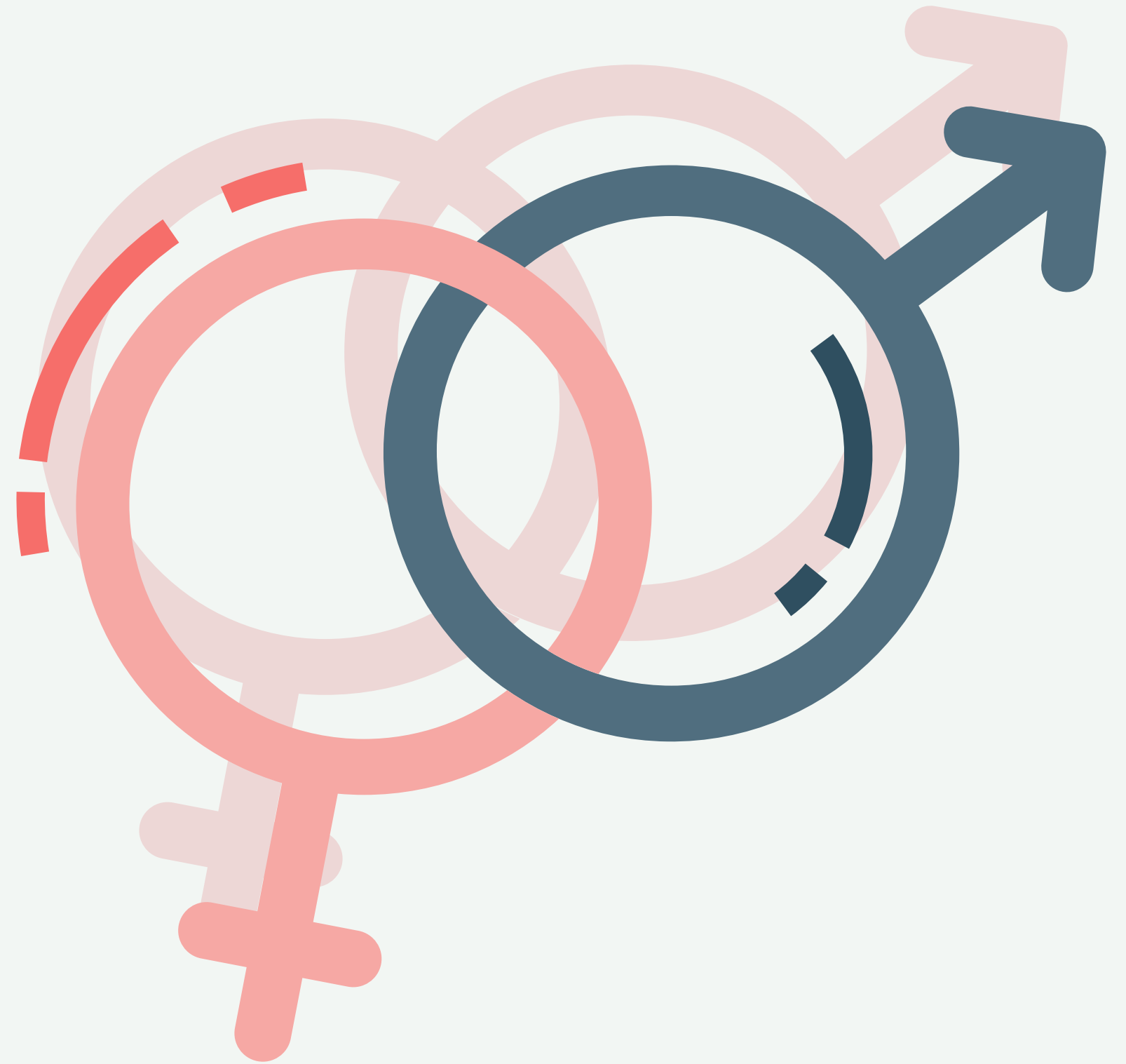
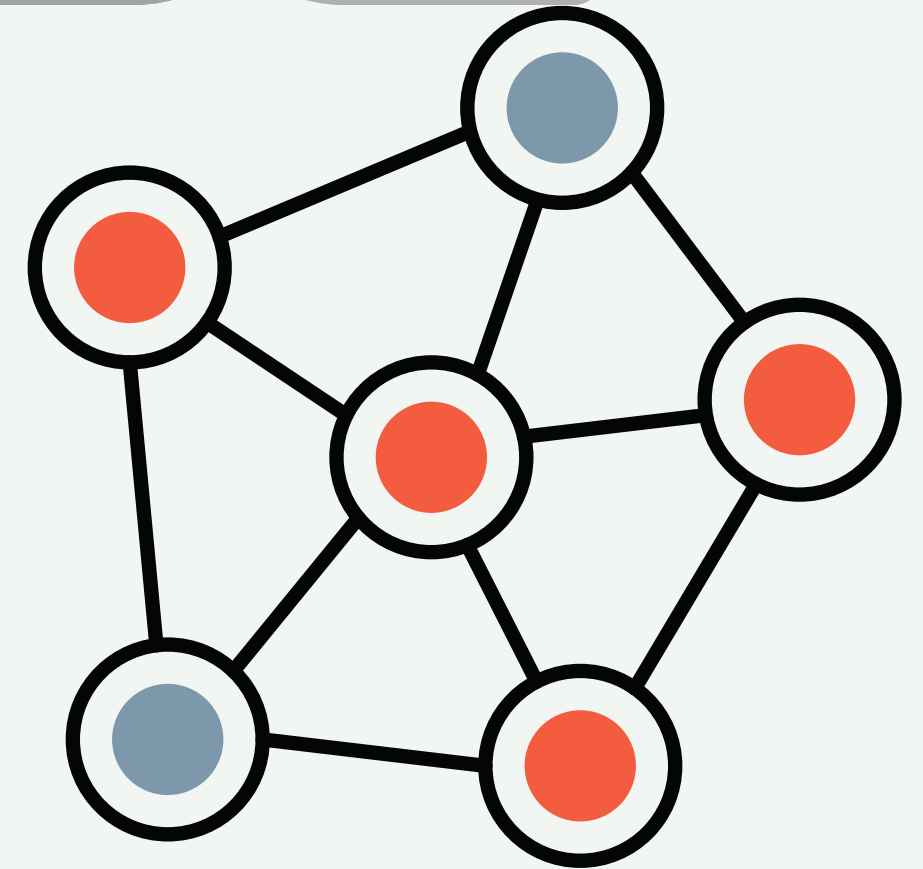
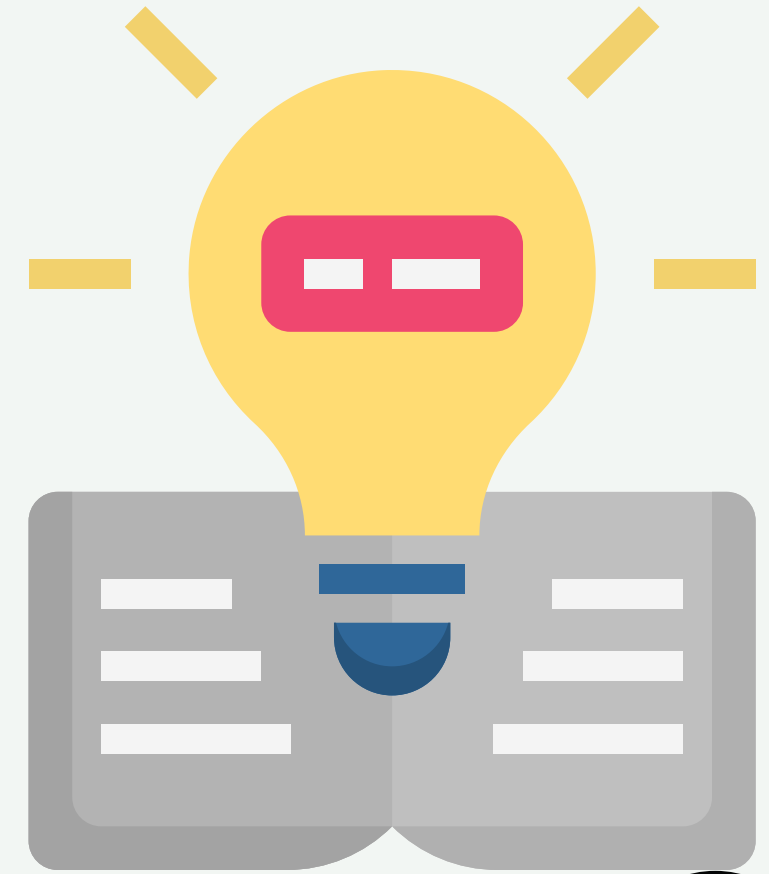


