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   c. Gender Identity

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      ii. Teachers
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MODULE SUPPLEMENTS

MODULE 13.1: GENDER STEREOTYPES

LEARNING OBJECTIVES:

What are gender stereotypes, and how do they differ for males and females?
How do gender stereotypes influence behavior?
When do children learn their culture’s stereotypes for males and females?

(See Handout 13-1 for a list of this chapter’s learning objectives.)

KEY TERMS:

social roles, p. 407  
gender roles, p. 407  
gender identity, p. 407  
gender stereotypes, p. 407  
instrumental, p. 408  
expressive, p. 408

LECTURE SUGGESTIONS, CLASSROOM ACTIVITIES, AND DISCUSSION TOPICS:

He Said, She Said  To identify contemporary sex-role stereotypes, ask your students to take out a piece of paper and make two columns, one labeled “men” and one labeled “women.” Then, ask them to make lists of adjectives that are descriptive of men and women. After the students have worked individually to create their lists, form groups of male-only and female-only students and have them develop group lists of adjectives describing men and women by combining the individual lists. Once the groups have their lists, generate a class list that contains all of the adjectives from the male and female group lists. This class list should be organized into four columns. The columns should be labeled “Male Descriptions of Men,” “Male Descriptions of Women,” “Female Descriptions of Men,” “Female Descriptions of Women.” To further highlight gender stereotypes, calculate the percentage of adjectives describing instrumental versus expressive traits present in each column. An examination of these lists should lead to an interesting discussion of gender stereotypes held by male and female students.


Discussing Cultural Variability in Gender Stereotypes  If you have students enrolled in your class that represent various cultures from around the world, ask them to describe the stereotypes surrounding masculine and feminine roles in their respective cultures. Students who have been involved in study-abroad programs can also make valuable contributions to this discussion. If your institution has an office of Multicultural Affairs or an International Student Organization, representatives from these groups can greatly benefit this discussion.

Gender Stereotypes in Children’s Literature  Where do children learn gender stereotypes? One important source of information for children is books. Have each of your students bring a few of their favorite children’s books to class. Then, distribute Handout 13-2 to your students so that they can identify the presence of gender stereotypes in their books. Ask some students to volunteer sharing their evaluations of their favorite children’s books with the rest of the class.
Gender Beliefs Interviews. An interesting exercise designed to reveal stereotypes about gender held by individuals of various ages was described by Horton & Preisser (1997). This exercise requires your students to interview three people of various ages (i.e., a child, an adolescent, and an adult) regarding their beliefs about characteristics that are representative of males and females. To assist in the interpretation of the results of the interviews, it is recommended that each student interview three people of the same sex.

Your students should use Handout 13-3 as the basis for their interviews. The items in this handout are purposefully stereotypical. Differences between age groups and sexes can be determined by having students bring their interview responses to class and tabulating the percentages of male and female respondents of each age group that rated the characteristics in Handout 13-3 stereotypically.


Internet Annotated Bibliography Have your students use the Internet to identify 10 websites that give scholarly information on gender stereotypes and gender differences. Students should type an annotated bibliography that includes the following:

1. The name of the website (e.g., GID Reform).
2. A valid URL (website address, e.g., http://gidreform.org/).
3. A brief (one or two paragraph) review of the website. Reviews should include a brief summary of what students can expect to find if they visit the website and a brief evaluation of the website.

As a follow-up to this activity, students can combine all of the annotated bibliographies into an Internet Resource Directory that could be distributed in class.

Hollywood Movies There are many Hollywood movies that deal with children and gender roles, gender stereotypes, and gender identity. Clips (or full viewing) of these movies can be used for discussion, extra credit, reflective learning, or as examples to illustrate key points from text or lecture. Listed below are just a few of the many examples:

- Out in the Silence (qwaves.com, 2009, 56 minutes)
- Night Fliers (Last Look Films, 2009, 87 minutes)
- Transamerica (Belladonna Productions, 2005, 103 minutes)
- Stepford Wives (Paramount Pictures, 2004, 93 minutes)
- Billy Elliot (Arts Council in England, 2000, 110 minutes)
- Boys Don’t Cry (Hart-Sharp Entertainment, 1999, 118 minutes)
- Mulan (Walt Disney Pictures, 1998, 88 minutes)
- A League of Their Own (Columbia Pictures, 1992, 128 minutes)

My Virtual Child My Virtual Child is an exciting new addition to the Kail text that students are sure to find both interesting and educational. With My Virtual Child, students log on to the course website where they will be able to create their own virtual child (http://vc.pearsontc.net/myvirtualchild/login.php). Students are then responsible for “raising” this child from birth through age 18. Please see the Introduction to My Virtual Child listed in Chapter 1 of this manual for more details.

