

# TEST BANK

## CHAPTER 1

### Introduction

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- 1-1. According to your text, a course in the psychology of women
- \*a. explores psychological issues of specific concern to women.
  - b. demonstrates that women really are different from men.
  - c. illustrates that women from different ethnic groups are impressively similar to one another.
  - d. discovers evidence to show that women no longer experience gender discrimination.

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- 1-2. According to the information at the beginning of Chapter 1,
- a. women in countries such as Afghanistan are actually treated in a less biased fashion than women in the United States and Canada.
  - b. topics such as pregnancy and rape are now a standard part of introductory psychology textbooks.
  - \*c. psychologists have typically focused on men's experiences when they study topics such as achievement and retirement.
  - d. women in the United States and Canada consistently earn higher salaries than men if we consider jobs that are traditionally female.

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- 1-3. Your textbook contrasts two similar terms, sex and gender. Which of the following research topics involves the study of sex, rather than gender?
- a. What do adults think are ideal characteristics for young girls and boys?
  - \*b. How many weeks after conception do the external genitals of boys and girls develop?
  - c. Do people believe that females should be helped more than males?
  - d. Do young children rate adult women as being more nurturant than adult men?

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- 1-4. Dr. Chen has conducted a study about whether men and women differ in their honesty when taking an examination. According to your textbook's discussion of the terms sex and gender,
- the title should be "Sex Comparisons in Honesty."
  - \*b. the title should be "Gender Comparisons in Honesty."
  - if Dr. Chen finds differences between men and women, call it "Sex Comparisons in Honesty." Otherwise, call it "Gender Comparisons in Honesty."
  - because the terms sex and gender are interchangeable, either title is acceptable.

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- 1-5. Which of the following statements is correct about the distinction between the words sex and gender?
- Gender refers to biologically based categories, which are either male or female.
  - Sex refers only to sexual activity, and therefore the term sex chromosomes is not an appropriate phrase.
  - \*c. Gender refers to social categories and psychological characteristics.
  - The terms sex and gender are so distinctive that they are rarely confused with each other in the professional literature.

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- 1-6. Your textbook discusses the difference between the words sex and gender. Which of the following differences is correct?
- Gender refers to animals, whereas sex refers to humans.
  - Gender refers to children, whereas sex refers to adolescents and adults.
  - Gender is a narrower term than sex.
  - \*d. Gender refers to psychological characteristics, whereas sex emphasizes biological characteristics.

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- 1-7. Which of the following students has the best understanding of the term, "doing gender"?
- Alexei: "The phrase 'doing gender' refers to the process of conducting psychological research about gender comparisons."
  - Irina: "The phrase 'doing gender' refers to a specific kind of historical analysis, which explores how women have been left out of the standard accounts of history."
  - \*c. Sarah: "When people convey gender-related messages to each other—for instance, by the way they smile—they are 'doing gender.'"
  - Peter: "When people work for gender equality—for instance, in the workplace—they are 'doing gender.'"

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- 1-8. According to your textbook, the phrase “doing gender” means
- \*a. expressing our own gender, as well as responding to other people on the basis of their gender.
  - b. conscientiously using the words sex and gender in an appropriate fashion.
  - c. doing research that emphasizes gender similarities rather than gender differences.
  - d. trying to be gender-fair in situations that would normally encourage gender-based discrimination.

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- 1-9. Suppose that you are trying to explain the phrase “doing gender” to a high school student. Which of the following statements would be most accurate?
- a. “Men are more likely than women to ‘do gender.’”
  - \*b. “When a female student meets a male student, she may smile and act very interested in him; this is an example of ‘doing gender.’”
  - c. “‘Doing gender’ is a phrase that applies to our perception of other people, rather than how we ourselves act.”
  - d. “The ability to ‘do gender’ is programmed into our genetic makeup, and our culture has little influence on the way we ‘do gender.’”

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- 1-10. Which of the following is an example of sexism?
- \*a. Your next-door neighbor is saving money for his son to go to college, but he doesn’t think that females should pursue higher education.
  - b. A television interviewer addresses a man as “Samuel Munson,” and she addresses a woman as “Cynthia Harper.”
  - c. A fabric store hires a man to measure and cut fabric.
  - d. A company has an unwritten policy that they will not hire elderly people.

Page 4

- 1-11. Which of the following statements about sexism is correct?
- a. Women cannot be sexist.
  - \*b. People are sexist when they are biased against men, as well as when they are biased against women.
  - c. If a researcher discovers that men score higher than women on a particular test, he or she would be sexist to publish these findings, even if the report is objective.
  - d. The terms feminist and sexist can be used interchangeably.

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- 1-12. A sexist person would be most likely to believe that
- a. men—as well as women—can be feminists.
  - b. women and men should be paid the same.
  - \*c. female high-school students should not be permitted to play football.
  - d. gender similarities are more common than gender differences.

Page 4

1-13. Which of the following examples best illustrates racism?

- a. Counselors who advise young Black women to be clerical workers, but young Black men to go into business
- \*b. People who assume that most young Native Americans are alcoholics
- c. Parents of a White college student who encourage their daughter to take courses about race relations
- d. Black high school teachers who encourage Black students to apply to colleges where the majority of students are Black, as well as colleges where the majority are White

Pages 4-5

1-14. Chris is respectful toward his female professors, but he often speaks rudely to the female secretaries at his college. Chris is most clearly demonstrating

- a. ableism.
- b. ageism.
- c. sexism.
- \*d. classism.

Pages 4-5

1-15. Cynthia is very polite to the principal at her daughter's school, but she is rude to the cleaning staff at this school. Cynthia is most clearly demonstrating

- a. ableism.
- b. ageism.
- \*c. classism.
- d. sexism.

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1-16. According to your textbook, the word heterosexism refers to

- a. a bias against individuals who are heterosexual.
- \*b. a bias against individuals who are lesbian, gay, or bisexual.
- c. a greater bias against lesbians than against gay males.
- d. a positive attitude toward all intimate relationships, whether they are heterosexual or lesbian, gay, or bisexual.

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1-17. Alicia doesn't seem to be concerned about a woman who just broke up with her lesbian partner, though she is very concerned about a woman who just broke up with her male partner. Alicia is most clearly demonstrating

- a. sexism.
- b. classism.
- \*c. heterosexism.
- d. cultural feminism.

Page 5

- 1-18. According to your textbook's discussion of the ageism, this term
- a. means that gender differences increase as people grow older.
  - b. is limited to biases against elderly adults.
  - c. is limited to biases against adolescents.
  - \*d. is typically aimed at elderly adults, but it actually means biases based on a person's age.

Pages 4-5

- 1-19. Which of the following students best describes the role of social biases in the psychology of women?
- a. Rickey: "The psychology of women examines how sexism influences women's lives; other biases are relatively unimportant."
  - b. Meisha: "Studies of either racism or sexism provide important information about the psychology of women, but the combined effects of racism and sexism are rarely discussed."
  - c. Keshav: "Although other social biases are sometimes mentioned, sexism and heterosexism are actually the only important issues for researchers in the psychology of women."
  - \*d. Andrew: "Understanding the psychology of women requires an examination of a number of social biases including sexism, racism, classism, heterosexism, and ageism."

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- 1-20. A feminist is a person who believes that
- a. there are large gender differences, in terms of psychological characteristics.
  - \*b. women's ideas and women's experiences should be valued.
  - c. women should be granted more privileges and authority than men.
  - d. gender is much more important than race, as a psychological characteristic.

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- 1-21. According to the definition given in your textbook,
- a. a feminist is someone who believes that women should have privileges that are denied to men.
  - b. men cannot be feminists.
  - \*c. a feminist has a high regard for women and believes that both genders should be treated similarly.
  - d. the research shows that people who refuse to call themselves feminists are highly unlikely to believe in the principles of feminism.

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- 1-22. Polly believes that feminist goals can be best achieved by passing laws to guarantee women equal educational and workplace opportunities. Polly represents which approach to feminism?
- a. cultural feminism
  - \*b. liberal feminism
  - c. radical feminism
  - d. women-of-color feminism

Page 6

- 1-23. Mayra and her feminist friends believe that having more women in world government positions will decrease the incidence of wars because of women's more peaceful nature. Mayra represents which approach to feminism?
- \*a. Cultural feminism
  - b. Women-of-color feminism
  - c. Liberal feminism
  - d. Radical feminism

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- 1-24. Andrea works at a local women's shelter and believes that eliminating violence against women requires major changes in society. Andrea most likely would be considered a
- a. cultural feminist.
  - b. liberal feminist.
  - c. women-of-color feminist.
  - \*d. radical feminist.

