

Student: \_\_\_\_\_

1. During the latter part of the 19<sup>th</sup> century, it was believed that educating women in the same way as men would
  - A. ruin women's physical and reproductive health.
  - B. have no impact on women's health.
  - C. increase their interest in family and motherhood.
  - D. increase women's overall physical health.
2. For centuries, theories of gender inside and outside of psychology reflected a motif
  - A. wherein women were both superior and inferior to men.
  - B. depicting women as having insufficient coolness and wetness for intellectual pursuits.
  - C. depicting women as defective men.
  - D. wherein women had greater soul heat than men did.
3. During the latter part of the 19<sup>th</sup> century, physicians theorized that the womb
  - A. exercised a dominating influence over a woman's personality.
  - B. had no relevance to decisions about the appropriate education for women.
  - C. enabled women to undertake more demanding intellectual tasks than men.
  - D. was unaffected by brain function.
4. A requirement for a good and useful theory is that it
  - A. fits the assumptions of a particular time and place.
  - B. be subject to verification.
  - C. incorporates the conventional wisdom of the times.
  - D. is at odds with accepted notions.
5. In Freud's psychosexual stages—oral, anal, phallic, latency, and genital—the development of boys and girls diverges during the
  - A. genital stage.
  - B. latency stage.
  - C. phallic stage.
  - D. oral stage.
6. According to Freud, gender develops
  - A. automatically and is not influenced by interactions with caretakers.
  - B. as a result of the care received as an infant.
  - C. as a result of the care received as an infant by the father alone.
  - D. automatically and is controlled by the id.
7. According to Freud, the Oedipus complex in males
  - A. results in a contempt for or fear of men.
  - B. produces what Freud labeled penis envy.
  - C. is resolved by the boy's identification with his mother.
  - D. none of these
8. According to Sigmund Freud, the Electra complex
  - A. refers to a son's crushing desire for his mother.
  - B. results in a sense of contempt for the other sex.
  - C. involves a general sense of jealousy evolving from penis envy.
  - D. none of these

9. In Freudian theory, the Oedipus complex in males
  - A. begins with an intense attachment to the father.
  - B. involves a boy's fear that his father may castrate him.
  - C. causes a boy to identify with and envy women.
  - D. ends with the boy's rejection of the penis as a source of sexual pleasure.
10. In Freudian theory, which of the following is NOT a result of the Electra complex?
  - A. girls develop a stronger superego than boys
  - B. feminine identification
  - C. a rejection of clitoral sexuality
  - D. a wish for a child
11. In Freudian theory, a girl will withdraw her affection from her mother because the
  - A. mother dislikes her daughter.
  - B. daughter identifies with her father.
  - C. mother is disappointed in having a female child.
  - D. daughter blames the mother for her lack of a penis.
12. In his writings about mature female sexuality, Sigmund Freud insisted that
  - A. sexually mature, well-adjusted women did not have orgasms.
  - B. the rejection of clitoral sexuality was a normal part of female development.
  - C. a real woman found satisfaction only in clitoral orgasms.
  - D. only after having a child could a woman experience a vaginal orgasm.
13. Freud rejected clitoral orgasms because
  - A. there are more nerve endings in the vagina.
  - B. the importance of the clitoris was unknown until late in the 20<sup>th</sup> century.
  - C. the clitoris was not valued by women.
  - D. mature, female sexuality should focus on vaginal sexuality.
14. Penis envy is a harmful concept to women because
  - A. it defines women who engage in masculine behavior as neurotic.
  - B. it asserts women must have children to be fulfilled.
  - C. it labels women who don't accept their inferior social role as immature.
  - D. all of these
15. A large number of Freud's women patients told him that they had been seduced by their fathers. Freud reported in his public writings that
  - A. the women's accounts were based on fantasies.
  - B. most of the women were telling the truth.
  - C. there was widespread sexual abuse of young girls.
  - D. other independent surveys supported his patients' claims.
16. Freud saw homosexuality as
  - A. a disease.
  - B. a genetic disorder.
  - C. a normal variation of human function.
  - D. the result of early sexual abuse.
17. The gynocentric (as opposed to the phallogocentric) branch of psychoanalytic theory
  - A. emphasizes the mother–child relationship.
  - B. accepts and supports male dominance.
  - C. de-emphasizes the mother–child relationship.
  - D. found an early and determined opponent in Karen Horney.

18. Karen Horney proposed that a girl's psychosexual development
  - A. centered around envy of the penis.
  - B. was unrelated to cultural factors.
  - C. centered around the girl's own anatomy rather than the male's.
  - D. occurred before the age of 2.
  
