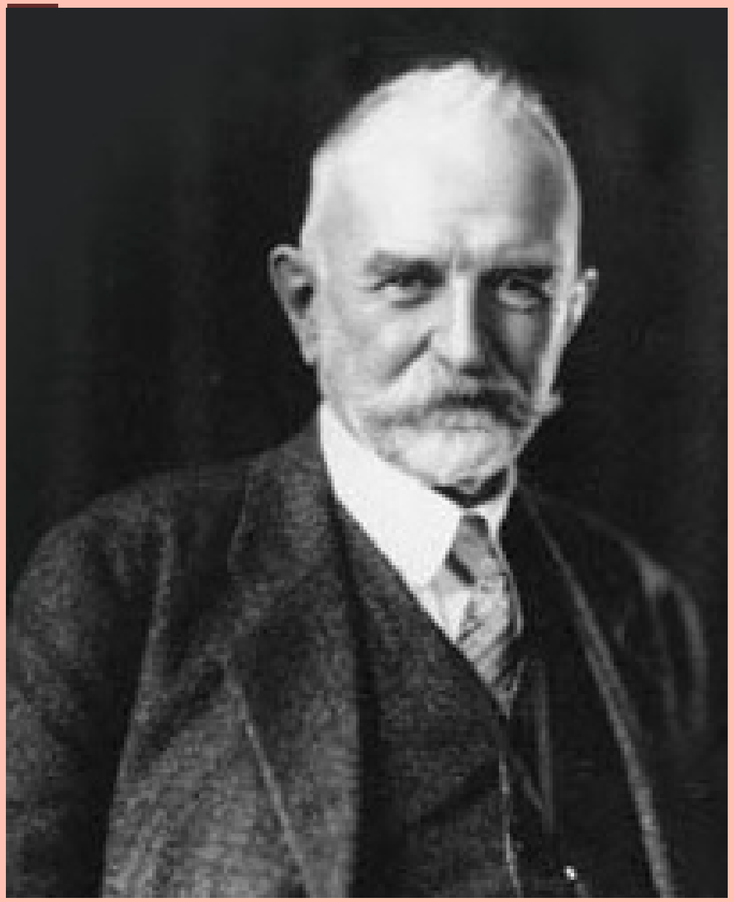
Gender Identification gives children information about what it means to be male or female, and it motivates and sustains their interest in this aspect of themselves.

Male gender identity is what Messner refers to as “positional,” meaning that the self “is solidified through separation from others”

Women will feel more comfortable when connected to others and prefer relationship to separation.

Sociological Theories of Gender Role Socialization

1. **George Herbert Mead's Development of the Self**
2. **Charles Horton Cooley's Looking-Glass Self**



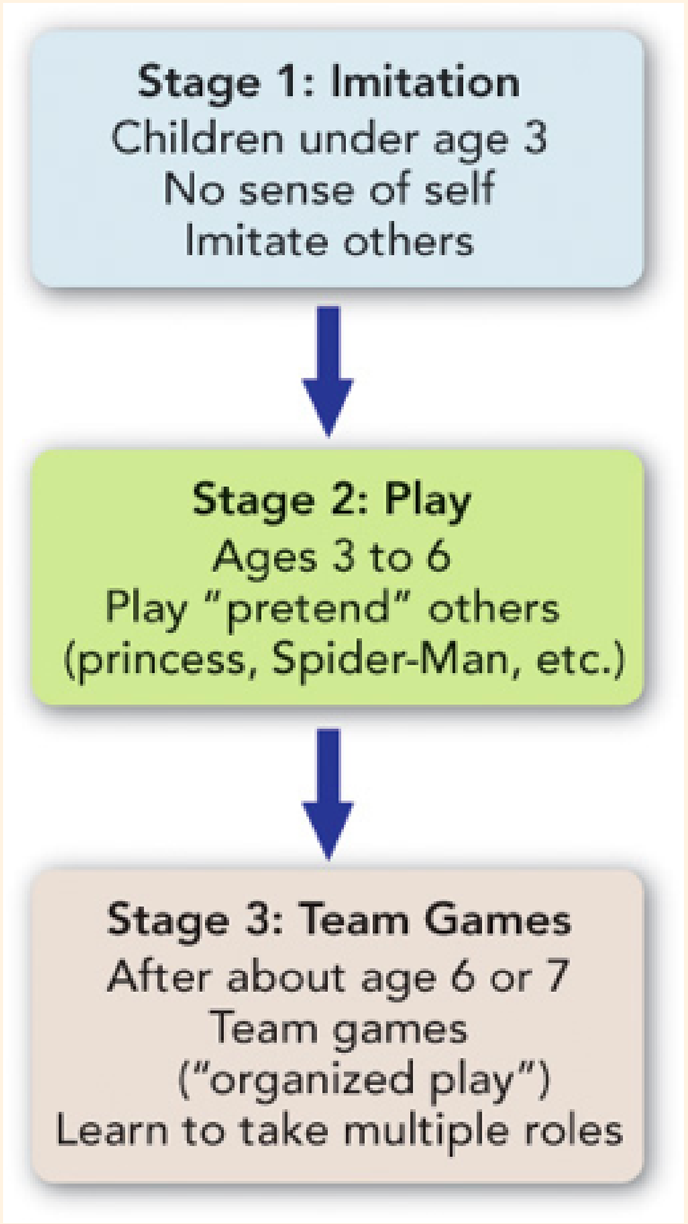
George Herbert Mead's Development of the Self:

