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Ce sujet comporte les 4 documents suivants :

Document 1: un article paru sur le site de la *BBC* le 25 mai 2021

Document 2: un article paru dans le magazine *The Atlantic* le 9 décembre 2014

Document 3: un article publié sur le site d'information *The Conversation* le 13 octobre 2021

Document 4: un graphique publié par le *Pew Research Center* en 2017

DOCUMENT 1 - The gender biases that shape our brains

BBC Melissa Hogenboom 25TH May 2021

My daughter is obsessed with all things girly and pink. She gravitated to pink flowery dresses that are typically marketed for girls before she even turned two. When she was three and we saw a group of children playing football, I suggested she could join in when she was a bit older. "Football is not for girls," she replied, firmly. We carefully pointed out that girls, though in the minority, were playing too. She was unconvinced. However, she's also boisterous and loves to climb and jump, attributes often described as boyish.

Her overt ideas about what girls and boys should do were somewhat unexpected so early on, but considering how gendered many children's worlds are from the outset, it's easy to see how this occurs.

These initial divisions may seem innocent, but over time our gendered worlds have lasting effects on how children grow up to understand themselves and the choices they make – as well as how to behave in the society they inhabit. Later, gendered ideas continue to influence and perpetuate a society which unknowingly promotes values linked to toxic masculinity, which is bad news for all of us, however we identify. So how exactly does our obsession with gender have such a lasting impact on our world?

The idea that women were intellectually inferior to men was regarded as fact several centuries ago. Science has long sought to find the differences that underlined this assumption. Slowly, numerous studies have now debunked many of these proposed differences, and yet our world remains stubbornly gendered.

When you think about it, this is wholly unsurprising due to the way we are socialised as infants. Parents and caregivers don't mean to treat boys and girls differently, but evidence shows they clearly do. (...)

More subtle are the different words we use to describe boys and girls, even for the exact same behaviour. Throw gendered toys into the mix and this reinforces the subtle traits and hobbies that are already assigned to male and female.

The way children play is a hugely important part of development. It's how children first develop skills and interests. Blocks encourage building whereas dolls can encourage perspective taking and caregiving. A range of play experiences is clearly important. "When you only funnel one type of skill building toys to half of the population, it means that half of the population are going to be the ones developing a certain set of skills or developing a certain set of interests," says Christia Brown, a professor of psychology at the University of Kentucky.

Children are also like little detectives, working out what category they belong to by constantly learning from those around them. As soon as they understand what gender they fit into, they will naturally gravitate towards the categories that have been thrust upon them from birth. That's why from the age of about two, girls tend to navigate more to pink things while boys will avoid them. I witnessed this first-hand when my then two-year old stubbornly refused to wear anything she perceived as slightly boyish, despite my futile attempts not to overtly gender her clothing early on.

DOCUMENT 2 - Toys Are More Divided by Gender Now Than They Were 50 Years Ago

The Atlantic

By Elizabeth Sweet December 9, 2014

In my research on toy advertisements, I found that even when gendered marketing was most pronounced in the 20th century, roughly half of toys were still being advertised in a gender-neutral manner. This is a stark difference from what we see today, as businesses categorize toys in a way that more narrowly forces kids into boxes. For example, a recent study by sociologists Carol Auster and Claire Mansbach found that all toys sold on the Disney Store's website were explicitly categorized as being "for boys" or "for girls"—there was no "for boys and girls" option, even though a handful of toys could be found on both lists.

That is not to say that toys of the past weren't deeply infused with gender stereotypes. Toys for girls from the 1920s to the 1960s focused heavily on domesticity and nurturing. For example, a 1925 Sears¹ ad for a toy broom-and-mop set proclaimed: "Mothers! Here is a real practical toy for little girls. Every little girl likes to play house, to sweep, and to do mother's work for her":

Such toys were clearly designed to prepare young girls to a life of homemaking, and domestic tasks were portrayed as innately enjoyable for women. Ads like this were still common, though less prevalent, into the 1960s.

While girls' toys focused on domesticity, toys for boys from the '20s through the '60s emphasized preparation for working in the industrial economy. For example, a 1925 Sears ad for an Erector Set stated, "Every boy likes to try to build things. With an Erector Set, (...) he will learn the fundamentals of engineering."

However, gender-coded toy advertisements like these declined markedly in the early 1970s. By then, there were many more women in the labor force and, after the Baby Boom, marriage and fertility rates had dropped. In the wake of those demographic shifts and at the height of feminism's second-wave, playing upon gender stereotypes to sell toys had become a risky strategy. In the Sears catalog ads from 1975, less than 2 percent of toys were explicitly marketed to either boys or girls. More importantly, there were many ads in the '70s that actively challenged gender stereotypes—boys were shown playing with domestic toys and girls were shown building and enacting stereotypically masculine roles such as doctor, carpenter, and scientist.