Part 13 – 17 Years to 18 Years, 1 Month: In Part 13 of My Virtual Child, students are responsible for raising their child from 17 years to 18 years, 1 month of age. At this point, the program ends as your child heads off to the future and new adventures! There are two sets of discussion questions for this section. The first set is as follows:

1. As the program ends, what pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? To what extent could you have predicted these pathways based on what you knew of your child’s earlier development?

2. Describe some specific ways in which you think your parenting mattered for your child’s development, based on evidence from the course regarding the contributions of parents to child development.
3. Describe some specific ways in which your child developed that appeared to be influenced by factors outside your control, such as genes, random environmental events or the general influence of contemporary middle-class American culture.

Students are able to print out these 2 sets of questions directly from the website in advance, and at 18 years, 1 month of age, the program ends and students are given this first set of questions again to answer (either in writing, orally, or test format, depending on the instructor’s preference). The second set of questions will be covered in Chapter 14 of the manual. This section could be supplemented with activities or information on physical development (Chapters 4 and 5), cognitive development (Chapters 6 and 7), social and emotional development (Chapters 10 and 11), moral development (Chapter 12) and parenting (Chapter 14).

FILMS/VIDEOS/INTERNET SOURCES:

Cross-Cultural Comparisons: Gender Roles (Insight Media, 1994, two volumes – 60 minutes each). These videos compare gender roles across several countries and cultures. It looks at societies that have tried to remedy gender inequities with specific policies and laws.

Gender (Insight Media, 2002, 30 minutes). Sociologists discuss how society’s expectations influence the definitions and behaviors associated with gender.

Gender Socialization (Insight Media, 1993, 60 minutes). The impact of gender roles on self-esteem, behavior, and world views is considered.

In My Country: An International Perspective on Gender (Insight Media, 1991, two volumes – 91 minutes total). This program is a resource for studying a wide variety of cultural attitudes related to gender, including division of household labor, types of discipline for boys and girls, marriage decisions, control of money, societal views of rape, care of the elderly, and attitudes about homosexuality.

http://www.ed.gov/offices/ODS/g-equity.html – This site contains resources and a list of programs that attempt to foster gender equity in education.

http://www.earlychildhood.com/ – This site contains various articles written by early childhood experts on a variety of topics, including gender.

http://www.gendercenter.org/ – This site contains a discussion of gender issues and gender differences. It also provides references to other sources on gender issues.

http://www.childrennow.org/ & http://www.childrennow.org/issues/media/ – These sites are sponsored by Children Now, a nonpartisan group that represents “a voice for children, working to translate the nation’s commitment to children and families into action.” Information on the impact of the media and other societal influences (e.g., education) on child development is included.

http://www.wigsat.org/ – The home page of Women in Global Science and Technology examines issues of gender related to the sciences and technology.

http://www.genders.org/ – A site publishing information about gender and sexuality in relation to a variety of concerns (e.g., social, economic).

MODULE 13.2: DIFFERENCES RELATED TO GENDER

LEARNING OBJECTIVES:

How do boys and girls differ in physical development, intellectual abilities, and social behavior?
What factors are responsible for these gender differences?
What are the implications of these gender differences for boys’ and girls’ development?
KEY TERMS:

mental rotation, p. 415  androgens, p. 417

LECTURE SUGGESTIONS, CLASSROOM ACTIVITIES, AND DISCUSSION TOPICS:

Observing Gender Differences  Ask your students, individually or in small groups (two to four), to visit a preschool or kindergarten classroom in an attempt to observe a variety of ways in which boys and girls may differ. Handout 13-4 provides some structure for your students’ observations. Once your students have completed their observations, they should summarize their findings in writing or give oral summaries to the rest of the class.

Look Into It: The Myths and Realities of Gender Differences  Students can benefit from independently investigating issues of interest to them. If you have a relatively small class (<40) and adequate library resources (Psyc-Lit or equivalent CD-ROM search system), you can send your students to the library during class time to conduct focused library searches.

The topic of the present “Look Into It” pertains to gender differences. The text presents an excellent overview of a variety of topics in which gender differences have and have not been substantiated. Assign one of the following topic areas to each of your students (or small groups of students) and have them investigate it more thoroughly. Handout 13-5 will help guide their library search activities. The students should present a summary of their findings to the rest of the class during the next class session.

