

Gender & Human Sexuality

Briefly Write

- What does it mean to be male?
What does it mean to be female?
- What does it mean to be a woman? What does it mean to be a man?
- Are there quantifiable difs. b/w men and women?

Questions

- Which gender talks more? Which is more likely to touch the person they're talking to? Are women better communicators?
 - Men, Men, No – they just communicate dif. than XY's
- What characteristics (rank 5-6) do XX's look for in a mate?
 - Socioecon, Ambition, Character, Intelligence, Personality/Humor, Phys. Attractiveness
- What characteristics (rank 5-6) do XY's look for in a mate?
 - Phys. Attraction, Character, Intelligence, Personality/Humor, Socioecon

Gender

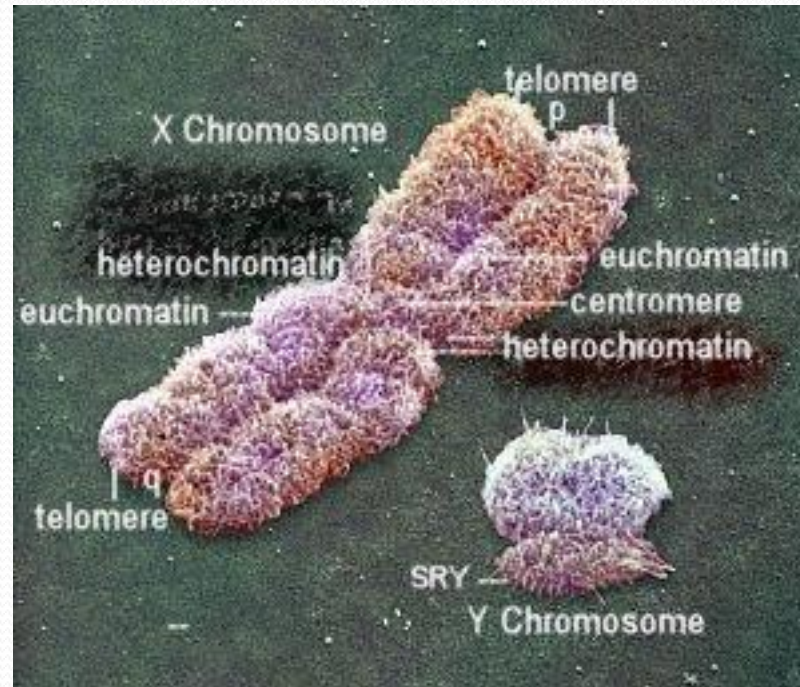
- The biologically and socially influenced characteristics by which people define male and female
- What are biological influences on gender?
- What are social influences on gender?

Gender Development

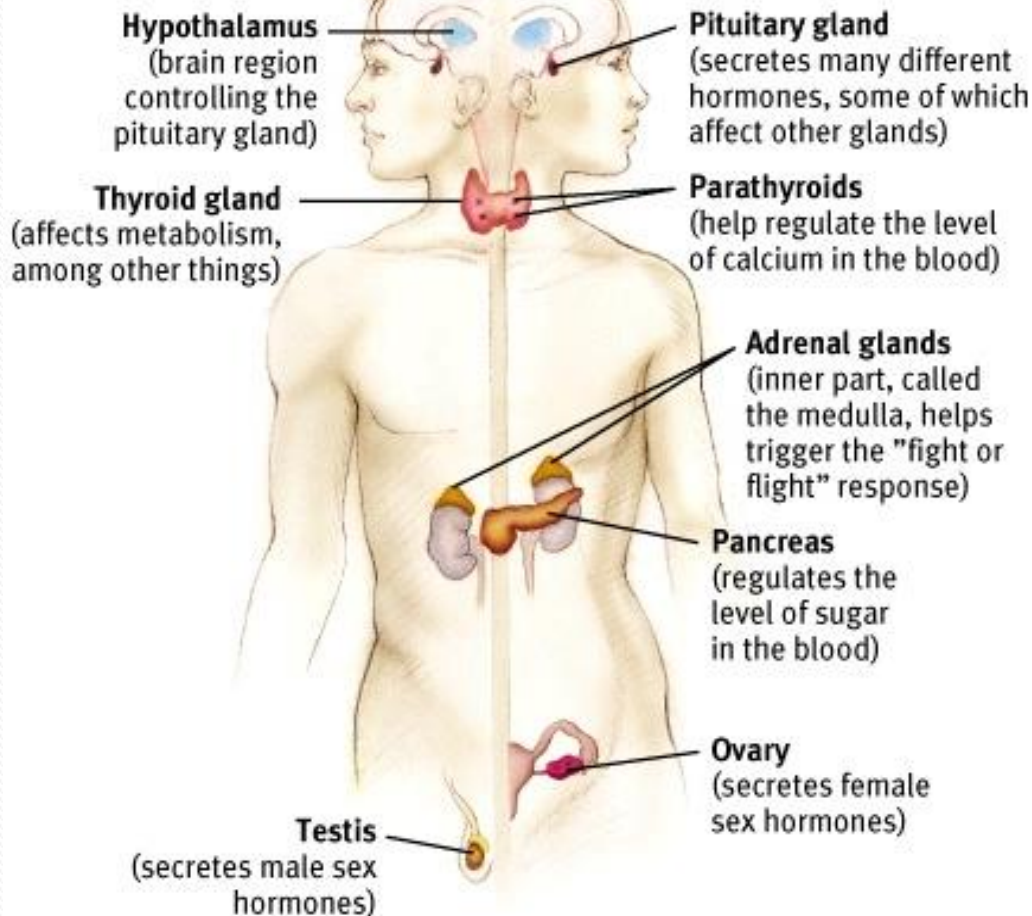
- Based on genetic makeup, males and females are alike, since the majority of our inherited genes (45 chromosomes are unisex) are similar.
- Males and females differ biologically in body fat (XX's 70% more), muscle (XY's 40% more), height (XY's 5 in. more), onset of puberty (XX's 2 yrs. earlier), and life expectancy (XX's 5 yrs. more).

