

THE TRANSGENDER TOY TIPPING POINT:

A content analysis of Toys “R” Us Christmas catalogue exploring the effects of the Transgender movement in the toy advertising industry.

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Abstract

In recent years the transgender movement has come to the forefront of the civil rights movement. In the Lesbian Gay Bisexual and Transgender (LGBT) community, transgender issues have often been marginalised and neglected in the past. Yet contemporary popular culture has been witness to the increased presence of transgender individuals. As a result of this newfound visibility, notions and discourses around gender and sex have begun to evolve and change. The aim of this research paper is to determine if the rise of transgender issues in society has impacted the advertising industry. It will focus specifically on the cultural significance of transgender issues in relation to changing notions of sex and gender in the children's toy industry. This research paper will conduct content analysis of print advertisements from the past three years within this particular industry to explore whether the way gender has been depicted has evolved overtime. I will focus on the advertisements of global realtor 'Toys "R" Us' with particular reference to their annual Christmas catalogues.

Chapter 1: Introduction

Background and Context of Study

Taking advertisements from global toy realtor 'Toys "R" Us' this study is a content analysis that will use print advertisements as the main unit of analysis. The following study aims to determine whether the rise in the transgender movement, and the subsequent discourses this movement has produced, has resulted in changes in the advertising methods used by the toy industry. This study will analyse these advertisements and the methods employed with particular reference to the use of gender. This essay places emphasis on the toy advertising industry and the role they play in creating and reinforcing gender stereotypes in society through different advertising methods. It will show how these gender stereotypes affect children's gender identity development as well as society's understanding of gender as a whole.

The following study will be conducted in the context of the 'Transgender Tipping Point'. In recent years the transgender movement has come to the forefront of the civil rights movement. In fact, 2014 was labelled by Times magazine as the year in which we would experience the "Transgender Tipping Point" (Steinmetz, 2014). In sociology a tipping point is used to describe when a previously rare phenomenon becomes speedily, considerably and vividly more common (Ryan, 2009). This new found visibility of a phenomenon creates a moment of critical mass, a threshold, a boiling point, which will bring a period of sudden change to society. Therefore the idea of change is at the centre of the idea of the Tipping Point (Ryan, 2009).

The Transgender Tipping Point refers to the fact that the phenomenon of transgenderism will gain more salience and prominence in society (Steinmetz, 2014). Transgender individuals can be described as people who live with a social gender identity that differs from the gender and sex that they were assigned at birth (Schilt. 2009: 443). It is important to understand that society is dominated by a heteronormative ideology which enforces the normative assumption that there are two, and only two genders, and that gender reflects biological sex (Schilt. 2009: 441). Transgender individuals challenge the notion of heteronormativity and they disrupt the notion that gender identity is an immutable derivation of biology (Schilt. 2009: 441). Transgender individuals express gender identities outside traditional heteronormative definitions (Nagishi & Brzuzy. 2010: 431). As a result, transgenderism forces us to realise that gender is not a binary system but rather a continuum of attributes that is not synonymous with biological sex.

The unique position of transgender individuals has generated what has come to be known as transgender theory. Transgender theory emerged from feminist and queer theories that used social constructivist approaches to challenge essentialist ideas that maintained the oppression of certain gender and sexual identities (Nagishi & Brzuzy. 2010: 431). Both these theories have played an invaluable role in changing people's perception on sex and sexuality. However, the discourses in these theories were often shaped around issues of sexuality and gender experienced by homosexuals and women. The unique position of transgendered individuals and the gender issues they face has often been marginalised and neglected in the past (Nagishi & Brzuzy. 2010: 432). However, research by various scholars have begun to identify a trend of transgender issues as becoming a focal point of scholarly and popular thinking about gender in a way that women and homosexuals (as the objects of analysis) used to be (Hausman. 2001: 465). This is further emphasized and validated by the rise of transgender individuals in popular culture. Individuals such as Laverne Cox, Caitlyn Jenner, Andreja Pejic have all come to the forefront of popular culture. Popular culture plays an integral role in highlighting dominant trends in society. This increased visibility in popular culture, scholarly thinking and popular thinking has resulted in the emergence of transgender theory, which focuses on gender from the perspective of a transgender individuals.

Transgender theory criticizes the current heteronormative system that consigns certain biological bodies to certain kinds of limited social articulations (Hausman.2001: 469). It calls for gender diversity and advocates that we need to move away from the constraining and oppressive binary gender system and move towards a more inclusive system in which there is a plurality of gendered modes of being (Hausman.2001: 469). Transgender theory wants to encourage society to move towards a greater recognition and appreciation of diversity in genders, sexes, and sexual orientation so that we begin to envision and enable a future in which a multiplicity of genders, sexes and

sexualities can be expressed and accepted (Hausman.2001: 468). Scholars now argue transgender theory is the next important step to a more complete and inclusive understanding of gender and sexual identity (Nagishi & Brzuzy. 2010: 432). This is because the transgender experience challenges heteronormative assumptions of the nature of gender, sexuality and identity in ways that cannot be fully addressed by feminist and queer theories.

This new found visibility in scholarly and popular thinking has resulted in society reaching the 'Transgender Tipping Point' in which a new social movement will emerge that is poised to challenge deeply held cultural and societal beliefs on gender (Weiss, 2014). The Transgender Tipping Point will create a period in which we see people moving away from and challenging traditional heteronormative gender norms and stereotypes (Steinmetz, 2014) (Weiss,2014). This will ultimately change the discourses, conversations and understanding around topics such as gender, gender identity and sex, resulting in new ideologies.

The aim of this paper is to determine whether the effects of this tipping point have resulted in new gender discourses and ideologies emerging in society. In order to do this, the study advocates that advertisements should be the main unit of analysis. Research has shown that advertising plays a critical role in both shaping and reflecting culture (Waters & Ellis, 1996). This is because the media as a social institution communicate and reinforce dominant ideologies within society (O'Shaughnessy & Stadler. 2012: 151). Advertisements are one of many ways in which the media does this as their visual representations orient individuals towards certain discourses and ideologies (O'Shaughnessy & Stadler. 2012: 175). Therefore by analysing the depiction and use of gender in advertisements, this study aims to determine whether discourses around gender have begun to change or not.

In order to analyse whether society is moving away from heteronormative discourses around gender this study has decided to focus on the toy industry and the advertisements they produce. Focusing on the toy industry is significant, because childhood signals the very beginning of the internalisation of gender identity (Let Toys be Toys, 2013). It is the period in an individual's life in which they form their gender identity through the process of socialisation (Ryle, 2011). The toys with which children play, play a significant role in this process through cognitive and social development (Let Toys be Toys, 2011).

Therefore this study is focussing specifically on how toys are being advertised today as it serves as an effective locus to illustrate the shifts in society today. It will look at whether these advertisements depict traditional gender norms that reinforce strict gender binaries or if they are beginning to progress to more gender neutral advertisements that move away from these binaries. This in turn

will reflect whether the transgender movement has had an effect in the toy advertising industry and their use of gender or not.

Problem Statement

The purpose of my study is to explore the extent to which the transgender movement has influenced and changed notions of sex and gender in the advertising practices of the toy industry. This problem is worth investigating as the advertising industry acts as an effective social barometer to measure and analyse social shifts in society. Phenomenon such as the transgender movement need to be interrogated to understand these shifts. This topic is particularly profound due to the emerging consciousness and identities that minorities in a global context are experiencing as a result of the transgender tipping point that has emerged. By analysing these shifts we can begin to realise the importance of individual self-worth and appreciate diversity in our societies.

Conceptualisation of key concepts

Sociological Concepts

The focus of this study is gender and the way it shapes society as well as how society shapes gender. Therefore this paper will be focusing on gender from a sociological perspective. A number of basic sociological constructs need to be understood:

- **Status, Roles and Stereotypes.**

Societies are structured around relatively stable patterns that determine how social interactions are carried out. One of the key concepts in organizing these social interactions is **status**. Status is the category or position that an individual occupies that is a determinant of how an individual is defined and treated (Lindsey, 1994).

Once someone is ascribed a status expected behaviours are associated with that status, these are known as **roles**. Roles are performed in society according to social norms, these are shared values that guide individual behaviour in specific situations. These roles generate what is considered normative behaviour that is expected from an individual dependent on which status they are categorised (Lindsey, 1994).

Status and roles play an invaluable role in determining and shaping social structures in society. They prescribe the way we interact with other people, help us understand where we belong in the social

system, tell us how to behave and guide our interactions with other humans (Lindsey,1994). Status and roles exist in a system of hierarchy, in which some roles and statuses are more influential than others.

When normative role behaviour become to rigidly defined in a society **stereotypes** emerge (Lindsey, 1994). These are oversimplified conceptions that people who share the same status group share certain traits (Lindsey, 1994). Stereotypes tend to limit people freedom of action; which results in individuals having little choice in their action due to strict enforcement of roles.

Gender Concepts

- **Sex**

Sex can be understood as “bipolar classification of individuals’ as either male or female” (Anselmi & Law.2015: 19). It is a concept used by individuals used to make the distinction between the biologically different male and female based on biological and physiological characteristics. These characteristics can be a variety of things such as the difference in genitals, chromosomes, anatomy, hormones, reproductive systems and other physiological traits (Anselmi & Law.2015: 20). Sex is a biological and fixed construct that is an ascribed status (Schilt, 2009)

- **Gender**

Gender is a system of classification based on sex in which someone is classified as either masculine or feminine (Anselmi & Law.2015: 19). Gender is a social construct as it is formed and created by society. However, due to heteronormativity gender is presumed to reflect biological sex and as a result it is a binary construct (Schilt, 2009). This means that people often conflate gender with sex. The notion of gender is associated with the normative roles that men and women are expected, encouraged and forced to form in society (Anselmi & Law.2015: 21)

- **Gender Identity**

“Gender identity can be understood as the personal concept of an individual as a man or a woman” (Anselmi & Law.2015: 22).

- **Gender Stereotypes**

Gender stereotypes provide a description which is broadly recognizable as defining what it means to be masculine and feminine (Anselmi & Law.2015: 20). These stereotypes in turn produce a normative view as what gender attributes (such as behaviour, roles, attitudes et cetera.) is acceptable as masculine and feminine. Therefore they generate normative roles and behaviours for which men and women must abide. Stereotypes create a shared belief in society about what men and women are like, what they should do and how they should look (Anselmi & Law.2015: 1921).

- **Heteronormativity**

Notions of gender and sex are dominated by heteronormative assumptions that are deeply entrenched within society. Heteronormativity can be understood as a suite of cultural, legal and institutional practices that maintain normative assumptions that there are two and only two genders, that gender reflects biological sex, and that only sexual attraction between these opposite genders is natural or acceptable” (Schilt.2009: 441).

- **Binary System**

This is a social system that requires that everyone be raised distinctly as a boy or girl (dependent on what sex you are assigned at birth). These binaries will inform the basis for how you are educated, what jobs you can have, what you can wear, how you are expected to behave, what you are expected to wear, etc. (Ryle, 2011)

- **Gender Socialisation**

Socialisation is a Sociological concept and it is defined as the ways in which we learn to become a member of any group. The process begins the moment we are born and continues throughout our lives (Ryle. 2011: 119). It teaches how we must behave and enforces certain norms and roles that are seen as socially acceptable. Gender socialisation is the process through which individuals learn the gender norms of their society and come to develop an internal gender identity (Ryle. 2011: 120). Through this social process gender norms are established these can be seen as a set of rules that determine what appropriate masculine and feminine behaviour is in a given society (Ryle, 2011).

Chapter 2

Literature Review

Didem Salgam (2015) investigated the roles of toys in the formation of children’s gender and sexuality perceptions and in the construction of their gender and sexual identities. The study sought to discuss whether toys act as mediums that contain gender and sexuality messages. The study was an ethnographic in nature as she observed children and the way in which they played with toys, which toys they played with and how these toys influenced their behaviour.

The study began looking at the nature of gender socialisation. Gender socialisation occurs throughout one’s life yet early childhood is accepted by researchers as the crucial period in the formation of one’s gender and sexual identities (Salgam, 2015). Various factors at this stage of a child’s life contribute to this process, such as; perceptions and attitudes of parents, books, nannies and toys. This particular study focused on the effect of toys in this process.

This study argued that toys should not be seen as only entertainment tools for children. Their main function is to educate children and help them with their cognitive development. Toys act as a medium that transfer messages to children (Salgam, 2015). The following investigation interrogated what these messages are, and how they affect children's gender identity formation.

The study found that the toy industry mostly produces distinct toys for male and female children (Salgam, 2015). In fact, when analysing various toys it was found that even when the toys are identical the colours, packaging or equipment is adjusted to fit the normative or stereotyped ideals of a certain gender identity. Toys are heteronormatively gendered and are presented as being distinct between boys and girls. This further enforces the notion of gender being a binary construct (Salgam, 2015).