19. In her later work, Karen Horney rejected the notion that human behavior springs from instinctual drives such as sex and aggression, and developed instead the notion that
  - A. human beings are guided by needs for safety and satisfaction.
  - B. human beings are unresponsive to their social environment.
  - C. although the culture tended to value males over females, females generally were able to cope with this . without developing neurotic personalities.
  - D. gender differences were based on boys' tendency to be more competitive.
  
20. In her later writings, Karen Horney made it clear that she felt
  - A. Freud was right about the importance of the Oedipus complex.
  - B. the cultural pattern of preference for sons over daughters made girls more vulnerable to the development of a sense of inferiority.
  - C. boys were more likely than girls to develop neurotic personalities characterized by self-directed hostility.
  - D. gender differences were more strongly rooted in biological sex differences than in culture.
  
21. Dorothy Dinnerstein's and Nancy Chodorow's gynocentric writings argue that societies' devaluation of women results from women's
  - A. enormous power over children.
  - B. innate inferiority.
  - C. lesser strength.
  - D. emotional nature.
  
22. Some theorists, such as Nancy Chodorow, have argued that family and parenting arrangements make it more difficult for boys than for girls to form a proper gender identity. According to these theorists, this difficulty stems from
  - A. castration anxiety.
  - B. the fact that boys, like girls, initially identify with the mother.
  - C. the fact that masculinity is more negatively valued than femininity.
  - D. all of these
  
23. Nancy Chodorow's theory states that gender identities are
  - A. biologically wired.
  - B. dependent on child-rearing practices.
  - C. formed slowly throughout adolescence.
  - D. learned from peers.
  
24. Pleck's concept of gender-role strain was an attempt to understand the social construction of masculinity. This approach suggested that
  - A. the very behavior expected of males can be dysfunctional and cause them problems.
  - B. gender roles are clear and consistent, but difficult to conform to.
  - C. violating gender roles has more severe consequences for females than for males.
  - D. none of these
  
25. Pleck's gender-role strain paradigm is best demonstrated by which of the following?
  - A. Jeremy complains that his girlfriend wants him to be kind and sensitive yet is embarrassed when he . won't fight a boy who insults her.
  - B. Melvin, who learns to be tough, then loses touch with his feelings
  - C. Julian, who is punished for playing with dolls even though his sister is allowed to play with his trucks
  - D. all of these

26. The set of behaviors socially defined as appropriate for one's sex refers to
- gender role.
  - sexual orientation.
  - gender identity.
  - role identity.
27. The individual's private experience of the self as male or female refers to
- gender role.
  - sexual orientation.
  - gender identity.
  - role identity.
28. Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's preference for sexual partners of the same sex refers to his
- gender identity.
  - gender role.
  - sexual orientation.
  - sex.
29. Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's private experience of himself as a male refers to his
- gender identity.
  - gender role.
  - sexual orientation.
  - sex.
30. Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's adoption of socially defined behaviors as appropriate based on his sex refers to his
- gender identity.
  - gender role.
  - sexual orientation.
  - sex.
31. As explanation for the development and maintenance of gender roles, social structural approaches, in contrast with identification theories, emphasize
- differences in structural form between men and women.
  - mechanisms through which children develop identity or acquire roles.
  - the greater power and status often accorded to men than to women.
  - castration anxiety.
32. Which is most representative of research on power and status?
- Tamara learns about men's and women's nonverbal behavior so she can understand men's behavior at work.
  - Charles believes that men and women have very different ways of communicating.
  - Jackie thinks it is biological that men are more direct and assertive than women.
  - Ronetta acts more assertive with her children than with her boss.