- Play is important in developing a self.
- Mead analyzed taking the role of the other as an essential part of learning to be a full-fledged member of society. At first, we are able to take the role only of significant others. Later we develop the capacity to take the role of the generalized other, which is essential not only for cooperation but also for the control of antisocial desires.

Generalized Others

refer to our perception of how people in general think of us.

HOW WE LEARN TO TAKE THE ROLE OF THE OTHER: MEAD'S THREE STAGES



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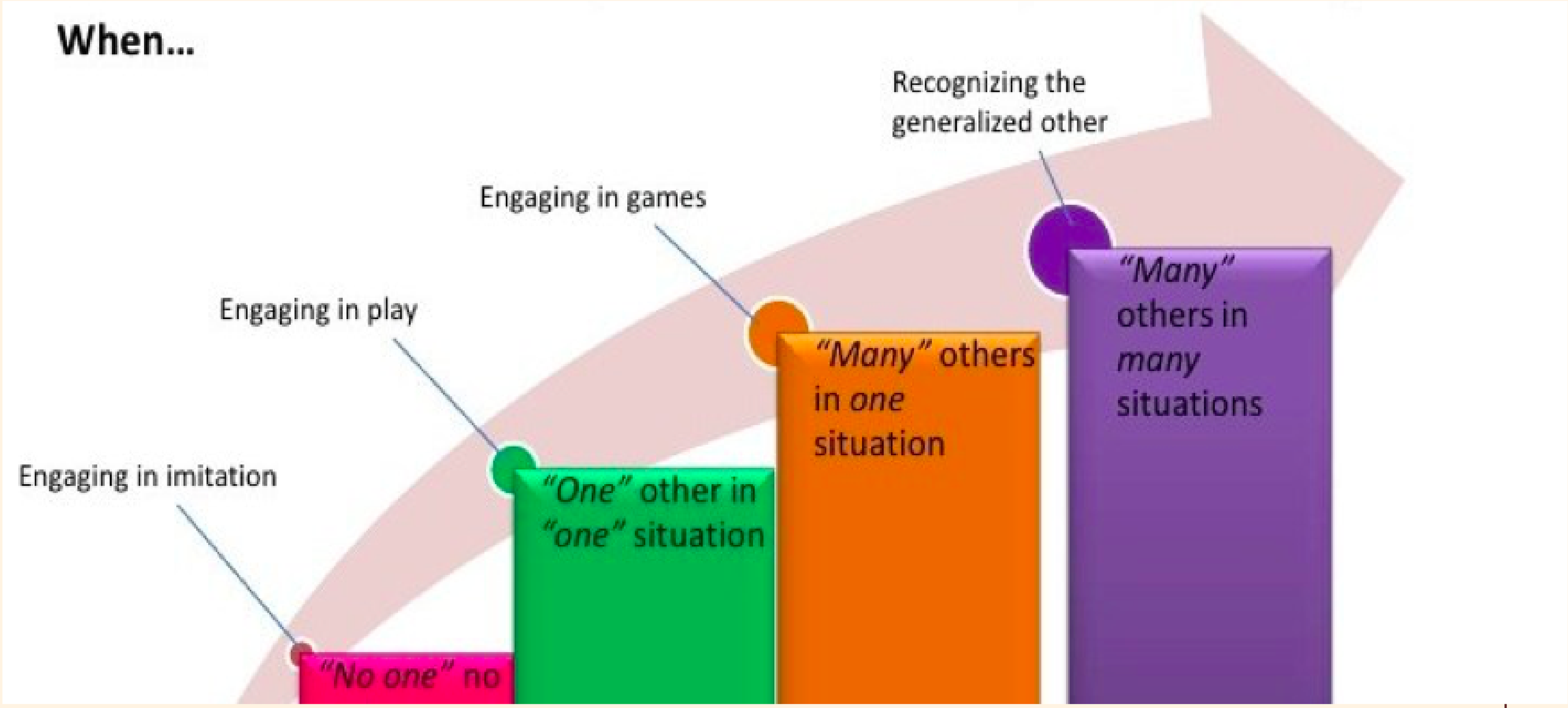
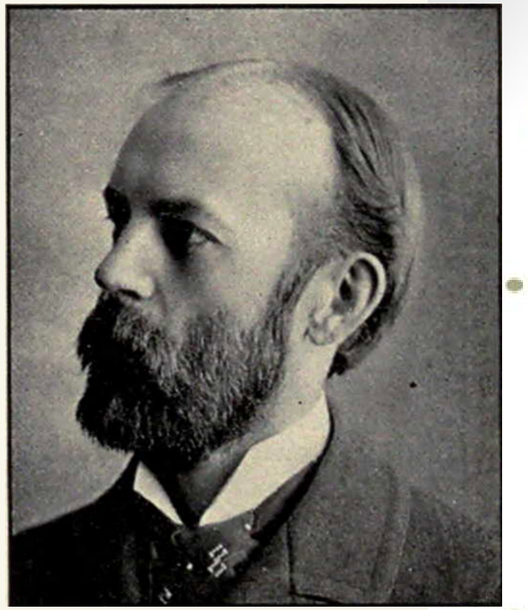
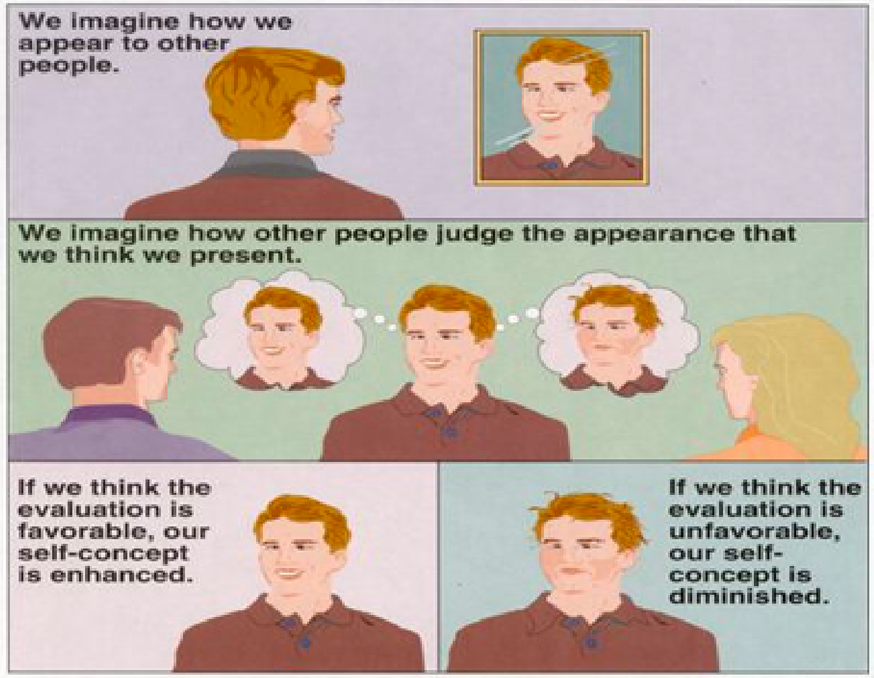

Recognizing the generalized other
Engaging in games
Engaging in play
Engaging in imitation
"Many" others in one situation
"Many" others in many situations
"One" other in "one" situation
"No one" no



Charles Horton Cooley

- **Charles Horton Cooley** believed that we form our self-images through interaction with other people.
- Particularly interested in how significant others shape us as individuals.

- The **looking-glass self** refers to a self-image that is based on how we think others see us.



How the Looking-Glass Self Works

Self-image is based on how we think others see us.

This has three elements:

1. Our imagination on how we appear to others
2. Our imagination on their judgments of the appearance
3. Self-feeling