

SOLUTIONS MANUAL



Chapter 2

GENDER

LEARNING OBJECTIVES

After reading this chapter, students should be able to do the following:

1. Define and distinguish between the following terms: sex, gender, gender identity, transgender, cross dresser, transsexual, gender roles, and gender role ideology.
2. Discuss the story of David Reimer.
3. Compare the way men and women view romantic relationships.
4. Summarize and compare various theories of gender role development, including biosocial, social learning, identification, and cognitive-developmental theory.
5. Discuss how the various agents of socialization (family, race/ethnicity, peers, religion, education, economy and mass media) influence gender role development.
6. Identify the positive and negative consequences of traditional female gender role socialization.
7. Review the meaning of “feminization of poverty” and its implications for one’s work role.
8. Identify the positive and negative consequences of traditional male gender role socialization.
9. Explain how both sexes may be oppressed and restricted by narrow conceptions of femininity and masculinity.
10. Discuss the implications that traditional gender role socialization has for the relationships of women and men.
11. Discuss the concepts of androgyny, gender role transcendence, and gender post modernism as they relate to the future of gender roles.

KEY TERMS

androgyny (p. 45)	gender roles (p. 34)	sex (p. 31)
biosocial theory (p. 36)	hermaphrodites (p. 32)	sex roles (p. 35)
cross-dresser (p.34)	intersexed individuals (p. 32)	sexism (p. 41)
feminization of poverty (p. 40)	intersex development (p. 32)	socialization (p.33)
gender (p. 32)	occupational sex segregation (p. 39)	sociobiology (p.36)
gender dysphoria (p. 33)	parental investment (p. 36)	transgender (p. 33)
gender identity (p. 33)	positive androgyny (p. 46)	transgenderist (p. 34)
gender role ideology (p.35)	pseudohermaphroditism (p. 32)	transsexual (p. 34)
gender role transcendence (p. 46)		transvestite (p.34)
		true hermaphroditism (p. 32)

DETAILED CHAPTER OUTLINE

I. TERMINOLOGY OF GENDER ROLES

A. SEX

Biological (chromosomes, gonads, hormones, internal sex organs, external genitals) distinction between females and males.

B. GENDER

Social and psychological characteristics associated with being a female (e.g. easily embarrassed) or a male (e.g. competitive).

C. GENDER IDENTITY

Psychological state of viewing oneself as a girl or a boy, and later as a woman or a man.

D. TRANSGENDERISM

Generic term for a person of one biological sex who displays characteristics of the other sex.

E. GENDER ROLES

Socially dictated behavior for women and men (e.g., women expected to be more focused on child care than men).

F. GENDER ROLE IDEOLOGY

Beliefs about the proper role relationships between women and men (e.g., traditionally man initiates first interaction with woman).

II. THEORIES OF GENDER ROLE DEVELOPMENT

A. BIOSOCIAL

Sometimes known as sociobiology, the biosocial framework emphasizes that gender roles have a biological basis and an evolutionary survival function. For example, women tend to select and mate with men whom they deem will provide the maximum parental investment in their offspring.

B. SOCIAL LEARNING

Gender role behavior is learned through being rewarded for some behaviors (e.g.,

females rewarded for child care) and punished for others.

C. IDENTIFICATION

Children acquire the characteristics and behaviors of their same-sex parent through a process of identifying with that parent. Boys identify with their fathers; girls identify with their mothers.

D. COGNITIVE-DEVELOPMENTAL

Gender role acquisition depends on the mental maturity of the child (e.g., not until age 6 or 7 do children view gender as permanent). Once children learn the concept of gender permanence, they seek to become competent members of their gender group.

III. AGENTS OF SOCIALIZATION

A. FAMILY

The family is a gendered institution and family roles are highly structured by gender. Fathers also engage in more physical play with boys than girls. Siblings also influence gender role learning—an individual with five same or opposite sex siblings will have a very different gender role socialization experience.

B. RACE/ETHNICITY

Although African-American families are often stereotyped as being matriarchal, the more common pattern of authority in these families is egalitarian. Both Barack and Michelle Obama have law degrees from Harvard and their relationship appears to be very egalitarian. Hispanics represent the fastest-growing segment of the U.S. population.