THEORIES ON GENDER

Angelica E. Balatong



THEORITICAL PERSPECTIVES ON GENDER



Functionalist Perspective



Society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole.

Functionalist Perspective

Functionalists use the terms functional and dysfunctional to describe the effects of social elements on society. Elements of society are **functional if they contribute to social stability and dysfunctional if they disrupt social stability**. Some aspects of society can be both functional and dysfunctional.



Functionalist Perspective

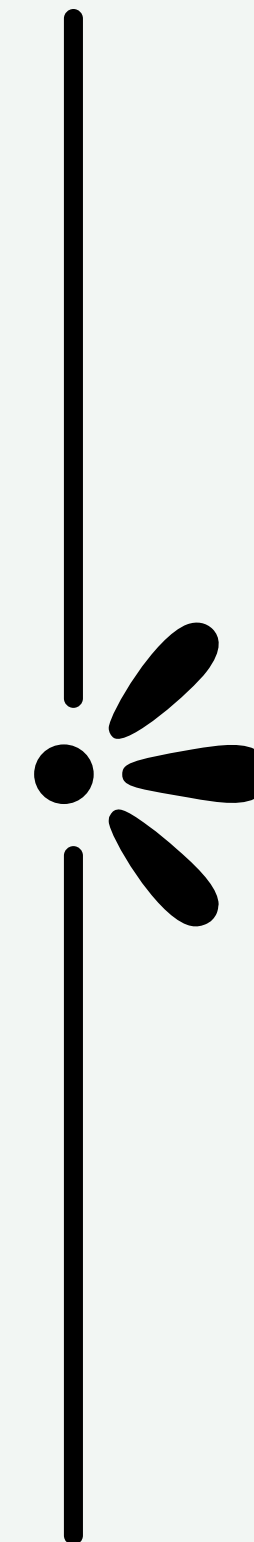
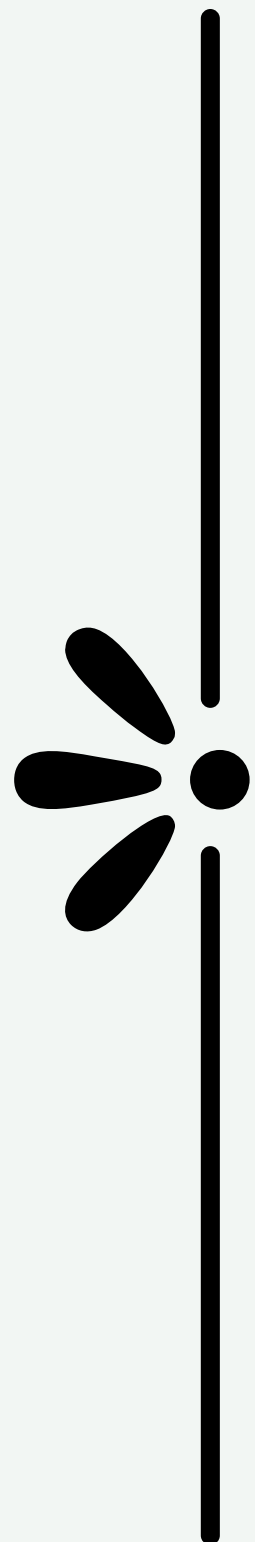


Sociologists have identified two types of functions: manifest and latent (Merton 1968). **Manifest functions** are consequences that are intended and commonly recognized. **Latent functions** are consequences that are unintended and often hidden.

Functionalist Perspective



Gender Inequality - exist as an efficient way to create a division of labor, or as a social system in which particular segments are clearly responsible for certain, respective acts of labor. The division of labor works to maximize resources and efficiency.



Conflict Perspective

Suggest that men, as the dominant gender, subordinate women in order to maintain power and privilege in the society.



Conflict Perspective



Friedrich Engels, a German sociologist, studied family structure and gender roles from a Marxist perspective. Engels suggested that the same owner-worker relationship seen in the labor force could also be seen in the household, with women assuming the role of the proletariat.

Conflict Perspective

Suggest that men, as the dominant gender, subordinate women in order to maintain power and privilege in the society.





