

UNIT I

UNDERSTANDING GENDER: Gender: Why should we study it Socialization: Making Women, Making Men Introduction, preparing for Woman hood, growing up Male, First lessons in Caste, Different Masculinities.

UNIT I

UNDERSTANDING GENDER

INTRODUCTION: The study of Gender aims at preparing the students to face new realities and set new terms for interaction among young men and women. Often the young boys and girls are plagued by anxieties and confusions about being male, about femininity, relationships, responsibilities, gender identities etc. but there are hardly any places where these thoughts, fears, experiences or emotions are recognized and openly or rationally discussed. An understanding of the gender issues will enable the students to develop good inter-personal skills in the society as well as at the work places. Gender is the physical and / or social condition of being male or female. Different societies, different cultures, different generations have different ideas of gender.

GENDER SENSITIZATION: Towards a World of Equals is a course that introduces the student to different dimensions of the current discussion on gender issues. The lessons critically scrutinize many commonly held assumptions about gender relations and demonstrate why they are unacceptable in a society committed to justice and equality. Such an understanding will make for more just personal relationships as well as happier and more productive work places. Gender Sensitization is **a basic requirement to understand the sensitive needs of a particular gender**. It helps us to examine our personal attitudes and beliefs and question the 'realities' that we thought we know. ... Educational spaces instill thought and make one have a perception that they believe. Knowing the difference between male and female or women and men.

Understanding Gender:

Gender differs from society to society and changes over time. Here we see two categories:

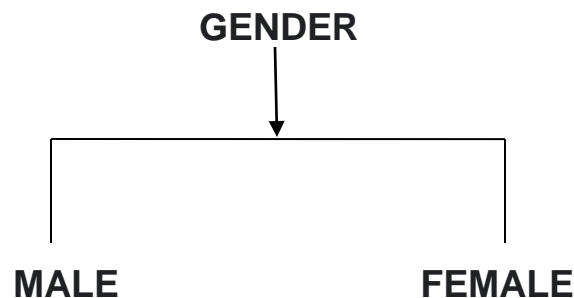


Fig: categories of gender

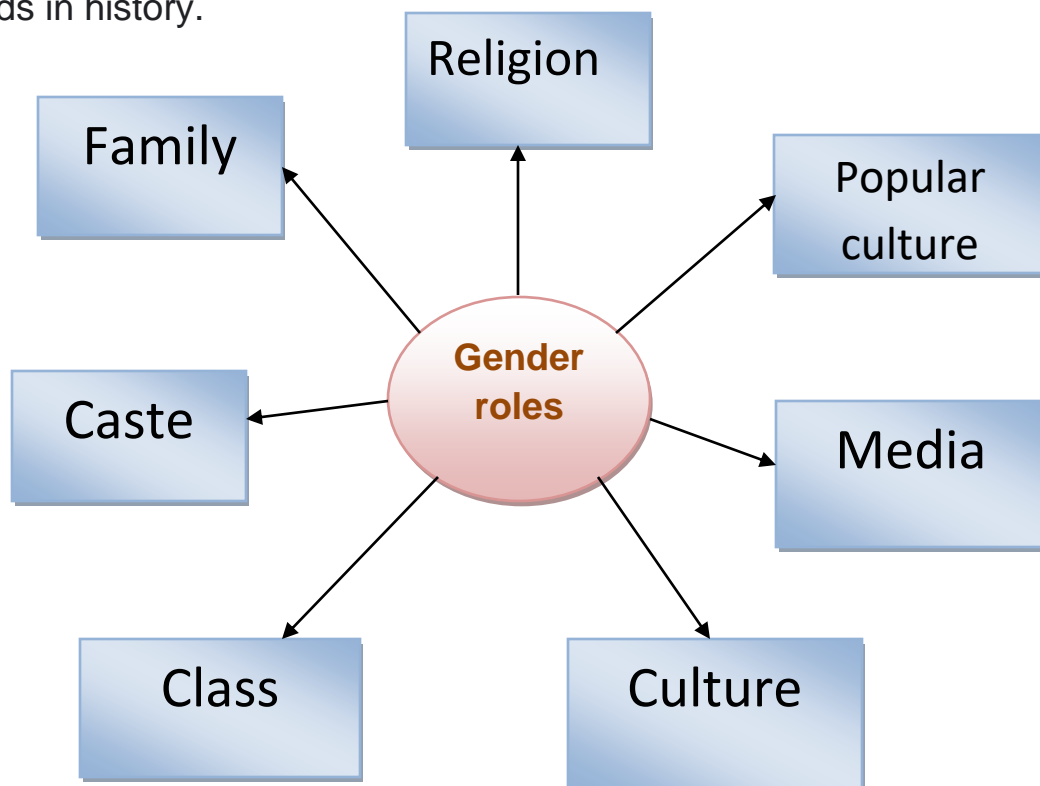
Gender :