C. PEERS

Peer groups provide an enormous influence during adolescence. Their gender role socialization is primarily traditional. Boys are expected to play sports and be career-oriented. Female adolescents are under tremendous pressure to be physically attractive (thin), popular, and achievement-oriented. Their achievements may be traditional (cheerleading) or nontraditional (sports or academics).

D. RELIGION

Religion encourages individuals to adopt traditional gender roles. Male dominance is indisputable in the hierarchy of religious organizations.

E. EDUCATION

Schools are basic cultures of transmission in that they make deliberate efforts to reproduce the culture from one generation to the next.

F. ECONOMY

The economy is a very gendered institution with men and women occupying stereotypical traditional gender roles. For example, there is a predominance of men in the roles of mechanic and women as flight attendants.

G. MASS MEDIA

Media images of women and men typically conform to traditional gender stereotypes depicting the exploitation, victimization, and sexual objectification of women. Best-selling self-help books for parents are also biased toward traditional gender roles.

IV. CONSEQUENCES OF TRADITIONAL GENDER ROLE SOCIALIZATION

A. CONSEQUENCES OF TRADITIONAL FEMALE GENDER ROLE SOCIALIZATION

1. Negative Consequences of Traditional Female Role Socialization

Less income. While women earn 46% of the Ph.D.'s, they earn two-thirds of what men earn partly because of greater priority women give to the care of their children and family.

Feminization of poverty. This refers to the disproportionate percentage of poverty experienced by women living alone or with their children. Single mothers are particularly associated with poverty.

High risk for STIs. Women receive more bodily fluids from men, who have a greater number of partners (and are therefore more likely to be infected), and also because some women feel limited power to influence their partners to wear condoms

Negative body image. Women are more likely to feel that their bodies do not match the cultural ideal.

Less marital satisfaction. The lower marital satisfaction of wives is attributed to power differentials in the marriage. Traditional husbands expect to be dominant, which translates into their earning an income and the expectation that the wife not only will earn an income but also will take care of the house and children. The latter expectation results in a feeling of unfairness.

2. Positive Consequences of Traditional Female Role Socialization

Longer life expectancy. It is not clear if their greater longevity is related to biological or to social factors.

Stronger relationship focus. Women continue to prioritize family relationships over work relationships.

Keep relationships on track. Women evidence more concern for relationships, they are more likely to be motivated to keep them on track and to initiate conversation when there is a problem.

Bonding with children.

B. CONSEQUENCES OF TRADITIONAL MALE ROLE SOCIALIZATION

1. Negative Consequences of Traditional Male Role Socialization

Identity synonymous with occupation. Men derive primary identity from occupational role. They take less vacation time and report being more lonely than women.

Limited expression of emotions. Men are less likely to express their emotions than women. "Proving their manhood" means being less emotional.

Fear of intimacy. Men are also less likely than women to feel comfortable being intimate/disclosing.

Custody disadvantages. Men less likely to be given custody in a divorce dispute.

Shorter life expectancy. Men typically die five years sooner (age 76) than women.

2. Benefits Of Traditional Male Socialization

Freedom of movement. Men typically have no fear of going anywhere, anytime.

Greater available pool of potential partners. Because of the mating gradient (men marry "down" in age and education whereas women marry "up"), men tend to

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marry younger women so that a 35-year-old man may view women from 20 years to 40 years as possible mates.

Norm of initiating a relationship. Men are advantaged because traditional norms allow men to be aggressive in initiating relationships with women.

V. CHANGING GENDER ROLES

A. ANDROGYNY

Androgyny may be physiological (e.g. intersexed individuals) or behavioral which refers to the blending or reversal of traditional male and female behavior, so that a biological male may be very passive, gentle, and nurturing and a biological female may be very assertive, rough, and selfish.

Positive androgyny is devoid of the negative traits associated with masculinity (aggression, hard-heartedness, indifference, selfishness, showing off, and vindictiveness) and femininity (being passive, submissive, temperamental, and fragile).

