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"This two volume set includes 213 entries with over 4,700 references to additional works on gender and information technology"--Provided by publisher. Gender differences in risk attitudes are frequently observed, although recent literature has shown that they are context dependent rather than ubiquitous. In this paper we try to rationalize the heterogeneity of results investigating experimentally whether the presence of a safe option among the set of alternatives explains why females are more risk averse than males. We manipulate three widely used risk elicitation methods finding that the availability of a safe option causally affects risk attitudes. The presence of a riskless alternative does not entirely explain the gender gap but it has a significant effect in triggering or magnifying (when already present) such differences. Despite the pronounced instability that usually characterizes the measurement of risk preferences, we show estimating a structural model that the effect of a safe option is remarkably stable across tasks. This paper constitutes the first successful attempt to shed light on the determinants

of gender differences in risk attitudes. This dissertation examines gender differences in political interest. It draws from scholarship in political science, sociology and communication, amongst other disciplines, to explore the drivers of such pervading differences. The key argument of this thesis is that gender differences (or gender gaps), both regarding political orientations and political participation, are the product of gendered social norms and differences in men and women's socio-economic status. Despite advances in gender equality in Western societies in the last decades, women remain the primary care-providers while men focus on the provision of resources. The thesis consists of three empirical chapters, each addressing a distinct puzzle regarding the object of difference, their development over the lifespan and the context in which they develop. In the first paper (chapter 2), I argue that men and women relate differently to politics, and this is reflected in their interest not as a matter of level (how interested they are) but of the object of interest (women are interested in other issues). In the second paper (chapter 3) I argue that socialization is at the heart of the existence of a substantial gender gap in political interest from an early age. These gender differences in the political realm are further amplified during the transition to adulthood. The third paper (chapter 4) turns to contextual factors, precisely that the absence of women in media as agents of the news

contributes to hindering women's interest in politics as they lack figures to identify with. Despite the limited attention of the scholarship to media, it is a relevant contextual factor that vehiculates many citizens' interactions with the political realm (but also with financial affairs or other social events), so the events reported and how they are framed are crucial for the political formation of citizens. Gender has been among the most pervasive forms of inequality across all classes, social groups and communities especially in developing countries. Literature indicates evident gender bias in labor market opportunities including wage gap, which can be partially explained by performance in mathematics. In this context, using nationally representative data from 2011-12, this paper examines gender gap in performance in mathematics among rural children at an all-India level. Our findings from the regressions show significant gender gap in mathematics, controlling for various child, household, school or region level characteristics. This is not largely found to be observable for reading skills or writing skills. We also find the results remaining consistent across various types of households both in terms of financial conditions and demographic composition, social groups, children of different birth orders and even across the type of schools they attend. While exploring the possible reasons behind the gender gap,

we fail to find the significance of innate ability. However we find indicative evidences of: worse health outcomes for girls in early childhood, possible higher participation of boys in petty works outside home or in sports, and economic aspirations along with gender role stereotyping emanating from family and society as (one or multiple) possible explanations. The policy recommendations include research in form of systematic evaluations to identify the instruments including the psychological interventions which can help in reducing the gender gap in mathematics. This is especially necessary in states including Uttar Pradesh, Tamil Nadu and Gujarat among others that do not show significant improvement in performance of girls with respect to boys over the years. We study gender differences in relation to performance and sabotage in competitions. While we find no systematic gender differences in performance in the real effort task, we observe a strong gender gap in sabotage choices in our experiment. This gap is rooted in the uncertainty about the opponent's sabotage: in the absence of information about the opponent's sabotage choice, males expect to suffer from sabotage to a higher degree than females and choose higher sabotage levels themselves. If beliefs are exogenously aligned by implementing sabotage via strategy method, the gender gap in sabotage choices disappears. Moreover, providing a noisy signal about