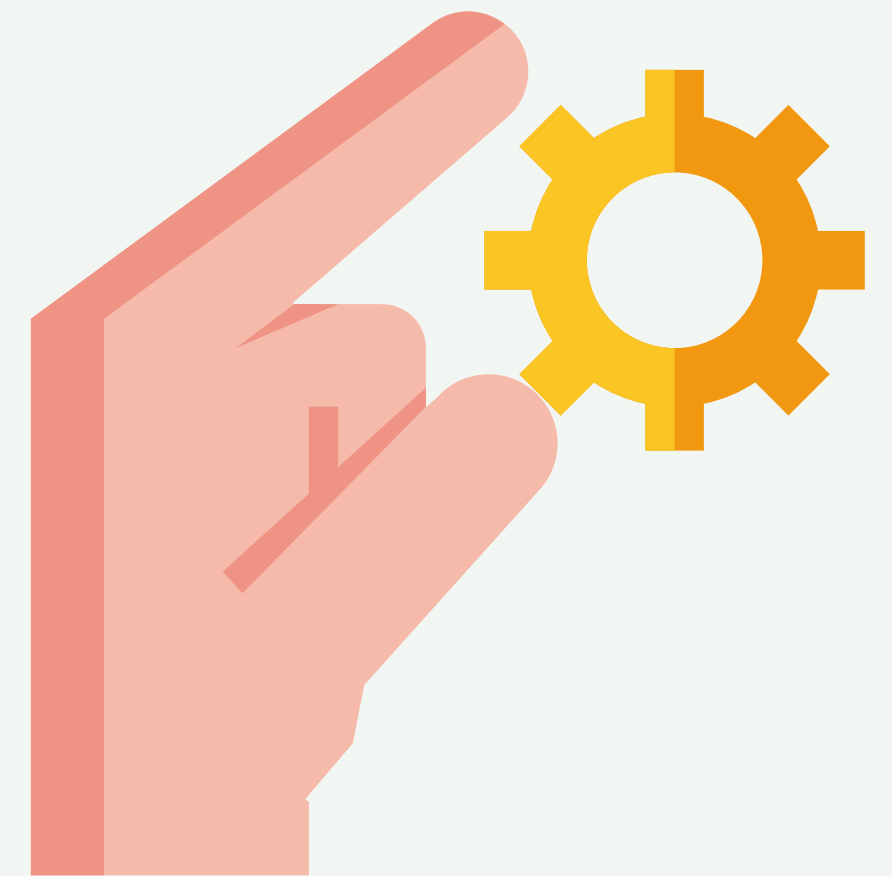
Interactionist Perspective

Interactionism is a theoretical perspective that understands social processes (such as conflict, cooperation, identity formation) as emerging from human interaction.



Goofman and Cotrol

During an interaction, individuals will **attempt to control the behavior** of the other participants, in order to attain needed information, and in order to control the perception of one's own image. If the interaction is in danger of ending before an individual wants it to, it can be conserved through several steps. One conversational partner can conform to the expectations of the other, he or she can ignore certain incidents, or he or she can solve apparent problems.



Symbolic Interactionist Perspective



Symbolic interactionism aims to understand human behavior by analyzing the critical role of symbols in human interaction. This is certainly relevant to the discussion of masculinity and femininity.

Gender as a Performance



The meanings attached to symbols are socially created and fluid, instead of natural and static.

"Looking Glass Self" Theory - individual's perception of himself or herself is based primarily how society views him or her.

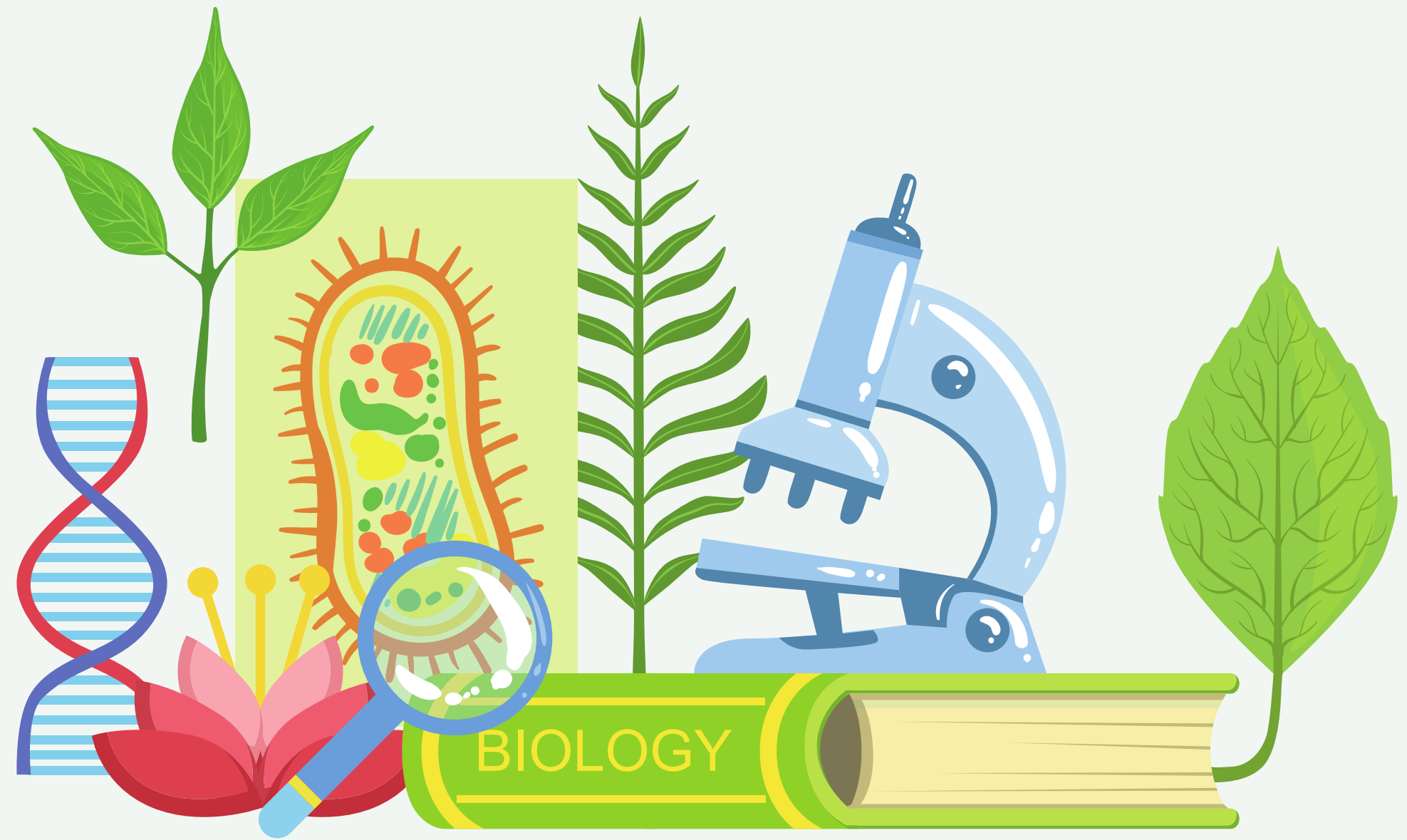
Feminist Perspective



Feminist theory analyzes gender stratification through the intersection of gender, race, and class.

