

## Grasping the sociological concepts!

You might be tempted to ask yourself *Are men and women different?* The obvious answer is 'yes'. We are all aware of the anatomical differences between men and women. Yet, the differences that we can notice go beyond the physiological aspect. If we take a look around us, we shall observe that men and women seem to operate in two different spheres, with different roles, attitudes and behaviours. Society has a set of expectations with regard to the appropriate behaviour for men and women. Men should act in ways that are perceived as 'masculine' and women should be 'feminine'. The big question that arises out of the observation that men and women think and act differently in everyday life is:

*"Why do men and women act in different ways? Are they biologically programmed to act in certain 'masculine' and 'feminine' ways or are these differences learnt?"* [http://vcampus.uom.ac.mu/soci1101/45gender\\_socialisation.html](http://vcampus.uom.ac.mu/soci1101/45gender_socialisation.html)

1. Explain the difference between « sex » and « **gender**\* ».

Sociologists distinguish between the concepts of 'sex' and 'gender'. The term 'sex' refers to the ..... differences between males and females, e.g. chromosomes, hormones, menstruation and genitalia. The concept of gender, however, refers to the ..... expectations that society associates with 'masculinity' and 'femininity'. Men and women are expected to conform to expectations about 'masculine' and 'feminine' behaviour. Such expectations are not fixed – they change over time and are often different in other cultures.

2. Underline the definition of **gender role**\*.
3. Which sociological process the construction of gender identity refers to?

4. Fill in the following:

*As gender expectations are transmitted to the next generation through ..... **role** ....., consequently gender identity is **socially** ..... rather than being the product of .....*

### Step one: Gender-role- Socialisation

Most sociologists view culture as the key to gender. Simone de Beauvoir said that "Men and women are not born, we are created and we create ourselves." This implies that gender (...) is acquired through the process of **socialisation**\*. Socialisation is a complex process and a life-long one. We never stop learning through social experiences and sociologists have identified a number of settings that are of particular relevance to the socialisation process. These are referred to as 'agents of socialisation'. The different **agents of socialisation**\* are the family, the school, the peer group, the mass media and the religious institutions.

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

1. What does Simone de Beauvoir's sentence mean?

2. Complete the definition of **gender-role-socialization**\*

The process by which people ..... how to act in ..... or ..... ways.

### → The Importance of the Family in Gender Socialisation

The family is considered as the institution that has the greatest impact on gender socialisation. It is in the family that a child first learns what it is to be 'male' or 'female'. There are a number of ways in which parents and other family members guide their children and teach them to conform to the **norms**\* that prevail in society with regard to the appropriate behaviours, attitudes and **roles**\* of members of each sex. We shall look at how gender socialisation takes place in the family.

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. Oakley (1974) refers to this difference in treatment as '**manipulation**\*'.

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

1. Explain why the family is the most important agency of gender-role-socialization.

2. Give examples illustrating that boys and girls are dressed differently.

## ACTIVIY 1: CONSTRUCTION OF GENDER IDENTITY

Sociologists note that from an early age, infants and children are trained to conform to social expectations about their gender. Much of this training goes on in the family during primary socialization. Four processes that are central to the construction of gender identity have been identified:

- **Manipulation** refers to the way in which parents encourage and reward or discourage behaviour on the basis of whether it is appropriate for the child's sex. For example, a mother may encourage her daughter to see her ..... as all important, while a father may encourage a son to take part in ..... or discourage him from crying.
- **Canalization** refers to the way in which parents direct children's interests into toys and play activities that are seen as normal for that sex. For example, children are also given different toys to play with. Boys are usually given ....., ....., footballs, bricks and a variety of other active and mechanical toys with which they can play inside or ..... the home. Girls are more usually given..... , tea sets, miniature .....appliances, sewing machines and other toys that are usually linked to the ..... Thus, the choice of toys for the children seem to conform to an image of what is expected of them in their future life as men and women. Parents also tend to apply different rules to their children. Boys, for example, are more likely to be granted permission to play on the street or to come home later than girls. They are usually given more .....
- **Domestic activities** – Daughters may have cultural expectations about their future responsibilities reinforced by mothers insisting they help with housework. For example, the type of tasks and activities that they are expected to perform are also different. Girls are often expected to help their mothers in doing the ....., while boys often help their fathers. All these differences in the treatment they receive, prepare the children for assuming their **gender** ..... later in life. (...)
- **Verbal appellations** – Parents may reinforce cultural expectations by referring to daughters and sons using **stereotypical** feminine and masculine description such as « pretty » and « handsome ». Sociology AS for AQA, Stephen Moore, Dave Aiken, Steve Chapman, Collins, third edition, 2008.