the sabotage level from which subjects might suffer leads to an endogenous alignment of beliefs and eliminates the gender gap in sabotage. Social learning and gender role theories were used as a basis for exploring gender differences in financial socialization as they relate to financial risk-taking. A stratified random sampling technique was used to conduct a web-based survey of 15,797 students from 15 universities across the United States. A significant gender difference in willingness to take financial risks exists among college students, with males being more likely than females to choose higher levels of financial risk. In addition, a significant gender difference in financial social learning opportunities is present, with females having higher exposure to financial social learning opportunities across four dimensions (discussions with parents, discussions with peers, observations of parents' financial behaviors, and observations of peers' financial behaviors). Significant differences are also found for the relationship of social learning opportunities on willingness to take risks by gender, but only at the discussion levels of financial socialization. Understanding the relationships between gender, financial socialization, and willingness to take financial risks can help improve the efforts of parents, practitioners, and researchers. This paper studies gender differences in the extent to which social preferences affect

workers' shirking decisions. Using exogenous variation in work absence induced by a randomized field experiment that increased treated workers' absence, we find that also non-treated workers increased their absence as a response. Furthermore, we find that male workers react more strongly to decreased monitoring, but no significant gender difference in the extent to which workers are influenced by peers. However, our results suggest significant heterogeneity in the degree of influence that male and female workers exert on each other: conditional on the potential exposure to same-sex co-workers, men are only affected by their male peers, and women are only affected by their female peers.

Academic Paper from the year 2017 in the subject Sociology - Law, Delinquency, Abnormal Behavior, grade: 74.00, University of Malta (Faculty for Social Wellbeing), course: B.A. (Hons) Social Wellbeing Studies, language: English, abstract: When it comes to crime, males and females are different. The types of crimes that they commit differ from each other and even the level of aggressiveness. But what causes these differences? And what type of crime differences are there? Also, does the media help promote crime? The aim of this paper is to try and answer these questions and specify the gender differences found in crime. Furthermore, theories that can help explain these differences will be analysed. It is a well-known fact that males have higher rates of offending than their female counterparts.

Indeed, Jones states that females have lower arrest rates than males for virtually all crime categories except prostitution. This is accurate for every historical period and for all racial and ethnic groups, in all countries where data is available. Male offenders occupy over 90 % of the prison population whereas females occupy less than 10 % of the prison cells. Although several researchers argue that female offending is increasing at a faster, higher rate than that compared to males, men are still at a majority for registered crime. Consequently, many people tend to believe that males are natural-born criminals, but to which extent is this true? Like various other experts, Abrahams mentioned that there are certain biological differences which influence these results. In fact, there are arguments in which experts say that it is due to biological differences that males end up committing more crime. This paper studies gender differences in performance in university entrance examinations. We exploit data from the exams that the nine Finnish universities providing education in economics and business use to choose their students. These exams are multiple choice tests where wrong answers are penalized by minus points and omissions yield zero points. This scoring rule means that the number of omitted items will affect the probability of entry. The strategic setting of the applicants varies depending on the university where she is applying to and on the amount

of starting points that she is rewarded based on her high school success. The results show that, controlling for starting points, women perform worse than men in the entrance exam and are less likely to gain entry. Women also omit more items in the exam. Using the Rasch Model to derive the predicted probabilities of answering items correctly for each applicant, we show that women deviate more from the number of answered items that would maximise the predicted probability of entry than men and that they do so because they answer too few items. Recent literature has emphasized that individuals display different depths of reasoning when playing games. In this paper, we explore gender differences in strategic sophistication and study whether these differences are endogenous. We report results from two different experiments employing the beauty contest. In the first, large study, we show that females react very strongly to incentives to the extent that gender differences disappear when a monetary prize is awarded. In the second study, we use a within subject design to analyze how depth of reasoning varies with gender priming and the gender composition of the set of players. We corroborate that females display higher levels of sophistication and even overtake males when incentives are provided and gender is primed. On the other hand, males who believe that females are better in the game display higher sophistication when playing against females.

