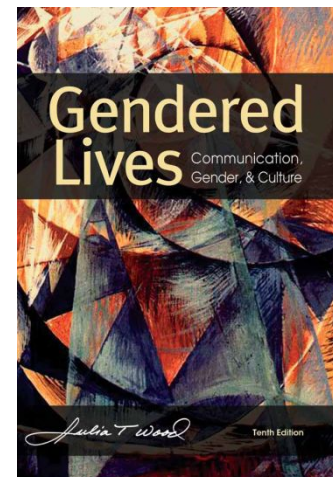


Gendered Education: Communication in Schools

Chapter 8



Gendered Education: Communication in Schools

- Historically, girls had less educational opportunity
- Now much discrimination eliminated
- Schools still marked by gendered dynamics

Gendered Education: Communication in Schools

- Schools are agents of gender socialization
- What schools teach us about gender is not static

Academics

- Males and females encounter gendered expectations in schools

Males

- Boys developmentally disadvantaged in early school environment
 - Feminine environments
 - Adult females outnumber adult males
 - Boys have less impulse control – difficulty adjusting to school

Males

- Mismatch between boys' development and demands of school
 - Biology contributes to males' slower development of verbal skills
 - Males more likely to drop out of high school

Males

- Gap expands after high school
- Females likely to attend college
- Race and socio-economic class also linked to success in higher education

Males

- Personal choices affect academic performance
 - Studying or engaging in recreation
- Schooling reproduces gender stereotypes
 - Men not encouraged to enter feminine fields

Females

- Belief females have less ability in math and science helped erect barriers
 - Girls do as well as boys in math in early years
 - Male and female high school students perform equally well on math tests

Females

- Girls are taking more advanced math classes
- With equal training they do well
- Females progressively drop out of math and science

Females

- Encounter faculty and peers who assume they are less able
- Sex stereotypes affect women's self-confidence

Females

- Women may face gender-related barriers in fields of math and science
 - Social disapproval
 - Assertiveness needed in field may be counter to social prescriptions for femininity

Females

- Personal choices also affect career choices
 - Males more interested in working with inanimate objects and inorganic subjects
 - Females more interested in working with people
 - This gap widens for women and men who become parents

Females

- Sex-related differences in brains and hormones give males edge in math and science
 - Higher mean averages for males come from a few males
- Innate differences less important than social influences in the U.S.
 - Not true in all cultures

Gender-Stereotyped Curricula

- Curriculum content is less biased than in past
- But gender stereotypes persist
 - Accounts of war focus on battles and leaders
 - Women's contributions on home front seldom noted

Gender-Stereotyped Curricula

- Women highlighted in curricula:
 - Women who fit traditional stereotypes
 - Betsy Ross
 - Women who distinguished self on men's terms
 - Ella Baker

Gender-Stereotyped Curricula

- Epochs taught in terms of effects on men
- Neglect impact on women and minorities

Gender-Stereotyped Curricula

- Science has gender stereotypes that distort how taught
- Sexism in education intersects with other forms of discrimination
 - Minorities underrepresented in educational materials

Gender-Stereotyped Curricula

- Curriculum diminishes education
- Students deprived of understanding how half the population experiences the world
- Encourages men to see themselves as able to fulfill ambitions and women not able

Athletics

- Female students have unprecedented athletic opportunities
 - Due in part to Title IX
 - Learn about the history of Title IX at
 - <http://www.ed.gov/pubs/TitleIX/index.html>

Athletics

- Title IX basics
 - Women must be provided equitable opportunity
 - Colleges must provide with proportional scholarships
 - Equal treatment includes more than playing time and scholarships

Athletics

- Playing field not even
 - Male athletes and coaches continue to have more support
 - Number of female athletes in college has not increased proportionately

Athletics

- Prior to Title IX, most coaches of women's sports were women
- Today fewer women's sports coached by women



Athletics

- Division I colleges pay male coaches more than women coaches
 - Read more at
 - <http://chronicle.com/free/v47/i39/39a03801.htm>

Athletics

- 2005 – Supreme Court ruling regarding Title IX:
 - All college required to do is send students survey about athletic interests and abilities
 - If don't reply, may assume satisfied with policies

Athletics

- Report documented deceptive practices used to appear to comply with Title IX
- Inequities have consequences
 - Girls and women who pursue sports more likely
 - to pursue additional education
 - have higher earning power
 - be healthier

Gender Socialization in Peer Cultures

- To be accepted, many students conform to social views of gender
- College training ground for adulthood
 - Peer groups primary agents of socialization

Pressures to Conform to Masculinity

- Male bonding reinforces masculine identification
 - Drinking
 - Sexual activity
 - Demeaning talk about women

Pressures to Conform to Femininity

- Female peer groups encourage and reward compliance with stereotypes
- Make fun of or exclude girls
- Male students jeer, make lewd suggestions, touch women without consent

Pressures to Conform to Femininity

- Faculty treat women students in gender-stereotyped ways
- These actions tell women students they are not taken seriously

Pressures to Conform to Femininity

- Women in college feel two sets of pressures:
 - Be successful as *feminine* woman
 - Be smart and academically successful

Pressures to Conform to Femininity

- Relentless pressure to achieve *effortless perfection*
- Undergraduate women feel overwhelmed by expectations

Pressures to Conform to Femininity

- *Culture of romance*
 - Discouraged by academic barriers
 - Intense peer pressure

Single-Sex Educational Programs

- Single-sex schools may solve some of these problems
 - Heterosexual males more likely to make academics priority in single-sex schools

Single-Sex Educational Programs

- Disproportionate number of women in Congress and running top businesses graduated from women's colleges

Single-Sex Educational Programs

- Critics argue sex-segregated education isn't answer
 - Better solution is make sure teachers in all schools treat students equally
- Single-sex schools tend to be private and charge tuition

Gendered Hierarchies

- More prestigious the institution, greater proportion of male faculty
 - Elementary schools – vast majority women
 - High schools – imbalance less pronounced
 - Colleges – number of men increases

Gendered Hierarchies

- Proportion of male and female faculty affect students
 - Women and minority students have fewer role models
 - If more men are principals and full professors, students may infer it's normal for men to hold positions of status

Gender Bias in Evaluations

- Bias against women influences hiring decisions, performance reviews, promotion
- Women and minorities more likely to be hired when blind selection process
- Predominantly male hiring committees hire fewer female faculty

Gender Bias in Evaluations

- Once hired, women continue to face bias
 - Women's performance more closely scrutinized
 - Men have to give more convincing demonstrations of incompetence
 - Male candidates judged on promise

Gender Bias in Evaluations

- *Invisible hand discrimination* – unwitting discrimination in applying policies that are not inherently biased
- Largely unconscious – makes it difficult to eliminate

Gender Bias in Evaluations

- Gender bias in evaluations has material consequences
 - Discrepancies between salaries

Gendered Policies and Expectations

- Institutions based on outdated family model
- Assume faculty committed to job don't have to worry about domestic life

Earning Tenure

- Early years require long hours
- These years usually coincide with ideal years for bearing children
- Women faculty find it challenging to be professionals and parents

Earning Tenure

- Faculty member who has child loses work time
- Tenure clock penalizes women
- Males penalized if career is not primary focus
- No paternity leave

Service Expectations

- Due to limited numbers,
excessive service and mentoring
responsibilities for women
 - Contribute to overload on
female faculty