Gender

- **sex**: male and female
- **gender**: masculine and feminine
- **gender typing**: categorizing things, activities, people as masculine and feminine.
Gender Stereotypes

• beliefs about the personal attributes of males and females

• TV, movies, ads, pop music convey messages about gender stereotypes
  – can you come up with examples?
Gender Stereotypes

- “Boys don't wear pink they wear blue”
- “Boys play and love sports”
- "Boys should not cry when beaten up or hurt”
- “Girls should be lady-like”
- “Girls should know how to cook and clean”
- "Women can't make rational or practical decisions. They are too emotional“
- "He is a man he will marry again"
- "She is a woman, she cannot leave her children and marry again"
- "A real man should be tall, and broad shouldered”
- "A real woman has to be beautiful"

Parents begin the socialization process for children.
It all starts with how boys and girls should behave

See this example
Gender Stereotypes

- Men experts, women subordinates
- Men in wide variety of roles / activities, women in domestic / family roles
- Men active, assertive, influential
- Females underrepresented
- Take a look at this example
face-ism: emphasizing men’s faces and women’s bodies

1997 People Magazine “Most Beautiful People”
Media Images

• In typical male pictures almost 2/3 devoted to face, in female pictures less than ½
• From Hong Kong to Kenya in 11 countries face-ism tendency occurs
• Ads in popular magazines more likely to emphasize women’s buttocks, legs, stomach, shoulders, or back
• More face shots of male guests’ and body shots of female guests on TV shows
• Perhaps reinforce the automatic idea of men as thinkers and women as sex objects
Gender Stereotypes

• **cultural stereotypes**: societal images of members of a social group.
  – e.g., mass media, religion, art, literature

• **personal stereotypes**: own beliefs about typical attributes of groups of people
Gender Stereotypes

• Typical Woman
  – Gentle
  – Cries easily
  – Tactful
  – Religious
  – Needs security
  – Dependent
  – Interested in own appearance

• Typical Man
  – Aggressive
  – Unemotional
  – Ambitious
  – Objective
  – Self-confident
  – Independent
  – Dominant

Women: communication, connection, and relationships
Men: independence, power, and accomplishment
Gender Stereotypes

• gender subtypes: images of different subgroups of males and females.
• women: mothers, beauty queens, feminists, sluts, career women, tomboys
• men: fathers, businessmen, jocks, sissies, chauvinists, nerds
Gender Stereotypes: When?

Determinants: On the basis of stereotypes or as unique individuals?

• Amount of information besides gender
  – e.g. baby video

• Salience of gender
  – gender stands out as a prominent characteristic
    e.g., solo member in a group

• Power and stereotyping
  – subordinates vs. dominants in social roles
Gender Stereotypes

The Dangers of Stereotypes

• May be inaccurate, and these inaccurate beliefs may be used to justify discrimination.
• Exaggerates differences between groups & minimizes differences within.
• Creates self-fulfilling prophecies.
• Can bias the evaluation of people at work or at school.
Evaluating Performance

• Goldberg (1968) experiment.
• Women read an essay by: John T. McKay vs. Joan T. McKay
• Evaluated better if written by a man

1. BUT: sex-typing of the task is important
   - 28% of females discouraged for masculine jobs
   - 44% of males for feminine jobs
Evaluating Performance

2. Amount of information about the person is also important
   - Evaluating a manager based on letters, memos, etc written by John Griffin or Joan Griffin: No diff.

3. Actual size of bias may be small
Evaluating Performance

• Men managers => women workers as less skilled, motivated, able to cope with stress
• Women managers => more negative ratings:
  – adopt a task-oriented and directive leadership style
  – traditionally masculine job
  – when evaluated by men
• Male’s success at work and school tends to be attributed to ability; female’s to effort.
Gender and the Self

• gender identity is our sense of ourselves as male or female
• by 2 or 3, children identify own sex.
• by 4 or 5, children correctly label others.
• by 6 or 7, children develop gender constancy, the idea that gender is unchangeable.
• see example
Gender and the Self

• what if we don’t feel we neatly ‘fit’ into a category?
• See this video, for example
• transsexual: discrepancy between biological sex and mental gender identity.
• heterosexual cross-dressers, feeling both male and female, and other rigid gender rules...
• people differ in the extent to which they perceive themselves with gender-stereotypical attributes
  – psychological masculinity & femininity
Gender and the Self

• Early tests viewed masculinity and femininity as mutually exclusive polar opposites:
  
  Feminine......................................................Masculine

• Tests use a forced choice format:
  
  – Do you prefer showers or bathtub?
  – Would you work as a building contractor or a librarian?
Gender and the Self

• What if you:
  – enjoy both carpentry and cooking?
  – are both assertive at work and nurturing at home?