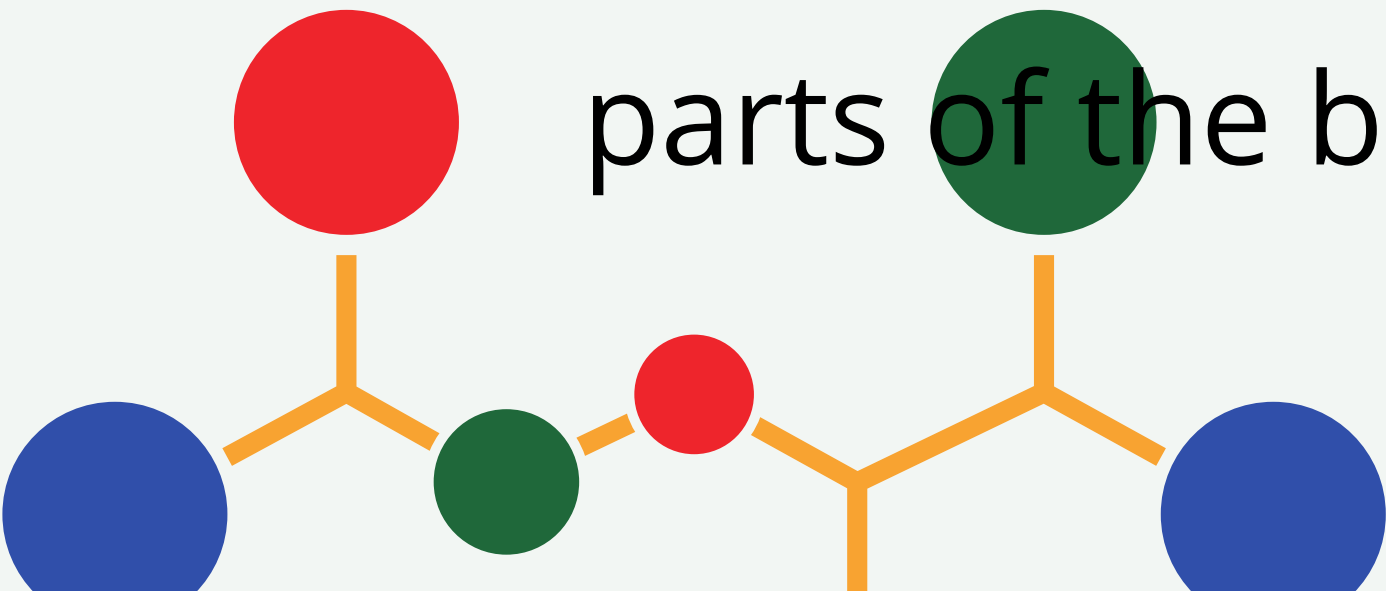
Aims to understand the nature of gender inequality, and examines women's social roles, experiences, and interests.

THEORIES OF GENDER: BIOLOGICAL INFLUENCES



Hormones

Hormones are chemical substances secreted by glands throughout the body and carried in the bloodstream. The same sex hormones occur in both men and women, but differ in amounts and in the effect that they have upon different parts of the body.



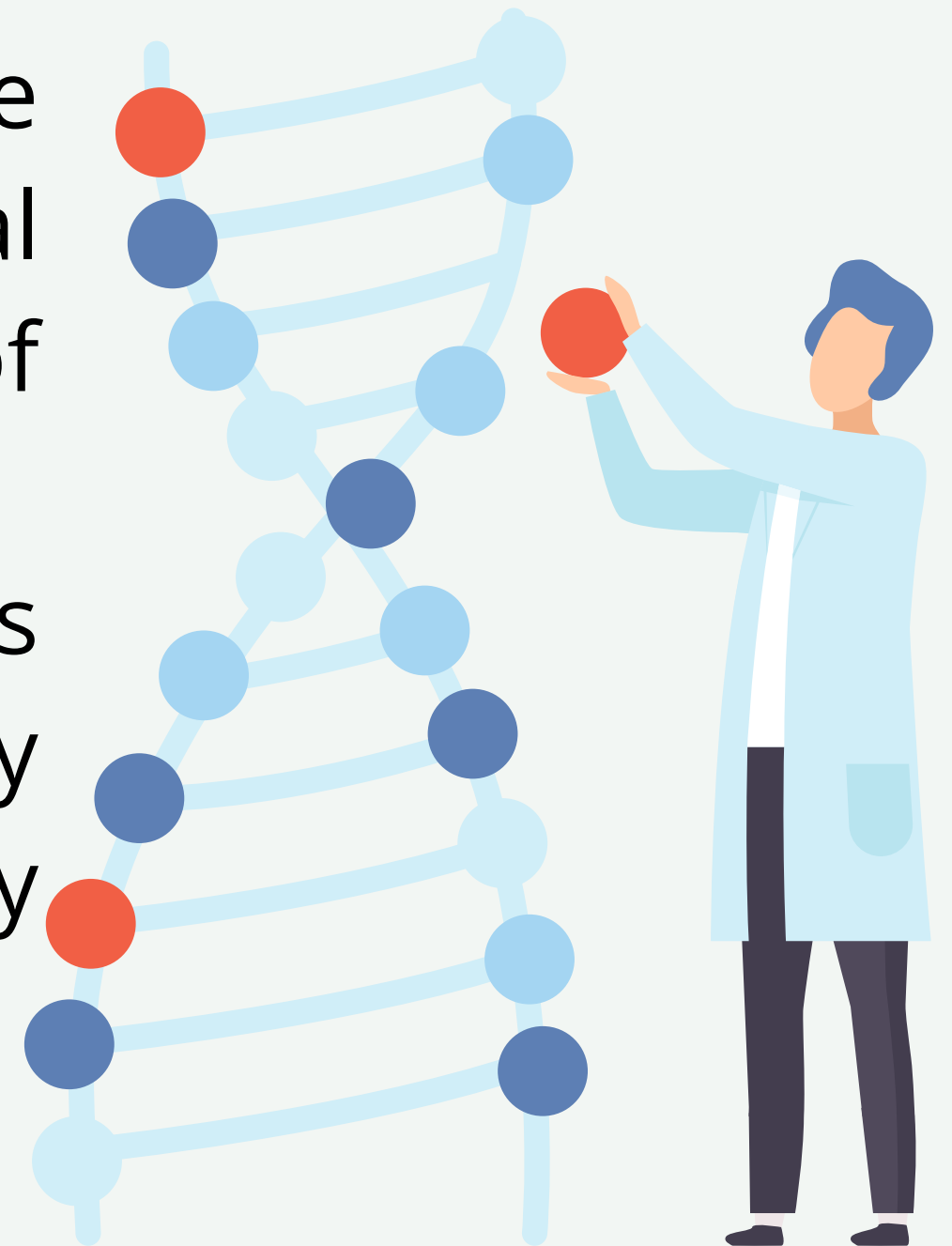
Chromosomes

The normal human body contains 23 pairs of chromosomes. A chromosome is a long thin structure containing thousands of genes, which are biochemical units of heredity and govern the development of every human being.

Each pair of chromosomes controls different aspects of development, and biological sex is determined by the 23rd chromosome pair. Chromosomes physically resemble the letters X and Y.