Page 6

- 1-25. A student who calls herself a "women-of-color feminist" is most likely to say,
- \*a. "A Black woman with a disability has a different kind of life than a White woman with a disability."
  - b. "To understand the experiences of women of color, we must first think about White women's experiences, and then make careful adjustments."
  - c. "A Black woman's experiences are very similar to a Latina woman's experiences."
  - d. "Feminists from all ethnic groups have almost identical ideas about how to improve the treatment of women."

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- 1-26. According to the similarities perspective on gender,
- \*a. men and women are quite similar to one another.
  - b. men are quite similar to one another, but women are quite different from one another.
  - c. men are quite different from one another, and women are quite similar to one another.
  - d. men are quite different from one another, and women are quite different from one another; however, we construct similarities within each gender.

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- 1-27. Suppose that you hear a lecture about gender, and the speaker emphasizes how each culture creates its own set of ideas about gender. Thus, our current conceptions about gender are not inevitable. Based on this information, which of the following approaches is the speaker most likely to support?
- \*a. Social constructionism
  - b. The differences perspective
  - c. Cultural feminism
  - d. Essentialism

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- 1-28. Suppose that a professor is giving a lecture on aging. She says she will approach her topic from a social constructionist standpoint. This means that she is likely to emphasize that
- \*a. our ideas about elderly people are often shaped by myths and stereotypes, rather than by objective observation of elderly people.
  - b. the behavior of elderly people is largely determined by biological processes.
  - c. the only way we can know about elderly people is by conducting research using well-controlled experimental methods.
  - d. we should take a practical viewpoint, applying our knowledge to construct helpful programs for elderly people.

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- 1-29. A feminist psychologist who emphasizes the differences perspective on gender is likely to
- a. emphasize constructionist explanations.
  - b. point out the importance of stereotypes in shaping gender-related behavior.
  - c. point out that social forces are responsible for the current gender differences.
  - \*d. emphasize the importance of positive personality attributes that are typically associated with women, rather than men.

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- 1-30. Several years ago, the wife of a prominent politician argued that women are naturally attracted to taking care of the home and the family, rather than achieving in the world of work. Which of the following terms describes this viewpoint?
- a. Social constructionism
  - \*b. Essentialism
  - c. Liberal feminism
  - d. Radical feminism

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- 1-31. Suppose that you hear a lecture in which the female speaker says, "I will be exploring this topic from an essentialist perspective. Which of the following sentences would you be most likely to hear?"
- \*a. "Women have one characteristic in common with one another: a concern about the well-being of children."
  - b. "Gender differences may be large in the workplace but small in personal interactions."
  - c. "In the Western hemisphere, people have a view of gender that is very different from the view in the Eastern hemisphere."
  - d. "Gender differences are so small that they essentially have no practical significance."

Page 10

- 1-32. The discussion of the early origins of the psychology of women pointed out that
- a. the discipline advanced rapidly because of people's commitment to learning correct information about gender.
  - b. several strongly supportive male psychologists helped to nurture this growing discipline.
  - \*c. much of the early research on gender was influenced by biases that women were less competent than men.
  - d. this research, in general, was remarkably free of sexist research strategies and conclusions.

Page 10

- 1-33. The psychologist Helen Thompson Woolley is known for
- a. her early studies of the menstrual cycle.
  - b. her investigations of specific brain areas and intelligence.
  - \*c. her research showing similar intellectual abilities in men and women.
  - d. being the first woman to receive a PhD in psychology.

Page 10

- 1-34. Early studies of gender comparisons in psychology
- a. were all conducted by male researchers.
  - \*b. included research on the menstrual cycle.
  - c. established that men had superior mathematical abilities.
  - d. primarily focused on gender differences in nonverbal communication.



Page 10

- 1-35. Which statement is correct about the field of psychology of women?
- a. A strong interest in the psychology of women developed between the 1920s and 1960s.
  - b. Despite political interest in women, research on the topic of psychology of women did not increase until about 1985.
  - \*c. The interest in psychology of women was partly stimulated by the interest in feminism on college campuses.
  - d. From the very beginning, researchers appreciated that the issue of gender was extremely complex.

Page 10

- 1-36. During the 1970s,
- a. books on the psychology of women were actually less available than they had been in the 1960s.
  - \*b. researchers began to investigate many new questions about the psychology of women.
  - c. researchers realized that the issue of gender was really much more straightforward than they had previously realized.
  - d. most psychologists realized that women had difficulties because their situations were at fault.

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- 1-37. Research on women in the 1970s often explained the small number of women in some occupations by saying that the problem could be traced to
- a. the situation, rather than women themselves.
  - \*b. women's lack of assertiveness and fear of success.
  - c. sexism within corporations, universities, and other institutions.
  - d. social constructionism, with respect to women's ability and motivation.

Page 11

- 1-38. The current approach to the psychology of women is more likely than the approach during the 1970s to emphasize that
- a. the similarities among women are much greater than the differences between them.
  - b. gender differences in salary can best be explained by women's lack of self-confidence.
  - c. the most important distinction among people is gender; other factors such as social class and ethnic background are relatively unimportant.
  - \*d. gender is an extremely complex topic.

Page 12

1-39. Currently, the research on the psychology of women

- a. seems to be declining gradually.
- b. is mostly confined to psychology journals.
- \*c. is highly interdisciplinary in nature.
- d. tends to focus on discovering ethnic differences.

Page 12

1-40. Which of the following statements is the best summary of the current status of research in the psychology of women?

- \*a. One reason that research in psychology of women is challenging is that women's and men's lives today are different than they were in previous decades.
- b. Because so little research has been conducted, we cannot draw firm conclusions about most aspects of women's lives.
- c. Because so much research has been conducted, we can almost always draw firm conclusions about women's lives.
- d. Almost all of the information we know about women in the current era is identical to what we knew a decade ago.

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1-41. Which of the following examples does not illustrate the term "White privilege," as discussed by Peggy McIntosh?

- a. White people can go to a bookstore and count on finding the writing of their race represented.
- b. White people who take jobs with affirmative action employers do not need to worry about co-workers suspecting that they got their job because of their race.
- c. A White person's body shape, hair style, or body odor are not generally seen as a reflection on their race.
- \*d. White people may not feel safe walking in primarily Black neighborhoods in locations with low crime rates.

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1-42. Which of the following students has the most accurate summary of the "White-as-normative" concept?

- a. Sam: "The most effective research on ethnicity has been inspired by noticing how other ethnic groups differ from the White majority."
- b. Cynthia: "When researchers acknowledge the 'White-as-normative' concept, they appreciate that all other ethnic groups are similar to each other, but quite different from the White majority."
- \*c. Scott: "The 'White-as-normative' idea means that White is considered to be the standard in our culture to which other ethnic groups are compared."
- d. Midori: "According to the 'White-as-normative' concept, all other ethnic groups should try to maintain their own customs and beliefs."

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1-43. According to the concept of “White as normative,”

- \*a. White people often do not think that they belong to an ethnic group.
- b. Black people frequently compare themselves with White people.
- c. Asian people are more likely than White people to graduate from college.
- d. people from non-White ethnic groups think that “all White people look the same.”

Pages 14-16

1-44. The discussion of Latinas and Latinos in your textbook points out that

- \*a. this ethnic group is currently the second largest in the United States.
- b. Mexican Americans believe that the terms Chicana and Chicano are very racist because these terms reject a connection with their Mexican heritage.
- c. the term Hispanic should be the preferred term, especially because it emphasizes the proud historical associations that Hispanic people have with Spain.
- d. the various Latina and Latino groups around North America share very similar values and cultural customs.

Pages 14-16

1-45. According to your textbook’s discussion, Latinas and Latinos in the United States

- \*a. are currently the second largest ethnic group; European American people constitute the largest ethnic group.
- b. are more likely to be Puerto Rican than Mexican.
- c. are highly similar to one another, compared to White people.
- d. typically have little in common except for a family history of speaking Spanish.

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1-46. According to the current information about ethnic groups,

- a. Blacks are currently the second largest ethnic group in the United States; European Americans constitute the largest ethnic group.
- b. Blacks are likely to have arrived in the United States more recently than people in all other ethnic groups.
- \*c. there is a larger number of well-documented examples of racism for Blacks than for other ethnic groups.
- d. there is much greater salary discrimination for Blacks than for other ethnic groups.

