

## Grasping the issue

Julie Manet's painting



1. Describe this painting in details, especially the character?

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.....  
.....  
.....

2. *The painting's title is: ..... à la peinture*, by Julie Manet (1878-1966). Give the concept now!

.....

## From gender stereotypes to gender inclusive

Guide line

### Step 1: Gender, stereotype, what do these words mean?

→ The difference between **gender** and **sex**: video

### Questions

1. Expose the main difference between sex and gender.

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2. Why may gender identity fluctuate?

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3. Give at least two cases for which sex and gender do not line-up.

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→ **Gender role and stereotypes:** video, Amaze.org  
<https://www.youtube.com/watch?v=Ulh0DnFUGsk>

1. According to the video, fill in the following gaps:

- Gender role stereotypes are when a person is ..... to act in a certain way based on society's ..... related to their .....
- People who were born male are expected to be ..... and ....., not ..... —and, of course, to love .....
- People who were born female were expected to be ..... and nurturing, ..... and ..... —meaning, they were all supposed to be able to ..... and .....
- People still go to great lengths to try and conform to these unrealistic ideals they see in popular media. They ....., obsessively ....., and go through .....

surgery.  
 Additionally, strict stereotypes about gender police people' ..... Girls are not expected to show ....., and boys aren't supposed to be ....., nurturing, or .....

2. Look at the following lists of words and divide them into two groups: those you might use to describe **women surrounded in blue** and **those for men surrounded in red**.  
 Then compare the two lists of words used to describe women and men.

clever	aggressive	attractive
pretty	gentle	slim
elegant	tender	sweet
soft	caring	muscular
logical	emotional	kind
weak	submissive	strong
passive	active	powerful
competitive	cute	brave

[http://vcampus.uom.ac.mu/soci1101/45gender\\_socialisation.html](http://vcampus.uom.ac.mu/soci1101/45gender_socialisation.html)

**Sum up:**

1. Match the **definition** with the **correct notion**:

- |                           |   |  |
|---------------------------|---|--|
| <b>gender stereotype*</b> | ● | • This term refers to the biological differences between males and females.  |
| <b>gender role*</b>       | ● | • This concept refers to the cultural expectations that society associates with 'masculinity' and 'femininity'                                   |
| <b>sex*</b>               | ● | • a culturally and socially determined set of expected behaviors, attitudes, and characteristics based on concepts of masculinity and femininity |
| <b>gender*</b>            | ● | • It is one-sided and exaggerated images of men and women which are deployed repeatedly in everyday life.  |

2. Make a brief comment, roughly 8-10 lines, on **Simone de Beauvoir** 'statement:  
**"Men and women are not born, we are created and we create ourselves."**

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## Step 2: Gender stereotypes through the process of gender-role-socialization (1 hour)

**Gender stereotypes** are transmitted during the process of **gender-role-socialization\*** which *means the process by which people learn how to act in feminine or masculine ways.*

Gender-role-socialization, therefore, involves the learning of gender codes, which generally result in social conformity to expectations about appropriate gender behaviour.

**Family** plays an important role in socialising its members into their gender roles.

The parents usually hold a number of **gender stereotypes**, which are ideas about how a girl and a boy should ideally act and think. Therefore, they tend to treat children of different sex differently. For example, mothers will tend to hold a baby girl delicately while she may bounce her baby boy on her knees. Boys and girls are handled and spoken to and dressed differently. Parents may reinforce cultural expectations by referring to daughters and sons using **stereotypical** feminine and masculine description such as « pretty » and « handsome ».

We should bear in mind however that the other agents of socialization are also important. The **school**, for example, is also a gendered institution that reinforces what the children have learnt about their gender roles in various manners: through the behaviour of teachers towards boys and girls, through the illustrations in textbooks and the curriculum. The **mass-media** seem a powerful agent of transmitting gender stereotypes as they operate as a widely understood shorthand.

1. Fill in the list of examples of gender stereotypes used by the family during the process of socialization.

- colour codes – e.g. ....
- toy codes – e.g. gender specific toys give us clues about our expected future gender role, i.e. girls .....; whilst boys .....
- control codes – e.g. boys and girls are subjected to different types of social control especially when they get to their teenage years, .....

2. Give at least one example showing that teachers behave differently according to the students' gender.

- Teachers .....
  - Teachers .....
- .....
- .....

3. An example of the powerful impact of the media on the gender-role- socialisation:  
 “Foreign students arrive at Poudlard: The Goblet fire”: video

a. Put int the table below all elements which distinguish the two teams:

Girls	Boys
- .....	- .....
- .....	- .....
- .....	- .....
- .....	- .....
- .....	- .....
- .....	- .....

b. What is the impact of such images on the audience, especially on boys and girls?

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### Sum up

**Gender-role**, i.e. *the manner by which people act in feminine or masculine ways, is learnt during the process of* ..... During this process ..... **of socialization** are many. The most important is ..... **and** ..... Nevertheless, **the** ..... play an important role in the construction of masculinity and femininity, notably by using **gender** ..... which we are going to study now ...

### Step 3: Gender stereotypes and media (1 hour)

→ **Gender stereotypes or gender-neutral- inclusive in some ad.**

Over the past few years, advertisements have used ‘**gender- neutral**’ through toys catalogues. Gender neutral advertisements are suitable for, applicable to, or common to both male and female genders. These gender-neutral advertisements can lead to **gender inclusive** approach which is a way that does not discriminate against a particular sex, social gender or gender identity, and does not perpetuate gender stereotypes. By the way, inclusion focuses on affirming all identities rather than not taking a position.

Picture 1



Picture 2



Analysis of the two pictures:

- 1. Describe the picture in more details.
- 2. Explain if it shows us either the gender stereotype, or a gender-neutral-inclusive.

	Picture 1	Picture 2
Description	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Gender stereotype or gender-neutral-inclusive?	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Furthermore, watch the video: <https://www.youtube.com/watch?v=EqaCELWsRZs>

## → Tasks by team (3 students):

### Prep (class: 1 hour / homework if not finished)

1. **Pick out a picture randomly**, then make comments on it:
  - Firstly, **describe** the picture in more details;
  - Secondly, **explain** why this picture is a **gender stereotyping** one. Moreover, expose **the impacts** this ad can have on the private and professional life of men and women. Use a **sociological analysis**.
2. **Carry out a short video** (1 minute max.)
  - It should be based on the **same field** that the picture but it will have to head toward **gender inclusive** now.
  - Write down **3 questions** and **answers** from your video in order to ask the other students.

### Oral presentation in class:

#### 1. Timing:

- 7 min by team: 2 min each student (gender ad - gender inclusive video);
- 1 min video;
- 5 min: questions + feed-back

(2hours: 8 teams)

#### 2. Oral tasks:

##### → Expose relevant elements from the picture:

- **description**;
- **analysis / explanation** as a gender stereotyping image

##### → Broadcast your video:

- **explain and** justify the choice about your gender inclusive ad;
- and then **ask** your 3 questions to one team, correct the answers if necessary.  
Student gains one mark for each relevant response.

### Final task: assessment: 1 hour