Gender differences search topics:
(a) physical development  (f) spatial abilities
(b) activity level and athleticism  (g) aggression
(c) health status  (h) emotional expressiveness and empathy
(d) verbal abilities  (i) susceptibility to persuasion/conformity
(e) mathematical abilities

Debating Mathematical Differences  The gender differences reported in the text regarding mathematical abilities are quite complex. Ask your students to debate the question “Are Boys Better in Math than Girls?” An excellent resource for this debate is a pair of articles that appear in DelCampo and DelCampo (1998). Your students should align themselves with the “yes” or “no” perspective regarding the question being debated, read the appropriate position paper in the source cited below, and do additional research to substantiate their position. As moderator of the debate, you should be prepared with questions to pose to both sides, such as those listed below.

1. What evidence suggests that boys are better in math than girls?
2. What evidence suggests that boys are NOT better in math than girls?
3. Where differences between boys and girls have been found, how can they be explained?
4. Should parents of school-aged girls be concerned about their children being able to master mathematics? Why or why not?
5. What can teachers do to enable boys and girls to gain comparable math skills?

Gender Stereotypes in Higher Education  Here is a provocative exercise that your students should find interesting and enlightening. Most institutions of higher learning take great pains to maintain standards of gender equity. Sexist attitudes are directly and indirectly discouraged, and discrepancies in the treatment of men and women are strictly forbidden. To determine how effectively these policies are being practiced, ask your students to interview a male and a female faculty member at your institution about instances of gender stereotyping, their attempts to promote and maintain gender equity, and their views on gender relations at your institution. For a more interesting discussion, have your students interview faculty members in typically gender-stereotyped departments (e.g., engineering, physics, nursing, early childhood education, etc.). Your students should then present oral summaries of their interviews to the rest of the class.

FILMS/VIDEOS/INTERNET SOURCES:

*Gender Socialization* (Insight Media, 1991, 60 minutes). The impact of gender roles on self-esteem, behavior, and world views is considered.

*How Boys and Girls Differ: The First Six Years* (Insight Media, 2002, 20 minutes). This video reviews the developmental differences between boys and girls regarding their cognitive, social, emotional, and physical growth in the early childhood years.

*Men, Women, and the Sex Difference: Boys and Girls are Different* (Films for the Humanities and Sciences, 2002, 43 minutes). This video is a careful and critical review of research into sex differences. It also explores parents’ attempts to raise children in a gender-neutral manner.

*The Secret Life of Boys* (Films for the Humanities and Sciences, 2000, 24 minutes). This video is a segment from the ABC News 20/20 program in which the “strong and silent” stereotype about males is examined. What are the behavioral consequences of raising boys to repress their feelings?

*Sex Roles: Charting the Complexity of Development* (RMI Media Productions, 1991, 60 minutes). Theories of sex-role development are presented. In addition, sex-related differences in intellectual abilities are explored.

*The Sexual Brain* (Films for the Humanities and Sciences, 1997, 28 minutes). Physiological differences in male and female brains are reviewed, offering a physiological explanation for sex differences that are often attributed to social or cultural differences between the sexes.

*Socio-Cultural Differences* (Insight Media, 30 minutes). This video explores how culture, socioeconomic status, and gender affect children’s learning and school experiences.

http://www.ed.gov/offices/ODS/g-equity.html – This site contains resources and a list of programs that attempt to foster gender equity in education.

http://www.earlychildhood.com/ – This site contains various articles written by early childhood experts on a variety of topics, including gender.

http://www.gendercenter.org/ – This site contains a discussion of gender issues and gender differences. It also provides references to other sources on gender issues.

http://www.chilcrennow.org/ & http://www.chilcrennow.org/issues/media/ – These sites are sponsored by Children Now, a nonpartisan group that represents “a voice for children, working to translate the nation’s commitment to children and families into action.” Information on the impact of the media and other societal influences (e.g., education) on child development is included.

http://www.wigsat.org/ – The home page of Women in Global Science and Technology examines issues of gender related to the sciences and technology.

http://www.genders.org/ – A site publishing information about gender and sexuality in relation to a variety of concerns (e.g., social, economic)

Websites on Gender Differences
http://www.education.com/topic/gender-differences/
http://www.genderdifferences.org/
http://wik.ed.uiuc.edu/index.php/Gender_Differences
MODULE 13.3: GENDER IDENTITY

LEARNING OBJECTIVES:

How do parents, peers, and the media influence children’s learning of gender roles?
How do cognitive theories explain children’s learning of gender roles?
How does biology influence children’s learning of gender roles?

KEY TERMS:

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<td>enabling</td>
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<td>gender labeling</td>
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<td>gender stability</td>
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<td>gender consistency</td>
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<td>gender constancy</td>
<td>425</td>
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<td>gender-schema theory</td>
<td>425</td>
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<td>congenital adrenal hyperplasia (CAH)</td>
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LECTURE SUGGESTIONS, CLASSROOM ACTIVITIES, AND DISCUSSION TOPICS:

**Discussing Gender Role Socialization** To familiarize your students with the variety of ways in which gender roles are influenced by various elements in society, divide them into small groups and distribute Handout 13-6. Ask your students to list the ways that society influences gender development. Students should then share their group’s responses with the rest of the class.

