CHAPTER 2

CULTURAL REPRESENTATION OF GENDER

SUGGESTIONS FOR DISCUSSIONS

1. To reinforce the meaning of various forms of sexism described in the chapter, ask students to share their own experiences with gender bias. They should present specific incidents and women should indicate whether the sexist incidents they experienced reflect hostile, benevolent, or modern sexism. Men should indicate whether their experiences seem to fit any of these forms of sexism in reverse. In addition, students might reflect on how the different types of sexism made them feel.

2. Ask students to share their impressions of the media portrayal of gender, ethnicity, age, and sexual orientation in the electronic media. This can include TV programs, commercials, music videos, and films.

3. Distribute a list of the current year's Academy Award nominations for Best Actress, Best Actor, Best Supporting Actress and Best Supporting Actor. Ask students to discuss whether or not the list appears to indicate any change in the film industry's double standard of aging.

SUGGESTIONS FOR EXERCISES

1. An exercise focused on media images is to have each student bring in 2 examples of stereotypical and 2 examples of nonstereotypical images of women or girls in the print media. These can include magazine ads, newspaper headlines, magazine article titles, or any other representation of females. As a comparison, you might want them to do the same for images of men. During class students can show their selections to the class and explain why they defined the image as stereotypical or nonstereotypical. Students tend to enjoy sharing their selections and viewing those presented by their classmates.

2. To promote awareness of gender-related language practices, ask students to examine two or three issues of a local newspaper for evidence of different terms applied to women and men. For example, they could note the percentage of times women versus men are (a) called by their full name or last name only, (b) referred to by the term "chair," "chairman," "chairwoman," or "chairperson," and (c) identified by gender, as in "female athlete." You might want to assign different sections of the paper (e.g., world news, sports, community news) to different students and ask them to share their findings with the class.

3. To illustrate the use of male as gender neutral, ask students to do an electronic literature search for books with "man," "men," or "mankind" in the title, but no mention of women. Then they should check the description of the book to see if women are included in the content. Also, you might ask them to note the copyright date so that they could examine changes over time.

4. Another exercise that examines sexist language is to have students observe and record instances during prime time television. Ask students to watch a one-hour drama or comedy and all of its commercials. Have them record the name of the show and each of the advertised products. For the program and each commercial, students should record every instance of sexist language, such as use of "man" for both genders, reference to grown women as "girls," and use of childlike or sexual terms to refer to women.

WEBSITES

Ageism

Ageism Hurts
http://ageismhurts.org

Gender in the Media

FAIR-Fairness & Accuracy in Reporting
http://www.fair.org/index.php?page=100

girls, women + media project
http://mediaandwomen.org

Media Awareness Network
http://www.media-awareness.ca/english/index.cfm

Gender and Language

Language and Gender
http://ww.kichu.com/elp/gender/html

FILMS/VIDEOS

Gender Stereotypes

Equal Opportunity
This video reveals how arbitrary gender inequality is by reversing everyday gender roles and stereotypes. It depicts the life of a man trapped in a woman's world, showing how he is subject to the prejudices and small harassments that come with being the subordinate gender. 18 min. Insight Media, 1994.

Racial and Sexual Stereotyping
This specially adapted Phil Donahue program focuses on how prejudices are handed on from generation to generation and how teens deal with them on a daily basis. The program airs assumptions of Blacks about Latinas/os, straight teens who believe homosexuality to be morally wrong, and a lesbian who fears the reactions of other girls. The program concludes with a demonstration of teens seeking to work out their differences. 38 min. Films for the Humanities & Sciences. 2008.

Ageism

Myths and Realities of Aging
This video examines ageism in its many forms. Experts and elders describe how people learn about aging and debunk common myths, such as the idea that most older people are ill or that there is no sex after the age of 60. 60 min. Insight Media, 1993.

What's Happening? Old Like Me
This film aims to help people understand the feelings and problems of being old. To find out how society treats older people, a young reporter disguised herself as a helpless 85-year old woman. Venturing out on the streets in over 100 cities, she experienced the terror that society can inflict on the weak and the old. 28 min. Filmakers Library, 1988.