Important progress toward gender equality has been made in the past decades, but inequalities linked to gender norms, stereotypes, and the unequal distribution of housework and childcare responsibilities persist. Lifetime events such as marriage and parenthood bring substantial changes in time use among women and men. This paper updates and reinforces the findings of previous studies by analyzing gender differences in the allocation of time among market work and unpaid domestic work. Results from the analysis of time use patterns in 19 countries of different income levels and from various regions suggest that women specialize in unpaid domestic and care work and men specialize in market work. The paper employs propensity score matching to assess the marriage and parenthood "penalty" on time use patterns over the lifecycle. The findings indicate that women of prime working age are the most penalized on a host of measures, including labor market participation, unpaid domestic work, and leisure time. Men are not necessarily penalized for, and sometimes benefit from, marriage or parenthood. Despite a sharp increase in the share of girls who enroll in, attend, and complete various levels of schooling, an educational gender gap remains in some countries. This paper argues that one explanation for this gender gap is the degree of social exclusion within these countries, as indicated by

ethno-linguistic heterogeneity, which triggers both economic and psycho-social mechanisms to limit girls' schooling. Ethno-linguistic heterogeneity initially was applied to explaining lagging economic growth, but has emerged in the literature more recently to explain both civil conflict and public goods. This paper is a first application of the concept to explain gender gaps in education. The paper discusses the importance of female education for economic and social development, reviews the evidence regarding gender and ethnic differences in schooling, reviews the theoretical perspectives of various social science disciplines that seek to explain such differences, and tests the relevance of ethnic and linguistic heterogeneity in explaining cross-country differences in school attainment and learning. The study indicates that within-country ethnic and linguistic heterogeneity partly explains both national female primary school completion rates and gender differences in these rates, but only explains average national learning outcomes when national income measures are excluded. While there is a large body of literature on the negative health effects of air pollution, there is much less written about its effects on cognitive performance for the whole population. This paper studies the effects of contemporaneous and cumulative exposure to air pollution on cognitive performance based on a nationally representative survey in China. By merging a

longitudinal sample at the individual level with local air-quality data according to the exact dates and counties of interviews, we find that contemporaneous and cumulative exposure to air pollution impedes both verbal and math scores of survey subjects. Interestingly, the negative effect is stronger for men than for women. Specifically, the gender difference is more salient among the old and less educated in both verbal and math tests. This paper examines some of the interesting differences between female and male students as these differences showed up in the research. On average females do better in English tests and males do better in mathematics tests, and this mathematics gap increases from Year 9 to Year 12. When achievement is aggregated over several subjects as in the HSC, gender differences are on average very small for both achievement and achievement growth. In Year 12 the proportion of females taking science oriented courses is less than the proportion of males. The phenomenon whereby students exhibiting high earlier general achievement are attracted to the science oriented courses is much less marked for female students than for males. Fewer female students than males are located in the more advanced Year 12 mathematics courses, but in terms of mathematics ability females are more rationally located in these courses. For most of the variables investigated in this

research, gender differences are small compared to other differences, for example differences in non English speaking background or parental expectations for their children or school of attendance. The purpose of this review paper is to conduct an extensive meta-analysis of the empirical literature on gender difference in the use of computer-mediated communication (CMC). Specifically, the questions that this research addresses are: 1) Are there gender differences in people's behaviors in relation to CMC? If yes, to what extent? 2) What study features moderate the gender effects on the outcomes in a CMC environment? In this paper, 321 independent effect sizes were extracted from 50 studies involving a total of 63,889 users exploring the gender difference in the use of CMC. The results of this study show that just like in face-to-face environments, gender related stereotypical patterns do exist in virtual environments. (Contains 5 tables.). Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 2,0 (B), Humboldt-University of Berlin (Anglistics/American Studies), course: The linguistic situation in the USA, 7 entries in the bibliography, language: English, abstract: The belief in sex differences has a long tradition. Researches of social scientists have helped to create and confirm this belief and have helped to develop theories which stress differences rather than similarities. Robin Lakoff

was one of the first linguists who proposed that women's speech style is a powerless style. She introduced the term "women's language" which implies that women and men speak different languages. Lakoff and others have claimed that differences in male and female language have their source in early childhood socialisation. The assertiveness training movement which emerged in the 1970s was first established to help people who have communication problems and was later designed especially for women to solve their alleged problems of speech style and male-female communication. In the 1980s another approach gained popularity. The origins lie in the work of the linguist John Gumperz. The two-cultures approach maintains that communication between women and men is communication across cultures because the reasons for misunderstanding between them are similar to those of ethnic groups. More recent works of Elizabeth Aries and Mary Crawford challenge these approaches and demonstrate that similarities between men and women are far greater than differences. In this paper I want to discuss several approaches to gender differences and try to answer the questions whether there are differences in male-female communication and what the causes are for these differences. This fascinating compilation of the recent data on gender differences in education presents a wealth of data, analysed from a multitude

