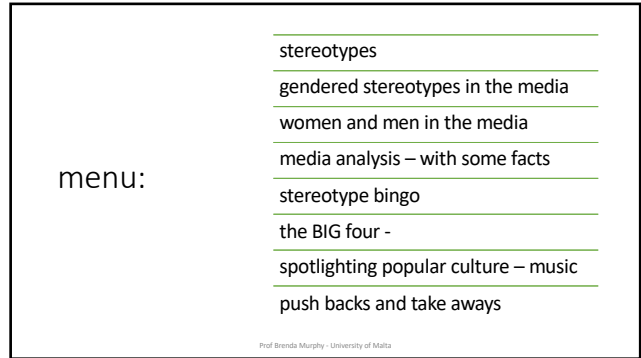


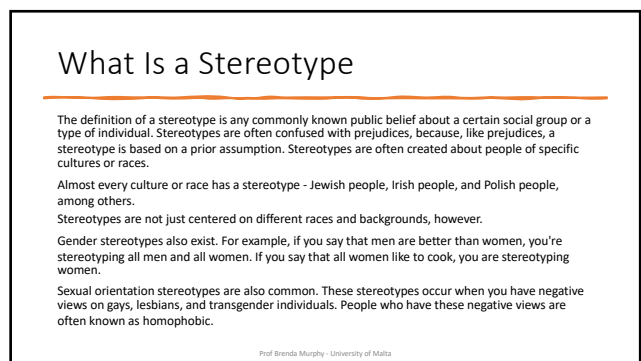
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To understand different examples of stereotypes, you should first define what a stereotype is.

Any time you group races or individuals together and make a judgment about them without knowing them, this is an example of a stereotype.

Racial remarks, sexual remarks, and gender remarks are the biggest stereotypes.

- Racial,
- Gender
- Cultural
- Groups of individuals
- Sexual

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Common Stereotypes:

1. **Racial Profiling**

One of the more common stereotype examples is stereotypes surrounding race. For example, saying that all Blacks are good at sports is a stereotype, because it's grouping the race together to indicate that everyone of that race is a good athlete.

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Common Stereotypes:

2. **Sexual Stereotypes**

Sexual stereotypes, on the other hand, might suggest that any feminine man is gay and any masculine woman is a lesbian.

Those who believe gay stereotypes may also believe that homosexuality is immoral or wrong.

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Common Stereotypes:

3. **Cultures**


Stereotypes also exist about cultures and countries as a whole.

Stereotype examples of this sort include the premises that:

- All Arabs and Muslims are terrorists.
- All people who live in England have bad teeth.
- Italian or French people are the best lovers.
- All Irish people are drunks and eat potatoes.
- All white Americans are obese, lazy, and dim-witted. Homer Simpson of the TV series *The Simpsons* is the personification of this stereotype.

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Common Stereotypes:

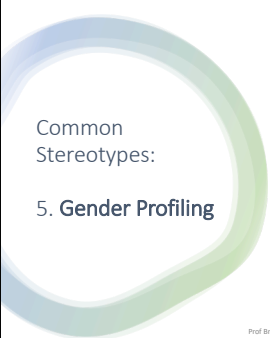
### 4. Groups of Individuals

A different type of stereotype also involves grouping of individuals - for example:

- Goths wear black clothes, black makeup, are depressed and hated by society.
- Punks wear mohawks, spikes, chains, are a menace to society and are always getting in trouble.
- Girls are only concerned about physical appearance.
- All blonds are stupid.
- All librarians are old spinsters
- All teenagers are rebels.
- The elderly have health issues and behave like children.

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Common Stereotypes:

### 5. Gender Profiling

There are also some common stereotypes of men and women, such as:

- Men are strong and do all the work.
- Women are bad drivers.
- Women can't do as good of a job as a man.
- Girls are not good at sports.
- Guys are messy and unclean.
- Men who spend too much time on the computer or read are geeks.