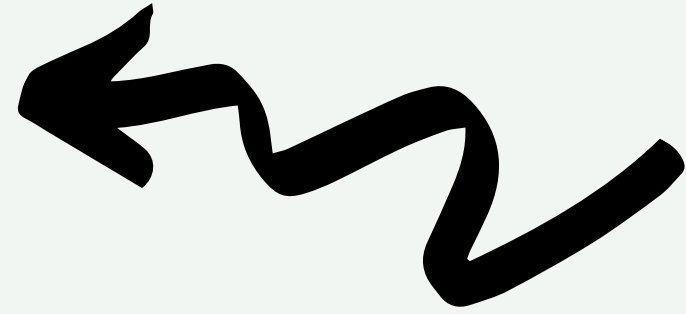
Males = XY

Females = XX

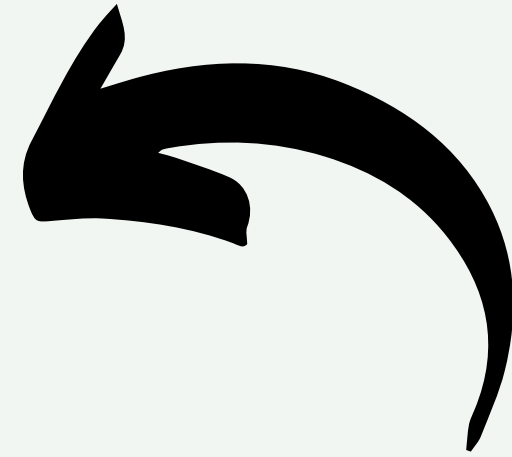




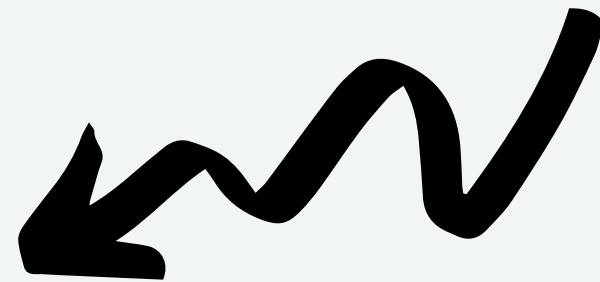
xx



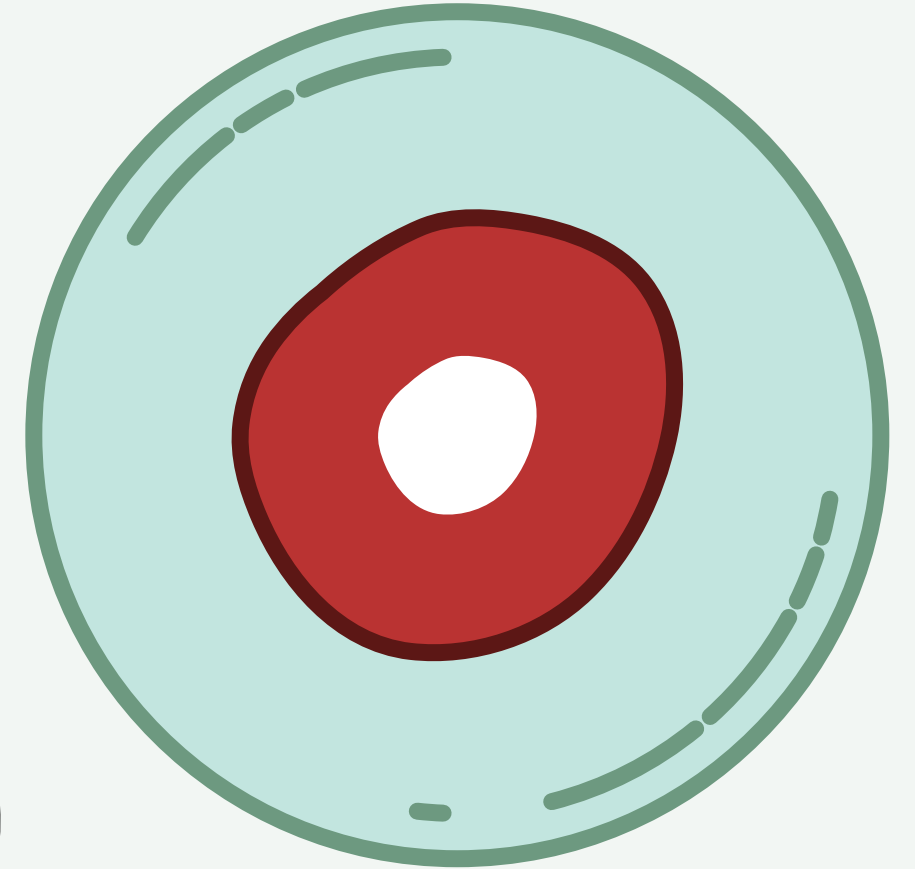
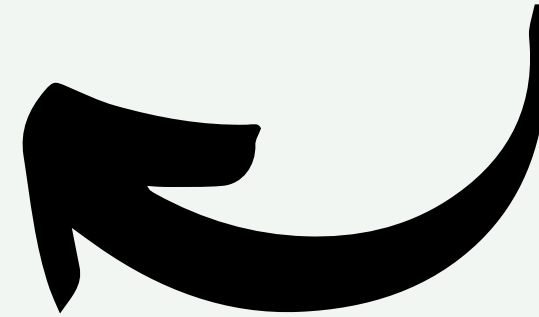
X



xy



y



SRY Gene (Sex-determining Region Y gene)

If the embryo has no Y chromosome, it will not have the SRY gene, without the SRY gene, the gonads will develop as ovaries.



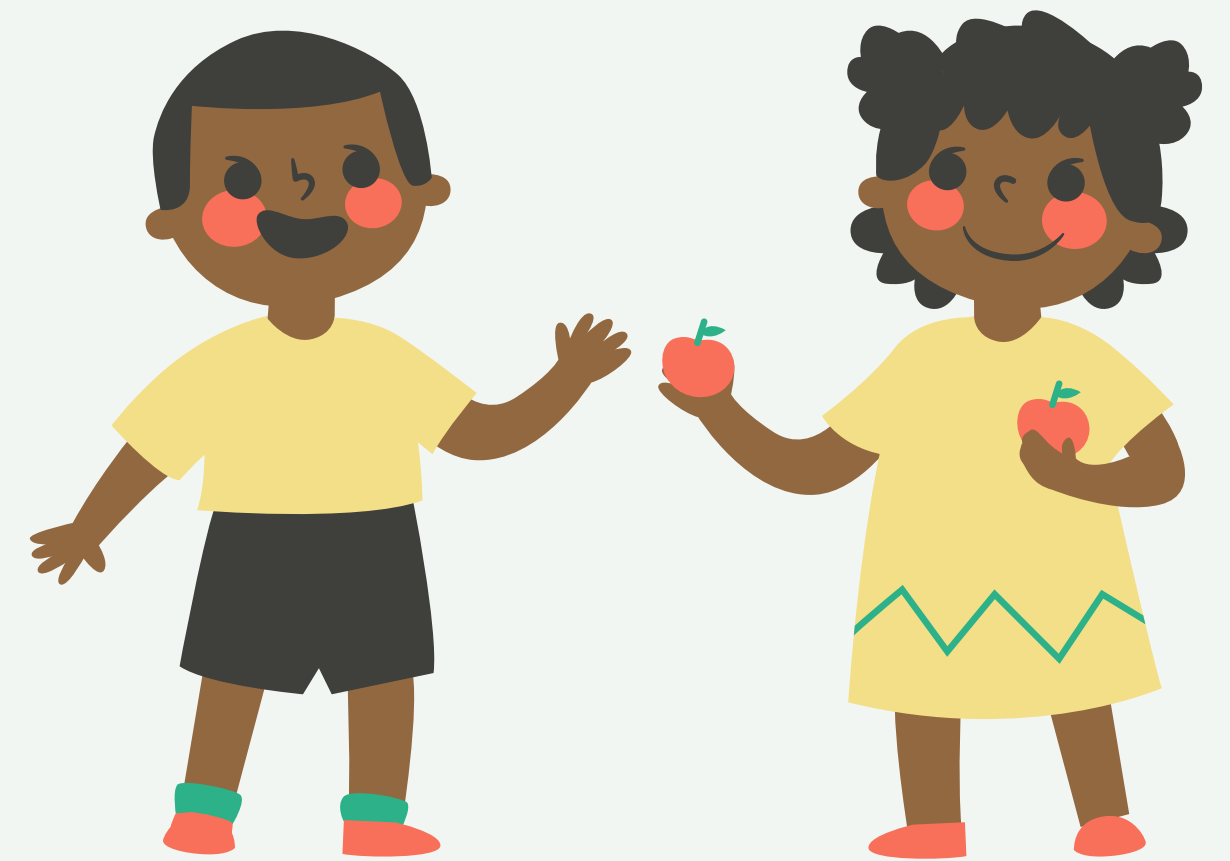
PSYCHOLOGICAL AND SOCIAL INFLUENCES ON GENDER IDENTITY