Representation of Gender in the Media

The Beauty Backlash
With its "Real Beauty" information and marketing campaign, the Dove brand struck a chord with women skeptical of unhealthy or absurd standards of attractiveness. But did the campaign have the widespread impact Dove intended? This program investigates consumer reactions against the idealized images of beauty promoted by TV, movies, and glossy magazines, while exploring the complex relationship between corporate strategy and feminine self-esteem. Insights concerning Dove, L'Oreal, and advertising giant Saatchi & Saatchi provide a provocative basis for discussion. 29 min. Films for the Humanities & Sciences, 2006.

Buying into Sexy: The Sexing Up of Tweens
Ads targeting girls between the ages of 8 and 12 employ an increasing level of sexuality. Are advertisers responding to neo-feminist notions of "girl power" or are they leading girls toward harmful self-images? This program examines the trend by following a group of tween girls through their daily lives, recording their perceptions of fashion, celebrities, boys, and themselves. Interviews with parents—as well as a behind-the-scenes look at the corporate decision-making which so profoundly impacts tween culture—are also included. 25 min. Films for the Humanities & Sciences, 2005.

The Codes of Gender: Identity and Performance in Pop Culture
In this program, communication scholar Sut Jhally applies sociologist Erving Goffman's groundbreaking analysis of advertising to the contemporary commercial landscape and considers how gender is a ritualized cultural performance. 60 min. Insight Media 2009.

Cover Girl Culture: Awakening the Media Generation
Through interviews with editors of teen Vogue and Elle magazines, this documentary film examines the messages the fashion industry conveys to the girls and women. It shows the pressure tweens/teens face from our celebrity-centered culture and the problems caused by the unhealthy sexualization of girls in the media. 80 min. Women Make Movies, 2009.

Dreamworlds 2: Desire/Sex/Power in Music Video
In this video, the producer focuses on the effects of music video images on women's and men's understanding of themselves and each other. It includes a scene portraying sexual violence. 56 min. Media Education Foundation, 1994.

Game Over : Gender, Race & Violence in Video Games
Video and computer games represent a $6 billion a year industry. One out of every ten households in America own a Sony Playstation. Children who own video game equipment play an average of ten hours per week. Yet video games remain one of the least scrutinized cultural industries. This video addresses the fastest growing segment of the media. 41 min. Media Education Foundation 2000.

Images and Realities: African-American Women
This video explores issues of life, love, work, and family as they pertain to African-American women. It discusses the state of education, the impact and influence of media imagery, issues of politics and violence, and the challenges of motherhood. (Also appropriate for Chapters 8, 9, 10, & 11). 60 min. Insight Media, 1993.

Images in Media
The pictures in our heads that define who we are and help us neatly categorize others are increasingly shaped by the newspaper, magazine, film, and TV images that bombard our senses. To convey a message quickly, these images often rely on stereotypes that can foster in an audience an inordinate fear of violence, racial and ethnic prejudices, diminished self-worth, and even eating disorders as young women attempt to mimic the look of high-fashion models. 28 min. Films for the Humanities & Sciences. 1997.

Killing us Softly 3: Advertising's Image of Women
Produced by Jean Kilbourne, this video reviews how--and if--images of women in advertising have changed in the last 20 years. It questions whether advertising continues to objectify women's bodies, sexualize young girls, and infantilize grown women. It also looks at how images of male violence against women are used to sell products. 30 min. Insight Media, 1999.

Mickey Mouse Monopoly: Disney, Childhood and Corporate Power
This film takes a look at the world Disney films create and the stories they tell about race, gender and class. This video analyzes Disney's cultural pedagogy, examines its corporate power, explores its vast influence on our global culture and reaches disturbing conclusions about the values propagated under the guise of innocence and fun. Includes interviews with cultural critics, media scholars, child psychologists, kindergarten teachers, multicultural educators, college students and children. 52 min. Media Education Foundation. 2001.

