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Chapter 2 Test Bank Questions

Long Answer

1. What constitutes the basis for modern public debate regarding the use of male-gendered language in everyday communication? (Answer pp. 28-30)

2. How do certain social groups use reverse discourse to transform a stigmatized word into a source of empowerment and grassroots mobilization for positive change? (Answer pp. 39-40)

3. Why do men in the English-speaking nations such as the United States and England, assert their masculinity by using nonstandard language associated with physical prowess, strength, violence and an anti-authoritarian identity? (Answer pp. 41-42)

4. Explain how women sometimes use standard language as a strategy for economic upward mobility. (Answer 43)

5. Why does the theory of performativity reject the notion that we have only one, true self? (Answer 46-47)

6. How does one's social and economic class affect how men and women communicate with each another? (Answer 48)

7. Why do words undergo semantic transformations and often lose their original meanings and associations? (Answer pg. 38)

8. How is speech and expression a form of action? (Answer pg. 44)

9. Why is there no common use of an equivalent of the title like Ms. in the Spanish language? (Answer pg. 37)

10. How are the terms lady and gentlemen frequently used asymmetrically? (Answer pg. 35)

Short Answer

1. Despite the growing popularity of nonsexist language in contemporary American daily life, why does the use of the *generic he* still persist? (pp. 29-30)

2. How has the primacy of males as the norms influenced medical testing for drugs and animal-model research? (pp. 32-33)

3. How does nonparallelism in language determine the marital status of women but not men in Western societies? (pg. 37)

4. How do hairstyles represent an important example of symbolic communication beyond words? (pg. 40)

5. In English, why are some nouns like boats and "alma mater" gendered? (pg. 34)

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6. Why are names for electrical and plumbing equipment in English gendered? (pp. 34)

7. Explain how the gender-neutral pronoun *Yo* appeared unexpectedly from African American youth Baltimore beginning in the late 20th century. (Answer pg. 31)

8. Why has the term mankind persisted despite the increase in the use of the word "humankind" in scholarly texts and popular writing since 1970? (Answer 30)

9. What are the different grammatical alternatives that people use to avoid using the generic *he* in the English language? (Answer 29)

10. How can both jock and "burnout" boys achieve status without using either standard language (jock boys) or nonstandard language (burnout boys)? (Answer 42)

Multiple Choice Questions

1. Which scholar stated that a word is "a bridge thrown between myself and another?" (Answer is c; pg. 38)

a. Sigmund Freud
b. Casey Miller
c. Mikhail Bakhtin
d. Michel Foucault
e. Ronald Adler

2. Which national magazine became the first one to make feminist viewpoints accessible to the general public? (Answer is b; pg. 38)

a. *Bitch*

b. *Ms.*

c. *Bust*

d. *Elle*

e. *Self*

3. In 1597 the Bishop John King said which one of the following comments about Adam and Eve in the Garden of Eden: (Answer is d; pg. 37)

a. "The Lord had but one paire of men and women in paradise."
b. "The Lord had but one paire of young men and women in paradise.
c. "The Lord had but one paire of women in paradise."
d. "The Lord had but one paire of men in paradise."
e. "The Lord had but one paire of married men and women in paradise."

4. In linguist Penelope Eckert's study on high school students, where was the high school named "Belten High" located? (Answer is a ; pg. 42)

a. Detroit

b. Dearborn

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c. Lansing

d. Grand Rapids

e. Ypsilanti

5. Which group wore earrings to signify a feminine form of adornment during the 1950s? (Answer is c; pp. 45-46)

a. Rock musicians

b. Athletes

c. Housewives

d. Hippies

e. Gay men

6. Which setting provided linguist Scott Kiesling with his research on communities of practices? (Answer is e; pg. 48)

a. Catholic seminary

b. An American sorority

c. UNICEF High School club

d. High school debate society

e. A U.S. fraternity

7. Which landmark study that analyzes women's oppression was published by French philosopher and feminist Simone de Beauvoir? (Answer is b; pg. 33)

a. The Dialogic Imagination

b. The Second Sex

c. Gender Trouble

d. Gender and Discourse

e. The Lenses of Gender

8. In her 1994 study, anthropologist and linguist Janet Hill studied women who spoke a combination of which indigenous language and Spanish? (Answer is d; pg. 43)

a. Spanish and Kikapú

b. Spanish and Mixe

c. Spanish and Garifuna

d. Spanish and Nahuatl

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e. Spanish and Itza

9. Which of the following were the first to contend that people's gender remains a work in progress? (Answer is a; pg. 44)

