



GENDER- DIP. ED 2018/2019

Remember the Club?

Remember the Club?

- “She responded by stating that I cannot enter free even though I met the time frame simply and solely because of my attire. She pointed toand stated "If you were dressed like her in heels or in flats, you will be able to enter free but because you are in dress shoes we cannot let you in free".”

“She reiterated that because I do not "project the image of a female in heels/flats", she cannot and will not allow me free access to because I am "not a normal girl" and since I project the image of a man, she has to charge me the Male price.”

- “I responded that that is my personal business and ifreleased an advertisement stating that females between 9.30-10 pm (never stating females in heels/appropriate flats), and if I fit the legal requirement of a female, how can she not permit me.”

- o She stated that if I do not portray the image of a female I cannot reap the benefits of being a female.
- o "I directly stated that she was discriminating against me because legally and biologically my sex is female and if you have an ad stating females in general, then you are discriminating against me because I do not have on a dress and high heels."
- o "To which she responded "I'm not discriminating against you. I cannot let you in for free as a female to my event because of the look you are portraying"."

Male Trends



THAT'S VERY
CONTROVERSIAL!

ART
GALLERY

MAN
AND
WOMAN



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CHRIS
MADDEN

BOY OR GIRL





32nd US
President

Gender

- Gender refers to the socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women.

○ World Health Organization (WHO), (2014)

Gender

- **Gender identity** is one's private sense of being male or female. (Carlson & Buskist, 1997)
- These behaviours & attitudes are learned through a process of socialization, as compared to sex which is biologically determined.

Gender

Gender socialization begins at birth through:

- Talk
- Behaviour- modelling and sanctioning
- Clothes
- Toys and play
- Books
- Media, including video games

Gender

There is some objective evidence that differences between the sexes exist:

- most doctors are men and most nurses are women.
- most cooks are women, most chefs are men.
- the primary caregivers of children are usually women.
- women as a group consistently score lower on mathematics and science achievement tests men score lower on verbal ability and language facility.
- men are prone to aggressive, assertive, inexpressive actions, while women are prone to passive, expressive ones.

Gender roles examined



Gender

- **Gender roles** are cultural expectations about the ways in which men and women should think and behave.

(Carlson & Buskist, 1997)

- "Men have always been afraid that women could get along without them."

(Margaret Mead)

Gender

- **Gender stereotypes** are beliefs about differences in the behaviours, abilities and personality traits of males and females.

Gender Stereotypes

Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals or groups. Stereotypes can be positive or negative. Traditionally, the female stereotypic role is to marry and have children. The male stereotypic role is to be the financial provider.

- Personality traits —
- Domestic behaviors —
- Occupations —
- Physical appearance —

Education has an extended influence on individual's identity construction

Education is a major part of our world, right from the start. We are in school by age 5 for 6 hours a day 5 straight days a week. (For most that continues for at least 12 straight years, and for a lot of people it continues to goes on and on).

Education has a major influence on us as human beings during own most formative psychological, physical, moral, and intellectual development



No other social institution promotes the notion that girls and boys are different as constantly as education.
(DeFrancisco, p.181)

From a young age we are being put in these two different categories, including what lines we are asked to stand in, bathrooms to go to, what sports teams to play on, our textbooks and content, our administrators and teachers, the curriculum .