33. According to Rosabeth Moss Kanter's research on women in organizations,
- A. women make poorer leaders than men.
  - B. men are more temperamentally suited than women for large organizations.
  - C. women managers in extremely powerful positions are interfering and coercive.
  - D. apparent gender differences in leadership behaviors could be traced to the social structure of the organization.
34. Which is the best example of research findings on women in organizations?
- A. Walt decides to hire a man for a management position because men are natural born leaders.
  - B. Peggy thinks she can be a great vice president of her company if she is given the power to do her job.
  - C. Marta hates having a female supervisor because they are so insecure.
  - D. Sherrill hires several women firefighters to end discrimination of the current women firefighters.
35. Sanday's (1981) research of 186 societies found that rape-prone societies are characterized by
- A. high levels of interpersonal violence.
  - B. high levels of male dominance.
  - C. separation of the sexes.
  - D. all of these
36. Social dominance theory
- A. states that women tend to be more social dominance-oriented than men.
  - B. states that male-female differences develop from physical/biological differences.
  - C. states that gender differences are most likely to be found in societies organized in hierarchies.
  - D. is maintained by women who have benefited from beliefs that they are submissive and must be cared for.
37. According to social dominance theory,
- A. women tend to adopt values that emphasize promotion of the interests of elite, powerful groups.
  - B. men tend to adopt hierarchy-enhancing values.
  - C. men tend to adopt values that emphasize equality and the reduction of power differences.
  - D. none of these
38. In a dominance-oriented society,
- A. women will depend on men financially.
  - B. men in dominant groups will marry women who will care for them and their children.
  - C. men will have greater access to powerful roles.
  - D. all of these
39. Social role theory suggests that women and men do different kinds of work because of
- A. personality differences.
  - B. cultural expectations.
  - C. genetic predispositions.
  - D. hormonal differences.
40. The set of theories that postulates a genetic basis for behavioral differences between the sexes is composed of
- A. evolutionary theories such as those advocated by functionalists and sociobiologists.
  - B. evolutionary theories such as social learning and cognitive developmental theory.
  - C. identification theories advocated by sociobiologists and psychoanalysts.
  - D. innate theories implied by structural approaches to gender.
41. Evolutionary psychology
- A. predicts that more egalitarian, less intelligent men will have more children.
  - B. predicts that women should be more interested in casual sex than men.
  - C. predicts that more aggressive and financially focused and successful men will have fewer children.
  - D. none of these

42. Anthony enjoys watching sports competitions and is very competitive when he plays racquetball with friends and in tournaments. Biosocial theory would explain this interest and behaviors as being the result of
- social expectations that men will be competitive.
  - the tendency for men's testosterone levels to rise when anticipating competition.
  - both social expectations and testosterone levels.
  - early childhood conflicts with a punitive father.
43. Biosocial theory predicts that there will be most consistency in gender roles across societies in which
- children are bottle-fed and cared for by hired caregivers.
  - most men's work demands intelligence, not strength.
  - women have widespread access to birth control and a substantial number delay or do not have children.
  - men must be physically strong in order to work and provide for their families.
44. In regard to theories of gender differences, emphasizing power and status as more important than either genes and anatomy or early development implies a preference for
- evolutionary theories over psychoanalytic/identification and structural/cultural theories, respectively.
  - female inferiority.
  - structural/cultural theories over evolutionary and psychoanalytic/identification theories, respectively.
  - gynocentric theory.
45. Social learning theory suggests that both gender identity and gender role are developed
- through an innate learning process whereby social stimuli release gender-appropriate behavior.
  - by observing and imitating adult and peer models.
  - from genetically-based strategies evolved by the sexes.
  - by social/cultural forces assigning differences in power and status to females and males.
46. Social learning theory suggests that
- parental models, particularly the same sex parent, are especially effective in influencing children's behavior.
  - parents and other socializing agents map out gender roles for the child and then the child is differentially reinforced for following the appropriate one.
  - children learn their gender roles because gender-role appropriate behavior is rewarded, while gender-role inappropriate behavior is punished or ignored.
  - all of these
47. Research based upon social learning theory has found that
- girls attend to and imitate same-sex models more than boys.
  - boys reject behaviors and objects associated with the other sex more than girls.
  - children prefer to look at stimuli linked to their own gender only after they begin attending school.
  - gender-appropriate activities are actively discouraged by parents, particularly with their sons.
48. Portraying the child as actively searching, seeking out gender information rather than being passively shaped by environmental forces reflects the viewpoint of
- reinforcement learning theory.
  - cognitive developmental theory.
  - social learning theory.
  - evolutionary theory.
49. Understanding that one's gender is fixed and cannot be altered by a change in hairstyle, dress, or name
- occurs about the time of puberty.
  - occurs earlier for females than for males.
  - is indicative of gender flexibility.
  - reflects gender stability and constancy.

