Gender, Stereotypes, Similarities, and Differences
Chapter 5

Chapter Outline

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Chapter Outline

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Biological Influences on Gender

- **Gender**: The psychological and sociocultural dimensions of being male or female.

- **Gender role**: A set of expectations that prescribes how females and males should think, act, and feel.

Social Influences on Gender

- **Parental Influences**
  - Mothers’ Socialization Strategies
  - Fathers’ Socialization Strategies

- **The Social Cognitive Theory of Gender**
  - Gender development is influenced by observation and imitation of others’ gender behavior, as well as by the rewards and punishments they experience for gender-appropriate and -inappropriate behavior

- **Siblings**

Social Influences on Gender

- **Peers**
  - Compliance, following rules, and being neat and orderly are valued and reinforced in many classrooms.
  - A large majority of teachers are females.
  - Boys are more likely than girls to have learning problems.
  - Boys are more likely than girls to be criticized.
  - School personnel tend to stereotype boys’ behavior as problematic.
Schools and Teacher (Continued)

– In a typical classroom, girls are more compliant, boys more rambunctious
– Boys get more instruction than girls and more help when they have trouble with a question
– Boys are more likely than girls to get lower grades and to be grade repeaters
– When elementary school children are asked to list what they want to do when they grow up, boys describe more career options than girls do.

Social Influences on Gender

• Mass Media Influences
  – Television shows directed at adolescents are extremely stereotyped in their portrayal of the sexes, especially teenage girls
    (Beal, 1994; Comstock & Scharrer, 2006).

Cognitive Influences on Gender

• Cognitive Developmental Theory of Gender
  – Children’s gender-typing occurs after they have developed a concept of gender.
  – Once children think of themselves as male or female, they organize their world on the basis of gender.
Cognitive Influences on Gender

- Gender Schema Theory
  - Gender-typing emerges as individuals gradually develop gender schemas of what is gender-appropriate and gender-inappropriate in their culture.
  - A schema is a cognitive structure, a network of associations that guide an individual’s perceptions.
  - A gender schema organizes the world in terms of female and male. Individuals are internally motivated to perceive the world and to act in accordance with their developing schemas.

Gender Stereotypes

- Gender stereotypes
  - Are broad categories that reflect our impressions and beliefs about females and males.
- Sexism
  - Prejudice and discrimination against an individual because of his or her sex.

Gender-Role Classification

- Masculine
  - High
  - Androgynous
  - Low
  - Feminine
- Feminine
  - High
  - Masculine
  - Low
  - Undifferentiated
Socioemotional Differences

- Rapport talk
  - Language of conversation and a way of establishing connections and negotiating relationships. Females enjoy rapport talk and conversation that is relationship oriented more than boys do.
  - Talk that gives information. Males tend to hold center stage though such verbal performances as storytelling, joking, and lecturing with information.

Androgyny and Education

- Advocates of androgyny programs argue that traditional sex-typing is harmful for all students and especially has prevented many girls from experiencing equal opportunity

Traditional Masculinity and Problem Behaviors in Adolescent Males

- Boy code
  - Boys are socialized to not show feelings and act tough
- Boys could benefit from being socialized to express anxieties and concerns