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## stereotype

*noun*  
plural noun: **stereotypes**

standard/conventional image   received idea   cliché   hackneyed idea   formula


*verb*  
3rd person present: **stereotypes**

typecast   pigeonhole   conventionalize   standardize   categorize

compartmentalize   label   tag   stock   conventional   stereotypical

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## Gendered Stereotypes

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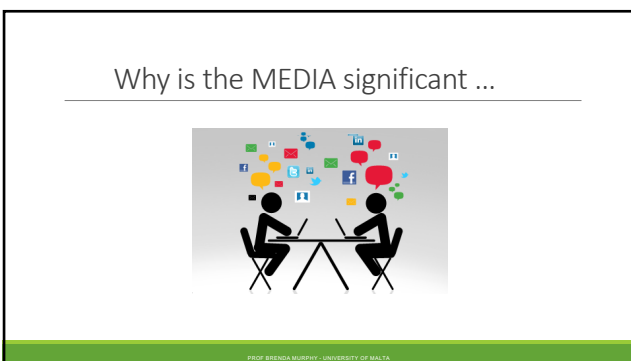




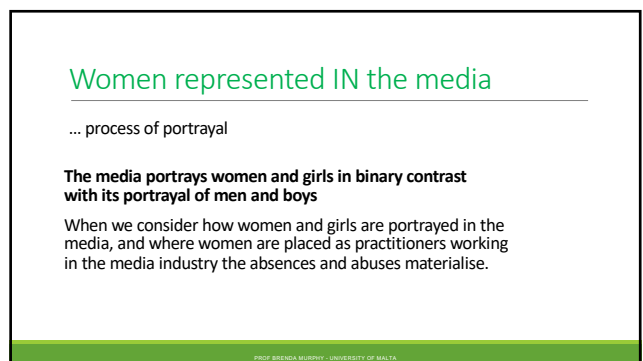
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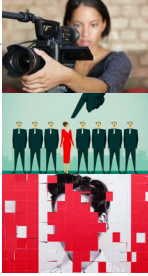
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## Women portrayed in the media

- women and girls are often absent from particular genres of programming;
- appear less often than men when they do;
- are less likely to be the main focus of the story;
- are likely to be stereotyped - in narrow social and occupational roles or hackneyed and damaging stereotypes;
- young girls are more often portrayed in 'passive' roles in contrast with boys 'active' ones;
- women and girls are more likely to be sexualised and objectified.




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Girls and boys, women and men, systematically receive the same messages.

Men and women are portrayed in the media as occupying very different spaces, in and around very different discursive practices.

They are produced and reproduced for consumption according to very specific cultural rules.



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## media analysis

... begins with **discourses**

Stuart Hall (1997) ...


“discourses are ways of referring to or constructing knowledge about a particular topic of practice: a cluster (or formation) of ideas, images and practices, which provide ways of talking about, forms of knowledge and conduct associated with a particular topic, social activity, or institutional site in society” (p.6)



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SO ...



a **discourse** functions as a system of meanings created by a combination of texts and the social practices that inform them.


By treating media systems as discourses, researchers are able to examine and question images and meaning that might otherwise go unexamined. Giving us a better understanding of how power operates through ideas and representations.

**ASK the 4Ws&H**

- WHO** is being represented?
- WHY, WHERE, WHEN &**
- HOW** are they being represented?

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Who is represented,  
who is talking,  
who is silent,  
who is absent?

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*symbolic annihilation*

coined by George Gerbner in 1976 to describe the absence of representation, or underrepresentation, of some group of people in the media (often based on their race, sex, sexual orientation, socio-economic status, etc.) understood in the social sciences to be a means of maintaining social inequality.

"Representation in the fictional world signifies social existence; absence means symbolic annihilation." (Gerbner & Gross, 1976, p. 182)

Gaye Tuchman (1978) divided the concept of symbolic annihilation into three aspects: omission, trivialisation and condemnation. This multifaceted approach to coverage not only vilifies communities of identity, but work to make members invisible through the explicit lack of representation in all forms of media ranging from film, song, books, news media and visual art. For Tuchman women are represented far less than males on TV. Tuchman also stated that when women have roles, they are mostly negative.