50. According to the cognitive developmental approach,
- A. first a child learns to value masculine or feminine behavior, then he or she categorizes the self as male or female.
  - B. Once the child has categorized the self with some certainty as female or male, she or he uses this self-categorization as an organizing focus for attaching value to behaviors.
  - C. as soon as children become aware that there are two sexes, they understand that gender categories are permanent.
  - D. children identify with the same sex parent before categorizing themselves as male or female.
51. With regard to children's acquisition of gender roles, Bem's gender schema theory emphasizes
- A. the importance of cognitive categories.
  - B. gender-role acquisition through observation and direct teaching.
  - C. both the child's active construction and her/his responsiveness to environmental cues.
  - D. unconscious gendered structures in the mind.
52. Cumulative continuity
- A. is not related to gender-role development.
  - B. refers to the two-way transaction between the person and the social environment.
  - C. is the process through which an individual, beginning in childhood, selects and creates environments that fit her or his preferred forms of behavior.
  - D. is important only up until the age of 5.
53. The interactive model of gender-related behavior focuses
- A. on the long-term causes of gender-related behavior.
  - B. on aspects of the immediate situation that promote or inhibit behavior consistent with masculinity or femininity.
  - C. on the acquisition of gender-role behaviors rather than on their display.
  - D. solely on personal understandings of gender and gender identity.
54. According to the interactive model of gender-role behavior, the degree to which an individual's behavior conforms to gender stereotypes in a particular situation depends on
- A. what the individual believes about herself or himself.
  - B. situational cues.
  - C. early identification with the appropriate parent.
  - D. both situational cues and individual beliefs about the self.
55. Why did the 1940s study of shyness find that men were more affected by shyness than women?
- A. Because it delayed entry into a stable career and reduced career progression for men.
  - B. Because it resulted in delayed marriage for men, but not for women.
  - C. Because shyness violated societal expectations for men's roles more than for women's roles.
  - D. all of these
56. Hare-Mustin and Marecek's concept of an alpha bias describes the tendency to
- A. exaggerate gender differences.
  - B. minimize gender differences.
  - C. exaggerate dominance.
  - D. minimize dominance.
57. Which best illustrates a beta bias?
- A. Ann thinks men and women are really very much alike.
  - B. Estella thinks men and women are really very different.
  - C. Miles thinks men and women are similar in some ways, but different in others.
  - D. Clarence thinks men and women's differences are based in genetics.
58. Which bias is the better approach, alpha or beta?
- A. alpha
  - B. beta
  - C. alpha for political goals and beta for social goals
  - D. We need to be aware of both types of bias.







## 2 Key

1. During the latter part of the 19<sup>th</sup> century, it was believed that educating women in the same way as men would  
(p. 55)
- A.** ruin women's physical and reproductive health.
  - B. have no impact on women's health.
  - C. increase their interest in family and motherhood.
  - D. increase women's overall physical health.
- Lips - 002 Chapter... #1*
2. For centuries, theories of gender inside and outside of psychology reflected a motif  
(p. 57)
- A. wherein women were both superior and inferior to men.
  - B. depicting women as having insufficient coolness and wetness for intellectual pursuits.
  - C.** depicting women as defective men.
  - D. wherein women had greater soul heat than men did.
- Lips - 002 Chapter... #2*
3. During the latter part of the 19<sup>th</sup> century, physicians theorized that the womb  
(p. 56-57)
- A.** exercised a dominating influence over a woman's personality.
  - B. had no relevance to decisions about the appropriate education for women.
  - C. enabled women to undertake more demanding intellectual tasks than men.
  - D. was unaffected by brain function.
- Lips - 002 Chapter... #3*
4. A requirement for a good and useful theory is that it  
(p. 56)
- A. fits the assumptions of a particular time and place.
  - B.** be subject to verification.
  - C. incorporates the conventional wisdom of the times.
  - D. is at odds with accepted notions.
- Lips - 002 Chapter... #4*
5. In Freud's psychosexual stages—oral, anal, phallic, latency, and genital—the development of boys and girls diverges during the  
(p. 60)
- A. genital stage.
  - B. latency stage.
  - C.** phallic stage.
  - D. oral stage.
- Lips - 002 Chapter... #5*
6. According to Freud, gender develops  
(p. 60)
- A. automatically and is not influenced by interactions with caretakers.
  - B.** as a result of the care received as an infant.
  - C. as a result of the care received as an infant by the father alone.
  - D. automatically and is controlled by the id.
- Lips - 002 Chapter... #6*
7. According to Freud, the Oedipus complex in males  
(p. 60)
- A. results in a contempt for or fear of men.
  - B. produces what Freud labeled penis envy.
  - C. is resolved by the boy's identification with his mother.
  - D.** none of these
- Lips - 002 Chapter... #7*
8. According to Sigmund Freud, the Electra complex  
(p. 61)
- A. refers to a son's crushing desire for his mother.
  - B. results in a sense of contempt for the other sex.
  - C.** involves a general sense of jealousy evolving from penis envy.
  - D. none of these
- Lips - 002 Chapter... #8*

9. In Freudian theory, the Oedipus complex in males  
(p. 60) A. begins with an intense attachment to the father.  
**B.** involves a boy's fear that his father may castrate him.  
C. causes a boy to identify with and envy women.  
D. ends with the boy's rejection of the penis as a source of sexual pleasure.