**Developing Gender Roles: An Interview with Parents** As indicated in the text, parents exert the most influence of any socializing force regarding the development of their children’s gender roles. The gender-stereotyped beliefs of parents can be directly transmitted to their children. To better understand the beliefs of parents before and after their children were born, ask your students to locate parents of elementary-aged (or younger) children and interview them. A short set of interview questions appears in Handout 13-7, but you should encourage your students to generate additional questions. A summary of their interview can be presented in writing, or students can share their interview experiences with the rest of the class through oral reports.


**The Company They Keep: Observing Children’s Play** If possible, arrange a class visit to a local preschool or kindergarten class. If a class visit is impractical, ask your students to arrange their own individual or small group (two to four) visits to a preschool or kindergarten classroom. Students may also be able to observe the play of young children on playgrounds or at a local park. Ask the students to record instances of gender-appropriate play. Who plays with whom? What activities do boys tend to engage in? What are girls playing? What happens when children engage in, or suggest, cross-gender play? Students should also attend to enabling versus constricting interactions, as described in the text. Results of their observations can be summarized in writing or in an oral presentation.


**Assessing Children’s Toys** Society impacts the development of gender roles through toys designed for children. To determine how, ask your students to visit a toy store (e.g., Toys R Us, the toy aisle at Wal-Mart, etc.) and examine the toy selection and how they are presented to the shopper. Handout 13-8 will assist your students in this exercise.


**Seeing is Believing: Gender Roles in Children’s Television Programs** Television often portrays males and females in gender-stereotyped ways. Children, who typically spend more time in front of a television than they do in school in any given year, are significantly influenced by what they watch. Your students can gain a greater appreciation for the role of television in the lives of children by viewing and evaluating children’s television programming. Ask your students to complete Handout 13-9 as they summarize the program they viewed.
The World According to Disney As an alternative to the above out-of-class activity, students enjoy viewing segments of Disney videos and identifying how gender roles are portrayed. Several Disney classics (e.g., Cinderella, Sleeping Beauty, Snow White, etc.) portray very stereotyped gender roles, while some contemporary Disney films do a better (although still problematic) job of presenting less-stereotyped portrayals (e.g., Beauty and the Beast, Pocahontas, Mulan). In The Little Mermaid, Ursula (the Sea Witch) even pokes fun at male and female roles. During the class discussion surrounding these video segments, identify specific messages that each segment conveys to children about “appropriate” male and female roles.

When I Grow Up… Ask your students to think back through their childhood. What did they want to be when they grew up? Who did they want to be like when they grew up? What evidence of gender constancy is apparent in their answers to these questions? Did your male students choose stereotypically male careers? Did your female students want to be like a female adult that they knew? For comparison purposes, ask your students who their “model for adulthood” is now. Is their current model a same-sex adult? This series of questions will likely reveal support for Kohlberg’s (1966) concept of gender constancy and for Martin and Halverson’s (1987) gender-schema theory. In effect, we learn our gender role by attending to the characteristics and actions of others who, with respect to their gender, are like us.

YouTube Clips for Classroom, Home, or Online Viewing
http://www.youtube.com/watch?v=X03ewbbHj3w – YouTube video on living with congenital adrenal hyperplasia (8 minutes, 49 seconds)
http://www.youtube.com/watch?v=qLoc0jrlHyo – YouTube video of mothers of children with congenital adrenal hyperplasia (3 minutes, 33 seconds)

FILMS/VIDEOS/INTERNET SOURCES:

Childhood, Program 4: In the Land of Giants (Ambrose Video, 1991, 60 minutes). The impact of family and educational institutions (e.g., preschool and kindergarten classes) on the social development of 3 to 5 year-olds is wonderfully portrayed. This program clearly presents how families convey proper roles in society to their children.

Childhood, Program 6: Among Equals (Ambrose Video, 1991, 60 minutes). The program emphasizes the important influence of peers on social development, including decisions about morality. Issues regarding gender socialization are also presented.

A Gathering of Men (Films for the Humanities & Sciences, 1990, two volumes – 50 minutes and 38 minutes). These programs explore how men think about themselves, their sons, and their roles in society. The importance of the father-son relationship is a central theme.

Gender, Early Morality, and the Self (Insight Media, 1992, 30 minutes). The role of the family is reviewed in relation to the development of gender, morality, and self-concept. The impact of the family on relationships outside of the home is demonstrated.