“Gender refers to cultural ,socially constructed differences between the two sexes.It refers to the way a society encourages and teaches the two sexes to behave in a different way through socialization.

Gender as social construct:

Gender is a complex phenomenon which is socially and culturally constructed. An individual acquires gender through a process of socialization i.e. the person gendered body. Feminine or Masculine in the course of social development.

Gender roles and relations: Gender roles can be defined as the social rules that a person is expected to fulfill based upon his or her gender. They vary in different societies and cultures, classes,ages and during different periods in history.



Roles between Boy & Girls in society:

Role of a girl:

- Learning from mother the belief, customs and other culture elements.
- Helping mother in the family maintenance.
- Mingle with same gender to gender
- Practicing modesty patience and shyness

Role of a boy:

- To be helpful one's own father
- Encourage efforts and learning new skills

Characters expected by women in society:

- ✓ More participation in the family
- ✓ Keeping home clean, neat & tidy practices hospitality
- ✓ Obeying parents
- ✓ Accepting the decision of the parents in marriages
- ✓ Spending economically
- ✓ Managing the family within the income

Characters expected by men in society :

- ✓ Encourages leadership qualities
- ✓ Earning capacity
- ✓ Higher education & training

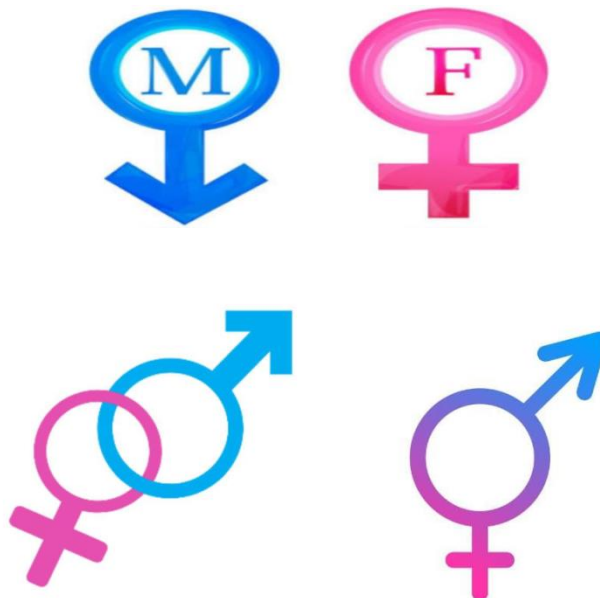
- ✓ Responsibility of protecting the family
- ✓ Strong minded

Characteristics of gender:

1. It is man - made concept.
2. It is socio-cultural which refers to masculine and feminine qualities, behavior, patterns, roles and responsibilities.
3. Gender is socially constructed.
4. Power relationship is driven by gender.
5. Access to resources is determined by one's gender.