Lips - 002 Chapter... #9

10. In Freudian theory, which of the following is NOT a result of the Electra complex?  
(p. 61) **A.** girls develop a stronger superego than boys  
B. feminine identification  
C. a rejection of clitoral sexuality  
D. a wish for a child

Lips - 002 Chapter... #10

11. In Freudian theory, a girl will withdraw her affection from her mother because the  
(p. 61) A. mother dislikes her daughter.  
B. daughter identifies with her father.  
C. mother is disappointed in having a female child.  
**D.** daughter blames the mother for her lack of a penis.

Lips - 002 Chapter... #11

12. In his writings about mature female sexuality, Sigmund Freud insisted that  
(p. 63-64) A. sexually mature, well-adjusted women did not have orgasms.  
**B.** the rejection of clitoral sexuality was a normal part of female development.  
C. a real woman found satisfaction only in clitoral orgasms.  
D. only after having a child could a woman experience a vaginal orgasm.

Lips - 002 Chapter... #12

13. Freud rejected clitoral orgasms because  
(p. 63) A. there are more nerve endings in the vagina.  
B. the importance of the clitoris was unknown until late in the 20<sup>th</sup> century.  
C. the clitoris was not valued by women.  
**D.** mature, female sexuality should focus on vaginal sexuality.

Lips - 002 Chapter... #13

14. Penis envy is a harmful concept to women because  
(p. 61) A. it defines women who engage in masculine behavior as neurotic.  
B. it asserts women must have children to be fulfilled.  
C. it labels women who don't accept their inferior social role as immature.  
**D.** all of these

Lips - 002 Chapter... #14

15. A large number of Freud's women patients told him that they had been seduced by their fathers. Freud  
(p. 63-64) reported in his public writings that  
**A.** the women's accounts were based on fantasies.  
B. most of the women were telling the truth.  
C. there was widespread sexual abuse of young girls.  
D. other independent surveys supported his patients' claims.

Lips - 002 Chapter... #15

16. Freud saw homosexuality as  
(p. 64) A. a disease.  
B. a genetic disorder.  
**C.** a normal variation of human function.  
D. the result of early sexual abuse.

Lips - 002 Chapter... #16

17. The gynocentric (as opposed to the phallogocentric) branch of psychoanalytic theory  
(p. 64-65) **A.** emphasizes the mother–child relationship.  
B. accepts and supports male dominance.  
C. de-emphasizes the mother–child relationship.  
D. found an early and determined opponent in Karen Horney.

Lips - 002 Chapter... #17

18. Karen Horney proposed that a girl's psychosexual development  
(p. 65) A. centered around envy of the penis.  
B. was unrelated to cultural factors.  
**C.** centered around the girl's own anatomy rather than the male's.  
D. occurred before the age of 2.

Lips - 002 Chapter... #18

19. In her later work, Karen Horney rejected the notion that human behavior springs from instinctual drives such as sex and aggression, and developed instead the notion that  
(p. 66) **A.** human beings are guided by needs for safety and satisfaction.  
B. human beings are unresponsive to their social environment.  
C. although the culture tended to value males over females, females generally were able to cope with this without developing neurotic personalities.  
D. gender differences were based on boys' tendency to be more competitive.

Lips - 002 Chapter... #19

20. In her later writings, Karen Horney made it clear that she felt  
(p. 66) A. Freud was right about the importance of the Oedipus complex.  
**B.** the cultural pattern of preference for sons over daughters made girls more vulnerable to the development of a sense of inferiority.  
C. boys were more likely than girls to develop neurotic personalities characterized by self-directed hostility.  
D. gender differences were more strongly rooted in biological sex differences than in culture.

Lips - 002 Chapter... #20

21. Dorothy Dinnerstein's and Nancy Chodorow's gynocentric writings argue that societies' devaluation of women results from women's  
(p. 67) **A.** enormous power over children.  
B. innate inferiority.  
C. lesser strength.  
D. emotional nature.

Lips - 002 Chapter... #21

22. Some theorists, such as Nancy Chodorow, have argued that family and parenting arrangements make it more difficult for boys than for girls to form a proper gender identity. According to these theorists, this difficulty stems from  
(p. 67) A. castration anxiety.  
**B.** the fact that boys, like girls, initially identify with the mother.  
C. the fact that masculinity is more negatively valued than femininity.  
D. all of these

Lips - 002 Chapter... #22

23. Nancy Chodorow's theory states that gender identities are  
(p. 67) A. biologically wired.  
**B.** dependent on child-rearing practices.  
C. formed slowly throughout adolescence.  
D. learned from peers.