Off the Straight & Narrow: Lesbians, Gays, Bisexuals & Television
This film challenges viewers to consider the value and limits of available gay images: who is represented, what they get to say, and how people respond to them. The video introduces students to issues of representation and diversity in the media. 63 min. Media Education Foundation.

Over the Hill: Media Impact on Women's Self-Image
In this program, filmmaker Sunny Bergman tries to rally support for the idea that aging naturally is preferable to Botox and breast implants. Speaking with psychologists, fashion editors, surgeons, and young women who believe that retouched magazine images are something to emulate, Bergman argues that the media has raised the bar for beauty, working against the efforts of 1970s feminists who encouraged women to accept themselves as they are. The latter portion of the video candidly explores the impact of the porn industry on the rising number of labiaplasties. Contains explicit nudity and surgical footage. 60 min. Films for the Humanities & Sciences. 2007.

Patently Offensive: Porn Under Siege
This award-winning documentary explores the social and historical context for pornography. It shows how porn has influenced popular culture, including Hollywood films and TV shows, all of which serve as socializers in contemporary society. In an attempt to present a balanced presentation of pornography issues, such as censorship and feminist theory, it includes interviews with people representing numerous perspectives on the controversy, among them radical feminist Andrea Dworkin, ACLU spokesperson Barry Lynn, and pornographer Al Goldstein. 58 min. Filmakers Library, 1993.

Picturing the Genders: Male and Female Views of Women in Art
Only about one percent of the canvasses in the historical collection of the National Gallery, London, have been painted by women! Are female painters from the past really such a rarity, has the artistic vision of women been systematically discriminated against, or is the reason perhaps a bit of both? In this program, art historians Charles Harrison and Trish Evans play devil's advocate with each other as they analyze female subjects painted by Élisabeth Vigée-Lebrun, Berthe Morisot, Edgar Degas, Auguste Renoir, and others in order to explore the

societal implications of male and female points of view as represented by artists of both sexes. 30 min. Films for the Humanities & Sciences, 1998.

Playing Unfair: The Media Image of the Female Athlete
This provides a critique of the sexism and homophobia that pervade media representations of female athletes. Sports media scholars Mary Jo Kane, Pat Griffin, and Michael Messner examine the disparity between the authentic success of female athletes and sports journalism's often trivialized and (hetero)sexualized coverage of them. The video concludes with an argument for new media images that fairly and accurately depict strength and competence, *Playing Unfair* inspires and empowers as it invites important discussion about the relationship between society, gender, and sport. 30 min. Media Education Foundation, 2000.

Pornography: The Double Message
This documentary explores the effects of the deluge of hard-core pornography in our society. Do people become desensitized to violence by the images of rape, domination and bondage that abound? This documentary emphasizes the efforts made by legislators, censors and community groups to control this problem. Contains explicit material. 28 min. Filmakers Library. 1985.

Pornography: First Amendment Right or State-Sanctioned Violence Against Women?
Is pornography a legitimate form of constitutionally protected expression, or nothing more than obscene trash and a glaring example of state-sanctioned violence against women? In this CBS News program, the issues surrounding pornography are explored through Larry Flynt's odyssey to the U.S. Supreme Court, Andrea Dworkin's fight to have pornography banned, and the personal accounts of other women and men whose lives have been affected by this potentially damaging medium. 46 min. Films for the Humanities & Sciences. 1997.

Rate It X
This documentary provides a look at sexism in America. A series of portraits uncovers advertising firms and porn shops as well as often overlooked pockets of sexist imagery which promote gender stereotyping and reinforce negative conceptions of women and sexuality. The film shows how sexism becomes rationalized through commerce, religion and social values. 93 min. Women Make Movies, 1986.

Sexual Stereotypes in the Media
Americans are being bombarded--and acculturated--by the media, and only discerning individuals will recognize the sexual biases that all too often are a part of each day's information and entertainment. This program focuses on identifying and looking beyond categorical stereotypes of women, men, gays, and lesbians. 25 min. Films for the Humanities & Sciences, 2001.

