Transformations Women Gender and Psychology 4th edition Crawford Test Bank

SKU: 9781260803655-TEST-BANK

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

CORRECT ANSWERS ARE LOCATED IN THE 2ND HALF OF THIS DOC.

MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

1) _____ can be defined as biological differences in genetic composition and reproductive anatomy and function.
   A) Sex
   B) Gender
   C) Gender identity
   D) Sexual identity

2) _____ can be defined as the traits making up masculinity and femininity.
   A) Sex
   B) Gender
   C) Gender identity
   D) Sexual identity

3) When a little girl is born, she may be wrapped in a pink blanket. What does the color of the blanket represent?
   A) sex
   B) gender
   C) gender typing
   D) All of these answers are correct.

TBEXAM.COM

4) _____ is to_____ as nature is to nurture.
   A) Gender; sex
   B) Sex; gender
   C) Gender typing; gender
   D) Sex typing; sex

5) Which of the following statements is true about distinguishing sex from gender?
   A) It provided a means to the scientific study of topics like gender socialization of children.
   B) It was an important step in recognizing that biology is not destiny.
   C) It was an important step in recognizing that gender is learned.
   D) All of these answers are correct.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

6) Which of the following statements is true about the dominant group in a hierarchical society?
   A) It has better genes.
   B) It has more of one sex than the other.
   C) It has more power.
   D) All of these answers are correct.

7) Adrienne sees the sales clerk in a store wearing jeans and a sweatshirt. She cannot decide whether the clerk is a man or a woman, so she searches for_____ such as makeup.
   A) behavioral signals
   B) gender cues
   C) sex clues
   D) sexual cues

8) Mention the three levels at which gender distinctions tend to occur.
   A) developmental, societal, and universal
   B) individual, interactional, and universal
   C) societal, interpersonal, and individual
   D) biological, developmental, and social

9) Societies in which men are allocated more power and higher status are referred to as_____.
   A) matriarchal
   B) patriarchal
   C) monarchical
   D) partisan

10) Which of the following statements is true of the effects of gender on power?
   A) Women have less access to education than men do.
   B) Women have less control over public discourse than men do.
   C) Women have less leisure time than men do.
   D) All of these answers are correct.

11) When people present themselves in a way that confirms others' beliefs about them, they create a
   A) fundamental attribution error.
   B) self-fulfilling prophecy.
   C) dispositional confirmation effect.
   D) self-categorization phenomenon.

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

12) Which of the following social mechanisms constitutes a self-fulfilling prophecy?
- A) people acting to confirm beliefs that others have about them
- B) people reducing behaviors that others expect, but confirming the ones they themselves expect
- C) people interacting to elicit a reinforced behavior
- D) people expecting others to behave the way they want them to

13) Identify a true statement about the outcome of Zanna and Pack's (1975) study of self-presentation conducted on female college students.
- A) The women's descriptions of themselves were unaffected by how attractive they believed the man to be.
- B) The women provided genuine descriptions of themselves when they believed that the man was attractive.
- C) The women portrayed themselves as traditional when they believed that the man had modern values and that he was attractive.
- D) The women portrayed themselves as traditional when they believed that the man had traditional values and that he was attractive.

14) In a study conducted by Zanna & Pack (1975), women were given a description of a potential date having traditional or more modern values. When they found that the man was attractive, women portrayed themselves to fit the man's traditional or modern values. In this scenario, which of the following contributes to self-fulfilling prophecy?
- A) cognitive matching
- B) changes in self-presentation
- C) behavioral confirmation
- D) All of these answers are correct.

15) In most fairy tales, the heroine falls prey to an evil scheme and can only be saved by the arrival of her prince. These kinds of stories serve as
- A) rational myths.
- B) legitimizing myths.
- C) attributional biases.
- D) self-fulfilling prophecies.

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

16) When the Taliban governed in Afghanistan, it denied women and girls basic human rights such as health care, education, and freedom of movement. This systematic pattern of prejudice and discrimination is called
   A) heterosexism.
   B) oppression.
   C) social dominance.
   D) visual dominance.

17) Churiah goes into a store to buy a computer. The sales clerk who assists her does not talk down to the male customer he just finished helping but does talk down to Churiah. In this scenario, the salesclerk is demonstrating
   A) sex discrimination.
   B) oppression.
   C) structural discrimination.
   D) heterosexism.