The study argues that toys are education materials and they should be considered as texts through which gender identities of the subjects are constructed, because at the very moment of playing with toys, children perform social roles of gender identities (Salgam, 2015). Toys give children the opportunity to "earn by doing", which means they actively learn gender roles through playing with toys (Salgam, 2015). The study showed how male and female children are provided with different types of toys based on their gender identities and that these different types of toys create different types or ways of playing. The way in which a child plays with a toy carries a message about the type of roles they should perform. The type of playing therefore influences the formation of their gender identities (Salgam, 2015).

The study further highlights that because toys are so often labeled boy or girl toys children see the forms of play as clearly distinct (Salgam, 2015). Toys do not encourage children to partake in cross-gender play; which further emphasizes the differences between the children. Toys are playing an invaluable role in creating a sex-based segregation in children that result in the supremacy of heteronormativity (Salgam, 2015). Toys can therefore be seen as the original seeds that result in individuals having the view that gender is a binary fixed construct. The role of toys in forming distinct stereotypical views of gender is therefore undeniable.

This was further illustrated in studies done by **Martin, Eisenbud and Rose (1995)**. The study found that children use gender-based reasoning in making judgements about toy preferences for themselves and for others. This shows that children are conscious of gender and sex when it comes to selecting toys. A consistent finding in their research found that children prefer toys traditionally stereotyped for their own sex more than toys stereotyped for the other sex (Martin et al, 1995). The consequence of children selecting own-sex-typed toys is that it limits their experiences as different types of toys encourage distinctly different types of play and learning.

Cognitive theories of gender-role acquisition are based on the idea that children socialise themselves into gender roles (Martin et al, 1995). Gender stereotypes provide children with normative information about how each sex should look, act and think according to cultural beliefs (Anselmi & Law.2015: 20). One way to communicate these cultural gender stereotypes to children is by explicit gender labelling of objects and activities.

Martin et al (1995), found that labelling toys as being either for boys and girls influences children behaviour in a number of ways. Firstly it influences how children interact and explore toys as children tend to explore same-sex-labeled toys more than other-sex-labeled toys. Secondly, children then learn gender labels and their behaviour often changes so that it matches the stereotypic expectations of that toy and their labeled sex. This study further illustrates that by labelling toys as distinctly for boys or girls creates gender-segregation and further enforces the notion of gender being a binary construct (Martin et al, 1995).

The following studies highlight how toys and the manner of play they create align with dominant heteronormative ideology which in turn effect children's gender socialisation process (Martin et al, 1995). In order to understand how this ideology is produced, communicated and enforced to children, the following study advocates that toy advertisements are the best medium to do this.

O'Shaughnessy and Stadler (2012) through the study of semiotics emphasize the role advertisements play in enforcing and creating ideologies through the use of certain discourses. They also examine the way these produced ideologies are then internalised by individuals, through the process of interpellation, thus forming an individual's identity (O'shaughnesyy & Stadler. 2012: 184). Martin et al's (1995) work on toy labelling is a concrete example of interpellation: because when you 'interpellate' someone, you 'call upon them'; they are 'hailed'. In this sense, simply put, by addressing boys AS boys and girls AS girls, children begin to recognise themselves as such (O'shaughnesyy & Stadler. 2012: 184).

They argue that advertisements should be seen as a form propaganda, as they all carry ideological messages in them (O'shaughnesyy & Stadler. 2012: 145). Ideology means the set of values, beliefs, and feelings that, together offer a particular view of the world (O'Shaughnessy & Stadler. 2012: 151). Discourse is the term used to describe how ideologies and their subsequent dominant messages are communicated. Discourse is the articulation, voicing, or putting forward of a particular point of view (O'Shaughnessy & Stadler. 2012: 172). Foucault shows that within a subject or particular field of study we can have a range of discourses that can be used. Yet it is important to note that some are more dominant than others, some challenge others, they can change overtime and new discourses can emerge to challenge dominant ways of thinking (O'Shaughnessy & Stadler. 2012: 173)

Raymond Williams in his analysis of media, society and ideology has described three different types of discourses; residual (set of ideas and beliefs from the past still accepted by some people), dominant (contemporary ideas and beliefs shared by majority of people) and emergent (new ideas and beliefs held by a few at first, and then gradually becoming more accepted (O'Shaughnessy & Stadler. 2012: 201) Currently, within in the Transgender Tipping Point context, the dominant discourses of heteronormativity; that gender is a fixed, binary construct that is an immutable derivation of biology (Schilt, 2009), is being challenged by the emergent discourses of transgenderism. This new discourse advocates that gender should not be seen as a binary construct or an immutable derivation of biology but rather gender should be a more inclusive system in which there is a plurality of gendered modes of being (Hausmen. 2001: 469).

Therefore it is clear that discourses can either be used to contain or challenge ideologies. In this instance, transgender discourse aims to challenge the dominant ideology of heteronormativity. The following study seeks to determine which of the aforementioned discourses are being utilised by the toy advertising industry. As highlighted earlier, advertisements utilise discourses to communicate ideologies to consumers (O'Shaughnessy & Stadler, 2012). In the field of gender a number of studies have identified these discourses to be shaped by gender stereotypes which promote a heteronormative ideology that emphasizes gender to be a fixed, binary construct (Popova, 2010)

Waters and Ellis (2005) study how and why the advertising industry utilises gender stereotyping and the effects of these gender stereotypes on society. The advertising industry makes use of gender typing; the process of identifying people, behaviours, objects, gestures etc. as either feminine or masculine (Waters & Ellis, 2005). This process results in gender stereotypes being formed. **Popova (2010)** shows how gender stereotypes in advertising reflect the heteronormative view of there being only two, distinct and binary genders. Stereotypes generate the view that there is only one type of masculinity or femininity, when in fact there are multiple masculinities and femininities in which someone from either gender can operate; as transgender theory advocates (Popova, 2010).

Gender stereotypes provide a description which is broadly recognizable as defining what it means to be masculine and feminine. These stereotypes in turn produce a normative view as what gender attributes (such as behaviour, roles, attitudes etc.) is acceptable as masculine and feminine (Anselmi & Law.2015: 19:21) Therefore they generate normative roles and behaviours for which men and women must abide. Stereotypes create a shared belief in society about what men and women are like, what they should do and how they should look (Anselmi & Law.2015: 19:21).

Both studies found that the issue with stereotypes is that people accept the beliefs they promote, and then incorporate those beliefs in his or her own self-concept and identity (Popova, 2010)

(Waters & Ellis, 2005). This means that people tend to hold themselves to the traits, behaviours and roles that stereotypes produce. Therefore they argue that gender stereotype sell a certain gender identity (Waters & Ellis, 2005). With regard to children it means they will internalise these views, they will form the child's identity and they will more than likely retain the stereotypes as they grow older (Popova, 2010).

Waters and Ellis (2005) and Popova (2010) critically analysed how and why the advertising industry utilise gender stereotypes. Popova argues that gender is one of the most popular demographic segmentation variables used by advertising agencies when crafting target audiences (Popova, 2010). This is because the constructs of femininity and masculinity – being the most obvious manifestations of gender – can easily be exploited. They are exploited through the use of gender stereotypes. The reason the need to be exploited is because of the nature of advertisements. Waters and Ellis (2005) argue that advertisements need to be easily decodable; consumers need to look at them and the message they produce needs to be understood instantaneously (Waters & Ellis, 2005). The use of stereotypes allows us to come to these rapid conclusions.

One needs to critically look at where stereotypes originate. Stereotypes as previously defined in this paper are oversimplified conceptions that people who share the same status group share certain traits (Lindsey, 1994). These over simplifications are notions that circulate around society and are taken to be standardised norms for a given status (Lindsey, 1994). Through the use of stereotypes in the advertising industry it is important to understand that advertising is parasitic – it has no discourse of its own, and therefore seizes upon notions already circulating in society (Bertelsen, 1998: 226-227). It is for this reason that the following paper advocates that advertisements should be analysed to determine what discourses (and the subsequent ideologies they produce or challenge as explained by O'Shaughnessy and Stadler (2012)) are dominant in society.

Pike and Jennings (2005) looked at how children's exposure to gender-stereotyped toy commercials and manipulation of gender in children's toy advertisements influences their behaviours' and toy preferences. Their study uses social learning theory to show how children form their gender identities through socialisation (Pike & Jennings.2005: 84). Social learning theory draws on Didem Salgam (2015) notion that children "earn by doing". Children learn what is socially acceptable, what norms, roles and behaviours to follow by looking at the society around them. This can be through observation or direct instruction from society (Salgam, 2015).

Pike and Jennings (2005) advocate that children construct their gender behaviour by looking at toy advertisements. Girls and boys are often portrayed in stereotyped roles in advertisements (Waters & Ellis, 2005). Activities portrayed in commercials often signify traditional and segregated gender roles

(Pike & Jennings.2005: 83). Research has shown that there is a relationship between exposure to these gendered images and children's perceptions about gender roles (Pike & Jennings, 2005) (Martin et al, 1995). The forms of play that toys produce and their depiction is also found to be gender stereotyped (Pike & Jennings, 2005).

Children are aware of gendered portrayals in commercials and they learn the gender appropriateness of toys through modeled behaviour, the study showed how this affects their toy preference and nature of their play (Pike & Jennings.2005: 85). This repeated exposure to these images contributes to the development of children's conceptions of gender and their expected roles as men and women (Pike and Jennings.2005: 85). In their study they also found that the use of non-traditional images can change children's perceptions of gender as well. Pingree (1978) found that children in two experimental conditions had less traditional gender role attitudes after viewing counter stereotypical portrayals (Pike and Jennings. 2005: 88).

Pike and Jennings found that the gender of the model or participant in the commercial influenced whom the children perceive should play with a particular toy (Pike and Jennings. 2005: 88). They are, therefore, taught from an early age to *police* not only their own gendered performances, but also the performances of others. Children would also look at the colours used (blue or pink) as well as the type of play or actions being depicted (Pike and Jennings. 2005: 88) when deciding toy preferences. Boys are seen as rough, boisterous with toys often being weapons or construction. Whereas girls are seen as caring, and nurturing with toy often being dolls and household items (Pike and Jennings. 2005: 88). These following symbols and characteristics (colours, participants and toys) are based on gender stereotypes that creates stereotypical behaviour and roles (Pike and Jennings. 2005: 88). The following study aligned with Martin et al ((1995) work that children use gender based reasoning when choosing what toys to play with. Yet the study explores this further in highlighting how this gender based reasoning is a result of gender stereotypes being employed (Pike& Jennings, 2005).

One of the most interesting conclusions from the following study found that children who saw commercials with no gender-stereotypes are more likely to indicate that they toys are for both boys and girls rather than just for one sex (Pike and Jennings. 2005: 88). This highlights the invaluable role that gender stereotypes in advertisements have on children and their perceptions of gender. However, Pike and Jennings's study also found that the reason the advertising industry uses stereotypes is because of the limited time they have for character development (Pike & Jennings, 2005). Consumers at whom an advertisement is being targeted need to look at an image and understand it instantaneously. When it comes to children this process needs to be as basic as possible (Pike & Jennings, 2005). However, it is far easier to utilise gender stereotypes when

targeting children than it would be if they were adults due to the fact that children can be more easily manipulated. They take such images as face value and do not have the cognitive intelligence to critically interrogate advertisements the way an adult can (Pike & Jennings, 2005). Children can therefore be described as more passive consumers; as a result the use of gender stereotypes does affect their attitudes to gendered behaviours and roles.

They found that children's brief exposure to non-traditional images created significant and instantaneous changes in children's beliefs about gender (Pike & Jennings, 2005). Once again linking this back to the fact that children are more passive than adults. This means they are easily manipulated and do not utilise their own cognitive knowledge to interrogate what is being presented to them, but rather take what is being presented to them as fact. They establish in their research that there is a link between social learning and toy advertisements (Pike & Jennings, 2005). Through advertisements children learn about which toys to play with, how to play with them and the subsequent gender roles that the toy and its manner of play will produce. Children use the information given to them in the commercials to add to their construction of their gender schema (Pike and Jennings, 2005).

The study also found that society often punishes boys for participation in cross-gender play, whereas girls are seldom punished and are often encouraged to partake in cross-gender play (Pike & Jennings, 2005). Parents were less supportive of sons who engaged in stereotypical girls play, whereas they were more supportive of girls who partook in stereotypical boys play. This highlights the fact that there is an inequality in gender socialisation between boys and girls. Boys are socialised to be more sensitive to the gender appropriateness of the toys they select, therefore they are more prone to recognise gender cues. Whereas girls are less sensitive to gender cues as they are not socialised to see cross-gender play as bad (Pike & Jennings, 2005). The following study highlights that toy advertisements create gender segregation as well as gender polarisation where boys are discouraged to engage in any forms of play that are against the heteronormative gender identity of masculinity (Pike & Jennings, 2005).