Biology of Sex – The Nature of Gender

Biological sex is determined by the twenty-third pair of chromosomes. If the pair is XX, a female is produced. If the pair is XY, a male child is produced.



The Endocrine System



The **Endocrine System** is the body's "slow" chemical communication system. Communication is carried out by hormones synthesized by a set of glands.

Hormones

Hormones are chemicals synthesized by the endocrine glands that are secreted in the bloodstream. Hormones affect the brain and many other tissues of the body.

For example, epinephrine (adrenaline) increases heart rate, blood pressure, blood sugar and feelings of excitement during emergency situations.

Hormone	Glands	Function
Adrenaline	Adrenals	Arousal, Fight or Flight, Tend & Befriend
Cortisol	Adrenals	Arousal, Stress, Pain Control, Memory, Inhibits Insulin from breaking down Glucose
Melatonin	Pineal	Regulation of sleep
Oxytocin	Pituitary & Hypothalamus	Attachment: Parents to offspring, mates etc. Tissue Repair
Testosterone & Estrogen	Gonads	Sexual Development, Mood, Aggression

Theory of Psychosexual Differentiation

- Inherently, we are predisposed to act & feel masculine and/or feminine. In the mother's womb, the male fetus is exposed to testosterone (because of the Y chromosome), which leads to the development of male genitalia.
- If low levels of testosterone are released in the uterus, the result is a female.
- Affects brains as well
- Most evidence comes from animal studies
See Gender Dev. Examples based on Bio pg. 130

Biosocial Theory of Gender Development

- (Money & Ehrhardt, 1972) Interaction b/w bio and social factors
- Hormones and labels affect how kids get socialized
- Dev. of gender identity & adherence to gender roles is a consequence of socialization
- Accordingly, kids are gender neutral at birth
- Basis of theory was research on intersex kids (born with both parts) – surgery, socialization equals acceptance and happiness
- Or does it?

Congenital Adrenal Hyperplasia

- Anna Servin et al (2003)
- Aim: Investigate Gender-typed behaviors and interests
- Subjects: 26 girls, aged 2-10 years, affected with congenital adrenal hyperplasia (CAH) and in 26 unaffected girls matched for age.
- Method: Observations and Interviews
- Results: Girls w/ CAH - more interested in masculine toys, less interested in feminine toys; more likely to report having male playmates and to wish for masculine careers. Parents their CAH daughters' behaviors as more boylike than parents of unaffected girls. A relation was found between disease severity and behavior i.e. more severely affected CAH girls = more interested in masculine toys/careers.
- Eval: No parental influence on play, nor on parents' ratings of wished for behavior versus perceived behavior in their daughters. The results are interpreted as supporting a biological contribution to differences in play behavior between girls with and without CAH

Gender Roles: Theories

1. **Gender Schema Theory** suggests that we learn a cultural “recipe” of how to be a male or a female, which influences our gender- based perceptions and behaviors (Martin & Halvorson, 1978).
 - Key is labeling oneself as boy or girl – one then can form a gendered schema
 - They try to be like others in their group
 - Observe same-sex models
 - Also form schemas of opposite sex