Gender Socialization

The process whereby a child learns the norms and roles that society has created for his or her gender



Gender Roles

Gender roles are both cultural and personal. These roles determine how males and females think, speak, dress, and interact within the context of society. Learning plays a role in this process of shaping gender roles. These gender schemas are deeply embedded cognitive frameworks regarding what defines masculine and feminine.

There are major theories that can be attributed to the development of a person's identity: Psychoanalytic, Social-Learning Theory, and Cognitive-developmental Theory.



Psychoanalysis Theory

Sigmund Freud's theory of psychological development explained that children satisfy their basic biological motivations which were discovered through a treatment known as psychoanalysis, the examining of the unconscious.



Psychoanalysis Theory

PRIMARY ASPECTS:

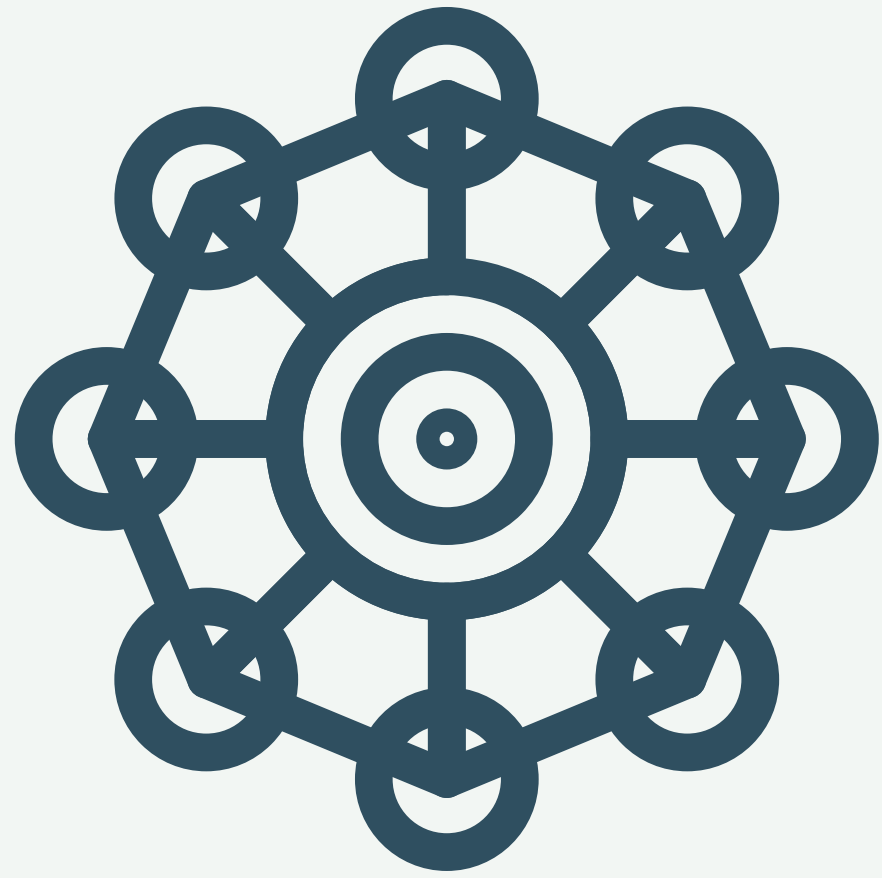
1. **ID** - basic instincts (hunger, desires, aggression)
2. **EGO** - reality testing
3. **SUPER EGO** - conscience, moral, judgment



Psychoanalysis Theory

STAGES OF PSYCHOSEXUAL DEVELOPMENT

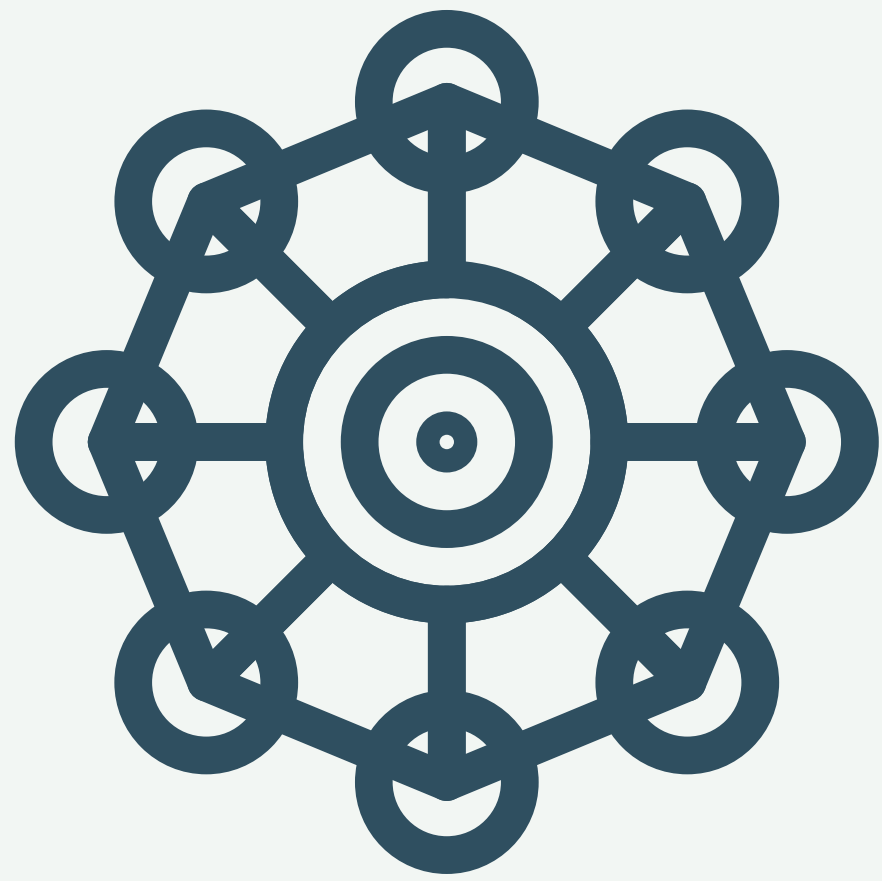
1. ***Oral Stage*** - takes place between birth and two years old where pleasure and self-gratification is centered on the mouth through the erotic, rooting energy of sucking.
2. ***Anal Stage*** - anus is the erogenous zone. The child must learn to control the id and meet the demand of society and parents by becoming toilet trained.
3. ***Phallic Stage*** - occurs during this stage at about five or six years old where identification takes place with the same sex parent. This is a time of discovery and pleasure which is now focused on the genitals.