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*consuming  
media,  
consuming  
patriarchal  
cultures*

Media use is reaching new levels of intensity. We are engulfed and overloaded by devices that deliver more media products and content than ever before.

In 2018, findings from a Nielsen Report were cited in Marketwatch (Fottrell, 2018) and it was noted that

American adults spend just over 11 hours per day watching, reading, listening to or simply interacting with media – four years earlier that figure was nine hours, 32 minutes.

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*consuming  
media,  
consuming  
patriarchal  
cultures*

The formats of delivery: television and computers, tablets and smartphones.

Video game consoles and internet-connected devices such as Google Chromecast, Apple TV and Amazon Fire have also become sources of screen-time and content delivery.

Children and teens are also increasing their usage. In 2016, Common Sense Media reported that:

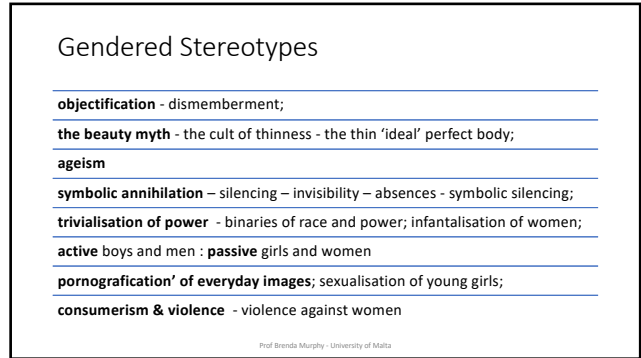
on any given day in the US tweens (8- to 12-year-olds) spend an average of about six hours (5:55) and teens (13- to 18-year-olds) spend about nine hours (8:56) with media—outside of school or homework—including TV, video games, social media, the Internet, print, and music.

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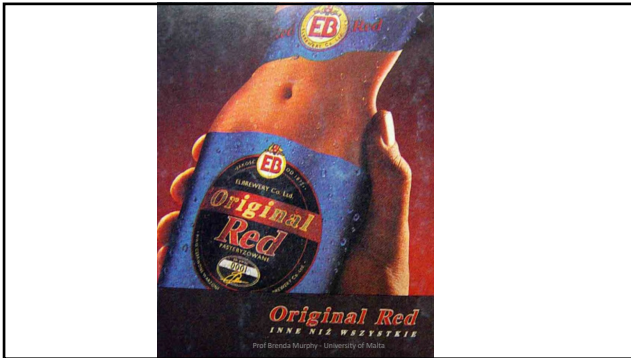


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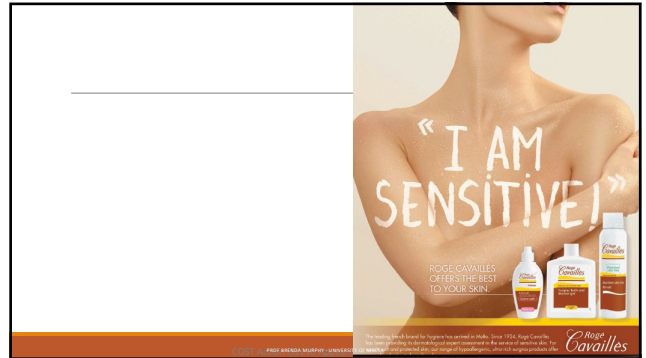