Gender Socialization (Insight Media, 1991, 60 minutes). The impact of gender roles on self-esteem, behavior, and world views is considered.

Learning Theories (Insight Media, 1994, 60 minutes). Gender role development is explained as a product of observational learning and socialization. This program also includes footage of children discussing what they want to be when they grow up.

Men, Women, and the Sex Difference: Boys and Girls Are Different (Films for the Humanities & Sciences, 2002, 43 minutes). In this ABC News special, news correspondent John Stossel investigates whether or not there are innately different predispositions, aspirations, and abilities between boys and girls. This program also includes interviews with parents who tried to foster gender-neutral behavior in their children, and specialists who illustrate differences in male-female brain functions and hormones.
Reviving Ophelia: Saving the Selves of Adolescent Girls (Insight Media, 1998, 35 minutes). This program examines the role of media and popular culture in shaping the identities of teenaged girls.

Seasons of Life, Program 2: Childhood and Adolescence (Annenberg/CPB Collection, 1990, 60 minutes). The interaction of biological, social, and psychological clocks forms the framework for the presentation of gender role and identity development during childhood and adolescence.

Self-Identity & Sex-Role Development (Magna Systems, 1993, 30 minutes). Examines the development of self, including gender identity, throughout childhood. Social and cultural influences are considered, and gender typing in the play of young children is presented.

Sex-Role Development (Magna Systems, 1993, 30 minutes). This video explores the issues of gender stereotyping and gender-role behaviors, parental influence on the development of gender roles, and the impact of changing societal conditions. Theories of gender-role development are also discussed.

Sex Roles: Charting the Complexity of Development (Insight Media, 1991, 60 minutes). This program reviews three prominent theories of sex-role socialization in addition to looking at the cultural ramifications of sex roles.

Tough Guise (Insight Media, 1999, 40 minutes). This video explores the relationship between pop culture images and the social construction of masculine identity in contemporary America.


http://www.earlychildhood.com/ - This site contains various articles written by early childhood experts on a variety of topics, including gender.

http://www.ed.gov/offices/ODS/g-equity.html - This site contains resources and a list of programs that attempt to foster gender equity in education.

http://www.gendercenter.org/ - This site contains a discussion of gender issues and gender differences. It also provides references to other sources on gender issues.

http://www.childrennow.org/ & http://www.childrennow.org/issues/media/ - These sites are sponsored by Children Now, a nonpartisan group that represents “a voice for children, working to translate the nation’s commitment to children and families into action.” Information on the impact of the media and other societal influences (e.g., education) on child development is included.

http://www.wigsat.org/ - The home page of Women in Global Science and Technology examines issues of gender related to the sciences and technology.

http://www.genders.org/ - A site publishing information about gender and sexuality in relation to a variety of concerns (e.g., social, economic)

http://teachpsych.org/resources/e-books/faces/text/Ch08.htm - a website on gender-schema theory

http://www.congenitaladrenalhyperplasia.org/ - a website on congenital adrenal hyperplasia

**MODULE 13.4: GENDER ROLES IN TRANSITION**

**LEARNING OBJECTIVES:**

What is androgyny, and how is it related to traditional conceptions of masculinity and femininity?
Can parents rear gender-neutral children?

**KEY TERM:**

androgynous, p. 429

**LECTURE SUGGESTIONS, CLASSROOM ACTIVITIES, AND DISCUSSION TOPICS:**

*Androgyny: Let's Talk About Pat*  Pat was a 1990s character from *Saturday Night Live*. For students unfamiliar with Pat, you might try showing a YouTube clip of the show featuring this character or a clip from the movie *It's Pat* (see below). Many students have a negative perception of the androgynous sex role thanks to Pat, so your first job is to correct this perception. Pat is not androgynous; Pat is undifferentiated. An androgynous person is someone who possesses high levels of traditionally masculine and traditionally feminine sex role characteristics. Undifferentiated persons possess low levels of traditionally masculine and traditionally feminine sex role characteristics. This renders their gender-role ill-defined or difficult to categorize, hence the humor underlying the character of Pat (and Pat’s significant other, Chris).*

Now that the damage has been undone, ask your students to identify celebrities who appear to represent the androgynous sex role. With luck, the celebrities your class generates will serve as more accurate and more appealing prototypes of androgyny than the mislabeled Pat character.