Page 16

1-47. According to your textbook’s discussion of the terms Black and African American, the term Black is generally considered to be

- a. a racist term.
- \*b. a more inclusive, welcoming term.
- c. a more specific term.
- d. an outdated, old-fashioned term.

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- 1-48. According to the discussion about Asian American women,
- a. Asian American women rarely experience discrimination.
  - b. Asian American women consistently earn higher salaries than European American women.
  - c. Asian American women are actually less likely than European American women to earn a college degree.
  - \*d. many Asian American women face stressful employment conditions, and they also experience ethnic stereotypes.

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- 1-49. According to the discussion of Asian American women in Chapter 1,
- \*a. Asian American women living in the United States are more likely than European American women to have completed a bachelor's degree.
  - b. almost all employed Asian American women have professional careers.
  - c. Asian American women are more likely than European American women to be perceived as natural leaders.
  - d. Although Asian Americans come to the United States from many different cultures, they are highly similar in terms of education and employment patterns.

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- 1-50. An important characteristic of Native American and First Nations individuals is that
- a. their tribal languages are actually very similar to one another.
  - \*b. they share a history of being invaded by North Americans who have European backgrounds.
  - c. young people generally have little conflict with older relatives, regarding life decisions.
  - d. the variability within any tribal group is very small.

Pages 15-18

- 1-51. According to your textbook's discussion of women of color,
- \*a. the United States currently has more Latina/o residents than Black residents.
  - b. people who have recently immigrated to the United States from South America usually prefer to be called Chicanas or Chicanos.
  - c. most Black people in the United States report that they have never experienced racism.
  - d. because Asian Americans are considered the "ideal minority group," they seldom experience stereotyping based on their ethnic group.

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- 1-52. The text's discussion of ethnic groups indicates that
- a. members of any particular ethnic group generally share a large number of psychological characteristics.
  - b. Asian Americans experience little discrimination.
  - c. Native Americans may differ in geographic origin and history, but they all tend to share the same set of values.
  - \*d. there is considerable variability within any ethnic group.

Page 18

- 1-53. Which of the following students' statements about ethnicity is correct?
- a. Jayne: "White men are more visible in the media than White women; however, Black women are more visible than Black men."
  - b. Tareesha: "In general, Native Americans and Canadian First Nations people show less variability than do Asian Americans."
  - c. Jim: "At present, the United States has more Black residents than Hispanic residents."
  - \*d. Oleg: "When reading research findings about women of color, we need to remember that each ethnic group actually consists of many smaller subgroups."

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- 1-54. The research shows that biracial individuals
- \*a. sometimes have an advantage because they can connect with more than one ethnic community.
  - b. typically feel rejected by all ethnic communities.
  - c. are considered to be White, even if one parent is from a non-White ethnic background.
  - d. have been studied more than any ethnic group other than Blacks.

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- 1-55. The concept called "intersectionality" means that
- a. a person's ethnic background is considered more important than his or her gender.
  - b. young adults must choose the dimension that is most important to them, for example, whether gender is more important than social class or sexual orientation.
  - \*c. people belong to many social categories, so a low-income Black woman may have different experiences from a low-income White woman.
  - d. people from only one ethnic category are more likely than biracial people to experience intersectionality.

Page 19

- 1-56. Which of the following students provides the most accurate summary of the discussion about US-centered nationalism?
- a. Eric: "According to this concept, the United States is more likely than other countries to be very careful in its foreign policy."
  - \*b. Samantha: "People who approve of US-centered nationalism are likely to believe that the United States can make decisions involving another country, but this other country cannot make decisions involving the United States."
  - c. Raquel: "We should elect politicians who believe in US-centered nationalism, because this perspective is especially likely to promote world peace."
  - d. Mark: "Fortunately, most US residents are aware that other countries in the world should have the same rights that the United States has."

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- 1-57. Which of the following concepts is most similar to the concept of US-centered nationalism?
- \*a. the "White-as-normative" concept
  - b. liberal feminism
  - c. the gender similarities position
  - d. gender as a subject variable

Page 22

- 1-58. Biases can influence research during the stage in which the hypothesis is formulated because
- \*a. researchers may formulate their hypothesis using previous research that is actually unrelated to the idea they want to study.
  - b. this is the stage in which the interpretation of the data can be biased.
  - c. researcher expectancy is particularly likely to operate during this stage.
  - d. the formulation stage occurs at the end of the research process, when all these biases are especially powerful.

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- 1-59. What is an operational definition?
- a. an objective method of defining precisely what the distribution of power between women and men should be
  - b. a well-defined way of assuring that males and females are randomly selected from a population
  - \*c. a description of exactly how a variable in a study will be measured
  - d. the protocol used for operations on newborns with ambiguous genitals

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- 1-60. Your textbook discussed research methods in the area of psychology of women. According to this discussion, the term “operational definition” describes
- instructions about how to operate the appropriate equipment that will be used in the study.
  - \*b. how researchers measure the relevant variables.
  - specifications about the kinds of people who will participate in the study.
  - the specific methods that will be used to recruit participants.

Page 22

1-61. Operational definitions

- tell a surgeon precisely how to perform an operation on abnormal external genitals.
- \*b. may be important in determining the outcome of a study.
- specify why the media prefer studies about gender differences, rather than studies about gender similarities.
- are typically specified after the study has been completed.

Page 22

- 1-62. Suppose you read in a popular magazine that college males and college females were asked to rate themselves in terms of how much they help their friends who have problems. The average score for the females was higher than the average score for the males. What would you conclude?
- Females are more helpful than males, at least in helping their friends.
  - Other people think that females are more helpful than males.
  - Researcher expectancy was undoubtedly responsible for the gender difference.
  - \*d. Females report that they help their friends to a greater extent than males report that they help their friends; however, males and females may not differ in their actual helpful behaviors.

Pages 22-23

- 1-63. Suppose that you are looking at your nephew’s high-school psychology textbook, and it says that males are more aggressive than females. What would you conclude?
- \*a. You would question the operational definition of aggression that the researchers had used.
  - You would be fairly confident that the results could not be explained by confounding variables.
  - You would be suspicious that the textbook writers focused on the studies that showed gender similarities, rather than those that showed gender differences.
  - You would know that the researchers had tested people from at least two ethnic groups.

Page 23

- 1-64. Which of the following statements describes a problem in conducting research about the psychology of women?
- a. Researchers study women more often than men.
  - \*b. Psychologists typically do not conduct research with people who are economically poor or with people of color.
  - c. Psychologists have paid too much attention to research topics relevant to women (e.g., pregnancy) and too little attention to research topics relevant to men (e.g., aggression).
  - d. Most people are not especially interested in gender as a variable.

Page 23

- 1-65. According to the discussion of research methods, the gender of the researcher who will conduct a study is especially important because
- a. male researchers are more likely than female researchers to have biases against the female participants in the study.
  - b. males are more likely than females to read too quickly through the instructions in the study.
  - \*c. the participants may respond differently to a male researcher, compared to a female researcher.
  - d. male researchers are more likely than female researchers to have a graduate degree in psychology.

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- 1-66. Suppose that a researcher wants to see which gender is most helpful, men or women. The researcher parks a car with a flat tire on a road and tallies the number of men and women who stop to help. What would be an example of one confounding variable in this study?
- \*a. The men are more likely than women to be familiar with fixing a flat tire.
  - b. The gender of the participants cannot be accurately determined.
  - c. The operational definition of helping has not been specified with precision.
  - d. The results probably depend upon the amount of traffic that passes by.

Page 23

- 1-67. Suppose that a research group wants to see whether a new educational program has an effect on children's bias against children of the other gender. In this study, the experimental group takes part in an educational program about gender, and the control group takes part in a different educational program. Which of the following factors—if true—would most likely be the confounding variable?
- a. All of the children in both conditions are European American.
  - \*b. The children in the gender-program condition are about one year older than the children in the control condition.
  - c. No teacher has ever discussed any gender-related issues with the class.
  - d. The children all live in the suburbs of Chicago.