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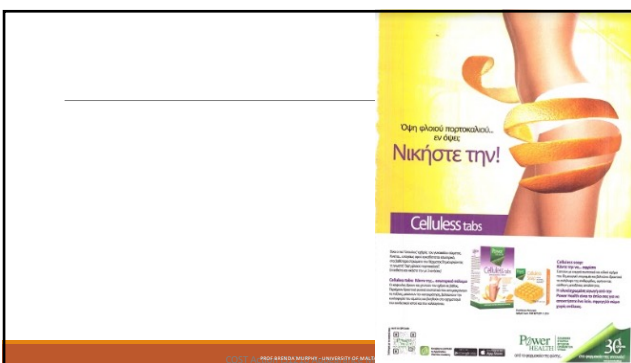




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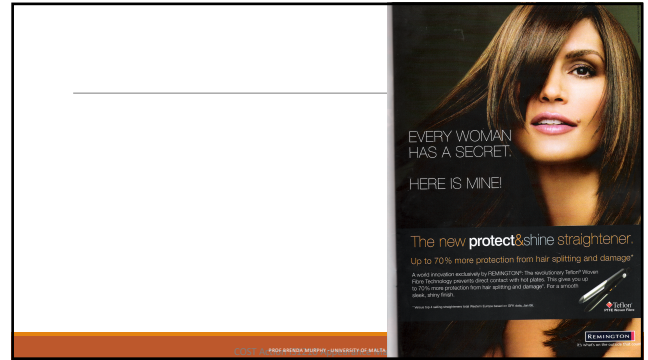
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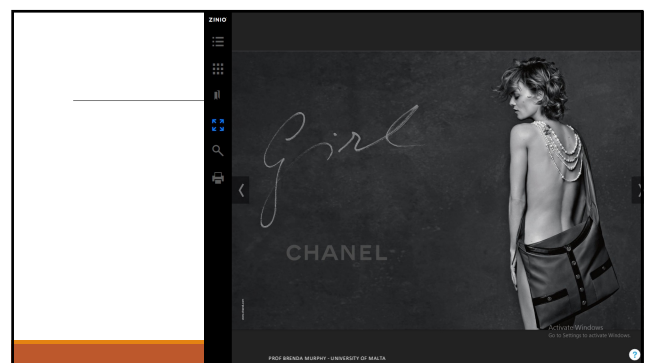
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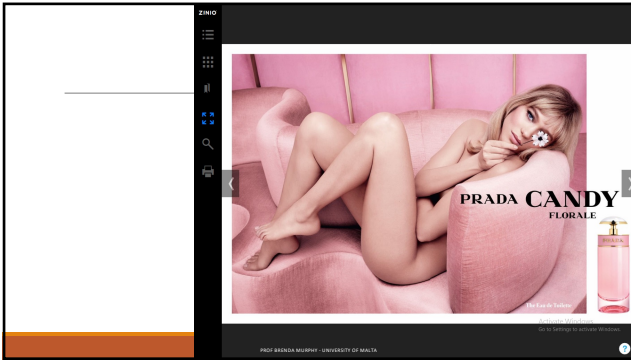
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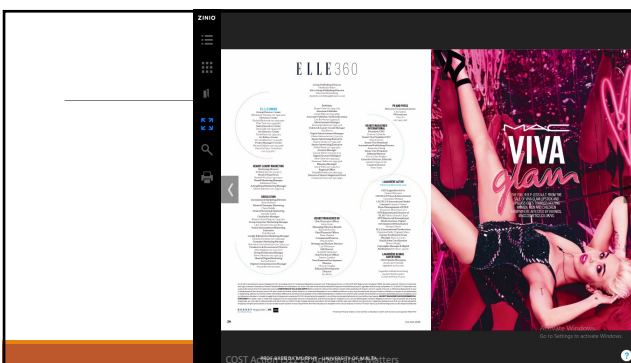
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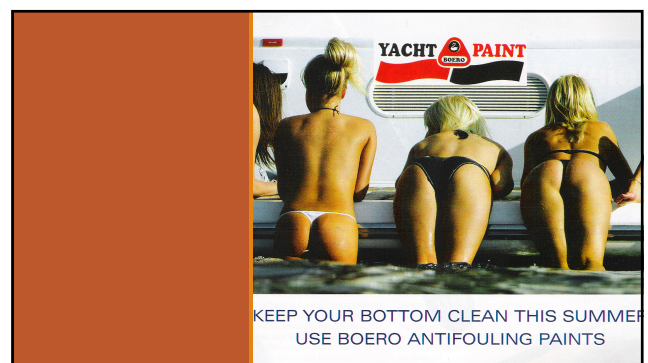
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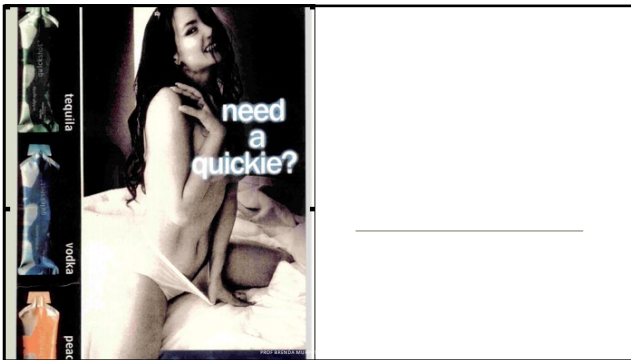