B. GENDER ROLE TRANSCENDENCE

The abandonment of gender schema so that personality traits and social and occupational roles become divorced from gender categories).

C. GENDER POSTMODERNISM

Dissolution of male and female categories and creation of a “third sex” of “trans” people which would involve new social structures “based on the principles of equity, diversity, and the right to self determination.”

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STUDENT PROJECTS AND CLASSROOM ACTIVITIES

1. Masculine and Feminine Characteristics

Part One: Ask students to submit to the instructor a list of five traits or characteristics associated with “femininity” and five traits or characteristics associated with “masculinity.” Then choose commonly cited characteristics from among students’ lists and compile one list that includes ten “male characteristics” (all odd-numbered items) and ten “female characteristics” (all even-numbered items).

Part Two: In class, tell students to take out a sheet of paper and number it 1 to 20. Tell students that you are going to read a list of various personality traits or characteristics. Students should indicate how well each of the characteristics describes them by writing a number from the following scale next to each item read by the instructor (write the scale on the board):

1	2	3	4
Usually Not True	Occasionally True	Usually True	Almost Always True

After all twenty items are read, instruct students to score themselves by adding all the even-numbered items for their “F Score” and adding all the odd-numbered items for their “M Score.” Then, according to the following chart, ask students to compute their final score:

F Score	M Score	Final Score
25 or above	25 or below	Feminine Typed
24 or below	25 or above	Masculine Typed
25 or above	25 or above	Androgynous
24 or below	24 or below	Undifferentiated

Explain the meaning of the final score categories:

1. Feminine Typed means the person scored high on feminine traits and low on masculine traits.
2. Masculine Typed means the person scored high on masculine traits and low on feminine traits.
3. Androgynous means the person scored high on both feminine and masculine traits.
4. Undifferentiated means the person scored low on both feminine and masculine traits.

Part Three: Ask how many women scored feminine typed. Masculine typed? Androgynous? Undifferentiated?

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How many men scored feminine typed? Masculine typed? Androgynous? Undifferentiated?

Note the relative numbers of women and men scoring in each category. Typically there are several women who score as “masculine typed,” yet seldom do men score as “feminine typed.” If there are any men who score feminine typed, and if they admit it, note the reaction of the class. Students will often chuckle or make some other kind of ridiculing response to a man saying he scored “feminine typed.” Engage the class in a discussion around the following questions (Note: The instructor may modify these questions according to the patterns of responses given by students regarding their scores):

- 1) What are the implications of the fact that significantly more women scored “masculine typed” than men scored “feminine typed”?
- 2) If someone were to lie about his or her score, who do you think it would be and why? (Men may lie about scoring feminine typed due to the social disapproval for men’s being “feminine”.)
- 3) How did the class react when _____ revealed that he scored as “feminine typed”? (Or: How do you think members of the class would have reacted if a male student revealed that he scored “feminine typed”?)
- 4) How is there social disapproval for men to have “feminine” traits and characteristics? Is there similar disapproval for women who have “masculine” traits and characteristics? Why not? Are men more restricted by their gender role than women are?
- 5) Read the list of “feminine” traits and characteristics from the list compiled from students’ suggestions and write them on the board. Ask, “Why does U.S. society tend to discourage men from having these traits?”
- 6) How many heterosexual women would like their male partners to have more of those characteristics and traits that we associate with femininity?
- 7) If men in our society, and throughout the world, had more traits and characteristics traditionally defined as “feminine,” what would the effects be on the following?
 - a) crime and violence
 - b) domestic violence and abuse
 - c) divorce
 - d) teenage and unmarried childbearing
 - e) physical and mental health
 - f) homophobia, discrimination against gays, and anti-gay violence
 - g) gender inequality

2. Majors in College

Obtain data from your college or university regarding the proportion of men and women in each of the majors offered at your college or university. Present this data to students in class and examine the degree to which male students in your institution are majoring in areas that are traditionally dominated by men and the degree to which female students are majoring in areas that are traditionally dominated by women. If you can obtain data from earlier years, compare the data from different time periods. How has the proportion of men and women majoring in various subject areas changed across time?