Sexual Stereotypes in the Media
This program illustrates some of the commercial, cultural, psychological, and sociological forces that have shaped sexual stereotypes in the media, such as demographic segmentation and the selling of gender, the myths of alluring femininity and rugged masculinity. The program encourages discussions regarding the media's role in reinforcing sexual stereotypes, as well as the ongoing sexual biases that nurture them. 38 min. Films for the Humanities & Sciences, 2008.

Sexy, Inc.
In this DVD, Sophie Bissonnette explores the ways in which society's hypersexualization of youth culture has damaged the healthy development of boys and girls. 36 min. Insight Media. 2007.

Slim Hopes: Advertising and the Obsession with Thinness
This video explores the slim images of women in advertising and discusses the effect of the idealization of

thinness on the self-images of girls and women (Also appropriate for Chapter 5). 30 min. Media Education Foundation, 1995.

What A Girl Wants
This video presents, in girls' own voices, a glimpse into the powerful – and often destructive – influence corporate media has on the formation of young girls' identities. Eleven girls, aged 8 to 16 and from a variety of socio-economic backgrounds, join two classrooms of middle and high school students and speak about their lives. 33 min. Media Education Foundation, 2000.

Women Seen on Television
This video presents condensed broadcast footage from two consecutive days to show how women are portrayed by the media. It illustrates how men dominate air-time on televisions and how women often appear either as sex objects or in matronly roles. The video also probes whether the media are a mirror or a molder of public opinion. 11 min. Insight Media, 1991.

Women's Representation in the Media: Content, Careers, and Criticism
This DVD examines the reclaimed history of women who created media, the media portrayal of women, women's inclusion in the media workforce, and the difference between male and female perceptions of media. 2005 Telly Award. Communicator Crystal Award. 45 min. Insight Media, 2006.

Younger, Thinner, Smoother
This documentary explores the growth and appeal of cosmetic surgery in our youth-obsessed society. The film follows the filmmaker's own experiences as she investigates the pros and cons of cosmetic surgery and decides whether or not to take the plunge. Beyond the marketing hype and easy-payment plans, the film challenges viewers to reflect on numerous issues of image and aging. (Also appropriate for Chapter 4). 51 min. Chip Taylor Communications, 2001.

Gender and Language

Sexism in Language
This program shows how sexism may be contained in language--in song lyrics, conversation, newspaper reports, written conventions, and satire. In many cases, gender bias in language is extremely subtle, but this subtlety does not detract from its ability to influence the thoughts and perceptions of speakers and listeners. 26 min. Films for the Humanities & Sciences. 1982.

Sexism in Language: Thief of Honor, Shaper of Lies
This video analyzes the gender bias that permeates everyday language, and shows how it is often unintentional or even unrecognized. The video explores four key areas: "female" words that are dependent on a "male" version; words that are more positive for men than for women; words for women that carry negative sexual connotations; and "neutral" words that become inferior when applied to women. 29 min. Berkeley Media, LLC, 1995.

Slut
This program examines the ways in which being labeled a "slut" can damage a woman's self-perception, tarnish her reputation, and alter her life course. It features experts and women who trace the evolution of the word and consider its power. The DVD also discusses the effects of the media's portrayal of women. 45 min. Insight Media, 2005.

MULTIPLE-CHOICE QUESTIONS

2.1. The cluster of traits that includes being ambitious and achievement-oriented is known as:

   a. agency
   b. communion
   c. essentialism
   d. Type A behavior

   Answer: a   Page: 23

2.2. According to the text, in North American society _____ traits are more likely to be associated with power and high status than are _____ traits.

   a. biologically-based; socially constructed
   b. socially constructed; biologically-based
   c. communal; agentic
   d. agentic; communal

   Answer: d   Page: 23

2.3. According to the text, gender stereotypes:

   a. can affect how we interact with others.
   b. can affect how individuals structure their own behavior.
   c. stem primarily from biological gender differences that are evident early in life.
   d. a and b

   Answer: d   Page: 24-25

2.4. Research on gender stereotypes shows that college students and faculty view:

   a. the ideal woman as more communal than most women.
   b. the ideal woman and man as high on both communion and agency.
   c. the ideal man as high on communion and low on agency.
   d. the ideal woman as high on agency and low on communion.