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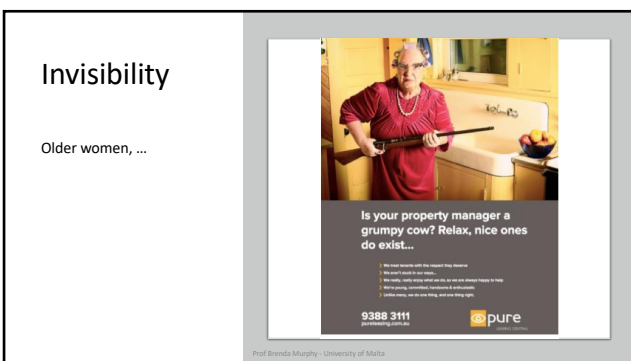
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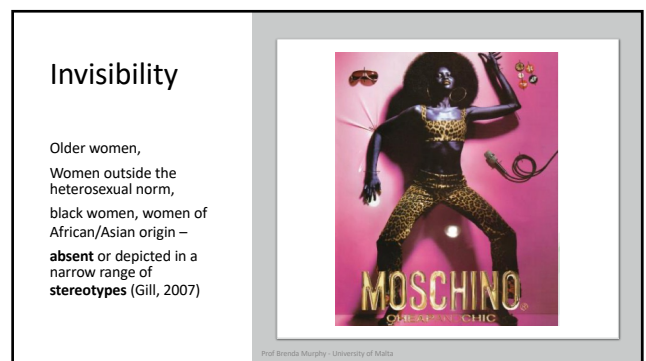
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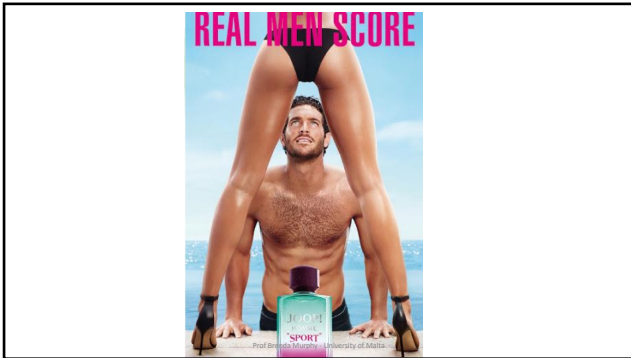
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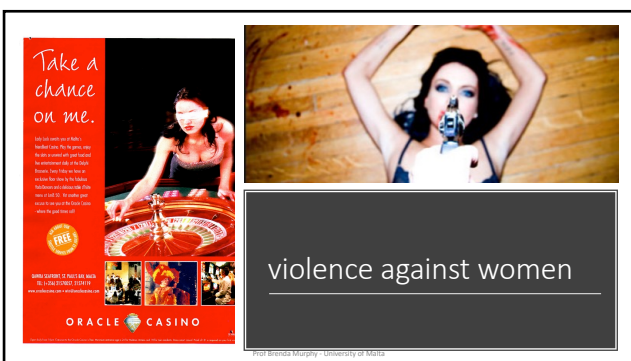
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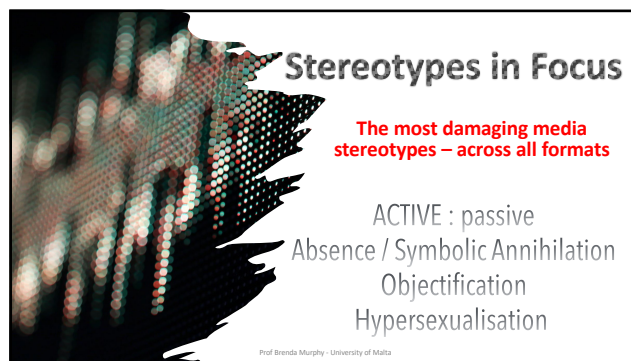
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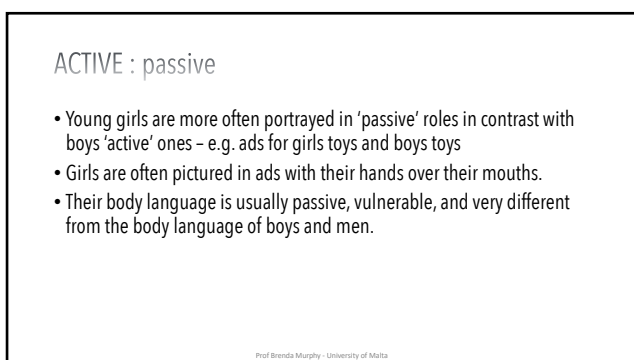
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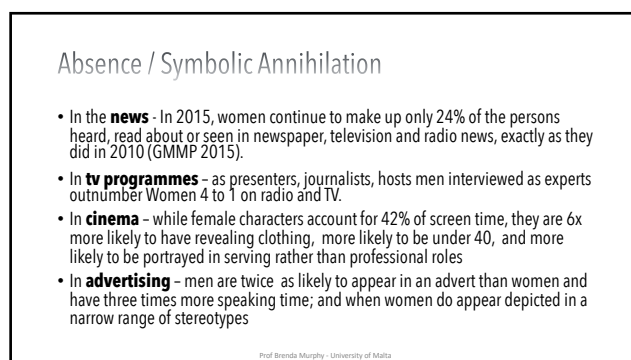
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## Objectification