TBEXAM.COM

18) Betty went on a date with Arnold. As they entered the restaurant, Arnold held the door open for Betty to enter before him. In the context of gender as a social performance, Arnold is most likely
   A) doing gender.
   B) creating a double bind.
   C) rejecting gender roles.
   D) exhibiting a gender bias.

19) Davis works out at the gym. He wants to impress women, so he tells his workout friend to load extra plates onto the bench press. When finished, he slaps his friend on the back and challenges him to lift as much. In this scenario, Davis is
   A) doing gender.
   B) being immature.
   C) displaying the intergroup bias effect.
   D) displaying paternalistic prejudice.

20) Zimmerman & West (1975) found in male-female conversations that
   A) interruptions were equally divided between the speakers.
   B) over 95 percent of interruptions were by male speakers.
   C) over 75 percent of interruptions were by female speakers.
   D) men did not use conversation to assert their status.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

21) Zimmerman & West (1975) found in same-gender conversations that
A) interruptions were equally divided between the speakers.
B) over 65 percent of interruptions were by the older individual.
C) over 85 percent of interruptions were by the younger individual.
D) individuals did not interrupt each other at all.

22) In the context of constructing gender in interactions, men are more likely than women to actively attempt to end the other speaker's turn and take over the conversation, a sort of interruption referred to as
A) unscheduled interruption.
B) informal interruption.
C) intrusive interruption.
D) immediate interruption.

23) In most studies on whether men or women talk more in a mixed-gender situation, it has been found that
A) women talk more than men.
B) men talk more than women.
C) talking is equally distributed.
D) the results depend on the setting.

TBEXAM.COM

24) Which behavior do most people see as the rudest?
A) a man interrupting a man
B) a man interrupting a woman
C) a woman interrupting a man
D) a woman interrupting a woman

25) High-status people look at their subordinates while speaking to them but tend to look away when it's the subordinate's turn to talk. This pattern is called
A) visual dominance.
B) intrusive interruption.
C) self-presentation.
D) attribution bias.

26) When all but gender is equal,
A) men initiate more touching.
B) women initiate more touching.
C) neither men nor women initiate touching.
D) both men and women initiate equal touching.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

27) Which type of touch is a high-status individual most likely to initiate?
- A) handshakes
- B) touching of the arm or shoulder
- C) a less intrusive touch
- D) handshakes and touching of the arm or shoulder

28) In the context of constructing gender in interaction, which of the following statements is true about nonverbal messages?
- A) When talking with men, women are more likely to be the ones who look away while the man talks.
- B) When talking with men, women are more likely to be the ones who smile.
- C) When talking with men, women are more likely to be the ones who turn their faces or bodies away.
- D) All of these answers are correct.

29) Women often face situations in which they are "damned if they do, damned if they don't." These situations are called
- A) deal breakers.
- B) closed encounters.
- C) double binds.
- D) tight spots.

TBEXAM.COM

30) Janelle is more interested in her career than having children. When her sister has a baby, everyone begins to ask Janelle when she will. She is aware of the fact that many people perceive her to be selfish and unfriendly for prioritizing her career over her personal life. In this scenario, Janelle is
- A) in a double bind.
- B) doing gender.
- C) showing visual dominance.
- D) displaying neosexism.

31) Asja is proud to be the first woman in her family to get a graduate degree. When she considers taking time off from her career to have a child, her colleagues warn her; she will be throwing away the gains she has made in the corporate world. Meanwhile, Asja's mother is constantly reminding her that the "biological clock" is ticking. In this scenario, Asja is
- A) in a double bind.
- B) doing gender.
- C) showing visual dominance.
- D) displaying neosexism.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

32) Sofia is a successful and competent woman. At work, she goes out of her way to appear warm and friendly toward her male colleagues to reassure them that she is not a threat. She is utilizing
A) intrusive interruptions.
B) visual dominance.
C) a gender management strategy.
D) a resistance management strategy.

33) When people ascribe to themselves the traits, behaviors, and roles normative for people of their sex in their culture, they are becoming_____.
A) gender-typed
B) sex-typed
C) encultured
D) stereotyped

34) When people become gender-typed, they
A) become aware of their biological sex.
B) realize their biological sex is permanent.
C) ascribe to themselves cultural traits, behaviors, and roles normative for people of their sex.
D) realize their gender is permanent.