Social Learning Theory

The Social Learning Theory was proposed by Bandura as a way of explaining how children acquire their gender identity based on the influence of other people (particularly their parents).





Social Learning Theory

There are four stages that a child goes through when develop gender behavior. These are:

1 **Attention.** This is merely where the behavior is noticed and observed.

2 **Memory.** This is when the behavior is memorized and committed to memory.

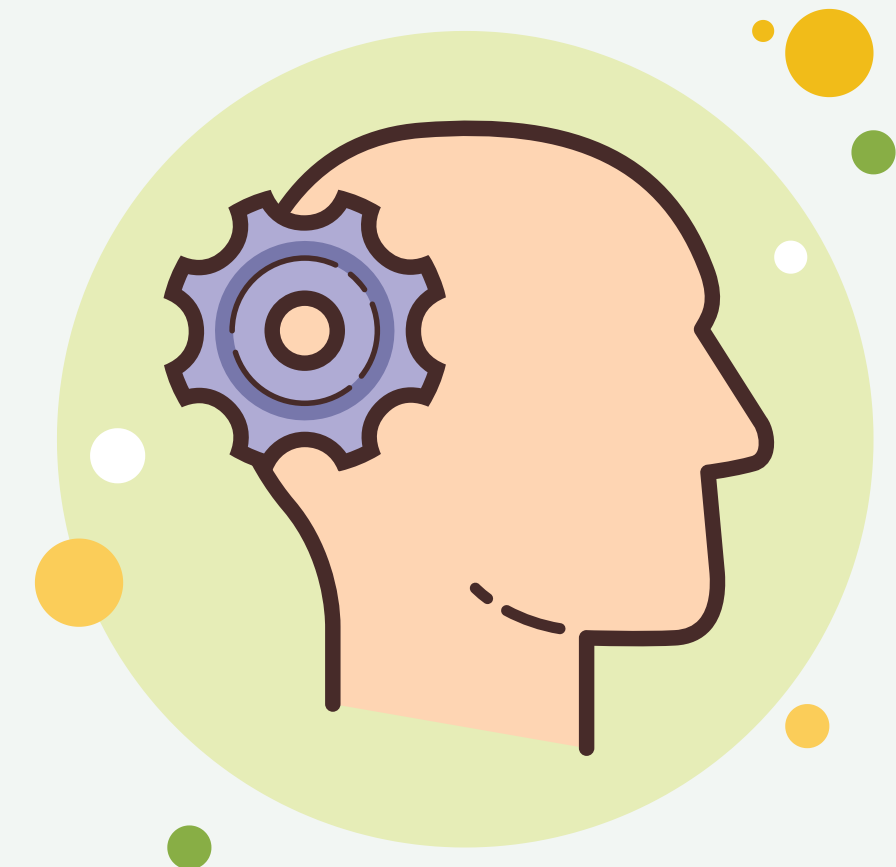
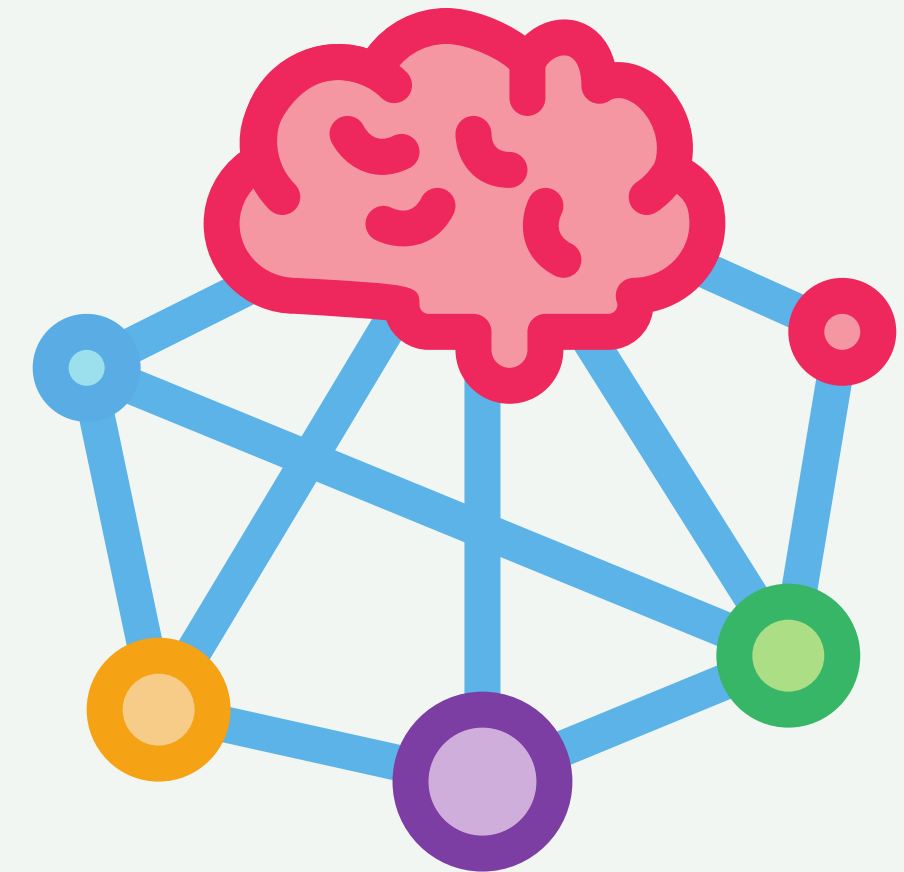
3 **Imitation.** The behavior is performed or 'reproduced' based on Imitating what they see around them.

4 **Motivation.** Their behavior is based on the desired consequences or what will be gained by the behavior, either immediately or in the near future.



Cognitive Developmental Theory

This approach focuses upon the thought processes underlying learning. It emphasizes to cognition when understanding and explaining behavior. This theory gives importance to the internal states of the person as well as the environmental events; however, it is the thinking and perception that is the key factor.