Gender identification:

Male and Female



Transgender

Why do we need to study gender? :

Most of the people refuse to participate in discussions on gender studies are because they understand gender as something that concerns women only. Therefore, as a student and teacher, I feel that the first step is to clarify that gender studies involves the study of both men and women. Gender, it has to be understood, is about a certain performance of identity, and gendered roles and norms are intrinsically woven into and practiced in our daily lives. Society has fixed standards and rules to validate both masculine and feminine identities. We are expected to perform these individual roles and reproduce the very conditions that perpetuate it. Starting with the clothes we wear, the spaces we occupy, the jobs we do, and the languages we speak, everything is gendered. This encoding of our daily life and habits directly impacts our sociocultural and economic status in society. Gender studies, therefore, is a study of production, reproduction, and resistance to norms that produce inequality between men and women. Only after this definition of gender studies is established proper dialogue is possible. Ironically, however, even though people practice gender in their everyday lives they feel awkward talking about it. This mindset poses unprecedented problems in the classroom. Therefore, in class discussions I strive to initiate students into thinking about gender as per formative practices encoded since the moment of birth, or even prior to birth, through social, religious, and cultural institutions and texts.

Differences between Sex and Gender:

Culturally and socially constructed roles, responsibilities, privileges, relations and expectations of women, men, boys and girls. Gender is not another word for

women. Gender is also not another word for sexual difference. Gender and sex.

The concepts “sex” and “gender” may be defined as follows:

“Sex” refers to the biological characteristics that accounts for the biological differences between females and males, which may be chromosomal hormonal, or morphological. They are generally permanent and universal.

“Gender” refers to the socially constructed roles and responsibilities of women and men, in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviors are learned and can be changed. Sex is annotated as different from gender in the Oxford English Dictionary where it says sex "tends now to refer to biological differences, while . . . [gender] often refers to cultural or social ones." A working definition in use by the World Health Organization for its work is that "sex" refers to the biological and physiological characteristics that define men and women" and that "male" and "female" are sex categories". Scientific research shows that no simple distinction between the two can be made and that an individual's sex influences his or her behaviour. In general terms, "sex" refers to the biological differences

between males and females, such as the genitalia and genetic differences. And hence, are anatomical and physiological. However, there is another category called "Intersex". Generally, this term is used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. People are born female or male, but they learn to be girls and boys who grow into women and men. They are taught what the appropriate behavior and attitudes, roles and activities are for them, and how they should relate to other people. This learned behavior is what makes up gender identity, and determines gender roles. Gender refers to the learnt roles, norms and expectations on the basis of one's sex. It is a sociocultural definition of a boy and a girl, of a man and a woman. Not only their responsibilities are set by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom of expression, priorities and even dreams are determined by the society (Bhasin Kamala). It varies from society to society and can be changed.

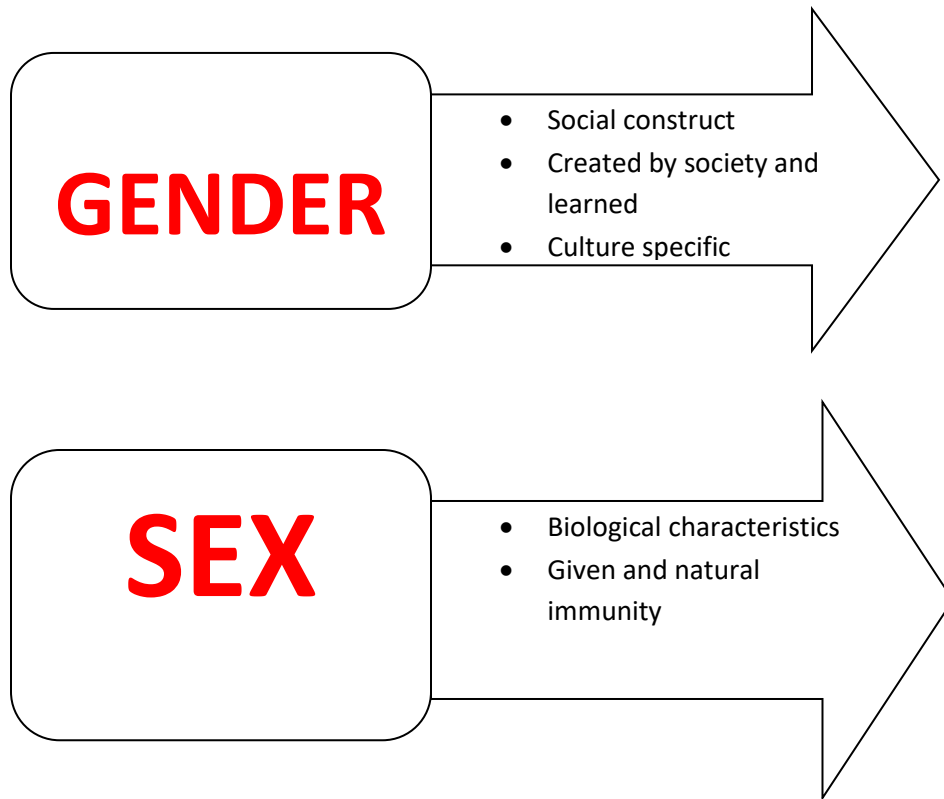
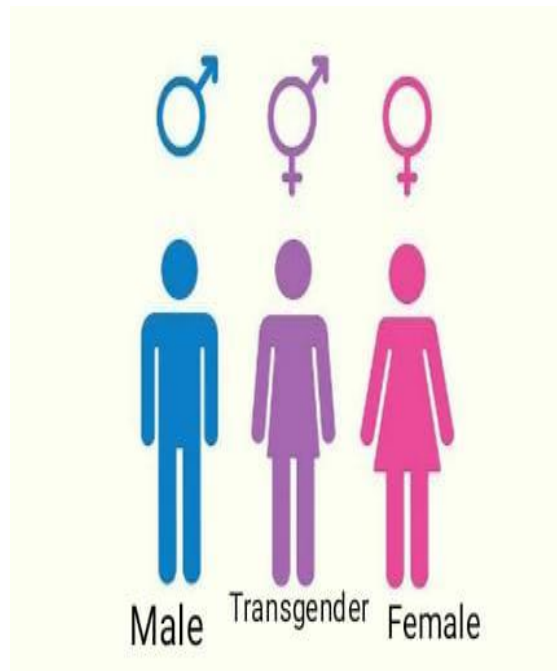