TBEXAM.COM

35) When asked if they have ever personally experienced discrimination, people are less likely to admit discrimination has happened to them. This variance is termed
A) rationalization of oppression.
B) disregard of personal discrimination.
C) denial of personal discrimination.
D) rationalization of micro-aggression.

36) What does the phrase "Women seek to gain power over men" demonstrate?
A) hostile sexism
B) benevolent sexism
C) nonsexism
D) All of these answers are correct.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

37) What does the phrase "Women should be cherished and protected by men" demonstrate?
A) hostile sexism
B) benevolent sexism
C) nonsexism
D) All of these answers are correct.

38) On dating websites, men's profiles often contain statements like "I want a woman I can treat like a princess" and "I want to be your Prince Charming." These are examples of
A) ambivalent sexism.
B) neosexism.
C) nonsexism.
D) benevolent sexism.

39) Which of the following involves both hostility and benevolence toward women?
A) ambivalent sexism
B) dual sexism
C) reverse sexism
D) synergetic sexism

40) People who believe women can be intelligent and successful businesswomen but consider those same women as angry, selfish, and unfeminine are
A) hostile sexists.
B) benevolent sexists.
C) ambivalent sexists.
D) entitled sexists.

41) Around the world,_____ are more likely than_____ to endorse hostile sexism.
A) women; men
B) men; women
C) children; adults
D) adults; children

42) In the 1970s, second wave feminists developed_____ groups, in which women met informally to talk about their lives as women.
A) gender-typing
B) anti-oppression
C) consciousness-raising
D) anti-sexism

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

43) In the context of justifying gender inequality, identify a true statement about legitimizing myths.
A) They are attitudes, values, and beliefs that serve to justify hierarchical social practices.
B) They emphasize that women are fundamentally similar to men.
C) They are often so widely rejected that they seem to be undeniably false.
D) They are used by subservient groups in an attempt to gain power and maintain equity in the society.

44) In the context of justifying gender inequality, which of the following statements is true about prejudice?
A) Prejudice includes admiration, love, or simply feeling comfortable around members of a valued group.
B) Prejudice is a negative attitude or feeling toward a person because of his or her membership in a particular social group.
C) Prejudice often excludes the belief that it is acceptable or right to treat others unequally.
D) Prejudice on the basis of sex or gender is termed intrusive interruption.

TBEXAM.COM

45) In the context of gender inequality, a teacher who pays more attention to the boys in class or a committee that preferentially awards scholarships to male students is engaging in
A) sexual objectification.
B) intrusive interruption.
C) sex discrimination.
D) gender idealization.

46) Which of the following statements is true of the effects of gender on power?
A) Women have less access to education than men do.
B) Women have less control over public discourse than men do.
C) Women have less leisure time than men do.
D) All of these answers are correct.

47) _____ occurs when an individual's expectation about an event makes the expected event come true.
A) Self-fulfilling prophecy
B) Fundamental attribution error
C) Dispositional confirmation effect
D) Self-categorization phenomenon

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

48) In the context of constructing gender in interaction, which of the following statements is true about nonverbal messages?
A) When talking with men, women are more likely to be the ones who look away while the man talks.
B) When talking with men, women are more likely to be the ones who smile.
C) When talking with men, women are more likely to be the ones who turn their faces or bodies away.
D) All of these answers are correct.

49) Brief verbal or behavioral indignities that communicate hostile or derogatory attitudes toward a person because of their identity as part of a devalued group are referred to as
A) double binds.
B) affirmative actions.
C) micro-aggressions.
D) intrusive interruptions.

50) _____ involves the beliefs that women are inferior and that they are threatening to take over men's rightful (dominant) place.
A) Confirmation bias
B) Negativity bias
C) Benevolent sexism
D) Hostile sexism

TBEXAM.COM

51) People who score high on_____ agree with statements like "Most women interpret innocent remarks or acts as being sexist."
A) hostile sexism
B) benevolent sexism
C) confirmation bias
D) negativity bias

52) The statement "A good woman should be set on a pedestal by her man" demonstrates
A) aversive sexism.
B) benevolent sexism.
C) entitled sexism.
D) hostile sexism.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

53) The statement "Many women have a quality of purity that few men possess" demonstrates
A) entitled sexism.
B) aversive sexism.
C) benevolent sexism.
D) hostile sexism.