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Another version of this exercise involves asking students in your class to indicate on a piece of paper their major (or intended major) and their sex (female or male). On the board, list the various majors and the numbers (or percentages) of women and men in each major. Ask students to note and explain any associations between specific majors and gender.

3. Gender Roles in Other Societies

Invite a student or faculty member who has spent time in another culture to speak to the class about gender roles in another society. Gender roles of women in Iran, Iraq, and Afghanistan have become particularly visible in the U.S. since 9/11. Invite women socialized in these countries to share their experience in those cultures.

4. How Has Your Gender Role Socialization Influenced Your Life?

Ask students to write a one- to two-page description of how their gender role socialization has influenced some aspect of their lives. For example, how has their gender role socialization influenced their occupational goals? Educational goals? Self-concept? Health? Relationships? You may select a sample of these to read to the class.

****Note: In completing this exercise, the authors have found that some female students insist that their lives have not been influenced by their gender role socialization. They claim that they have been taught to pursue their goals without being constrained by any traditional notions of what it means to be a woman in U.S. society. In response to this claim, the instructor may point out that what is interesting about it is that it is made by women--not by men. Why didn't any male student similarly claim that his gender role socialization has not constrained him? Perhaps the idea that women should not be constrained by traditional notions of femininity is itself part of the modern female gender role socialization experience.

5. Ann and Richard: An Activity Illustrating Gender Stereotypes

Distribute copies of Ann to half the students in the class and copies of Richard to the other half of the class. Tell students to fill in the blanks with a word or phrase.

Ann

Ann is a junior in college majoring in _____. She works part time as a _____ to help with college expenses. When she has a little extra money, she likes to spend it on _____. Ann had a boyfriend whom she met in her sophomore year; he was a(n) _____ major who liked to _____. But Ann broke up with him because he _____. Although Ann dates occasionally, she is not seriously involved with anyone; she

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is waiting to meet someone who is _____ and _____. In the meantime, Ann is focusing on herself. For example, she is trying to break a bad habit of _____ and is trying to improve her self-concept by _____ more and _____ less.

Richard

Richard is a junior in college majoring in _____. He works part time _____. He had a girlfriend whom he met in his sophomore year; she was a(n) _____ major who liked to _____. But he broke up with her because she _____. Although Richard dates occasionally, he is not seriously involved with anyone; he is waiting to meet someone who is _____ and _____. In the meantime, Richard is focusing on himself. For example, he is trying to break a bad habit of _____ and is trying to improve his self-concept by _____ more and _____ less.

After students have completed filling in the blanks, distribute copies of Richard to those students who completed Ann and copies of Ann to those students who completed Richard. Instruct students to fill in the blanks of the second story with the words or phrases they used in the first story. Follow up with a discussion surrounding the following questions:

1. What examples of gender stereotypes emerged in this activity?
2. Did women and men in the class stereotype Ann in similar ways? Why or why not?
3. Did women and men in the class stereotype Richard in similar ways? Why or why not?

6. Gender Roles in Children's Nursery Rhymes, Fairy Tales, and Songs

Instruct students to identify a children's nursery rhyme, fairy tale, or song that portrays females and/or males in traditional gender roles. Ask students to submit a copy of the nursery rhyme, fairy tale, or song along with a discussion of how it reinforces traditional gender roles.

7. A Parenting Scenario Involving Gender Issues

Instruct students to take out a piece of paper from their notebooks. Then read the following scenario to the class:

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For Halloween, your four-year-old son Michael wants to dress up as “Kimberly,” the pink female Power Ranger character. In previous years you have selected Michael’s costume and this is the first year that you told Michael he could choose his costume for Halloween.

Ask students to write their responses to the following questions:

1. How would you, as Michael’s parent, feel about his wanting to dress up as the female Power Ranger character “Kimberly”? What thoughts or concerns would you have about it?
2. How would you respond to Michael’s request to dress up as “Kimberly” for Halloween? What would you do in this situation? What would you say to Michael?