Lemish (2013) speaks of how media and related merchandizing play an invaluable role in promoting a gender-segregated world, along traditional and stereotypical constructs of femininity and masculinity. In this study he argues that this gender-segregation offers restrictive narratives for boys and girls to construct their own gender identities (Lemish, 2013). Lemish argues that despite growing awareness and advocacy around the issues of gender representations in media aimed at children, current research has shown that children still exist in a social world that strongly differentiates between the two genders quite systematically (Lemish, 2013). Through her research she identifies

dominant messages in media texts designed for children that continue to promote the same restrictive ideologies of femininity and masculinity.

These messages are based on gender stereotypes that offer limited views and say very little about the multifaceted aspects of what it means to be a boy or girl (Lemish, 2013). The dominant messages that Lemish identifies that differentiates boys' from girls, masculinity from femininity in media discourses can be understood in two basic ways. Through the enforcement of gender stereotypes boys are often identified or represented with "doing" in the public sphere, which is associated with certain characteristics such as action, aggressiveness, competitiveness, and independence (Lemish, 2013). Girls on the other hand are associated with "being" in the public sphere, which is associated with characteristics such as passivity, emotional intelligence and caregiving (Lemish, 2013). The difference between "doing" and "being" is integral in one's understanding of gender differences in representation of females and males in advertisements since they influence the actions and type of toys that will be associated with each gender (which will ultimately influence gender identity formation).

Lemish goes on to argue that gender segregation is not primarily a result of the representation of boys and girls in toys advertisements, but also the gender stereotypes that are associated with toys' packaging, and the colours used in their manufacturing (Lemish, 2013). Through his studies Lemish, like Pike and Jennings, has found that there are stronger pressures for boys to conform to gender appropriate behaviours than for girls.

In his study Lemish argues that the toy and merchandizing industries play a significant role in perpetuating the gendered segregation of childhood (Lemish, 2013). This is mainly attributed as to how children are target marketed; children are targeted as knowing consumers with clearly differentiated, gender-appropriate tastes (Lemish, 2013). This is one of the biggest and most fundamental issues of toy manufacturers and advertisements. These industries continue to dwell on gender differences, play them up, exploit children's quest for gender identities, and push them to the extreme as they carve out unparalleled audience-segments for profits.

Lemish argues that advertisements, toys and merchandizing that target children often are promoting significantly more traditional gender ideologies (Lemish, 2013). Toys through their packaging and advertising cultivate an impression that certain toys are only appropriate for boys and others only for girls. Boys are steered towards toys involving traditional masculine traits – action, machinery, weapons, and construction – so that their play is designed to be exciting and adventurous, and performed in the public sphere (Lemish, 2013). Girls' toys are directed at traditional feminine interests which focus predominantly on the private sphere and related domestic activities such as

caregiving and decoration (Lemish, 2013). Toys and merchandising thus provide a gendered learning environment and many gendered experiences for children. Lemish ultimately argues that pressure for children to conform to normative gendered stereotypes is driven by the transnational toy industry and the way in which they target children.

When looking at how gender is used in advertisements one needs to look at the signs that are used. These signs consist of gender-essential elements that are representative of gender characteristics (O'Shaughnessy & Stadler, 2012). These signs are often used in accordance to gender stereotypes (Waters & Ellis, 2003). Accurate communication and consensus about the essential elements in gender identity becomes a function of well learned rituals and symbols rather than spontaneous expressions by advertising agencies (Waters & Ellis, 2003). In Lemish (2013) and Pike and Jennings (2005) study it is clear that the media reinforce gender roles and stereotypes through a number of factors such as the activities, toys, type of play, colours and participants used in toy advertisements. These contribute significantly to children's perceptions of gender and their gender identity. Advertisements (and the signs and symbols they subsequently use) reflect the dominant discourses and ideologies of society (O'Shaughnessy & Stadler, 2012).

The following study will conduct a content analysis to study these signs and symbols to see if they are still representing restrictive discourses based on gender stereotypes that reinforce heteronormativity or if they are moving to more progressive uses of these symbols to create gender neutrality and fluidity that offers less restrictive discourses in line with transgender theory, which ultimately will produce new ideologies around gender in society.

Chapter 3

Research Questions

Primary Research Question:

How has the rise of the transgender movement in recent years influenced the use and depiction of gender in the advertisements of toys by global realtor "Toys 'R' Us"?

Secondary Research Questions:

- Does the way toy advertisements are depicted reinforce and maintain gender stereotypes?
And does this have effects on children's gender identities?
- Has the transgender movement led to more gender neutral advertisements?
- Has the transgender movement resulted in the toy industry moving away from conventional constructs of gender, sexuality and sex?

Research Objectives

The aim of this study is to see whether the transgender movement has influenced society's perceptions of gender and sex. It aims to determine whether society still maintains traditional gender binaries or if perceptions of gender and sex have evolved to become more inclusive, or progressive. This study will focus on the toy industry and how their advertisements are specifically indicative of these changes. The toy industry has been used in this case as it serves as an effective locus in one's understanding of how gender identities are formed through the process of socialisation. Gender socialisation often occurs in our formative (childhood) years (Ryle, 2011). This study aims to illustrate this and to explore whether gender shifts have occurred in society and to assess whether these shifts can be attributed to the rise of the transgender movement.

Hypothesis

Advertising institutions will start to move away from the use of gender stereotypes that produce heteronormative assumptions of gender as a binary construct, and utilise new discourses that promote gender neutrality and fluidity, in line with transgender theory as a result of the transgender movement and the increased visibility of trans individuals in popular culture.

Research Paradigm and Methodology

When choosing your research methodology two methods can be employed; quantitative and qualitative. The quantitative method is rooted in objectivity and is built around numbers, logic and objective data. It is rooted in the scientific method and generates measurable numerical data (Visocky & O'Grady, 2009: 17). Qualitative research measures subjective data and is built around images and words, rather than numerical data. This field of study does not seek objective truths but rather wants to understand why and how things happen (Visocky & O'Grady, 2009: 18).

The methodological framework of this study seeks to draw on both a quantitative and qualitative approach. This is described to be a mixed methods approach in which a study integrates quantitative and qualitative data collection methods and analysis (Creswell et al, 2003). However, it must be emphasized that the following study will predominantly utilise a quantitative approach, with elements of the qualitative method. The quantitative method is the best method for this study as it generates measurable data that can be compared and analysed to generate objective and unbiased results (Visocky & O'Grady.2009: 17).

This approach aligns with a post-positivist paradigm. Post-positivist approaches show a much greater openness to different methodological approaches, and often include qualitative, as well as quantitative methods (Glicken, 2003:28). This allows for the development of alternative research strategies to find information in unlikely and creative ways (Glicken, 2003:28). However, post-positivism is still rooted in the scientific method which is aimed at objectiveness of research, to generate fair and unbiased results.

Research Population and Sample

A research population can be understood as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications for a study (Polit and Hungler 1999:37). In this study, the population comprises of print advertisements from global toy realtor Toys "R" Us annual Christmas catalogue. It will consist of all the advertisements published from 2013-2015 as these are the years that fall within the 'Transgender Tipping Point' timeframe that this study is examining. Particular focus was placed on toy realtor "Toys R Us" as they sell a variety of toys from different toy companies, resulting in a large and diverse population. This helped eliminate bias as the study was able to look at a variety of different toy companies, and examine the different advertising methods they use. By looking at advertisements from 2013-2015 also allows this study to identify trends or shifts as comparisons can be made between the different years.

To obtain my sample of advertisements (which emerge from the population mentioned above) this study utilised a non-probability sampling method. "In a non-probability sample, units are deliberately selected to reflect particular features within the sampled population" (Ritchie & Lewis. 2003: 78). The sample is not intended to be statistically representative instead the characteristics of the intended sample population are used as the basis of selection – your sample is chosen on purpose. This is known as purposive sampling (Ritchie & Lewis. 2003: 78). This is the best form of sampling when a study is being conducted with a specific purpose in mind. The sample is selected

due to the fact that it fulfils certain criteria that will meet the needs and purposes of the study. As a result my sample was selected systematically and purposefully based on the following criteria:

The first and most important one being that the study will only analyse advertisements that contain a human participant in them. This means that I will exclude all advertisements that feature toys only. This is because the use of a participant in the image signifies who the target audience for that specific toy is. Knowing who the target audience is, is of vital importance to this study, as one needs to know whom the advertisement is being directed at to determine the gender positioning of the advertisement, and to evaluate if there are gender stereotypes present in accordance to the gender being addressed or interpellated.

The second criteria used to choose my sample will be the age of the participant and subsequent intended target audience in the advertisement. The advertisements that will be chosen will be directed at children between the ages of 1-7 as research has shown these are the most influential years in the formation of a child's gender identity through gender socialisation (Ryle, 2011). Therefore this will be the primary focus of this study.

Therefore not all advertisements from the catalogues will be used but only the ones that fall under the aforementioned sampling frame, utilising a purposive sampling method. The catalogues contain a number of advertisements of just merchandise or aimed at older children, yet they were not conducive to this study, because of the lesser role they play in gender formation.

Therefore my total sample for each catalogue was as follows:

2013: 92 advertisements

2014: 84 advertisements

2015: 49 advertisements

Total sample 2013-2015: 225 Advertisements

Utilising such a large sample ensures: representativeness, better statistical analysis and greater accuracy (Creswell.2003: 10). This allows and ensure greater validity of the study.

Research Methods

Once I have obtained my sample of the advertisements from the Toys R Us catalogues I will conduct a quantitative content analysis. A content analysis is a research technique "for the objective, systematic and quantitative description of the manifest content of communication" (Macnamara. 2005: 5). In a content analysis, a researcher uses objective and systematic counting and recording

procedures to produce statistical data of the content being analysed (Macnamara. 2005: 5). In order to do this one must make use of the systematic tool of coding.

Due to the fact that this study is being conducted in the post-positivist paradigm the content analysis needed to be conducted in accordance with the scientific method (Macnamara. 2005:8). A scientific approach to research design requires that “all decisions on variables, their measurement, and coding rules must be made before the observation begins” (Neuendorf, 2002, p. 11). One of the best ways to ensure that results remain objective is by utilising a prior design when coding (Macnamara, 2005). A key component of coding in this manner is creating a comprehensive written code book or code scheme. This contains the list of variables (units of analysis) to be researched and provides researchers involved in the project with a consistent framework for conducting the study (Macnamara. 2005: 9). This list of variables needs to be determined before the study is conducted and cannot be changed. The code book provides explanations, examples and definitions of each variable and their subsequent variables being coded.

To get my coding schema, elements from the qualitative method were utilised, through the use of semiotics. Semiology can be understood as the “science of signs, or the study of signs and systems” (O’Shaughnessy & Stadler.2012: 131). Advertisements are a rich source for semiotic analysis; they combine signs, codes and conventions to create representations that are interpreted by audiences to create a certain meaning (O’Shaughnessy & Stadler.2012: 145). Through the preliminary research it became evident that advertising utilises different symbols and signs to communicate gender stereotypes (Waters & Ellis,2003). Semiotic resources are the basis for gender stereotypes in advertisements. Therefore before I could conduct my quantitative content analysis – the focus of this study – a brief semiotic analysis of advertisements needed to be conducted to determine what these signs are. The identified semiotic resources will help determine what the variables to be counted in my content analysis will be. Therefore through utilising a mixed methods approach by combining these approaches a comprehensive analysis of gender stereotypes in advertisements can be conducted.

The aim of this study is to determine whether the transgender movement has influenced the advertising methods of the toy industry. In order to do this we need to analyse the advertisements for the presence/absence of gender stereotypes. In other words, if toy advertisements are maintaining gender stereotypes they inevitably subscribe to gender bias. Yet, if they reject stereotypes, they are ultimately promoting gender neutrality. Therefore my independent variable is the presence/absence of a gender stereotype. Whereas my dependent variables are whether the

advertisements are gender neutral or gender bias. The dependent variables are mutually exclusive; as one cannot be both.

As previously mentioned gender stereotypes are manifest in advertisements in the form signs and symbols that lend themselves to semiotic analysis. For the purpose of my study, I have identified the following signifiers:

- The Main Participant

The main participant in an advertisement represent the intended target market for a product. By analysing who the advertisements directed at, one can then determine the gender positioning of the advertisement. As previous studies have shown, the participant in the advertisement is who the children will look at to utilise gender-based reasoning to determine if the toy is for them or not (Martin et al (1995))(Pike & Jennings, 2005). Studies have also found that the children will mimic the actions, and copy the forms of play by looking at the participant of the advertisement.

Other studies found that boys and girls are often represented separately in advertisements, with very few advertisements portraying both sexes together (Salgam, 2014). This results in gender-segregation, and discourages cross-gender play, which further emphasizes the inflexibility of the gender binary (Salgam, 2014).

- The colours used

Advertising companies and toy manufacturers manipulate and utilise colour in stereotypical ways, in which 'pink' is synonymous with girls and 'blue' is synonymous with boys (Lemish, 2013).

- The type of play being shown.

