Gender Problems

1. Women in the workplace
   a. Economic inequality through
gender discrimination

U.S. labor force participation for
women has risen nearly 20% since 1970. Cross-culturally, we
are in the middle of the pack.
Gender Problems

1. Women in the workplace
   b. Economic inequality through gender discrimination
      i. Lack of opportunity
         - High-status jobs that are still predominately held by men
         - There are jobs that lead to promotion which are not open to women
         - Internationally there is a huge gap in technology (cf. Hans Roslings)
         - Examples: leadership in combat, scientist
      ii. Wage gaps: females still make on average 80 cents for every "male" dollar
      iii. The "glass ceiling": regardless of education and experience, the "old boys" network makes it hard for women to enter the top ranks of business

In 2010, only 15 Fortune 500 CEO’s are women, only 15% of U.S. corporate board members are women.

Wage Gap Stats
Gender Problems

2. Gender is a social construction.
People constantly are "doing gender" whether they realize it or not.

a. What are some ways that we are "doing gender" right now, in this classroom?

For example, we do gender through dress codes; fashion sense (hairstyles, clothing styles); through interaction (e.g. flirting, aggressiveness, compassion); and through identity role playing (e.g. playing out what we're NOT like in "normal" life).
Gender Problems

2. Doing Gender

b. "Fellows" (Do/Dear/Softly video): Women "do gender" based on media stereotypes.

c. What about men? What is the media culture telling us about men’s roles?

Men are told to put on a "tough guise"; to conform to the "toughness norm" when in social situations.

"Men are thought to be "strong," "physical," independent," "respected" "tough." If they do not come off this way, they are labeled as a "wimp," "pussy," "queer," "sissy," or "fag."

Violence is not a deviation, but an accepted norm of masculinity.

See MFF’s Jonathon Katz, Tough Guise

d. Gender and Violence Statistics

Men commit:
- 99.9% of rapes
- 95% of domestic violence
- 95% of date violence
- 95% child abuse
- 90% of assaults
- 85% of murders
- 81% of men who were battered as a child grow up to be batterers themselves.
- 75% of the victims of male homicide are men.

e. "Hyper-masculinity" seems to have been the backlash in portrayals of men over the period (see Susan Faludi’s book "Backlash") when women have taken on non-traditional roles (1960s – today)

Examples Katz gives are:

Children’s toys: the physical forms of boy’s dolls (G.I Joe, Star Wars figures) have "bulked up" significantly.

Popular comedians: (Andrew Dice Clay), radio celebrities (Howard Stern) and political pundits (Rush Limbaugh) would not have found an audience if there was not a sentiment of "backlash" present in the dominant culture.
Gender Problems

2. Doing Gender

examples, cont:
The image of the "macho man", as seen in movies (Rambo) and TV (WWF) is far more prevalent today. The macho role crosses all races, yet varies by race: Blacks are often portrayed as "gangstas," Hispanics as boxers, and Asians as martial artists.

In politics: former President Ronald Reagan represented the "return to the golden days" of the male warrior (symbolized by John Wayne of the movies) and the submissive feminine role that existed prior to the civil rights movements of the 1960s and 1970s. Today, George W. Bush symbolizes the rugged cowboy, Rumsfeld the cunning warrior.

Gender Problems

2. Doing Gender

1. Violence by and dominance of men in our society continues by being invisible ("normal") in this sense.

There is always a focus on the subordinated group, but we should focus more on the structure of power, and what is hidden.

THE STRUCTURE OF POWER IN AMERICAN SOCIETY IS DEFINED AS

PATRIARCHY: a social structure in which male power dominates cultural institutions.

Gender Problems

3. Gender and Media

a. Video: "Killing Us Softly" III, Jean Kilbourne, PhD.

Premise: Advertising comprises a major source of the reproduction of values, beliefs and attitudes in contemporary culture.

View "Killing Us Softly III"
3. Gender and Media

b. Ads not only sell products, but they sell Normalcy (or social norms, a consensus for thought and behavior).

Kilbourne asks the question, How is gender “done” in advertisements?

In other words, what social norms regarding the performance of gender roles are being replicated in ads? Do people appropriate these ideas in real life?

c. Why do advertisers continue to portray women in submissive, powerless roles in their ads?

Because SEX SELLS.

Advertising budgets have gone from $20 billion in 1979 to $180 billion in 1999, and we view/hear on the average 3000 ads per day! It is estimated that 3 years of our lives are spent watching ads.

There is an intimate relationship between capitalism, markets and the particular portrayal of femininity in ads which reproduces the problems of female powerlessness that plague our society.

d. Examples of advertising representations of powerlessness:

- Objectification: turning women into everyday objects
- Body Cropping: eliminating the “unimportant” parts of women (typically the head) from the ad
- Animalism: turning women into animals
- Powerless Poses: keeping women down
- Infantilism: creating childlike images
- Pornographication: selling sex outright
- Violence and Degradation: some advertisers seem to pride themselves on portraying dead/beat-up women

For more info see: www.about-face.org
Objectification

Objectification

Objectification

Objectification
3. Gender and Media

Discussion Question:
How much does the media have an affect on our culture and how we perceive ourselves? If so, how does this perception shape our behavior and affect the way we act?