Although gender inequality in the adult world continued to diminish between the 1970s and 1990s, the de-gendering trend in toys was short-lived. In 1984, the deregulation of children's television programming suddenly freed toy companies to create program-length advertisements for their products. (...) Gender-neutral advertising receded, and by 1995, gendered toys made up roughly half of the Sears catalog's offerings—the same proportion as during the interwar years.

However, late-century marketing relied less on explicit sexism and more on implicit gender cues, such as color, and new fantasy-based gender roles like the beautiful princess or the muscle-bound action hero. These roles were still built upon regressive gender stereotypes—they portrayed a powerful, skill-oriented masculinity and a passive, relational femininity. In essence, the "little homemaker" of the 1950s had become the "little princess" we see today.

It doesn't have to be this way. While gender is what is traditionally used to sort target markets, the toy industry (which is largely run by men) could categorize its customers differently—in terms of age and interest, for example. However, the reliance on gender categorization comes from the top: I found no evidence that the trends of the past 40 years are the result of consumer demand. That said, the late-20th-century increase in the percentage of Americans who believe in gender differences suggests that the public wasn't exactly rejecting gendered toys, either.

While the second-wave feminist movement challenged the tenets of gender difference, the social policies to create a level playing field were never realized and a cultural backlash towards feminism began to gain momentum in the 1980s. In this context, the model outlined in the book *Men Are From Mars, Women Are From Venus*—which implied that women gravitated toward certain roles not because of oppression but because of some innate preference—took hold. This new tale

¹ Sears is a major chain of department stores in the USA. Its catalogue is as famous there as the *Catalogue de la Redoute* used to be in France.

of gender difference, which emphasizes freedom and choice, has been woven deeply into the fabric of contemporary childhood. The reformulated story does not fundamentally challenge gender stereotypes; it merely repackages them to make them more palatable in a “post-feminist” era. Girls can be anything—as long as it is passive and beauty-focused.

Many who embrace the new *status quo* in toys claim that gender-neutrality would be synonymous with taking away choice, in essence forcing children to become androgynous automatons who can only play with boring tan² objects. However, as the bright palette and diverse themes found among toys from the ‘70s demonstrates, decoupling them from gender actually widens the range of options available. It opens up the possibility that children can explore and develop their diverse interests and skills, unconstrained by the dictates of gender stereotypes. And ultimately, isn’t that what we want for them?

Elizabeth Sweet is a researcher at the University of California at Davis.

DOCUMENT 3 - Lego’s return to gender neutral toys is good news for all kids. Our research review shows why

Naomi Priest, Australian National University. Tania King, The University of Melbourne

The Conversation 13 octobre 2021

Lego announced this week it would work to remove gender stereotypes from its brand, including no longer marketing toys distinctly to boys or girls and ensuring products are gender-neutral.

This move by one of the world’s most powerful brands comes in response to research the Danish toy manufacturer commissioned to understand how parents and children think about creativity.

The survey of nearly 7,000 parents and children across seven countries found strong endorsement of traditional gender roles among both boys and girls, with 78% of boys and 73% of girls agreeing “it’s okay to teach boys to be boys and girls to be girls”.

71% of boys were worried about being judged or made fun of for playing with toys gendered for girls and 54% of parents worry their sons will be made fun of if they play with toys associated with girls, compared to only 26% of parents worrying about the reverse.

Overall, the results suggest boys feel more pressure to conform to gender roles and norms for creative activities than girls. But the perceptions and beliefs of others may also be holding girls back.

We recently conducted a systematic review of gender stereotypes and biases in early childhood.

Awareness of gender as a social category develops early in life, and insight into some gender stereotypes begins early. For example, preschool aged children can hold beliefs such as only boys can be policemen and only girls can be teachers or nurses.

Gender and racial stereotyping and prejudice can be observed in children as young as three to four years of age. Such stereotypes and prejudices can be carried throughout life, making early childhood critical for setting the foundations for lifelong attitudes.

The Lego research found parents were more likely to encourage their daughters to engage in activities that are more cognitive, artistic and performative (dressing up, dancing, colouring, singing and arts and crafts), and more likely to encourage their sons to engage more in digital activities, science and building.

Some studies show that play with some stereotypical girls’ toys, such as princess toys, is associated with more female gender-stereotypical behaviour among children.