Boys and girls are often presented in different types of play or actions. Dafna Lemish identifies that through the enforcement of gender stereotypes boys are often identified or represented with "doing", which encompasses characteristics such as action, aggressiveness, competitiveness and independence whereas girls are associated with "being" which encompasses characteristics such as passivity, emotional and caregiving (Lemish, 2013)

The difference between being represented as "doing" and "being" is integral in one's understanding of gender differences in representation of females and males in advertisements. The way in which the model is being represented influences the actions (type of play) and type of toys that will be associated with each gender:

- Boys are stereotypically associated with forms of play that utilise action, weapons, technology, construction etc.
- Girls are associated with fashion, household, caring, and crafts.

In order to determine what the action of the participant is one needs to therefore look at the toy they are playing with and the type of action (being or doing) that toy promotes.

Therefore these will be the variables that will be used when conducting the content analysis to examine gender stereotypes. It is clear that each variable contains a number of sub variables. Therefore an extensive coding scheme has to be created for each variable identifying the different categories within each variable. Below is a list and description of the coding scheme utilised in the study. As previously mentioned this study will utilise a prior design, therefore this was established before conducting the research to ensure objectivity and validity.

Coding Schema

1. **Page Number:** The page in which the advertisement is on, so that one can go back to it if necessary and know where to locate it.
2. **Year Published:** 2013, 2014 and 2015. This allows one to identify the year in which the advertisement was published. It is important to know from which year the advertisement came in order to identify shifts, changes and trends.
3. **Participant:** This refers to the main participant/participants in the advertisement. Three categories were used: Boy (Only participants from the male sex), Girl (only participants from the female sex) and Boy/girl (participants of both sex shown).
4. **Colour:** This refers to the dominant colour used in the advertisement. Broad terms were used to organise this set of data for the sake of efficiency. The following coding method adopted three relevant categories: blue, pink and neutral. 'Blue' refers to any colour that is stereotypically associated with boys. 'Pink' refers to any colour stereotypically associated with girls. 'Neutral' is for the colours which have no gender bias. Therefore one would have to identify who the participant is (and subsequent target market of advertisement) and then determine whether the colour being used reflects a gender stereotype or not.
5. **Type of Play:** Categorised as either 'doing' or 'being' as explained above (will look at type of toy used and the action it produces).
6. **Gender Stereotype:** Yes or No.
7. **Gender Neutral:** Yes or No
8. **Gender Bias:** Yes or No

Whilst conducting my research I will document my findings on an Excel Spread Sheet. I will then translate my findings into statistical quantitative data by tabulating and graphing my data. One can then begin comparing variables to one another to identify trends and patterns, which allowed the study to draw certain conclusions.

Chapter 4

Data Analysis and Findings

4.1 Colour Used

Figure 4.1.1 illustrates the use of colour in advertisements from 2013, 2014 and 2015. As the coding schema above shows, all advertisements that could be categorised as predominantly pink or blue contained a gender stereotype, and are therefore gender biased. All advertisements that fell under the neutral category did not conform to gender stereotypes thus making them gender neutral. By looking at figure 4.1.1 it is clear that advertisements predominantly utilised gender neutral colours with 64% in 2013, 56% in 2014 and 67% in 2015. Figure 4.1.1 shows that a trend of using gender neutral colours has been utilised in the catalogues over the past three years. Figure 4.1.2 further illustrates this by combining all three years to show that a total of 15% were pink, 23% blue and 62% were neutral.

Figure 4.1.1

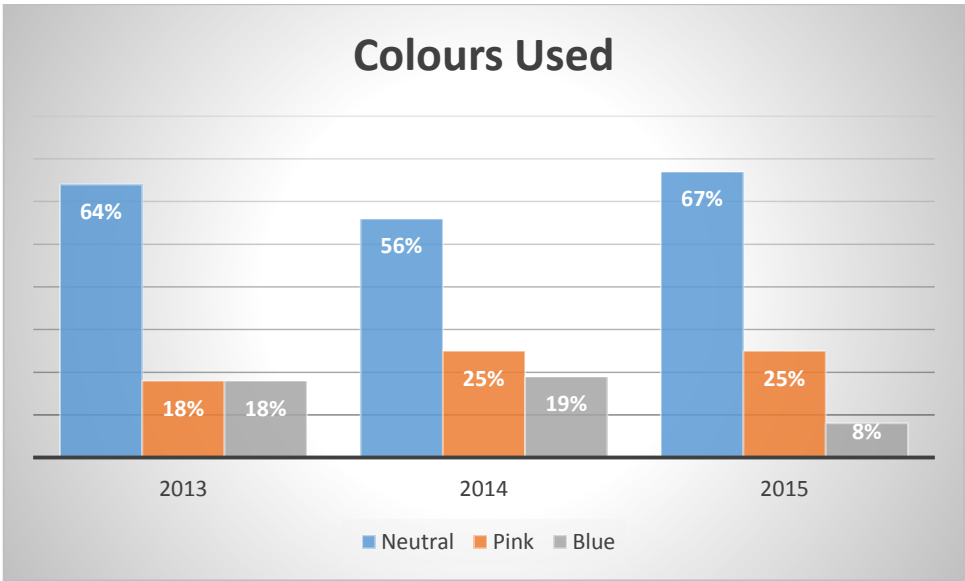
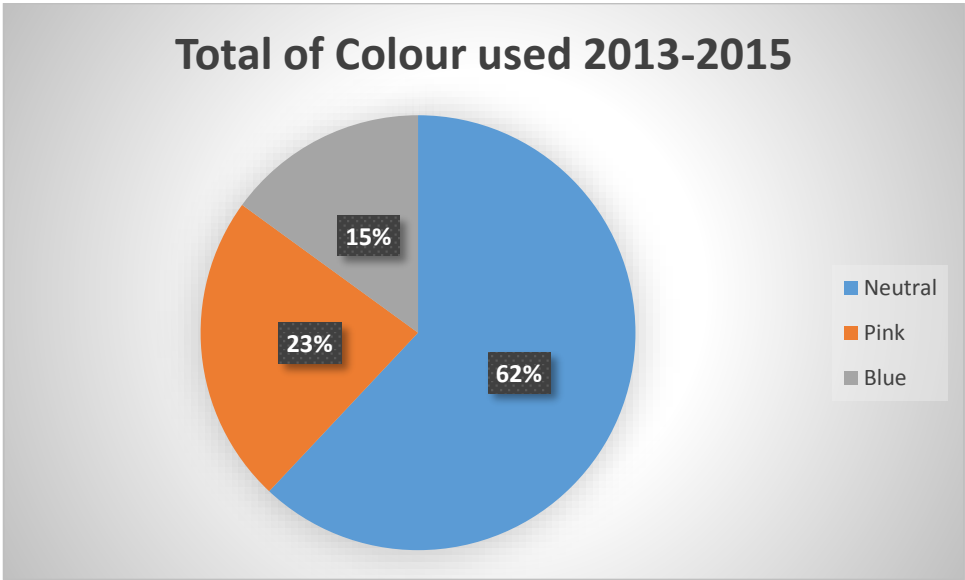


Figure 4.1.2



By looking at the above data it is clear that the industry is moving away from gender stereotypes with regards to their use of colour.

4.2 Main Participant

To determine who an advertisement is targeted at one can look at who the main participant is. By analysing who the advertisements directed at, one can then determine the gender positioning of the advertisement. As previous studies have shown, the participant in the advertisement is who the children will look at to employ gender-based reasoning to determine if the toy is for them or not. Studies have also found that the children will mimic the actions, distinguish the suitable gender roles and copy the forms of play by looking at the participant of the advertisement.

Figure 4.2.1 illustrates who the main participants were in the advertisements from 2013, 2014 and 2015. By analysing the bar graph it is clear that all three years had a dominant trend of presenting boy and girls as distinctly different. Very few of the advertisements presented boys and girls together. This is shown by the fact that only 18% (2013), 8% (2014) and 22% (2015) of the advertisements showed cross-gender play, with the participant representing boys and girl together.

All three years showed a trend of the main participant being boys: 46% (2013), 51% (2014) and 47% (2015). This highlights the fact that more single sex advertisements are positioned at boys. Figure 4.2.2 shows that 48% of the total advertisements analysed were positioned at boys, 36% were positioned to girls and 16% were positioned to both boys and girls.

Figure 4.2.1

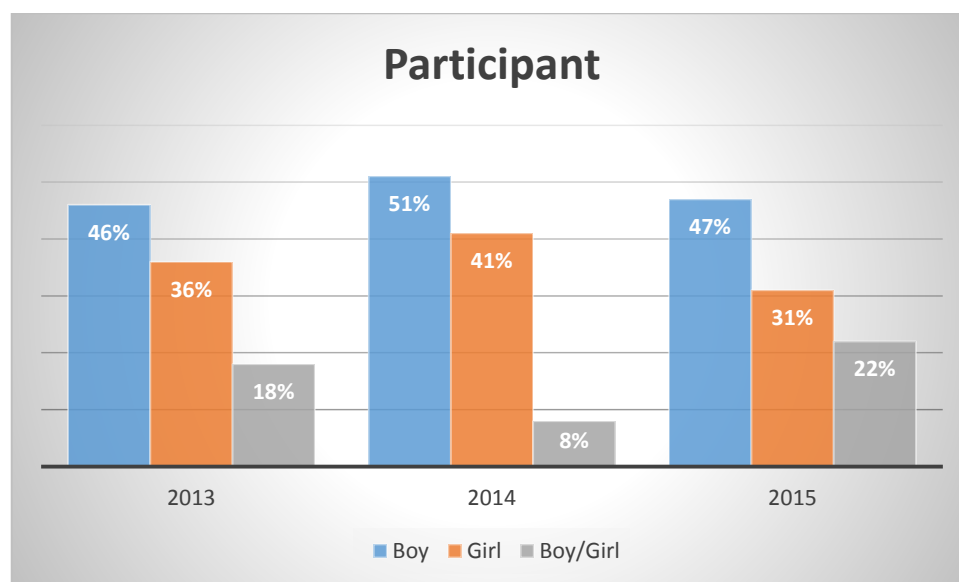
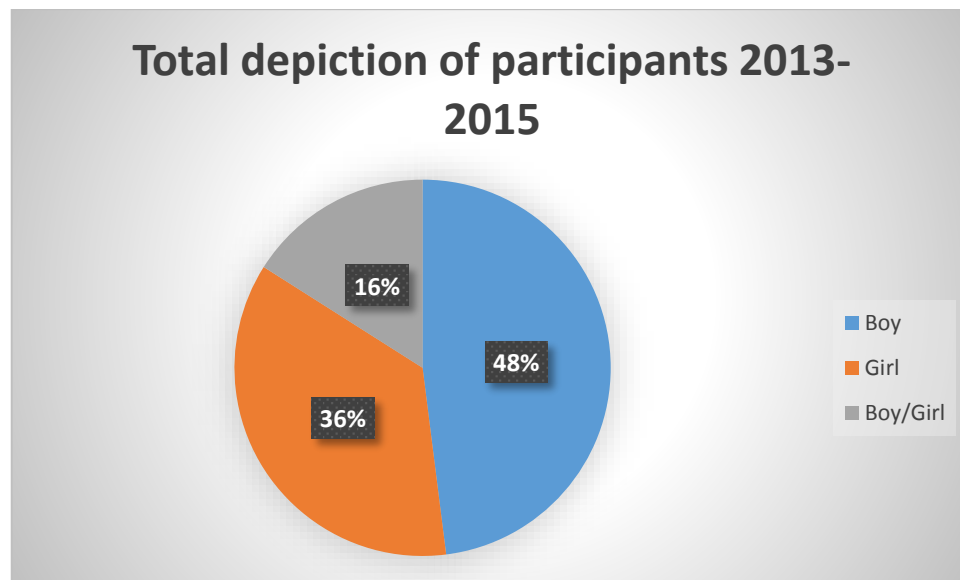


Figure 4.2.2



4.3 Type of Play

The type of play is associated with the participant as it shows the action they are performing. Therefore in order for this data to make sense the type of play, categorised along the lines of either 'doing' or 'being' in this study, needs to be compared to the participant. The study found the following results:

Of the total girl participants shown in all advertisements from 2013-2015, 35% were depicted as 'doing' and 65% were depicted as 'being' (Figure 4.3.1)

Of the total boy participants shown in all advertisements from 2013-2015, 3% were depicted as being and 97% were depicted as doing (Figure 4.3.2)

Of the total boy/girl participants shown in all advertisements from 2013-2015, 14% were depicted as being and 86% were depicted as doing (Figure 4.3.3).