- Advertising tells women that what's most important is how they look, and ads surround us with the image of ideal female beauty. However, this flawlessness cannot be achieved.
- Women's bodies are turned into "things" and "objects."
- Women's bodies are often dismembered in ads.
- Kilbourne argues that this objectification creates a climate in which there is widespread violence against women.

**We objectify something, we disempower it, we deny it agency, we depersonalise, we take away its sacred nature, it becomes inanimate matter, and matter doesn't matter!**

(Barad 2003; Bartky 1993; Nussbaum 1995).

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## Hypersexualisation

### • Sexualization/ infantilization

- Women / girls are often pictured in ads with their hands over their mouths. Their body language is usually passive, vulnerable, and very different from the body language of boys and men.
- Women are told that it's sexy to be like a little girl.
- The sexualization of little girls has become much more extreme.
- Images that used to belong to the world of pornography are now commonplace.

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## A case study: *Contemporary Classical Music*

Popular Culture:  
and the  
*sexualisation of  
the female body*

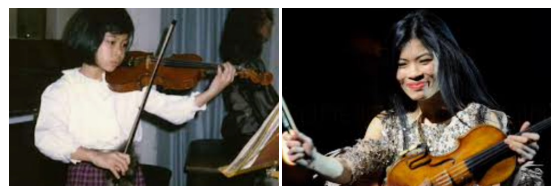
"Men act and women appear. Men look at women. Women watch themselves being looked at. This determines not only most relations between men and women but also the relation of women to themselves. The surveyor of women in herself male: the surveyed male. Thus she turns herself into an object – and most particularly an object of vision: a site.