Lips - 002 Chapter... #23

24. Pleck's concept of gender-role strain was an attempt to understand the social construction of masculinity. This approach suggested that  
(p. 69)
- A.** the very behavior expected of males can be dysfunctional and cause them problems.
  - B. gender roles are clear and consistent, but difficult to conform to.
  - C. violating gender roles has more severe consequences for females than for males.
  - D. none of these

*Lips - 002 Chapter... #24*

25. Pleck's gender-role strain paradigm is best demonstrated by which of the following?  
(p. 69)
- A Jeremy complains that his girlfriend wants him to be kind and sensitive yet is embarrassed when he won't fight a boy who insults her.
  - B. Melvin, who learns to be tough, then loses touch with his feelings
  - C. Julian, who is punished for playing with dolls even though his sister is allowed to play with his trucks
  - D.** all of these

*Lips - 002 Chapter... #25*

26. The set of behaviors socially defined as appropriate for one's sex refers to  
(p. 70)
- A.** gender role.
  - B. sexual orientation.
  - C. gender identity.
  - D. role identity.

*Lips - 002 Chapter... #26*

27. The individual's private experience of the self as male or female refers to  
(p. 70)
- A. gender role.
  - B. sexual orientation.
  - C.** gender identity.
  - D. role identity.

*Lips - 002 Chapter... #27*

28. Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's preference for sexual partners of the same sex refers to his  
(p. 70)
- A. gender identity.
  - B. gender role.
  - C.** sexual orientation.
  - D. sex.

*Lips - 002 Chapter... #28*

29. Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's private experience of himself as a male refers to his  
(p. 70)
- A.** gender identity.
  - B. gender role.
  - C. sexual orientation.
  - D. sex.

*Lips - 002 Chapter... #29*

30. (p. 70) Jeremy is an 18-year-old. He has a firm sense of himself as a man and has adopted many of the traditional gendered customs of the South (e.g., holding doors open for women, standing when a woman excuses herself from the table). During the last year, he has developed an exclusive sexual relationship with Scott. He hopes that someday they can move in together. Jeremy's adoption of socially defined behaviors as appropriate based on his sex refers to his
- A. gender identity.
  - B.** gender role.
  - C. sexual orientation.
  - D. sex.
- Lips - 002 Chapter... #30*
31. (p. 72) As explanation for the development and maintenance of gender roles, social structural approaches, in contrast with identification theories, emphasize
- A. differences in structural form between men and women.
  - B. mechanisms through which children develop identity or acquire roles.
  - C.** the greater power and status often accorded to men than to women.
  - D. castration anxiety.
- Lips - 002 Chapter... #31*
32. (p. 72) Which is most representative of research on power and status?
- A. Tamara learns about men's and women's nonverbal behavior so she can understand men's behavior at work.
  - B. Charles believes that men and women have very different ways of communicating.
  - C. Jackie thinks it is biological that men are more direct and assertive than women.
  - D.** Ronetta acts more assertive with her children than with her boss.
- Lips - 002 Chapter... #32*
33. (p. 73) According to Rosabeth Moss Kanter's research on women in organizations,
- A. women make poorer leaders than men.
  - B. men are more temperamentally suited than women for large organizations.
  - C. women managers in extremely powerful positions are interfering and coercive.
  - D.** apparent gender differences in leadership behaviors could be traced to the social structure of the organization.
- Lips - 002 Chapter... #33*
34. (p. 73) Which is the best example of research findings on women in organizations?
- A. Walt decides to hire a man for a management position because men are natural born leaders.
  - B.** Peggy thinks she can be a great vice president of her company if she is given the power to do her job.
  - C. Marta hates having a female supervisor because they are so insecure.
  - D. Sherrill hires several women firefighters to end discrimination of the current women firefighters.
- Lips - 002 Chapter... #34*
35. (p. 73-74) Sanday's (1981) research of 186 societies found that rape-prone societies are characterized by
- A. high levels of interpersonal violence.
  - B. high levels of male dominance.
  - C. separation of the sexes.
  - D.** all of these
- Lips - 002 Chapter... #35*
36. (p. 74) Social dominance theory
- A. states that women tend to be more social dominance-oriented than men.
  - B. states that male-female differences develop from physical/biological differences.
  - C.** states that gender differences are most likely to be found in societies organized in hierarchies.
  - D. is maintained by women who have benefited from beliefs that they are submissive and must be cared for.
- Lips - 002 Chapter... #36*

37. According to social dominance theory,  
(p. 74) A. women tend to adopt values that emphasize promotion of the interests of elite, powerful groups.  
**B.** men tend to adopt hierarchy-enhancing values.  
C. men tend to adopt values that emphasize equality and the reduction of power differences.  
D. none of these

*Lips - 002 Chapter... #37*

38. In a dominance-oriented society,  
(p. 73-74) A. women will depend on men financially.  
B. men in dominant groups will marry women who will care for them and their children.  
C. men will have greater access to powerful roles.  
**D.** all of these

*Lips - 002 Chapter... #38*

39. Social role theory suggests that women and men do different kinds of work because of  
(p. 76) A. personality differences.  
**B.** cultural expectations.  
C. genetic predispositions.  
D. hormonal differences.