   Answer: b   Page: 25

2.5. Studies show that college students and faculty view the <u>ideal</u> <u>woman</u> as having:

   a. many female-related traits and few male-related ones.
   b. many male-related traits and few female-related ones.
   c. many female-related and many male-related traits.
   d. few male-related and few female-related traits.

   Answer: c   Page: 25

2.6. According to available research, which of the following ethnic groups engages in less gender stereotyping than the others?

    a. Blacks
    b. Whites
    c. Latinas/os
    d. All of the above are equal in the degree to which they stereotype by gender.

Answer: a   **Page: 25**

2.7.   Ageism is:

    a. a bias against older people.
    b. more strongly directed toward women than men.
    c. both of the above
    d. neither of the above

Answer: c   **Page: 26**

2.8.   Which of the following groups is most likely to experience age-based prejudice?

    a. female teenagers
    b. male teenagers
    c. women in late adulthood
    d. men in late adulthood

Answer: c   **Page: 26**

2.9.   The terms "hag," "wicked old witch" and "old maid" are examples of:

    a. sexism.
    b. ageism.
    c. elder abuse.
    d. a and b

Answer: d   **Page: 26**

2.10.   In psychology of women textbooks, coverage of eating disorders and sexually transmitted infections focuses on:

    a. younger women.
    b. middle-aged women.
    c. older women.
    d. women of all ages

Answer: a   **Page: 26**

2.11.   Asian-American women often are perceived as:

    a. caring and family-oriented.
    b. soft-spoken and hardworking.
    c. tough and dominant.

d. pleasant and passive.

Answer: b   **Page: 26**

2.12.   Gender stereotyping research that focused on social class has found that:

a. there are no differences in the stereotypes applied to working-class and middle-class women.
b. working-class women are perceived more negatively than are middle-class women.
c. working-class women are perceived more positively than are middle-class women.
d. honesty is one trait more strongly associated with working-class than middle-class women.

Answer: b   **Page: 26**

2.13.   Bias against people because of their disabilities is known as:

a. disablement
b. handicapism
c. unableness
d. ableism

Answer: d   **Page: 27**

2.14.   Which of the following groups of women is likely to be perceived as helpless, weak, and overly dependent?

a. lesbians
b. Latinas
c. women with disabilities
d. all of the above

Answer: c   **Page: 27**

2.15.   Studies of the parents of newborns have found that:

a. there are no differences in the way parents view their newborn daughters and sons.
b. parents perceive newborn daughters as more delicate and weaker than newborn sons.
c. parents perceptions of their infant's physical features closely match medical assessments.
d. b and c

Answer: b   **Page: 27**

2.16.   Which of the following statements about gender stereotyping of children is/are correct?

a. Adults tend to stereotype infants but not older children.
b. Parents tend to see their newborns as unique and do not apply gender stereotypes to them.
c. Although adults apply gender stereotypes to children, these stereotypes are different from the communal-agentic distinction comprising stereotypes of adults.
d. none of the above

Answer: d   **Page: 27**

2.17. Which of the following is **not** an assumption of the social categorization perspective on stereotyping?

    a. People tend to classify others into categories.
    b. Categorization is frequently based on easily identifiable attributes.
    c. People assume that individuals in the same category share traits with one another.
    d. Because it is easy to classify people, category-based stereotypes are always accurate.

    Answer: d   **Page: 27**

2.18. "People stereotype females as communal and males as agentic because they have observed females as caregivers and males as workers." This statement best reflects:

    a. the social categorization perspective.
    b. essentialism.
    c. social role theory.
    d. modern sexism.

    Answer: c   **Page: 28**

2.19. Research evidence indicates that people view women and men who are employed as more agentic than those who are not employed. This finding is most consistent with:

    a. social role theory.
    b. essentialism.
    c. the social categorization perspective.
    d. modern sexism.