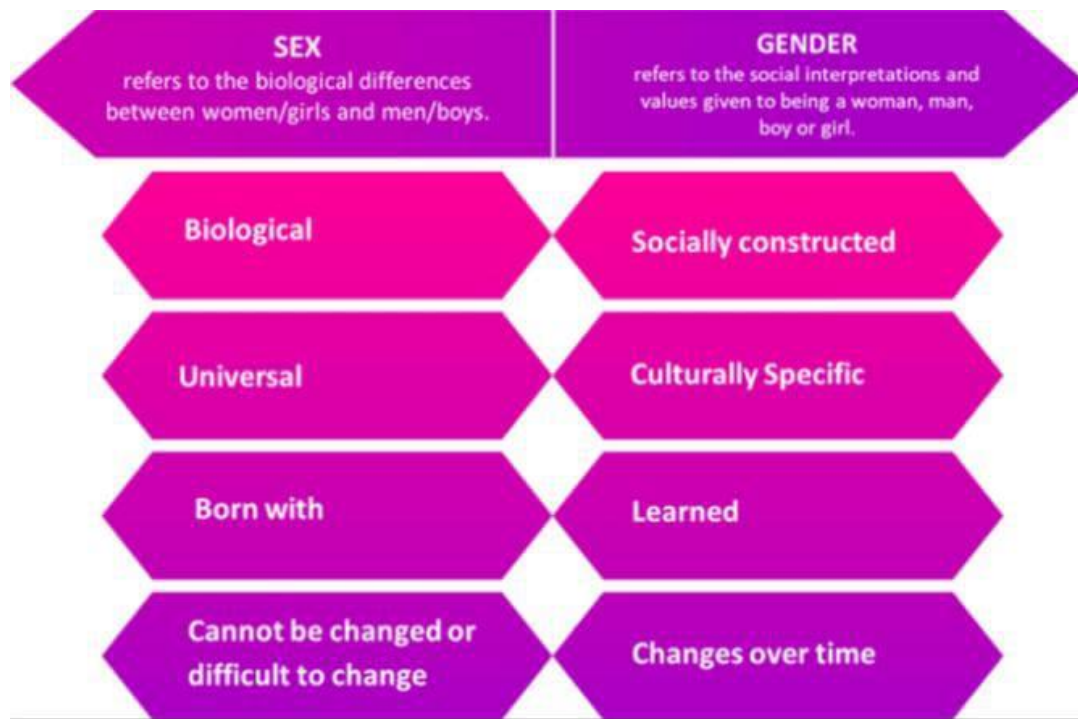
Fig: sex and gender

What is the Need for Gender Sensitization?

