Intimate Homicides, Intimate Partner Violence, Honor Killings, Infanticide, Domestic Violence, Sexual Assault, Kidnapping, Human Trafficking, and Feeling of Insecurity

GENDER RISK and GENDER RETURN IN STRATIFIED SOCIETIES

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PRESENTATION OUTLINE

- Introduction: Gender Risk and Gender Return,
- Gender Risk Stories
- Main Theme, Central Question, Main Thesis, and Main Argument
- Dimensions of Gender Risk and Gender Return
- Creativity & Innovation Exercise 2
- Major Concepts
- Gender Gap
  - The Old Gender Gap: Gender role stigma, gender role norms, men own and run the world
  - The New Gender Gap: End of Men?
- Gender Risk
- Gender Return
- Sociological Standpoint on the Gender Risk and Gender Gap
- Application of Sociological Paradigms
- Intersectionality Theory and Matrix of Domination
- Conclusion: Any hope for eliminating the gender risks in the Gender Gap?
- Appendix: Essay-type sample final exam questions
MOTIVATE:
Why we should be concerned about gender risks and gender returns, and address them
GENDER RISK AND GENDER RETURN

• Dangers (risks) and Advantages (returns) associated with being a girl/woman or a boy/man

• *Sheng Nu:* “Unwanted”

• (Read p. 210 of Teperman 2015)

Who is wanted/desired for marriage? My observations at a Marriage Market in Nanjing, China.
THE GENDER RISK STORY:
Gender Oppression: REHTAEH PARSONS, NOVA SCOTIA, CANADA

Rehtaeh Parsons (17), from Cole Harbour, Nova Scotia was raped by four boys, later hung herself in her bathroom, & died Sun., 7 April, 2013. Any person having knowledge about the perpetrators of the alleged rape, please contact RINJ 416-483-9279.

Adding to Parson's humiliation, and a criminal act in its own right, was the posting of a photo of the assault to social media several days later by one of the alleged assailants. The photo played a crucial role in the later suicide because it provoked an endless string of taunts and threats against Parsons (http://www.socialistproject.ca/bullet/809.php#continue)
THE GENDER RISK STORY

• Gender Oppression in Pakistan:
• It has only been five years since Pakistani schoolgirl Malala Yousafzai wrote an anonymous diary about life under Taliban rule in north-west Pakistan.
• Since then she has been shot in the head by the militants and become the youngest person ever to win the Nobel Peace Prize.
• She first came to public attention through that heartfelt diary, published on BBC Urdu, which chronicled her desire to remain in education and for girls to have the chance to be educated.
• When she was shot in the head in October 2012 by a Taliban gunman, she was already well known in Pakistan, but that one shocking act catapulted her to international fame.
• She survived the dramatic assault, in which a militant boarded her school bus in Pakistan's north-western Swat valley and opened fire, wounding two of her school friends as well.
Femicide and Gender Oppression in India: Jyoti’s Story:

On the evening of 16 December 2012, Jyoti Singh Pandey, a 23-year-old physiotherapist student, went out with her boyfriend to see *The Life of Pi* in a suburb of Delhi, India. After the movie, the couple hopped on a minibus for the trip home. Six men were aboard, including the driver. They taunted the woman for going out in the evening. To them, she had failed to behave with appropriate modesty. The men beat the boyfriend unconscious with an iron rod and gagged and bound him. They then dragged Jyoti to the back of the bus, raping her repeatedly and penetrating her with the iron rod. They threw Jyoti and her boyfriend from the moving bus onto the road. The driver backed up, intent on killing her, but her boyfriend somehow managed to get her out of the way. Nonetheless, Jyoti died of her injuries on 29 December (Robert Brym 2015, p. 107).
THE GENDER RISK STORY
Female Infanticide in
(1) India
(2) China

FEMALE INFANTICIDE:
The phenomenon of female infanticide is as old as many cultures, and
has likely accounted for millions of gender-selective deaths throughout
history. It remains a critical concern in a number of "Third World"
countries today, notably the two most populous countries on earth, China
and India. In all cases, specifically female infanticide reflects the low
status accorded to women in most parts of the world; it is arguably the
most brutal and destructive manifestation of the anti-female bias that
pervades "patriarchal" societies. It is closely linked to the phenomena of
sex-selective abortion, which targets female fetuses almost exclusively,
and neglect of girl children
(http://www.gendercide.org/case_infanticide.html)
THE GENDER RISK STORY

• Watch this video on gender risk
• https://www.youtube.com/watch?v=aaN93IwgkUE

On December 6, 1989 young women were senselessly murdered at l'École Polytechnique de Montréal. They died because they were women and decided to enter a male dominated profession. Marc Lepine killed 14 women and then himself after he blamed the equal rights movements for his not being accepted into the Engineering program. The Internet has allowed a space where these angry individuals can find each other and fan each other’s hatred (Sara Cumming, 2020, p. 140).
Homicides of intimates by gender of victim, 1976-2002

Number of victims

- Female
- Male

Number of victims:
- 0
- 500
- 1,000
- 1,500
- 2,000

Years:
- 1980
- 1985
- 1990
- 1995
- 2000

THE GENDER RISK STORY
THE GENDER RISK STORY

• Gendered Violence Between Strangers:
  • An online community of men use the term “incel” to express their anger at women as a group for not being willing to have sex with them. These men use online communities to talk about overthrowing feminism and plotting violence against women, including advocating for state sanctioned rape (Samotin & Dancygor, 2018: cited in Sara Cumming, 2020, p. 140)
FOCUS OF LECTURE 8

- **MAIN THEME:**
  - Gender Risk and Gender Return

- **CENTRAL QUESTION:**
  - To what extent does gender matter in the 21st century global world, what produces and reproduces gender risks and returns in the gender gap, and how important is it to eliminate them?
MAIN THESIS:

To a large extent, gender matters in the 21st century because “gender continues to operate as one of the master statuses” (Symbaluk & Bereska 2016, p. 145) and gender gap still exists and the “gender risk” is still very high and “gender return” is still very low for girls and women (Hannah-Moffat and O’Malley 2007). This social regularity is a reflection social forces embodied in social stratification systems. It is essential to reconstruct stratified social structures to achieve gender parity.

Also read paragraph 2, page 212 of Tepperman 2015.
The Main Argument

• Although society has undergone significant changes over the past several decades, gender continues to operate as one of the master statuses by which others identify us and we identify ourselves. Social forces operating through elite/hegemonic discourses of gender and sexuality, class and property relations, gender performativity, patriarchy, ideology of gender, and politics of culture in social stratification systems produce and reproduce a “matrix of domination” (Patricia Hill Collins 2000). This matrix influences individual thoughts and feelings, the nature of social interaction, and the structure and functioning of society’s institutions in terms of gender differentiation, gender stratification, gender oppression, and gender relations. The outcome is gender gap that makes gender risks very high and gender returns very low for girls and women (Symbaluk & Bereska 2016, p. 145).

• Specifically, because of the social construction of sex and sexuality into gender duality/binary in patriarchal societies, been born a particular sex type leads to being slotted into gender duality/binary that results in different and unequal gender roles, different and unequal educational experiences, different and unequal occupational experiences, different and unequal economic experiences, and different and unequal family experiences (Ibid. p. 153).

• The social structure needs to be socially reconstructed to create opportunities that will improve the outcomes of girls’ and women’s lives by eliminating gender risks and increasing gender returns for them to be at par with that of boys and men. This will work only when girls and women actively participate in designing, redesigning and implementing the reconstruction processes.

• [Website Link]

• [Website Link]
• EXPLORE:
  • To know, understand, and apply the major concepts and paradigms of gender relations
MAJOR CONCEPTS

- Gender
- Gender Duality/Binary
- Gender Risk and Gender Return
- Elite/Hegemonic Discourses on Sex-Type, Gender and Sexuality
  - Hegemonic Masculinity
  - Emphasized Femininity
  - Gendered Bodies
- Gender Differentiation
- Gender Stratification (inequity/inequality)
  - The Double Ghetto, Tokenism, Glass Ceiling, Glass Escalator, Pink Ghettos
- Gender Oppression
  - Second Shift
- Gender Relations
- Gender Gap
  - Old Gender Gap
  - New Gender Gap
- Gender Norms and Stigma
  - Gender Trouble and Gender Performativity
- Gender socialization
- Intersectionality Theory and Matrix of Domination
- Patriarchy and Ideology of gender
- Gender Identity
- Feminism
CREATE:

• Be a Changemaker; be a Gamechanger
CREATIVITY & INNOVATION EXERCISE #2 (6%):

• Review and critically examine the remaining slides on the major concepts and paradigms of gender.

• 1) Based on your critical thinking, come up with a) one creative idea and b) one innovative project/program design (action plan: provide description and a diagram) with implementation strategies that coordinate processes/steps, people, tasks, and logistics/resources that will specifically provide opportunities that various genders can use to improve girls’/women’s lives by reducing/eliminating gender risks and increasing/maximizing gender returns for them.

• 2. State which one of the two umbrella sociological concepts introduced in this course and which one of the five paradigms discussed in this lecture inform your proposed project/program and why.

• 3. Critique the paradigm you applied with your innovative design

• Put your idea, design and application of concept/paradigm on paper and bring to the next class. SERVICE LEARNERS RECEIVE A MAXIMUM OF 2 BONUS MARKS if they participate in this exercise.

• Service learners may do this exercise as individuals or as groups.
• MAJOR CONCEPTS
GENDER: WHAT IS IT?

- "Gender is a social, not a biological, construction: that is, it is the result of social definition rather than the fact that females have two X chromosomes while males have an X and Y chromosome" (O'Kelly, C.G.; L. S. Carney, 1986. p.3).

- Gender is about the cultural roles and social inequity/inequality society assigns the biological categories or sex-types of male and female.
The elite/hegemonic discourse is a sociobiological discourse that produces and reproduces “the belief that sex type can (and should) be equated with gender, and then with sexuality” This discourse creates gender dualism/binary that creates high gender risks and low gender returns for women (Symbaluk & Bereska 2016, p. 146). A totally new discourse constructed with a sociological “gender lens” is needed to transform this structural condition (http://ssir.org/articles/entry/the-rise-of-gender-capitalism.)
Gender Duality/Binary: Elite/Hegemonic Discourse

Socially Constructed Duality (Sympaluk & Bereska 2016, p. 147; Cumming, 2020, p. 127)
GENDER DUALITY/BINARY

• Socially Constructed DUALITY/BINARY (See Tepprman 2015, pp. 213 and 231)

• “It is more accurate to think of the sexes not in terms of dualism/binary, but rather as a spectrum, similar to the colour spectrum...the dualism female/male is an oversimplification” (Sympaluk & Bereska 2016, p. 147)
SEX-TYPE DUALITY/BINARY CHALLENGED: SEX-TYPE & Gender Spectrum (See p. 231 of Tepperman 2015)

- **SEX-TYPE AS A SPECTRUM OF BIOLOGICAL CATEGORIES:**
  - Primary Sex Characteristics (Genitalia differences) and Secondary sex characteristics related to hormonal differences

**Intersexed/Hermaphrodites:** combination of female and male internal and/or external genitalia or ambiguous external sex organs or the chromosomal variation XXY, etc. Western culture tends to be intolerant and even hateful of such sex-types

**Sexual Orientation:** Heterosexuality; Homosexuality, Intersexual and Bisexuality; Transgendered Individuals (Transsexuals & Transvestites)
  - **Transsexuals:** people who feel they are one sex when biologically they are the other; they feel trapped in the wrong body

**Sexism:** Theoretical definition: the belief that one sex category is innately superior to the other(s). Empirical definition: “Perceived superiority of one sex (typically men) over the other (typically woman).” Tepperman 2015, Chapter 7 first page of summary design.

- **PLASTIC SURGERY** used to fix some of these “pathologies”.

Sexists and/or Beneficiaries of sexism  

| MALE | FEMALE | HERMAPHRODITE | TRANS-SEXUAL | OTHER | Targets and victims of sexism |
Read the excerpt of Judith Butler’s *Gender Trouble* (1990) on page 213 and examine Figure 7.2 on page 231 of Tepperman 2015.
GENDER DUALITY/BINARY CHALLENGED

1. **Arapesh Community**: Mild, gentle, nurturing, responsive man and mild, gentle, nurturing, responsive woman.

2. **Mundugumor Community**: Competitive, fierce, violent, aggressive man and competitive, fierce, violent, aggressive woman.

3. **Tchambuli Community**: Dominant, impersonal, assertive, managing woman and less responsible, emotionally dependent man dressed up in frilly clothes, wearing makeup, and even giggle a lot.
GENDER DIFFERENTIATION

• Non-hierarchical system of categorization based on gender. It is usually connected to gender roles (instrumental roles for men and expressive roles for women) and gender division of labour (cultural categorization of work inside the home and in public by gender) (Sara Cumming, 2020, p. 137).
GENDER STRATIFICATION

• A hierarchical system of categorization based on gender. Traits associated with masculinity are considered positive, while traits associated with femininity are considered negative. Any deviations from these categories are understood as not just negative but dangerous. These classifications and associated power imbalances apply to all different aspects of social life (Sara Cumming, 2020, p. 137).
GENDER RISK

• Gender risk is the particular constellation of dangers associated with being a girl/woman or a boy/man (Hannah-Moffat and O’Malley 2007, cited in Robert Brym 2015, p. 108)
HIGH GENDER RISKS FOR GIRLS AND WOMEN: Dimensions

- Physical insecurity
- Domestic violence or Intimate Partner Violence
- Sexual violence and sexual harassment
- Kidnapping of girls and young women
- Slavery
- Genital cutting/mutilation
- Honor killing
- Femicide
- Poverty
- Strict body image expectation
- Restricted Dress Code
GENDER RETURN:

• Gender return, in contrast with gender risk, is the particular constellation of advantages or privileges associated with being a girl/woman or a boy/man.
LOW GENDER RETURNS FOR GIRLS AND WOMEN: Dimensions

- Income
- Wealth
- Power
- Privilege
- Prestige
THE OLD GENDER GAP:

The disparity between women’s and men’s accessibility to valued societal resources:

- a) Men own the world
- b) Men rule the world
- c) Men rest/play more in the world
GENDER RETURN: Men Own the World

• Women hold over half of all professional jobs today, yet they represent just 4 percent of CEOs in the S&P 500. Even worse, that percentage has barely budged in a decade. In every industry, from private equity investing to network television, women are underrepresented in leadership and paid less than men for the same work (Heath, Flynn, Holt and Faison 2017: *The Influence Effect*).
GENDER RETURN: Men Own the World

• **GLASS CEILING**: Invisible barriers to advancement that women face in the labour market (Sara Cumming, 2020, p. 139).

• **GLASS ESCALATOR**: The invisible benefits granted to men in the labour market, especially white heterosexual men who embody hegemonic masculinity (Ibid.).

• **GENDERED WAGE GAP**: The difference in the amount of money that is earned by different genders (Ibid., p. 137).
GENDER RETURN: INEQUITY/INEQUALITY: 
*Men Own the World:*  
Actual and Projected Wage Gaps: Male & Female Earnings, Canada

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>2001</th>
<th>2011</th>
<th>2031</th>
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<tr>
<td>All Ages</td>
<td>27.5</td>
<td>29.2</td>
<td>26.5</td>
<td>21.9</td>
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<tr>
<td>Age 25-44</td>
<td>20.9</td>
<td>21.3</td>
<td>17.6</td>
<td>16.9</td>
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<tr>
<td>Age 45-64</td>
<td>42.9</td>
<td>43.6</td>
<td>38.8</td>
<td>29.0</td>
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</table>

Source: Kelly Ruthie. *Economist* Ltd. Spring 2002, Volume 7 No. 1
GENDER RETURN: INEQUITY/INEQUALITY: 
Men Own the World

• **PINK GHETTOS:**

• “Employment areas dominated by women, characterized by lower average wages, more precarious work (e.g., part-time, high turnover), and being undervalued in society” (Sara Coming, 2020, p. 138: *Sociology Unlocked*, Don Mills, Ontario: Oxford University Press).
GENDER RETURN: INEQUITY/INEQUALITY:  
*Men Rule the World*  
WOMEN IN CANADIAN HOUSE OF COMMONS SINCE 1984

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF SEATS</th>
<th>SEATS HELD BY WOMEN</th>
<th>PROPORTION OF SEATS HELD BY WOMEN</th>
</tr>
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<tbody>
<tr>
<td>1984</td>
<td>228</td>
<td>27</td>
<td>9.6%</td>
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<tr>
<td>1988</td>
<td>295</td>
<td>39</td>
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<td>295</td>
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<td>1997</td>
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</tr>
<tr>
<td>2000</td>
<td>301</td>
<td>62</td>
<td>20.6%</td>
</tr>
<tr>
<td>2004</td>
<td>308</td>
<td>65</td>
<td>21.1%</td>
</tr>
<tr>
<td>2006</td>
<td>308</td>
<td>64</td>
<td>20.8%</td>
</tr>
<tr>
<td>2008</td>
<td>308</td>
<td>68</td>
<td>22.1%</td>
</tr>
<tr>
<td>2015</td>
<td>338</td>
<td>88</td>
<td>26%</td>
</tr>
<tr>
<td>2019</td>
<td>338</td>
<td>98</td>
<td>28.9%</td>
</tr>
</tbody>
</table>
THE OLD GENDER GAP

• Read Tepperman 2015, pp. 215-238:
  • Sex and Gender Influence in the Workplace
  • Rosabeth Kanter’s Men and Women of the Corporation: *Tokenism*
  • Pat Armstrong and Hugh Armstrong’s *The Double Ghetto*
  • Women’s *Second Shift*
  • Prostitution and pornography
  • Gender Oppression: Restrictions on women’s lives
OLD GENDER GAP: GENDER ROLE STIGMA

• Gender role stigma is about devaluing of the roles girls/women play and their worlds:
  • It is driven by the patriarchal ideology of sexism and operated through the mechanisms of gender-specific “discrimination, expectancy confirmation, and automatic stereotype activation” against the roles women play in patriarchal societies (Brenda Major and Laurie T. O'Brien 2005).
    • Watch the following video:

  • http://www.youtube.com/watch?v=NswJ4kO9uHc
OLD GENDER GAP: GENDER OPPRESSION: Men Rest/Play More than Women

• **THE SECOND SHIFT**: The double burden of work and housework experienced by women, coined by Arlie Hochschild (Sara Cumming, 2020, p. 139)
• THE NEW GENDER GAP

• Continued Women’s Distress and Unhappiness, despite the narrowing of the old gender gap:
  • Globally women are emerging from the economic and educational domination. However, the patriarchal ideology is not changing fast enough to facilitate a total women’s liberation.
    • This CULTURAL LAG is contributing to the distress and unhappiness of women.
THE NEW GENDER GAP

• “But is it possible that women in the West, who were commonly referred to as the ‘second sex’ only a generation or two ago, are now surpassing men in many areas of Life?”

• Read for the answer on page 211 paragraphs 1 and 2 of your textbook.
NEW GENDER GAP: The End of Men

• **Boys are Underachieving:**
  - The education gap is widening not just in the United States [and Canada], but all over the world. Each year the organization for Economic Cooperation and Development publishes data on college graduation rates in thirty-four industrial democracies. In twenty-seven of those countries, women have more college degrees than men...The same is true in less prosperous countries as well, according to a UNESCO report. In Latin America, the Caribbean, Central Asia, and the Arab States—nearly everywhere except Africa—women outnumber men in college. In some surprising countries—Bahrain, Qatar, and Guyana—women make up nearly 70 percent of college graduates (Hanna Rosin 2012, pp. 150-151).
  - Schools have in effect become microcosms of the larger economy. Richard Whitmire, author of *Why Boys Fail*, summarizes the trend this way: “The world has gotten more verbal; boys haven’t” (Ibid., p. 162).
  - According to the Bureau of Labor Statistics, as of 2011, women hold 51.4 percent of managerial and professional jobs—up from 26.1 percent in 1980. They make up 61.3 percent of all accountants...In France women make up to 58 percent of doctors under age thirty five, and in Spain, it’s 64 percent (Rosin 2012, p. 117).
NEW GENDER GAP:
Professional Women’s Distress

In short, the minute I found myself in a job that is typical for the vast majority of working women (and men), working long hours on someone else’s schedule, I could no longer be both the parent and the professional I wanted to be—at least not with a child experiencing a rocky adolescence. I realized what should have perhaps been obvious: having it all, at least for me, depended almost entirely on what type of job I had. The flip side is the harder truth: having it all was not possible in many types of jobs, including high government office—at least not for very long (http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/).
• SOCIOLOGICAL STANPOINT OF THE GENDER GAP
“If differences between men and women were biologically determined, then they would be the same across cultures. But they aren’t” (McIntyre 2006: 240).

In other words, sex types (XY and XX) don’t produce gender differences; rather, gender socialization and social control are the factors that produce the differences in the experiences, behaviors, life chances, and destinies of boys/men and girls/women.
Arguments that assign “an evolutionary or genetic basis” to explain gender status and experiences are simplistic. They rest on dubious data, oversimplification in logic, and inappropriate inferences (Cynthia Fuchs Epstein 1989).
GENDER GAP IS SOCIALLY CONSTRUCTED AND THEREFORE SUBJECT TO CHANGE

• Did you know that in the mid-nineteenth century Britain organized a phobic campaign to “feminize” women? (McNally 2006, p. 173)

• Did you know that there was a concerted effort to stop women from working in the mines, and that this had little to do with concerns for their safety and much to do with anxieties created by women covered in dirt and sweat, wielding shovels—dangerous beings who posed a threat to the totality of bourgeois civilization? (ibid.).
GENDER GAP IS SOCIALLY CONTRUCTED AND THEREFORE SUBJECT TO CHANGE

• Did you know that up to the eighteenth century women in Europe were integral part of what are now male-dominated trades and professions? (McNally 2006).

• Did you know that it was with industrialism that the female role came to be that of nurturing parent and homemaker, the creator of a haven in a heartless world, and at that time, employment legislation began to remove children and women from workplaces? (Lasch 1977; cited in Symbaluk & bereska 2016, p. 148)
INTERSECTIONALITY THEORY:

• *Intersectionality is about the convergence of multiple inequities and inequalities and oppression that women experience: Gender, Class, Race, Ethnicity, Age, Sexuality, etc.*

  • *Womanism* (watch video clip: https://www.youtube.com/watch?v=f9GiZZ4W5h0) : Women, like men, come in all shades and hues—complexly connected to social class, education, race, ethnicity, religion, nationality, sexuality, age, etc.

• See page 216 and summary design page of Tepperman 2015.

  • According to Kimberle Crenshaw ‘s (1959) intersectionality theory, “an individual’s experience of disadvantage stemming from one dimension of inequality is shaped by the way it combines with other social factors such as sex, gender, sexuality, disability, race, class, etc.”
INTERSECTIONALITY THEORY

• The tendency for class and ethnicity/race to amplify the effect of gender on a range of behaviours, including violence (Choo and Feree 2010).

• Example: Violence against women in lower classes and in disadvantaged ethnic and racial groups is higher than is violence against women in upper classes and in privileged ethnic/racial groups, both in Canada and other countries (Romero 2013).
  • Gender risk is higher for girls/women of color in the lower classes than white and other women in the middle/upper classes
  • Gender Return is lower for girls/women of color in the lower classes than white and other women in the middle/upper classes
MATRIX OF DOMINATION

• The ways that race, ethnicity, sexuality, class, disability (among other inequalities) intersect with gender, making inequality even more pronounced for those who experience these multiple sources of inequality; and also unique for each individual based on their circumstances (Patricia Hill Collins, 2000; Sara Cumming, 2020, p. 142).
• APPLICATION OF SOCIOLOGICAL PARADIGMS
## APPLICATION OF SOCIOLICAL PARADIGMS

<table>
<thead>
<tr>
<th>FUNCTIONALISM</th>
<th>SOCIAL CONFLICT</th>
<th>INTERACTIONISM</th>
<th>FEMINISM</th>
<th>POSTMODERNISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMEOSTASIS: Differential gender roles and inequality (instrumental roles for men and expressive roles for women) support and contribute to stability and cohesiveness or cultural consensus of society</td>
<td>IDEOLOGY OF SCARCITY creates competition leading to the development of unequal class and private property relations that cause gender inequality, according to Friedrich Engels, 1962)</td>
<td>HUMAN AGENCY: Through operant conditioning and the looking-glass self, people define gender which shapes the ways they embody and perform or do gender in their everyday lives</td>
<td>PATRIARCHAL IDEOLOGY drives the social construction of gender roles and inequality. This makes both gender and sexuality a performance (performativity)</td>
<td>POLITICS OF CULTURE: Powerful elites construct hegemonic cultural discourse and industry that produce and reproduce hyperreal gender performance that needs to be deconstructed.</td>
</tr>
</tbody>
</table>

Sources: Sara Coming, 2020, pp. 141-142; Lorne Tepperman, 2015, pp.213-218 and Table 7.1
CONCLUSION: The Gender Gap: Is there any Hope?

• The best hope for improving the lot of all women, and for closing what Wolfers and Stevenson call a “new gender gap”—measured by well-being rather than wages—is to close the leadership gap: to elect a woman president in America and 50 women senators; to ensure that women are equally represented in the ranks of corporate executives and judicial leaders. Only when women wield power in sufficient numbers will we create a society that genuinely works for all women. That will be a society that works for everyone. (http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/).

• What type of feminism will support the above proposed strategy for improving the lot of women and why?
  • See page 217, Table 7.2
CONCLUSION: The Danger of a Single Story

- Sociology needs a new gender story to counter-balance the old gender story in order to avoid what a Nigerian young female novelist, Chimamanda Adichie, calls the “Danger of a Single Story” (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)
APPENDIX

Sample Final Exam Questions
1. A New Yorker cartoon depicts the important distinction between “sex” and “gender”, and remarks that “Sex brought us together, but gender draws us apart”. To what extent do you agree with this perception of the difference between sex and gender? Come up with a creative idea and an innovative design (provide a diagram) to bridge the stated gap. Apply your creative idea and design to evaluate the sociological concepts of sex and gender, and the functionalist paradigm or feminist paradigm.
2. There has been, and there is, unequal distribution of wealth, power, prestige, and privilege between the genderized sexes. The conclusion is that girls and women in most parts of the world have fewer of their society's valued resources than boys and men. What creative ideas and innovative designs {provide a diagram} or strategies would you propose to change this pattern in the global community and why? Use your answer to the assess the sociological concepts of inequity and inequality. What would be the responses of functionalist, social conflict, feminist, postmodern or interactionist paradigm to your answer?