a. Candace West and Don Zimmermann

b. Penelope Eckert and Scott Kiesling

c. Annabelle Mooney and Betsy Evans

d. Casey Miller and Kate Swift

e. Marion Pitts and Keith Phillips

10. What type of speech in the English language provides men with power and prestige? (Answer is c; pg. 41)

a. Standard language

b. Middle-class speech

c. Working-class speech

d. Nonstandard language

e. Ebonics

11. Which one of the following words doesn't have a meaningful parallel term? (Answer is e; pg. 35-36)

a. Ladies

b. Bridegroom

c. Heroine

d. Widower

e. Slut

12. Which one of the following expressions is not gendered in the English language? (Answer is b ; pg. 34)

a. Mother Tongue

b. Mover and shaker

c. Mommy Jeans

d. Mother Earth

e. Alma Mater

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13. Which one of the following is not an unmarked category? (Answer is a; pg. 32-33)

    a. Atheists

    b. Men

    c. Heterosexual

    d. White

    e. Able-Bodied

14. In which city did Elaine Statko and Margaret Troyer conduct their research on the use of the gender-neutral pronoun "yo" by African American youth in school? (Answer is d; pg. 31)

    a. Annapolis

    b. Rockville

    c. Aberdeen

    d. Baltimore

    e. New Carrollton

15. Which one of the following scholars asserted that sexist language has the "effect of minimizing women's importance and diverting attention away from their very existence"? (30) (Answer is b ; pg. 30)

    a. Sigmund Freud

    b. Brian Earp

    c. William Roscoe

    d. Julia T. Wood

    e. George Lakoff

16. Which is the appropriate gender neutral alternative to the phrase "Men Working"? (Answer is e ; pg. 29)

    a. Men and Women Working

    b. Males and Females Working

    c. Guys Working

    d. They are Working

    e. People Working

17. What word would not describe the original meaning of the word "queer"? (Answer is c ; pg. 38)

    a. Suspicious

    b. Odd

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c. Gay

d. Eccentric

e. Dubious

18. How did Western societies traditionally regard the process of communication? (Answer is a; pg. 44)

a. Passive

b. Active

c. Neutral

d. Aggressive

e. Gendered

19. Who stated that gender identities emerge through "a stylized repetition of acts"? (45) (Answer is d; pg. 45)

a. Sandra Bem

b. Sally McConnell-Ginet

c. Kimberly Hause

d. Judith Butler

e. Jack Halberstam

20. Who wrote a popular bestseller that claims men and women's speech differences were intrinsic? (Answer is b; pg. 47)

a. Lois Gould

b. John Gray

c. Roxane Gay

d. Ruth La Ferla

e. Charlene Muehlehard

21. When do most scholars believe that the use of some sexist language began declining in the American society? (Answer is e; pg. 30)

a. About 2000

b. By 1960

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c. Since 1990

d. Around 1945

e. Since 1970

22. Which expression does not represent an example of a male-generic term? (Answer is c ; pg. 29)

a. Mankind

b. Lumberjack

c. Homemaker

d. Manned

e. Masterful

23. Where in the Bible does the reader first encounter the primacy of men in the text? (Answer is c; pg. 31)

a. The Book of Numbers

b. The Book of Exodus

c. The Book of Job

d. The Book of Genesis

e. The Book of Ruth

24. What word in Spanish is supposed to be the contemporary equivalent to the English-language title *Ms.*? (Answer is a ; pg. 37)

a. Sa.

b. Sra.

c. Srta.

d. Doña

e. Ud.

25. Which one of the following is an activity that does not allow "burnout boys" to demonstrate their masculinity? (Answer is d; pg. 42)

a. Rumbling

b. Working on cars

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c. Drinking Alcohol

d. Reading

e. Dirt-Biking

True or False Questions

1. In modern English, the term "guy" refers only to men. T or F Answer is False (pg. 29)

2. People in Finland, Hungary and Azerbaijan speak a language that uses different pronouns for she and he. T or F Answer is False (pg. 34)

3. The title Miss originally was an abbreviation of the "mistress". T or F Answer is True. (pg. 37)

4. The study of how symbols or messages are acknowledged is often known as communication theory. T or F . Answer is False (pg. 40)

5. The Gullah language spoken by some African Americans in rural South Carolina represents a fusion of various West African languages. T or F Answer is True (pg. 43)

6. A stylized act is an act that is regarded as predictable and ubiquitous. T or F Answer is True (pg. 45)

7. Gender represents a notion based on repetitive series of acts. T or F Answer is False (pg. 46)

8. Author John Gray wrote a popular book that highlights the notion that men's and women's communication differences are natural. T or F Answer is True (pg. 46)

9. Linguists Penelope Eckert and Scott Kiesling discovered that speech often differs within groups of females and males based on race. T or F Answer is False (pg. 48)

10. The term "slut" has a significant parallel word. T or F Answer is False (pg. 36)

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Chapter 2: Language and Communication