1. Fill in the text

2. What is the difference between « manipulation » and canalization »?

'Manipulation' means that you ..... your children learning whereas 'canalization' involves a straight ..... in educating children. **Encouraging children** (manipulation) is the opposite to **forcing** them (canalization).

## ACTIVITY 2: GENDER STEREOTYPES

### List of Gender Stereotypes

BY HOLLY BREWER | PSYCHOLOGY | RATING:

Simply put, gender stereotypes are generalizations about the roles of each gender. Gender roles are generally neither positive nor negative; they are simply inaccurate generalizations of the male and female attributes. Since each person has individual desires, thoughts, and feelings, regardless of their gender, these stereotypes are incredibly simplistic and do not at all describe the attributes of every person of each gender.

While most people realize that stereotypes are untrue, many still make assumptions based on gender. There are many stereotypes we may all be guilty of, such as assuming that all women want to marry and have children, or that all men love sports. The following is a list of some of the most common gender stereotypes as they pertain to either men or women. Remember that these are stereotypes because they claim to apply to all men or women.

- ..... play video games
- ..... are supposed to have "clean jobs" such as secretaries, teachers, and librarians;
- ..... play sports
- ..... are supposed to make less money than men
- ..... do "dirty jobs" such as construction and mechanics; they are not secretaries
- The best ..... are stay at home moms
- ..... are lazy and/or mess
- ..... don't need to go to college
- .....don't play sports
- ..... are good at math
- ..... are not politicians
- ..... are quieter than men and not meant to speak out
- ..... enjoy outdoor activities such as camping, fishing, and hiking
- ..... are supposed to be submissive and do as they are told
- ..... are supposed to cook and do housework
- ..... are responsible for raising children
- It is always ..... who work in science, engineering, and other technical fields teachers, or cosmetologists
- ..... do not have technical skills and are not good at "hands on" projects such as car repairs
- ..... are meant to be the damsel in distress; never the hero
- ..... are supposed to look pretty and be looked at
- ..... love to sing and dance

Can you see how many of these actually are true of many men or women that you know? They may even be true for you personally, but they do not apply to every single man or woman alive. That is what makes them stereotypes; the fact that these things are considered, "the norm" and expected of every male or female. Each person is an individual and it is perfectly normal for a woman to run her own business while a man stays home with the kids. On the other hand, it is also perfectly acceptable for a man to be a nurse or hate sports, or enjoy cooking.

Men and women are individuals; they are more than just male or female. Our gender is only part of who we are; it does not define us as people.

<http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html>

1. What is a **gender stereotype**\*?

.....  
.....

2. Fill in the list of gender stereotypes sentence with **men** or **women**.

3. Explain why this list are gender stereotypes

.....  
.....

### ACTIVITY 3: GENDER CODES

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

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

By the age of 5, most children have acquired a clear gender identity. They know what gender they belong to and they have a clear idea of what constitutes appropriate behaviour for that gender.

Sociology AS for AQA, Stephen Moore, Dave Aiken, Steve Chapman, Collins, third edition, 2008.

1. Complete the text.2.
2. What does 'gender neutral' refer to?

#### → The other agents of socialization in gender socialization

We have considered the importance of the family in socialising its members into their gender identity and gender roles. We should bear in mind however that the other agents of socialisation 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.