YouTube/Movie Supplement:

http://www.youtube.com/watch?v=WRY_t6GEOB4 – A clip from the movie “It’s Pat” (3 minutes, 55 seconds)

*It’s Pat* (Touchstone Pictures, 1994, 77 minutes)

**Gender Roles: Past, Present, and Future**  Once again, a medium that has great impact on your students, television, can be used to illustrate how gender roles have changed during the past few decades (and how they will perhaps continue to change into the future). Ask your students to recall the original *Star Trek* or *Battlestar Galactica* series. What roles were assumed by the male and female actors? Compare the gender roles portrayed on the earlier series from the 1960s-1980s with a contemporary science fiction series, such as the new *Battlestar Galactica* or *Caprica* or more current *Star Trek* spin-offs. Are there really gender roles in these futuristic visions, or are the characters in the shows valued for their skills and abilities? Note: These series (both old and new) can be found on DVD/BluRay, Netflix, or the SyFy Channel as well as on computer-based video websites (e.g., Hulu).

**Gender Neutrality: Is it Possible?**  Ask your students to discuss the challenges facing parents who wish to raise their children in a non-stereotyped environment. How can a person’s gender be made irrelevant? Is that even a good idea? Discuss the pros and cons of gender neutrality or use the debate format discussed in previous chapters of this book to stage an in-class debate.

**Gender Bias in the Classroom**  After securing permission from the school/teacher, students should visit an elementary classroom or early childhood setting (e.g., childcare) and examine the classroom for evidence of gender bias. Students should pay particular attention to each of the following: 1. Materials and toys, 2. Books and other literature, 3. Posters and wall decorations, 4. Teacher interaction, 5. Lessons and curriculum. Students should make note of any examples of gender bias. Students should also discuss what the teacher can do to decrease bias in this setting.

**FILMS/VIDEOS/INTERNET SOURCES:**

*Sex Roles: Charting the Complexity of Development* (RMI Media Productions, 1991, 60 minutes). Theories of sex-role development are presented. In addition, sex-related differences in intellectual abilities are explored. Children, parents, and researchers offer their opinions regarding gender-role stereotypes and androgyny.
Talking Gender (Insight Media, 1999, 23 minutes). This video uses input from adolescents of both sexes to examine the way in which gender functions in society, including the relevance of gender to media coverage, education, careers, and family in the home.

http://www.ed.gov/offices/ODS/g-equity.html – This site contains resources and a list of programs that attempt to foster gender equity in education.

http://www.earlychildhood.com/ – This site contains various articles written by early childhood experts on a variety of topics, including gender.

http://www.gendercenter.org/ – This site contains a discussion of gender issues and gender differences. It also provides references to other sources on gender issues.

http://www.childrennow.org/ & http://www.childrennow.org/issues/media/ – These sites are sponsored by Children Now, a nonpartisan group that represents “a voice for children, working to translate the nation’s commitment to children and families into action.” Information on the impact of the media and other societal influences (e.g., education) on child development is included.

http://www.wigsat.org/ – The home page of Women in Global Science and Technology examines issues of gender related to the sciences and technology.

http://www.genders.org/ – A site publishing information about gender and sexuality in relation to a variety of concerns (e.g., social, economic)

Websites on Gender Bias
http://www.edchange.org/multicultural/papers/genderbias.html
http://www.ed.uiuc.edu/wp/access/gender.html
http://womensissues.about.com/od/intheworkplace/u/GenderBias.htm
CHAPTER 13 CASE STUDY

Gender and Development

Franklin, a father of two daughters and a son, couldn’t sit quietly any longer. “Carlton seems to spend a lot of time playing with his big sisters’ Barbies, doesn’t he? Do you think that’s normal?”

“I wouldn’t worry about it, dear. He’s just three years old. I thought you’d be impressed with his interest in older women.” Clarissa, Franklin’s wife, remembered her own brothers and their passing interest in Barbie dolls when she was a child.

“But what if he turns into a sissy or something? I just don’t want him to get picked on when he gets into school.”

“I wasn’t going to tell you this, but he looks absolutely adorable in his sisters’ dresses. Oh yeah, and he wants to be a mommy when he grows up.”

“You’re kidding, right?”

“Okay, so he doesn’t wear his sisters’ dresses. But he does seem pretty excited about that mommy idea …”

1. Are Franklin’s concerns about his son becoming a “sissy” valid? How do you explain Carlton’s interest in Barbie dolls?

2. Carlton knows that he is a boy, but he wants to be a mommy when he grows up. According to Kohlberg, this reveals what about Carlton’s development of gender?

3. If Franklin really wants to make Carlton more masculine, what should he do, according to gender-schema theory? If Clarissa wants to raise Carlton in a gender-neutral environment, what must she do?

4. Regardless of his gender role, what differences can Carlton’s parents expect to observe between Carlton and his sisters?
CASE STUDY ANSWERS

*Gender and Development*

1. Playing with dolls at the age of three does not necessarily mean that Carlton will “turn into a sissy.” Carlton’s sex role will be developing over the course of many years, and genetic as well as environmental factors contribute to its development. At present, Carlton’s interests in Barbie dolls can be attributed to the fact that he simply has not developed gender-stereotyped play; Carlton feels free to play with anything that catches his fancy.