*Lips - 002 Chapter... #39*

40. The set of theories that postulates a genetic basis for behavioral differences between the sexes is  
(p. 77-78) composed of  
**A.** evolutionary theories such as those advocated by functionalists and sociobiologists.  
B. evolutionary theories such as social learning and cognitive developmental theory.  
C. identification theories advocated by sociobiologists and psychoanalysts.  
D. innate theories implied by structural approaches to gender.

*Lips - 002 Chapter... #40*

41. Evolutionary psychology  
(p. 78-79) A. predicts that more egalitarian, less intelligent men will have more children.  
B. predicts that women should be more interested in casual sex than men.  
C. predicts that more aggressive and financially focused and successful men will have fewer children.  
**D.** none of these

*Lips - 002 Chapter... #41*

42. Anthony enjoys watching sports competitions and is very competitive when he plays racquetball with  
(p. 83) friends and in tournaments. Biosocial theory would explain this interest and behaviors as being the result of  
A. social expectations that men will be competitive.  
B. the tendency for men's testosterone levels to rise when anticipating competition.  
**C.** both social expectations and testosterone levels.  
D. early childhood conflicts with a punitive father.

*Lips - 002 Chapter... #42*

43. Biosocial theory predicts that there will be most consistency in gender roles across societies in  
(p. 83) which  
A. children are bottle-fed and cared for by hired caregivers.  
B. most men's work demands intelligence, not strength.  
C. women have widespread access to birth control and a substantial number delay or do not have children.  
**D.** men must be physically strong in order to work and provide for their families.

*Lips - 002 Chapter... #43*

44. In regard to theories of gender differences, emphasizing power and status as more important than either genes and anatomy or early development implies a preference for  
(p. 72-86)
- A. evolutionary theories over psychoanalytic/identification and structural/cultural theories, respectively.
  - B. female inferiority.
  - C.** structural/cultural theories over evolutionary and psychoanalytic/identification theories, respectively.
  - D. gynocentric theory.

Lips - 002 Chapter... #44

45. Social learning theory suggests that both gender identity and gender role are developed  
(p. 86)
- A. through an innate learning process whereby social stimuli release gender-appropriate behavior.
  - B.** by observing and imitating adult and peer models.
  - C. from genetically-based strategies evolved by the sexes.
  - D. by social/cultural forces assigning differences in power and status to females and males.

Lips - 002 Chapter... #45

46. Social learning theory suggests that  
(p. 86)
- A. parental models, particularly the same sex parent, are especially effective in influencing children's behavior.
  - B parents and other socializing agents map out gender roles for the child and then the child is . differentially reinforced for following the appropriate one.
  - C children learn their gender roles because gender-role appropriate behavior is rewarded, while . gender-role inappropriate behavior is punished or ignored.
  - D.** all of these

Lips - 002 Chapter... #46

47. Research based upon social learning theory has found that  
(p. 87)
- A. girls attend to and imitate same-sex models more than boys.
  - B.** boys reject behaviors and objects associated with the other sex more than girls.
  - C. children prefer to look at stimuli linked to their own gender only after they begin attending school.
  - D. gender-appropriate activities are actively discouraged by parents, particularly with their sons.

Lips - 002 Chapter... #47

48. Portraying the child as actively searching, seeking out gender information rather than being passively shaped by environmental forces reflects the viewpoint of  
(p. 89)
- A. reinforcement learning theory.
  - B.** cognitive developmental theory.
  - C. social learning theory.
  - D. evolutionary theory.

Lips - 002 Chapter... #48

49. Understanding that one's gender is fixed and cannot be altered by a change in hairstyle, dress, or name  
(p. 89)
- A. occurs about the time of puberty.
  - B. occurs earlier for females than for males.
  - C. is indicative of gender flexibility.
  - D.** reflects gender stability and constancy.

Lips - 002 Chapter... #49

50. According to the cognitive developmental approach,  
(p. 89-90)
- A. first a child learns to value masculine or feminine behavior, then he or she categorizes the self as male or female.
  - B.** once the child has categorized the self with some certainty as female or male, she or he uses this self-categorization as an organizing focus for attaching value to behaviors.
  - C. as soon as children become aware that there are two sexes, they understand that gender categories are permanent.
  - D. children identify with the same sex parent before categorizing themselves as male or female.

Lips - 002 Chapter... #50



51. With regard to children's acquisition of gender roles, Bem's gender schema theory emphasizes  
(p. 93-94) A. the importance of cognitive categories.  
B. gender-role acquisition through observation and direct teaching.  
**C.** both the child's active construction and her/his responsiveness to environmental cues.  
D. unconscious gendered structures in the mind.