54) The term_____ is defined as a negative reaction against women whose behavior violates gender norms.
A) gender typing
B) double bind
C) neosexism
D) backlash

55) _____ refers to ways of behaving that are aimed at softening a woman's impact, reassuring others that she is not threatening, and displaying niceness as well as (not too much) competence.
A) Gender management strategy
B) Gender typing
C) Double bind
D) Dispositional confirmation effect

TBEXAM.COM

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

56) How do self-presentation and behavioral confirmation create the self-fulfilling prophecy? What research has demonstrated how the expectations of the observer and the reactions of the target person lead to the strengthening of stereotypes in both the observer and the target person?

57) A woman is about to start a new job as an executive in a male-dominated company. She feels discouraged because she's heard about various studies that show that if she behaves in traditionally feminine ways she'll be devalued, but if she behaves in traditionally masculine ways she'll be disliked and negatively evaluated. Is she correct to be concerned?

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

58) How is sex different from gender?

59) American girls are born into a society that tells them they are valued less than boys. Give evidence that girls and women internalize this sense of devaluation.

60) The self-fulfilling prophecy requires an interaction between two people. Briefly describe the social processes taking place when two people interact.

TBEXAM.COM

61) In 2003, female cadets at the U.S. Air Force Academy alleged they had been the victims of sexual violence, and they were pressured or disciplined to keep quiet when they tried to report the incidents. How does this example reflect the gender system and the links among its different levels?

62) Give an example of a double bind involving the behavior of women interacting with other women.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

63) Discuss the implications for women living in a patriarchal society.

64) Using a story you know from mythology or fairy tale books (e.g., Cinderella, Sleeping Beauty, Snow White, Beauty and the Beast, King Arthur, etc.), describe how it serves as a legitimizing myth.

65) Explain both elements of ambivalent sexism using examples.

TBEXAM.COM

66) Discuss how men communicate differently than women in a mixed-gender conversation.

67) Explain what a double bind is and give an original example.

68) Explain the concept of a backlash. Give a suitable example.

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

Transformations Women Gender and Psychology Edition 4 by Crawford

69) How can gender-linked self-fulfilling prophecies potentially harm women in job interviews?

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM - THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

Answer Key

Test name: Chapter 02

1) A
2) B
3) B
4) B
5) D
6) C
7) B
8) C
9) B
10) D
11) B
12) A
13) D
14) B
15) B
16) B
17) A
18) A
19) A
20) B
21) A
22) C
23) B
24) C
25) A
26) A
27) B
28) B
29) C
30) A
31) A
32) C
33) A
34) C
35) C
36) A

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM - THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

37) B
38) D
39) A
40) C
41) B
42) C
43) A
44) B
45) C
46) D
47) A
48) B
49) C
50) D
51) A
52) B
53) C
54) D
55) A
56) Essay
Answers will vary.

TBEXAM.COM

57) Essay
Answers will vary.

58) Essay
Answers will vary.

59) Essay
Answers will vary.

60) Essay
Answers will vary.

61) Essay
Answers will vary.

62) Essay
Answers will vary.

TBEXAM.COM

TBEXAM.COM - THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Transformations Women Gender and Psychology Edition 4 by Crawford

63) Essay
Answers will vary.

64) Essay
Answers will vary.

65) Essay
Answers will vary.

66) Essay
Answers will vary.

67) Essay
Answers will vary.

68) Essay
Answers will vary.

69) Essay
Answers will vary.

TBEXAM.COM

TBEXAM.COM

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Chapter 2
Gender, Status, and Power

Chapter Outline

I. What Is Gender?

II. Gender Shapes Societies and Cultures
A. Gender and Power
B. Justifying Gender Inequality

III. Gender Shapes Social Interactions
A. Constructing Gender through Female Bodies
B. Gender as a Presentation of Self
C. "Doing Gender"
D. Constructing Gender in Interaction
Talking Down, Ordering Around, and Silencing
Nonverbal Messages
Hassles, Stressors, and Microagressions
Backlash and Double Binds
The Gender Management Game

TBEXAM.COM

IV. Gender Shapes Individuals
A. Justifying Inequality
Denial of Personal Discrimination
How Much Is Your Work Worth? Gender and Entitlement
B. Sexist Attitudes