A way to reduce barriers to personal and economic development created by sexism. It helps to generate respect for the individual— regardless of sex. is one basic requirement for the normal— development of an individual. What is the need for gender sensitization? is not about pitting women against men, it helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Gender awareness requires not only intellectual effort but also sensitivity and open-mindedness. Gender sensitization may be seen as "the awareness informed character or propensity to behave in a manner which is

sensitive to gender justice and gender equality issues. Without being sensitive to the needs of particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even him or herself. Particularly in a country like India, with the vast diversity existing, the need for a more systematic, well planned and more professional approach is desired. To inculcate sensitivity primarily highlight the contribution of both the genders in creation and development of a well balanced society. There is a need to provide steps to safeguard women's safety and for men to be assured that such measures are not an indication of discrimination against the male population.

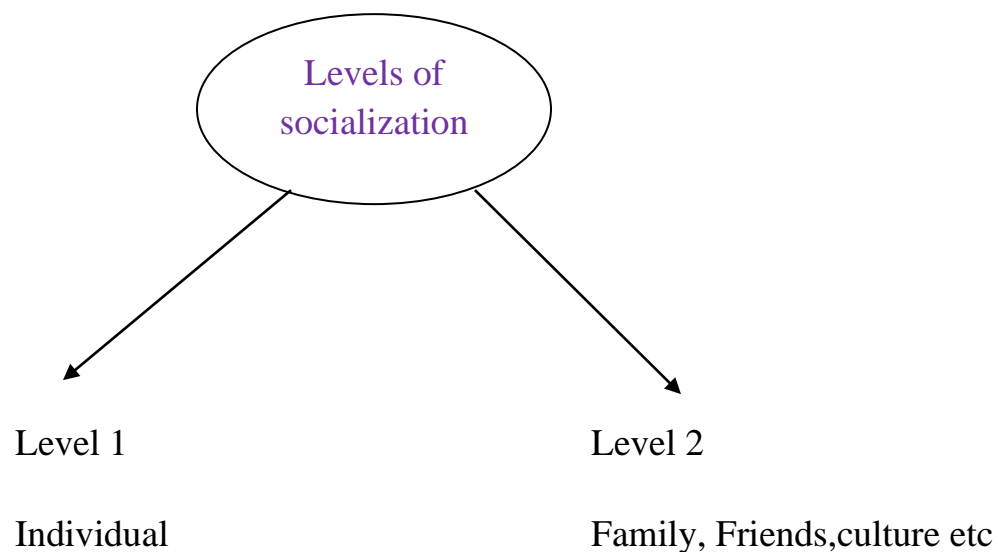




Socialization:

Socialization is the process through which people learn about the social expectation, attitudes and behavior. This socialization describes how we are in society i.e. living, the rules, adjustment, values, facing. Socialization is how we learn the norms and beliefs of our society. From our earliest family and play experiences, we are made aware of societal values and expectations. Understand how people are socialized into new roles at age-related transition points.

Levels of socialization: It consists of two levels



Characteristics of socialization :

- It makes us to learn basic discipline.
- Inculcates basic discipline
- Helps to control human behavior
- Formal and informal
- Socialization is continue process

Types of Socialization:

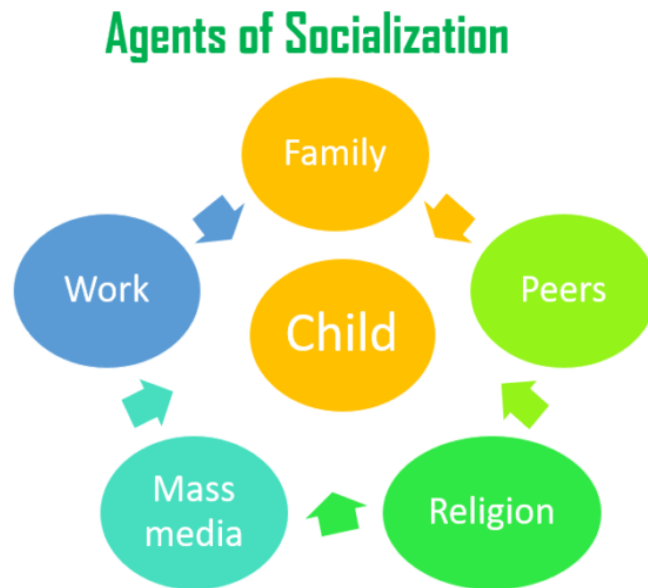
1. Primary socialization
2. Secondary socialization

1. Primary socialization

Primary socialization in sociology is the period early in a person's life during which they initially learn and build their selves through experiences and interactions around them. This process starts at home through the family, in which one learns what is or is not accepted in society, social norms, and cultural practices that eventually one is likely to take up. Primary socialization through the family teaches children how to bond, create relationships, and understand important concepts including love, trust, and togetherness. Several agents of primary socialization involve institutions such as the family, childhood friends, the educational system, and social media. All these agents influence the socialization process of a child that they build on for the rest their life. These agents are limited to people who immediately surround a person such as friends and family—but other agents, such as social media and the educational system have a big influence on people as well. The media is an influential agent of socialization because it can provide vast amounts of knowledge about different cultures and society. It is through these processes that children learn how to behave in public versus at home, and eventually learn how they should behave as people under different circumstances; this is known as secondary socialization. A vast variety of people have contributed to the theory of primary socialization, of those including Sigmund Freud, George Herbert Mead, Charles Cooley, Jean Piaget and Talcott Parsons. However, Parson's theories are the earliest and most significant contributions to socialization and cognitive development.

Primary socialization occurs between infancy, childhood, and all through to early teens, where someone develops their personality and key principal identity. All along this process, an individual structures their self-awareness and self-image through social experience.

Agents of socialization :



Secondary socialization:

Secondary socialization is usually associated with teenagers and adults and involves smaller changes than those occurring in primary socialization. Such examples of secondary socialization are **entering a new profession or relocating to a new environment or society.**

Describe when and how resocialization occurs:

In the summer of 2005, police detective Mark Holste followed an investigator from the Department of Children and Families to a home in Plant City, Florida. They were there to look into a statement from the neighbour concerning a shabby house on Old Sydney Road. A small girl was reported peering from one of its broken windows. This seemed odd because no one in the neighborhood had seen a young child in or around the home, which had been inhabited for the past three years by a woman, her boyfriend, and two adult sons.

Features of Gender:

Socially constructed: Gender refers to the roles and responsibilities of men and women, which are socially and culturally constructed and created in our families.

Dynamic concept:

Each society and culture has its own percentage of the behavior suited to the male or female ,this may change over time due to education or confluence of other culture.

Learned behavior: Gender involves acquired identity through the process of socialization in which a person is introduced to his or her gender roles.

Gender includes personality traits:

Gender usually shapes the behavior ,attitude,values,of a person that society describes to the two sexes on a different basis.

Drives power relationship:

The relationship between a male and female is very often driven and influenced by gender.

Determine access to resources: the norms and rules set in the society according to the ideology of gender for determines a person's access to resources.

Rights, responsibilities, roles and relationship:

Gender involves 4R's, rights of an individual, roles he/she has to perform, responsibilities to be undertaken and the relationships to be maintained

Concept of Transgender:

Transgender is an umbrella term used to describe persons whose gender identity, gender behavior or expression does not conform to the behavior typically associated with the sex they are assigned at birth. A transgender could be a female at birth who identifies with being male or a male at birth who identifies with being a female.



Why should we study it Socialization?

Gender socialization is the process by which individuals are taught how to socially behave in accordance with their assigned gender, which is assigned at birth based on their sex. Society, expects different attitudes and behaviors from boys and girls. **Gender Socialization** is the tendency for boys and girls to be socialized differently. Boys are raised to conform to the male gender role, and girls are raised to conform to the female gender or role. A **Gender Role** is a set of behaviors, attitudes, and personality characteristics expected and encouraged of a person based on his or her sex.