Figure 4.3.1

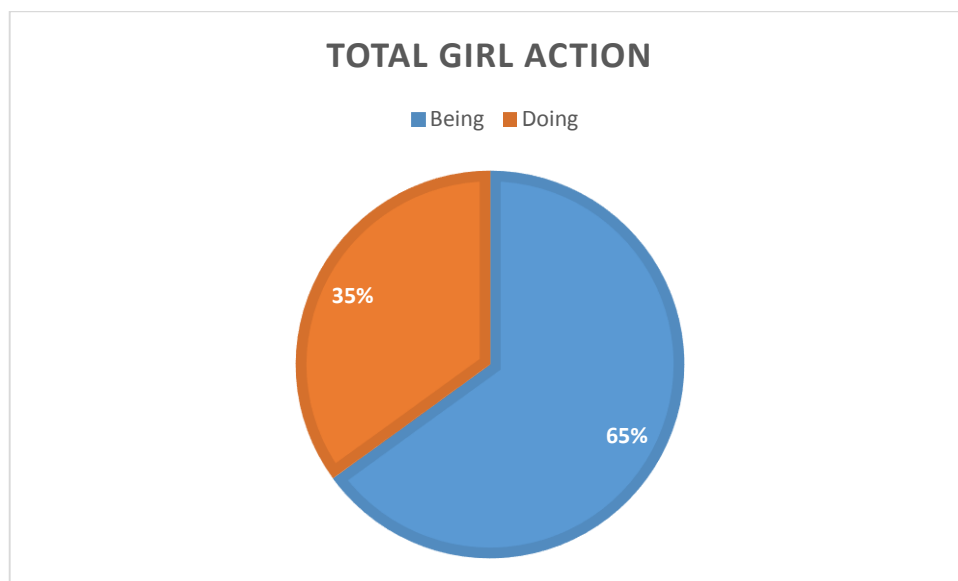


Figure 4.3.1

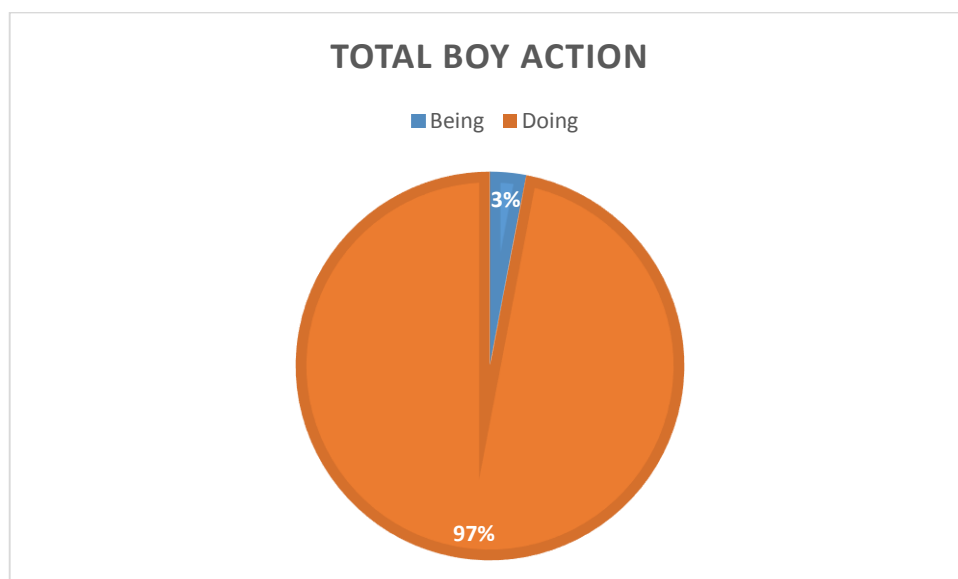
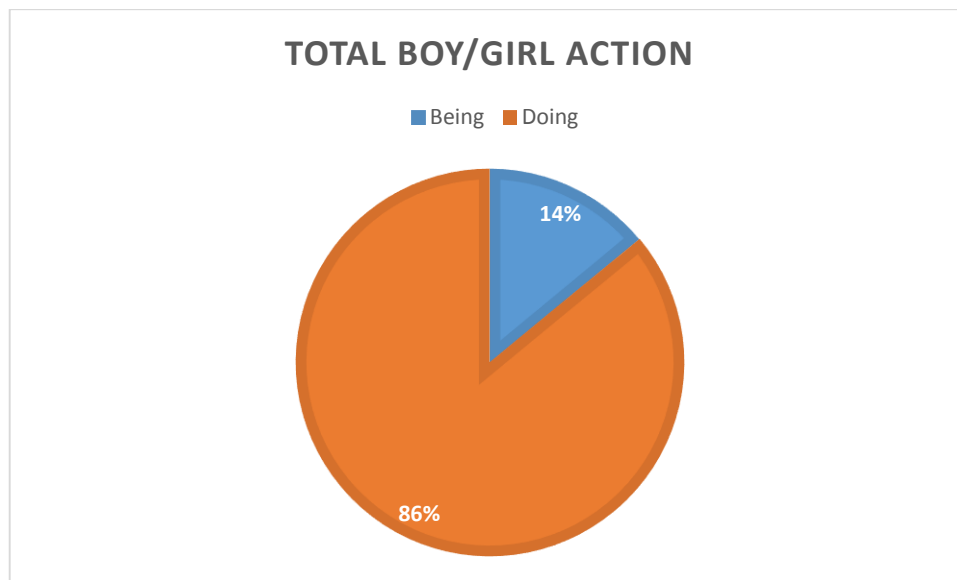


Figure 4.3.3



4.4 Gender Stereotype

The following content analysis used the above variables (colour, participant, action) in order to determine whether the advertisements contained or portrayed gender stereotypes. Figure 4.4.1 shows that in 2013, 2014 and 2015 majority of the advertisements contained a gender stereotype. With 59% (2013), 67% (2014) and 59% (2015). Therefore this highlights the fact that there has been a predominant trend of gender stereotypes in children's toys over the past three years.

Figure 4.4.2 shows that of the total sample 62% of the advertisements contained gender stereotypes, whereas 38% did not. If toy advertisements are maintaining gender stereotypes they are subsequently contain a gender bias, if they are moving away from gender stereotypes they are promoting gender neutrality. This means that we can draw the conclusion that 38% of the total advertisements analysed were gender neutral and 62% were gender bias (figure 4.4.3).

Figure 4.4.1

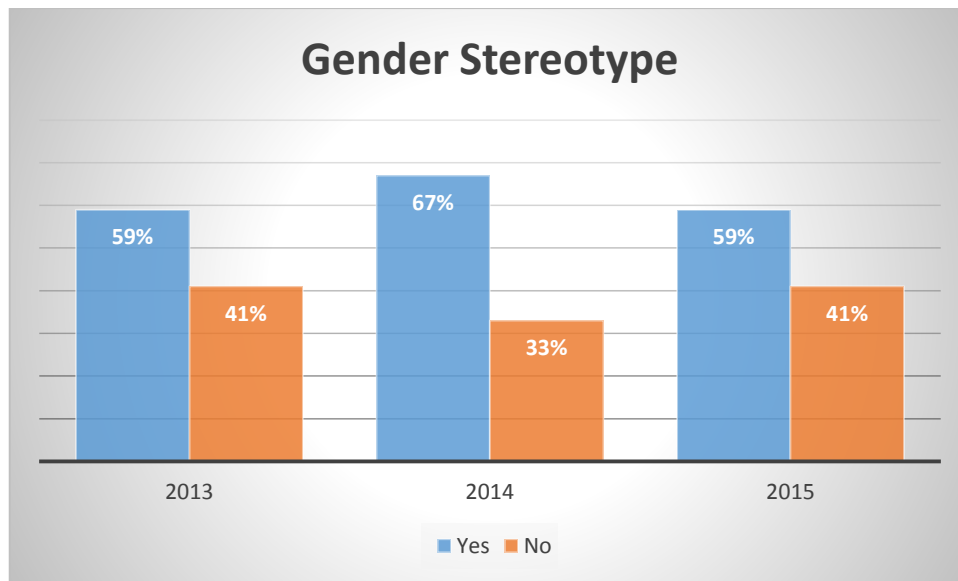


Figure 4.4.2

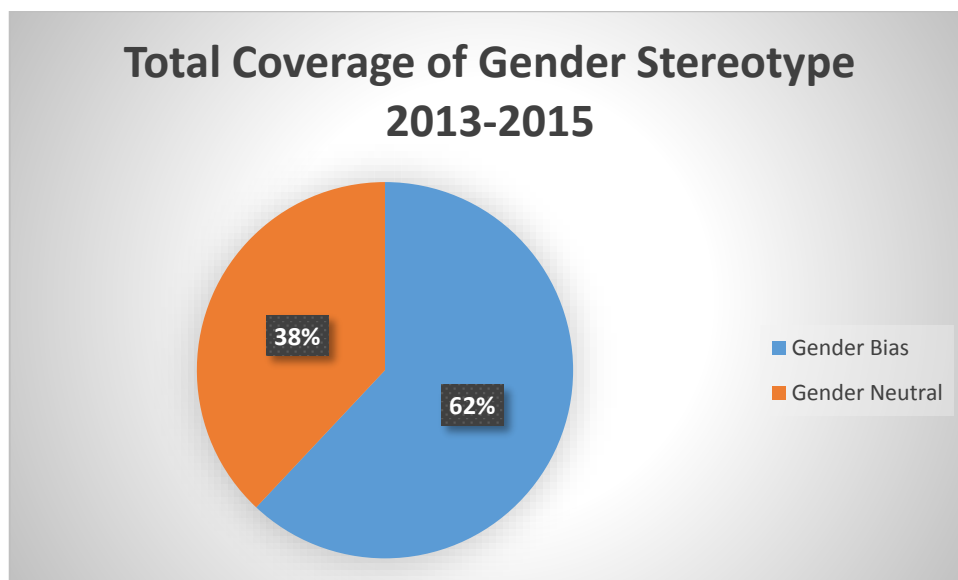
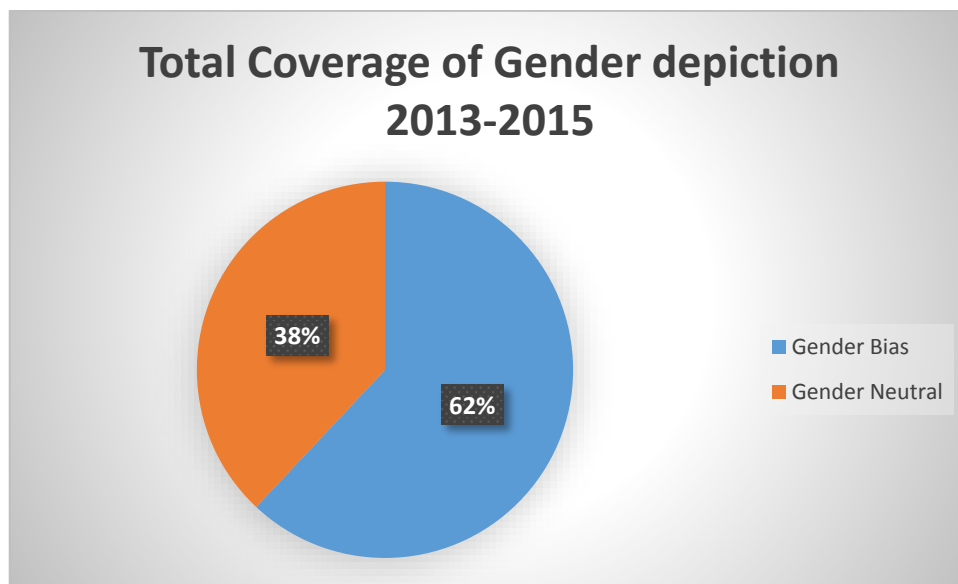


Figure 4.4.4



Discussion:

The above findings show that the toy advertising industry is still maintaining gender stereotypes with a total of 62% advertisements depicting gender bias. However, there is evidence of progression as 38% of the advertisements were non-conforming to gender stereotypes and were therefore gender neutral. To understand the above results an in-depth discussion and examples of each advertising method is needed.

As studies have shown a popular method for gender typing in the advertising industry is the use of colour: toys and merchandise aimed at girls are stereotypically pink, while those aimed at boys are stereotypically blue (Lemish, 2013). The following content analysis found that the advertisements predominantly utilised neutral colours that carried little to no gender meaning, with a total of 62% being neutral. This shows a marked shift in the colour methods used that aligns with transgender theory views. Therefore this study can conclude that the advertising methods with regard to colour have shifted in line with transgender theory. This will result in new discourses emerging around notions of colour and gender stereotypes that will eventually relegate traditional, dominant heteronormative discourses (of pink being synonymous with girls and blue with boys) to the domain of the 'residual', 'outdated' beliefs from the past, still accepted by some people. The advertising industry has begun to reject the stereotypical use of colour in the sense that no single colour should be ascribed to one sex or gender, rather a spectrum of colours can be used.