V. Linking the Levels of Gender: A Summary
Shukria's Story

VI. Making a Difference
A. Transforming Ourselves
B. Transforming Interpersonal Relations
C. Transforming the Structures of Inequality

VII. Exploring Further

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

Key Terms

- Sex (p. 31)
- Gender (p. 31)
- Hierarchical (p. 32)
- Power (p. 32)
- Status (p. 32)
- Patriarchal (p. 33)
- Legitimizing myths (p. 34)
- Prejudice (p. 34)
- Sexism (p. 34)
- Heterosexism (p. 34)
- Discrimination (p. 34)
- Sex discrimination (p. 34)
- Oppression (p. 34)
- Self-presentation (p. 38)
- Self-fulfilling prophecy (p. 39)
- Intrusive interruptions (p. 42)
- Visual dominance (p. 44)
- Micro-aggressions (p. 47)
- Backlash (p. 48)
- Double bind (p. 48)
- Gender management strategies (p. 50)
- Gender typing (p. 50)
- Gender-typed (p. 50)
- Denial of personal discrimination (p. 51)
- Ambivalent (p. 53)
- Hostile sexism (p. 53)
- Benevolent sexism (p. 53)
- Ambivalent sexists (p. 53)
- Social dominance orientation (SDO) (p. 54)

TBEXAM.COM

TBEXAM.COM

Discussion Questions

1. How have researchers defined gender and sex? Why is it important to make the distinction between gender and sex? What does Crawford's definition of gender add to previous definitions?

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

2. What is patriarchy? What are the consequences of living in a patriarchal society? How would the world be different if societies were matriarchal?

3. The following discussion topic was contributed by Mary Crawford. Give students one minute to make a list of traits for a typical American man and a typical American woman. The class can then discuss the following elements:
   - How easily were the students able to make the list? Sex (gender) is a much more salient variable than, for example, eye color or height.
   - The list reflects a widely shared assumption that there is a direct link between sex and personality—knowing a person's sex allows one to make statements about that person's personality traits.
   - The list is distinctly different (female/male dichotomy).
   - Even as the students make the list, they may feel skeptical and uneasy because of the following issues:
     - They know many exceptions for each trait.
     - The "typical" list describes no one accurately.
   - What are masculinity and femininity? How does anyone know where he or she stands on these dimensions?

TBEXAM.COM

4. Have students discuss the examples that Crawford outlines in the "Gender and Power" section. Are these examples prevailing illustrations of the "power" gap between women and men? What other examples can the students provide?

5. What are legitimizing myths, and how do these myths function in maintaining inequality? How are gender stereotypes legitimizing myths? List a number of examples of legitimizing myths. Are all legitimizing myths necessarily negative? For example, could individuals create a legitimizing myth about who women and men are and how they are to behave in a way that could attenuate hierarchy and help establish equality? What would this "empowering" myth be? How might individuals encourage others to adopt this myth?

6. What is the difference between sexism and heterosexism? Why is this distinction important? How does heterosexism limit the experiences and behaviors that are "acceptable" for women and men?

7. Why do individuals distinguish between prejudice/discrimination and oppression? How does this distinction inform the study of gender?

8. Crawford suggests that gender is something individuals do; in other words, gender is a performance. What does Crawford mean by this? Generate examples of "doing gender."

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

How are individuals "doing gender" right now? Are there arenas in which individuals do not "do gender"? Is it necessary to create spaces in which gender is not necessarily performed or demanded in order to create equality? Is it possible? Desirable?

9. In what situations do women face double binds? What double binds might men face? Ask students if they ever found themselves in a double bind? Discuss the outcomes of women behaving in various ways in these situations. What are the students' suggestions for women who face such difficulties?

10. What gender-related differences exist regarding nonverbal behavior? What social factors contribute to these differences?

11. How do students respond to remarks such as "Women are the fairer sex and are more likable than men" or "Women have a quality of purity that few men possess"? Do you approve of this benevolent sexism accepted by "equivocal egalitarians"? In other words, do you accept inequality if it benefits women? Why, or why not?

12. Researchers suggest that subordinates participate and are complicit in systems of discrimination and oppression. Is this explanation compelling or sufficient in explaining persistent inequality regarding gender, race, class, sexual orientation, and age?

TBEXAM.COM

Class Activities

1. Have students create a story of an individual who is gender ambiguous and generate ideas about how others would react to this individual in the following settings: on campus, in a department store, in a hospital, in an airport, in a chat room, at a restaurant, and so on.