Allow five to ten minutes for students to write their responses to the questions above. Then ask students to indicate their gender by writing “Male” or “Female” at the top of the page. Collect the papers and read a sample of them to the class. Make notes on the board to indicate the following:

1. What percentage of female students would allow Michael to dress as Kimberly?
2. What percentage of male students would allow Michael to dress as Kimberly?
3. What percentage of female students would not allow Michael to dress as Kimberly?
4. What percentage of male students would not allow Michael to dress as Kimberly?
5. What various feelings, thoughts, and concerns do female students have about Michael’s wanting to dress as Kimberly?
6. What various feelings, thoughts, and concerns do male students have about Michael’s wanting to dress as Kimberly?

Facilitate class discussion around the following questions:

1. Are there gender differences in students’ reactions to the scenario? Why or why not?
2. Suppose the scenario involved a female child who wanted to dress as the male Power Ranger character “Zack.” Would your feelings, thoughts, and concerns be the same as or different from those in the first scenario? Why? Would your reaction be the same or different? Why?
3. Suppose two parents disagreed about whether or not to allow their male child to dress as “Kimberly” for Halloween. How could these parents resolve their conflict?

8. Advantages and disadvantages of being male and female.

Use the board or overhead: Under the word “FEMALE” make two columns for advantages and disadvantages; do the same under “MALE.” Ask the women in the class to think about advantages and disadvantages of being male. As the men to think about advantages and disadvantages of being female. Record answers as you call on various male and female students around the room. Discuss.

9. Assumptions

Read *The Nurse's Dilemma*: A mother and her daughter were driving to a ballet performance. On the way, they were in an accident. The mother was killed and the daughter was brought to the

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emergency room of the local hospital. Nurse Jones was called in to treat the girl. The nurse took one look at the girl and said, "I can't treat this girl; she's my daughter." How is this possible? (*Nurse Jones is her father*)

Read *The Surgeon's Dilemma*: Jason and his father were driving on the highway when suddenly another car veered into their path. The oncoming car struck with such force that Jason's father was killed instantly, and Jason suffered severe head injuries. An ambulance rushed the bleeding boy to the hospital where fortunately, one of the country's leading neurosurgeons was in residence. Because it was late at night and there was nothing to do, the surgeon was engaged in a friendly poker game with some other physicians. Upon being paged to the operating room, the surgeon cursed and sprinted down the corridor. Entering the operating room, the surgeon exclaimed, "My God! I can't operate on this boy. He's my son." The question is: who is the surgeon? (*Surgeon is his mother*)

10. Growing up

5 minute writing assignment: *What messages were you given growing up? "Boys are supposed to be...;" "Girls are supposed to be...."* Have the students share some of their reflections. Discuss. A good follow-up question to this discussion is: *"How would your life be different if you were a member of the other sex?"*

11. Boy meets girl

Play the song, "Boy Meets Girl" from Free To Be...You and Me.
<http://www.freetobefoundation.org/> Discuss.

12. What are little boys made of?

Read the original nursery rhyme, *What are little boys made of*; then read the new version from the Free To Be Foundation: (<http://www.freetobefoundation.org/>)
*What are little boys made of, made of? What are little boys made of?
Love and care and skin and hair, that's what little boys are made of.
What are little girls made of, made of? What are little girls made of?
Care and Love, and see above, that's what little girls are made of!*

13. Toys

Assign students to visit a local toy store and note the differences between the aisles of girls' toys and boys' toys. Girls sections of toy stores tend to be pink, swamped with cosmetics, dolls (e.g., Barbie), arts & crafts, housekeeping and cooking items; whereas boys sections feature sports equipment, building toys, workbenches, construction equipment, and action figures (e.g., GI Joe, wrestlers). Discuss the impact of children's toys on gender role development.

14. Boys playing with dolls

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Ask the men in the class if any of them had a doll when they were children. If so, ask them to share their experience with the class. Then play the song, William's Doll from the Free To Be...You and Me. <http://www.freetobefoundation.org/>

15. Everything you ever wanted to ask the other sex...but never dared.

On index cards, have the women write down questions they have for the men in the class. Have men write down questions they have for the women in the class. Collect. Read each question to the gender it is directed to for answering (alternating between a question for the men in the class and a question for the women in the class). Discuss.