"(Berger 1972:47)

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## British Violinist - Vanessa Mae



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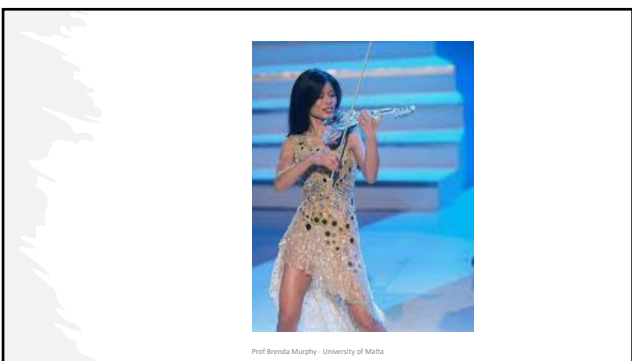
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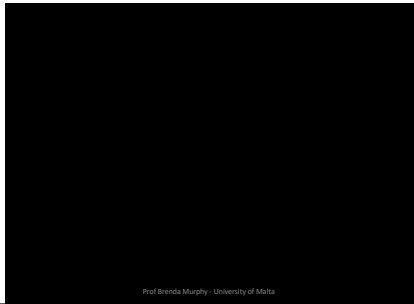
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Vanessa Mae - Storm



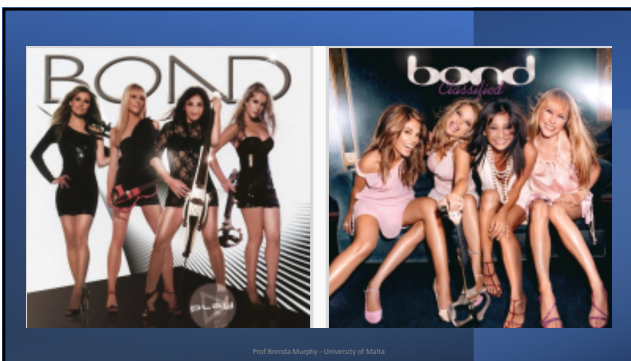
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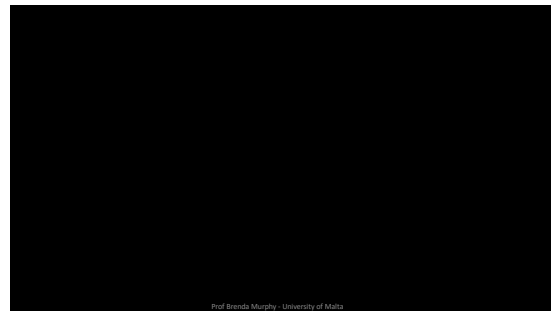
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BOND with Andre Rieu



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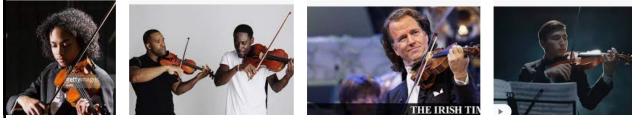
Sexualisation of the female body:  
Contemporary Classical Music

We've glanced at two examples - Vanessa Mae and Bond - both classical performers.