2. Use the following scenario to introduce students to self-presentation:

   Imagine you are close friends with Janelle who has a very important job interview with the local television station. Janelle has been wishing for this job for years and describes the position she could be hired for as her "dream job." Janelle has asked you to come over on the day of the interview and help her prepare for it. When you arrive, a few hours before the interview, Janelle is wearing a very fancy suit. However, the suit is Pepto-Bismol pink and has huge flowers on the front pockets. The suit is also quite tight, and the skirt is very short. In addition, she is wearing dangling pink earrings and three huge pink rings. She turns to you and asks how she looks. How would you respond? How would your response be shaped by expectations of how women and, particularly, professional women are to manage self-presentation strategies?

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM
TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

3. Have students engage in a "smile boycott" and reflect on their experiences in class.

4. The following class activity is contributed by Mykol Hamilton. The exercise demonstrates the power of language as well as encouraging people to talk about some difficult subjects—HIV/AIDS, specific sexual behaviors, and so on. For further background reading, the students might want to refer to Hamilton, M. C.'s (1988) article "Masculine Generic Terms and Misperception of AIDS Risk," *Journal of Applied Social Psychology*, 18, 1222–1240. Also, note that in a more recent study, April Boulton and Hamilton found that physicians share many of the misperceptions of laypeople, though to a lesser degree (Boulton, A. M. and Hamilton, M. C. [1994, March]).
   - Ask students to raise their hands if they feel that they are fairly well informed about HIV and AIDS, risky behaviors, and so forth. The majority of college students seem to feel they are knowledgeable about the topic. Record the percentage of raised hands.
   - Put the following categories on the blackboard in a randomized order: homosexual women, homosexual men, heterosexual women, heterosexual men, blood transfusion recipients, blood donors, and intravenous drug abusers. Ask students to rate the average risk of contracting HIV in the United States from the defining behavior associated with each group. For example, a heterosexual woman would contract HIV when she engages in sexual intercourse with a man who has HIV or a blood transfusion recipient would contract HIV when he or she receives blood transfusion from a person who has HIV. Tell the students not to consider, for example, that some heterosexual men are also intravenous drug abusers and are therefore at higher risk than the average heterosexual man. You might even put the intended behavior next to each category so students will not forget.
   - Have students give a written rating for each of the seven categories, using a 1 (very low risk) to 7 (very high risk) scale. Next, ask them to jot down the reason for their particular rating for homosexual women. You may want to ask them to give reasons for other categories out of curiosity and/or to disguise the purpose of the question.
   - Collect the ratings, and either on a break or before the next meeting, do some data analysis. The language-related hypothesis is that, at least partly because of media use of the masculine generic terms "homosexual" and "gay" in discussions of AIDS (rather than the specific masculine terms "homosexual men" or "gay males"), people will associate lesbian sex with high risk. (The three studies reported in Hamilton, 1988, show a causal link between language practice and misperception.) The overestimation of lesbian risk can be tested by observing how many people rate lesbian risk as higher than or equal to that of heterosexual women and/or heterosexual men. The correct response would be for all students to estimate lesbian sexual risk as lower than that of the other two groups. Using an eyeball test or a chi

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

square, compare your class's responses to a "perfect" score. Some students will probably even give lesbians the same risk rating as they give gay men, so you may also check that percentage against the perfect score of 0 percent.

The most frequently listed reason for high lesbian risk estimates has been "because they are gay." The simple association of homosexuality and AIDS is enough to convince almost 90 percent of people that lesbian sex is risky. The second reason is usually "because they hang out with gay men" and the third is "because they might sleep with a bisexual woman/man." (None of these makes sense to those who think carefully. For example, is a heterosexual or homosexual woman more likely to sleep with a bisexual man (or any man)?)

In reality, lesbian sex is the least risky sex, though many in the lesbian community are angry about the lack of research on woman-to-woman transmission, safer sex practices for lesbians, and so on. Nevertheless, there are only two or three documented cases of HIV being sexually transmitted woman to woman in the United States. Discuss why the lower sexual risk, the exchange of blood and semen, the tearing of the vaginal or rectal tissue with an object containing these fluids, and the partner's likelihood of being HIV+ occur in the first place.