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USING FILM IN THE CLASSROOM

Popular Entertainment Films:

Sex and the City: The Movie (2008)

Content: Both the movie and the series of Sex in the City featured women reflecting different gender roles. Charlotte was in the role of the traditional woman being very selective and discrete in her choice of men. Samantha, on the other hand, prided herself in sleeping around “like a man” and being successful at separating sex and love.

Assignment: Discuss the content of the gender roles of the other two characters—Carrie and Miranda. To what degree were these roles both traditional and modern?

Happy-Go-Lucky (2008)

Content: Sally Hawkins and Eddie Marsan are featured in a story of an eternally optimistic teacher living and working in North London who brightens the days of her new driving instructor.

Assignment: What traditional dating roles are challenged in this film? How does Eddie react to Sally’s newfound romance?

Revolutionary Road (2008)

Content: April and Frank Wheeler are a young suburbanite couple living in Connecticut in the 50s. Both are bored with their lives but decide to change things by moving to France.

Assignment: The time frame of this movie is the 50s. Compare the gender role ideology of the 50s with that of today. Give examples from the movie about role behaviors which rarely occur today.

Educational/Documentary Films:

Boy to Girl to Man: Disproving the Theory of Gender Neutrality (2004, Meridian Education, 50 minutes)

Content: When David Reimer was a newborn, his penis was burnt off in a botched circumcision. On the advice of Dr. John Money, a pioneering gender-reassignment specialist, David was renamed Brenda and raised as a girl. This program recounts the medical and psychological ordeals that Reimer underwent, both as Brenda and then as David again, before his suicide in 2004.

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Assignment: Although David was clearly born male, his experience raises questions about the use of surgery with children who are born intersex. Should parents alter their intersex children?

Straightlaced: How Gender's Got Us All Tied Up (2009, New Day Films, 67 minutes)

Content: Straightlaced unearths how popular pressures around gender and sexuality are confining American teens. Their stories reflect a diversity of experiences, demonstrating how gender role expectations and homophobia are interwoven, and illustrating the different ways that these expectations connect with culture, race and class.

Assignment: Reflect on your own upbringing and the pressure you have experienced have contributed to your gender role development.

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INTERNET EXERCISES

American Men's Studies Association

<http://mensstudies.org/>

Review the various programs and course offerings. Does your university offer such a program (Major? Minor? Concentration?)?

Equal Employment Opportunity Commission

<http://www.eeoc.gov/types/sex.html>

How might the EEOC be helpful to individuals discriminated against on the basis of sex?

Feminization of Poverty – UN Report

<http://www.un.org/womenwatch/daw/followup/session/presskit/fs1.htm>

What was most surprising? Were you aware of the breadth and depth of this issue?

Focus on Men's Health; Men's Health Issues

http://www.medicinenet.com/mens_health/focus.htm

<http://www.nlm.nih.gov/medlineplus/menshealth.html>

Select a topic of importance to your father or grandfather's health and examine the content.

Focus on Women's Health; National Women's Health Resource Center

http://www.medicinenet.com/womens_health/focus.htm

<http://www.healthywomen.org/>

Select a topic of importance to your mother or grandmother's health and examine the content.

Gender Education and Advocacy

<http://www.gender.org/>

What is the mission of GEA? What is the Day of Remembrance?

International Foundation for Gender Education (IFGE)

<http://www.ifge.org/>

What legislative issues are they currently working on?

International Gender Studies

<http://globetrotter.berkeley.edu/GlobalGender/>

How extensive is gender studies – on a global level?

Intersex Society of North America

<http://www.ifge.org/>

Read their position on surgery for intersex infants.

National Organization for Men

<http://www.orgformen.org/>

What positions have been identified as most important for men?

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National Organization for Women

<http://www.now.org/>

What positions have been identified as most important for women?

National Women's Studies Association

<http://www.nwsa.org/>

Review the various programs and course offerings. Does your university offer such a program (Major? Minor? Concentration?)?