Influence of Biology:

Experts disagree on whether differences between males and females result from innate, biological differences or from differences in the ways that boys and girls are socialized. In other words, experts disagree on whether differences between men and women are due to nature, nurture, or some combination of both.

Influence of Family:

Every culture has different guidelines about what is appropriate for males and females, and family members may socialize babies in gendered ways without consciously following that path. For example, in American society, the color pink is associated with girls and the color blue with boys. Even as tiny babies, boys and girls are dressed differently, according to what is considered “appropriate” for their respective sexes. Even parents who strive to achieve a less “gendered” parenting style unconsciously reinforce gender roles.

Influence in Education:

As children enter the educational system, traditional expectations for boys and girls continue. In the past, much research focused on how teachers were shortchanging girls in the classroom. Teachers would focus on boys, calling on them more and challenging them. Because boys were believed to be more analytical, teachers assumed they would excel in math and science. Teachers encouraged them to go into careers that require a lot of math and science, such as computer science or engineering.

Research from the late 1990s, however, indicates that the current educational climate is failing boys. Boys are falling behind girls in school. The dropout rate for boys is rising. More boys are being diagnosed as learning disabled. The number of boys applying to college has declined. Some sociologists argue that current teaching methods favor girls' learning styles. Girls mature more quickly than boys and are able to focus and concentrate in class more easily.

Influence on Career Choice

If cultural expectations dictate that girls are more compassionate and nurturing than boys, then parents, teachers, and counselors will steer them toward fields that require patience and concern for other people, such as nursing, social work, or elementary school teaching. Though a girl who expresses a desire to become a nuclear engineer would probably no longer be explicitly discouraged, a boy with a similar goal would probably encounter more encouragement.

Making Women & making men:



Decision making between men and women: We've all known that men and women think differently. Women use other people's opinions to make their own decision. Men use other people's decision to help them form their own opinions. Women have a tendency to make their purchasing decisions based on the benefits in long run like whether the purchase can be used again and again over time. For men it's almost opposite they have a tendency to make their purchase decisions based on immediate needs and how well the product or service will satisfy their current needs and in the immediate future. If a decision has to be made under stress/pressure, men tend to take to become risk-alert under stress and go for the smaller wins that are more guaranteed.

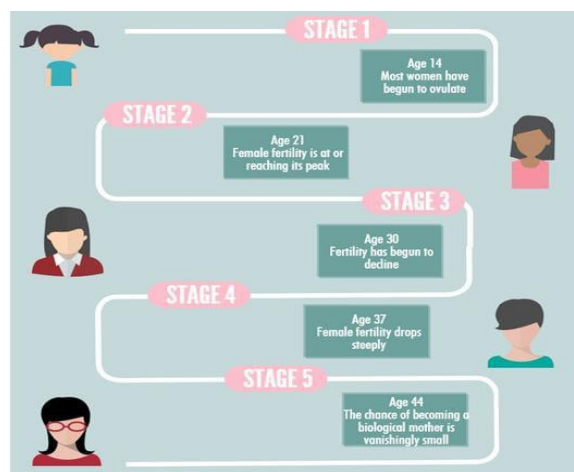
Preparing for womanhood:

The primary goal of some women has been to achieve "equality" with men and successfully compete with males in the working world. Many women today adhere to this perspective as they strive for the "superwoman" ideal—to climb the career ladder while still trying to manage family and household responsibilities. Other women see this

as an unattainable goal and believe their talents are best used caring for their children and home full-time. Still others see womanhood primarily in terms of physical appearance. They may put on pretty dresses, sparkly earrings, red lipstick, high heels and pink bows in their long hair and look very feminine indeed. Yet their words and actions may portray something totally different. As a young woman in your teens or early 20s, you need to be preparing now for womanhood, and you'll be better able to do this if you have a clear understanding of what true femininity is all about.