² Tan : beige, neutral colour

Not engaging in play with construction toys may mean girls miss opportunities to develop spatial skills and mechanical reasoning skills necessary for careers in science, technology, engineering and mathematics: fields in which women continue to be under-represented.

Toys are only one way in which children learn gender roles and stereotypes: they also learn from who they see around them in their daily lives, from the books they read and the TV shows they watch.

Parents and caregivers have a key role in encouraging children of all genders to engage with a wide range of activities and toys.

But since the 1970s, toys have become increasingly and rigidly demarcated along binary gender lines.

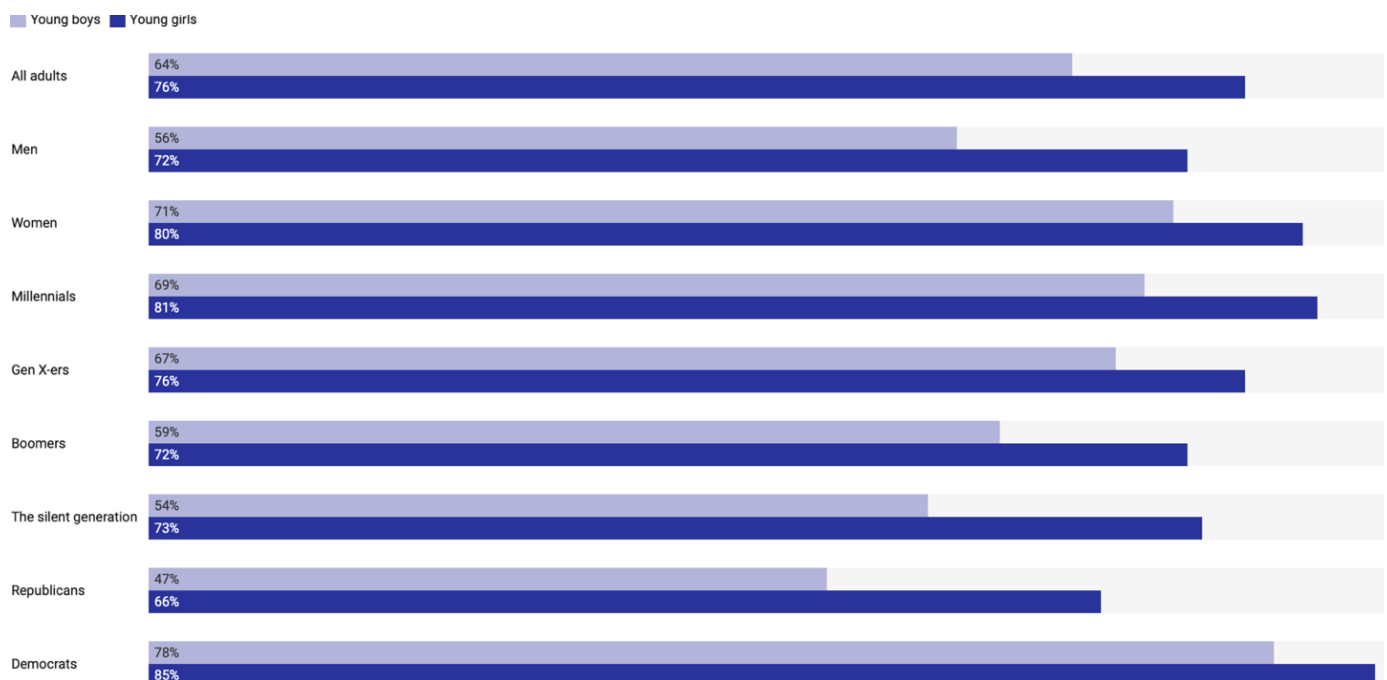
Even Lego’s own marketing history demonstrates this: compare the gender neutral advertisements from the early 1980s to more recent gender specific marketing with pink bricks and heart shapes.

The prevention of potentially harmful gender attitudes and stereotypes in childhood – before they become entrenched – is a key element in moves to achieve gender equity and to support wellbeing throughout life.

Efforts to reduce the gendered nature of toys and their marketing is one step we can take to give all children more equitable options for how they see themselves, the world, and their future.

DOCUMENT 4

For this survey, adults were asked if it was okay for girls to do “boy things” and for boys to do “girl things”



Pew Research Center, 2017

Note:

The silent generation: people born between the 1920s and the 1940s

Bommers: people born between the end of WW2 and 1964

Gen-X-ers: people born between 1965 and 1980

Millennials: born in the 1980s and 1990s

FIN DE L'ÉNONCÉ