TBEXAM.COM

Point out to the students that if they are misinformed, they are not alone. The Boulton and Hamilton study showed that 54 percent of family practitioner physicians and 81 percent of the general population, sampled in four midwestern/southeastern cities, were similarly misinformed about lesbian risk in comparison to heterosexual risk. Lesbian blood drives have been canceled because of public fears of HIV-infected blood, wasting opportunities to get some of the safest blood available.

Also, mention that the point of all this is not to say that "If AIDS is God's punishment to homosexuals, then lesbians must be God's chosen people," though hearing that makes people think; nor is it to say that individuals should stop shunning lesbians and shun gay men more. It is to lower heterosexual complacency, stop "blaming the victim" attitudes, render lesbians visible instead of invisible, make clear that behaviors rather than group membership put people at risk, and finally, to show how linguistic categories relate to stereotypes and shape (or even create) reality.

- Other interesting results and comparisons to look at are as follows:
  - How many people erroneously rated heterosexual women's sexual risk as lower than or equal to that of heterosexual men? Women are 4 to 20 times more likely to contract HIV from a man than the reverse, again because of the mechanics of sexual transmission and the higher prevalence of HIV+ status in

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

American men than American women. Amazingly, 66 percent of physicians and 88 percent of the general population rated heterosexual men's risk as equal to or higher than that of heterosexual women.

- How many students estimated blood donor risk as greater than 1 percent? How about blood transfusion recipient risk? There are a few in every group. Is it just a knee-jerk reaction to the ideas of needles and blood?

5. Have students respond to the following items:
   a. Describe, in your own words, a time that you felt powerful because of being female/male.
   b. Describe, in your own words, a time that you felt powerless because of being female/male.
   c. Can you think of any other situations in which you have felt powerless?
   d. Can you think of any other situations in which you have felt powerful?

Discuss the students' answers, asking them to look for themes in the answers of men versus women. For example, women often mention the threat of violence as making them feel powerless and their sexual relationships as making them feel powerful. Men, on the other hand, are more likely to mention sports as making them feel powerful, and the most frequent response from men when asked when they felt powerless is "never."

TBEXAM.COM

Source: Christine Griffin, "Experiencing Power: Dimensions of Gender, 'Race' and Class." (July, 1991). The paper was presented at the BPS/WIPS Women and Psychology Conference, University of Edinburgh.
Write to the author for reprints of the paper:
Christine Griffin
School of Psychology
The University of Birmingham
Edgbaston, Birmingham, B15 2TT
United Kingdom
Telephone (021) 414–4932

Video Resources

1. *Cat: A Woman Who Fought Back.* (1978) 27 minutes. Champion Films.

See the *Psychology of Women Quarterly* for the review, Summer 1983, 7 (4), p. 392. Cat is a female boxer who is shown training and fighting in the video. The reactions of men to this flagrant gender role violation are also shown.

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank

TBEXAM.COM

2. *Juggling Gender: Politics, Sex, and Identity.* (1992) 27 minutes. New York: Anderson Gold Films. Telephone: (212) 947-9277. Email: twn@twn.org. Website: https://www.twn.org/catalog/pages/responsive/cpage.aspx?rec=1505&card=price

   Distributor's description: "A loving portrait of Jennifer Miller, a lesbian performer who lives her life with a full beard. Miller works as a performance artist, circus director, clown, and as the 'bearded lady' in one of the only remaining sideshows in America. In public, she is often mistaken for a man, an experience she handles with the wit and intelligence that characterize her stage performances. JUGGLING GENDER explores the fluidity of gender and raises important questions about the construction of sexual and gender identity."

3. Some commercial movies that explore gender as a verb are as follows:
   - Female as male: *Switch*, *Victor/Victoria*, *Sylvia Scarlet* (a lesser-known Katharine Hepburn vehicle, 1935), and *Boys Don't Cry*.
   - Male as female: *The Crying Game*, *Tootsie*, *Some Like It Hot, The Birdcage, Mrs. Doubtfire,* and *Sorority Boys*.

TBEXAM.COM

TBEXAM.COM

© McGraw Hill LLC. All rights reserved. No reproduction or distribution without the prior written consent of McGraw Hill LLC.

TBEXAM.COM – THE WORLD'S LARGEST TEST BANK AND SOLUTIONS DATABASE WITH UNBEATABLE RATES
Transformations Women Gender and Psychology 4th edition Crawford Test Bank