Shall2adi 1001 1 Hou to Some Question. vestion 4 01 pocial Construction of Meories Gender INTRODUCTION According to the author of ce Night to his Day: Eacial construction of Gonder ? Judith Joyber States that the social construction begin, with the assignment to sex category on the base of genitalia look at the time of birth. "This manifely that the Social construction of gender begins in the early age of Lor individual. Moreover, Allah G. where of patriarchy mornined some of the social constructed qualities of men and women: Men are; assertive, cool, toughness and control. On the other hand women are; coming Compensate, coopercetive and gentle Fightermore, many throngs which explain the Social construction of gender, which mendes, Tonder Role Theory, Sex role theory, Gender Zimmemon's theory etc.

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| | the : performance according to sex born the | Harld |
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| | le Grender Moderation | tseems |
| | performances of Jenale are not natural. | radition |
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| | regared task of the | |
| | the tests and roles of an individual consti | |
| | Junio a society. Switch re | leteric |
| AND THE RESERVE OF THE PERSON | with black | pen |
| 10.0 | The American | |
| CID | Functionalist Approach | the |
| | The society is a class system, where | as the a |
| | labour is according to the sexs | MA INCE |
| | division of casses | 0 |
| | division of Labour is according to the sexs | wan |
| * | pools. The labour can be assigned the | wan |
| | people. The labour can be assigned the | wan etc: |
| | people. The labour can be assigned the individual act speak, tress and groom. This approach was presented by Tacoltt | wan etc: persons |
| | people. The labour coin be assigned the individual act speak, cress and groom. This approach was presented by Tacoutt in James to lasor. It more emphasis on | etc: persons |
| | people. The labour coin be assigned the individual act speak; dress and groom. This approach was presented by Tacolly in 1940s to 1950s. It more emphasis on the society. Fe | etc: persons no |
| | people. The labour can be assigned the individual act speak, tress and groom. Individual act speak, tress and groom. This approach was presented by Tacolly in 1940s to 1950s. It more emphasis on the society. Fe fection of the gender in the society. Fe | etc: persons no neces |
| | people. The labour can be assigned the individual act speak, tress and groom. Individual act speak, tress and groom. This approach was presented by Tacolly in 1940s to 1950s. It more emphasis on the society. Fe fection of the gender in the society. Fe | etc: persons no neces |
| | people. The labour can be assigned the individual act speak, chess and groom. This approach was presented by Tacotte in 1940s to 1950s. It more emphasis on fuction of the gender on the Society. Fe can cook, wash and bear children. She livingide the house and shows compasional | etc: persons no res nol care |
| | people. The labour can be assigned the individual act speak, tress and groom. Individual act speak, tress and groom. This approach was presented by Tacolly in 1940s to 1950s. It more emphasis on the society. Fe fection of the gender in the society. Fe | persons no node res |

| Una | Feminine and Masculine Culture: Geo | |
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| Olla | Helpesedt View | |
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| | social roles due to me to base of their biological différence on the base of their | |
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| , | | |
| | Cutture stands for more averabage role of man and woman overabage Such as tooth are gentle, corring and | |
| A Property | a thath will | |
| | Such as work of life. However, in | r |
| | Musculinity Culture Stands when the gendle | 1 |
| | Social roles are clearly distinturce man fouses on achevement and success and | |
| | fouses on achevements. | |
| | Woman can show concerns | |
| | Dung Gorden Destrumation | • |
| (v) | Butter's Gender Performating | |
| | The roles of an individual in the society are not inherited instead, they are eagh | Leo |
| | Out not in Heartea material in the court | |
| * | by the Society Different Culture, Society | |
| And a section | and Ethnicial the role can be differ | |
| | can perform their voles according to | |
| | their norms and values. The gender can. | |

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| / VL | Sex Pole Theory | |
|------|--|------|
| 10/8 | According to this theory an individual | |
| | can adopt behaviour according to their | |
| | Can acapt Ecials and bowls com | |
| | respective sex. Girls and boyls com | |
| | can from their circle. Girls and bay's | |
| | like a passive spinge like absorption | |
| | of the messages and role from their | |
| | Surroundings. Therefore, this leads to the | |
| | the airly and boyls. | |
| | Cliffer between | |
| | | |
| (Ui) | Doing Grender: Zimmerman's Theory | |
| | Fromme has the division of tasks !!! | |
| | the society. So, bourn people carries | |
| | the tasks how beartedry. Untill the | |
| | the tasks rious realization | |
| | actors fulfill the Scripts of expecations | |
| | of the gender in their day to day liger So, | |
| | They are actually doing gender. The tasks | |
| | may are a line som towards genden | |
| | and expecusions lead a person towards gender | |
| | constructions. | |
| | | |
| עוע | Gender Schema Theory | |
| | This theory was presented by Sandra B | en |
| | Schema means, the pattern of thinkings w | hire |

| | individual dunco for |
|--------|---|
| | which injuence an individual during his |
| | C C C C C C C C C C C C C C C C C C C |
| | and and Miller |
| | was sold the |
| | a and was all the |
| | hair observation and daily realiting |
| | Children automatically Perform gender |
| | rale. |
| | |
| (1111) | Biknson Phschosocial Themy of social |
| | development |
| | - Development |
| | 1 alamout of an individual 13 |
| | to one tent of the |
| | which includes, parents and society. |
| | This theory sous that everyone his life |
| | passes through 8 stages of theh life. like |
| | 1st stage, where learning from parentate, Second fage |
| | 1st stage, where bearing portported of differentials |
| | industrial himself getting skill and differentiate |
| | between wrong and right morous in later |
| | Stages, the person faces difficulties, and |
| | work in heir correer. The laste, Stage, he |
| | just only reject on his life and spend the |
| | remaining days with prosperios. |

| 3. Conclusion | |
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| Chender is Socially Constructed and | |
| with this different rates and Characte | |
| with this difference establed for an individual | d. |
| ristics are also assigned for an individu | 4. |
| The Gender Starts from the early age | |
| or the during born of a person then till | |
| to end of his like it remain with | |
| him. The thories cuso explained now | |
| ander is constructed and how expertation | to the second |
| one heir from them. According to Wanjku | • |
| Makubi ee Delusion: Essay on the gender | |
| Construction 32 Jander construct and | |
| will continue till the end of the life. | |
| Will Collinson | |
| | |
| Work on paper presentation to | |
| make your question attractive | |
| C | |
| Switchexamples with different pen | |
| regard the presention and | • |
| Your intro must be relevant to the asked partwownake it attractive | |
| askeu politikuitilake ji attrautive | |
| Covered in the paper moneover, | |
| my introduction and concursion | (1.0 |
| and introduction and concursion are not effective what will I do | 311 \$ |