

Gender

Ryan Cragun – Summer, 2005

Gender vs. Sex

- Gender – perceived; constructed
- Sex – biology
- Why make the distinction?
- What is gender discordance?
 - trans-gendered
 - intersexed

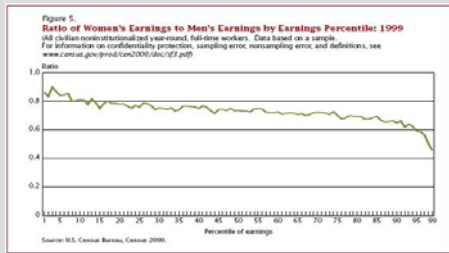
Actual differences

- different sex organs
- difference in size
 - Could this be the result of social influences in humanity's past?
- women live longer
- later pubescence in men

Women and the workforce

- increasing labor force participation (outside the home)
- over-represented in some fields and under-represented in others
- under paid for equal work and equal skills
- still do the majority of housework and unpaid labor

Earnings Ratio



Why the disparity in the workforce?

- Individual characteristics
 - Differences in qualifications (experience, education, skills, etc.)
 - Less motivation
 - Socialization
- Structural characteristics
 - Discrimination
 - Non-family friendly policies
- Findings are mixed but indicate both can influence the outcome.

Gender and Education

- significant advances in education since the 1960s
 - 37.9% of female high school graduates enrolled in college in 1960
 - 68.4% did in 2002
- degrees are in less financially rewarding areas; earn less PhDs but more Bachelor's and equal Master's degrees

Sexism and Violence

- chauvinism – does it still happen today?
- What is essentialism?
- disproportionate amount of violence directed toward women; generally from acquaintances or spouses

Sociological theory and gender: Why the differences?

- Gender socialization – differences from the beginning
 - differences in games preferred (team and clear winner)
- Sociobiology – differences stem from biological differences
 - aggression
 - sexuality

gender and theory (cont'd)

- Structural-Functional
 - Gender functions to organize life
 - Complementary set of roles? (Parsons)
- Social-Conflict
 - Gender is a power issue
 - Men want to maintain status quo; women are challenging it
- Feminism
 - similar to the social-conflict approach; views everything from the perspective that women are oppressed

Research Example

- Self-rated Attractiveness (Rand and Hall 1983)
 - IV – gender
 - DV – ability to rate attractiveness
- Hypothesis – women will do better than men
- Women did do better than men because it is more salient for them.

Class Questions: