TEST BANK

SECOND EDITION

The Psychology of
Women
A LIFESPAN PERSPECTIVE

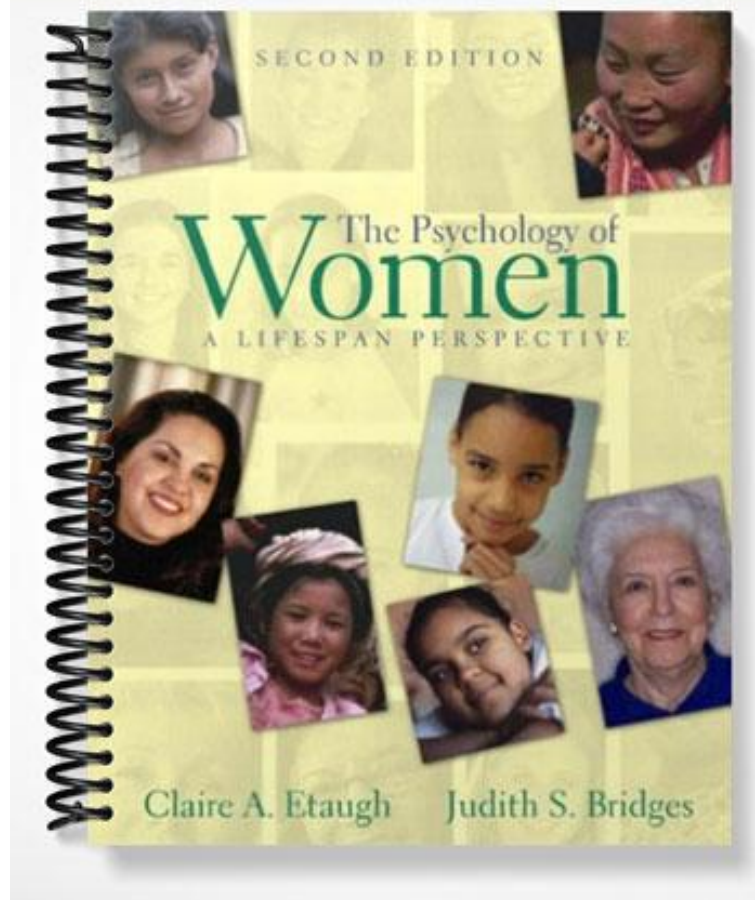Claire A. Etaugh   Judith S. Bridges

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.

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 © 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

The Media

Fair's Women's Desk
http://www.fair.org/womens-desk.html

Representation of Gender in Language

Feminist Utopia
http://www.amazoncastle.com/feminism/feminism.htm

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. 28 min. Films for the Humanities & Sciences.

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.

Representation of Gender in the Media

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 Chapter 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.

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. Media Education Foundation.

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.

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.

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.

Sexual Stereotypes
More than ever before, 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.

Sexual Stereotypes in the Media
This video investigates media influence on social and personal views of sexuality. It considers the presence and deliberate use of sexual stereotypes in print media, on television, and in advertising, and explores how the media's promotion of sexual biases and images affects individual and consumer behavior. 25 min. Insight Media, 2001.

Sexual Stereotypes in Media: Superman and the Bride
This program explores the history of sexual stereotypes as presented in the media. Film clips, television advertisements and sitcoms, and so-called documentaries from the 1940s, 50s, and 60s show men as domineering masters, and women as their doting subordinates. The program encourages discussions regarding the media's continuing role in reinforcing sexual stereotypes, as well as the ongoing sexual biases that nurture them. 37 min. Films for the Humanities & Sciences.

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
During the Spring of 2000, eleven girls aged 8 to 16 from a variety of socio-economic backgrounds and two classrooms of middle and high school students were interviewed about their views on media culture and its impact on their lives. Their responses, juxtaposed with footage culled from a typical week of TV broadcasting provide the central theme of the film, an examination of how the media present girls. 38 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.

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MULTIPLE-CHOICE QUESTIONS

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

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

Answer: a   **Page: 27**

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

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

Answer: d   **Page: 27**

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
e. a, b, and c

Answer: d   **Page: 29**

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: 29**

2.5. Studies show that college students and faculty view the ideal woman 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: 29**

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: 30**

2.7.   Gender stereotyping research that focused on the ethnicity of the target found that

    a. some traits are associated with all women, regardless of their ethnicity.
    b. some traits are not uniformly applied to women in diverse ethnic groups.
    c. women, regardless of their ethnicity, are generally viewed as unpleasant.
    d. a and b
    e. a, b, and c

Answer: d   **Page: 30**

2.8.   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: 31**

2.9.   Which of the following groups of women is unlikely to be perceived as nurturers?

    a. White women
    b. Latinas
    c. women with disabilities
    d. all of the above
    e. none of the above

Answer: c   **Page: 31**

2.10.   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: 31**

2.11. 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: 31 - 32**

2.12. Which of the following is _not_ an assumption of the social categorization perspective on stereotyping?

    a. People naturally 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: 32**

2.13. "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: 33**

2.14. 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 sexisms.

Answer: a   **Page: 33**

2.15. 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
   e. Each of the above would be equally likely to lead to this impression.

   Answer: d   Page: 34

2.16. 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: 35

2.17. Ambivalent sexism refers to the combination of

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

   Answer: d   Page: 35

2.18. Cross-cultural research on ambivalent sexism showed that

   a. the more hostile sexism endorsed by the mean, 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
   e. a, b,and c

   Answer: d   Page: 36, EOC 2.1

2.19. 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.
    e. all of the above

Answer: a   **Page: 37**

2.20. Which of the following is an example of a sexist experience?

    a. receiving unwanted sexual advances
    b. experiencing discrimination in employment
    c. being forced to listen to jokes that belittle women
    d. all of the above
    e. none of the above

Answer: d   **Page: 37 - 38**

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

    a. children's readers and picture books.
    b. Saturday morning cartoons.
    c. TV commercials.
    d. all of the above
    e. none of the above

Answer: a   **Page: 40**

2.22. 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: 41**

2.23. Which of the following statements regarding the portrayal of women of color on television is/are correct?

    a. Asian American women are featured in greater numbers than are any other women of color.
    b. In college textbooks approximately one-half of the references to women are specifically focused on ethnic minority women.
    c. The media tend to portray Latinas in low-status occupations.
    d. a and b
    e. a, b, and c

Answer: c   **Page: 41**

2.24. 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. a and c

Answer: a   **Page: 41**

2.25. Which of the following is <u>not</u> 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: 39 - 42**

2.26. 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 focus on self and career development more than on relationships and domestic topics.

Answer: d   **Page: 42 - 43**

2.27. 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
    e. none of the above

Answer: b   **Page: 45**

2.28. 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. modern sexism.
    e. social role theory.

Answer: c   **Page: 45 - 47**

2.29. Which of the following is <u>not</u> 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: 44 - 47**

2.30. 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: 47**

2.31. 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
    e. a and c

Answer: d   **Page: 47 - 50**

2.32. 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. Although feminists might find it objectionable, 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: 46 - 50**

2.33. The view that numerous language practices help shape our conceptions of gender is consistent with

    a. social role theory.
    b. the Whorfian hypothesis.
    c. essentialism.
    d. the alpha bias.

Answer: b   **Page: 50**

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

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

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

7. Discuss research evidence regarding media portrayal of gender.

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

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

10. 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.

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

12. Refer to the **Whorfian hypothesis** to explain the societal significance of the differential treatment of females and males in the English language.