However, despite the fact that there has been a progression in the colours used gender stereotypes are still prevailing with a total of 62% of the advertisements alluding to traditional masculinity or

femininity in some shape or form. The above data proves that this can be attributed to the promotion and strong enforcement of stereotypical gender roles through the toys being offered to children of a particular sex. When looking at the main participants used in advertisements it is clear that little to no cross-gender play is encouraged. As previous studies have shown the model or participant in an advertisement influence whom the children perceive should play with a particular toy (Pike and Jennings.2005: 88). They also act as role models for children who routinely mimic the actions, roles and behaviours of the children shown in the advertisement. Before one looks at the roles associated with the participants one first needs to critically look at who the dominant participants are and what effects they have in shaping discourses.

The analysis found that children of both sexes were seldom depicted as playing together. In fact, of the total 225 advertisements that contained human participants (the basis of the sample) only 16% depicted both sexes together, 48% were of just boys and 36% were of just girls. Therefore 84% of the total advertisements portray the two sexes by themselves. This is a serious issue that discourages cross-gender and inter-gender forms of play among children. Encouraging cross-gender play is integral in changing one's perceptions of gender being a strict binary construct (Salgam, 2014). Children playing together allow them to discover and negotiate their gender identities together, resulting in less gender segregation. The children must not see the opposite sex as something as distinctly different to themselves; as this aligns with heteronormative assumptions that there are two and only two genders and that you can only identify with one. Therefore the use of participants by the advertising industry aligns with heteronormative notions of men and women (and the subsequent gender identities attached to these sexes) as being distinctly different.

However the use of participant and models cannot be seen in isolation. One needs to look at the types of play associated with each participant and its subsequent sex. It is by comparing these two variables that this study was able to identify the causes for strong gender stereotypes prevailing in the toy advertising industry.

As shown by previous studies that types of play being sold in an advertisement determine the roles children will learn as a result of social learning theory (Pike & Jennings (2005),Salgam (2014)). Toys are education materials that act as texts through which the gender identities of the subjects are constructed, because at the very moment of playing with toys, children perform social roles that advocate either masculinity or femininity (Salgam, 2014). Children “earn by doing”, which means they actively learn gender roles through playing with toys (Salgam,2014). In accordance to heteronormative ideology male and female children are provided with different types of toys based on their gender identities, these different types of toys create different ‘actions’ through different

forms of play (Salgam, 2014) The way in which a child plays with a toy carries a message about the type of roles they should perform. The type of playing therefore influences the formation of their gender identities.

The following study found that the type of toys/play associated with each participant are biased along the lines of gender and contain strong evidence of gender stereotypes. Lemish's study emphasized that through the enforcement of gender stereotypes boys are often identified or represented with "doing" in the public sphere, whereas girls are associated with "being" in the public sphere (Lemish, 2013). Of the total girl participants shown in all advertisements, 35% were depicted as 'doing' and 65% were depicted as 'being'. Therefore majority of the advertisements still promoted feminine stereotypical gender roles. However, there is evidence of girls starting to be encouraged to partake in more masculine forms of play. This to an extent challenges gender stereotypes. However, of the total boy participants shown in all advertisements 3% were depicted as being and 97% were depicted as doing.

The following results show that boys are discouraged from partaking in stereotypical feminine forms of play. This aligns with the findings of both Pike & Jennings (2005) and Lemish (2013). The advertising industry is therefore seemingly less supportive of boys in engaging in stereotypical girls play. In fact, of the total boy/girl participants shown in all advertisements, 14% were depicted as being and 86% were depicted as doing. This once again highlights that society is less accepting of boys partaking in stereotypical feminine forms of play, as even when both sexes are present majority of the advertisements depicted masculine forms of play. In fact, if the advertisement is marked by the presence of a boy as a participant, it tends to (almost invariably) promote a traditionally masculine role.

The data therefore shows that, as discussed earlier, a certain amount of pressure is placed on girls to 'be' and boys to 'do'. Ultimately, the social coordinates of 'being' and 'doing' are contingent on the type of toy (and type of play) that accompanies such expectations (which are visualised by the advertisements). By analysing this variable in accordance to the sex of the participant the study highlights that toy advertisements create gender segregation as well as gender polarisation where especially boys are discouraged to engage in any forms of play that are against the heteronormative gender identity of masculinity. This means that gender is still seen as a binary construct in which little to no encouragement is given to children by the toy advertising industry to conduct forms of play (and the subsequent role that it produces) that challenge normative notions regarding their gender. This creates a restrictive narrative and limits opportunities for children to form their gender identities.

The main participant in an advertisement also represents the intended target market for a product. The above data shows that children are target marketed by the toy advertising industry as a differentiated market in which boys and girls are distinctly different and the roles associated with each market segment are different. Differentiated marketing results in advertising institutions carving up the target market into distinct groups, all of which have different tastes, roles, views etc. This form of target marketing is indicative of the fact that the toy advertising industry utilises heteronormative discourses that see both genders as distinctly different. Children are ultimately interpellated as boys or girls in a homogenous fashion, thereby effacing the possibility of 'stepping outside' of the gender binary promoted by heteronormative ideology.

Therefore the above data emphasizes the toy and merchandizing industries play a significant role in perpetuating the gendered segregation of childhood (Lemish, 2013). This is mainly attributed as to how children are target marketed; children are targeted as knowing consumers with clearly differentiated, gender-appropriate tastes (Lemish, 2013). This is one of the biggest and most fundamental issues of toy manufacturers and advertisements. These industries continue to dwell on gender differences, play them up, exploit children's quest for gender identities, and push them to the extreme as they carve out unparalleled audience-segments.

Toy advertisements do not use an undifferentiated method; this method focuses on the entire target market as a whole. This form of target marketing would allow for children to form their own gender identities, it would not see each gender as distinctly different. If the advertising industry were to use this method they would begin to move away from the constraining and oppressive binary gender system and move towards a more inclusive system in which there is a plurality of gendered modes of being (Hausman, 2001). The above data shows that target marketing methods of the toy advertising industry is predominantly utilising a differentiated method that creates sex-based segregation that results in the supremacy of heteronormativity and gender stereotypes. Through the use of target marketing the toy advertising industry is exploiting children's quests to form their gender identities.

The following data shows that there attempts (albeit feeble) to move away from dominant discourses, shaped by gender stereotypes and heteronormativity, by utilising the emerging discourses produced by transgender theory that aim to create gender neutrality. This is predominantly with their use of colour. However, it is possible to have both discourses present in a text at the same time which brings us to the concept of incorporation. It often happens that the emergent discourse – to move away from heteronormative assumptions of gender and gender stereotypes – end up being subsumed into the more traditional residual, and dominant discourses of

heteronormativity and gender stereotypes. Despite the presence of neutral colours, the narrative depicted in many of these advertisements therefore tend to limit children's' intelligibility of gender by backsliding into the representation of traditional gender roles. In this case one could argue that the use of colour (as an indicator of emergent discourses) is a minor compromise that will finally be assimilated and qualified by heteronormative portrayals of children in terms of the participants and types of play depicted. It is because of these aforementioned factors that majority of the advertisements were found to be gender bias instead of gender neutral, despite the fact that the use of colour suggests a progression to more gender neutral methods.

Chapter 5

Conclusion

Therefore by conducting a content analysis of 'Toys R Us' Christmas catalogue it is clear that the hypothesis of this study was incorrect. Despite the fact that there has been a marked shift in scholarly and popular thinking with regard to gender as a result of transgender theory (Hausman, 2001), these changes have not yet began to present themselves in society. Advertising institutions have not fully begun to move away from the use of gender stereotypes that produce heteronormative assumptions of gender as a binary construct, and utilise new discourses that promote gender neutrality and fluidity, in line with transgender theory.

The study found that there has been some progression in the toy advertising industry (with regard to colour), but that it has not been nearly enough to prove that the transgender movement has had a marked effect on advertising children's toys. It cannot be denied that the transgender movement has gained a lot of momentum, however the extent to which it has managed to disrupt the links between heteronormativity, capitalism and consumerism is severely limited.

The following results highlight that social structures and society are still based on traditional heteronormative views that see gender as a binary construct that is an immutable derivation of sex (Schilt, 2001). This ideology gives children little room to explore or express gender identities that do not fall under heteronormative definitions of gender. This is because despite the presence of neutral colours, the narrative depicted in many of these advertisements tend to limit children's' intelligibility of gender by backsliding into the representation of traditional gender roles. The use of gender neutral colour (as an indicator of emergent discourses) is a minor compromise that does not challenge heteronormative ideology in a significant way. Therefore it is clear that the discourses and advertising methods used in the toy advertising industry have not been effected significantly by the transgender movement.

Limitations

The following study cannot make generalisations for the entire advertising industry. Due to limited time and resources the study focused only on the toy advertising industry. Independent studies would need to be conducted in other fields of advertising in order to investigate whether the transgender movement has effected those particular field's advertising methods.

Another limitation of the study was that the transgender tipping point was theorised in 2014. One can argue that not enough time has elapsed for the effects of this now social movement to present themselves in society yet.

Recommendations and Contributions

The following study shows that there has been a slight shift in advertising methods in line with transgender theory, yet these shifts are superficial in challenging heteronormative ideology. The following study advocates that another study of this exact nature should be conducted in five years' time. This will provide sufficient time for new discourses produced by the transgender movement to begin to present themselves in society.

Similar studies can also be conducted in other fields of advertising (fashions, alcohol, et cetera) so that gender stereotypes can be identified, interrogated and understood. By identifying the effects these stereotypes have on society one can then begin to utilise counter-discourses to challenge these stereotypes. In doing this the advertising industry can begin to create a more inclusive system that realises the importance of individual self-worth and appreciate diversity in our societies.

The following study also highlights the issues of the target marketing methods used in the toy advertising industry. The toy and merchandizing industries play a significant role in perpetuating the gendered segregation of childhood (Lemish, 2013). This is mainly attributed as to how children are target marketed; children are targeted as knowing consumers with clearly differentiated, gender-appropriate tastes (Lemish, 2013). Advertising methods continue to dwell on gender differences, play them up, exploit children's quest for gender identities, and push them to the extreme as they carve out unparalleled audience-segments for profits. Therefore this study shows that advertising industries need to reassess the target marketing methods used when targeting children.

Ethical Considerations

There were little to no ethical concerns with the following study as no human interaction occurred. This reduces the risk of ethical issues immensely. However, when conducting the following study grate care had to be taken in using the right terms in relation to sex and gender with regard to transgender views. To conflate the two terms would be insensitive to the transgender movement. Therefore great care was taken when choosing the terminology to be used in this study.

Annexures

Annexure 1 – Ethical Clearance



ETHICAL CLEARANCE CONSENT FORM

No research may be carried out by any student or staff member; or independent contractor or person associated with The Independent Institute of Education (The IIE) that will be associated with The Independent Institute of Education; or that involves in any way, The Independent Institute of Education; without formal ethical clearance to conduct the research having been obtained.

The process is similar for students registered on IIE qualifications or for researchers wishing to conduct research on, or at The IIE.

In order to get consent to do research associated with or on or at The IIE the following need to be submitted to the R&D Manager via the appropriate academic (normally your supervisor for internal students) or the designated academic manager at your brand if you are associated with a site and not a registered student of The IIE or the Academic Manager if you are employed in the Central Academic Team (CAT).

Please submit the following:

	Please tick
Proposal — select one:	X
IIE and other registered students: Proposal as approved by supervisor with a declaration in relation to the status of the proposal at your institution where you are a student, if you are a student.	X
Research by internal people who are not students: Proposal as approved by your designated academic manager or the CAT	

Academic Manager if you are not a student but are directly associated with The IIE.	
External researchers who are not students: Formal research proposal plus full details of the sponsoring body.	
Ethical clearance application form: Please check that all sections are complete and that the form has been signed by the person who will supervise your research and by the designated academic manager where required. If you are a student <u>and</u> you are working or you are otherwise associated with The IIE and its campuses; your form needs to be signed by both the designated manager and your institutional supervisor. If you are an external researcher the form also needs to be signed by a senior manager at the sponsoring organisation.	

Participant consent form: Example of participant consent form (where applicable). The original signed forms have to be provided to the supervisor after permission is granted.	
---	--

1. Identifying information

Name:	Olivia
Surname:	Griffin
Student number:	15017831
Institution where registered:	Vega
Qualification:	BSocSci Sociology, Media, IR
Year in which you would like to conduct research:	2016
Year in which you aim to graduate:	2016
Contact Number:	0723658182
E-Mail Address:	oliviajanegriffin@gmail.com

2. Supervisor's Name and Contact Details

Name and surname and designation:	Theo Sonnekus
Contact telephone number:	
Contact e-mail address:	theosonnekus@gmail.com
Signature confirming that this form is being submitted with Supervisor's consent and signifying that the information submitted is accurate:	
Date of signature:	

3. Designated academic manager's details (if applicable)

Name and surname and designation:	
Contact telephone number:	
Contact e-mail address:	
Signature confirming that this form is being submitted with Academic Manager's consent and signifying that the information submitted is accurate:	
Date of signature:	

4. Designated manager of sponsoring organisation (if applicable)

Name and surname and designation:	
Contact telephone number:	
Contact e-mail address:	

Signature confirming that this form is being submitted with Manager's consent and signifying that the information submitted is accurate:	
Date of signature:	

5. Title of Research

<u>The Transgender Toy Tipping Point:</u> A content analysis of Toys "R" Us Christmas catalogue exploring the effects of the Transgender movement in the toy advertising industry.