Lips - 002 Chapter... #51

52. Cumulative continuity  
(p. 95) A. is not related to gender-role development.  
B. refers to the two-way transaction between the person and the social environment.  
**C.** is the process through which an individual, beginning in childhood, selects and creates environments that fit her or his preferred forms of behavior.  
D. is important only up until the age of 5.

Lips - 002 Chapter... #52

53. The interactive model of gender-related behavior focuses  
(p. 95) A. on the long-term causes of gender-related behavior.  
**B.** on aspects of the immediate situation that promote or inhibit behavior consistent with masculinity or femininity.  
C. on the acquisition of gender-role behaviors rather than on their display.  
D. solely on personal understandings of gender and gender identity.

Lips - 002 Chapter... #53

54. According to the interactive model of gender-role behavior, the degree to which an individual's  
(p. 95-96) behavior conforms to gender stereotypes in a particular situation depends on  
A. what the individual believes about herself or himself.  
B. situational cues.  
C. early identification with the appropriate parent.  
**D.** both situational cues and individual beliefs about the self.

Lips - 002 Chapter... #54

55. Why did the 1940s study of shyness find that men were more affected by shyness than women?  
(p. 95-96) A. Because it delayed entry into a stable career and reduced career progression for men.  
B. Because it resulted in delayed marriage for men, but not for women.  
C. Because shyness violated societal expectations for men's roles more than for women's roles.  
**D.** all of these

Lips - 002 Chapter... #55

56. Hare-Mustin and Marecek's concept of an alpha bias describes the tendency to  
(p. 101-102) **A.** exaggerate gender differences.  
B. minimize gender differences.  
C. exaggerate dominance.  
D. minimize dominance.

Lips - 002 Chapter... #56

57. Which best illustrates a beta bias?  
(p. 101-102) **A.** Ann thinks men and women are really very much alike.  
B. Estella thinks men and women are really very different.  
C. Miles thinks men and women are similar in some ways, but different in others.  
D. Clarence thinks men and women's differences are based in genetics.

Lips - 002 Chapter... #57

58. Which bias is the better approach, alpha or beta?  
(p. 101-102) A. alpha  
B. beta  
C. alpha for political goals and beta for social goals  
**D.** We need to be aware of both types of bias.

Lips - 002 Chapter... #58

59. Compare and contrast the psychoanalytic theories of psychosexual development delineated by Sigmund Freud and Karen Horney. (p. 58-66)

Answers will vary.

60. What negative consequences have the concepts of clitoral sexuality and penis envy had for women? (p. 61-64) *Lips - 002 Chapter... #59*

Answers will vary.

61. Describe the differences in the development of gender identification for boys and girls during the phallic stage of Freudian psychosexual development. (p. 60-62) *Lips - 002 Chapter... #60*

Answers will vary.

62. How do theorists Dorothy Dinnerstein and Nancy Chodorow suggest that male dominance in society is related to the early bond between mother and child? (p. 66-68) *Lips - 002 Chapter... #61*

Answers will vary.

63. Discuss the reasons why some theorists say boys have trouble forming a proper masculine identification. (p. 68-69) *Lips - 002 Chapter... #62*

Answers will vary.

64. Describe the research on power and status, including nonverbal communication and women in organizations. (p. 72-75) *Lips - 002 Chapter... #63*

Answers will vary.

65. Describe how social dominance theory attempts to explain gender differences. Include a description of the characteristics of a dominance-oriented society and of hierarchy-enhancing and hierarchy-attenuating roles. (p. 74-75) *Lips - 002 Chapter... #64*

Answers will vary.

66. Describe how biosocial theory attempts to explain gender differences. Compare and contrast this theory with social structural and social cognitive theories of gender. (p. 83-86) *Lips - 002 Chapter... #65*

Answers will vary.

67. Explain how gender schema theory incorporates aspects of both social learning and cognitive developmental theories of gender-role development.  
*(p. 91-94)*

Answers will vary.

68. Outline how the interactive model proposed by Deaux and Major might explain why a woman and a man assigned by a supervisor to teach a short training seminar might behave similarly or differently.  
*(p. 96-100)* *Lips - 002 Chapter... #67*

Answers will vary.

69. Discuss the difficulties that researchers face in deciding whether to emphasize differences or similarities in the study of gender.  
*(p. 101-102)* *Lips - 002 Chapter... #68*

Answers will vary.

*Lips - 002 Chapter... #69*

## 2 Summary

<u>Category</u>	<u># of Questions</u>
Lips - 002 Chapter...	69