

**CHAPTER 10**  
**SEX AND GENDER**  
**CHAPTER OUTLINE**

I. Sex and Gender: An Introduction

- A. Sex refers to a biological classification based on genetics
- B. Gender refers to social conceptions of being masculine or feminine
- C. The biology of sex
  - 1. Intersexes: Hermaphrodites and pseudohermaphrodites
  - 2. The genetics of sex
    - a. XX = female, XY = male
  - 3. Genetic abnormalities:
    - a. XXY = Klinefelter's; XO = Turner; XYY = sub-average intelligence
  - 4. Male vulnerability
    - a. Sex differences in susceptibility to disease, development difficulties

D. Sexual behavior

- 1. Adrenogenital syndrome: Genetic female with male genitals
- 2. Androgen insensitivity: Male embryo unresponsive to male hormones
- 3. Sexual orientation: Heterosexual, bisexual, gay
- 4. Differences in sexual attitudes and practices
- 5. Sexual dysfunctions
  - a. Hypoactive sexual desire: Abnormally low level of sexual interest
  - b. Sexual aversion disorder: Active dislike of genital contact
  - c. Male erectile disorder: Inability to attain or maintain erection
  - d. Sexual pain disorders
    - i. Dyspareunia: Persistent genital pain surrounding intercourse
    - ii. Vaginismus: Involuntary spasms of vaginal muscles

E. The development of gender roles

- 1. Expectations develop fairly early in children; ages 3-5
- 2. Psychodynamic theory: Imitation of parent substitutes for sexual desire
- 3. Observational learning theory: Children learn gender roles from parents, models
- 4. Cognitive developmental theory: Gender permanence, gender identity
- 5. Gender-schema theory: Schemas influence learning of gender roles

F. Gender stereotyping

- 1. Views of "gender-appropriate" attributes

G. Cultural differences in views of masculinity and femininity

- 1. Components of gender stereotypes
  - a. Include expected behaviors, predictions, occupational assumptions
- 2. Mass media and gender stereotypes

**CHAPTER 10**  
**SEX AND GENDER**  
**CHAPTER OUTLINE**

- a. Television narrators are typically men
- b. Television often prescribes “appropriate” occupations for the sexes

**II. Similarities and Differences Between Males and Females**

**A. Biological differences: Fact and fiction**

**1. Brain differences**

- a. Larger corpus callosum among women; overall differences are minor

**B. Early analyses of sex differences**

**1. Maccoby and Jacklin’s box-score approach**

**2. Current use of meta-analysis**

- a. Only about 10% of sex differences classified as “large”

**C. The cognitive realm**

**1. Verbal ability**

- a. Women > men on anagrams, verbal fluency

- i. Size of the effect is quite small

**2. Mathematical abilities**

- a. Girls > boys on computation

- b. Females = males on understanding mathematical concepts

- c. Boys > girls on problem solving

- i. Size of effects are typically small-to-moderate

- d. Stereotype vulnerability hypothesis may account for differences

**3. Visual-spatial abilities**

- a. Males > females on spatial rotation

**D. The social realm**

- 1. Communication: Men more likely to use speech to exhibit knowledge, ability

- 2. Helping behavior: Men exhibit heroic helping, women greater on nurturance

- 3. Aggression: Men > women difference interpreted cautiously

**III. Social Issues**

**A. Perpetuation of gender stereotypes can lead to sexism, with widespread effects**

**B. Education**

**1. Elementary school**

- a. Boys reinforced for assertiveness, girls reinforced for politeness

**2. High school and higher education**

- a. Boys and girls pursue different courses in high school

- i. Science textbooks often perpetuate stereotypes

- b. Use of SAT may bias admissions, scholarship decisions

- i. SAT may underpredict women’s grades

**CHAPTER 10**  
**SEX AND GENDER**  
**CHAPTER OUTLINE**

C. Work and careers

1. Although employment stereotypes have changed, disparities still exist
2. Sexual harassment
  - a. EEOC guidelines define harassment in the workplace
3. Frequency of sexual harassment
  - a. Estimates of 50% of women harassed at some point during careers
4. Perceiving sexual harassment
  - a. Men often perceive more flirtation, sexual content, in interactions
5. Gender stereotyping on the job
  - a. Expectation of conformity to gender stereotype can produce harsh treatment
6. Women as leaders
  - a. Poorer evaluation of women leaders not consistent

D. Family responsibilities

1. Wives typically more active than husbands on child-care tasks
  - a. True amongst dual-career households
2. Juggling
  - a. Women more often called on to juggle a variety of roles successfully