6. Proposal:

If this information is contained in your attached research proposal please reference the page; if not please provide full detail.

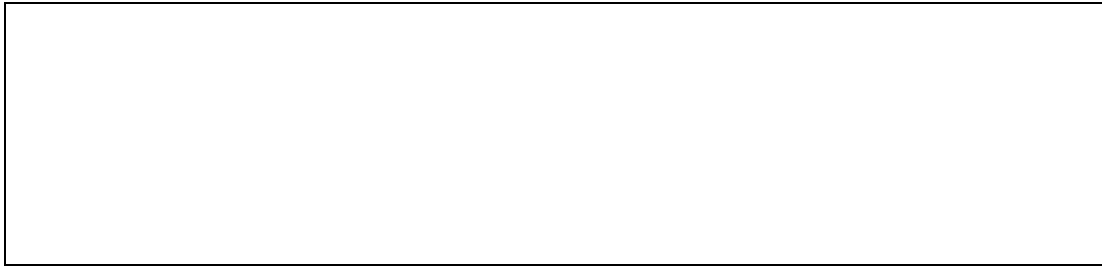
6.1 Abstract – no more than 250 words

In recent years the transgender movement has come to the forefront of the civil rights movement. In the Lesbian Gay Bisexual and Transgender (LGBT) community, transgender issues have often been marginalised and neglected in the past. Yet contemporary popular culture has been witness to the increased presence of transgender individuals. As a result of this newfound visibility, notions and discourses around gender and sex have begun to evolve and change. The aim of this research paper is to determine if the rise of transgender issues in pop culture and society has impacted on the advertising industry. It will focus specifically on the cultural significance of transgender issues in relation to changing notions of sex and gender in the children's toy industry. I will conduct a content analysis of television and print advertisements from the past four years within this particular industry to explore whether the way gender has been depicted has evolved overtime. I will focus on the advertisements of global realtor 'Toys "R" Us'.



6.2 Research Aims/ Goals/ Objectives

The main aim of this study is to see whether the transgender movement has influenced society's perceptions of gender and sex. It aims to see whether we still maintain old gender binaries or if we have evolved to a more progressive society who have less stereotypical outdated perceptions of gender and sex. This study will focus on the toy industry and how their advertisements are specifically indicative of these changes. The toy industry has been used in this case as it serves as an effective locus in one's understanding of how gender identities are formed through the process of socialization in society. Gender socialization often occurs in our formative (childhood) years. This study aims to illustrate this and to explore the gender shifts that have occurred in society and to assess whether these shifts can be attributed to the rise of the transgender movement.



6.3 6.3 Methodology

The proposed study will provide a content analysis in which toy advertisements will be the main unit of analysis. It will draw on both a qualitative and quantitative approach. This study will take advertisements from one of the world's biggest and most influential toy realtors; Toys "R" Us. It will analyse a total of forty images. All advertisements from my sample will be from 2013-2016 as these years fall under the 'Transgender Tipping Point' timeframe that this study will focus on. A total of ten advertisements will be analysed from each year. The advertisements that will be chosen will be directed at children between the ages of 1-7 as research has shown these are the most influential years in the formation of a child's gender identity. This study will employ a systematic sample method to ensure against personal bias in my findings.

Once I have obtained my sample I will create a list of variable/criteria that I will want to analyse from each image. Such as:

- gender bias or gender neutral
- presence of a strong gender binary,
- if the advertisements contain gender stereotypes,
- main participant,
- type of toy

(This list will be better established once Focus Groups and more preliminary research has been conducted)

These variables will then be coded so that I can generate some quantitative data to explore my research question. This will be done through the creation of a coding schema, and documented in an Excel Sheet. My results will then be tabulated and graphed.

This study will then draw on a qualitative approach by providing a semiotic analysis of a number of these advertisements. This will allow me to give a more comprehensive explanation of the advertisements and how the way they are depicted symbolise different things. This in turn will help one to understand how certain gender stereotypes are created, enforced or challenged. This sample will make use of a non-probability sampling as advertisements will be chosen for specific reasons to illustrate specific points.

Focus Groups will also be conducted to eliminate bias and get other people's perspectives and opinions on the advertisements. This will occur in two stages. Firstly, with informal focus groups where I will gauge the opinion of different people so that to better understand the topic and eliminate bias. Secondly, more formal focus groups will be conducted in which groups will be asked to analyse some of my sample. Their results will then be compared to mine to ensure against bias.

6.4 Ethical considerations

The biggest ethical challenge of this proposed study is the fact that it is highly susceptible to individual bias. This is something that I as a researcher need to be highly aware of throughout my study. I will employ a number of strategies to try and combat the presence of bias such as by using a systematic sampling system, by conducting focus groups and by adhering to the strict guidelines of my coding schema. When conducting focus groups I will need to ensure that I protect the identities of the participants I will do this by obtaining letters of consent and by not naming individuals names.

6.5 Research impact on people and or brand/IIE (directly as participants or in terms of the use of their data or conducting research in their environment):

If your research involves anything other than investigation of publicly available information or data or documents please detail this and the steps you are taking

or will take to protect the rights of people involved. Please detail measures to avoid harm and to gain informed consent.

Focus Groups will be Conducted in which consent forms will be obtained.

7. Particular elements of study:

Please indicate which of these apply.	Yes	No
Literature survey of an environment with no interaction with participants. Use of artefacts for data collection.	X	
Observation of an environment with no interaction with participants and no manipulation of the environment.	X	
Observation of an environment with no interaction with participants and with manipulation of the environment.	X	
Data is collected about individual participants but they are taken from existing available records (e.g.an existing report or student record).		X
Data is collected about groups but they are taken from available records (e.g. an existing report) and will only be reported at the group level.		X
General and/ or personal information required to be collected <i>de novo</i> from participants through interviews, surveys, questionnaires, observation, etc.	X	
Collecting information from participants via an existing validated and approved test instruments (e.g. an approved psychometric test).	X	
Collecting information from participants via an invalidated test instrument.	X	

8. Description of participants:

Please detail the age, demographics and context of the participants. The IIE will not normally give consent for the involvement of persons who are under the age of 18 or who are vulnerable (physically, socially, mentally or psychologically) unless you are an experienced researcher with a proven track record of conducting research involving participants from these groups. You are thus encouraged to provide such evidence if your participants could be deemed to be vulnerable or under the age of 18.

In all instances informed consent would be required:

I will do a focus groups of Vega Students in BA Hons class as they have a good understanding of advertising

9. Please describe the impact that your research may have on participants and or the brand/IIE CAT – positive or negative and the measures you will have in place to reduce the risk of harm.

It will have no emotional impact.

10. Declaration on Ethical Conduct in Research

I have read and understand the requirements laid out in the ethical clearance form as well as the Code of Ethics (see below) as extracted from The IIE Research Policy (IIE007) and commit to observe and uphold the principles of this Code in all aspects of the research work carried out in association with The IIE.

I confirm that all the information I have provided to enable The IIE to make a decision about my research is honest, complete and accurate and that I have not withheld any information that may adversely influence the decision.

I confirm that I will not hold The IIE liable for any action taken against me in relation to this research and its impacts and I take full legal and moral responsibility for the research and its impact.

Research Code of Ethics:

Researchers are required to:

- Familiarise themselves with ethics guidelines and observe such guidelines throughout their projects;
- Accept that they are ethically accountable for honesty, objectivity and integrity of carrying out and reporting on their research;
- Strive to conduct research of a high standard;
- Always clearly indicate the limitations of their work to provide perspective of the validity of their data and reports;
- Ensure that data is not falsified, misinterpreted, fabricating, misrepresented or changed;
- Ensure that data is collected in a manner that will not affect its validity and make known any aspects of their project that might have affected such validity of their data;
- Disclose their methodologies and processes in a transparent manner to uphold its integrity;
- Keep data safely and securely for a period of three years and produce this in support of other researchers' work or to confirm the authenticity of a project, in consideration of any agreement(s) with individuals who were part of the sample group;
- Recognise sources of information by accurately and appropriately referencing such sources and respecting the copyrights of all reference work and sources;
- Recognise fellow workers and co-workers who are part of the project;
- Be considerate and professional in dealing with individuals and sample groups, respecting their right to refuse to participate and the rights to their privacy;
- Accept responsibility to ensure that data with personal particulars of individuals and sample groups must be secured, in particular, when it is in digital format;
- Avoid placing the safety or security of participants at risk through any research that is conducted;

- Demonstrate commitment to sharing knowledge, disseminating the results of research work in an appropriate manner;
- Retain objectivity to prevent bias throughout any research project;
- Adhere to the conventions associated with publication which includes only submitting to one publisher at a time and always citing where papers have been used before.

RESEARCHER

Full name: _____Olivia Griffin_____

Identity number: _____15017831_____

Signature: _____

Date: _____

WITNESS

Full name: _____

Identity number: _____

Signature: _____

Date: _____

WITNESS

Full name: _____

Identity number: _____

Signature: _____

Date: _____

Please note: You may not proceed with the research until you have written confirmation of approval of your study from the Postgraduate Committee of The IIE.

Annexure 2 – Toys “R” Us Catalogue Sample

The Great Big
Toys R Us
WISH
finder

Thousands of Exclusive Toys
Kids won't find most - only at the greatest toy store there is!

Make all their
Wishes come true
at Toys "R" Us!

Subscriptions available for \$1.99 per year. Quantities limited. See store for details. Prices subject to change without notice. ©2013 Toys "R" Us, Inc. All rights reserved. Toys "R" Us, the Toys "R" Us logo and Wish Finder are trademarks of Toys "R" Us, Inc. All other trademarks are the property of their respective owners.

The advertisement features a green background with yellow and white polka dots. A large red circle in the center contains the text 'the Great Big Toys R Us WISH finder'. Surrounding this circle are several Christmas ornaments, each containing a different toy: Yoda, a tablet, a doll, a Minion, a girl on a scooter, and a girl. The bottom of the ad has a red banner with the text 'Make all their Wishes come true at Toys "R" Us!'.





2015 Catalogue

Annexure 3 – Codebook/Excel Sheets

2013

Page Number	Year	Participant	Colour	Type of Toy	Gender Stereotype	Gender Neutral	Gender Bias
4	2013	Girl	Pink	Being	Yes	No	Yes
4	2013	Girl	Blue	Being	Yes	No	Yes
4	2013	Girl	Neutral	Being	No	Yes	No
5	2013	Boy	Neutral	Doing	Yes	No	Yes
6	2013	Girl	Neutral	Being	No	Yes	No
7	2013	Girl	Blue	Being	No	Yes	No
12	2013	Girl	Pink	Being	Yes	No	Yes
13	2013	Girl	Blue	Being	Yes	No	Yes
15	2013	Girl	Neutral	Being	No	Yes	No
16	2013	Boy	Blue	Doing	Yes	No	Yes
18	2013	Boy	Blue	Doing	Yes	No	Yes
19	2013	Girl	Pink	Being	Yes	No	Yes
19	2013	Boy	Neutral	Doing	No	Yes	No
19	2013	Boy	Neutral	Doing	No	Yes	No
19	2013	Boy	Neutral	Doing	No	Yes	No
20	2013	Boy	Blue	Doing	Yes	No	Yes
21	2013	Girl	Blue	Doing	No	Yes	No
22	2013	Boy	Neutral	Doing	Yes	No	Yes
23	2013	Boy	Neutral	Doing	Yes	No	Yes
26	2013	Boy	Blue	Doing	Yes	No	Yes
28	2013	Girl	Neutral	Doing	No	Yes	No
30	2013	Girl	Pink	Being	Yes	No	Yes
31	2013	Girl	Neutral	Being	No	Yes	No
32	2013	Girl	Blue	Being	No	Yes	No
33	2013	Girl	Neutral	Being	Yes	No	Yes
33	2013	Girl/Boy	Neutral	Being	No	Yes	No
33	2013	Boy	Neutral	Being	No	Yes	No
33	2013	Girl	Pink	Being	Yes	No	Yes
34	2013	Girl	Pink	Being	Yes	No	Yes
36	2013	Girl	Pink	Being	Yes	No	Yes
36	2013	Girl	Pink	Doing	Yes	No	Yes
37	2013	Girl	Pink	Being	Yes	No	Yes
41	2013	Girl	Pink	Doing	Yes	No	Yes
42	2013	Girl	Pink	Doing	Yes	No	Yes
42	2013	Girl	Neutral	Being	No	Yes	No
44	2013	Girl	Neutral	Doing	No	Yes	No
45	2013	Girl	Pink	Being	Yes	No	Yes
45	2013	Girl	Pink	Being	Yes	No	Yes
46	2013	Boy	Blue	Doing	Yes	No	Yes
47	2013	Boy	Blue	Doing	Yes	No	Yes
47	2013	Boy	Blue	Doing	Yes	No	Yes
48	2013	Boy	Blue	Doing	Yes	No	Yes
49	2013	Boy	Neutral	Doing	Yes	No	Yes
50	2013	Boy	Neutral	Doing	Yes	No	Yes
51	2013	Boy	Neutral	Doing	Yes	No	Yes
51	2013	Boy	Neutral	Doing	Yes	No	Yes