of angles in a clear and lively way. The literature has placed great emphasis on the advantages of competition on market efficiency while ignoring the downside of competition on health. Using a natural experiment in Taiwan, we show that excessive competition comes at a health cost. In the late 1940s, half a million soldiers retreated to Taiwan from Mainland China after a civil war. They were initially not allowed to get married until the marriage ban was essentially lifted in 1959. As a large number of soldiers flooded the marriage market, men faced much stronger mating competition than before, which in turn increased the likelihood of male depression and mortality. The gender difference in competitiveness has been cited as an important factor driving the gender gap in labor market outcomes. Using a natural field experiment with 35,000 university students, I explore the impact of compensation scheme on willingness to apply for a job. I find that competitive compensation schemes disproportionately deter women from applying, which cannot be explained by differences in risk preferences alone. I also vary whether the job is introduced as helping a non-profit, which increases application rates, suggesting a role for social preferences in application decisions. Finally, I observe a correlation between competitiveness preferences and career choice. This paper examines gender differences in optimism about the economy. We measure optimism using

Swedish survey data in which respondents stated their beliefs about the country's future economic situation. We argue that this measure of optimism is preferable to common measurements in the literature since it avoids confounding individuals' economic situation with their perception of the future and it can be compared to economic indicators. In line with previous research, we find that men are more optimistic than women; however, men are also more prone to be wrong in their beliefs about the future economic situation. Furthermore, in sharp economic downturns, the gender differences in optimism disappear. This convergence in beliefs can be explained by the amount of available information on the economy. Research over the past two decades has found significant gender differences in subjective job-satisfaction, with the result that women report greater satisfaction than men in some countries. This paper examines the so-called "gender paradox" using data from the European Social Survey for a subset of fourteen countries in the European Union. We focus on the hypothesis that women place higher values on certain work characteristics than men, which explains the observed differential. Using estimates from Probit and ordered Probit models, we conduct standard Blinder-Oaxaca decompositions to estimate the impact that differential valuations of characteristics have on the gender difference in self-reported job satisfaction. The results indicate that females

continue to report higher levels of job satisfaction than do men in some countries, and the difference remains even after controlling for a wide range of personal and job characteristics and working conditions. The decompositions suggest that a relatively small share of the gender differential is attributable to gender differences in the weights placed on working conditions in most countries. Rather, gender differences in job characteristics contribute relatively more to explaining the gender job-satisfaction differential. This paper demonstrates gender differences in risk aversion and ambiguity aversion. It also contributes to a growing literature relating economic preference parameters to psychological measures by asking whether variations in preference parameters among persons, and in particular across genders, can be accounted for by differences in personality traits and traits of cognition. Women are more risk averse than men. Over an initial range, women require no further compensation for the introduction of ambiguity but men do. At greater levels of ambiguity, women have the same marginal distaste for increased ambiguity as men. Psychological variables account for some of the interpersonal variation in risk aversion. They explain none of the differences in ambiguity. For years, significantly more men than women have chosen economics or STEM majors in the USA. Since the wages in these occupational fields are above

average, this results in an increased gender pay gap and thus a socio-economic relevance of the topic. But how can we attract more women to economics and STEM majors? One approach is to focus more on female role model programmes. The aim of this paper is to give an overview of the literature on gender differences in the choice of college majors and the impact of female role models. The topic was examined in four sub-themes. First, the reasons for the gender difference in the choice of college majors were considered. Second, the psychological impact of (female) role models was analysed. Thirdly and fourthly, the impact of female role models on recruitment and retention in STEM and Economic majors was examined. A scoping search of the databases Google Scholar, EBSCO, JSTOR, ECONBIZ and wiso-net.de was conducted to identify suitable literature. 246 articles were identified, of which 46 were examined in more detail. As a result, it was found that the female role model effects in the university context are to be rated as high and therefore the recommendation can be made that they should be increasingly implemented in the future. Objective - In this research, gender differences of Latvian males and females in the stage of adulthood are determined and distinguished on the grounds of a theoretical analysis of socio-psychological, scientific and methodological literature and legislative documents as well as empirical

findings.