2. Knowing that he is a boy reveals that Carlton has acquired gender labeling. Given that Carlton wants to be a mommy when he grows up reveals that Carlton has not yet acquired gender stability.

3. According to gender-schema theory, Carlton’s sex role will become more traditionally masculine after he has acquired gender constancy and if Franklin exposes him to many instances of sex-stereotyped activities (e.g., girls playing with dolls and boys playing sports). Carlton will develop a schema for his sex role that will be shaped by his exposure to activities that are traditionally male activities.

   If Clarissa wants to raise Carlton in a gender-neutral environment, then she will want to expose Carlton to a large variety of models and play experiences. She will also want to teach Carlton that anyone can be anything he wants to be, and she should model gender neutrality in her own life.

4. The Summary Table on p. 420 largely provides the answer to this question.
HANDOUT 13-1

Discussion Questions for Chapter 13:

1. What are gender stereotypes, and how do they differ for males and females?
2. How do gender stereotypes influence behavior?
3. When do children learn their culture’s stereotypes for males and females?
4. How do boys and girls differ in physical development, intellectual abilities, and social behavior?
5. What factors are responsible for these gender differences?
6. What are the implications of these gender differences for boys’ and girls’ development?
7. How do parents, peers, and the media influence children’s learning of gender roles?
8. How do cognitive theories explain children’s learning of gender roles?
9. How does biology influence children’s learning of gender roles?
10. What is androgyny, and how is it related to traditional conceptions of masculinity and femininity?
11. Can parents rear gender-neutral children?
HANDOUT 13-2

Gender Stereotypes in Children’s Literature

*Directions*: Find a few of your favorite children’s books. Once you have located them, identify any gender stereotypes present in them. Respond to the questions below as you evaluate your favorite children’s books.

1. Please complete the following table.

<table>
<thead>
<tr>
<th>List the title, author(s), and year of publication for each book.</th>
<th>For what age child was each book written?</th>
<th>At what age did you enjoy hearing or reading each?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many main characters are boys or men, and how many main characters are girls or women?

3. Are there gender stereotypes present in the books? Describe them below.

4. What message(s) do the stereotypes convey to the child who is hearing or reading the books?

5. How would you improve each of the stories regarding their portrayal of males and females?
**HANDOUT 13-3**

**Gender Beliefs Interviews**

*Directions:* Interview a child (age 5-10), an adolescent (age 11-20), and an adult (age 21+). Interview people of the same sex. Ask each of your participants to label each of the following behaviors as being characteristic of males or females. Record each response with an M or an F under the appropriate column.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CHILD</th>
<th>ADOLESCENT</th>
<th>ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wearing pink</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>2. Wearing blue</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>3. Cooking hamburgers on a grill</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>4. Baking cream puffs</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>5. Cleaning house</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>6. Changing a baby’s diaper</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>7. Driving a truck</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>8. Going to the ballet</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>9. Going to a sporting event</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>10. Owning a dog</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>11. Owning a cat</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>12. Piloting a jet</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>13. Being a flight attendant</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>14. Becoming a doctor</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>15. Becoming a nurse</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>16. Teaching at a university or college</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>17. Teaching elementary school</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>18. Demonstrating love and sadness openly</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>(hugging or crying)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Demonstrating anger or aggression</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>20. Getting into a fight</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
</tbody>
</table>

Percent of responses from above that are consistent with gender stereotypes:
**HANDOUT 13-4**

**Observing Gender Differences**

*Directions*: You are to observe a preschool or kindergarten class in an attempt to identify ways in which boys and girls may differ. The following table will provide some structure for your observations. If permitted by the teacher, talk with the preschoolers or kindergartners about their perceptions of boys and girls.

