

**STEREOTYPES AND ANDROGYNY**  
**SEX** → biological / genetic.  
**GENDER** → personal identification.  
**STEREOTYPES** → societies expectations for gender and sex behaviour.  
**ANDROGYNY** → a combination of male and female characteristics measured using the BSRI (**BEM**).  
**BSRI** → 7-point Likert scale of feminine and masculine characteristics.

- ☺ Mothers treat boy/girl babies differently / real-world applications to gender-neutral parenting / test-retest reliability of 0.94.
- ☹ Adjectives in BSRI are restrictive / response bias / temporal validity.



**BIOLOGICAL - HORMONES**  
**TESTOSTERONE** → produced prenatally and affects genital development. Some XY individuals have an insensitivity to the hormone and don't develop a penis which means they're raised as female. XX females exposed to high testosterone levels show interest in male-activities and tomboyish behaviours.  
**OESTROGEN** → XY babies will develop as female without testosterone exposure. Female hormone for menstruation/pregnancy.  
**OXYTOCIN** → bonding hormone. Content/calm feelings. Required for breastfeeding. Links or orgasms, wound healing and fight/flight.

**BIOLOGICAL**  
**CHROMOSOMES** → Humans have 23 pairs, which contain all genes. XX (female) XY (male) chromones will encourage the development of sexual organs.  
**KLINEFELTERS SYNDROME** → XXY configuration. Penis and typical male but less testosterone means they look less masculine, less facial hair, broader hips and some breast tissue. They may be infertile.  
**TURNERS SYNDROME** → XO configuration. The 2<sup>nd</sup> chromones is missing meaning females are born with a vagina/womb, lack of monthly periods, possibly infertile.  
**INTERSEX** → a person who doesn't fit the typical male/female characteristics Eg, David Reimer / Caster Semenya

- ☹ Biology isn't the only factor for gender development Eg Batista boys and their culture.
- ☺ real-world application – Olympics/surgery / female monkeys exposed to high testosterone during pregnancy were more aggressive.



**ATYPICAL GENDER DEVELOPMENT**  
**GENDER IDENTITY DISORDER** → incongruence between assigned gender and expressed gender with a desire to remove sexual characteristics.  
**BIOLOGICAL:**

- **Pesticide** → DDT contains oestrogen which exposes males to high levels. Could lead to more feminised play.
- **Gene** → MtF transsexuals more likely to have a longer androgen receptor gene which reduces testosterone levels and impact prenatal development.
- **Brain-sex theory** → BSTc is 2x larger in male brains which correlates with preferred sex rather than biological sex.
- **Cross-wiring** → sex organs send mixed signals to the brain leading to 'phantom' penis where PPs report erections and sensations from an early age.

**SOCIAL:**

- **Mental health / trauma** → maladaptive upbringing could 'trigger' GID but this has been challenged heavily (ethnocentrism / determinism / case study)
- **Mother-son** → distorted parent attitudes leads to confused gender identify and female identification.
- **Father-daughter** → identify to males due to severe paternal rejection, so become male to gain acceptance (psychic determinism)
- **Conditioning** → via SLT and parenting.



**COGNITIVE - KOHLBERG**

- As we age our cognitive abilities enhance and we can start to think abstractly about gender and development.

- 1. GENDER LABELLING** → 2-3y – children label themselves and others as boy/girl. It's superficial Eg, long hair = girl.
- 2. GENDER STABILITY** → 4y – gender knowledge is stable but not consistent across situations. Eg men playing with dolls are still men. View gender superficially on external features (appearance)
- 3. GENDER CONSTANCY** → 6y – gender is constant across situations and will learn gender-appropriate behaviour.

- ☺ Supported by research
- ☹ Methodology of tasks / age differences / gender differences (beta bias) / stages not needed.

**COGNITIVE - GENDER SCHEMA THEORY**

- Challenges Kohlberg, Martin explains that children learn schemas of gender roles by 3y.
- Gender schemas develop via socialisation, parenting, media, culture to create a personal definition of gender.
- Children identify to **ingroup** schema to enhance their self-esteem and help them evaluate their opposing **outgroup** and become **resilient** to challenge gender schemas.
- Same-sex peers and play will reinforce gender schemas and ingroups.

- ☺ Organises memory via ingroup/outgroup schema / supporting research.
- ☹ Schemas hard to override and can create distorted stereotypes / sexism.

**PSYCHODYNAMIC - FREUD**  
**OEDIPUS COMPLEX** → boy desires mother, sees dad as rival and develops castration anxiety, so identifies with father and internalises his gender identity to form his own.  
**ELECTRA COMPLEX** → Girl desires mother but has penis envy, transfers desires to father and overcomes this by desiring a baby. She identifies with mother to develop gender identity and find a mate.

- Genital stage requires successful resolution of the 'conflict' to be psychologically healthy. Unable to identify can lead to immoral behaviour or homosexuality.

- ☺ case study support (Little Hans)
- ☹ Requires child sexual awareness which children don't have at 5y / lacks predictive validity for single parent families / psychic determinism / Feminism argument for penis envy.

**CULTURE AND MEDIA**

- Culture changes over time (Uk gender roles) / Tribal research shows reversed gender roles (ethnocentrism?) / there are universal characteristics that both sexes prefer in mates / both sexes are biologically redetermined to perform certain tasks efficiently (social role theory).
- Culture expresses itself through media → modelling and imitation.
- Gender differences within the media, both sexes portrayed differently (androcentric/alpha bias).

- ☹ Difficult to measure the impact of culture and media – can't isolate / not all media promotes stereotyped gender roles (Disney, GoT)
- ☺ Canada TV study / gender stereotyping is reduced if counter-stereotyping is displayed.



**SOCIAL LEARNING THEORY**

- Children learn appropriate gender roles through indirect reinforcement (socialisation) which increases if they identify with their model.
- Positive / negative reinforcement via mediational processes (attention, retention, reproduction, motivation)

- ☺ Children are likely to pick gender-neutral items if they identify with the model / gender roles are reinforced by society / BANDURA
- ☹ Biology plays a role before birth.