Methodology/Technique - A survey by Bem (1974) has been adapted in this study for measuring how an adult individual sees him-/herself from the gender perspective. This was done with an aim of determining the place of gender in the cultural context rather than in the personality of a separate individual. 109 women and men from different regions of Latvia aged 20 to 64 took part in the study. The data were processed with the 23.0 version of SPSS, the data processing program. Findings - The obtained results indicate that the gender patterns on male and female behavior are similar. No differences in male or female behaviour were established. The behavioral peculiarities of male and female gender are determined not by age, but by sex. It can also be concluded that research of Latvian male and female gender behavior led to Bem's androgyny theory, which argues for the ability of men and women to execute both - male and female behavioral patterns in ontogenesis. Novelty - The understanding of gender as a discursive construction caused a confusion between these notions. This study contributes in literature of gender psychology with its original data. Type of Paper: Empirical. This paper examines gender differences in the participation of university life science faculty in commercial science. Based on theory and field interviews, we develop hypotheses regarding how scientists' productivity, co-authorship networks, and

institutional affiliations have different effects on whether male and female faculty become "academic entrepreneurs". We then statistically examine this framework in a national sample of 6,000 life scientists whose careers span more than 20 years. We find sharp gender differences in participation in for-profit ventures, which we measure as the likelihood of joining the scientific advisory board (SAB) of a biotechnology firm. Compared to men, women life scientists are much less likely to advise for-profit biotechnology companies. We also identify factors that contour this gender difference, including scientists' co-authorship network structure and the level of support for commercial science at their universities. Surprisingly, we find that the (conditional) gender gap is largest among faculty members at the highest status institutions. Seminar paper from the year 2015 in the subject English Language and Literature Studies - Linguistics, grade: 1.0, Johannes Gutenberg University Mainz (Department of English & Linguistics), course: Syntax, language: English, abstract: This paper is a partial replication of Mondorf's (2004) study on Gender Differences in English Syntax and combines quantitative corpus data and methodology with the framework of functional grammar to analyse gender-differences in finite adverbial concessive clauses headed by *although* and *whereas*. The internal factors of semantic-type and position were

examined and the result suggests a strong influence of sex onto the usage of finite adverbial concessive clauses, with an overall result of concessive clauses being the marked domain of men. Correlations between sex and language are often taken for granted, but empirical studies on this topic, especially in the area of syntax, are surprisingly rare. One of the main studies of the past two decades, about the correlation between sex and language, which investigates sex-differences in specific syntactic constructions, is Britta Mondorf's work *Gender Differences in English Syntax*. Using the London-Lund Corpus (LLC), Mondorf empirically explores "two areas of marked gender difference in English syntax", namely tag questions and finite adverbial clauses. For the purpose of this replication study, only finite adverbial concessive clauses will be considered. Mondorf's study demonstrates "the existence of gender differentiated syntactic behaviour in the LLC of spoken British English" and shows that women are "prolific users of those syntactic constructions that signal a low degree of commitment towards the proposition expressed". Despite a sharp increase in the share of girls who enroll in, attend, and complete various levels of schooling, an educational gender gap remains in some countries. This paper argues that one explanation for this gender gap is the degree of social exclusion within these countries, as indicated by ethno-linguistic heterogeneity,



which triggers both economic and psycho-social mechanisms to limit girls' schooling. Ethno-linguistic heterogeneity initially was applied to explaining lagging economic growth, but has emerged in the literature more recently to explain both civil conflict and public goods. This paper is a first application of the concept to explain gender gaps in education. The paper discusses the importance of female education for economic and social development, reviews the evidence regarding gender and ethnic differences in schooling, reviews the theoretical perspectives of various social science disciplines that seek to explain such differences, and tests the relevance of ethnic and linguistic heterogeneity in explaining cross-country differences in school attainment and learning. The study indicates that within-country ethnic and linguistic heterogeneity partly explains both national female primary school completion rates and gender differences in these rates, but only explains average national learning outcomes when national income measures are excluded. Gender, an important concept in psychology, is brought into sharp focus in the 1984 Nebraska Symposium on Motivation, which presents important new findings in eight papers, four dealing with sex differences and four with gender as a variable. The papers on sex differences with Ann Anastasi's "Reciprocal Relations between Cognitive and Affective Development?with Implications