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

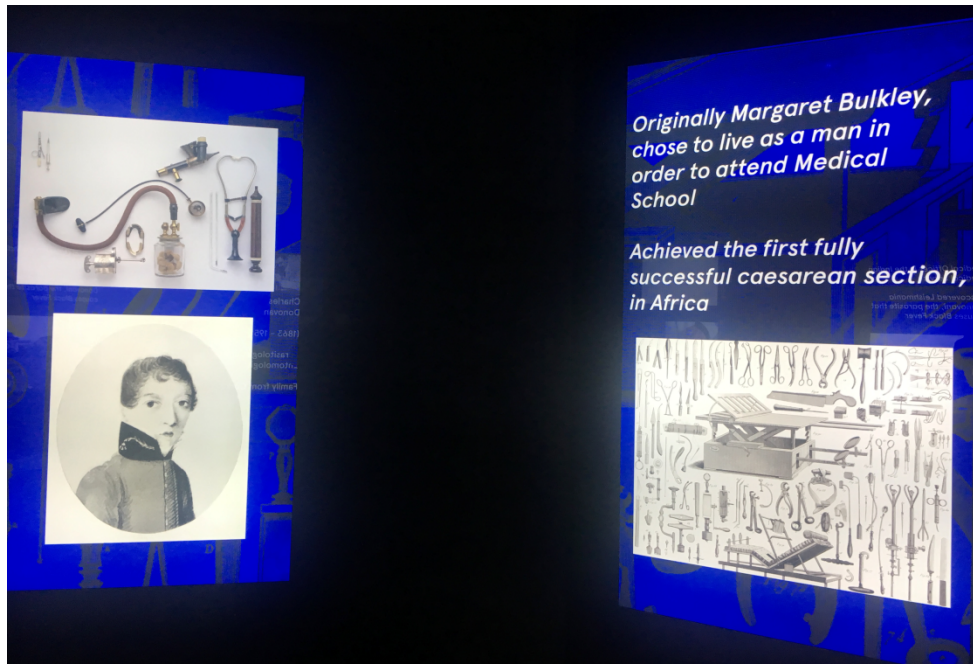
1. Quote the other agents of socialization.

2. Show their impact in gender socialization through some examples.

-school: .....

- through movies, ...., advertisements, the mass media .....

## ACTIVITY 4: BREAKING GENDER IDENTITY



Your devoted teacher took this photo during the Irish trip in Dublin, the 15<sup>th</sup> January 2020.

The photo was taken at EPIC, The Irish Emigration Museum

### **Dr James Barry: the Irishwoman who fooled the British Empire**

Margaret Bulkley, niece of the great painter James Barry, disguised herself as a man to become a pioneering surgeon, carrying out the first successful caesarean delivery

" Tue, Sep 6, 2016, 09:46

**Michael du Preez and Jeremy Dronfield**, The Irish Time.

In 1809, during a bitter London winter, with the Napoleonic War at its height, a young Irishwoman set out on a course of deception which would fool the brightest and highest in the British Empire; dreading the confined life of a woman, she had decided to transform herself into a man.

Margaret Bulkley was 20 years old. She had been born in Cork in 1789 into a respectable family; her father, Jeremiah, had a shop on Merchant's Quay which serviced the ships. It was a busy time, Cork being one of the main hubs of the British Empire's vast network of trade and warfare. But following the 1798 rebellion and the Acts of Union which tied Ireland in bondage to Britain, Jeremiah lost his business and his small fortune through a mix of anti-Catholic repression and his own foolhardiness, taking on large loans to pay for the education of his wastrel son.

Margaret, who was brighter than her brother and had been brought up with middle-class expectations, was thrown into poverty; adding to her burden, in her early teens she was raped by an uncle and bore a child. Margaret and her mother fled to London, leaving Jeremiah to languish in Dublin debtors' prison. They sought help from Margaret's uncle, the great but eccentric painter James Barry, another son of Cork, who had established a reputation for both artistic greatness and madness. When uncle James died, Margaret was taken under the wings of his intellectual friends, including General Francisco de Miranda, an exiled Venezuelan revolutionary. Margaret decided to use her modest inheritance for a remarkable purpose. With Miranda's encouragement, she hoped to become a surgeon and go with him to Venezuela to fight in its war of independence. Of course, in the early 1800s it was unthinkable for a woman to study medicine, let alone practise. But Margaret, a young woman of intelligence, vision and daring, decided to disguise herself as a man. She adopted the name of her late uncle – James Barry – and set out for Edinburgh University. Amazingly, she was accepted and enrolled (her small stature and fresh-faced appearance were put down to her being very young).

It was a hard life, 16 hours a day of lectures, studying, practical classes and ward experience, as well as grisly dissections in insanitary conditions, all in an overwhelmingly masculine environment. However, James Barry prospered, and in due course he returned to London a qualified doctor. Within months he had passed for membership of the Royal College of Surgeons. And at this point Margaret made a fateful decision. Shedding her disguise and going to Venezuela was no longer an option – General Miranda had been betrayed by a friend and was now in a Spanish gaol. Instead, Margaret decided to keep James Barry in existence and join the British Army as a surgeon.

For the next half-century, Margaret Bulkley fooled the Army, high society, and the whole British Empire, from Jamaica to Malta, and from the Cape to the Crimea. Dr James Barry became a celebrated surgeon, a pioneer of new techniques (in 1826 he carried out the first successful caesarean delivery, a procedure which was invariably fatal for the mother in those days); he was a favourite in high society and private physician to the nobility. And although most people found the effeminate little doctor peculiar, nobody knew that beneath his immaculate scarlet coat he was a born woman.