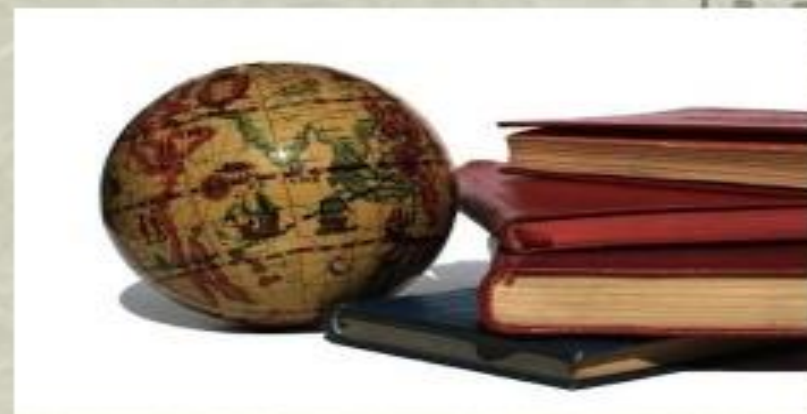
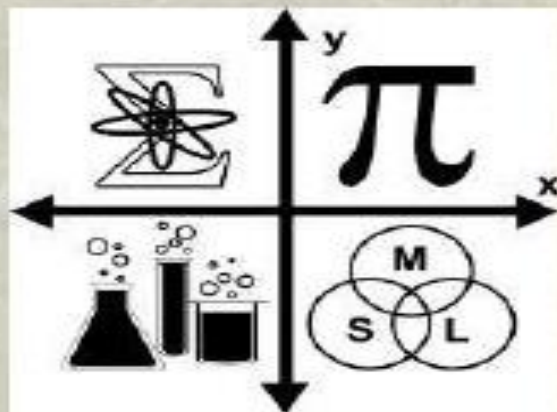
Subjects/Majors

Throughout the chapter, school subjects play a big role in categorizing gender identity.

Still today, majors tend to be dominated by one sex.

Men: sciences, math, engineering, business

Women: education, language arts, foreign languages, literature, courses focused on domestic skills



Boys Are More Likely Than Girls To...

- **Have discipline/behavior problems**
- **Be diagnosed with a learning disability or Attention Deficit Disorder**
- **Be placed in special education**
- **Drop out of school**
- **Score lower grades; usually behind in reading/writing**

Boys have a unique learning style

Girls: learn by watching or listening

**Boys: learn by doing –
action-oriented tasks**

**Boys have a learning style that is unique
and different from girls'**

Girls: can retain information longer than boys

**Boys: retain information if organized into a
“form” or pattern and is relevant to them (e.g.,
how pregnancy happens)**

But it's about more than the brain...

Ears are different: cochlea in boys longer

- Takes boys slightly longer than girls to hear something
- Girls hear softer sounds, higher noises better; hearing is sharper
- Boys tolerate noise better

Brain Function Differences

Activity

Compartmentalization

Laterilization

Auditory perception

Activity

The male brain turns on to do a task and then turns off; the female brain is always on.

(Gurian, 1996)

Activity

Many times a day the male brain enters a “rest state.” Because the female brain doesn’t shut off in this way, each gender approaches something as basic as a conversation quite differently.

(Gurian and Annis, 2008)

Compartmentalized Brain

The male brain tends to focus on one thing at a time, to compartmentalize its attention. It is more linear, incremental in reasoning, and focused (e.g., step thinking), and less tolerant of ambiguity.

(Fisher, 1999)

Laterilization

The male brain is more lateralized (e.g., functions are accomplished in one hemisphere over the other). The female brain is more integrated and less lateralized (e.g., have access to areas in both hemispheres at the same time).

(Fisher, 1999)

Laterilization

Females excel in verbal skills and males excel in visual spatial skills and mathematical skills. Males are more lateralized. Females are more lateralized for non-verbal auditory processes but less lateralized for visual-spatial processes.

(Baker, 1987)

Auditory Perception

Females tend to demonstrate greater auditory perception (centered in the left hemisphere) and make fewer errors in auditory tasks (e.g., talking on the phone, taking dictation, interviewing others, listening for machine malfunctions).

(Howard 2000)

SINGLE SEX VS COED

Gender

- Androgyny refers to a state of affairs in which sex roles are flexible, allowing all individuals, male and female, to behave in ways that freely integrate behaviours traditionally thought to belong exclusively to one sex or the other. In this view, both girls and boys can be assertive and yielding, independent and dependent. (Kaplan & Bean, 1976)

EAGLE ACADEMY

<https://www.youtube.com/watch?v=Aen-Y9aNRBE&t=27s>

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