<table>
<thead>
<tr>
<th></th>
<th>Girls’ Characteristics</th>
<th>Boys’ Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated average height:</td>
<td>40”</td>
<td>42”</td>
</tr>
<tr>
<td>Estimated average weight:</td>
<td>40 lbs</td>
<td>45 lbs</td>
</tr>
<tr>
<td>Athletic abilities:</td>
<td>run, skip, jump</td>
<td>run, skip, jump</td>
</tr>
<tr>
<td>Activity level:</td>
<td>engages in groups</td>
<td>engages in groups</td>
</tr>
<tr>
<td><strong>INTELLECTUAL DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal ability:</td>
<td>vocabulary, sentences</td>
<td>vocabulary, sentences</td>
</tr>
<tr>
<td>(e.g., vocabulary, verbal fluency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical ability:</td>
<td>count to 20+, write name</td>
<td>count to 20+, write name</td>
</tr>
<tr>
<td>(e.g., math skills, counting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spatial ability:</td>
<td>identify objects in books</td>
<td>identify objects in books</td>
</tr>
<tr>
<td>(e.g., accuracy of drawings, spatial reasoning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive behaviors:</td>
<td>“could not identify”</td>
<td>argued over toys, aggressive</td>
</tr>
<tr>
<td>(e.g., fighting, arguing, name-calling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional sensitivity:</td>
<td>cry when didn’t get their way</td>
<td>Told teacher when another took a toy from him</td>
</tr>
<tr>
<td>(e.g., expressiveness, empathy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social influence:</td>
<td>followers</td>
<td>independent play</td>
</tr>
<tr>
<td>(e.g., leaders vs. followers, susceptibility to persuasion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT 13-5

Look Into It: The Myths and Realities of Gender Differences

*Directions:* You have been assigned a topic that may or may not reveal gender differences in its development. It is your job to investigate published research on this topic using any available library resources. To help focus your search, respond to the questions below.

**TOPIC:** ______________________________________________

1. How does gender impact the development of your topic? (Describe the gender differences that exist according to research on your topic.)

2. What type of research (e.g., experiments, observational studies, cross-sectional or longitudinal studies, etc.) has been conducted to investigate the relationships between gender and the development of your topic?

3. How can the impact of gender on your topic be mediated? In other words, if parents, teachers, day care workers, etc., are aware of how gender impacts the development of your topic, what can they do about it?
HANDOUT 13-6

Discussing Gender Role Socialization

Directions: Working with a small group of students, consider the variety of ways in which society influences gender role development. List all the ways you can think of that society (e.g., parents, peers, relatives, siblings, teachers, media, etc.) influences gender development. Your group will be asked to share your responses with the rest of the class.

When a baby is born …

When the baby comes home from the hospital …

Toys and books …

Birthday parties, holidays, rites of passage, etc. …

Television …

Occupations …
HANDOUT 13-7

Interviewing Parents about Gender Role Beliefs

Directions: Interview the parent of an elementary-aged (or younger) child about the parent’s gender role beliefs, before and after the child was born. The following questions provide a start for the interview. You are encouraged to ask additional questions of the parent you interview.

1. I’d like to talk with you about your child(ren) for a class assignment. My class is trying to learn more about how parental expectations impact children. Your name and your children’s names will not be recorded so that you remain anonymous. Please think back to when you learned that you were going to have your first child. Did you want to know the sex of the child before it was born?

2. How did you prepare for the birth of your first child?

3. After your child was born, did you buy certain colors of clothing or toys for the baby? Please describe.

4. How would you describe your first child? (Interviewer: Note what types of adjectives are used. Do the parents use masculine descriptors for their boys and feminine descriptors for their girls?)

5. What expectations do you have for your child as he/she grows older?

6. Are you consciously aware of gender-stereotyped expectations? Have you tried to avoid them while raising your child?

OTHER QUESTIONS:

Thank you very much for sharing your time and insights with me.
HANDOUT 13-8

Assessing Children’s Toys

Directions: Go to a toy store (e.g., Toys R Us, the toy aisle at Kmart or Wal-Mart, etc.) and examine the toy department. To assess the impact that toys have on the gender role development of children, respond to the following questions:

1. How are the toys presented (categorized and displayed)? Are there separate “girl” and “boy” sections?

2. Do the toys represent stereotypical views of girls and boys? Describe how.

3. Are any toys presented so that they seem appropriate for either gender? Explain.

4. Are there any toys that are stereotypically “girl” or “boy” toys because of how they are packaged, but could be attractive to either sex with a different package or name? Explain.

5. Are there any toys marketed to both boys and girls? Describe them.

6. How does the marketing of toys appeal to parents as well as children?

7. How do toys contribute to gender roles in our society?
HANDOUT 13-9

Seeing is Believing:
Gender Roles in Children’s Television Programming

*Directions*: For this assignment you are to watch a children’s television program (e.g., a cartoon, Sesame Street, PowerPuff Girls, Dexter’s Laboratory, Hannah Montana, etc.). Answer the following questions.

1. Name of program: _________________________________________________________

2. Day and time of program: ________________________________________________

3. Who was the primary audience for this show (girls or boys)? _________________

4. Why would children like this show?

5. List any incidences of gender stereotyping (e.g., aggressive men, beautiful but weak women, traditional sex roles, etc.):

6. What did you like about this show?

7. What did you dislike about this show?

8. Did the advertisements aired during this show contribute to stereotyping? How?