Even if they had suspected something, they wouldn't have believed it. According to the values of the day, it was inconceivable that a woman could master the intellectual challenges of medicine and surgery, let alone the physical ones; this was a time without anaesthetics, when surgical patients had to be held down, and amputation was a common treatment for fractures and infections. But Margaret Bulkley had mastered it all and excelled. Dr James Barry pulled the wool over the eyes of the British Army Medical Department and a large swathe of the British Empire's great and good, from Queen Victoria to Lord Raglan and Florence Nightingale. Even Napoleon's astute special adviser (who became a patient of Dr Barry's during his captivity) was fooled.

The secret couldn't last forever. Dr James Barry died in London in 1865. His standing instruction that he be buried in the clothes in which he died, without examination, was forgotten or ignored. A charwoman hired to lay out the body discovered the truth about his sex; at first, she tried to blackmail the army, and when that failed she made the news public. It was first reported in Dublin in Saunders's News-Letter, then spread across Britain and throughout the Empire.

Speculation about Barry's motives and true identity was rife. Now, for the first time in 150 years, our new biography, Dr James Barry: A Woman Ahead of Her Time, using a wealth of archive material never previously considered, reveals the full story of Miss Margaret Bulkley, one of Ireland's greatest daughters.

Her life as James Barry was a succession of audacious firsts – the first woman to become a .....; the first to perform a successful ..... delivery; a pioneer in hospital reform and .....; and the first woman to rise to the rank of general in the British ..... (Barry's commission, signed by Queen Victoria, still exists). (...)

<https://www.irishtimes.com/culture/books/dr-james-barry-the-irishwoman-who-fooled-the-british-empire-1.2781260>

#### Help box:

At its height: à son apogée

Deception: surpercherie

Fool: berner

Hub: center of activity

Bondage: slavery

Foolhardiness: témérité

Wastrel: idle person

Let alone: encore moins, sans parler

Grisly: horrible

In due course: en temps voulu

Fateful: fatidique

Shedding: losing

Betrayed: trahi

Charwoman: female cleaner

Blackmail : faire chanter

Rife : répandu

1. Why had Margaret Bulkley decided to transform herself into a man?

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

2. Underline in red elements of Margaret's life which permit her to becoming a doctor as any men at this period of time.

3. Quote the two social positions forbidden to women that Margaret could occupy despite everything in the nineteen Century.

.....  
.....

4. Explain the underlined sentence.

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

5. Fill in the blanks in the last paragraph

#### Sum'up: complete the following

Margaret Bulkley's life illustrates the fact that gender ..... could be broken as she lived as a ..... and getting male occupations. Plus, through this example, it is clear that there is not an ..... process of socialization but a ..... ones. The diversity of the social ..... and the ..... during the life may lead to an ..... way of life for a person, in French "les trajectoires individuelles improbables"



## Step two: Social change and gender identity

### → Social change and masculine identity in the 21st century

Masculinity today is experiencing change. There now exist, in addition to the hegemonic type of masculinity other alternative types of masculinity:

- Some sociologists suggest that a '**new man**' has emerged in the last ten years who is more in touch with his feminine and emotional feelings and who shares childcare and housework with his female partner. However, others have suggested that is merely a creation of the advertising industry and that surveys show that although men have increased their share of domestic and childcare tasks, true equality within the home is still a long way off.
- The emergence of **metrosexual men**: these are heterosexual males who are concerned with image and consequently invest in personal grooming products such as designer label fashion, hair conditioners and skin care products. David Beckham is often cited as a prime example of metrosexual man.

Sociology AS for AQA, Stephen Moore, Dave Aiken, Steve Chapman, Collins, third edition, 2008.

#### 1. Complete the text below:

Hegemonic means cultural dominance. Hegemonic masculinity and femininity refer to a set of ideas which has allocated very distinct family roles to ..... and ..... Women are expected to occupy the ..... role and to take on much of the responsibility for housework, whereas men are expected to be the ..... of the household and the economic .....

#### 2. Does a 'new man' exist?

A 'new man' refers to a man who can express their feminine feelings and who is able to do some homework. ....

#### 3. Find another example of 'metrosexual men'.

.....

