

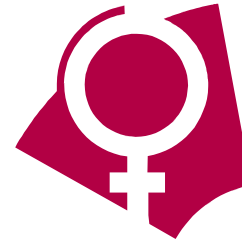


Sex & Gender

- Define sex & Gender.
- Biological Factors In sex differences
- Social learning Theory & Gender Roles
- Psychoanalytical Theory and Gender Roles.
- Cognitive Development & Gender roles
- Cultural Differences in gender roles.

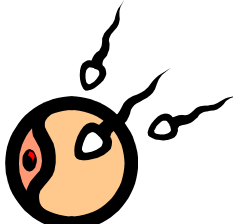
Definitions of sex & gender.

- Sex.....Biological aspects of individual.



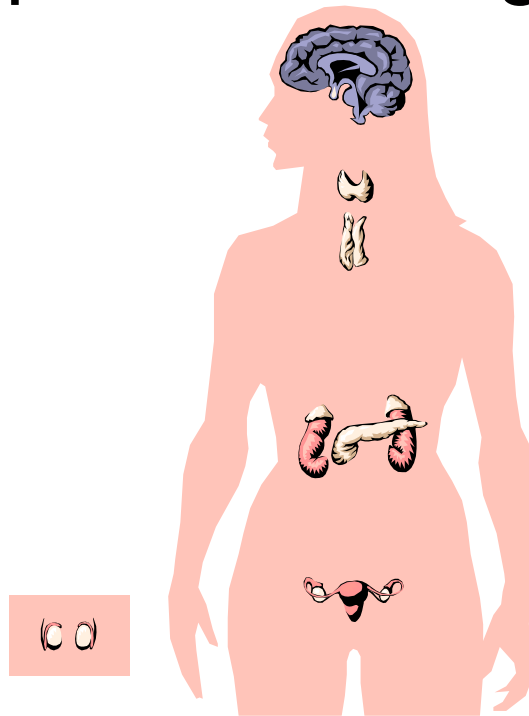
- Gender....Psychological & Cultural aspects of maleness & femaleness.

Biological Factors In Sex Differences.

- Chromosomes....XX- congratulations it's a girl.
- XY- congratulations it's a boy.
- Gonads:- Reproductive organs
- Girlies- Ovaries 
- Little Men Testes. 

Biological Factors In Sex Differences cont.....

- Hormones-Chemical development of internal reproductive organs.



Social learning Theory & Gender Roles.

- Observation- Children notice everything!!!!!!!!!!!!!! And imitate it.





Models..anyone who is observed.

- Similar:-same sex and frequency of behaviour.
- Powerful/Caring:- Parents, teachers.
- Reinforced:- If gaining pleasure will reinforce the behaviour.(Also known as vicarious reinforcement)

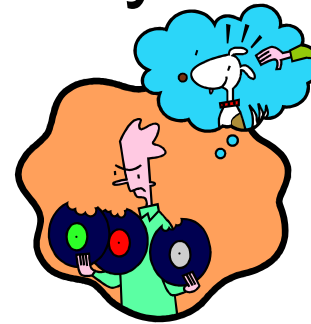
Imitations.....

- The child will imitate behaviour of people they like and look upto:



Reinforcement & Punishment.

- If reinforced the child will perform behaviour more frequently.

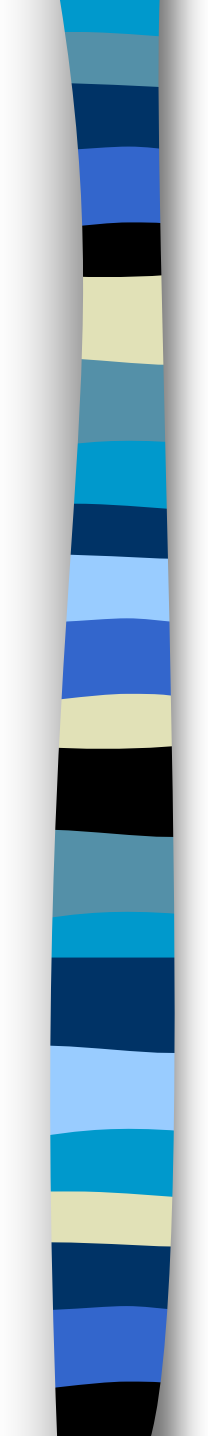


- If punished will not perform behaviour.



Evaluation of Social Learning Theory.

- Gender differences occur due to societal reinforcement.
- However: does not explain:
 - ✓ Gender preference for toys
 - ✓ Children reared in one/homosexual families
 - ✓ Children persist in behaviour.



Psychoanalytical theory & Gender Roles.

- Marked by:
- Oedipus Complex.

- Boys want mother scared of father.

- Electra complex for girls
- ALL OCCURS IN PHALLIC STAGE.



What do we think of Freud????

- Should have poorly developed gender identity if in single sex family.....not the case.
- Children younger than 4 aware of gender roles and toys, how could Freud have explained this?



Cognitive Development & Gender roles.

- Kohlberg (1966):-
- Child cognition important factor in development of gender role.
- Once understand gender does not change, achieves *gender identity*.
- This occurs in 3 stages.



Stage model:

- Stage 1: (up to 3yrs old)

- Gender labelling- Knows it is a girl/boy but does not know we stay the same gender throughout life.

- Stage 2: (3-5 yrs old)

- Understands one sex remains the same.
- Can still be deceived by appearances I.e pantomime.
- How we define gender.....clothes!

- Stage 3: (6 +)

- No changes regardless of voice hair or appearance. *Gender constancy is achieved.*



Stage cont....

- Will now pay more attention to people around them and begin to adopt, and imitate the behaviours of same sex.
- What do we think???????????



Evaluation of Cog-Dev Explanation.

- ✓ Is evidence to suggest after 6 pay more attention
- X Does not account for why child becomes aware of gender roles at younger age.



Cultural differences.

- M.Mean (1935)
- Compared different cultures as useful way of generalising about findings.
- 3 tribes in New Guinea big differences in behaviour expectations of males and females.
- Differences are cultural not biological, however males were more aggressive than females.