Page 23

- 1-68. Imagine that a group of researchers want to determine whether there are gender differences in people's definition of an ideal friend. They distributed an identical questionnaire to females in 2010 and to males in 2011. Which of the following would be a confounding variable in this study?
- a. the gender of the participants
  - b. the items on the questionnaire
  - c. the operational definition of "friend"
  - \*d. the year in which the questionnaire was distributed

Page 23

- 1-69. A psychologist wants to compare heterosexual women with lesbian women with respect to the length of time a love relationship lasts. She decides to compare 100 heterosexual women who are married with 100 lesbians who are currently in a love relationship. Without knowing anything more about this study, what might you suspect to be an important confounding variable?
- a. The dependent variable is not clearly specified.
  - \*b. The heterosexual women are in a legally "sanctioned" relationship, whereas the lesbian women are not.
  - c. The study includes no male participants.
  - d. It is difficult to recruit participants for a study like this.

Page 24

- 1-70. How might researcher expectancy be important in research studying whether women prefer a new method of childbirth preparation to a standard method of childbirth preparation?
- a. Women tend to prefer a change in procedure, rather than a method that is regarded as old-fashioned.
  - b. The public may expect an established method to be more effective.
  - \*c. The researchers' enthusiasm about the new method may influence the women's responses.
  - d. The researcher may expect that the new method will create greater individual differences in reactions to childbirth.

Page 24

- 1-71. Researcher expectancy is a problem because
- a. researchers are much more likely to expect gender differences in cognitive ability than gender differences in social behavior.
  - \*b. researchers' stereotypes may influence the way that the participants respond.
  - c. it reduces the probability of finding results that have practical significance.
  - d. it reduces the number of confounding variables.

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- 1-72. Which of the following statements is correct regarding expectancy effects in research on the psychology of women?
- a. In most cases, careful precautions can make researchers unaware of the gender of the participants, so that researcher expectancy is less likely to operate.
  - b. Although researchers' expectancies may influence the results, the participants' expectancies generally have little impact on the results.
  - c. Because most of the research in psychology involves people reporting their reactions to something, participants' expectancies usually cannot influence the results.
  - \*d. Because the researchers have grown up in a stereotyped society, their ratings of males and females may not be objective.

Page 24

- 1-73. Suppose that you read about a study in which the results are statistically significant. You would conclude that
- a. a group of statisticians inspected the results and concluded that the study had been carefully conducted.
  - b. the differences are likely to have important consequences, outside the research laboratory.
  - c. the results did not appear to have any confounding variables.
  - \*d. the differences between the groups probably did not occur just by chance.

Pages 24-25

- 1-74. Suppose that you are reading a newspaper article claiming that men and women differ significantly on a new test of creativity. As you read more closely, you realize that the males' average was 101, one point higher than the females' average of 100. What would you conclude?
- a. The results probably did not really reach statistical significance.
  - \*b. The results probably have little practical significance.
  - c. The study probably tested a small number of males and females.
  - d. The results can be generalized to people living in other geographic regions.

Pages 24-25

- 1-75. Suppose that you read a study in which 5,000 male workers and 5,000 female workers are asked about the number of days of work they missed last year. Imagine that males miss an average of 7.2 days and females miss an average of 7.3 days, and the difference is statistically significant. What would be an important criticism of this study?
- a. Statistical significance is not important when we are considering such large sample sizes.
  - \*b. The difference probably has no practical significance.
  - c. The sample was probably not large enough.
  - d. The study was probably very carefully conducted, because those two means are so similar.

Pages 24-25

- 1-76. Suppose that some researchers are writing up the results of their study, and they are reporting their interpretation of the data from an experiment. At this stage, they are likely to introduce bias if they
- \*a. discuss only statistical significance and ignore practical significance.
  - b. are influenced by researcher expectancy.
  - c. emphasize practical significance far more than statistical significance.
  - d. try to eliminate confounding variables.

Page 25

- 1-77. Imagine that you are reading about a study that showed a positive correlation between the number of math courses that college women had completed in high school and their grades in a college course in statistics. You can safely conclude that
- a. their previous experience with math courses probably prepared them for the statistics course.
  - \*b. students who completed an above-average number of high school math courses are likely to earn an above-average grade in a college statistics course.
  - c. students who are smart enough to complete many math courses in high school are likely to be smart enough to good grades in a college statistics course.
  - d. students who develop good study habits in high school are likely to use those same study habits in college.

Page 26

- 1-78. Which statement is correct regarding how bias can be introduced when research findings are communicated?
- \*a. Gender similarities tend to be underrepresented in publications.
  - b. Journal editors usually prefer to publish studies that demonstrate gender similarities on a particular characteristic.
  - c. The popular press and introductory psychology textbooks typically prefer to emphasize studies in which women perform better than men.
  - d. The popular media usually emphasize social constructionism.

Page 26

- 1-79. According to your textbook, a research project should be called “gender comparisons in mathematical ability,” instead of “gender differences in mathematical ability.” The reason for this preference is that the title “gender comparisons”
- a. implies that the researchers have eliminated all possible confounding variables.
  - b. implies that the researchers favor cultural feminism, rather than liberal feminism.
  - \*c. focuses on both differences and similarities.
  - d. focuses on essentialism rather than on social constructionism.

Page 26

- 1-80. Suppose you have just conducted a study about the psychological characteristics of males and females. If you want to report these findings, which term would be most preferable in your title?
- \*a. Gender comparisons
  - b. Sex comparisons
  - c. Gender differences
  - d. Sex differences

Page 26

- 1-81. According to Chapter 1 of your textbook, newspapers and magazines often provide a distorted version of the research on gender. Which of the following statements is correct regarding this issue?
- \*a. The media may imply that research conducted on animals can easily be generalized to humans.
  - b. The media rely too much on research, and not enough on women's personal stories.
  - c. The media usually represent gender differences as being smaller than they actually are.
  - d. The media emphasize practical significance more than they emphasize statistical significance.

Page 27

- 1-82. Imagine that you are reading a popular news magazine, and you discover a headline that says, "Large sex differences found in math test scores." Which of the following would be the best way to adopt a critical-thinking approach to this article?
- \*a. Try to think about other explanations for the reported evidence.
  - b. Determine whether the results are consistent with your own observations.
  - c. Notice whether the research has been conducted by a male or a female.
  - d. Make sure that the article discusses statistical significance.

Page 27

- 1-83. Critical thinking about research in the psychology of women requires
- a. trying to make certain that the research has the maximum possible number of confounding variables.
  - b. being confident that the results are consistent with your own personal experiences.
  - \*c. considering alternative interpretations.
  - d. making sure that the results of the research match the researchers' original hypotheses.

Page 27

- 1-84. Which of the following is not a requirement of the critical thinking approach to research on the psychology of women?
- Ask good questions.
  - Examine the evidence.
  - Suggest alternative explanations.
  - \*d. Ask whether the results are consistent with the psychological characteristics of people you know.

Page 27

- 1-85. One of the challenges to persuading people to think critically about information on gender is that
- people generally give too much weight to experimental research.
  - \*b. people often consider emotional evidence to be equivalent to research evidence.
  - people are often reluctant to generalize from individual self-reports.
  - people are often unwilling to accept what they see and hear.

Pages 28-29

- 1-86. What is one general conclusion in your textbook, concerning psychological gender comparisons?
- In general, gender differences are larger than most people suspect.
  - If gender differences are found, they are very likely to appear in all situations.
  - \*c. Gender similarities are generally more likely than gender differences.
  - Gender differences appear to be larger in the studies conducted since 2000 than in the earlier studies.

Page 29

- 1-87. Theme 1 in your textbook emphasizes that psychological gender differences are relatively small. One implication of this theme is that
- this theme supports the essentialist perspective.
  - our genetic backgrounds are more important than the way we were raised.
  - gender as a subject variable is extremely important.
  - \*d. researchers may find gender differences in some conditions, but not in other conditions.

Page 29

- 1-88. Researchers are especially likely to discover gender similarities when
- people rate themselves on a particular characteristic.
  - people know that other people are evaluating them.
  - men and women are in a real-life setting.
  - \*d. researchers are recording people's behavior objectively.

Page 29

1-89. Which kind of situation is likely to encourage the finding that the genders are psychologically similar?

- \*a. a situation in which behavior is recorded objectively
- b. a real-life setting, such as a shopping mall
- c. when people are aware that they are being observed
- d. when people report about their customary activities

Page 29

1-90. Imagine that a group of psychologists is conducting research on aggressiveness. The gender differences are likely to be the largest when

- \*a. the study is done at a location in the community, rather than in a laboratory.
- b. the researchers record the behavior objectively, rather than asking the participants to rate themselves.
- c. people are not aware that researchers are evaluating them.
- d. we study elderly people, rather than young adults.