    Answer: a   **Page: 28**

2.20. Jane Collins, a woman married to Mark Sullivan, wants her potential employer to view her as highly achievement-oriented, independent and ambitious. Based on research presented in the text, which of the following titles would be most helpful to her?

    a. Mrs. Jane Sullivan
    b. Ms. Jane Sullivan
    c. Mrs. Jane Collins-Sullivan
    d. Ms. Jane Collins-Sullivan

    Answer: d   **Page: 29**

2.21. Currently, about ___ percent of college-educated brides do not take their husband's last name.

    a. 5
    b. 20
    c. 35
    d. 50

    Answer: b   **Page: 29**

2.22.   Women who prefer to use the title Ms. are often perceived as:

    a.   unmarried women.
    b.   more agentic than traditionally titled women.
    c.   less communal than traditionally titled women.
    d.   all of the above.

Answer: d   **Page: 29**

2.23.   Which woman is most likely to choose a nonconventional surname when she marries?

    a.   a woman with an associate's degree.
    b.   a woman with a bachelor's degree.
    c.   a woman with a doctoral degree.
    d.   a woman with a law degree.

Answer: c   **Page: 29**

2.24.   Ann Hopkins filed a lawsuit against Price Waterhouse asserting that her promotion for partnership was denied on the basis of her gender. Price Waterhouse criticized her for all of the following **except**:

    a.   her "macho" style
    b.   having few billable hours
    c.   her lack of makeup and jewelry
    d.   her unfeminine walk

Answer: b   **Page: 30**

2.25.   Which of the following is **not** true of Ann Hopkins' legal battle?

    a.   She lost her case and left Price Waterhouse.
    b.   Her case was appealed to the Supreme Court.
    c.   A federal judge concluded that gender-based stereotyping had played a role in Price Waterhouse's refusal to promote her to partner.
    d.   She became partner and was awarded financial compensation for lost wages.

Answer: a   **Page: 30**

2.26.   Ann Hopkins' case is an example of:

    a.   ageism
    b.   backlash effect
    c.   spotlighting
    d.   benevolent sexism

Answer: b   **Page: 30**

2.27.   A recent study of 600 teenage girls of varied socioeconomic and ethnic background reported:

   a.   one-half of the girls heard discouraging, sexist comments about their science, math or athletic abilities
   b.   three-fourths of the girls received disparaging remarks about their athletic or sports involvement
   c.   teachers and fathers were a frequent source of discouraging remarks about girls' academic ability
   d.   all of the above

   Answer: d   Page: 30

2.28.   Which of the following is an example of a woman's sexist experience?

   a.   receiving disparaging comments about women's abilities in math
   b.   experiencing discrimination in employment
   c.   being forced to listen to jokes that belittle women
   d.   all of the above

   Answer: d   Page: 30

2.29.   Brian believes that gender discrimination is no longer a problem in society. Therefore, he does not support policies such as affirmative action that aim to overcome unequal treatment. Brian's attitude best reflects:

   a.   modern sexism.
   b.   hostile sexism.
   c.   benevolent sexism.
   d.   ambivalent sexism.

   Answer: a   Page: 31

2.30.   Both hostile and benevolent sexism:

   a.   imply women are weak.
   b.   serve to justify and maintain patriarchal social structures.
   c.   serve to maintain the power imbalance between women and men.
   d.   all of the above

   Answer: d   Page: 31

2.31.   Recent research indicates that _____ sexism actually has a more harmful effect on women's performance on cognitive tasks than does _____ sexism.

   a.   modern; benevolent
   b.   benevolent; hostile
   c.   hostile; modern
   d.   hostile; benevolent

   Answer: b   Page: 31

2.32. Ambivalent sexism refers to the combination of:

    a. modern sexism and traditional sexism.
    b. modern sexism and benevolent sexism.
    c. modern sexism and hostile sexism.
    d. benevolent sexism and hostile sexism.