**Compare how male performers contrast in embodiment with female performers.**

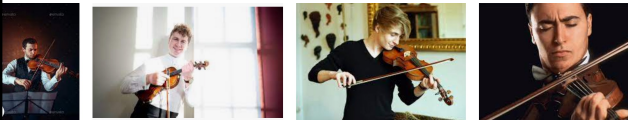
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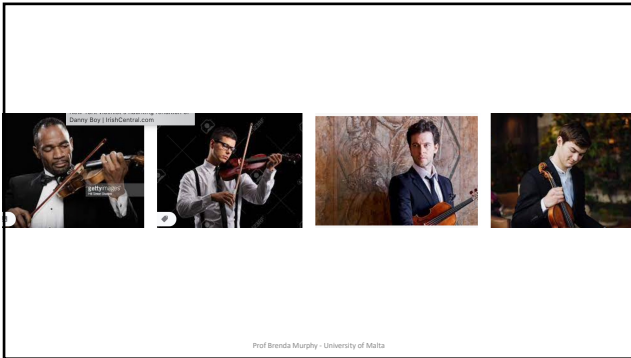
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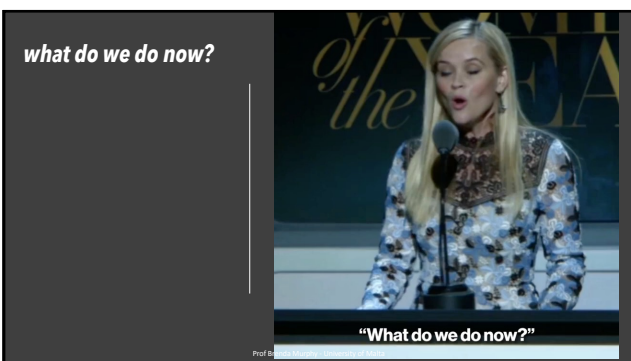
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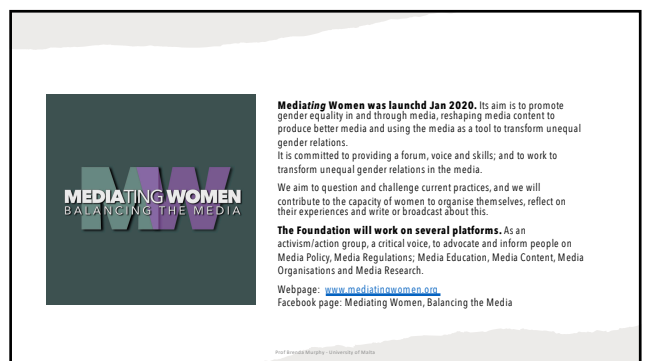
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### Some take aways



Masculinity is often linked with violence. Boys grow up in a world where men are constantly shown as perpetrators of brutal violence, encouraging toughness and insensitivity.

The negative and distorted image of women deeply affects not only how men feel about women, but also how men feel about everything that gets labelled feminine by the culture – qualities like compassion, cooperation, empathy, intuition, and sensitivity

The most dangerous image is one that eroticizes violence. Many ads feature women in bondage, battered, or even murdered.

DV is the single greatest cause of injury to women in America. One-third of all the women who are murdered in America are killed by their male partners.


The obsession with thinness, the tyranny of the ideal image of beauty, and violence against women are all public health problems that affect us all.

We need citizen activism, education, discussion, and media literacy, and we need to work together to change norms and attitudes.

**We need to think of ourselves as citizens rather than primarily as consumers.**

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"It matters profoundly what and who gets represented, what and who regularly and routinely gets left out; and how things, people, events and relationships are represented. What we know of society depends on how things are represented to us and that knowledge in turn informs what we do and what policies we are prepared to accept."

(Stuart Hall 1986:9)

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### Gender Stereotypes - Adding up to wellbeing?

The widespread presence of toxic stereotypes and located in media and therefore in popular culture collude in the symbolic annihilation of women, on screen and off.

These moments impact on our daily lives and our lived experience.


The messages that we all receive (women and men, girls and boys) are that women are not as important as men, women are valued for how they look, and 'sexy' is a commodity.

Women have narrow social and culturally bound roles to play in society and in decision making, and that power resides in a male space.

**stereotyping in the media upholds patriarchy.**

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Gender Stereotypes in the Media

Thank You

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