### → Social change and feminine identity.

Today, female achievement at all levels of the examination system outstrips that of males (although a significant number of working-class females continue to underachieve). This success is partly the result of educational initiatives such as Girls Into Science and Technology (GIST), coursework and a national curriculum that aimed to prevent the gender-stereotyping of subject choice. However, the main cause is probably the profound changes that the economy has experienced in the last 25 years. Changes in demand for British goods and the globalization of the economy have led to changes in the labour market, particularly a decline in traditional industries such as mining, iron and steel, heavy engineering, etc. (which mainly employed men). Whilst demand for men's jobs fell, there was a corresponding expansion in the service sector of the economy, i.e. white-collar and professional jobs in financial and government services, managers of retail outlets in new shopping centres, and so on. Most of these new jobs were aimed at employing women.

Sociology AS for AQA, Stephen Moore, Dave Aiken, Steve Chapman, Collins, third edition, 2008

#### Definitions:

- Working class: the social group consisting mainly of people who do manual or industrial work.
- Globalization of the economy: The process by which the whole world becomes a single market. This means that all things are traded on a worldwide basis.
- Labour market: a place where labour, one of the FOP, are bought and sold.
- Service sector: that sector of the economy that provides services, e.g. financial or retail services, rather than manufactured goods.

Quote the two main causes of the change in the feminine identity.

→ **'Genderquake' and feminine identity**

The increasing participation and success of women in the world of paid work mean that traditional notions of female identity are being abandoned. There has been a fundamental shift in values and attitudes amongst women aged under 35. That this shift is so dramatic that it amounts to a 'genderquake' and has led to a profound change in the distribution of power between men and women (Helen Wilkinson, 1994).

The **feminization of the economy** and the workplace has led to a revolution in women's ambitions. (...) Young female are becoming more assertive about their rights and are now more likely to rank education and career above marriage and family as priorities in their lives. Moreover, there are signs that women are now more willing to use divorce to escape husband who insist on their wives playing a subordinate domestic role

Consequently, hegemonic versions of femininity, i.e. being a good mother and housewife –the traditional domestic role - may be becoming less significant in terms of female identity.

Sociology, ibid.

1. What could be the new women's ambitions that the feminization of the economy has involved?

2. Find examples of rights that women have acquired.

3. Define 'genderquake'.



## ACTIVITY: JOBS DOMINATED BY ONE GENDER

### Tasks for single-sex-teams (cf. the list p.2)

#### Step 1: Inverse gender jobs

**1. As a single-girl-team / a single-boy-team, choose an occupation dominated by male / female.**

Find a **picture** \* like this:



*Men account for just 3 per cent of the early years workforce in the UK, compared to 9 per cent in Norway*

Each February 11, the International Day of Women and Girls in Science is marked to recognize achievement and encourage participation

\* Or carrying-out a **drawing**

#### **2. Overview on the gender job chosen.**

- Find out a **statistical document, chart, table...** showing that the **job chosen is dominated by one gender.**
- Make a **brief comment** on.

#### **3. Make a job description** with the following components:

- Self-employed or employees
- The main tasks
- The skills / diploma required
- The talents needed
- The average monthly income

4. Present the **main cultural barriers** that prevent you to occupy this job dominated by the opposite sex.

5. Suggest **relevant solutions** that could permit a **more equal jobs distribution by gender.**

#### **Step 2: Carry out the production**

**1. Slideshow PPTX, or Canvas or any relevant digital tools** containing:

- The statistical document + a 50-word long comment
- The picture or drawing of the chosen occupation + a card job presentation
- Barriers and solutions in a 50 -word long paragraph

2. Your analysis of the statistical document, the barriers and solutions must be detailed and extensive. You must use **appropriate and accurate sociological vocabulary and analysis.**

**All the slideshows will gather in a Digipad which will be in competition for “Concours inter-langues”.**

**They must be sent by mail ([duvert.nicole@orange.fr](mailto:duvert.nicole@orange.fr)) or put in digipad <https://digipad.app/p/1101032/ab46972076055> before the 28<sup>th</sup> of February.**

#### **Step 3: Oral presentation on the 6<sup>th</sup> of March**

## SINGLE-SEX-TEAMS

### **MARDI 4 FÉVRIER**

**RAFAËL – GUILLAUME**

**LUCAS – THIBAUT**

**OLIVIA – ISADORA**

**OCÉANE – SACHA**

### **MARDI 25 FÉVRIER**

**KYLIAN – NATAËL**

**LOUIS – MAKAR**

**THAÏS – ELEANOR**

**LISA – QUENTIN**