Imn



Dennis Full

Impact of Gender Schemas

- Schemas serve as internal, self-regulating standards
- Condry and Condry study <https://www.youtube.com/watch?v=sNUYEMgHWXE>
- Schemas can lead to self-fulfilling prophecies or stereotype threat
- Can distort perception and warp memory – M&H in 1984 showed pics to kids that aligned with gender schema and those that didn't (girl with gun, boy with doll). A week later kids misremembered non-schema supporting memories as fitting the schema (girl with doll)

Strengths & Limitations of Gender Schema Theory

- Explains how notions of gender continue throughout development
- It depicts kids as actively trying to make sense of the world
- Personally, I like it cuz it dovetails nicely with SCT
- Limitation – focuses a lot on the individual kid-social and cultural factors not addressed
- Hard to explain how/why schemas dev. and take the form they do

Gender Roles

Our culture shapes our **gender roles** — expectations of how men and women are supposed to behave.

Gender Identity — means how a person views himself or herself in terms of gender.

Gender Constancy – you remain male or female despite changing clothes, appearance etc. [\(video clip\)](#)

Social Role Theory

- Eagly (1987) gender roles (and therefore stereotypes) come from the different roles men and women play in a society/culture
- Roles they get are what best suit them
- Cross culturally, even kids stereotype early
- Roles probably based on childbearing and nursing
- Not 100% etic – see Culture & Gender reading and modern day observations of changing roles

Culture & Gender

- Differing sex roles is a cultural etic
- Nature of those differences is emic
- Wood & Eagly (2002) – surveyed 185 societies
- See next slide table 6.2 pg. 165 in Culture & Psych Book
- Wood & Eagly argued that “physical differences between the sexes interacted with the resources and characteristics of the environment so that different societies produced different solutions to the needs of survival”
- Called this model Biosocial Model of sex differences

Table 6.2**Average Percentage of Male Participation in Activities in Societies from the Standard Cross-Cultural Sample**

Predominantly Masculine Activities	Index (%)	Quasi-Masculine Activities	Index (%)	Swing Activities	Index (%)	Quasi-Feminine Activities	Index (%)
Hunting large aquatic fauna	100	Butchering	92.3	Generation of fire	62.3	Fuel gathering	27.2
Smelting of ores	100	Collection of wild honey	91.7	Bodily mutilation	60.8	Preparation of drinks	22.2
Metalworking	99.8	Land clearance	90.5	Preparation of skins	54.6	Gathering of wild vegetal foods	19.7
Lumbering	99.4	Fishing	86.7	Gathering small land fauna	54.5	Dairy production	14.3
Hunting in large land fauna	99.3	Tending large animals	82.4	Crop planting	54.4	Spinning	13.6
Work in wood	98.8	House building	77.4	Manufacture of leather products	53.2	Laundering	13.0
Fowling	98.3	Soil preparation	73.1	Harvesting	45.0	Water fetching	8.6
Making musical instruments	97.6	Netmaking	71.2	Crop tending	44.6	Cooking	8.3
Trapping	97.5	Making rope and cordage	69.9	Milking	43.8	Preparation of vegetal food	5.7
Boatbuilding	96.6			Basketmaking	42.5		
Stoneworking	95.9			Burden carrying	39.3		
Work in bone, horn, shell	94.6			Matmaking	37.6		
Mining and quarrying	93.7			Care of small animals	35.9		
Bonesetting	92.7			Preservation of meat or fish	32.9		
				Loom weaving	32.5		
				Gathering small aquatic fauna	31.1		
				Manufacture of clothing	22.4		
				Pottery-making	21.1		

Note: Reprinted with permission. Each index represents the average percentage of male participation in each activity, as calculated by Murdock and Provost (1973) from 185 societies of the Standard Cross-Cultural Sample (Murdock and White, 1969). Each index was calculated for a given activity such that each society received a weight indicating whether the activity was exclusively male (1.0), predominantly male (0.8), equally performed by both sexes (0.5), predominantly female (0.2), or exclusively female (0). The weights were summed across societies in which the activity was performed and then divided by the number of societies. Murdock and Provost identified the four clusters of activities on the basis of this index and the variability in the index across geographic regions. The swing activities were more variable than the quasi-masculine or quasi-feminine activities, which were more variable than the strictly masculine ones.

Gender and Social Power/Interaction

In most societies, men are socially dominant and are perceived as such.