I. The Enigma of the Surgeon
II. What Language Reveals, Conceals and Imposes
    A. The Primary Use of the Generic He
        i. Male Generic Terms
    B. Gender Neutral Terms
    C. The Predominance of Males and Masculine Expressions
        i. Simone de Beauvoir and The Second Sex
        ii. Women as The Other
        iii. Men as Unmarked and Women as Marked.
        iv. Androcentric and Gynocentric Thinking
    D. The Schema of Sex and Gender
    E. Parallel Language
    F. Nonparallelism
        i. Mr., Miss, Mrs., and Ms.
III. Language, Communication and Semantic Change
    A. Reverse Discourse
    B. Reception Theory
IV. Sex, Gender and Communication
    A. Socioeconomic Class, Speech and Gender
        i. Jock Boys and Jock Girls
        ii. Burnout Boys and Burnout Girls
    B. Performativity
        i. The Performative Aspect of Gender
    C. Rigid Regulatory Frame
    D. Women, Men and Communities of Practice
        i. Speech Community
        ii. Different Cultures Thesis
V. Conclusion

Chapter 2 Summary

Chapter 2 investigates how we use language to communicate as both manifestation and creation of ourselves and how we comprehend the world. However, language often obscures from us the alternatives about the world and enforce rationalities that strengthen conventional gender viewpoints. These conservative attitudes bolster established gender binaries and schemas that reflect the primacy of male generic terms and masculinity. Notwithstanding the conservatism of language, transformative change within language remains possible. For instance, different social-cultural and political movements led by communities of LGBTQI, women, racial and ethnic and/or people with dis/abilities shattered antiquated categorizations and embraced innovative ones, even reclaiming older pejorative terms.

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Gillis and Jacobs emphasize how communication remains profoundly shaped by gender because people utilize speech and other symbolic action as a means of representing their gender personas. Moreover, our methods to communication underscore its intersectionality, often reflecting components of our self in regards to race and/or socioeconomic class. It remains difficult to forecast how a person might converse based on one, two or three of these attributes. Furthermore, people never have fixed identities; rather these are performative, fluctuating and problematic to isolate. Within scholarly research of meta-analyses of communication studies, only an infinitesimal percentage (1%) of the variant in our communication is affected by sex differences. Communication between females and males often reveal more commonalities than dissimilarities.

Chapter 2 Discussion Questions

1. Why are gender-neutral terms actually sex-neutral alternatives, based on the differences contemporary scholars recognize between sex and gender?

2. Explain why is remains significant for English speakers to understand how schemas of sex and gender infuse their language and emphasize the sexual binary.

3. Discuss how the evolution of the word queer calls attention to the linguistic notion that there are no "bad" words?

4. Explain why some contemporary scholars such as Deborah Tannen and J.T. Wood insists communication styles between women and men represent a major "cross-cultural communication" while recent scholarship emphasizes sex differences in communication a miniscule.

Chapter 2 Activities

1. Have the students bring their electronic devices (laptops, tablets or cell phones) to class and divide into small discussion groups to develop a first draft of a gender non-conforming digital phrasebook that they can use in everyday communication on campus and at home.

2. Have the students bring their laptops or tablets to class and watch the New York Times Op-Docs "*Who Sounds Gay?*" (YouTube July 1 2015) https://www.youtube.com/watch?v=Lkm0rmigGOw and discuss in small groups how this short documentary emphasizes the idea that there exists no straightforward association between how people speak and their sex or gender identity.

3. Ask students to divide into small groups to discuss certain words that reclaimed by certain groups for political and/or social activism may still convey adverse meanings to others. They can being with the word slut, which has been appropriated by the transnational movement Slutwalk to end campus rape culture. However, for certain women of color, the reclaiming of this name remains problematic, given its use to describe women of color as hypersexed. Read "An Open Letter from Black Women to the Slutwalk" *Gender & Society* 3:1 February 2016 pp. 9-13 and Akiba Solomon, "Is the Slutwalk Movement

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Relevant for a Black Feminist? (August 5, 2011) *Colorlines* https://www.colorlines.com/articles/slutwalk-movement-relevant-black-feminist for background references. The document in the academic feminist journal *Gender and Society* was posted by Black Women's Blueprint, a human and civil rights organization on 9-23-2011.

4. Have students bring their laptops or tablets to class to watch the YouTube documentary on Muslim poet-emcee-rapper Mona Haydar from Flint, MI, which is uploaded by Huff Post on August 23, 2018 https://www.youtube.com/watch?v=5oLa7jZKlbk. Then after watching this video, divide students into small groups examine how Mona Haydar's gender, speech and clothing underscore the importance of symbolic interaction in communication.

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