Those who tell stories hold the power in society. Today television tells most of the stories to most of the people, most of the time. --George Gerbner  
(Do you agree with Gerbner?)
1. **Definitions:**

- **Race**
  
  Shared biological traits deemed "socially significant" — they are genetically inherited
  
  - Primary racial traits: skin color, hair texture, eye shape
  
  - Secondary racial traits: sickle cells, enzymes

- **Ethnicity**
  
  Shared cultural traits deemed "socially significant" — they are socially inherited
  
  - Material ethnic traits: food, clothing, speech, behavior
  
  - Non-material ethnic traits: common ancestry (stories), religion, beliefs and attitudes

2. **The Distribution of Race**
   
   **a. What are the relative concentrations of the races within America?**
   
   Let’s look at some statistics...

   **Table 11-1: Racial and Ethnic Categories in the United States, 2000**

   (continued on next slide)
Table 11-1 Racial and Ethnic Categories in the United States, 2000

<table>
<thead>
<tr>
<th>Racial or Ethnic Classification</th>
<th>U.S. Population</th>
<th>Percentage of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>141,849,504</td>
<td>70.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12,528,774</td>
<td>6.2%</td>
</tr>
<tr>
<td>Black</td>
<td>12,325,555</td>
<td>6.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>3,874,444</td>
<td>1.9%</td>
</tr>
<tr>
<td>Native</td>
<td>1,753,794</td>
<td>0.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>6,226,228</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

U.S. Population by Race/Ethnicity, 2010

Figure 1a. Share of Population by Race/Ethnicity, Primary Cities, 1990-2010

Note: due to rounding, numbers may not add to 100
Source: Authors' analysis of 1990, 2000, and 2010 decennial census data.
Race and Ethnicity

Is race a socially constructed reality? Is it merely a symbolic interaction?

If it is defined simply as biological differences, can we claim that everyone is different and unique? Race is categorical – it is an attempt to place order on reality, but one that doesn’t represent the fundamental truth that humans are, in fact, remarkably similar.

Are physical differences as dualistic as people make them out to be? Are all “whites” “white” and all “blacks” “black” or all “yellows” “yellow” and all “reds” “red”? No. Race is not black and white, yellow and red. It is truly described as a broad continuum of colors and types.

Does race, in fact, even really exist? Or is it just another social agreement, a norm so widely taken for granted that we don’t question it?

Eric Liu: “What maketh a race is not God, but man. What maketh a race is only the sin of self-love.”

(source: PBS: Matters of Race)

Race and Ethnicity

Although race and ethnicity are socially constructed categories, they nonetheless they have real repercussions.

Note the words of sociologist W.I. Thomas (1928):
“A situation defined as real is real in its consequences.

Social constructionism is a central part of the ideas of symbolic-interactionists.
3. The Power of Race: Social Conflict
   a. Minority Groups
      (or “Out Groups” vs. the “In Group” majority)
      General characteristics:
      i. Share a “distinct identity”
         - Race, sex, sexual orientation, religion, the poor, etc
      ii. Subordination
         - Often faced with lower social status, and thus
           stereotypes, stigma, and labeling
      iii. Group size not important
         - Women in America outnumber men
         - Blacks in South Africa outnumber whites

3. Social Conflict Analysis:
The Power of Race
   b. What effects does subordination have?
      They can be measured:
      i. Economically, by social class standing and income;
      ii. Politically, by representation within local, state and national government; and
      iii. Culturally, by the expressions of prejudice and discrimination within a society.

4.b. Discrimination
   It’s a matter of action, not attitude (prejudice)
   Verbalizations, Exclusion, Avoidances, Abuse, Genocide
   i. Levels of Discrimination
      1. Individual discrimination – rooted in feelings of personal superiority
      3. Institutional discrimination
         - e.g.: slavery, “separate but equal,” bank “redlining,” real estate “steering”
   ii. Cyclical Discrimination
      Prejudice reinforces discrimination which in turn reinforces prejudice.
Race and Ethnicity

4. THE CYCLE of PREJUDICE AND DISCRIMINATION

- Stage 1: Prejudice and discrimination begin, often as an expression of ethnocentrism or an attempt to justify economic exploitation.
- Stage 2: As a result of prejudice and discrimination, a minority is socially disadvantaged, occupying a low position in the system of social stratification.
- Stage 3: This social disadvantage is then interpreted not as the result of earlier prejudice and discrimination, but as evidence that the minority is innately inferior, unleashing renewed prejudice and discrimination by which the cycle repeats itself.

1. Median Family Income

<table>
<thead>
<tr>
<th>Year</th>
<th>White, non-Hispanic</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
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<tbody>
<tr>
<td>1950</td>
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<tr>
<td>1990</td>
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</tbody>
</table>

Source: Bureau of the Census

2. Poverty Rates for Individuals

<table>
<thead>
<tr>
<th>Year</th>
<th>White, non-Hispanic</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
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</table>

Source: Bureau of the Census
Race and Ethnicity
5. Improving Race/Ethnic Relations
Two key areas:

a. Enhance the educational process
   - Multicultural education
   - Learn to appreciate diversity
   - Blue Eyes / Brown Eyes 1968 schoolyard experiment

b. Increase meaningful social contact
   - Demonstrative diversity
   - Honest, self-critique of lifestyle
   - Expand social networks