In 2005, men accounted for 84% of the governing parliaments.

- XX's more supportive, XY's more opinionated
- XY's initiate more assertive, touchy, interruptive
- XX's more empathetic

Gender Stereotypes

- Williams & Best (1982) surveyed 3,000 university students from 30 countries: 52-120 per country
- Adjective Check List (ACL) – male or female?
- More than 2/3 of country residents consensus on the adjective - that's robust
- More than 2/3 of the countries consensus – that's etic
- Results were so striking that it suggests there are universal gender stereotypes that transcend culture

Table 6.3

The 100 Items of the Pancultural Adjective Checklist

Male-Associated		Female-Associated	
Active	Loud	Affected	Modest
Adventurous	Obnoxious	Affectionate	Nervous
Aggressive	Opinionated	Appreciative	Patient
Arrogant	Opportunistic	Cautious	Pleasant
Autocratic	Pleasure-seeking	Changeable	Prudish
Bossy	Precise	Charming	Self-pitying
Capable	Progressive	Complaining	Sensitive
Conceited	Rational	Confused	Sexy
Confident	Realistic	Curious	Shy
Courageous	Reckless	Dependent	Softhearted
Cruel	Resourceful	Dreamy	Sophisticated
Cynical	Rigid	Emotional	Submissive
Determined	Robust	Excitable	Suggestible
Disorderly	Serious	Fault-finding	Superstitious
Enterprising	Sharp-witted	Fearful	Talkative
Greedy	Show-off	Fickle	Timid
Hardheaded	Steady	Foolish	Touchy
Humorous	Stern	Forgiving	Unambitious
Indifferent	Stingy	Frivolous	Understanding
Individualistic	Stolid	Fussy	Unintelligent
Initiative	Tough	Gentle	Unstable
Varied interests	Unfriendly	Imaginative	Warm
Inventive	Unscrupulous	Kind	Weak
Lazy	Witty	Mild	Worrying

Williams & Best (1982) – Second Analysis

- 2nd analysis of results looked at favorability, strength and activity to see how the adj. were distributed according to affective and emotional meaning
- Those for men were stronger/more active than women in all countries
- Favorability had differences: Japan & S. Africa e.g. rated the male characteristics more favorable whereas Italy & Peru e.g. rated female more favorable

Evaluation

- Division of labor based on reproductive differences = psychological differences?
- Evolutionary/adaptive advantages?
- Est. mindsets based on perceived social inequities, social forces, media influence etc.?
- Too much homogeneity among college students?
- Williams & Best did a follow up study with children in 1990 and found considerable agreement between the college kids and the children

Evaluation cont'd

- Williams, Satterwhite & Best did a follow up study in 1999, by rescored 25 countries' data on the "Big 5" or Five Factor Model of Personality (etic traits) (description = a high score):
 1. Openness to Experience: intellectually curious, open to emotion, interested in art, and willing to try new things
 2. Conscientiousness: preference for planned rather than spontaneous behavior
 3. Extroversion: pronounced engagement with the external world
 4. Agreeableness: value getting along with others are generally considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others and have an optimistic view of human nature
 5. Neuroticism: emotionally reactive and vulnerable to stress
- Males higher on all but agreeableness
- Culturally – gender stereotype differentiation was higher in conservative, hierarchical, less Christian and lower socio-econ societies and with lowered proportion of women in college
- Countries that value harmony, egalitarianism and less tradition sex-roles viewed male stereotypes less favorably and less differentiation on the 5 Factors

Big 5 Gender Counterpoint

- When men and women evaluate themselves on personality, a slightly different picture emerges
- Costa et al (2001) – 23,000+ subjects from 26 cultures
- Women's scores were higher in Neuroticism, Agreeableness, Openness to Feelings and Warmth
- Men's scores were higher in Assertiveness and Openness to Ideas
- Largest differences were in European and US men and women

Gender Roles

- Williams & Best (1990) – 14 countries complete the ACL in relation to what they believe they are and what they want to be
- Gender difs. w/in cultures were small but varied greatly cross culturally
- Women & countries like Netherlands, Germany & Finland were more egalitarian whereas Men and countries like Nigeria, Pakistan and India were more traditional
- Also, high socio-econ, high Protestants, low Muslims, high women employed outside the home, high women in college, and higher individualism correlate with egalitarianism

Gender Roles – Judith Gibbons

- Lots of good studies on gender roles, adolescent views of gender roles, etc.
pg. 171 in Culture & Psych Book
- Homework read 173-177 in Culture & Psych Book