• Bem’s research: independent dimensions
Gender and the Self

![Diagram showing the relationship between masculinity and femininity]

- High Masculinity
  - Masculine
  - Androgynous

- Low Masculinity
  - Undifferentiated
  - Feminine

- High Femininity

- Low Femininity
Gender and the Self

• **Congruence Model:**
  – adjustment is best when gender matches self-concept
  – boys & men should be masculine and girls & women should be feminine

• **Androgyny Model:**
  – androgynous people are best off
  – higher in **behavioral flexibility**
    • M & A: better to resist conformity, succeed in army, positive feedback
    • F & A: better for playing with baby, talking to a transfer student new to college
Gender and the Self

- Current research in psychological masculinity and femininity views them as multi-faceted
  - Masculinity --- “agency” or “instrumentality” (active, self-confident, decisive)
  - Femininity --- “communion” or “expressivity” (emotional, kind, and helpful to others)

- Both sets of attributes have both socially desirable and undesirable aspects.
  - Extremity on either dimension is correlated with health problems
Theoretical perspectives

1. Biology

• obvious physical differences,
• hormones,
• evolutionary pressures... contribute

BUT:

• social forces and nature of group living can modify basic biological dispositions
Theoretical perspectives

2. Socialization

• children learn about gender and sex-appropriate behavior
• parents, peers, media contribute to socialization
• different experiences --> different attitudes, interests, skills, personalities...
Theoretical perspectives

3. **Social roles**: people’s behavior strongly influenced by social roles
   - social roles that males and females typically occupy are different
   - different expectations from males and females (associated with these roles)
     - e.g., assuming men as confident leaders and women as supportive followers
     - e.g., single fathers with kids < 13
       e.g., Luo people in Kenya
Theoretical perspectives

4. Social situations

• m & w equal in potential for different social behaviors

• situational context and personal choice determine differences
  – e.g., act of a male w/ male friends or girlfriend

• desire to be accepted --> more or less gender-stereotypical ways

In summary, causes of sex differences are complex and multi-faceted!
Meta-analysis: technique for integrating many studies to estimate size of sex differences

COMPARING WOMEN AND MEN
Comparing Women and Men

1. Aggression:
   • M > F as children and adults
     – more so for physical aggression
     – more so for naturalistic rather than lab
     – more so when no clear provocation
   • Why?
     – Society more tolerant of aggression in males
     – females more concerned about consequences
Comparing Women and Men

2. Conformity

– stereotypes: W more gullible, yielding, conforming
– small difference but statistically significant difference: $W > M$
– results are inconsistent from study to study
– gender-typing of the task and measure of conformity also important
– people in power (more likely to be male), less likely to be influenced
Comparing Women and Men

3. Non-verbal communication

– W more skilled at decoding nonverbal cues
– reading faces > body cues > vocal cues
– also better at recognizing faces
– why?
  • genetic programming (infants)
  • training
  • relationship motivation
  • power difference (subordination hypothesis)
Comparing Women and Men

4. Sexuality

- W: partner-centered / relational orientation to sex
- M: body-centered / recreational orientation to sex
  - M more permissive in attitudes towards
    - casual, premarital, extramarital sex
  - reasons for having sex in relationships:
    - W emphasize desire for intimacy, goal is expressing affection
    - M emphasize sexual variety, goal is physical gratification
  - male sex-drive stronger
Comparing Women and Men

5. Personal entitlement

– e.g., men expect to earn 10% more than women
– for same prestige, seniority, and other dimensions for a full time job, W consistently paid less
  • “paradox of the contented female worker”

• personal entitlement: what a person believes he or she deserves from a job or relationship

• for identical contributions, men expect more benefits than women
Sex Differences in Perspective

• There is much individual variation that contributes to these average differences
• Differences may be changeable through learning
• At the level of basic abilities & motivations, gender differences are virtually nonexistent
• The daily lives of men and women are often very different.