Page 29

1-91. Generally, gender differences are most likely to be found when

- a. behavior is recorded objectively.
- b. people are observed in laboratory settings.
- c. high-school students are studied, rather than older adults.
- \*d. people know that they are being evaluated by others.

Page 29

1-92. Which of the following journal titles examines gender as a subject variable, as opposed to gender as a stimulus variable?

- \*a. "Gender Comparisons in the Use of Dirty Words"
- b. "A Comparison of Catholic Feminist Women and Catholic Traditionalist Women"
- c. "How People Rate Male and Female Drivers"
- d. "Stereotypes About Male and Female Athletes"

Page 29

1-93. If a study finds that people respond significantly differently to women than they do to men, we could conclude that

- a. gender as a subject variable is significant.
- b. gender as a confounding variable is significant.
- \*c. gender as a stimulus variable is significant.
- d. gender as a dependent variable is significant.

Page 29

- 1-94. Suppose that researchers want to see whether people judge baby boys to be smarter than baby girls. These researchers are focusing on
- a. gender as a subject variable.
  - \*b. gender as a stimulus variable.
  - c. the theme that individual differences are large when we consider people's ideas about gender.
  - d. the theme that boys and men are more visible than girls and women.

Page 30

- 1-95. A speaker at a lunch for owners of small businesses says to the audience, "Here's a story you can tell your wives." This situation would be an example of
- a. gender as a subject variable.
  - b. large individual differences.
  - \*c. androcentric bias.
  - d. a confounding variable.

Page 30

- 1-96. Which of the following is an example of androcentrism?
- a. The advertisements for dishwasher detergents show more women than men doing the dishes.
  - b. There are more television programs about Blacks than about Latinas/os.
  - c. People are likely to believe in gender differences, even for characteristics that show gender similarities.
  - \*d. When doctors are deciding whether a person has a medical problem, they use a list of symptoms that are usually found in men, rather than in women.

Page 30

- 1-97. If a psychology professor says that a textbook is "androcentric," you would be likely to see
- \*a. words such as "chairman" and "mankind."
  - b. research focusing on the similarities perspective, rather than the differences perspective.
  - c. an emphasis on social constructionism.
  - d. an emphasis on social class and racism.

Pages 30-31

- 1-98. What does your textbook conclude about how women differ from one another?
- a. In general, women are remarkably similar to one another in their psychological characteristics.
  - b. In general, women respond similarly to important biological events in their lives.
  - c. In general, women are similar to one another in their preferences and life choices.
  - \*d. In general, women show wide variation from one another.

1-99. Imagine that you have conducted your own research on gender comparisons, and you find that the females vary widely from one another; the males also show wide variation. Your statistical analysis is likely to conclude that the

- \*a. difference between females and males is not statistically significant.
- b. difference between females and males has practical significance.
- c. large variation within each gender must be caused by one or more confounding variables.
- d. difference between males and females is larger than the differences within each gender.



## CHAPTER 2

# Gender Stereotypes and Other Gender Biases

Page 36

- 2-1. The introduction to the discussion of gender stereotypes pointed out that
- a. gender stereotypes are almost always a fairly accurate reflection of reality.
  - \*b. gender stereotypes refer to beliefs about females' and males' characteristics.
  - c. people tend to see themselves as being more gender stereotyped than the average person.
  - d. most people do not have strong gender stereotypes about personality characteristics, but they do have strong gender stereotypes about occupations.

Pages 36-37

- 2-2. Which of the following is the best example of a gender stereotype (rather than some other form of gender bias)?
- a. An accounting firm has an unwritten policy that the more challenging projects should be given to men instead of women.
  - \*b. A friend believes that women are not aggressive enough to be good politicians.
  - c. A neighbor says that he doesn't like female science teachers.
  - d. A clerk at a store ignored two women who were standing in line, and he started helping a man who was behind them in line.

Pages 36-37

- 2-3. Imagine that your uncle believes men are better drivers than women. This would be an example of
- \*a. a gender stereotype.
  - b. gender discrimination.
  - c. heterosexism.
  - d. gender prejudice.

Page 37

2-4. Suppose that a high school student says, “I don’t know why, but I just don’t like old ladies.” This comment is an example of

- \*a. prejudice.
- b. discrimination.
- c. a stereotype.
- d. benevolent sexism.

Page 37

2-5. Suppose that you know an individual who refused to hire a woman for a job—simply on the basis of her gender. This would be an example of

- a. prejudice.
- b. a stereotype.
- \*c. discrimination.
- d. the social cognitive approach.

Page 37

2-6. Suppose that you hear about a chemistry department that did not give a promotion to a female faculty member because of her gender. Based on the discussion at the beginning of Chapter 2, this kind of bias would be called

- \*a. discrimination.
- b. prejudice.
- c. stereotyping.
- d. benevolent sexism.

Page 37

2-7. Which of the following four terms—discussed in Chapter 2—is the most general?

- \*a. bias
- b. stereotype
- c. prejudice
- d. discrimination

Page 38

2-8. Which of the following statements about the early history of women is the most accurate?

- \*a. According to the current ideas about prehistoric humans, women provided most of the food.
- b. Contrary to prior beliefs about the Renaissance, women were actually encouraged to become artists.
- c. Women were forbidden to have any religious duties until the middle of the 15th century.
- d. During the classical Greek era, philosophers were actually very positive about women’s mental abilities.

Page 38

- 2-9. Which of the following statements is correct about gender bias in history?
- a. Women did not make any contributions in art, religion, or government until about 1850.
  - \*b. Women artists usually expressed themselves in art forms that were less durable and long-lasting than men's art forms.
  - c. Women were excluded from religious leadership until after 1000 A.D.
  - d. History books have traditionally done an accurate job in conveying information about women's lives.

Page 38

- 2-10. Which of the following students most accurately represents women's role in history?
- a. Indira: "In prehistoric times, men provided the majority of the diet through hunting; however, women sometimes gathered vegetables and grains to supplement the diet."
  - b. Corazón: "History books have traditionally focused on women's work in the home, even though women were also participating in government and the arts."
  - \*c. Theresa: "Many people don't know that women played important roles in the early church. For example, women often presided over monasteries before the 9th century A.D."
  - d. Artemesia: "With relatively few exceptions, women didn't express themselves artistically until the late 19th and early 20th centuries."

Page 39

- 2-11. Which of the following philosophers and political figures wrote about women in a way that would be most admired by feminists?
- a. Jean-Jacques Rousseau
  - b. Napoleon Bonaparte
  - \*c. John Stuart Mill
  - d. Aristotle

Page 39

- 2-12. According to the story of Adam and Eve in the Bible,
- a. Adam was created out of Eve's rib.
  - b. Adam and Eve were equally to blame for giving in to temptation.
  - c. Eve actually tried to persuade Adam not to commit sins, but she was not successful.
  - \*d. Adam was more important than Eve.

Pages 39-40

- 2-13. Chapter 2 discussed images of women in religion and mythology. According to this discussion,
- both Jews and Christians believe that God created women and men to be equally valued.
  - women are most often portrayed as different from men, but in a positive way.
  - non-Christian religions typically present relatively positive images of women.
  - \*d. the number of female clergy in Protestant denominations is increasing.

Page 40

- 2-14. Which of the following students provides the most accurate information about the treatment of women in the Islamic religion?
- Jenny: "One of the core beliefs of the Islamic religion is that men are superior to women."
  - \*b. Mike: "Muhammad pointed out that women and men should be treated the same way."
  - Raye: "Muhammad clearly believed that women were inferior to men, and the treatment of women has actually improved since then."
  - d. Bennett: "The Islamic religion varies little from culture to culture, because this religion follows Muhammad's teachings very carefully."

Page 40

- 2-15. Which of the following statements is correct about women in religion and mythology?
- Most modern religions other than Christianity specify that women were created before men.
  - In Christianity, men and women have similar importance.
  - The Jewish religion does not make an important distinction between men and women.
  - \*d. Eastern religions, like Western religions, include negative views of women.

Page 40

- 2-16. Which of the following students provides the best summary of women in mythology and religion?
- Lilith: "Women are almost exclusively portrayed as being evil, scheming against their husbands and other men."
  - b. Naomi: "Women are almost exclusively portrayed as being kind and nurturant to their husbands and children."
  - c. Ruth: "Women are seen so seldom in mythology and religion that we cannot draw any conclusions about the way they are portrayed."
  - \*d. Mary: "Women are portrayed in a different fashion from men, sometimes evil and sometimes extremely virtuous."