Answer: d   **Page: 31**

2.33. Dwayne was recently diagnosed with terminal cancer. He has shared this information with his father but has decided to withhold the diagnosis from his mother for as long as possible. Dwayne thinks his mother would be unable to deal with the situation and he wants to shield her from pain. Dwayne's attitude best reflects:

    a. modern sexism.
    b. benevolent sexism.
    c. hostile sexism.
    d. all of the above.

Answer: b   **Page: 31**

2.34. Cross-cultural research on ambivalent sexism showed that:

    a. the more hostile sexism endorsed by the men, the less benevolent sexism reported by the women.
    b. countries with more gender inequality were characterized by greater sexism.
    c. across countries, men showed stronger hostile sexism than women did.
    d. b and c

Answer: d   **Page: 32, EOC 2.1**

2.35. Which of the following is **not** true of media portrayals of women and men?

    a. underrepresentation of females
    b. portrayal of gender-based social roles
    c. overrepresentation of female characters with both family and paid work responsibilities
    d. depiction of female communion and male agency

Answer: c   **Page: 33-39**

2.36. Currently, nearly equal numbers of females and males appear as central characters in:

    a. children's picture books.
    b. Saturday morning cartoons.
    c. TV commercials.
    d. all of the above

Answer: a   **Page: 33-34**

2.37. Compared to 30 years ago, modern children's school textbooks:

    a. show less gender bias
    b. still show more male characters than female characters in basic readers and math materials
    c. now have about equal numbers of male and female characters in basic readers and math materials
    d. a and b

Answer: d   **Page: 34**

2.38. Which of the following groups of individuals is **least likely** to be seen on television?

    a. Asian American women over age 35
    b. White women over age 35
    c. White women under age 35
    d. Black women under age 35

Answer: a   **Page: 34-35**

2.39. Which of the following statements regarding the portrayal of ethnic minority women in the media is/are correct?

    a. Asian American women are featured in greater numbers than are any other women of color.
    b. Ethnic minority women are actually over-represented in ads in a wide variety of periodicals.
    c. The media tend to portray Latinas in low-status occupations.
    d. a and b

Answer: c   **Page: 34**

2.40. In animated Disney films, older women often are portrayed as:

    a. helpful
    b. evil
    c. feeble
    d. wise

Answer: b   **Page: 35**

2.41. There is a greater underrepresentation of _____ than _____ in movies and television.

    a. women over age 35; women under age 35
    b. women under age 35; women over age 35
    c. Black women; Asian American women
    d. b and c

Answer: a   **Page: 34-35**

2.42.   Which is true of media portrayals of gays and lesbians?

    a.   As recently as 20 years ago, the few visible gay characters were usually portrayed negatively
    b.   In recent years gay and lesbian characters increasingly have been featured in mainstream TV, movies, and theater
    c.   The *New York Times* now publishes announcements of same-sex weddings and commitment ceremonies
    d.   All of the above.

Answer: d   **Page: 36**

2.43.   Which of the following is **not** true of media portrayals of women and men?

    a.   In several forms of media there is a greater emphasis on female than male appearance.
    b.   In several forms of media men are more likely than women to be depicted in work-related activities.
    c.   In several forms of media there is a greater emphasis on female than male sexuality.
    d.   The majority of teen magazines for girls encourage girls to pursue professional careers

Answer: d   **Page: 37-40**

2.44.   Which of the following statements concerning media portrayal of women athletes is/are true?

    a.   Women who participate in traditional feminine sports such as tennis or gymnastics get more media coverage than women competing in more masculine team sports such as basketball or baseball.
    b.   Despite the increased participation of women in sports, female athletes continue to be underrepresented in the media.
    c.   In the 2000 Olympics, women who competed in sports involving power or physical contact such as martial arts, shotput, and weightlifting received extensive media coverage.
    d.   a and b