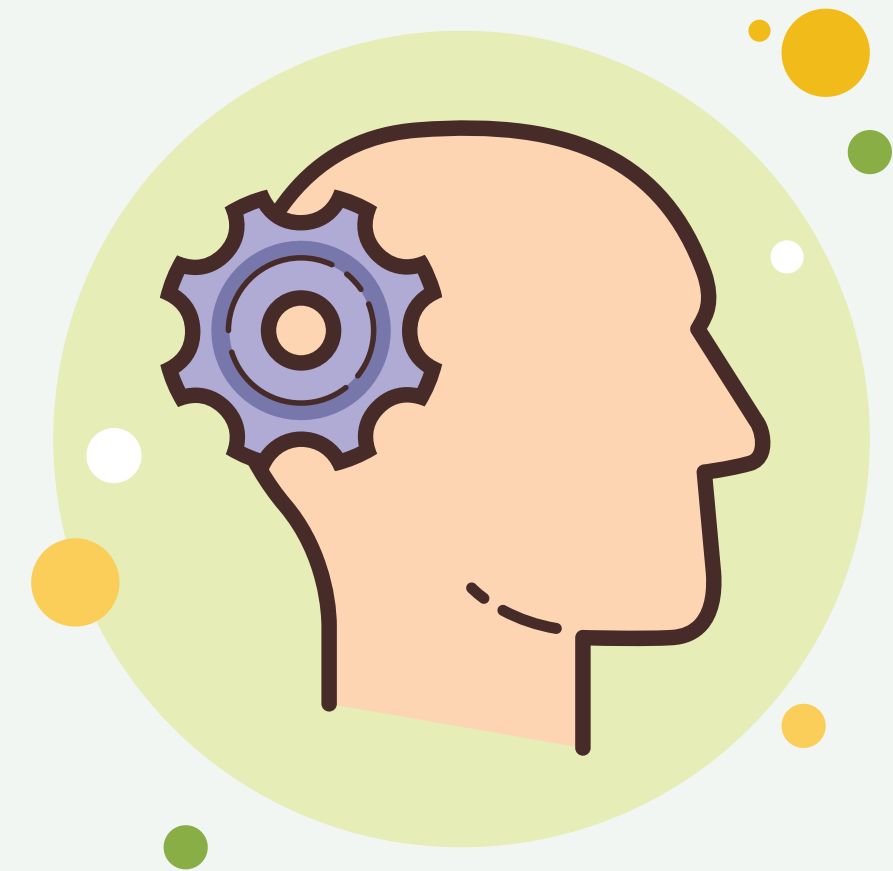
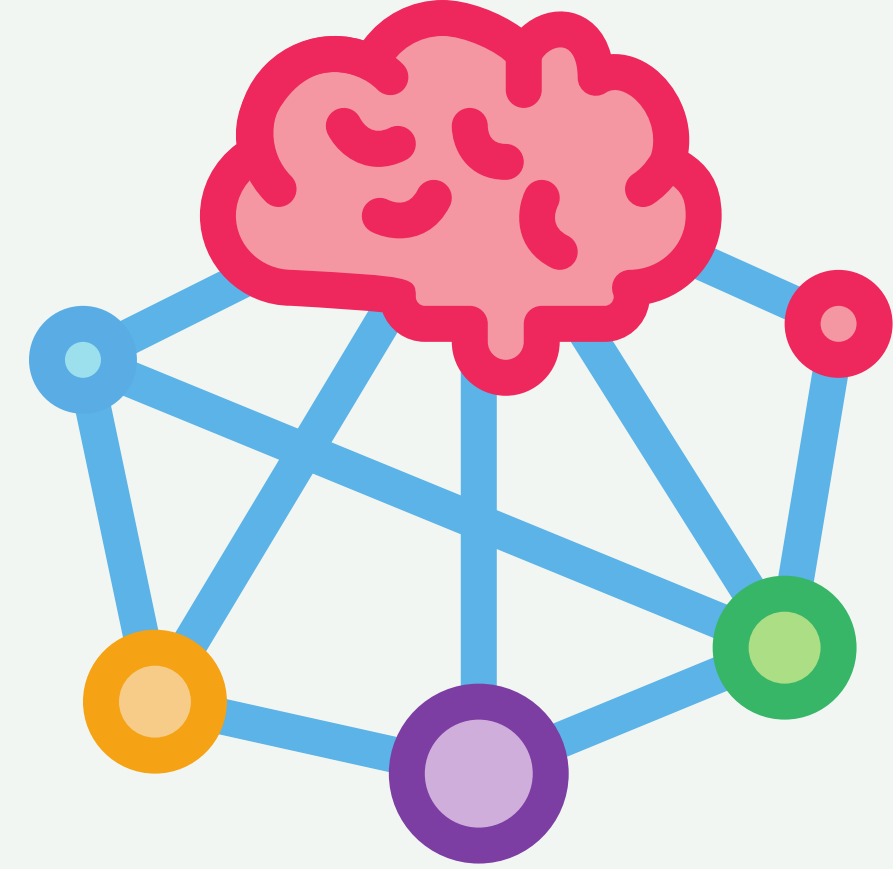
Cognitive Developmental Theory

STAGES

1 Gender Identity - children develop a concept of what sex category they belong to. (2-3 y/o)

2. Gender Stability - child recognized that their sex will not change over time but still do grasp the difference between sex and gender. (3-4 y/o)

2 Gender Consistency - children realize that their gender and that of others do not change with age, dress, or behavior appropriate female or male activities identified and imitated, once gender consistency is established external world rewards or punishes them for their choices. (5 y/o >)

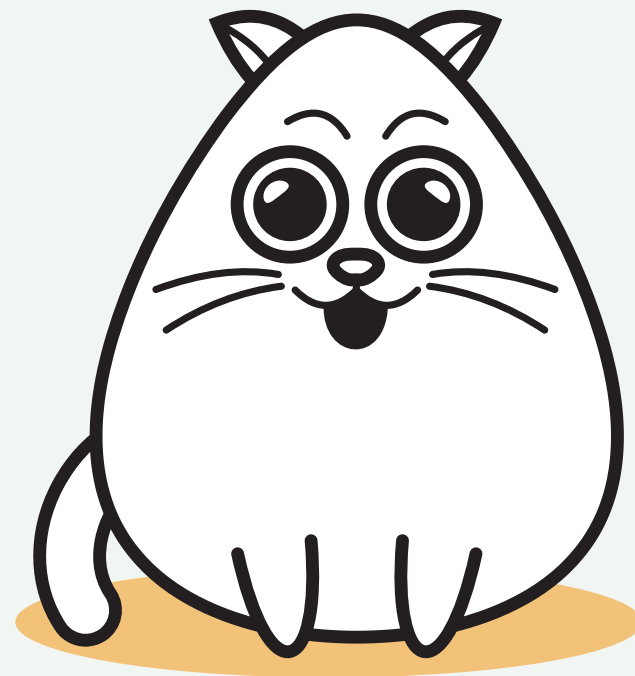


GENDER IDENTITY: NATURE OR NURTURE?





**DELIVER YOUR OWN
MESSAGE.**



thank you