Page 40

- 2-17. Which of the following students provides the best summary about the representation of women in religion and myth?
- a. Hongbo: "Women are uniformly portrayed in a positive fashion."
  - \*b. Joachim: "The women in religion and myth are represented by both positive and negative images."
  - c. Kate: "Although women are portrayed in a positive fashion in religion, they are portrayed in a negative fashion in mythology."
  - d. Liza: "Women are portrayed in a positive fashion in Western religions and in a negative fashion in Eastern religions."

Page 41

- 2-18. When we examine the representation of women in language, what can we conclude about terms used for women and men?
- \*a. The female member of a pair of words often has a more negative connotation than the male member of the pair.
  - b. Men are more likely than women to be referred to with infantilizing terms.
  - c. Men and women are usually referred to with different, but parallel terms.
  - d. Women are assumed to be the norm, whereas special terms are used for men.

Page 41

- 2-19. Terms used for women and men differ in which of the following respect(s)?
- a. The two kinds of terms are often not parallel because the male term may be prefaced by the word man or the word male.
  - b. The male member of a pair of items is typically more negative than the female member.
  - \*c. Terms for women are more likely to be negative, compared to terms for men.
  - d. Terms for women are more general and inclusive, compared to terms for men.

Page 41

- 2-20. What is a major problem with masculine generic terms?
- \*a. They are not really gender neutral.
  - b. They encourage people to think of men as secondary.
  - c. These terms are longer and more awkward to use in both speaking and writing.
  - d. They tend to downgrade men, relative to women.

Pages 41-42

- 2-21. Studies on the masculine generic show that
- a. people usually understand that the term he can refer to both males and females.
  - b. men believe that he refers to both males and females, whereas women believe that he refers only to males.
  - c. most undergraduates understand that a phrase such as prehistoric man really refers to both men and women.
  - \*d. in general, people understand that the term he refers to males, rather than to both males and females.

Pages 41-42

- 2-22. Suppose that an English teacher tells you that she thinks it is ridiculous to try to avoid using forms like “man” to refer to both males and females. Your most informed response would be:
- a. “You’re right, because people now understand that man actually includes both men and women.”
  - b. “You’re right, because people don’t even notice the difference between a term like man and a gender-neutral term like person.”
  - c. “You’re right, because research has shown that it is extremely difficult to teach people to use gender-neutral terms.”
  - \*d. “You’re wrong, because masculine-generic terms actually encourage people to think about males, rather than females.”

Pages 42-43

- 2-23. Your text describes in some detail a study by Gastil in which participants reported the mental images evoked by sentences. This research found that
- a. males reported more male images than female images when responding to sentences containing he, but females showed no pronoun effect.
  - b. females reported more male images for the he sentences than males did.
  - c. both males and females reported an equal number of male and female images when responding to sentences containing they.
  - \*d. masculine generic terms produced more thoughts about males than did gender-neutral terms.

Page 43

- 2-24. A study by Briere and Lanktree was described in Chapter 2. This study compared students’ reactions to either a neutral or a masculine generic version of a description about psychologists. This study demonstrated that
- \*a. psychology was viewed as being a less attractive career for women when the masculine generic was used.
  - b. men judged psychology as being less attractive for themselves when the gender neutral version was used.
  - c. few people were influenced by the nature of the description.
  - d. most women remarked that they were offended by the use of the masculine generic.

Pages 41-43

2-25. Suppose that a friend of yours says, “The problem with feminists is that they make a big deal about little things, like you have to say chairperson rather than chairman.” After reading about the masculine generic issue in Chapter 2, your most informed response would be:

- a. “Actually, feminists no longer complain about the language issue, because they are now concerned about more important things.”
- b. “According to the research, people now believe that words like chairman really are gender neutral.”
- \*c. “According to the research, people do not consider words like chairman to be gender neutral.”
- d. “Despite all the research, people are still using gender-biased language just as often as they did 30 years ago.”

Page 45

2-26. Research on women in the media has demonstrated that

- \*a. men are much more likely than women to provide the voice-overs for advertisements.
- b. although women are often absent from television programs, they are seen just as often as men in television advertisements.
- c. women are rarely shown doing housework in advertisements.
- d. men are somewhat more likely than women to be shown in a “decorative” function in an advertisement.

Page 45

2-27. In most respects, advertisements in magazines and on TV probably show a distorted picture of reality. In what area are these ads realistic?

- a. They show women working outside the home to the same extent that they do in reality.
- \*b. They show women doing housework to the same extent that they do in reality.
- c. They often show women volunteering and doing other nonpaid activities.
- d. They often show women doing clerical work, rather than in nontraditional professions.

Page 46

2-28. In what way are women and men represented differently in the media?

- a. An article about a prominent man is more likely than an article about a prominent woman to discuss the person’s clothing.
- b. Women are likely to be shown moving away from men, whereas men seldom move away from women.
- c. In an attempt to reduce stereotypes, the media have actually begun to portray women as being more aggressive than men.
- \*d. Women are more likely than men to be shown in a reclining body position.

Pages 46-47

2-29. According to the discussion of women of color and the media,

- a. women of color who are professionals are now shown in advertisements at a frequency that matches their representation in the population.
- \*b. women of color tend to be misrepresented as either “good girls” or “bad girls.”
- c. Latina women are more likely than Black women to be portrayed as aggressive.
- d. Latina women are likely to be shown in a professionally competent fashion.

Page 47

2-30. According to the discussion of social class and the media,

- \*a. low-income people are more likely to be shown in talk shows, rather than in prime-time television.
- b. low-income women are presented in an overly positive way, with homes and furniture they would not be able to afford.
- c. the media are actually fairly accurate in showing that financial problems make it difficult for low-income women to raise children.
- d. during the current decade, low-income people have been portrayed in a positive fashion.

Page 48

2-31. Which of the following students provides the most accurate understanding about the relationship between the media in our culture and the reality that we experience?

- a. Patrick: “The media simply reflect reality, and they do not really change people’s attitudes.”
- b. Joannie: “The media don’t really represent reality very accurately; however, they actually can change people’s attitudes.”
- \*c. Emmanuel: “The media reflect reality, and they also change people’s attitudes.”
- d. Marina: “Surprisingly, the media do not reflect reality, and they also do not substantially change people’s attitudes.”

Page 48

2-32. Chapter 2 discusses gender stereotypes in the media. In general, the research shows that

- a. the media actually have only limited effects on our attitudes about other people.
- \*b. exposure to gender-stereotyped advertisements can increase our recognition and recall for other stereotyped information
- c. women are much more likely than men to be influenced by stereotypes in the media.
- d. media stereotypes have a major effect on children’s thinking, but very little effect on adults’ thinking.



Page 50

2-33. Which of the following characteristics would fit into the category called communion, which was discussed in connection with gender stereotypes?

- \*a. concern for others
- b. confidence
- c. ambition
- d. independence

Pages 51-52

2-34. Chapter 2 discussed a study by Niemann and her colleagues that focused on North American college students' stereotypes about men and women from different ethnic groups. Based on this study, we can conclude that

- a. the gender stereotypes varied enormously, depending on which ethnic group was doing the rating.
- b. stereotypes about women were consistently more negative than stereotypes about men, across the four ethnic groups.
- c. people's stereotypes about men and women differed greatly from each other only when they were judging European Americans.
- \*d. stereotypes about men and women often depend upon the target's ethnic group.

Page 52

2-35. Suppose that you are reading a journal article about gender and social class. The author of this article emphasizes that the experiences of a wealthy woman are very different from the experiences of a low-income woman, even though both of them are female. This author is emphasizing the concept called

- a. androgyny.
- \*b. intersectionality.
- c. implicit gender stereotypes.
- d. stereotype threat.

Pages 52-53

2-36. Studies of stereotypes demonstrate that

- \*a. men tend to have more traditional stereotypes than women do.
- b. White men tend to hold more stereotyped beliefs than Black men do.
- c. people in different cultures have stereotypes that are substantially different from those found in North America.
- d. in many cultures, women are considered more ambitious than men.

Pages 52-53

- 2-37. Chapter 2 examines several subject variables that could influence people's gender stereotypes. According to this discussion,
- a. men and women hold surprisingly different kinds of gender stereotypes.
  - b. people in different cultures have very different stereotypes, when it comes to judging the personalities of women and men.
  - \*c. ethnic background does not have a consistent effect on North American gender stereotypes.
  - d. factors such as gender, ethnicity, and culture are all strongly related to the nature of people's stereotypes.