52	2013 Boy	Neutral	Doing	Yes	No	Yes	
52	2013 Boy	Neutral	Doing	Yes	No	Yes	
52	2013 Boy	Neutral	Doing	Yes	No	Yes	
53	2013 Boy	Neutral	Doing	Yes	No	Yes	
54	2013 Boy	Neutral	Doing	No	Yes	No	
55	2013 Boy	Neutral	Doing	Yes	No	Yes	
55	2013 Boy	Neutral	Doing	Yes	No	Yes	
56	2013 Boy	Neutral	Doing	Yes	No	Yes	
57	2013 Boy	Neutral	Doing	Yes	No	Yes	
57	2013 Boy	Neutral	Doing	Yes	No	Yes	
57	2013 Boy	Neutral	Doing	Yes	No	Yes	
57	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
57	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
58	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
59	2013 Boy	Neutral	Doing	Yes	No	Yes	
60	2013 Boy	Neutral	Doing	No	Yes	No	
60	2013 Boy/Girl	Neutral	Doing	No	Yes	No	TOTAL: 92
60	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
60	2013 Boy	Neutral	Doing	No	Yes	No	Results
60	2013 Boy	Neutral	Doing	No	Yes	No	Gender Stereotype:
61	2013 Girl	Pink	Doing	Yes	No	Yes	No: 38
61	2013 Boy	Blue	Doing	Yes	No	Yes	Yes: 54
61	2013 Boy/Girl	Neutral	Doing	Yes	Yes	No	
61	2013 Boy	Neutral	Doing	No	Yes	No	Gender Neutral:
62	2013 Boy/Girl	Neutral	Doing	No	Yes	No	Yes
62	2013 Girl	Pink	Doing	Yes	No	Yes	No
62	2013 Boy	Blue	Doing	Yes	No	Yes	
62	2013 Boy/Girl	Neutral	Doing	No	Yes	No	Gender Bias:
62	2013 Boy/Girl	Neutral	Doing	No	Yes	No	Yes
63	2013 Boy	Blue	Doing	Yes	No	Yes	No
63	2013 Boy/Girl	Neutral	Doing	No	Yes	No	
63	2013 Boy/Girl	Neutral	Doing	Yes	No	Yes	Colour:
63	2013 Boy	Blue	Doing	Yes	No	Yes	Blue
64	2013 Girl	Pink	Doing	Yes	No	Yes	Pink
64	2013 Girl	Neutral	Doing	No	Yes	No	Neutral
64	2013 Boy	Neutral	Doing	No	Yes	No	
64	2013 Boy	Neutral	Doing	No	Yes	No	Participant:
80	2013 Girl	Pink	Being	Yes	No	Yes	Boy
80	2013 Girl	Neutral	Being	Yes	No	Yes	Girl
80	2013 Girl	Neutral	Being	Yes	No	Yes	Boy/Girl:
							Type of Play
							Being
							Doing
Girl							
				Being	23	70%	
				Doing	10	30%	

Page Number	Year	Participant	Colour	Type of Toy	Gender Stereotype	Gender Neutral	Gender Bias
1	2014	Girl	Blue	Being	Yes	No	Yes
1	2014	Boy	Blue	Doing	Yes	No	Yes
2	2014	Boy	Blue	Doing	Yes	No	Yes
2	2014	Girl	Blue	Being	No	Yes	No
4	2014	Girl	Pink	Being	Yes	No	Yes
6	2014	Girl	Neutral	Doing	No	Yes	No
7	2014	Girl	Pink	Doing	Yes	No	Yes
8	2014	Girl	Neutral	Doing	No	Yes	No
8	2014	Boy	Neutral	Doing	No	Yes	No
9	2014	Boy	Blue	Doing	Yes	No	Yes
10	2014	Boy	Neutral	Being	Yes	No	Yes
11	2014	Boy	Blue	Doing	Yes	No	Yes
12	2014	Girl	Pink	Being	Yes	No	Yes
13	2014	Girl	Pink	Being	Yes	No	Yes
14	2014	Boy/Girl	Neutral	Being	No	Yes	No
14	2014	Girl	Pink	Being	Yes	No	Yes
14	2014	Girl	Pink	Doing	Yes	No	Yes
14	2014	Girl	Blue	Doing	No	Yes	No
14	2014	Boy	Blue	Doing	Yes	No	Yes
14	2014	Boy	Blue	Doing	Yes	No	Yes
15	2014	Girl	Neutral	Being	Yes	No	Yes
15	2014	Girl	Pink	Being	Yes	No	Yes
15	2014	Boy	Neutral	Doing	Yes	No	Yes
15	2014	Girl	Neutral	Being	Yes	No	Yes
16	2014	Boy	Blue	Doing	Yes	No	Yes
17	2014	Girl	Pink	Being	Yes	No	Yes
17	2014	Boy/Girl	Neutral	Doing	No	Yes	No
17	2014	Boy	Neutral	Doing	Yes	No	Yes
21	2014	Boy	Neutral	Doing	No	Yes	No
22	2014	Girl	Pink	Doing	Yes	No	Yes
23	2014	Girl	Neutral	Being	Yes	No	Yes
23	2014	Girl	Neutral	Being	Yes	No	Yes
25	2014	Girl	Neutral	Being	Yes	No	Yes
26	2014	Boy/Girl	Pink	Being	No	Yes	No
27	2014	Girl	Neutral	Being	No	Yes	No
30	2014	Girl	Pink	Being	Yes	No	Yes
35	2014	Girl	Pink	Doing	Yes	No	Yes
36	2014	Girl	Pink	Doing	Yes	No	Yes
37	2014	Girl	Pink	Being	Yes	No	Yes
39	2014	Boy	Neutral	Being	No	Yes	No
39	2014	Girl	Pink	Being	Yes	No	Yes
40	2014	Boy	Neutral	Doing	No	Yes	No
42	2014	Boy	Blue	Doing	Yes	No	Yes
44	2014	Boy	Neutral	Doing	No	Yes	No
46	2014	Girl	Neutral	Doing	Yes	No	Yes
48	2014	Boy/Girl	Neutral	Doing	No	Yes	No
48	2014	Girl	Pink	Doing	Yes	No	Yes
48	2014	Girl	Pink	Doing	Yes	No	Yes
48	2014	Boy	Neutral	Doing	No	Yes	No
49	2014	Girl	Pink	Doing	Yes	No	Yes
49	2014	Girl	Pink	Doing	Yes	No	Yes
49	2014	Boy	Neutral	Doing	No	Yes	No
49	2014	Boy	Neutral	Doing	No	Yes	No

49	2014 Boy	Neutral	Doing	No	Yes	No			
49	2014 Girl	Pink	Doing	Yes	No	Yes			
49	2014 Girl	Neutral	Doing	No	Yes	No			
49	2014 Boy	Neutral	Doing	No	Yes	No			
50	2014 Boy	Neutral	Doing	No	Yes	No			
50	2014 Boy/Girl	Neutral	Doing	No	Yes	No			
50	2014 Boy/Girl	Neutral	Doing	No	Yes	No			
50	2014 Boy/Girl	Neutral	Doing	Yes	No	Yes			
50	2014 Girl	Neutral	Doing	No	Yes	No			
51	2014 Boy	Blue	Doing	Yes	No	Yes			
52	2014 Boy	Neutral	Doing	No	Yes	No			
52	2014 Girl	Pink	Doing	Yes	No	Yes			
53	2014 Boy	Blue	Doing	Yes	No	Yes			
54	2014 Boy	Blue	Doing	Yes	No	Yes			
55	2014 Boy	Blue	Doing	Yes	No	Yes			
55	2014 Boy	Blue	Doing	Yes	No	Yes			
56	2014 Boy	Neutral	Doing	Yes	No	Yes			
57	2014 Boy	Neutral	Doing	Yes	No	Yes			
58	2014 Boy	Neutral	Doing	Yes	No	Yes			
58	2014 Boy	Neutral	Doing	Yes	No	Yes			
58	2014 Boy	Neutral	Doing	Yes	No	Yes			
58	2014 Boy	Neutral	Doing	Yes	No	Yes			
58	2014 Boy	Neutral	Doing	Yes	No	Yes			
59	2014 Boy	Neutral	Doing	Yes	No	Yes			
60	2014 Boy	Neutral	Doing	No	Yes	No			
60	2014 Boy	Neutral	Doing	Yes	No	Yes			
60	2014 Boy	Neutral	Doing	Yes	No	Yes			
61	2014 Boy	Neutral	Doing	Yes	No	Yes			
61	2014 Boy	Neutral	Doing	Yes	No	Yes			
61	2014 Boy	Neutral	Doing	No	Yes	No			
64	2014 Boy	Neutral	Doing	No	Yes	No			
							Results		
							Total: 84		
							Participant:		
							Boy	43	51%
							Girl	34	41%
							Boy/Girl	7	8%
							Colour:		
							Pink	21	25%
							Blue	16	19%
							Neutral	47	56%
							Gender Stereotype:		
							Yes	56	67%
							No	28	33%
							Gender Neutral:		
							Yes	28	33%
							No	56	67%
							Gender Bias:		
							Yes	56	67%
							No	28	33%
							21 Being		25%
							63 Doing		75%

2015

Page Number	Year	Participant	Colour	Type of Toy	Gender Stereotype	Gender Neutral	Gender Bias			
2	2015 Girl	Pink	Being	Yes	No	Yes				
2	2015 Girl	Pink	Being	Yes	No	Yes				
3	2015 Girl	Pink	Being	Yes	No	Yes				
3	2015 Girl	Pink	Being	Yes	No	Yes				
5	2015 Girl	Pink	Being	Yes	No	Yes				
6	2015 Girl	Blue	Being	Yes	No	Yes				
7	2015 Girl	Pink	Being	Yes	No	Yes				
9	2015 Girl	Pink	Being	Yes	No	Yes				
9	2015 Girl	Pink	Being	Yes	No	Yes				
10	2015 Girl	Pink	Being	Yes	No	Yes				
10	2015 Girl	Pink	Being	Yes	No	Yes				
10	2015 Girl	Pink	Being	Yes	No	Yes				
12	2015 Boy/Girl	Neutral	Being	No	Yes	No				
16	2015 Girl	Neutral	Being	No	Yes	No				
18	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
18	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
24	2015 Boy	Neutral	Doing	Yes	No	Yes				
25	2015 Boy	Neutral	Doing	Yes	No	Yes				
25	2015 Boy	Neutral	Doing	Yes	No	Yes				
28	2015 Boy	Neutral	Doing	Yes	No	Yes				
28	2015 Boy	Blue	Doing	Yes	No	Yes				
28	2015 Boy	Neutral	Doing	Yes	No	Yes				
29	2015 Boy	Neutral	Doing	Yes	No	Yes				
30	2015 Boy	Neutral	Doing	Yes	No	Yes				
31	2015 Boy	Neutral	Doing	Yes	No	Yes				
34	2015 Boy	Neutral	Doing	Yes	No	Yes				
34	2015 Boy	Neutral	Doing	Yes	No	Yes				
35	2015 Boy	Neutral	Doing	yes	No	Yes				
35	2015 Boy	Neutral	Doing	yes	No	Yes				
36	2015 Boy	Neutral	Doing	yes	No	Yes				
37	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
39	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
39	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
39	2015 Boy/Girl	Pink	Doing	No	Yes	No				
39	2015 Girl	Neutral	Doing	No	Yes	No				
40	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
40	2015 Girl	Neutral	Doing	No	Yes	No				
40	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
41	2015 Boy	Neutral	Doing	No	Yes	No				
42	2015 Boy/Girl	Neutral	Being	No	Yes	No				
43	2015 Boy	Neutral	Doing	No	Yes	No				
43	2015 Boy	Neutral	Doing	No	Yes	No				
46	2015 Boy	Neutral	Doing	No	Yes	No				
49	2015 Boy	Neutral	Doing	Yes	No	Yes				
51	2015 Boy	Neutral	Doing	No	Yes	No				
51	2015 Boy/Girl	Neutral	Doing	No	Yes	No				
52	2015 Boy	Blue	Doing	Yes	No	Yes				
54	2015 Boy	Blue	Doing	Yes	No	Yes				
56	2015 Boy	Neutral	Doing	No	Yes	No				
							Results			
							Total: 49			
							Participant:			
							Boy	23	47%	
							Girl	15	31%	
							Boy/Girl	11	22%	
							Colour:			
							Pink	12	25%	
							Blue	4	8%	
							Neutral	33	67%	

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