for Sex Differences," in which the author relates aptitudes about the sex appropriateness of behaviors to attitudes and task performance. The effects of prenatal sex hormones on gender identity and gender-role behavior are the subject of the next paper, "Gender Differences: A Biosocial Perspective" by Anke A. Ehrhardt. In "Gender Identity and Its Implications for the Concepts of Masculinity and Femininity," Janet T. Spence proposes a new theoretical approach to the meanings of "femininity" and "masculinity." "Sex Differences in Achievement Patterns" are Jacquelynne Eccles's concern in her paper. Gender is now studied as a variable in all areas of psychology, several of which are represented in the next four papers. The concept is viewed in the light of attribution theory by Virginia E. O'Leary and Randal D. Hansen in "Sex as an Attributional Fact." Sandra Lipsitz Bem, in "Androgeny and Gender Schema Theory: A Conceptual and Empirical Integration," reviews her studies of gender-schematic processing and offers strategies for parents who wish to raise gender-schematic children in a gender-schematic society. Joan C. Martin's "Perinatal Psychoactive Drug Use: Effects on Gender, Development, and Function in Offspring" focuses on the sex-ratio effects of nicotine, alcohol, and barbiturates on the offspring of rats to whom those drugs were administered during their pregnancy. Differential effects

on women and men of cultural attitudes about obesity are the subject of "Women and Weight: A Normative Discontent" by Judith Rodin, Lisa Silberstein, and Ruth Striegel-Moore. An introduction by Theo B. Sonderegger, professor of psychology at the University of Nebraska-Lincoln, places the papers in the context of research on sex differences and gender as a variable. Bachelor Thesis from the year 2015 in the subject Economics - Finance, grade: 1,7, University of Applied Sciences Trier, course: Finance, language: English, abstract: The purpose of this paper is to examine, whether gender differences in financial behaviour are still evident nowadays. Commonly it is assumed that women tend to be more risk-averse while men are more risky and overconfident in regard to financial topics. These assumptions of gender-differences are investigated in this research. Further this paper explores the gender-based differences in financial literacy as well as the gender disparities in obtaining information. A survey was conducted to gain information about the financial behaviour of undergraduate students from the Trier University of Applied Sciences. Results show that, in this sample, gender does not influence risk-taking behaviour, financial knowledge, or the way of obtaining information but only affects the degree of confidence. Economic agents can be male or female; they interact in families and households as well as in firms

and markets. Yet it is only recently that economists have begun to take the implications of these facts into account in their theory, research, and policy analysis. Informed debate in economics, in other academic fields in which gender is of concern, and in society at large depends on an understanding of the economic issues underlying such questions as "why do women earn less than men" and "why, throughout the world, have men and women tended to work in separate spheres?" "The Economics of Gender, " Second Edition offers a comprehensive, balanced, and

up-to-date introduction to the new work on the differences between women's and men's economic opportunities, activities, and rewards. Although Jacobsen's primary focus is on contemporary US patterns, she devotes four chapters to cross-societal comparisons. She also takes a close look at the evolution of contemporary patterns over time and the impact on them of race, ethnicity, and class. Throughout, she discusses the pros and cons of various policies, including "comparable worth" and welfare programs. Many real-life examples and

anecdotes enliven the text. Appendices provide additional help for readers who have not had a course in economics and further detail for the economically sophisticated. Clear, readable, and provocative, the Second Edition of "The Economics of Gender" will continue to be welcomed as a primary text for the growing number of courses on gender economics. It remains a valuable supplement to courses in labor economics, economic policy, and women's studies. Finally, academics and policymakers in a wide range of fields will appreciate the book as a crucial reference.