Page 53

- 2-38. Which of the following students best understands the research on cross-cultural studies about gender stereotypes?
- a. Salvadora: "North American women hold much less stereotyped views about women than do women from other countries."
  - b. André: "Research finds very large differences among countries in terms of their gender stereotypes."
  - \*c. Devon: "People in different cultures share fairly similar gender stereotypes."
  - d. Akeem: "North American women have more stereotyped views than women from other cultures, but North American men have less stereotyped views than men from other cultures."

Pages 53-54

- 2-39. Suppose that you are participating in a study about word associations conducted by a team of researchers. You know that the study has something to do with ideas about gender, but the researchers never actually ask you to rate men and women. This study is probably testing
- a. hostile sexism.
  - b. benevolent sexism.
  - c. explicit gender stereotypes.
  - \*d. implicit gender stereotypes.

Page 53

- 2-40. The best example of an "implicit gender stereotype" would be a stereotype that
- a. is more positive about women than about men.
  - b. is more positive about Black women than about White women.
  - \*c. people use automatically but are not aware they have.
  - d. focuses on people's pleasantness, rather than their ability.

Pages 53-54

- 2-41. Nosek and his coauthors used the Implicit Association Test to measure people's gender stereotypes. Their research showed that people
- a. have strong implicit gender stereotypes because their ratings for males and females were very different from each other.
  - b. have weak implicit gender stereotypes because their ratings for males and females were very similar to each other.
  - \*c. have strong implicit gender stereotypes because they responded relatively quickly when the pairings were consistent with stereotypes (e.g., males were paired with math); they responded slowly when the pairings were inconsistent (e.g. females were paired with math).
  - d. have weak implicit gender stereotypes because they responded quickly when the pairings were inconsistent with stereotypes (e.g., females were paired with math); they responded equally quickly when the pairings were consistent (e.g., males were paired with math).

Page 55

- 2-42. Which of the following statements is correct regarding attitudes towards the competence of women?
- a. Every study to date has reported a bias against women.
  - b. Although early studies revealed bias, the current ones do not.
  - \*c. People are particularly likely to be biased if they have little information about someone's qualifications.
  - d. In general, college students are especially likely to have negative attitudes toward women.

Page 55

- 2-43. Based on the information in Chapter 2 about attitudes towards women's competence, which of the following situations is most likely to show devaluation of women?
- \*a. when a man is evaluating a woman's performance in a traditionally masculine area
  - b. when a nonexpert woman is doing the evaluating
  - c. when a woman is acting in a stereotypically feminine fashion
  - d. when a great deal of evidence is available about the person's qualifications

Page 55

- 2-44. Under which of the following conditions is a woman least likely to be devalued, relative to a man?
- \*a. when there is a large amount of detailed information available about her qualifications
  - b. when the person who is doing the evaluation has traditional values
  - c. when males are doing the evaluation
  - d. when the woman acts like a stereotypical male, rather than acting like a stereotypical female

Page 56

- 2-45. When college students were asked to rate men and women on scales such as “pleasant-unpleasant,” the results indicated that
- a. they rated men more positively than women.
  - \*b. they rated women more positively than men.
  - c. feminine women and masculine men received the highest ratings.
  - d. “macho men” received relatively high ratings.

Pages 55-56

- 2-46. According to current research, people typically think that
- a. men are nicer than women.
  - b. women are more competent than men, but similar to men in “niceness.”
  - \*c. feminists are not as nice as other women.
  - d. feminists and other women are equally nice.

Page 58

- 2-47. Which of the following statements is the best example of benevolent sexism, as defined by Glick and Fiske’s Ambivalent Sexism Inventory?
- a. “Women are getting too many benefits, due to affirmative action.”
  - b. “Because women have experienced so much discrimination in the past, they deserve special privileges now.”
  - \*c. “On a crowded bus, a man should offer his seat to a woman.”
  - d. “Men and women are very different from each other.”

Page 58

- 2-48. Which of the following statements is the best example of hostile sexism, as defined by Glick and Fiske’s Ambivalent Sexism Inventory?
- a. “Women are much more spiritual and religious than men.”
  - b. “Compared to men, women are more skilled in understanding people’s feelings.”
  - \*c. “Women are too sensitive, and they misinterpret many innocent comments.”
  - d. “Women are more likely than men to hold ambivalent attitudes toward sexism.”

Page 58

- 2-49. People demonstrate ambivalent sexism if they
- \*a. show high hostile sexism and high benevolent sexism.
  - b. show higher hostile sexism than benevolent sexism.
  - c. show higher benevolent sexism than hostile sexism.
  - d. show low hostile sexism and low benevolent sexism.

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- 2-50. Cross-cultural research by Glick and Fiske examined the Ambivalent Sexism Inventory. According to this research,
- a. in countries with low gender equality, the respondents tended to be high in hostile sexism but low in benevolent sexism.
  - b. in countries with low gender equality, the respondents tended to be low in hostile sexism but high in benevolent sexism.
  - c. in the United States, men scored higher on the hostile sexism scale, but women scored higher on the benevolent sexism scale.
  - \*d. in the United States, men scored higher than women on both benevolent and hostile sexism.

Page 59

- 2-51. Suppose that a group of men and women are working together in pairs, some in same-gender pairs and some in male-female pairs. Based on the research of Lott, which of the following people would be most likely to respond negatively to his or her partner?
- a. A male working with another male
  - \*b. A male working with a female
  - c. A female working with another female
  - d. A female working with a male

Pages 59-60

- 2-52. Researchers have examined gender discrimination in North American college students. According to this research,
- a. men and women actually experience the same amount of gender discrimination.
  - b. White women experience gender discrimination, but women from other ethnic groups do not.
  - \*c. women from several ethnic groups experience sexist remarks and other forms of gender discrimination.
  - d. women may experience gender discrimination, but most women consider these remarks to be trivial.

Pages 59-60

- 2-53. Suppose that a friend says to you, "Discrimination against women really doesn't occur anymore." Your best response, based on the research by Swim and her colleagues, would be:
- a. You are correct; in fact men now experience more discrimination than women do.
  - b. You are partly correct; White women no longer experience discrimination, but women of color do encounter discrimination.
  - c. You are partly correct; women still hear sexually suggestive comments, but other kinds of discrimination rarely occur.
  - \*d. You are not correct; women actually experience sexist behavior and remarks at least once a week.

Pages 60-61

- 2-54. According to the current usage, a bias against lesbians, gays, bisexuals, or any group that is not exclusively heterosexual is known as
- a. sexism.
  - b. androcentrism.
  - \*c. heterosexism.
  - d. homophobia.

Pages 60-61

- 2-55. Which of the following examples does not illustrate heterosexism?
- a. Addressing an invitation to “Jane and guest” and assuming that Jane will bring a man to the event
  - b. Yelling “fag” at a man with feminine features
  - c. Beating up someone because you think the person is lesbian or gay
  - \*d. An executive in a corporation telling the employees that they can invite their “significant other” to the holiday party

Page 61

- 2-56. Which of the following is an example of institutional heterosexism?
- a. A company that doesn’t allow employees to keep pictures of their romantic partners (lesbian, gay, or straight) on their desks.
  - b. An insurance plan that offers benefits to same-gender partners.
  - \*c. No federal laws prohibit employment discrimination against people because of their sexual orientation.
  - d. A housing development that has a policy that only two people can live in each dwelling.

Pages 61-62

- 2-57. Which of the following students indicates the best understanding of the factors related to heterosexism?
- a. Candace: “Surprisingly, young people show more heterosexism than older people do.”
  - \*b. Barney: “Men have more negative attitudes towards homosexual individuals than women do.”
  - c. Ellen: “Women are more negative than men in their attitudes towards homosexual individuals—especially gay males.”
  - d. Harvey: “Heterosexist attitudes are so widespread that both political liberals and conservatives are equally likely to be heterosexist.”

Pages 61-62

2-58. According to research about heterosexism,

- \*a. men have more negative attitudes toward lesbians and gay males than women do.
- b. people tend to be just as negative about lesbians as they are about gay males.
- c. students who have just graduated from college show the same degree of heterosexism as first-year college students.
- d. heterosexist attitudes are not correlated with racist attitudes.

Pages 61-62

2-59. Which of the following judgments would usually be the highest in heterosexism?

- \*a. Heterosexual men making judgments about gay men.
- b. Heterosexual men making judgments about lesbian women.
- c. Heterosexual women making judgments about gay men.
- d. Heterosexual women making judgments about lesbian women.