Answer: d   **Page: 38**

2.45.   Which of the following statements regarding women college athletes is/are **not** true?

    a.   Athleticism of female athletes tends to be overemphasized in the media.
    b.   In media guides, both female and male athletes are more likely to be shown in passive, non-athletic poses than in active poses.
    c.   Sports announcers highlight female athletes' femininity and minimize their athletic ability.
    d.   both a and b

Answer: d   **Page: 38**

2.46.   Magazines targeted at teen girls and young women

    a.   stress the importance of improving one's physical attractiveness through diet, exercise and use of beauty products.
    b.   prey on women's insecurities to get them to buy advertiser's products.

c. have increased use of sexual imagery in recent years.
d. all of the above

Answer: d   **Page: 39**

2.47. Media define females, more than males, by their

a. intelligence
b. physical attractiveness
c. suggestive clothing
d. b and c

Answer: d   **Page: 39**

2.48. Regarding the portrayal of women in music and music videos, which of the following statements is/are true?

a. Some popular music lyrics contain explicit sexual references which often are degrading to women.
b. Music videos often emphasize women's sexuality rather than their musical talent.
c. Both of the above
d. Neither of the above

Answer: c   **Page: 39**

2.49. The birth congratulations card study found that

a. boys and girls were equally likely to be shown performing physical activities.
b. girls, more than boys, were described as "little."
c. the same type of animals were depicted on the girl cards and the boy cards.
d. all of the above

Answer: b   **Page: 41**

2.50. The belief that male behaviors, roles, and experiences are the standards for society is known as

a. the Whorfian hypothesis.
b. male generic language.
c. male as normative.
d. social role theory.

Answer: c   **Page: 42**

2.51. Which of the following is **not** an example of masculine generic language?

a. "The typical job applicant worries about his chances of getting the job."
b. "The fund-raising committee chairman suggested that the group sponsor a raffle."
c. "Throughout history mankind has been plagued by disease."
d. "The bachelor and spinster decided to share an apartment."

Answer: d   **Page: 43-44**

2.52. Which of the following is an example of spotlighting?

    a. "Gwendolyn Brooks is an outstanding poetess."
    b. "Female professor receives prestigious grant."
    c. "The average student does his homework every night."
    d. "Pioneers moved West, taking their wives and children."

Answer: b   **Page: 43-44**

2.53. Which of the following language practices directly reflect the belief of male as normative?

    a. spotlighting.
    b. diminutive suffixes for female terms.
    c. animal and food terms to refer to females.
    d. a and b

Answer: d   **Page: 43-44**

2.54. Which of the following statements about the differential treatment of females and males in language is/are correct?

    a. There are more sexual terms associated with males than with females.
    b. There are several pairs of terms for females and males that have the same objective meaning but that reflect a more negative connotation for the female term.
    c. The use of male pronouns to refer to females and males is clearly interpreted as inclusive of both genders.
    d. all of the above

Answer: b   **Page: 42-45**

ESSAY QUESTIONS

1. Discuss research evidence regarding the relationship between perceivers' ethnicity and the gender stereotypes they apply to others and between targets' ethnicity and gender stereotypes applied to them.

2. Specify the content of gender stereotypes. Then show how social categorization processes and social role theory can account for these stereotypes.

3. Discuss research conclusions regarding perceptions of women based on their identity labels. Then specify one possible explanation for these conclusions.

4. Define **ageism**. Discuss evidence that ageism is directed more strongly toward women than toward men.

5. Define the **double standard of aging**. What explanation has been offered to account for this phenomenon?

6. Discuss the meaning of **ambivalent sexism**. Also, specify a consequence of all types of sexism.

7. Define **modern sexism** and give one example of a belief that reflects this type of sexism.

8. Discuss research findings regarding benevolent and hostile sexism across countries.

9. Discuss research evidence regarding media portrayal of gender.

10. Discuss the findings of the birth congratulations card study.

11. There are several language practices that reflect the belief that male is normative. Specify and give an example of two of these.

12. Describe the meaning of **masculine generic language**, give an example of this language practice, and discuss research on the way people interpret masculine generic terms.

13. The text discusses several different kinds of negative terms for females. Specify and give an example of any three.