Womanhood: The continuum of an individual's life can be divided into several life stages, each characterized by certain features. Accompanied by considerable hormonal changes, the life stages of women are generally divided into infancy, puberty, reproductive age, climacteric period, and elderly years, in addition to pregnancy and delivery that are generally included as the life events unique to women. For this purpose, it is necessary to understand the role of women in the context of sociocultural factors as well as the physical features characteristic of each age stage, and to examine the patient's mental and social background.

Stages: It begins infant in cradle to sitting in the chair



Woman empowerment:

Increasing the capacity of individuals or group to make choices and to transform those choices into desired actions and outcomes. Advancement and development of women in every walk of life. Creating an environment through economic and social policies. Enjoyment of all human rights and fundamental freedom. Equal access to participation and decision making. Equal access to women at all levels. Strengthening legal systems. Mainstreaming a gender perspective in the development process.

Growing up male: Serving other homemaking femininity youth character career education. The state of being a woman the distinguishing character or qualities of a woman.

Woman empowerment: Increasing the capacity of individuals or group to make choices and to transform those choices into desired actions and outcomes.

First lesson's in caste: A suffocating patriarchal shadow hangs over the lives of women throughout India. From all sections, castes and classes of society, women are victim of its repressive, controlling effects. Those subjected to the heaviest burden of discrimination are from the Dalit or "Scheduled Castes", known in less liberal democratic times as the "Untouchables". The name may have been banned but pervasive negative attitudes of mind remain, as do the extreme levels of abuse and servitude experienced by Dalit women. They experience multiple levels of discrimination and exploitation, much of which is barbaric, degrading, appallingly violent and totally inhumane. The divisive caste system – in operation throughout India, "Old" and "New" – together with inequitable gender attitudes, sits at the heart of the wide-ranging human rights abuses experienced by Dalit or "outcaste"

women. “Discriminatory and cruel, inhuman, and degrading treatment of over 165 million people in India has been justified on the basis of caste,” according to Human Rights Watch (HRW).

Caste refers to a traditional Hindu model of social stratification, which defines people by descent and occupation. A system of graded inequality in which castes are arranged according to an ascending scale of reverence, and a descending scale of contempt... i.e. as you go up the caste system, the power and status of a caste group increases and as you go down the scale the degree of contempt for the caste increases, as these castes have no power, are of low status, and are regarded as dirty and polluting.

Hence the term “untouchable”.

Despite what Navi Pillay, United Nations High Commissioner for Human Rights, states as India’s “far-reaching constitutional guarantees and laws which prohibit caste-based discrimination”, Dalit women are the victims of a collision of deep-rooted gender and caste discrimination, resulting in wide ranging exploitation. They are “oppressed by the broader Indian society, men from their own community and also their own husbands and male members in the family”, according to the UN. Practices like Devadasi, whereby girls as young as 12 years of age are dedicated to the Hindu goddess Yellamma and sold into prostitution; honour killings; sexual abuse, including rape; appalling working conditions; and limited access to basic services such as water, sanitation and employment are commonplace. Although all women in India face discrimination and sexual intimidation, according to the UN the “human rights of Dalit women are violated in peculiar and extreme forms. Stripping, naked parading, caste abuses, pulling out

nails and hair, sexual slavery and bondage are a few forms peculiar to Dalit women.” These women live under a form of apartheid: discrimination, and social exclusion is a major factor, denying them access ”to common property resources like land, water and livelihood sources, [causing] exclusion from schools, places of worship, common dining, inter-caste marriages”.The lower castes are segregated from other members of the community, prohibited from eating with “higher” castes, from using village wells and ponds, entering village temples and higher caste houses, wearing sandals or even holding umbrellas in front of higher castes; they are forced to sit alone and use different crockery in restaurants, prohibited from cycling a bicycle inside their village and are made to bury their dead in a separate burial ground. They frequently face eviction from their land by higher “dominant” castes, forcing them to live on the outskirts of villages often on barren land.All this happens in the society making gender for caste.

Different masculinities: Masculinities are basically socially constructed ideas attributes to gender of a society. Masculinities are those qualities and ideas which are usually linked to male segment.

competent,rational,assertive,independent,aggressive,strong
headed,dominant,active,tough,verbal.