Page 64

2-60. According to the social cognitive approach to stereotypes,

- a. people tend to “lump together” men and women into the same category.
- b. people must use considerable processing time before they decide whether an individual is a male or a female.
- \*c. people tend to split the world into two categories on the basis of a person’s gender.
- d. stereotypes are created in order to discriminate against certain classes of people.

Pages 64-65

2-61. The social cognitive approach to stereotypes was discussed in some detail. Your neighbor, Mr. Walker, believes that men and women are very different from each other. The social cognitive approach would explain this belief by arguing that

- a. we have all been conditioned to believe that gender differences are substantial.
- \*b. when we categorize people into two groups, we tend to exaggerate the difference between the groups.
- c. we learn to believe in gender differences by imitating models, either other people we know or people we see represented in the media.
- d. a belief in gender differences is innate or inborn in humans.

Pages 64-65

2-62. According to the social cognitive approach to stereotypes, people may have a tendency toward gender polarization. This means that they

- a. favor members of their own gender.
- b. exaggerate the similarities between genders and the differences within each gender.
- \*c. exaggerate the similarities within each gender and the differences between genders.
- d. assume that male experience is the norm and female experiences is “other.”

Page 65

- 2-63. Which of the following students' statements would be the best example of the "normative male" concept?
- \*a. Gloria: "Women need to learn to be as assertive as males are."
  - b. Mike: "Gender differences have been found in certain kinds of aggressive behavior."
  - c. Tallulah: "The typical American voter is a female."
  - d. Humphrey: "In future years, we expect men's smoking behavior to become more like women's smoking behavior."

Page 65

- 2-64. A psychology professor is conducting research on "the normative male." Which of the following would be the most likely topic for this research?
- a. Are people more biased against elderly women than elderly men?
  - \*b. When people hear a word such as "student" or "citizen," do they think about men more often than women?
  - c. Who is more likely to have psychological problems, women or men?
  - d. Are gender differences larger in mathematical skills or in language skills?

Pages 65-66

- 2-65. According to the research on people's judgments about men and women,
- a. people rarely judge men and women differently in the current era.
  - b. people now assume that women political candidates are actually more competent than male candidates in areas such as national security and the economy.
  - \*c. people are most likely to use stereotypes if they are busy working on another task at the same time.
  - d. people usually favor a male candidate, even when it is clear that a woman is well-qualified for a job.

Page 66

- 2-66. When people are asked to judge why males and females have been successful on a task, they are likely to say that
- a. males have been successful because of good luck, whereas females have been successful because of high ability.
  - b. both males and females have been successful because of a combination of ability and hard work.
  - c. males have been successful because they cheated, whereas females have been successful because the task was easy.
  - \*d. males have been successful because of high ability, whereas females have been successful because they tried hard.



Page 66

- 2-67. One possible practical consequence of people's attributions for women's and men's performances is that
- a. males are likely to have their successes attributed to cheating.
  - b. males are likely to have their failures attributed to lack of ability.
  - c. females are likely to have their successes attributed to high ability.
  - \*d. females are likely to have their successes attributed to hard work.

Page 66

- 2-68. Suppose that a high school math teacher is trying to determine why Anna has the highest grade in trigonometry. Which of the following attributions is the teacher most likely to make?
- a. "Anna seems to have a natural talent for trigonometry."
  - b. "I'm concerned that Anna may be cheating."
  - c. "Anna is a really lucky student."
  - \*d. "Anna really tries hard."

Pages 66-67

- 2-69. According to the discussion of stereotypes and memory, we are most likely to remember gender-consistent characteristics when
- a. we are trying to remember something about children, rather than adults.
  - \*b. we have other things we need to do at the same time as the memory task.
  - c. we are asked to recall the material just a few seconds after it has been presented.
  - d. we have relatively weak stereotypes about those particular characteristics.

Pages 66-67

- 2-70. In which of the following situations are we most likely to recall stereotype-consistent material?
- a. When our stereotypes are weak
  - b. When we think carefully about the situation, rather than making a quick decision
  - \*c. When we have other tasks to do at the same time
  - d. When we have been instructed to pay close attention to the material

Pages 66-67

- 2-71. Which of the following would be most likely to be a research topic for a person interested in a social cognitive approach to stereotypes?
- a. Are people with extensive education less stereotyped than those with less education?
  - b. Do parents reinforce their children for expressing either stereotyped or nonstereotyped beliefs?
  - \*c. Are people better at recalling gender-consistent or gender-inconsistent information?
  - d. Do children imitate stereotyped behaviors that are shown by adult models?

Page 67

2-72. Why are self-fulfilling prophecies relevant to stereotypes?

- a. People tend to make predictions about their own behavior and then act in the exact opposite way.
- b. Like stereotypes, self-fulfilling prophecies tend to separate concepts into two distinct areas.
- c. We use self-fulfilling prophecies to make career decisions based on stereotypes.
- \*d. We tend to behave in a way that is consistent with other people's gender stereotypes.

Page 67

2-73. Imagine that an article has just been published; it claims that girls score lower than boys on a test of logical reasoning. If parents convey these expectations to their sons and daughters, and the children actually act according to these beliefs, one possible explanation for these findings is

- a. gender-consistent memory bias.
- \*b. self-fulfilling prophecy.
- c. gender polarization.
- d. heterosexism.

Pages 67-68

2-74. Suppose that a woman is about to take a chemistry exam, and the professor has just been saying that men earned higher scores on previous chemistry exams. If the females do indeed receive lower scores on this exam, a possible explanation would be

- \*a. stereotype threat.
- b. heterosexism.
- c. androgyny.
- d. androcentrism.

Pages 67-68

2-75. Which of the following is the best example of the term "stereotype threat"?

- a. A teenage girl realizes that she does not need to conform to the North American standards of beauty.
- \*b. A teenage boy worries that he won't be able to take good care of his infant niece because his friends recently told him that boys have no clue how to handle babies.
- c. A male college graduate says he knows that women can be good at math, but he doesn't really believe this.
- d. When making judgments about an acquaintance, a female college graduate remembers more gender-consistent information than gender-inconsistent information.

Pages 67-68

2-76. Shih and her colleagues studied how Asian American college women performed on a difficult math test. Their results showed that the participants performed best if

- \*a. they had been reminded about their ethnicity before taking the test.
- b. they had been reminded about their gender before taking the test.
- c. they had been reminded about both their ethnicity and their gender before taking the test.
- d. they had received no reminder before taking the test.

Pages 68-69

2-77. People who are androgynous

- \*a. have high scores on both a scale of femininity and a scale of masculinity.
- b. have fewer psychological problems than other people.
- c. are low in benevolent sexism but high in hostile sexism.
- d. are higher than average in measures of stereotype threat.

Pages 68-69

2-78. Which of the following statements about androgyny is correct?

- a. Androgyny is a bipolar concept with “androgyny” at one end and “gender stereotyped” at the other end.
- b. Androgyny theories propose that people should be moderate on both the femininity and masculinity scales.
- c. A person who is high on the masculinity scale must be low on the femininity scale.
- \*d. Androgyny refers to people who are high in both feminine and masculine characteristics.

Pages 68-69

2-79. One of the problems with the concept of androgyny is that

- a. the theory unrealistically attempts to eliminate the categories of masculinity and femininity.
- b. androgyny is correlated with too many other behaviors and personality characteristics.
- c. no clear standards are associated with androgyny, making the concept difficult to measure.
- \*d. the theory suggests that society’s problems can be solved by changing individuals.

Page 69

- 2-80. Which of the following students has the most accurate understanding about the internalization of gender stereotypes?
- a. Shirin: "Neither males nor females believe that they have characteristics that are typical of their own gender."
  - \*b. Sam: "The social setting influences whether people say that they would act in a stereotypical fashion."
  - c. Abdul: "People tend to have a consistent gender identity that persists in a wide variety of social settings."
  - d. Lucia: "Contrary to expectations, men are likely to incorporate feminine characteristics; women seldom incorporate masculine characteristics."

Page 70

- 2-81. The last part of Chapter 2 described a study in which US students were asked to rate a list of personal traits in terms of its importance in their life. The list of 10 most important traits showed that
- a. males and females differed greatly in their ratings.
  - b. males were much more likely than females to give high ratings to traits such as "independent" and "self-reliant."
  - c. females were much more likely than males to give high ratings to traits such as "loyal" and "understanding."
  - \*d. more than half of the top 10 most important traits were the same for women and